

DOMINION HIGH SCHOOL APUSH/Dual Enrollment Summer Assignments 2019

STUDENTS PICK UP YOUR TEXTBOOKS BEFORE THE END OF EXAM WEEK!

Dear Students and Parents:

Students and parents who are looking forward to the Advanced Placement U.S. History class should think ahead about the goals and challenges of the course. Please remember that it is a **COLLEGE** level class, and expectations are higher than for other high school courses. Students are expected to accept responsibility for completing assignments independently, and to come to class prepared to contribute. Goals of the class include the following:

- A. *Understanding of American history from pre-Columbian times to the present*
- B. *Development of skills in evaluating historical materials, both primary and secondary*
- C. *Improvement of skills in test taking and essay-writing*
- D. *Development of ability to see history in the context of politics, world events, and economic and social changes.*

Required activities include the following:

Reading – Students will complete independent reading assignments in text and in supplementary books, including summer reading. Most students will need to spend at least **two hours** out of class studying for each class period of 90 minutes. A non-fiction historical novel will also be **required reading** during the year.

Essay writing – Students will write **IN CLASS** for about 60 minutes, at least two times during each 9 weeks. Writing in class is planned to help students learn to organize ideas and express thoughts clearly within a time limit. Some essays will be on document-based questions (DBQ's), which will involve reading and evaluating primary sources.

Participation in class discussion – All students will have opportunity for class leadership through presentations, debates, role-playing, and various group assignments.

Preparation for frequent multiple-choice quizzes – Practice with tough multiple-choice questions will help students prepare for the AP exam and for other standardized tests.

The AP Exam – The exam is given in May by the College Board, and offers students the opportunity to earn college credit for what they have learned. Not all colleges accept AP credits, but most colleges do give favorable consideration to student applicants who have succeeded in AP classes. The exam is *REQUIRED* of all students in AP classes. Because this class is taught and graded on the college level, most students will find that it is harder to make A's. The final grade is slightly weighted in figuring the students' GPA.

Work Habits – It is extremely important that students have good attendance; work goes on every day, and prompt make up work is necessary so that students do not fall behind.

AP HISTORY SUMMER ASSIGNMENT

REQUIRED - PART 1

Read Chapters 1-3 in Foner's, *Give Me Liberty*.

- A. Complete the identifications (ID's) for chapters 1-3. The identifications should focus on who, what, how, when, where, and why. See the attached sheet for an example.

AND

- B. Watch the Gilder Lehrman video, write a short paragraph summarizing the video and answer the associated questions.
- C. The due date is the first class day in the second week of school. A **5% bonus** will be added if you turn in your summer assignment on **Zero-Day** of school.
- D. Be prepared for a **test** on these chapters at the end of the **second week** of school.
- E. You can pick up copies of the chapters by the end of the year.

AND

Fill out the "Should I take an AP Class" Quiz.

Please contact a teacher if you have any questions. We look forward to getting to know all of you, and sharing with you the exploration of United States history! Ms. Sheryl Gusman Sheryl.gusman@lcps.org, Mr. Steve Hicks, Steve.Hicks@lcps.org, Ms. Julie Marnell Julia.Marnell@lcps.org & Mr. Kevin Throckmorton Kevin.Throckmorton@lcps.org.

AND

PART 2

CHOOSE either A) Loudoun African American History Tour or B) another historical place of significance.

"A"

Take the African American history tour of Leesburg (please see maps on page 3).

- A. Take a selfie at each stop. You will print out the selfies to hand in with the rest of the assignment
- B. Write a one paragraph overall reflection of your tour. In addition, choose **two** of the sites and give a paragraph history and explanation of each place. In another paragraph for each location explain why the history is important to contemporary Loudoun County. The paper should be at least a page double-spaced with font no bigger than 12 and standard margins. More information about the sites can be found at:
<http://balchfriends.org/black-history-education-resources>
<https://www.leesburgva.gov/visitors/walking-tour-app>
or any other legitimate sources you find.
- C. A hand drawn sketch at one of the stops.

OR

“B”

Visit one historical place that is of **significance** to United State history and complete the following.

- A. Visit that site in person.
 - B. Write a two-page double-spaced report with font no bigger than 12 and standard margins.
 - C. In that report explain why the place is of historical importance and what events have taken place. You may need to write about an occupant of a place, such as with Dadona Manor you could explore the life of George Marshall and his impact on US foreign policy.
 - D. **Draw** a picture of the place (i.e. a picture of the house and grounds at Outlands) or a map of the place labeling the historic sites (i.e. Map of the town of Waterford). Make it an original sketch. Please do not copy brochures.
 - E. A picture of you in front of the place is required.
 - F. Possible places include but are not limited to:
 - Douglass High School in Leesburg
 - African American School on Union St. in Leesburg
 - Sully Plantation (Located near Dulles Airport on Route 28 South)
 - Dadona Manor (Near Downtown Leesburg)
 - Oatlands Plantation (Near Leesburg on Rt. 15 North)
 - Waterford (City in Loudoun County)
 - Aldie Mill (Aldie)
 - Balls Bluff Battlefield (Near Leesburg on Rt. 15 North)
 - Octagon House (18th St. and New York Ave. NW Washington, DC)
 - Manassas Battlefield (6511 Sudley Rd. Manassas)
 - Harpers Ferry (West Virginia)
 - The National Archives (700 Pennsylvania Avenue, N.W. Washington, DC)
 - Virtual Tours such as Morven Park <http://www.morvenpark.org/explore/mansion.html>
- If you have an idea but are unsure if it acceptable please email Mr. Hicks at Steve.Hicks@lcps.org

PART I – Chapter ID's - REQUIRED

ID's for Chaps.1-3 -You should be able to identify and explain the historical significance of each of the following: **Sample ID**

The Half-way Covenant

- People did not want to go through public process to become a saint – Only saints' children could be baptized
- eventually baptized people could become saints weakening of the New England Way.

Chapter 1

Mound Builders of the Mississippi

Iroquois

Native American Religion

Native American Views of Property

Reconquista

Columbian Exchange

Conquistadores

Encomienda System

Pueblo Revolt and Pope

Samule De Champlain

Relationship of New France and the Indians

New Netherlands

Chapter 2

Joint-stock company – Virginia Co.

Plantations

Indenture servants

Jamestown

John Smith

Headright System

House of Burgesses

Tobacco Colony

House of Burgesses

Tobacco Colony

Puritans

John Winthrop – City on a Hill Speech

Pilgrims and Plymouth

Mayflower Compact

Roger Williams and Rhode Island

Anne Hutchinson

Pequot War

Half-Way Covenant

Rights of Englishmen

Chapter 3

Metacom

King Phillips War

Mercantilist System

Navigation Acts

Society of Friends (Quakers) and William Penn

Bacon's Rebellion

English Bill of Rights

Dominion of New England

Salem Witch Trials

PART 1- GILDER LEHRMAN TIMELINE QUESTIONS - REQUIRED

AP Summer Assignment Period 2: 1607-1754

Use this link to access the information: <http://ap.gilderlehrman.org/period/2>

Video: Begin by watching the six-minute video located at the top of the main page. Then:

A. **Create a short 1-2 paragraph summary of what they focused on within the video.**

And

B. **Answer the following timeline questions:**

Please answer the following questions while exploring the timeline below the video. While exploring the timeline, you will be asked to look at small video clips, a primary documents, or sound clips. These will help you answer the questions below. Please **hand-write** your answers on a separate piece of paper.

1. 1607- What is the significance of Jamestown being settled in 1607? Utilizing the primary source, show the historical context and point of view of the document.
2. 1620- What is the significance of the Mayflower Compact as an early government document within the Colonies? How are the groups portrayed in the illustration “The First Thanksgiving”, 1621?
3. Examine the creation of New Amsterdam and Boston between 1626-1630. Compare the reasons for the settlement of both cities, as well as the demographics of each area.
4. 1675- King Philip’s War: After listening to the sound clip, how does Jill Lepore define the importance of King Philip’s War within the Colonial system in North America?
5. 1680-1692- Why did the Pueblo Revolt occur? What is the historical context of this event in relation to Colonization of the North American continent (think of the institution of slavery)? (You will need to read the article by Edward Countryman, “The Pueblo Revolt”)
6. 1689- After examining Locke’s *Two Treatises of Government*, explain the impact of this document on Revolutionary thought.
7. 1692- How does religion play a role in the Salem Witchcraft Trials?
8. 1702-1713- Queen Anne’s War: After examining the document requesting aid for Massachusetts Bay, explain the significant pressures felt by the Colonies in times of War between France and England.
9. 1735- What are the reasons given by Addison for allowing women greater rights? What is his point of view regarding women and their place in society?
10. 1742- Indentured Servitude: What is the purpose of indentured servitude? What changes will this bring to the Colonies? How does the document show the treatment of indentured servants? Does this differ from the treatment of slaves?
12. 1744- Religious Revivals: How does the Great Awakening lead to an increase in religious fervor in the 1700s? What is the point of view of Thomas Prince as he reports on the revivals of the era
13. 1751- Codification of Slavery: Examine the Will of Eve Scurlock, what does the tavern keeper do with his slaves upon his death? How will slavery differ from North to South?

There will be summer assignment help drop in days on _____ at Dominion High School. Please contact Mr. Kevin Throckmorton at Kevin.Throckmorton@lcps.org for times and room #'s.

PART I – APUSH/DUAL ENROLLMENT SUMMER ASSIGNMENT - REQUIRED

DO I BELONG IN AN ADVANCED PLACEMENT CLASS?

A self quiz for students to be shared with parents

AP U.S. History

	Yes	No
1. Are you thinking of attending a college or university after graduation?	_____	_____
2. Can you devote three hours to homework each day? (This includes use of study hall time)	_____	_____
3. Are you willing to work no more than 10 hours per week on a part time job?	_____	_____
4. Are you willing not to get too deeply involved in any extracurricular activities, including athletics, band, SCA, drama, debate, etc.? (Generally, students taking AP classes can handle no more than three extracurricular commitments, and must be prepared to manage these carefully.)	_____	_____
5. Do you like to read without being told to do so?	_____	_____
6. Can you limit church or civic activities during the week?	_____	_____
7. Are you willing to make a firm commitment to succeed in the AP course?	_____	_____
8. Are you willing to commit yourself to completing assigned tasks on time?	_____	_____
9. Are you willing to commit extra time to improvement of writing skills?	_____	_____
10. Are you willing to spend extra time and effort to earn college credit in high school?	_____	_____

SCORE: If you answered “yes” honestly to **AT LEAST EIGHT** of the questions above, you are ready to succeed in the AP U.S. History course.

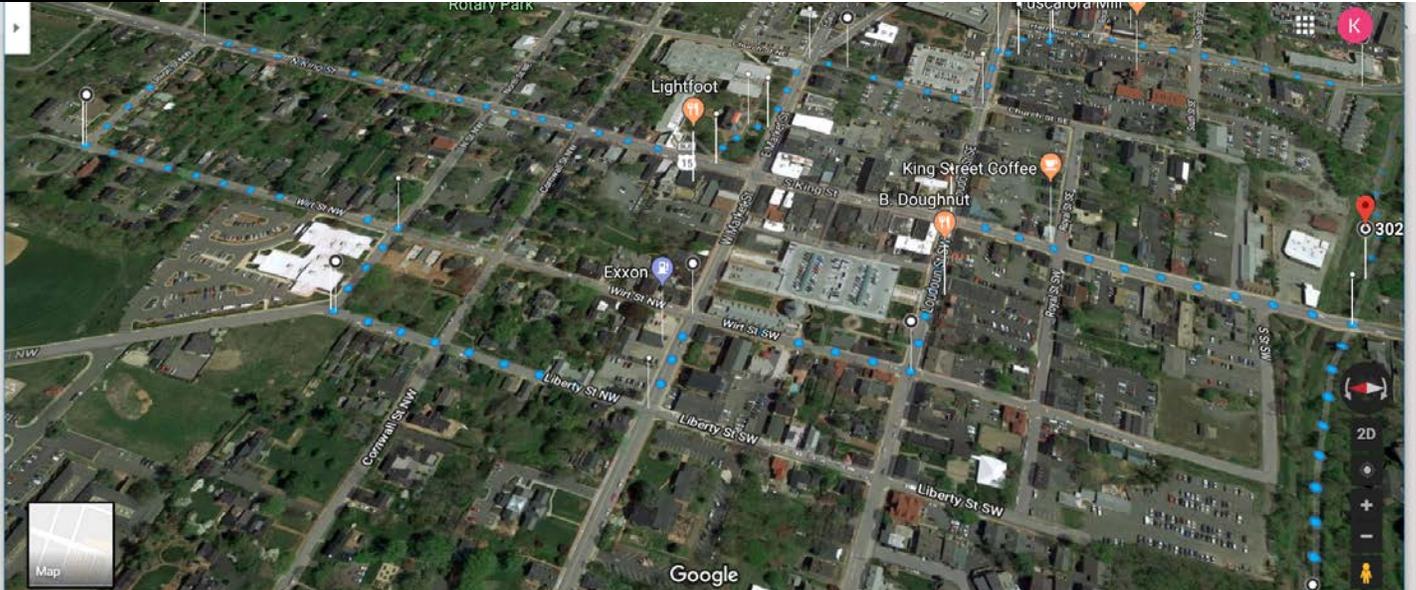
Please give this to your future AP teacher when you collect Your summer assignment

Student Signature _____

Parent Signature _____

Leesburg Summer Assignment African American History Tour 2019 Stop by Stop

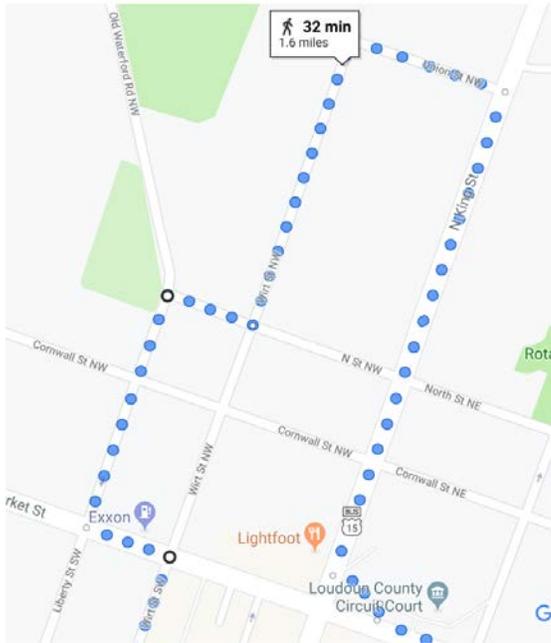
Directions



Directions per Stop

1. Leave the steps of Loudoun County High School and take a left on Dry Mill Rd, heading towards the W O&D Trail
2. Turn right onto the W O&D Trail and follow that to the first stop
3. **STOP 1:** Leesburg Passenger Depot Site, this is a park now, the depot was torn down in the 1950s.
4. Turn left onto King St. follow this to the intersection of Loudoun St.
5. Turn left onto Loudoun St., the next two sites will be along this street. As you walk down Loudoun St, you'll see the Robinson Barber shop to the right, and further down is the Dew Drop Inn/Loudoun Museum.
6. **STOP 2:** Robinson Barber Shop, continue down Loudoun St. past the parking garage, the next stop will be the Dew Drop/Loudoun Museum on the corner.
7. **STOP 3:** Dew Drop Inn/Loudoun Museum
8. At the corner of Loudoun St. and Wirt St, turn right after the Loudoun Museum.
9. Follow this street to Market St, and then take a right at the intersection
10. The Tally Ho will be on your right
11. **STOP 4:** Tally Ho Theater
12. After leaving the Tally Ho, you'll turn left and head away from the theater, back towards Wirt and Liberty St. After you pass the gas station turn right onto Liberty St. Follow this for 2 blocks until you get to North St. The Leesburg High School will be directly across North St. and the Mt. Zion cemetery will be located on your left.
13. **STOP 5:** Leesburg High School/Mt. Zion cemetery/hospital
14. From the high school facing North St., turn left and head towards Wirt. St. At Wirt St. take a left and head towards Union School.
15. The Union school will be the white frame building at the end of Wirt St.
16. **STOP 6:** Union School
17. After the Union School is done turn left onto Union St. Walk back towards King St.
18. When you reach King St, turn right and follow for several blocks, the courthouse/confederate monument stop will be on your left.
19. **STOP 7:** Leesburg Courthouse and Confederate Monument
20. After leaving the Leesburg Courthouse Square, turn left onto Market St, heading past the Post office. Follow this until you get to Church St.

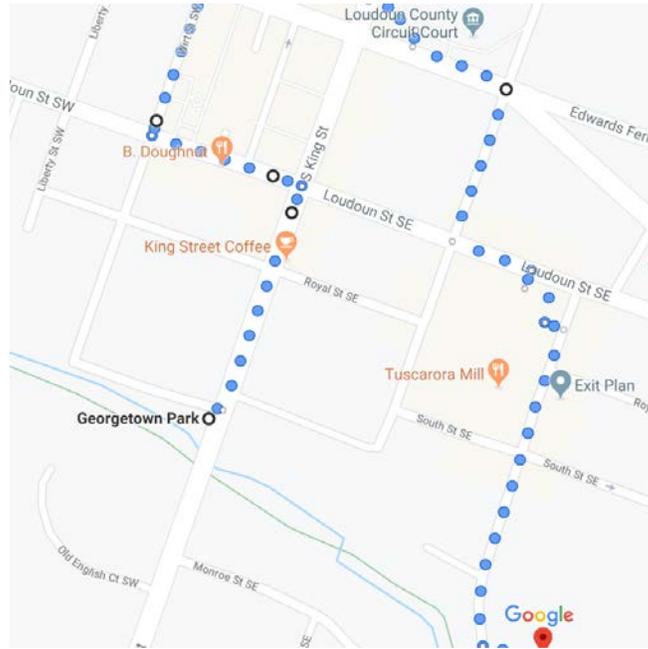
21. Turn Right onto Church St, following it past the parking garage. Turn left at the parking garage (Loudoun St.) and then right onto Harrison St.
22. As you are headed down Harrison St. you'll see Tuscarora Mill on your right. The freight depot is the yellow building on the end (it was preserved and moved to this location in the 1980s). Continue down Harrison St until you reach the W O&D Trail
23. Turn right onto the W O&D Trail, this is the original site of the freight depot
24. **STOP 8:** Lynching site of Orion Anderson/Leesburg Freight Depot.
25. After leaving the lynching site, the tour is concluded.



NORTH SECTION OF TOUR

Site:

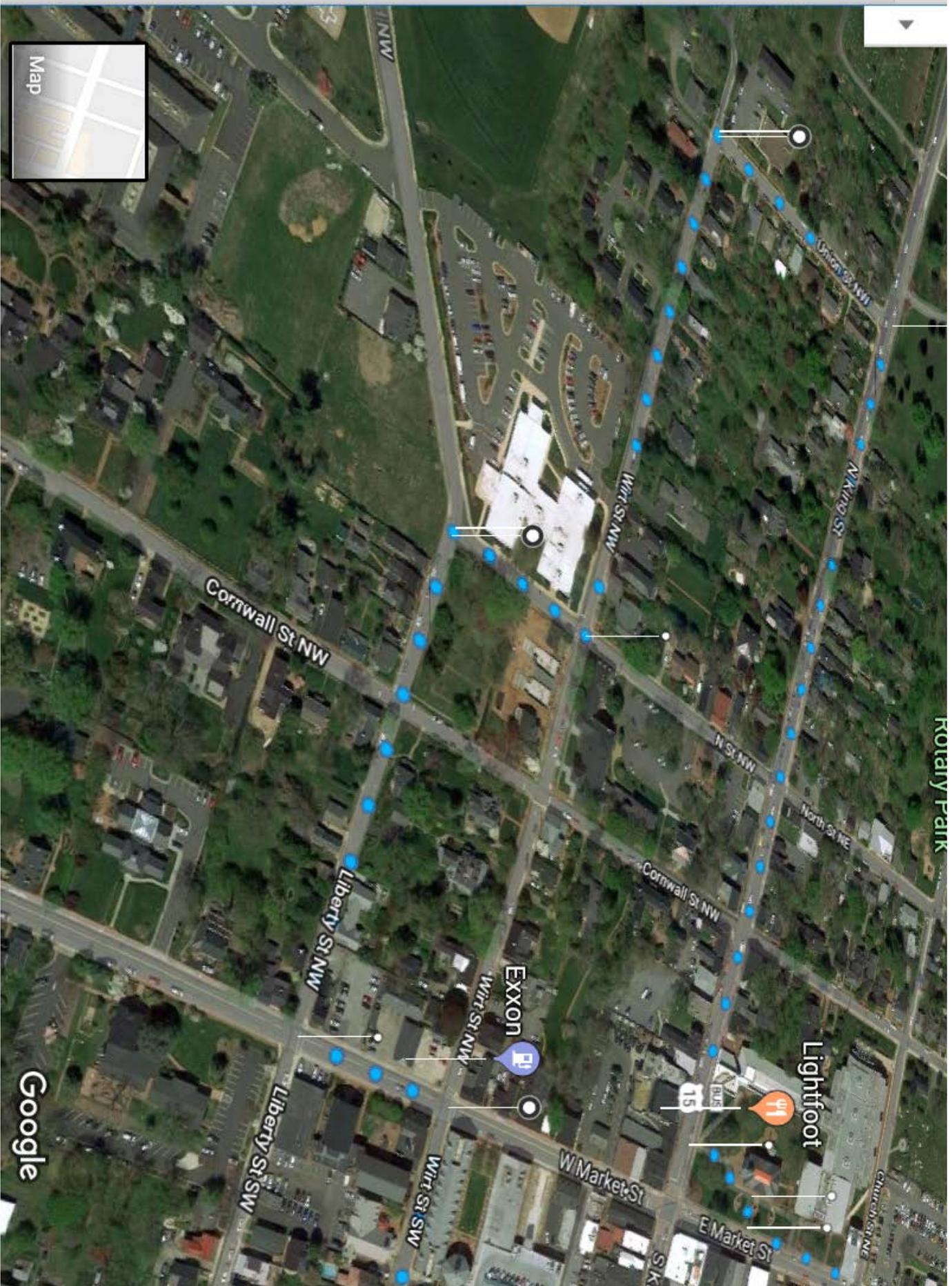
- Stop 4: Tally Ho
- Stop 5: Leesburg High School/Mt. Zion
- Stop 6: Union School
- Stop 7: Leesburg Courthouse/Monument



SOUTH SECTION OF TOUR

Site:

- Stop 1: Leesburg Depot
- Stop 2: Robinson Barber Shop
- Stop 3: Dew Drop/Loudoun Museum
- Stop 8: Leesburg Freight Depot



Google

Rotary Park

Cornwall St NW

Liberty St NW

Liberty St SW

Wirt St SW

Wirt St NW

W Market St

E Market St

EXXON

Lightfoot

15

Church St NW

North St NE

Cornwall St NW

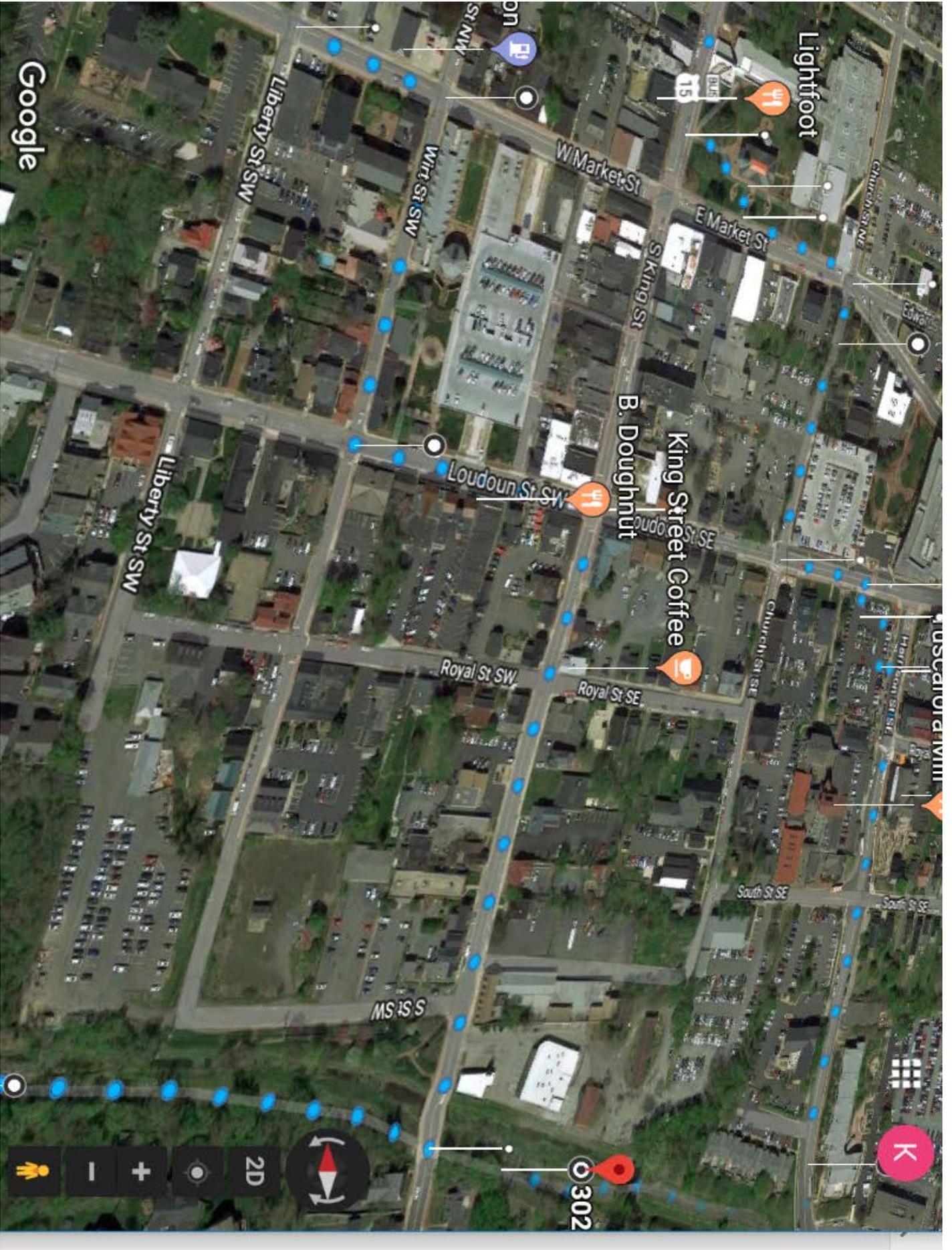
N St NW

Wirt St NW

N King St

Union St NW

Lincoln St NW



Google

Lightfoot

King Street Coffee

B. Doughnut

0302

K

2D

Summer Assignment Checklist:

Name: _____

Part I –ALL REQUIRED:

1. Chapter ID's _____
2. Gilder Lehrman Period 2 summary paragraph _____
3. Gilder Lehrman Timeline Questions _____
4. APUSH/Dual Enrollment Self Quiz _____

Part II: Option A or B required circle one below:

I chose **Option A** - Loudoun African American History Tour
or **Option B** - another Historical site _____
List site you visited

5. Selfies included for all Loudoun AA tour stops or picture included at historical site _____
6. Two page double spaced report of your visit included _____
7. Hand-drawn sketch of historical site is included _____

I pledge that I completed the summer assignment on my own in accordance with Dominion's Academic Integrity policy. Signed: _____.