

APUSH Summer Assignment 2019

APUSH Summer Assignment Google Classroom Code: fvdov0

On this page, you will find the PowerPoints for periods 1 and 2, electronic copies of the primary sources you will be working with, as well as a drop-box for you to turn in your summer work.

All assignments due on the first day of school. You should not wait until the last minute to complete this work.

I highly recommend you look through the PowerPoints prior to completing the HIPPO analysis for part 3, as the documents go along with the information in them.

Part 1: Summer Reading

Unbroken By: Laura Hillenbrand

Note: There will be a quiz on this book when you get back to school. It would be a very unwise decision to simply try to watch the movie instead of reading the book, as there are many things in the book that are not in the movie.

Part 2: Begin Periods 1 / 2

In APUSH we cover from 1491 – 2014. This is a large timeframe to cover before your exam in May. This is why you will be getting a head start on the material. This summer you should review the PowerPoints I uploaded to Google Classroom and take notes on them. I do not care if you write or type out your notes.

You will be having a quiz on this material when you get back. This is mostly background material to get you ready for the early foundations of our country.

Part 3: HIPPO Analysis

In order to be successful on the AP Exam in May, you need to be able to analyze a variety of documents. These documents will be both primary and secondary sources. The best way to analyze them, is to think of HIPPO (see explanations below). For this part of your assignment, you will be completing a HIPPO analysis on five primary sources. Electronic copies of the documents can be found on the Google Classroom page.

Documents to be analyzed:

- *Mayflower Compact*
- *The Declaration of the People Against Sir William Berkley and Present Governors of Virginia* By: Nathaniel Bacon
- *Maryland Toleration Act*
- *The Starving Time* By: Captain John Smith
- *City Upon a Hill* By: John Winthrop

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H: Historical Context

Tell me what was going on in the world when the document was written. How could this have impacted the message of the author? How does it help you understand the document?

I: Intended Audience

Who is the author writing to? Identify at least one group the author intends to reach with their message. How could this have impacted the manner in which they have written the document?

P: Point of View

Who is the author? How could the author's background (gender, race, socioeconomic status, occupation, societal position, location, experiences, etc..) have impacted the message of the author (in other words is there any bias)?

P: Purpose

Why did the author write this document? What significance could it bring?

O: Outside Information

What specific historical information outside of the document can you connect to the document? How does it better help you understand the document?