Dear APUSH Students and Parents/Guardians:

Welcome to the wonderful world of Advanced Placement United States History. Mr. Dickey and Mr. Hudson are thrilled to have you joining the ranks for the 2017-2018 school year - so thrilled, in fact, that we’re going to get things started this summer!

Writing is central to what we do in APUSH, and not just any writing; we need analytical writing. We need writing that explains why and how things happen, while of course being grounded in a strong factual understanding. Accordingly, your summer assignment aims to build those skills. Over the summer, Mr. Dickey and Mr. Hudson ask that you write 35 complex sentences. These sentences have a specific form for us in APUSH, which is outlined on one of the attached documents. Please take the time to read the directions carefully and if you have any questions please don’t hesitate to email either Mr. Dickey or Mr. Hudson for clarification.

You may handwrite or type these sentences, but you must number them and submit them in hard copy on the 1st Monday of the school year. Completing the sentences will be a classwork grade. Additionally, you will take a quiz based on the information included in the first two sources (see next paragraph). It will be ESSENTIAL that you read each source to score well on the quiz. You will allowed to consult your sentences and any HANDWRITTEN notes you took on the sources for the quiz.

In order to write these sentences, we ask that you use a couple of tools. The first is Love and Hate in Jamestown: John Smith, Pocahontas, and the Start of a New Nation - a fantastic look at early colonial America, written by a member of the Deep Run community. The second is a chapter from The Mammoth Book of Native Americans, entitled “A World Made of Dawn.” Together, these sources will make the first portion of course content move incredibly efficiently, helping us adjust to the recent revisions in how this course is organized and assessed.

Finally, we want to open this up for you to follow some of your interests! The final medium for writing 10 of these sentences is up to you. You could read a book that your parents recommend, find a couple of interesting articles online, or take advantage of the history around town. We’ve offered some suggestions, but as long as you write about things that are historical and factual, then you are fulfilling this final requirement.

Mr. Dickey and Mr. Hudson can’t wait to see you all back in September, but have a fun, safe, inspiring summer until then!

Best,
Mr. Dan Dickey and Mr. Clay Hudson

1. Love and Hate in Jamestown: John Smith, Pocahontas, and the Start of a New Nation
   - It is available as an ebook through Henrico Libraries

2. Directions to access “A World Made of Dawn” PDF:
   You must be logged into your Henrico-provided account and then go to tinyurl.com/drhsapushsummerpdf
   You can download the file to view it. This will allow you rotate the document as well.
   If you anticipate a prolonged separation from the necessary technology, please see Mr. Hudson in room 123 BEFORE leaving for summer break.
Writing a Complex Sentence for a History Essay

A complex sentence has three major ingredients:

1) The **FACT**: The Stamp Act
   a. This part is the simplest. It answers the question: what is the subject of the sentence?

2) A brief **definition**: a tax on legal documents during the colonial era
   a. This takes Part A a little further. It is still very much grounded in textbook-style, basic information. Imagine that after you said Part A to someone they responded with, “Wait, what was that exactly?” That’s what this part is trying to answer.

3) An **analytical statement**: united the colonies in protest against British policy and **eventually led them towards revolution** ←this is historical causation!!
   a. This part is where the APUSH bread is buttered: ANALYSIS. To take the imaginary conversation analogy deeper – this part is what comes after you’re asked, “So what? Why does that matter?” This part needs to make a broader claim. What changed because of this event? How did this book reflect the zeitgeist of its era? Etc.

For example: If the term was “Stamp Act” –

The Stamp Act, a tax on legal documents during the colonial era, united the colonies in protest against British policy and eventually led them towards revolution.

Analysis is hard. Occasionally, it’s easy to see how one specific example makes a broader impact on the country, world, or era. However, for the times when you need a kick start, here are the APUSH Historical Thinking Skills. These can help you think about how something can influence history.

1. **Causation**: did the example in question lead to other examples, directly or indirectly?
   a. The example sentence above models causation.

2. **Continuity & Change over Time**: does the example demonstrate a clear change from a previous era or does it reflect a particular consistency across time periods?
   a. *Jim Crow laws*, policies implemented to maintain strict racial stratification, continued the legacy of legalized oppression within American society.

3. **Periodization**: can the example be used as a symbol or representative for the era within which it exists?
   a. *Universal white male suffrage*, the broadening of political participation to include even those white men who did not own much or any land, characterized the Age of Jackson.

4. **Comparison**: does the example stand in clear contrast to another aspect of history or does it parallel some other aspect?
   a. The passage of the *PATRIOT Act*, legislation intended to bolster national security in the aftermath of the September 11th attacks, resembled the establishment of the Office of Censorship in 1941.

***STRONGLY RECOMMENDED***

Complete a few of these sentences **BEFORE** school lets out and bring those sentences to Mr. Dickey or Mr. Hudson so that you know you are writing them correctly.
Below you’ll find the terms from each source for which you need to write sentences. The Key Concepts are there to provide insight into the possible broader implications you might cover within the analysis portion of each sentence. They are there as a helpful resource only.

**Love and Hate in Jamestown**

<table>
<thead>
<tr>
<th>Jamestown</th>
<th>Powhatan (individual)</th>
<th>Opechancanough</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Virginia Charter</td>
<td>Powhatan (group)</td>
<td>Anthony Johnson</td>
</tr>
<tr>
<td>John Smith</td>
<td>Virginia Company of London</td>
<td>Thomas Savage</td>
</tr>
<tr>
<td>John Rolfe</td>
<td>Starving Time</td>
<td>Werowocomoco</td>
</tr>
<tr>
<td>Tobacco</td>
<td>Pocahontas</td>
<td>King James I</td>
</tr>
</tbody>
</table>

- **AP Key Concept 1.2.III:** In their interactions, Europeans and Native Americans *asserted* divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.
- **AP Key Concept 2.1.I.C:** English colonization efforts *attracted* a comparatively large number of male and female British migrants, as well as other European migrants, all of whom *sought* social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists *focused* on agriculture and *settled* on land taken from Native Americans, from whom they lived separately.
- **AP Key Concept 2.1.II.A:** The Chesapeake and North Carolina colonies *grew* prosperous exporting tobacco — a labor-intensive product initially *cultivated* by white, mostly male indentured servants and later by enslaved Africans.
- **AP Key Concept 2.1.III:** Competition over resources between European rivals and American Indians *encouraged* industry and trade and *led* to conflict in the Americas.

**“A World Made of Dawn”**

<table>
<thead>
<tr>
<th>maize (corn)</th>
<th>matrilineal society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anasazi</td>
<td>longhouse</td>
</tr>
<tr>
<td>cliff-dwellings</td>
<td>Confederacy of the Iroquois</td>
</tr>
<tr>
<td>Hopewell</td>
<td>introduction of the horse</td>
</tr>
<tr>
<td>Cahokia</td>
<td>Sioux</td>
</tr>
</tbody>
</table>

- **AP Key Concept 1.1.I:** Different native societies *adapted* to and *transformed* their environments through innovations in agriculture, resource use, and social structure.
- **AP Key Concept 1.1.I.A:** The spread of maize cultivation from present day Mexico northward into the present-day American Southwest and beyond *supported* economic development, settlement, advanced irrigation, and social diversification among societies.
- **AP Key Concept 1.1.I.B:** Societies *responded* to the aridity of the Great Basin and the grasslands of the western Great Plains by *developing* largely mobile lifestyles.
- **AP Key Concept 1.1.I.C:** In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies *developed* mixed agricultural and hunter-gatherer economies that *favored* the development of permanent villages.
- **AP Key Concept 1.1.I.D:** Societies in the Northwest and present-day California *supported* themselves by hunting and gathering, and in some areas *developed* settled communities supported by the vast resources of the ocean.

You should use your unique third source for 10 sentences. The terms will be of your choosing and based on the information you encounter.
The final source is of your choosing, but here are some **RECOMMENDATIONS** from us:

***Please consult your parents/guardians regarding the selection of reading and/or viewing material or regarding visiting historical sites!***

Additionally, when working with a work of fiction be sure to base your definitions and analysis on the actual history that inspired the creative product.

**Books:**
- *John Adams* by David McCullough
- *One Summer* by Bill Bryson
- *Walking with the Wind* by John Lewis
- *The Autobiography of Malcolm X*
- *Unbroken* by Laura Hillenbrand

**Documentaries:**
- Any documentary made by Ken Burns
- *America: The Story of US*
- *Africans in America*
- *American Experience series*
- *God in America*
- *Eyes on the Prize*
- *An Inconvenient Truth*
- *The Mormons*
- *Soundtrack for a Revolution*
- *The Fog of War*

**Movies:**
- *Miracle*
- *October Sky*
- *Good Night and Good Luck*
- *1776*
- *Lincoln*
- *Gone with the Wind*
- *Birth of a Nation*
- *Iron Jawed Angels*
- *Inherit the Wind*
- *Citizen Kane*
- *Modern Times*
- *Casablanca*

**Richmond Places:**
- Hollywood Cemetery
- The Valentine
- Virginia Historical Society
- VMFA
- American Civil War Museum: White House and Museum of the Confederacy
- American Civil War Museum: Tredegar
- Iron Works
- John Marshall House
- Deep Run Schoolhouse
- Hanover Courthouse
- Hanover Tavern
- Maymont
- Monumental Church
- Scotchtown
- St. John’s Church
- Virginia Capitol and Executive Mansion

**Other Big Ticket VA Sites:**
- Colonial Williamsburg
- Yorktown
- Jamestown
- Monticello
- Montpelier
- Ashlawn-Highland
- Mount Vernon
- Gunston Hall
- Battlefields
- Plantations
- Appomattox Court House
- Pamplin Historical Park
- Mariner’s Museum
- Frontier Culture Museum