

Hello and welcome to AP United States History (affectionately called APUSH)!

My name is Miss Boggs and I will be your teacher this coming school year. I look forward to this journey as we dive into the complex history of our country. From the early inhabitants to the history being made today, we will discover how the past fits into our present and shapes us. We'll even find some unicorns along the way! (I promise.) This year will take us on an adventure in preparation for the AP test in May. That adventure will begin early with summer work that will set you up for our first test.

Important Dates to Know

Summer Work Due – August 11th Orientation Day (maybe make a copy of notes to study for test!)

First Test- August 13th (MCQ) and August 14th (SAQ)

Last Day of Add/Drop - October 20th

Level changes will be recommended sooner than this due to the nature of APUSH

AP Test Date - May 7th, 2027 (Tentative!)

Join the APUSH Summer TEAMS Page: [phkd24u](#)

- This will make tracking all of your summer work much easier!

Readings

Our textbook, *Give Me Liberty! An American History* (ISBN: 978-0-393-89290-1).

- This is a new textbook compared to what classes in the past have been using!

You will need to read Chapters 1 – 4 (Stopping at page 129).

- This will cover all of Periods 1 and 2 (1491-1754), which will allow us more time to cover other topics more in depth and do projects/writing practice in class over the course of the first semester.

As you read, take notes on the key terms, ideas, themes, and events/people which will help you recall the information later. Please complete it using the Cornell Notes provided. There is also an attached explanation of how Cornell Notes function and why they will help you in the long run. Additionally there is an example of Cornell notes I've taken in a college class. **WRITE YOUR NOTES BY HAND** (typing is not allowed).

- You will want to add additional notes from the lectures into your reading notes, which is why you **NEED TO READ BEFORE CLASS/LECTURE**

Lectures

To give you a taste of the lecture style you may expect in class, these lectures are based on taking your textbook knowledge further. My lectures are meant to prepare you for college, so they are a mix of sharing knowledge and asking you to explain what you had to prepare for class. To ease you into this idea, you will need to watch a few EdPuzzles that will help support your understanding of the textbook readings.

EdPuzzles to watch:

- The Early Americans
- Colonizing Powers

EdPuzzle Join Code: hulsije

- Just a note that you can pause the lectures and come back to them later. Your progress will be saved so don't feel like you have to watch the whole thing in one sitting.
- If you do not already have an EdPuzzle Account via your school email, please make your account with your BEHS email.

Visual Organizers

While Cornell Notes are great for studying and organizing based on questions, sometimes, visualizing our notes leads to greater critical thinking. Included with your notes are a few maps for coloring and a Venn Diagram for thinking in terms of comparing and contrasting. COMPLETE BY HAND WITH PENCIL (colors for the maps).

- Columbian Exchange Mapping Activity (Chapters 1 & 4)
- Colonizing Powers Venn Diagram (Chapters 1 & 2)
- The 13 Colonies Mapping Activity and Comparison Chart (Chapters 2 & 3)

See the note at the end of the packet about the practice SAQ which will help you prepare for our first test when we return.

If you have any questions at any point, utilize the TEAMS FAQ channel to ask to get support from me and your fellow peers!

Have a great summer and I look forward to getting to know you all this year!

Miss Boggs

Name: _____	Ch. # – Also helpful to note is where these notes are from. Your readings or a lecture?
Essential Questions (EQs): These can be questions from your textbook or questions that Miss Boggs finds vital to answering. They can also come from College Board Standards/Key Concepts.	
Questions for Studying Key Terms 1. Jot down one to two words that are the main idea/vocab/etc of a passage. Leave space between each one. 2. Questions: Soon after the reading, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. The answer should then match on the right, or be near multiple elements which answer the question. Also, the writing of questions sets up a perfect stage for exam-studying later.	Notetaking Column 1. Record: While reading use the notetaking column to record the supporting facts, ideas, dates, etc using telegraphic sentences. 3. Recite: Cover the notetaking column with a sheet of paper. Then, looking at the questions or key terms in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the key terms. 4. Reflect: Reflect on the material by asking yourself questions, for example: “What’s the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What’s beyond them?” 5. Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you’ll retain a great deal for current use, as well as, for the AP exam.
Summary What EQs can you answer? What are the main takeaways from this notes section? Write 2-3 short sentences. These short summaries will help with review later because it will be quicker to read a few short highlights than go through an entire page of notes. If you read this summary and don’t understand something, then go to the full notes. If that doesn’t help, then return to the textbook.	

Questions / Key Terms

Notetaking Column

What is republicanism?

What is DoR?

- Where has it been used before?

Why legislative supremacy?

A lot of American's understanding of govt. is learned in state constitutions
 → all states agreed on republican govt. / const.

4 Pillars

most states set up like this some hard to accept.

1. Majority rule through consent
 - representative govt.
2. Must have declaration of rights
 * states will impact more often
 - regularizes expectations
 - English tradition
 o govt. has power to do anything except what is explicitly excluded (Rights)
 ~ best is not to write out, but contrive govt. which can't overtake
 ← major consideration w/ later constitutional debate
 yet often diff. between states
3. Understanding of representatives
 - annual elections
 - rotations
 - recalls
 - small voting districts
 o reps can know constituents
 o BUT makes it easier for factions
4. Legislative Supremacy "the People's Branch"
 - most states had 2 houses
 o appoint Exec + Judicial

Look @ SC v MA from readings

Elections are the primary check

Anti-Fed argue new constitution was not republican
 - no BoR
 - not republican
 - not federal

Summary

Before the US constitution, America had fought for the right of creating a republican form of govt. First that means most of the power resides in the people via the state (confederal set up a weak central power out of fear → AOC of what happened with GB.) Individuals are protected from govt. via guaranteed rights (BoR → see examples from readings) and they have the power to check their representatives power via elections. Further protecting the people's power is the leg. being elected by them so it has most power.

Name: _____	Ch. 1: Old Worlds and New	Readings / Lecture
Essential Questions (EQs): What were the major patterns of Native American life in North America before Europeans arrived? Before contact, how did Native American and European ideas of freedom differ? What motivated Europeans to look west, across the Atlantic Ocean? What were the chief features of the Spanish empire in the Americas? What were the chief features of the French and Dutch empires in North America?		
Questions for Studying Key Terms	Notetaking Column	
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Essential Questions (EQs):

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**Questions for Studying
Key Terms****Notetaking Column**

Summary (What EQs can you answer? What are the main takeaways from this notes section? Write 2-3 short sentences.)

Name: _____	Ch. 2 European Colonies and Native Nations	Readings / Lecture
Essential Questions (EQs): What were the main contours of English colonization in the seventeenth century? How did Native peoples respond to incoming English settlers? What was the significance of the Anglo-Powhatan Wars? How was slavery established in the western Atlantic world? What made the English settlement of New England distinctive? What were the main sources of discord in early New England?		
Questions for Studying Key Terms	Notetaking Column	
Summary (What EQs can you answer? What are the main takeaways from this notes section? Write 2-3 short sentences.)		

Essential Questions (EQs):

What were the main contours of English colonization in the seventeenth century?

How did Native peoples respond to incoming English settlers?

What was the significance of the Anglo-Powhatan Wars?

How was slavery established in the western Atlantic world?

What made the English settlement of New England distinctive?

What were the main sources of discord in early New England?

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**Questions for Studying
Key Terms****Notetaking Column**

Summary (What EQs can you answer? What are the main takeaways from this notes section? Write 2-3 short sentences.)

Name: _____		Ch. 3 Creating Anglo-America	Readings / Lecture
Essential Questions (EQs): How did the English empire in America expand in the mid-seventeenth century? How was slavery established in the Western Atlantic world? What major social and political crises rocked the colonies in the late seventeenth century? What were the directions of social and economic change in the eighteenth-century colonies? How did patterns of class and gender roles change in eighteenth-century America? What was the extent of Native power across the continent by the mid-eighteenth century?			
Questions for Studying Key Terms		Notetaking Column	
Summary (What EQs can you answer? What are the main takeaways from this notes section? Write 2-3 short sentences.)			

Essential Questions (EQs):

How did the English empire in America expand in the mid-seventeenth century?

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**Questions for Studying
Key Terms****Notetaking Column**

Summary (What EQs can you answer? What are the main takeaways from this notes section? Write 2-3 short sentences.)

Name: _____	Ch. 4 Slavery, Freedom, and the Struggle for Empire Readings / Lecture	
Essential Questions (EQs): How did African slavery differ regionally in eighteenth-century North America? What factors led to distinct African American cultures in the eighteenth century? What were the meanings of British liberty in the eighteenth century? What concepts and institutions dominated colonial politics in the eighteenth century? How did the Great Awakening challenge the religious and social structure of British North America? How did the Spanish and French empires in America develop in the eighteenth century? What was the impact of the Seven Years' War on imperial and Indian-European relations?		
Questions for Studying Key Terms	Notetaking Column	
Summary (What EQs can you answer? What are the main takeaways from this notes section? Write 2-3 short sentences.)		

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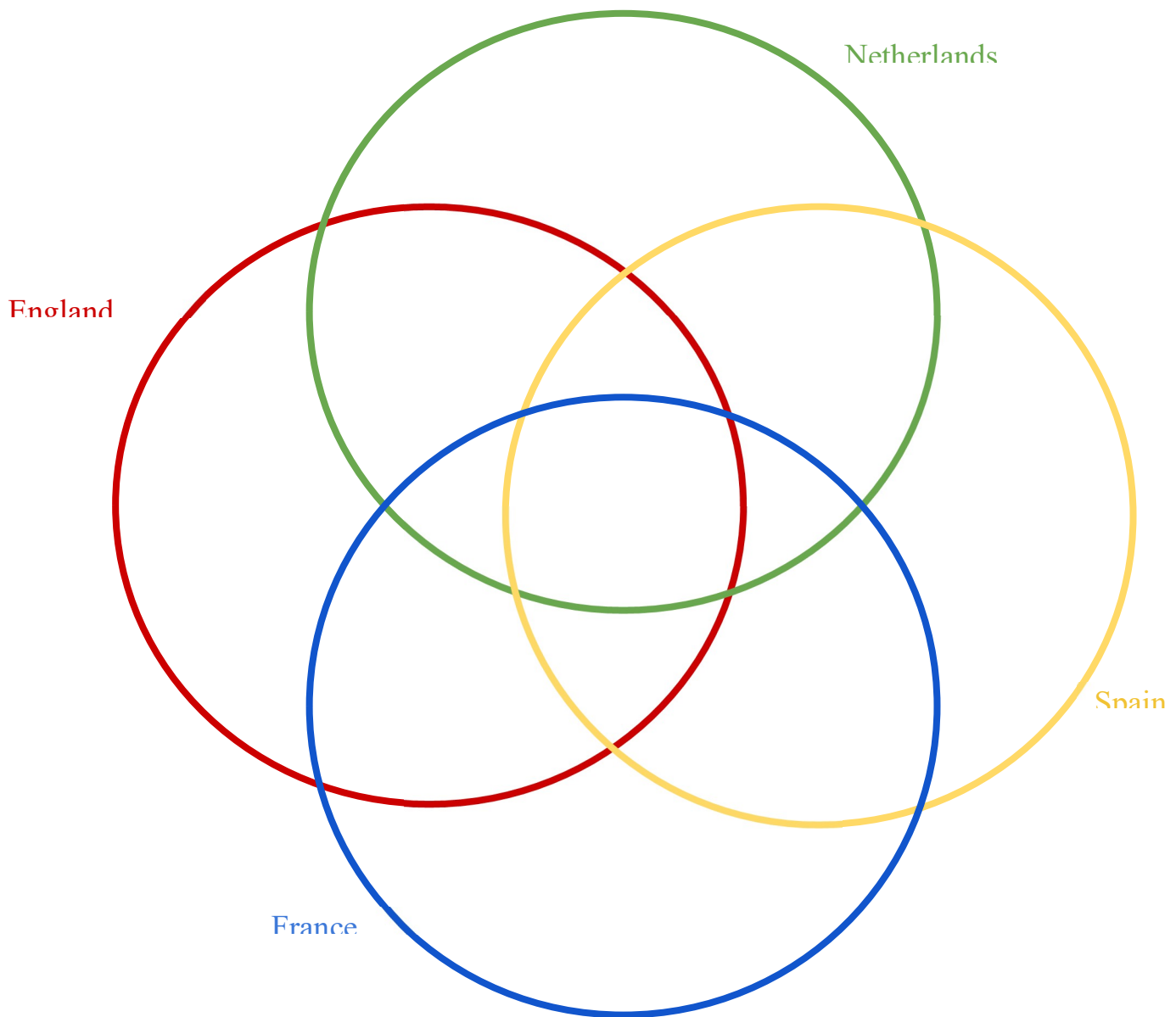
APUSH Mapping Exercise 1

Create a Visualization of the Columbian Exchange using the map below.



Define the Columbian Exchange in your own words

Colonizing Powers Venn Diagram



What elements are distinct to each country? What areas are there overlaps? Make sure to take notes on the following areas:

Region(s) Colonized;
Religion;
Economic Pursuits;
Settlements;
of Colonists;
Evangelism;
Relationship with Native Americans

If you run out of room in the Venn Diagram complete your notes on the back.

[illegible]

13 Colonies Comparison Chart

Using your notes and the PowerPoint on TEAMS, complete this chart for easy review.

	New England Colonies	Middle Colonies	Southern Colonies
Key Colonies			
Key Figures			
Why Settle Here?			
Economic Activity			
Predominant Religion(s)			
Religious Outlook			
Additional Notes			



Label each of the 13 Original Colonies

Shade in each colony to its matching region. Create a color key below:

☐ New England Colonies

☐ Middle Colonies

☐ Southern Colonies

Short Answer Question Practice

Your summer test will have two parts, multiple choice (MCQ) and short answers (SAQ). In this class, we will always answer SAQs using a format called ACE.

What is ACE?

Answer the Question

First sentence: Give a concise answer to the question with content knowledge.

Cite Evidence

Second Sentence: Provide at least one specific piece of factual evidence. (Do not be vague!!)

Explain how your evidence supports your answer

Third Sentence: **THEREFORE**.... explain how that piece of evidence proves the answer in the first sentence.

We will talk more in-depth with the kinds of SAQs which you will face on the AP Exam, BUT, no matter the kind of Q, you will ALWAYS use ACE.

Example SAQ 1

(a) Briefly explain ONE reason why cats are better pets than dogs.

(b) Briefly explain ONE reason why dogs are better pets than cats.

(c) Briefly explain ONE specific factor that might affect whether a person chooses a cat or a dog as a pet.

A) Briefly explain ONE reason why cats are better pets than dogs.

A- One reason that cats are better pets than dogs is because of their overall cleanliness.

C- Instinctively cats have a disposition to keep themselves clean, from having grooming rituals to keep their fur tidy to covering their excrement to lessen a stench near their living spaces.

E- Therefore, cats are better pets than dogs because of their cleanliness which makes living with cats much more enjoyable.

Now you try! Do either part B or C below

Part _____

A -

C -

E -

The hope is I will have a join code for our AP Classroom so you can do a practice SAQ on there, and get feedback from me (sent on TEAMS), but if that doesn't happen, you will get a version of it on Orientation day, due before part 1 of the test (which will act as review) so it can be scored and back to you for part 2 of the test.