



APUSH Prior Knowledge Assignment

Questions? Email Mr. McKay at ctmckay@gaston.k12.nc.us

This will be a challenging YET rewarding semester, so preparing early will be helpful. Listed on the following pages is your required prior knowledge assignment. **The assignment will be collected on the first day of school. If you are not in my APUSH first fall semester, it is your responsibility to bring it to my room (D139) after-school by 3:45 pm on the first day of school in order to receive credit.**

Total points for 5-part summer assignment: 100 points / TEST grade.

DO NOT leave this assignment to the last days of summer!

Plan ahead so you will be sure to have the assignment completed. I look forward to seeing you in August. Until then, have a happy summer and enjoy diving into APUSH.

Overview of Summer Assignment

1. Reading: chapters 1 - 4 of Amsco textbook. Annotate chapters. (25 points)
 - a. Be sure to check out a textbook from Mr. McKay before leaving for summer break. If you are entering this class after school adjourns, use the following links to access the first four chapters:
This link will be okay until you purchase your own.
[Amsco Book LINK](#)
 - ___b. There will be a series of quizzes over chapters 1 – 4 during the first week of classes.
2. APUSH Notebook (20 points)
3. Getting familiar with the course (20 points)
4. CED 20 questions (20 points)
5. Purchase the Amsco Book. It is not mandatory, but will be the main text that we use for both the yearlong and semester class. You need to purchase the 2020 edition **3rd Edition!!** It's not mandatory to purchase a book however you might want your own to highlight....etc.

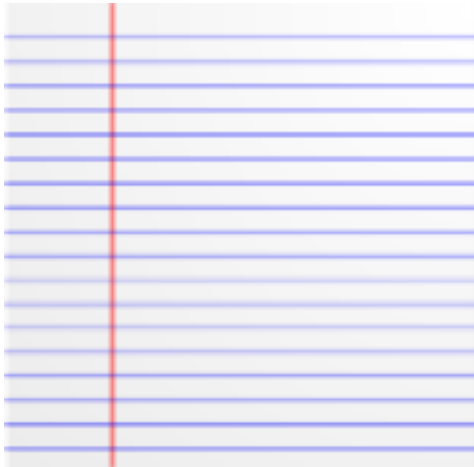
6. Label US Map-(20 points)

Part I: Reading and Annotating (20 points)

Purpose: Start the school year with a basic framework of the content. We are going to cover at the start of the semester. There are 31 chapters in the Amsco textbook, covering 9 historical time periods. Using the summer to get a jump start will make the reading load throughout the semester much lighter. In addition, it will provide you with the material you need to participate in activities the first week of class.

Assignment: You will **read** the first 4 chapters of your Amsco textbook. You will read about exploration, colonialism, and the French and Indian War.

For each chapter, you will **annotate** the pages. The purpose of annotation is to capture your thoughts as you interact with history. **Students must have 2 full hand-written pages of annotated notes per chapter. 4 chapters X 2 pages front and back=8pages of notes**



fhs_socialstudies@gaston.k12.nc.us

NOTE: You must set your notes up as shown above. You **MUST** have the correct page number next to the corresponding notes and they must be hand-written. **DO NOT TYPE YOUR NOTES. -pts will be taken off for typing!! Must be in YOUR own handwriting!!**

What do I write as I annotate?

*Summarize important ideas in your own words.

*Add examples from real life, other books, TV, surprise, disturb, etc.

movies, and so forth. *Define words that are new to you.

*Mark passages that you find confusing with a?

*Write questions that you might have for later

discussion in class. *Comment on the actions

or development of historical events / figures.

*Comment on things that intrigue, impress,

APUSH

Notebook Guidelines

2 inch- 3 ring Binder Required

(Make sure that your notebook is ready to present on August 16th with a cover sheet with your favorite American History Figure. Your historical figure must have been born on American soil and must be mentioned in the Amsco book to receive full credit.

12 Tabs

Divider headings:-----You must label your tabs with the Period and Years.

1. Period 1 (1491-1607)
2. Period 2 (1607-1754)
3. Period 3 (1754-1800)
4. Period 4 (1800-1848)
5. Period 5 (1844-1877)
6. Period 6 (1865-1898)
7. Period 7A (1890-1920)
8. Period 7B (1920-1945)
9. Period 8 (1945-1980)
10. Period 9 (1980-Present)
11. Presidents
12. Review & Skills

This notebook will be used for this course only!!

ALL materials are to be kept in your notebook and brought to class daily!
You will turn in an organized cumulative notebook
at the end of the course.

Part III: Getting Familiar with the course!

Purpose: Prior to the start of the course, it is important to know what information that you will be learning next school year. Becoming familiar with the course objectives and goals will allow you to prepare for the College Board exam on May 10, 2024 (tentatively/may change)

This [pdf link](#) will take you to the APUSH course exam and description aka CED book. Use the table of contents to help you answer the following: The CED will contain all the content you need to know for the AP exam! Become familiar with it.

1. List the 9 historical periods. (page 19)
 - a. What dates begin and end each period?
 - b. What event(S) do you THINK surround each period? In other words, why do you think each period starts when it does and ends when it does?
2. What percentage of the test is comprised of each time period?
 - a. List the period and the percent associated with it.
 - b. What two historical periods are the least tested on the AP Exam.
3. List the Historical Thinking Skill(S)
4. How long is the APUSH exam?
5. What are the four parts of the exam? How many questions are in each part? AND how much time is allotted for each?
6. Is one part of the test more important than the others? List them in order of importance.
7. Describe each essay.
8. Predict the future: Which part of the exam do you anticipate will be the easiest for you? Why? Which do you anticipate will be the hardest? Why?
9. What are your goals for APUSH? How will you accomplish them?
10. What are the two different ways of achieving depth in APUSH (page 117)

Part IV: Diving into the CED (Course Exam and Description) Answer these questions on a separate sheet of paper. Label it Part IV (CED Questions). WRITE out the whole Question and Answer to receive full credit. The answers must come from the CED unless stated like #5. START on PAGE 46 of the CED. Start on page 46.

Key Concepts for Unit 1- (1491-1607)

1. Why was the spread of maize cultivation from Mexico into the American Southwest important?
2. How did societies in the Northwest and present-day California support themselves?
3. Why did Europeans explore and conquer the New World?
4. What was the purpose of the Columbian Exchange?
5. How is feudalism different from capitalism? Explain -Google it!
6. What furthered Spanish exploration?
7. Why did the Spanish use the encomienda system?
8. What 2 ways Native Americans responded to European encroachment?

Key Concepts for Unit 2- (1607-1754)

9. What were the 4 major European countries involved in the colonization of North America?
10. What European country had more of its own citizens migrate to the new world?
11. What European country allowed intermarriage with the Native Americans?
12. What country's colonization tried to incorporate native populations along with enslaved and free Africans into

their society?

13. What group of people initially cultivated tobacco in the Chesapeake and North Carolina colonies?
14. What are demographic factors and give two general examples? (Google It)
15. Name one difference between the New England colonies and middle colonies economies?
16. Name two instances where Europeans conflicted with Native Americans?
17. What impact did the Pueblo Revolt have on Native American life?
18. Define evangelicalism (google it)
19. Define mercantilism:
20. Name 2 reasons why there was an increase in colonial resistance

Part V-US Map (print off and label the states) Do not use state abbreviations. Map is below (keep scrolling!)

