<table>
<thead>
<tr>
<th>Subject</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Chemistry</td>
<td>Available from the teacher's email. AP Chemistry Packet must be submitted to the teacher.</td>
</tr>
<tr>
<td>AP Environmental Science</td>
<td>Available from the teacher. AP Environmental Science Packet must be submitted to the teacher.</td>
</tr>
<tr>
<td>AP Physics</td>
<td>See attached.</td>
</tr>
<tr>
<td>AP Calculus</td>
<td>Example of each term.</td>
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<tr>
<td>AP Statistics</td>
<td>a hand-drawn picture of other terms, etc.</td>
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<tr>
<td>English</td>
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<tr>
<td>Social Studies</td>
<td>The first day of school.</td>
</tr>
<tr>
<td>Human Geography</td>
<td>Reading assignments and in pen (due Thursday) Preparing for the Advanced Placement Exam.</td>
</tr>
<tr>
<td>AP World</td>
<td>AMSCO (201) Take notes and review.</td>
</tr>
</tbody>
</table>

**Summer Assignment:**

Dear Roswell Community,

I have any questions about summer work, please email the appropriate teacher or any member of the Roswell administration team.

Teachers who assign summer work have been instructed to be available during the summer. If you have any questions about summer work, please email the appropriate teacher or any member of the Roswell administration team.

Summer assignment posted below. Please note that AP Board policy, only AP and Honors classes have summer assignments and if it is not on this list, it is not a summer assignment.

Preparring the student for success and, in many cases, ensuring the course with the fundamental information of subject. For those students who are taking AP or Honors courses, the Preparening at Roswell High School believes that summer work is an essential part of the Roswell High School 2018 Summer Work Assignments.
Assignment #1 –

A History of the World in Six Glasses
By Tom Standage

Incoming AP World History students are REQUIRED to read A History of the World in Six Glasses. Tom Standage’s work provides an engaging and innovative historical analysis of six different beverages and their impact during six important eras of history. The book effectively provides a broad overview of history and encourages an understanding of the numerous forces (political, cultural, economic, technological, social, religious and ecological) which affect the development of civilizations and the interactions between diverse societies. The use of this book in no way represents an endorsement of the use or misuse of any of the beverages.

Students will take a test consisting of multiple choice and short essay questions during the first week of school based on their reading. Students are encouraged to take notes (hand-written only) and will be allowed to use their notes during the test.

In reading and taking notes, students are advised to consider the following:

"Beer in Mesopotamia and Egypt"
1. How is the discovery of beer linked to the growth of the first "civilizations"?
2. What is the relationship between beer and writing, commerce, and health?

"Wine in Greece and Rome"
3. How did the use of wine differ from that of beer in ancient Greece and Rome?
4. How and why did wine develop into a form of a status symbol in Greece?
5. How did the use of wine in Roman culture differ from that of ancient Greece?
6. What is the relationship between wine and empire, medicine, and religion?

"Spirits in the Colonial Period"
7. What is the origin of distilled spirits?
8. What is the connection between spirits and colonization?
9. How was the production of spirits connected to slavery?
10. In the 18th century, how did spirits help Britain have a more superior navy than France?

"Coffee in the Age of Reason"
11. Who did Europeans get coffee from and how did it spread to Europe?
12. Describe coffee’s effect on the global balance of power (in terms of commerce).
13. How did coffee play a pivotal role in the scientific revolution?
14. How did coffee play a pivotal role in the “financial revolution”?
15. How did coffee play a pivotal role in the Enlightenment and French Revolution?

"Tea and the British Empire"
16. How did the consumption of tea in Europe differ from how it was consumed in China or Japan?
17. How did tea transform English society? Who were its main consumers and what were some of the new rituals that surrounded tea?
18. How was tea an integral part of the Industrial Revolution?
19. What was the connection between tea and politics?
20. How was tea connected to the opium trade and the Opium War of 1839-1842?
21. What role did the tea trade and production play in the British rule over India?

"Coca-Cola and the Rise of America"
22. What was the relationship of coke and World War II?
23. How was coke thought of by the communists during the Cold War?
24. What is meant by “globalization in a bottle”?
25. How did Coca-Cola come to be seen as an American value? How did this help and hurt Coca-Cola (and, in some ways, America itself)?

THE BIG PICTURE
26. Of the six that the author discusses, which beverage do you think has played the most significant role in history?
27. What do you think is the beverage for the next era in history? Do you agree with the author’s choice in the epilogue?

Assignment #2 –

In addition to Tom Standage’s A History of the World in Six Glasses, incoming AP World History students are HIGHLY ENCOURAGED to purchase an AP World History prep book or flash card set to read the first unit as an introduction to our first few weeks of school. While these books/sets are helpful in prepping for unit exams throughout the year and reviewing for the AP Exam in May, it is not required reading for the 2018-2019 school year.
10th Honors Summer Reading Assignment 2018
Goddard/Williams

Because reading, evaluating, and writing about literary texts is at the heart of the 10th grade Honors English Literature course, summer reading is required for all students. An understanding of common texts is essential for initiating conversation and sharpening evaluation from the first day of the course.

Reading Assignment:
Read the following novel, paying attention to structure, style, and themes, as well as character development, setting, symbol and motif, irony, tone, repetitive elements, etc. Note aspects throughout the work that you find significant. Annotations are highly encouraged as any notes you can make will be helpful when referring back to this novel once school begins.

_A Thousand Splendid Suns_ by Khaled Hosseini

The deadline for having the books read is the first day of fall semester. Registering for this course indicates a commitment on the student’s part to follow through with course assignments. A failure to complete the summer reading assignment is not a valid reason to request a schedule change at the beginning of fall semester.

If you have any questions about the reading or the course, please contact us at any time. You can see Mrs. Williams in her classroom (E104) or email her at williamsAF@fultonschools.org. You can see Ms. Goddard in D111 or email her at goddardAF@fultonschools.org.

We hope that you enjoy the reading. Have a great summer!
Their Eyes Were Watching God by Zora Neale Hurston or Shoe Dog by Phil Knight or The Namesake by Jhumpa Lahiri

First step: During the summer, purchase and read either Their Eyes Were Watching God, or Shoe Dog, or The Namesake. There is no wrong choice. We picked texts that are both important and enjoyable. Your peers from 2016-2018 Honors American Literature classes helped select these titles for you. I can’t wait to discuss these with you!

Consider: Pay attention to literary devices you’ve already studied this year, especially imagery, figurative language, voice, tone, mood, symbol, setting, conflict, plot, theme, and characterization. All of these texts are stories that emphasize relationships, perseverance, identity, and spirit. Each story involves a memorable journey.

Highly recommended [but not required]: Annotating is an important step to critical reading. Annotations should reflect that you have engaged with the text, made your reading relevant, and considered how your notes could help your future readings of the text. Some students use post-it notes for extra margin space. If you’ve never annotated before, here is a link with basic guidance: http://www.readwritethink.org/files/resources/lesson_images/lesson1132/AnnotationGuide.pdf. Also, here’s a student-made video that you may find helpful: https://www.youtube.com/watch?v=IzrWOGqWJU. Just remember that highlighting complements annotating, but highlighting by itself is not annotating.

Tuesday: On the second day of class, you will have an open-book quiz. This is where the suggested annotations could be helpful. Thursday and Friday: On Thursday and Friday of the first week of class, you will have an open-book, timed writing experience that will be your first summative grade (test) in the class.

Remember: Registering for this course indicates a commitment on the student’s part to follow through with summer reading. A failure to complete summer reading is not a valid reason to request a schedule change at the beginning of fall semester.

Important information: If you enroll in this class when school has resumed because you’ve decided to move up to Honors or move down from AP, you are obligated to do the reading FOR THIS COURSE and make up the timed writing within the first 7 days of your entry day in my class. If you cannot complete the reading, the quiz, and the test within the first 7 days that you’ve entered into class, we advise you not to take this class.

If you have any questions, Ms. Bregath is available in her room (E105) and by email: bregeth@fultonschools.org
11th Grade Advanced Placement Language and Composition
Summer Reading Assignment 2018

Outliers: The Story of Success, by Malcolm Gladwell

While you're not required to annotate this book, the AP Lang teachers highly recommend that you do so. Annotating helps you focus on key ideas and will help you remember what you've read when you come back to the text at a later date. Note: You will be assessed on your understanding of Outliers during the first week of school.

While reading Outliers, pay attention to what, according to Gladwell, it takes to create an "outlier." Also note what data or examples Gladwell uses to support his claims.

Important: Registering for this course indicates a commitment on the student's part to follow through with all course assignments. A failure to complete summer reading is not a valid reason to request a schedule change at the beginning of fall semester. If you have any questions about the reading or the course, please contact us at any time.

See Mrs. Fuji in her classroom (B103) or email her at fujia@fultonschools.org.
See Mr. McElvaney in his classroom (D102) or email him at mcelvaney@fultonschools.org

12th Grade Advanced Composition—Honors
2018 Summer Reading Assignment

Drive: The Surprising Truth about What Motivates Us
by Daniel Pink

While you are not required to annotate this book, I highly recommend that you do so. Annotating helps you focus on key ideas and will help you remember what you've read when you come back to the text at a later date. Note: You will be assessed on your understanding of Drive during the first week of school.

Remember: The deadline for having the entire book read and annotated is the first day of fall semester. Registering for this course indicates a commitment on the student’s part to follow through with summer reading assignments. A failure to complete summer reading assignments is not a valid reason to request a schedule change at the beginning of fall semester.

Late Registration of any kind: If you enroll in this class when school has resumed because you’ve decided to move up to Honors or move down from AP, you are obligated to fulfill this same assignment in the first 7 days after your first day in my class. If you cannot complete the reading and the test within the first 7 days that you’ve entered into class, I advise you not to take this class.
12th grade AP English Literature
Mrs. Kouns and Mrs. Williams (Summer 2018)
Summer Reading Assignment

"Storytelling is imaginative and creative in nature. It is an act by which man strives to realize his capacity for wonder, meaning, and delight. It is also a process in which man invents and preserves himself. Man tells stories in order to understand his experience, whatever it may be. Generally speaking, man has his conscience being in language, and there only. The state of human being is an idea, an idea which man has of himself. Only when he is embodied in an idea, and the idea is realized in language, can man take possession of himself."

--W. Scott Hemady

Course Overview:
The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Though the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone...

Reading in an AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods—from the sixteenth to the twenty-first century—but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied." (The College Board, AP English Literature Online Course Description for Students, 2007)

Because reading, evaluating, and writing about complex texts is at the heart of the 12th grade AP English Literature course, summer reading is required for all students. An understanding of common texts is essential for initiating conversation and sharpening evaluation from the first day of the course.

Reading Assignment:
Read The Handmaid's Tale paying attention to structure, style, and themes, as well as character development, setting, symbol and motif, irony, tone, repetitive elements, etc. Note aspects throughout the work that you find significant. Annotations are highly encouraged as any notes you can make will be helpful when referring back to this novel once school begins.

The deadline for having the books read is the first day of fall semester. Registering for this course indicates a commitment on the student's part to follow through with course assignments. A failure to complete the summer reading assignment is not a valid reason to request a schedule change at the beginning of fall semester.

If you have any questions about the reading or the course, please contact us at any time. You can see Mrs. Kouns in the TAG office (B106) or email her at kouns@fultonschools.org. You can see Mrs. Williams in her classroom (E104) or email her at williamsa@fultonschools.org. We hope that you enjoy the reading.

Have a great summer!
Journey to planet APES! (AP Environmental Science)
Average time spent on this assignment should be approximately 3 hours.

AP Environmental Science is a lab based course that is designed to examine ecological, biological, chemical, physical and environmental concepts and interactions. A student of this course should be familiar with local, regional and global concerns within their own environment. The objective of this summer assignment is to get you thinking environmentally. Please note that this assignment will be collected for a grade at the end of the first week of school. This assignment should be submitted in the order that it is described below; it may be typed or handwritten. Email me if you have any questions gloverR@fultonschools.org I will be happy to help 😊

Part 1: Experience the Natural World Visit a natural outdoor area, go for a walk, and make some observations. Please go beyond your backyard. Here are some nearby places you could visit (of course, you could go further afield):

Chattahoochee Nature Center - http://chattnaturecenter.org/
Georgia State Parks & Historic Sites - http://gastatenparks.org/parks/

On your walk, please do the following:

Record the time, date, location, approximate duration of your outing, and whether you went alone or with a friend(s). This should be a bulleted list.

Record brief observations of the flora and fauna, the geology of the area, the type of path you are walking on (grass, sand, rock, etc). Specific details are not necessary (ex., “I saw two black turtles sunning themselves on a log...”) This should be one paragraph.

Find a quiet spot to sit for at least five minutes. Close your eyes and listen to the sounds around you. What sounds are natural? Are there human made sounds? Write a reflection of this experience. This should be one paragraph.

Respond to the following in a brief paragraph: Is this natural area really “natural”? Explain. How do you think it appeared 25 years ago, 200 years ago, and 20,000 years ago?

(Final Product: A bulleted list and 3 short paragraphs.)
Journey to planet APES! (AP Environmental Science)
Average time spent on this assignment should be approximately 3 hours.

Part 2: Current Events in Environmental Science At some point over the summer, identify an environmentally themed article that interests you. Please “aim high” in selecting this item. For example, The New York Times and The Wall Street Journal are generally written at a more appropriate level of depth and detail than some other sources, such as tabloid newspapers and most websites. Also magazines such as Discover, National Geographic, Natural History, Science, or Nature can provide excellent articles about current environmental issues. The FRQs on your College Board exam in May will be based on current events. After reading your article please complete the following:

a. A one-sentence Introduction:
   i. Why did you select the article? (What is the article’s relevance to APES?)

b. Identify at least 3 environmental science terms, concepts, laws or people addressed in the article:
   i. For each item you identify, provide a brief explanation and/or definition

c. A one-paragraph summary (5-7 sentence minimum):
   i. In your own words, summarize the articles main points. Remember: do not use any five words in succession from your article unless you present the information as a quote.

d. A short reaction statement (3-4 sentences):
   i. You may address any of the following questions as part of a personal reaction to your article:
      o Why is the science research in this article important/not important?
      o How will these findings affect me now and/or in the future?
      o How does this article connect to what you are learning in the course?
      o How might you respond to these scientific findings?
      o What questions do you still have about this topic?

   (Final Product 3 paragraphs; a-b, c, d)

Extra Credit: Present both Part 1 and Part 2 as components of a creatively drawn poster. Use your imagination. How could you let the information tell a story? What graphics could you draw that would aid in the readers understanding? What connections can you make between the assignments? (Expect that this will probably add about 2 additional hours)
AP U.S. History
Summer Assignment 2018

Overview:
1) Purchase the AMSCO 2015 or later AP U.S. History review book. See below for information.
2) Complete the attached assignment.
3) Join the Edmodo Group with the code: i8lpc6

Important point: Answers MUST be handwritten, not typed, and pen is preferable.

Due: First day of class

1) Required book: Purchase of United States History: Preparation for the Advanced Placement Examination by AMSCO, 2015 edition or later. This is a review book that students will be able to use all year, and it provides valuable supplemental material to help students prepare for each class unit as well as the AP Exam in May. The cost is $18.95 plus $7 shipping (you can combine your orders with others to save on shipping), and it can be purchased through: http://www.perfectionlearning.com/us-history-preparing-for-ap-exam . If buying a used copy from a friend or online, make sure you are purchasing the edition redesigned for the 2015 exam or later. The copies for 2014 and earlier are not compatible.

If purchasing this book poses a financial burden, please see Mrs. Boyd, Ms. Estevez or Mrs. Moeller about possibly borrowing a book students have donated from past years.

2) Please print the attached assignment and handwrite the answers. Read AMSCO and then use it to answer all the questions.

3) If you have any questions, please post them to the Edmodo page listed above and someone will answer you on the page. Someone will check this every few days, but if you haven't received an answer after five days, please contact Ms. Estevez at estevez@fultonschools.org
Guided Reading & Analysis: A New World
Chapter 1 - A New World of Many Cultures, 1491-1607, pp 1-13

Chapter 1, AMSCO. Read the chapter thoroughly, answering these questions in your own handwriting, in pen. DO NOT TYPE. Read the instructions carefully for each section, and think carefully about what is being asked when you formulate your answer.

Mastery of the course and the AP exam depends on you processing this information as you read and write it, not just blindly copying from the book. Think as you work.

This will be due on the first day of school.

Directions:
1. Pre-Read: Read the prompt/questions within this guide before you read the chapter.
2. Skim: Flip through the chapter and note titles and subtitles. Look at images and read captions. Get a feel for the content you are about to read.
3. Read & Analyze: Read the chapter. If you have your own copy of AMSCO, highlight key words and people as you read. Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to consider questions in order to critically understand what you read!
4. Write: Write your notes and analysis in the spaces provided. Complete it in INK!

Key Concepts for Period 1:
On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Key Concept 1.1 Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

SECTION 1 - Period Perspectives, p.1
Consider the data in the chart at right as well as page 1 of the text when completing this section.

1. Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

2. Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2: Fifteen Largest Ancestries: 2000
(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling errors, nonsampling errors, and definitions, see www.census.gov/prod/cen2000/doc/sf3.pdf)

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<tr>
<th>Ancestry</th>
<th>Population (in millions)</th>
<th>2000 Percentage</th>
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<tbody>
<tr>
<td>German</td>
<td>13.24</td>
<td>42.8</td>
</tr>
<tr>
<td>Irish</td>
<td>10.83</td>
<td>30.5</td>
</tr>
<tr>
<td>African American</td>
<td>8.88</td>
<td>24.9</td>
</tr>
<tr>
<td>English</td>
<td>8.79</td>
<td>24.5</td>
</tr>
<tr>
<td>American</td>
<td>7.26</td>
<td>20.2</td>
</tr>
<tr>
<td>Mexican</td>
<td>6.59</td>
<td>18.4</td>
</tr>
<tr>
<td>Italian</td>
<td>5.60</td>
<td>15.6</td>
</tr>
<tr>
<td>Polish</td>
<td>3.23</td>
<td>9.0</td>
</tr>
<tr>
<td>French</td>
<td>3.08</td>
<td>6.3</td>
</tr>
<tr>
<td>American Indian</td>
<td>2.80</td>
<td>7.9</td>
</tr>
<tr>
<td>Scottish</td>
<td>1.79</td>
<td>4.9</td>
</tr>
<tr>
<td>Dutch</td>
<td>1.68</td>
<td>4.5</td>
</tr>
<tr>
<td>Norwegian</td>
<td>1.60</td>
<td>4.5</td>
</tr>
<tr>
<td>Scotch-Irish</td>
<td>1.58</td>
<td>4.3</td>
</tr>
<tr>
<td>Swedish</td>
<td>1.48</td>
<td>4.0</td>
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Source: U.S. Census Bureau, Census 2000 special tabulation.
### 3. Cultures pp 2-5

<table>
<thead>
<tr>
<th>Key Concepts &amp; Main Ideas</th>
<th>Notes</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.</td>
<td>Cultures of Central and South America...</td>
<td>In what ways did native peoples transform North American environment before European colonization? (list) a. b. c. d.</td>
</tr>
<tr>
<td>As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.</td>
<td>Cultures of North America... Language... Southwest Settlements... Northwest Settlements... Great Plains... Midwest Settlements... Northeast Settlements... Atlantic Seaboard Settlements...</td>
<td>Give one key similarity and one key difference between societies that developed in Central and South America to those that developed in North America. Similarly: Difference:</td>
</tr>
</tbody>
</table>

### 4. Europe Moves Toward Exploration, pp 5-6

<table>
<thead>
<tr>
<th>Key Concepts &amp; Main Ideas</th>
<th>Notes</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>New technology, new knowledge, and new goals spurred European exploration.</td>
<td>Improvements in technology... Religious conflict...</td>
<td>Identify the key difference between Viking voyages of the 12th century to that of Columbus in the 15th century. How did new technology enable Christopher Columbus to dominate the &quot;New World?&quot; What was the impact of the Catholic victory in Spain and the European Reformation on North America?</td>
</tr>
</tbody>
</table>
5. Expanding Trade, pp 6-7

<table>
<thead>
<tr>
<th>Key Concepts &amp; Main Ideas</th>
<th>Notes</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic motives drove exploration, and “discovery” altered the European, African, and America economically, politically, and culturally.</td>
<td>New Routes...</td>
<td>List three main effects of Europe's expanding trade in the 19th century.</td>
</tr>
<tr>
<td>Slave Trading...</td>
<td></td>
<td>a.</td>
</tr>
<tr>
<td>African Resistance...</td>
<td></td>
<td>b.</td>
</tr>
<tr>
<td>Developing Nation-States...</td>
<td></td>
<td>c.</td>
</tr>
</tbody>
</table>

6. Early Explorations, pp 7-10

<table>
<thead>
<tr>
<th>Key Concepts &amp; Main Ideas</th>
<th>Notes</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</td>
<td>Christopher Columbus...</td>
<td>How did European expansion impact European society?</td>
</tr>
<tr>
<td>Columbus's Legacy...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The arrival of Europeans in the Western Hemisphere in the 16th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.</td>
<td>Exchanges...</td>
<td>How did European expansion impact Native American society?</td>
</tr>
<tr>
<td>Dividing the Americas...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</td>
<td>Spanish Exploration and Conquest...</td>
<td>Which of these consequences were the most significant? Explain your answer.</td>
</tr>
<tr>
<td>English Claims...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Claims...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dutch Claims...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 7. Spanish Settlements in North America, pp 10-11

<table>
<thead>
<tr>
<th>Key Concepts &amp; Main Ideas</th>
<th>Notes</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</td>
<td>Florida...</td>
<td>What were three chief features of the Spanish empire in America?</td>
</tr>
<tr>
<td></td>
<td>New Mexico...</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>Texas...</td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td>California...</td>
<td>c.</td>
</tr>
<tr>
<td>Identify one cause and one effect of Spanish settlement in North America.</td>
<td>Cause:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effect:</td>
<td></td>
</tr>
</tbody>
</table>

### 8. European Treatment of Native Americans, pp 11-12

<table>
<thead>
<tr>
<th>Key Concepts &amp; Main Ideas</th>
<th>Notes</th>
<th>Analysis</th>
</tr>
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<tbody>
<tr>
<td>Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples</td>
<td>Spanish Policy...</td>
<td>Identify three major consequences of European contact with American Indians?</td>
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<tr>
<td></td>
<td>English Policy...</td>
<td>a.</td>
</tr>
<tr>
<td></td>
<td>French Policy...</td>
<td>b.</td>
</tr>
<tr>
<td></td>
<td>Native American Reaction...</td>
<td>c.</td>
</tr>
<tr>
<td>Which of these were the most significant? Explain your answer.</td>
<td></td>
<td></td>
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<tr>
<td>In what ways was English policy toward Native Americans different from those of France and Spain?</td>
<td>Different from France in that...</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Different from Spain in that...</td>
<td></td>
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<tr>
<td>How effective were Native Americans in overcoming the negative aspects of European policies?</td>
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<table>
<thead>
<tr>
<th>Key Concepts &amp; Main Ideas</th>
<th>Notes</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>European overseas expansion and sustained contacts with Africans and Americas Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.</td>
<td>Washington Irving...</td>
<td>Support or refute the following statement: Christopher Columbus was a hero.</td>
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<td></td>
<td>President Franklin Roosevelt...</td>
<td></td>
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<td></td>
<td>Revisionists...</td>
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<td>Arthur Schlesinger...</td>
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<td></td>
<td>Fact and fiction...</td>
<td>List 3 pieces of evidence to support your answer.</td>
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<td></td>
<td></td>
<td>a.</td>
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<td></td>
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<td>b.</td>
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<tr>
<td></td>
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<td>c.</td>
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</tbody>
</table>

10. Explain the HIPP of the image below.

_First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492._
Díazcoro Teófilo Puebla Tollín

**HIPP+:**

*Historical Context:*

*Intended Audience:*

*Author’s Purpose:*

*Author’s Point of View:*

*Other Context (similar in kind, from a different time...give an example of similar theme in a different place/time period):*
Section 3 MAP
The College Board framework for the course includes specific places and locations significant to the development of North America and the United states. This section provides you with the opportunity to locate and review these items.

Directions:
1. Read the framework excerpts located to the right of the map, and ensure you understand & know where what is referenced.
2. Circle or highlight the following groups: Pueblo, Chincote, Iroquois, Algonquian, Wampanoag, Pequot, Powhatan
3. Label Trace the starting point and expansion of maize cultivation.

On a North American continent... the spread of maize cultivation from prehistoric Mexico continued into the American Southwest and beyond supported economic development and social diversification among societies in some areas; a mix of farming and hunting did the same for societies in the Northwest and areas of Southeast.

Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.

In the Northeast and along the Atlantic seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

European overseas exploration such as the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.

Cultural Areas
- Arctic
- Subarctic
- Northwest Coast
- Plateau
- Great Basin
- California
- Southwest
- Plains
- Eastern Woodlands — Northeast
- Eastern Woodlands — Southeast
- Mexico and Central America
- Caribbean


Reading Guide written by Rebecca Richardson, Allen High School
Sources include but are not limited to: 2016 edition of AMSCO's United States History Preparing for the Advanced Placement Examination. Americas.org, College Board Advanced Placement United States History Framework, writing strategies developed by Mr. John P. Hahn, Carroll High School, 17th edition of America's Pageant, USHistory.org, Bitcruzer.com, LatinAmericanHistory.atoz.com, and other sources as cited in document and collected/staged over 20 years of teaching and collaborating.