

Advanced Placement United States History
Dr. Dancy
Summer Assignment for the 2025-2026 School Year

CONGRATULATIONS. You have decided to take on the greatest challenge of your academic career. AP United States History (APUSH) is a college level course covering "everything that has ever happened ever in the United States." *

* (Since 1491)

DO NOT TAKE THIS CHALLENGE LIGHTLY.

If you think this class is going to be a breeze... *don't take it.*

If you do not complete assignments... *don't take it.*

If you are not dedicated to accruing a wealth of knowledge about the United States through all time periods ... *don't take it.*

If you do not think you are up to the challenge... *don't take it.*

However, if you are willing to work hard, ask questions when you don't understand, and take a fully comprehensive look at United States History; you've come to the right place.

However, if you are still here, then perhaps you should read about the APUSH summer assignment below . . .

Be ready... your class begins on August 4, 2025 and all summer work is due the first week of class. If you encounter a special circumstance or have a question, please contact me at dancyjr@scsk12.org as early as possible. Our first assessments of the year will be based on the summer assignment and are given within the first 2 weeks of class. To avoid a "cram session" and unneeded stress, finish the work! Trust me... it will help you with this course.

The Summer Assignment:

ASSIGNMENT PART 1

Directions: You have the option to either read from AMSCO, Henretta textbook, or listen to online textbook (YouTube), the first 3 chapters of information needed to complete your summer assignment. You have multiple options to choose from. The resources are listed below.

Resources:

1. Amsco Reading
https://www.steegercentral.com/files/ugd/d068b2_a9168b4f92ec4307b26d0ad70aa94af8.pdf (Chapter 1)
https://www.steegercentral.com/files/ugd/d068b2_fac75f86430d43e69de29b8398baf76e.pdf (Chapter 2)
https://www.steegercentral.com/files/ugd/d068b2_92a5c97eccf9408b8b60c8a972dad1a6.pdf (Chapter 3)
2. Textbook (reading) [*America's History \(Henretta\) textbook*](#) (Chapter 1-4)
3. Textbook (video) (Chapter 1-4) [*America's History \(Henretta\) Online textbook*](#) (Chapter 1-4)

NOTE: Remember, the summer assignment is only for Chapters 1-4 in the Henretta book. Doing more is hazardous to your summer happiness but feel free if you want.

ASSIGNMENT PART 2 - IDENTIFICATIONS

EVERYTHING MUST BE HANDWRITTEN ON **NOTEBOOK PAPER OR BLUE OR BLACK INK ON A 3 x 5 index card**. You can use regular notebook paper if you write neatly and divide it into boxes. TYPED RESPONSES WILL NOT RECEIVE CREDIT because it is way too easy to cut and paste your way to an epic fail. (100 points)

Directions: Choose **6** terms from each chapter (total of 18 terms) that you feel is the most important and complete the identification card below. For the Significance, please include why you think someone would need to know that term to understand the main theme of that chapter.

Assignment Template:

WORD: _____ (List ID word)

When: (When was the person significant or when did the event take place - include a specific location if available)

Who: (Who was the person? I.e. doctor, politician, dictator, etc.) (Who was involved in the event, etc)

What: (What did they do that was important or what happened during the event)

Historical Significance: (What did the person or events impact have in terms or new developments, creations, movements, advancements, future developments, etc)

Word Example:

ID: John Locke

When: 1632-1704

Who: English Philosopher during the Enlightenment period and “Father of Classical Liberalism”

What: Highly influential thinker that influenced many political leaders and countries. Used work from Voltaire and Rousseau.

Historical Significance: Many theories and ideas about government, self, and identity that influenced future development of countries. Used ideas such as the social contract, limited government, tabula rasa, natural rights and labor theories. Highly influenced Thomas Jefferson with classical republicanism and liberal theory when he wrote the Declaration of Independence.

Chapter 1:

Each of the following terms contributes to an understanding of the events that shaped English colonization in North America.

maize	Encomienda system	Jamestown
Pueblo	Cahokia	Colonial Charter
Joint stock company	Iroquois	Conquistadores
separatists	Roanoke	
Puritans	Mission system	
mercantilism	Bartolome De Las Casas	

Chapter 2:

Each of the following terms contributes to an understanding of issues and problems that confronted the Europeans, American Indians, and Africans who populated North America in the seventeenth century.

tobacco	Anne Hutchison	
headright system	Navigation Acts	
proprietary rule	Roger Williams	
Maryland Toleration Act of 1649	Pequot War	
Bacon's Rebellion	King Philip's War	
Mayflower Compact	Restoration colonies	Dominion of New
John Winthrop	Quakers	England

Chapter 3:

Each of the following terms contributes to a comprehensive understanding of how a distinct American society and culture began to develop in the British colonies.

indentured servitude	Stono Rebellion	literacy rates
patriarchy	Salem Witch Trials	almanacs
middle passage	Great Awakening	Jonathan Edwards
slave codes		The Enlightenment
Triangular trade		

ASSIGNMENT PART 3 -COMPLETING GRAPHIC ORGANIZER

Directions: Use the knowledge you gained from Assignment 1 or the video resources below to complete the TWO graphic organizers. **EVERYTHING MUST BE HANDWRITTEN ON NOTEBOOK PAPER SO CREATE YOUR OWN GRAPHIC ORGANIZER OR YOU CAN PRINT OFF THE GRAPHIC ORGANIZERS AND COMPLETE IT WITH PEN OR PENCIL.** TYPED RESPONSES WILL NOT RECEIVE CREDIT because it is way too easy to cut and paste your way to an epic fail. (100 POINTS)

Columbian Exchange & Atlantic Trade

Context: Before learning about the European colonies, it's necessary to place them within the system of Atlantic trade in which they existed. The permanent system of contact and trade between the Old and New Worlds that was established by Columbus' voyages is known as the Columbian Exchange. A complex system of Atlantic trade developed over the course of the sixteenth and seventeenth centuries, becoming the basis for establishing permanent colonies that would produce raw materials for export while importing manufactured goods from their respective mother countries. The Atlantic slave trade was the most infamous part of the "triangular trade" that developed between Europe, Africa, and the Americas. This video from Ted-Ed([The Atlantic slave trade: What too few textbooks told you - Anthony Hazard](#)) is helpful for understanding the impact that the African slave trade had on Europe, the Americas, and especially on African society in the short and long term.

Columbian exchange Graphic Organizer- [apush columbian exchange graphic organizer.pdf](#)

Columbian exchange resources- <https://www.youtube.com/watch?v=eLGxEcr-chw>

Colonial Encounters

Context: It is important that APUSH students know the key characteristics of Spanish, French, Dutch, and British colonizers and be able to compare and contrast the differing goals of each colonial power. In these video lectures, the lecturer details the key characteristics and goals of Spanish, French, and Dutch colonizers in addition to comparing and contrasting their economic pursuits and methods in dealing with the Native Americans they encountered.

Colonial Encounters graphic organizer- [European colonization of Americas graphic organizer with resources.pdf](#)

Colonial encounters resources-

- a. Spain: <https://youtu.be/vBM7n9cls1U>
- b. France: <https://youtu.be/TIKdC1KmDdw>
- c. Netherlands: <https://youtu.be/a8v8OOYBeK0>
- d. Beaver Wars: <https://youtu.be/EP5kEAIg9g>

ASSIGNMENT PART 4 - SHORT ANSWER QUESTIONS (SAQ)

DIRECTIONS: ANSWER THE SHORT ANSWER QUESTIONS BELOW. EACH ANSWER SHOULD BE 2-4 SENTENCES IN LENGTH, HANDWRITTEN IN **BLUE OR BLACK INK**. YOUR RESPONSES SHOULD BE ORIGINAL AND PLAGIARISM WILL RESULT IN AN "F" FOR THE ASSIGNMENT (100 POINTS).

The purpose of this assignment is to introduce you to ACE, a writing strategy that will be used for short answer questions. Below is a link that explains the ACE writing strategy and a video to help you write your SAQ.

ACE Writing Strategy https://www.ca-fcs.org/images/workshop/2015-16/ACE_Strategy.pdf

Watch this video before you complete your assignment: [Get a PERFECT SCORE on the SAQ \(APUSH, AP World, & AP Euro\) - YouTube](#)

Essential Questions:

1. Briefly explain how geography shaped the development of regional cultures in North America prior to 1492.
2. Briefly explain one event in Europe that shaped and inspired the exploration of the Americas.
3. Briefly explain one consequence of the Columbian Exchange with the Western Hemisphere?
4. Briefly explain one method Europeans employed to acquire and manage labor in colonial America?
5. Briefly explain one difference between NEW England colonies and the Middle Colonies (Penn, NY, NJ).
6. Briefly explain one difference between Middle Colonies and Southern Colonies.
7. Briefly explain how Anne Hutchison and Roger Williams challenge a Puritan theocracy (look up the word if you don't know what it means).
8. Briefly explain how did the Great Awakening and the Enlightenment caused people to question traditional authority?

ASSIGNMENT PART 5 – THE APUSH LONG ESSAY

The purpose of this assignment is to introduce you to one of the two specific types of essays you will be writing this year in a manner that allows your teacher to learn more about you. The long essay (LEQ) is due on the first day of class, NO EXCEPTIONS. (100 points)

- **Guidelines-** Before you begin writing, carefully review the handout, [Structure of the APUSH Long Essay](#) and video, [How to Write a LEQ for APUSH, AP World, & AP Euro - YouTube](#). Your essay should adhere to the guidelines established in this handout.
- **Directions-** Your essay should be hand-written on lined paper. There is no minimum or maximum length. The minimum number of paragraphs for this particular essay is 5: Intro, 3 body paragraphs, conclusion. Use a formal, academic style of writing. Do not use slang, abbreviations, or an overly dramatic or fluffy narrative. Your essay should be free of grammar, punctuation, and spelling errors.
- **Prompt-** Write an essay in response to ONE of the following prompts:
 1. Analyze how you are similar and different from other typical American high school students. (COMPARISON)
 2. Evaluate the extent to which you have changed since entering high school. (CONTINUITY AND CHANGE OVER TIME)
 3. Analyze the factors that have most shaped your development as a person. (CAUSATION)

*** If you have any questions during the summer, please contact me by email, dancyjr@scsk12.org. I will be checking email two times a week during the summer, so please do not wait until the week before school starts to contact me or complete the assignment. Try to plan ahead. Your book will take some time to work through. Thanks, and looking forward to seeing you in August!**