

APUSH SUMMER ASSIGNMENT

Part 1

- Visit the Gilder Lehrman AP U.S. History Study Guide. <http://ap.gilderlehrman.org/> Navigate through the website to get an understanding of the breakdown and resources for the APUSH course.
 - Click on <http://ap.gilderlehrman.org/period/1>. Watch the 8-minute review video, review the Key Concepts [see attached], and peruse through the Timeline and read/watch the Timeline resources.
 - Watch all of the Videos.
 - Read the Essays, “*Imperial Rivalries*,” “*Indian Slavery in America*,” “*Americas to 1620*,” and the “*Columbian Exchange*.”
 - Click on <http://ap.gilderlehrman.org/period/2>. Watch the 7-minute review video, review the Key Concepts, and peruse through the Timeline and read/watch the Timeline resources.
 - Watch the Video, “*John Fea: Gold, Gospel, and Glory: Motivations for European Exploration and Colonization of the Americas*.”
 - Read and review the attached Key Concepts for Historical Period 1 (1491-1607). The Key Concepts are historical concepts College Board expects to be known and understood for the course and the exam.
- See Part 2 for Period 1 films to watch and see Part 3 for Period 1 movie reviews to write.
- Use these guiding questions to help develop your understanding of the historian’s argument/position and to incorporate in your history movie reviews. **NOTE: These are not questions to be directly answered on paper, but to be considered as you read the essays.**
 - What are the authors’ historical arguments/positions/claims? The introductory and conclusion paragraphs are typically where these can be found.
 - How do the authors substantiate/defend their arguments? Look for specific factual information and use of primary sources.

Part 2

- Watch the movies listed below.
- Search for films by using Netflix, OnDemand, YouTube, Hulu, iTunes and other streaming and video services.

1492: Conquest of Paradise (1992) - Age of Discovery and Exploration

The Mission (1986) - Interactions between American natives and Europeans

NOTE: Use legal means to acquire and view the assigned films.

NOTE: Please adhere to parental guidelines for viewing films with mature content.

Part 3

- Handwrite historical movie reviews for each of the two films based on the instructions and parameters located on the next page.

- DUE DATE: MONDAY, AUGUST 19 BY 9:15AM

- The course expects all students to read, comprehend, and fully engage in their assignments. In-class discussion questions, reading quizzes, essays, and unit tests can and will be based on all assigned readings in the summer and throughout the course.

- The first section requires a synopsis of the film. It should include historical setting (time period and locations), the general plot along with major themes, plot developments, and major character descriptions.

- The second section discusses the historical concepts related to the film. Using specific scenes from the film, how does the movie depict subjects from the relevant historical period essays? Be sure to cite essays for reference by using parenthetical citation, i.e. (*The Americas to 1620*). You must RELEVANTLY and EFFECTIVELY reference essays with films. All assigned essays must be used and be used RELEVANTLY and EFFECTIVELY. Essays may be referenced more than once in each relevant historical period film review, i.e. “Indian Slavery in America” could be referenced in both *1492: Conquest of Paradise* and *The Mission*.

- The third section discusses how the films illustrate relevant Key Concepts from the attached Period 1 Key Concepts. Using specific scenes from the film, how does the movie depict relevant Key Concepts? Be sure to cite Key Concepts for reference by using parenthetical citation, e.g. (Key Concept 1.1.III.A).

- Use this for an idea of the expectations for this assignment:

SAMPLE MOVIE REVIEW EXCERPT USING A PERIOD 8 ESSAY AND PERIOD 8 FILM, *FORREST GUMP*:

Section 2: During the scene where Forrest Gump reunites with Jenny in Washington D.C., student protesters listen to a speaker criticizing the Vietnam conflict. The protesters wear army surplus clothes and hippy-style attire reflective of the counterculture movement. Some young people during the 1960s dressed in simple clothing to criticize middle-class consumerism. (“The Sixties”) [See Gilder Lehrman Period 8 Essay “The Sixties” for further reference.]

Section 3: The scene involving Forrest Gump addressing protestors in Washington D.C. illustrates the anti-war protests stemmed from the Vietnam War. (KC-8.1.II.B)

- Your movie review assignment must adhere to the following instructions and parameters. Write your name on the upper right corner of the first page of each review. Write the movie title on the center of the first line. You must handwrite the review on college-rule paper in black ink and in print, not cursive. Do not write past the left pink margin line of the paper and write past the right pink margin line of the paper. There is a two-page minimum (front page is first page and back page is second page) for completing this assignment.

- Turn in the two reviews as a package ordered exactly as listed in Part 2. Do not staple all reviews together.

- If your assignment is not within the specified parameters per instructions you will not earn full credit. This is an individual assignment. You may view assigned films in groups. However, your research and opinion must be your own. Plagiarism and unoriginal thought will not be tolerated. Use this opportunity as a learning experience. Do not abuse this opportunity as quick scheme for better grades.

Key Concept 1.1:

<p>Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.</p>	
<p>1. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.</p>	
<p>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.</p>	
<p>B. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.</p>	
<p>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.</p>	
<p>D. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities support by the vast resources of the ocean.</p>	
<p>Period 1: 1497-1607 Key Concept: 1.1</p>	<p>TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH</p>

Key Concept 1.2:

<p>Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.</p>	
<p>I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.</p>	
<p>A. European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic, and military competition, and a desire to spread Christianity.</p>	
<p>B. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.</p>	
<p>C. Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.</p>	
<p>Period 1: 1497-1607 Key 1.2</p>	<p>TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH</p>

Key Concept 1.2:

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.	
II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.	
A. Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.	
B. In the <i>encomienda</i> system, Spanish colonial economies marshaled native American labor to support plantation-based agriculture and extract precious metals and other resources.	
C. European traders partnered with some West African groups who practiced slavery to forcibly extract precious metals and other resources.	
D. The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.	
Period 1: 1497-1607 Key Concept: 1.2	TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH

Key Concept 1.2:

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural and political changes on both sides of the Atlantic Ocean.

III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

A. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

B. As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

C. Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and for racial justifications for the subjugations of Africans and Native Americans.

Period 1; 1497-1607
Key Concept 1.2

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE THE KEY CONCEPT IN DEPTH