Welcome to APUS History.

This entry-level college survey course is designed for you to have a thorough understanding of America’s history from the “Age of Discovery” to the present. As such you have a responsibility to read and understand some of the material in your textbook over summer break. If you have any questions please e-mail Mr. Buggé at greg.bugge@ww-p.org I check my mail over the summer and will reply to your queries.

Important Information you need to know:
This course is reading and writing intensive and it is expected, and understood, you are capable of analysis and synthesis of historical problems at a higher level. It will require a significant amount of self-motivation for you to be successful. The vast majority of your grades will come primarily from in-class assessments each marking period as we measure your ability to know the material and respond in a well-defined written manner. It is also expected, and understood, that you will do the reading required each day and be ready to participate in class. In addition to your textbook there will be numerous primary source documents as well as historian essays used for you to analyze and synthesize each day. The use of these materials will help you understand what you need to do to be successful on the AP exam at the end of the year.

Go to my website http://wwphs.sharpschool.com/h_s_n_depts/social_studies/mr__bugge/ and familiarize yourself with it. This will become your primary source for all information in class such as our schedule, test dates, projects, and of course the external reading material such as primary sources and historian essays needed for classes. Additionally each chapter is broken down by theme, key words or terms, and primary sources you will be reading. All information you will need throughout the year will be found on my website. I usually plan one month at a time and therefore when we begin in September you will be able to see the entire month of assignments. You should also note that the first half of APUS History is a review of what you learned in American Studies I. Therefore we will move at a considerably faster pace to get through this material by the winter break thereby insuring that we have enough time to study and learn the history from World War I to the present.

Students entering AP US History must develop skills in independent reading and note-taking from the primary textbook, *The American People*.

The Summer Reading Assignment consists of Chapters 3-7 of *The American People*. The AP United States History Exam, and therefore our course focus, begins most heavily on events/themes after 1750.

Students scheduled for AP US may come to Mr. Buggé’s room A106 and pick-up a textbook. If you come late to the course you may find the textbook chapters on my website as a .pdf file at the bottom of each chapter page.
Students can expect an evaluation of the content and ideas contained in chapters 3-7 during the first days of school. This opportunity to demonstrate knowledge and comprehension will include AP level questions as well as essay writing.

Students are strongly advised to read the text and take notes on the following themes:

**Chapter 3 - Colonizing a Continent in the Seventeenth Century**
*The confrontation between two cultures: the English colonists (in various kinds of settlements) and Native American tribes*
*Tensions resulting from the religious and economic motivations behind settlement*
*Tensions between religious idealism and violence*
*The differing cultures resulting from the geographic differences in the societies along the Atlantic coast*

**Chapter 4 - The Maturing of Colonial Society**
*The societal differences between the Northern and Southern regions*
*The development of slavery as a source of profit in both the North and South*
*The impact of the Great Awakening on thought and behavior that helped to fuel the American Revolution*

**Chapter 5 - The Strains of Empire**
*The role of common people in the events leading up to the American Revolution*
*The simultaneous external struggle to sever colonial ties to England with the internal struggle for control and reform of colonial society*
*The tremendous impact of the French and Indian war on the relationship between colonists and the British as well as the colonists’ relationships with Native American groups*

**Chapter 6 - A People in Revolution**
*The extraordinary cost and damage of the war as well as the hardships endured by all classes of patriots and loyalists*
*The significance of events including battles, debates over ideology, development of political and military leadership, and written expressions of republicanism/democracy.*
*The converting of revolutionary republicanism into action through the creation of state constitutions politics*

**Chapter 7 – Consolidating the Revolution**
*Uncertainty whether the new nation could handle the economic and political challenges that lie ahead*
*The continuing cries for equal rights and popular consent exemplified by Shays’ Rebellion*
*The political controversies faced when writing and ratifying the Constitution*

**Summer Reading Assignment:**
Using the content from assigned reading, respond to the following questions. Answers will be submitted on the first day of class. Each answer should demonstrate the relationship of information in a concise, well-developed, typed paragraph. Please be concise in your response and do not write long essay responses for these questions. Get to the point and state
your argument quickly. You will have ample opportunity to write long essays during the school year.

Chapter 3:
Compare and contrast the government, religion, geography, and economy of the three English colonial regions (the Chesapeake area, New England, and Pennsylvania). Be sure to consider the role of race, gender, and ethnicity.

Chapter 4:
In what significant ways did the Great Awakening transform American life and thought?

Chapter 5:
1. What trends, events and beliefs allowed the English colonies to believe they should control their own economic, political and religious destiny?

2. In what ways was the French and Indian War (Seven Years War) a turning point for England and the colonists?

Chapter 6:
1. Analyze how the American people made the shift from separating from an imperial system to creation of a republican form of government.

2. Assess the effect of the American Revolution on slaves, Native Americans, and women.

Chapter 7:
1. Explain why the Articles of Confederation were considered too weak for the fledgling republic. Be sure to explain specific events that exemplified these weaknesses.

2. Describe how the roots of the main provisions of the Constitution and the Bill of Rights are in the colonial experience under English rule as well as in the Articles of Confederation period.