

Air Academy Advanced Placement United States History: Things You Should Know!

- **WHY** are you taking A.P. U.S. History? (College, boost transcript, friends in class, parents made you, enjoy a challenge, love history, heard the teaching is amazing ☺, etc....?)
 - **CONSIDER:** Will your college take the AP Score? How much does it mean to you? How hard is your junior year schedule? **(Each AP class you take will have at least 30-45 minutes of homework per block.)**
 - A.P. U.S. History is a **COLLEGE-LEVEL** course primarily designed to prepare students for the Advanced Placement exam in early May.
 - The course is **extremely fast-paced** and **very high expectations** are placed upon all students who enroll.
 - **Nightly reading** from the text and supplemental sources **WILL BE SIGNIFICANT** and must be done consistently to achieve success. Course design requires maintaining a **CHAPTER PER CLASS PACE**. This can seem **OVERWHELMING** and **RELENTLESS**if you don't keep up with your work!
 - **Challenging tests and quizzes** are administered **often** and will weigh heavily upon student's grades.
 - **Exams and Writing will make up approximately 70% of course grade. Homework around 30%**
 - Emphasis placed upon **ANALYSIS and CRITICAL THINKING**. Not just memorization! Emphasis is on learning the material, not just turning in homework. Many assignments may not be collected on the due date.
 - **Homework assignments** must be done well and turned in on time. In most cases, students are given a schedule at the beginning of each unit and expected to set their own pace for completing the work. This is more of a collegiate approach and some students are prone to procrastination which will be detrimental to their comprehension of the material and ultimately their grade in the class.
 - **COPYING HOMEWORK or CHEATING** of any sort is grounds for DISMISSAL from class and a FAILING GRADE in the course. IT'S NOT O.K.! DO YOUR OWN WORK!
 - **Chronic Absenteeism / Tardiness** will result in lower grades and possible dismissal from class.
 - Student must maintain above a **"C" average** or removal from class may occur.
 - **ESSAY WRITING DEVELOPMENT** is a key component and is expected of all students on a regular basis.
 - **ALL Students WILL TAKE A FINAL EXAM** at the end of the first semester and again before the A.P. Exam regardless of whether or not they are planning to take the A.P. Exam
- Students must complete a **SUMMER HOMEWORK ASSIGNMENT** before the first day of next semester.
 - **STUDENTS** are responsible for picking up their summer homework or getting it online.
 - Air Academy Website / Social Studies Department / Mr. Gorr Webpage / AP US History
 - http://www.asd20.org/Schools/aahs/Teachers/Ronald_Gorr/Pages/A.P.-U.S.-History.aspx
 - World History Teachers and Mr. Gorr also have copies of it.
- Lastly, this course can be a bit intimidating, but **it is not impossible**. In fact, we do have a lot of **fun!**
 - Students with **good study habits** and willingness to challenge themselves by **honestly completing** the requirements of the course can effectively prepare themselves for the EXTREMELY CHALLENGING A.P. Exam in U.S. History in the spring. (This can be worth up to **6 college credits** if you pass.)
 - **Students who consistently look for shortcuts will not do well in the course or the on the exam.**

Please complete the contract on the back of this sheet and turn in with your summer assignments in the fall.

Parent / Student A.P. U.S. History Contract

- Please **READ** the A.P. Expectations on the previous page carefully and have an **honest discussion** as to whether or not you are **willing and able to accept the challenges** of A.P. U.S history next year.
- Please note the **homework expectations**, the **challenging tests and writing**, and the **fast-paced** nature of the course. **Generally, 30-45 minutes per block is an expected A.P. course homework load, but many variables affect this!**
- **Organization** and **commitment to success** are two very important keys to success in A.P. U.S. history.
- **Check the colleges you are interested in** and find out what (or if) the requirements are to receive A.P. credit. Some colleges don't accept A.P. credit while others require more than simple passing grade.
- **Take a hard look at your student's schedule next year.** How many tough classes? Sports? Band? Jobs? Family Commitments? Make sure you can handle the load.
- **HOW MUCH DOES PASSING THE AP EXAM MATTER?** If it doesn't, this is not the class for you. Honors U.S. History offers weighted credit without the stress of the A.P. Exam.
- A.P. classes are **not for everyone** and they are run at a collegiate level, so please consider it carefully.
- **With all this said, A.P. U.S. history is a great course.**
 - The kids will learn a ton!
 - They will be inspired by interesting content, challenged by advanced level tests and writing assignments, and motivated to build collegiate level organization and homework skills.
 - They will have the satisfaction of completing a 42 chapter book. (All of it!)
 - They will have the opportunity to improve their testing and writing skill exponentially.
 - Collegiate-level curriculum will **stimulate minds** and raise the quality of their work.
 - Weighted credit is applied to A.P. classes.
 - Colleges do like to see challenging courses on transcripts. (Especially if they do well in them!)
 - The A.P. Exam could earn college credits for students that pass the A.P. Exam.
 - **Lastly, I think we have a lot of fun!**

• **Parent / Student Signatures**

- Please confirm that you have read and discussed all of the expectations mentioned above and on the previous page by signing on the lines below.
- ALL STUDENTS MUST turn these signatures in with their summer homework assignments on the first day of school in the fall.

• Student Signature: _____ Print Name _____

• Parent Signature: _____ Date: _____

• Thank you so much for your commitment and high academic standards.

- Ron Gorr
- Ronald.gorr@asd20.org
- rmgorr@comcast.net

Advanced Placement U.S. History Summer Assignment

Welcome to Advanced Placement United States History. All of the following must be completed by the first day of school next year. Expect some form of assessment to address the information covered by this assignment. Please make sure each component is easily identifiable and typed. Follow directions carefully!

ALL WORK MUST be ORIGINAL and complete by the student. Copying / Plagiarism IS NOT OK.

1. Choose an American hero.

- a. Explain in 100 words or less to describe why they are an American hero and why you chose them. (Type this!)
- b. Use at least two primary sources to support your answer.
- c. Be prepared to share your selection with the class.

2. Early American Exploration

- a. Using the list provided, RANK the TEN most important people, inventions, ideas, events, and/or concepts that shaped the pre-1607 colonization of the Americas.
- b. Organize in order of importance. 1 being the most important.
- c. Provide **specific support** that defends your ranking.
- d. Be prepared to defend your choices in class during the first week of school.
- e. Consider the following when selecting your ten.

Marco Polo
Caravel
Mariner Compass
Importance of Maize
Mound Builders
Cahokia, Iroquois
“three sister farming”
Christopher Columbus
Columbian Exchange
Spanish Conquistadors

Aztecs
Encomienda system
Disease
Bartolome de Las Casas
Vasco Nunez Balboa
Treaty of Tordesillas
Ferdinand Magellan
Juan Ponce de Leon
Francisco Coronado
Hernando de Soto

Francisco Pizarro
Hernando Cortez – Mexico
Defeat of Spanish Armada in
1588
Robert De La Salle
Samuel De Champlain
Sir Walter Raleigh
John Smith – Jamestown

3. U.S. Expansion Map:

- a. **DRAW a FREE HAND a map of the United States. (DO not trace or print outline map)**
- b. **Then identify and label each of the periods of expansion, including dates). (See below)**
- c. **Create a key / legend that briefly explain each. (Use internet and library resources)**
- d. **Color, neatness, organization will factor heavily into grade.**
 - First 13 colonies
 - French Indian War Cession (Britain gained from France in the Treaty of Paris 1763)
 - American Cession (Land won in American Revolution) 1783
 - Louisiana Purchase 1803 (Purchased from France)
 - Florida Cession 1819 (Treaty with Spain)
 - Annexation of Texas 1845
 - Oregon Territory 1846
 - Mexican Cession 1848 (Mexican American War)
 - Gadsden Purchase 1853
 - Alaska 1867 (Purchased)
 - Hawaii 1898 (Annexed)
 - Puerto Rico 1898 (Spanish-American War)

4. U.S. War Chart

- a. Create a chart that provides detailed, but succinct information about each of the American War listed below. (Use the internet to guide your research)
- b. Type / use tables to organize. Landscape Orientation.
 - i. Adjust column width to consolidate paper / Use Narrow Margins
- c. Consider the following as your column headings:
 - Name of war, years & location
 - Causes for U.S. entrance into war.
 - Most important people, battles, events, etc...
 - How did the war end? Significance of the war. What should we remember?
- d. Include the following wars on your chart.
 - American Revolution
 - War of 1812
 - Tripolitan War (Mediterranean Pirates)
 - Mexican American War
 - Civil War
 - Spanish American War
 - WWI
 - WWII
 - Korean Conflict
 - Vietnam War
 - Operation Desert Storm (Persian Gulf War)
 - Post 9/11 Conflicts in Afghanistan and Iraq

5. United States Map Assignment:

- a. Using the map provided, locate and label all of the following.
 - i. Labels should always be horizontal and DON NOT USE ABBREVIATIONS
- b. Complete the map by NEATLY COLORING the states different colors. (Political Map).
- c. MAKE IT LOOK GOOD! You will be graded on content, presentation, & overall quality.

All states

All capital cities

Major rivers

Colorado

Mississippi

Ohio

Arkansas

Rio Grande

Snake

Hudson

James

Platte

2 others of your choice

Great Lakes (H.O.M.E.S.)

Great Salt Lake

Lake Tahoe

Sierra Mountain

Rocky Mountains

Appalachian Mountains

Important Cities

San Diego

Los Angeles

San Francisco

New York City

Dallas

Kansas City

Cleveland

Pittsburgh

Washington D.C

Denver, CO

Charleston, SC

Rapid City, SD

6. U.S. Presidents (Part 1)

- a. Complete the Presidents Chart attached.
- b. You MUST do this one by hand.

American Presidents

1. _____
a. Years: _____
b. Party: _____
2. _____
a. Years: _____
b. Party: _____
3. _____
a. Years: _____
b. Party: _____
4. _____
a. Years: _____
b. Party: _____
5. _____
a. Years: _____
b. Party: _____
6. _____
a. Years: _____
b. Party: _____
7. _____
a. Years: _____
b. Party: _____
8. _____
a. Years: _____
b. Party: _____
9. _____
a. Years: _____
b. Party: _____
10. _____
a. Years: _____
b. Party: _____
11. _____
a. Years: _____
b. Party: _____

12. _____
a. Years: _____
b. Party: _____
13. _____
a. Years: _____
b. Party: _____
14. _____
a. Years: _____
b. Party: _____
15. _____
a. Years: _____
b. Party: _____
16. _____
a. Years: _____
b. Party: _____
17. _____
a. Years: _____
b. Party: _____
18. _____
a. Years: _____
b. Party: _____
19. _____
a. Years: _____
b. Party: _____
20. _____
a. Years: _____
b. Party: _____
21. _____
a. Years: _____
b. Party: _____
22. _____
a. Years: _____
b. Party: _____

- 23. _____
a. Years: _____
b. Party: _____
- 24. _____
a. Years: _____
b. Party: _____
- 25. _____
a. Years: _____
b. Party: _____
- 26. _____
a. Years: _____
b. Party: _____
- 27. _____
a. Years: _____
b. Party: _____
- 28. _____
a. Years: _____
b. Party: _____
- 29. _____
a. Years: _____
b. Party: _____
- 30. _____
a. Years: _____
b. Party: _____
- 31. _____
a. Years: _____
b. Party: _____
- 32. _____
a. Years: _____
b. Party: _____
- 33. _____
a. Years: _____
b. Party: _____
- 34. _____
a. Years: _____

- b. Party: _____
- 35. _____
a. Years: _____
b. Party: _____
- 36. _____
a. Years: _____
b. Party: _____
- 37. _____
a. Years: _____
b. Party: _____
- 38. _____
a. Years: _____
b. Party: _____
- 39. _____
a. Years: _____
b. Party: _____
- 40. _____
a. Years: _____
b. Party: _____
- 41. _____
a. Years: _____
b. Party: _____
- 42. _____
a. Years: _____
b. Party: _____
- 43. _____
a. Years: _____
b. Party: _____
- 44. _____
a. Years: _____
b. Party: _____
- 45. _____
a. Years: _____
b. Party: _____

7. U.S President's (Part II)

- a. Rank the top TEN presidents in American history.
- b. Organize in order of importance. 1 being the most important.
- c. Defend your choices with specific reasons
- d. Be prepared to support your choices.

8. U.S. Presidents (Part III)

- a. If you were asked to add one more face to Mount Rushmore, who would it be and why?
- b. Confine your answer to a typed, BULLETED list reasons your chose that person.

9. Primary Sources Activity (Part I)

- a. Read the following primary sources and type a one paragraph analysis of each document.
 - i. Consider the year it was written, who wrote it, why it was written, who the audience was, and the effect it had when writing analysis.
 - b. Use the internet to find each of the primary documents or access them on Mr. Gorr's School Website. (AAHS Homepage/Departments/Social Studies/Gorr/ APUS)
 - c. You can also get a digital copy of this document and click the links below.
 - d. If a link does not, seek out the document on the internet
- **Bartolome De Las Casas: A Short Account of the Destruction of the Indies**
 - a. http://nationalhumanitiescenter.org/pds/amerbegin/contact/text7/casas_destruction.pdf
 - **Christopher Columbus, letter to the King and Queen**
 - a. <http://www.fordham.edu/halsall/source/columbus2.asp>
 - **Treaty of Tordesillas**
 - a. <http://www.let.rug.nl/usa/documents/before-1600/the-treaty-of-tordesillas-june-7-1494.php>
 - **Instruction for the Virginia Colony**
 - a. http://www.vlib.us/amdocs/texts/virginia_instructions.html
 - **Mayflower Compact**
 - a. http://avalon.law.yale.edu/17th_century/mayflower.asp
 - **Pilgrim's Religious Beliefs**
 - a. <http://www.plimoth.org/what-see-do/17th-century-english-village/faith-pilgrims>
 - b. <http://mayflowerhistory.com/religion>

10. Primary Source Activity (Part II)

- a. Choose one of the primary sources and create a Political Cartoon that demonstrates an understanding of the content and should reflect the big ideas expressed in the source.
- b. Neatness, content, color, and perceived effort will all contribute to your grade on this.

11. Watch the Disney version of Pocahontas

- a. Have fun with this, but watch it so you can refresh your memory.
- b. I will use some of it in class.

UNITED STATES

