

Advanced Placement United States History (APUSH 2019-20) – Summer Assignment – Mr. M. Trokan

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Congratulations on being accepted into Advanced Placement United States History (APUSH). Due to your high level of achievement and demonstrated talents in the social studies, it is expected that you complete a summer assignment. The Advanced Placement United States History Curriculum is intensive and rigorous. It goes without saying that this course is heavy in terms of reading, writing, and research. It is nonetheless not without its rewards; your completion of the course will make you a better person with a greater breadth of knowledge and more finely tuned critical thinking skills. Furthermore, satisfactory results on the Advanced Placement Examination at the end of the year will allow you to be eligible for college credit at virtually any accredited institution of higher learning in the nation. In order to best prepare you for success on the Advanced Placement Exam, it is necessary that we begin the school year with a review of some of the themes and concepts that you studied in United States History I. This review begins with the Summer Assignment.

** This bulletin as well as the summer assignment readings will be available at www.thetrokanwebsite.weebly.com under the section dedicated to APUSH 2019-20.

Turnitin.com Registration

You must first register to turnitin.com if you have not done so already. Once you are registered you must sign up for your new class, APUSH 2019-20. Remind is HIGHLY RECOMMENDED. If you sign up for remind before the end of the 2018-19 school year you will receive +5 on the first part of the summer assignment.

Turnitin.com – APUSH 2019-20 sign-up (required)

1. Sign in to turnitin.com
2. Click “add a new class” button
3. Enter class number: 21349881
4. Password: 8888

Remind 101 – Signup

1. Text @MrTrokan19 to 81010

Assignmen – See the attached LEQ (Long Essay Question) and DBQ (Document-Based Question)

- Each essay should be your own original work of roughly 1200 words and adhere to MLA guidelines
- Each essay should be submitted to its own dropbox on turnitin.com
- Each LEQ should use 4-5 outside sources
- Each DBQ should use 2-3 outside sources in addition to referencing select documents that are included with the DBQ
- **Due Dates:** Submit the LEQ to turnitin.com by Monday, 12 August; Submit the DBQ to turntin.om by Monday 19 August.

** There are no wrong answers when it comes to writing your essays song long as your claims are supported by evidence. I encourage you to ruminate and ponder historical events and develop your own opinions based on historical evidence and fact.

Additional "Sources of Sources"

1. Yale University's Avalon Project provides a storehouse of primary source documents. To access these go to avalon.law.yale.edu . If you go to 17th century documents you will be able to find pertinent primary sources such as the *Charters of Massachusetts Bay*, *Mayflower Compact*, *Concessions to the Province of Pennsylvania*, and the *Frame of Government of Pennsylvania* among others.
2. www.jstor.org – this can provide you with online access to many journal articles free of charge. Simply go to the website, click on "login" and then register for a free student account.
3. Academic Search Premier can be accessed from www.vthsmidiacenter.weebly.com
4. You are certainly welcome to use books and other print material obtained from a library.

**** Be sure to include in-text citations in each body paragraph as well as a works cited page that includes all sources that YOU used.**

***** For a detailed MLA style guide, you can simply "google" the terms "MLA style guide" – the first link from Purdue University (the OWL) is quite detailed.**

****** This summer assignment will also be made available in electronic copy at www.thetrokanwebsite.weebly.com The summer assignment will be found under a tab labeled "Summer Assignment."**

*******IF you have any questions during the summer, I will be checking email periodically, please direct your emails to mtrokan@vtsd.com**

Long Essay Question (LEQ):

Analyze the impact of geography and the environment on the development of at least two different regions of the English colonies along the Atlantic Coast in the 17th and 18th centuries.

SEE DBQ on next set of pages. → 😊

DOCUMENT-BASED QUESTION

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise. You are advised to spend 15 minutes planning and 45 minutes writing your answer.

In your response you should do the following.

- State a relevant thesis that directly addresses all parts of the question.
 - Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
 - Incorporate analysis of all, or all but one, of the documents into your argument.
 - Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
 - Support your argument with analysis of historical examples outside the documents.
 - Connect historical phenomena relevant to your argument to broader events or processes.
 - Synthesize the elements above into a persuasive essay.
1. Analyze the similarities and differences in the various influences and approaches toward unity in the English colonies in the period of the 17th and early 18th centuries.

Document 1

Source: The Mayflower Compact, 1620

This day before we came to harbor, observing some not well affected to unity and concord, but gave some appearance of faction, it was thought good there should be an association and agreement that we should combine together in one body, and to submit to such government and governors as we should be common consent agree to make and choose, and set out hands to this that follows word for word. . . . [We] do by these present, solemnly and mutually, in the presence of God and one another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, offices from time to time as shall be thought most meet and convenient for the general good of the colony.

Document 2

Source: Fundamental Orders of Connecticut, 1639

As it has pleased the Almighty God . . . we, the inhabitants and residents of Windsor, Hartford, and Wethersfield are now cohabiting and dwelling in and upon the river of Conectecotte [Connecticut] and the lands thereunto adjoining; and well knowing where a people are gathered together the Word of God requires that, to maintain the peace and union of such a people, there should be an orderly and decent government established according to God, to order and dispose of the affairs of the people at all seasons as occasion shall require; do therefore associate and conjoin ourselves to be as one public state or commonwealth, and do, for ourselves and our successors and such as shall be adjoined to us at any time hereafter, enter into combination and confederation together, to maintain and preserve the liberty and purity of the Gospel of our Lord Jesus which we now profess.

Document 3

Source: The New England Confederation, 1643

The Articles of confederation between the Plantations under the Government of the Massachusetts . . . New Plymouth . . . Connecticut and . . . New Haven with the Plantations in Combination therewith. . . .

The said United Colonies . . . hereby enter into a firm and perpetual league of friendship and amity for offence and defence, mutual advice . . . upon all just occasions . . . and for their own mutual safety and welfare. . . .

It is by these Confederates agreed that the charge of all just wars, whether offensive or defensive, upon what part or member of this Confederation soever they fall . . . be borne by all the parts of this Confederation . . .

It is further agreed that if any of these Jurisdictions or any Plantation under or in combination with them, be invaded by any enemy whatsoever, upon notice and request of any three magistrates of that Jurisdiction so invaded, the rest of the Confederates without any further meeting or exposition shall forthwith send aid to the Confederate in danger.

Document 4

Source: William Penn, Plan of Union, 1697

A brief and plain scheme how the English colonies in the North parts of America... Boston, Connecticut, Rhode Island, New York, New Jerseys, Pennsylvania, Maryland, Virginia, and Carolinas—may be made more useful to the crown and one another's peace and safety. . . .

1. That the several colonies before mentioned do meet . . . at least once in two years in times of peace . . . to debate and resolve of such measures as are most advisable for their better understanding and the public tranquillity and safety.
2. That, in order to it, two persons . . . be appointed by each province as their representatives or deputies, which in the whole make the congress. . . .
6. That their business shall be to hear and adjust all matters of complaint or difference between province and province . . . to consider the ways and means to support the union and safety of these provinces against the public enemies.

Document 5

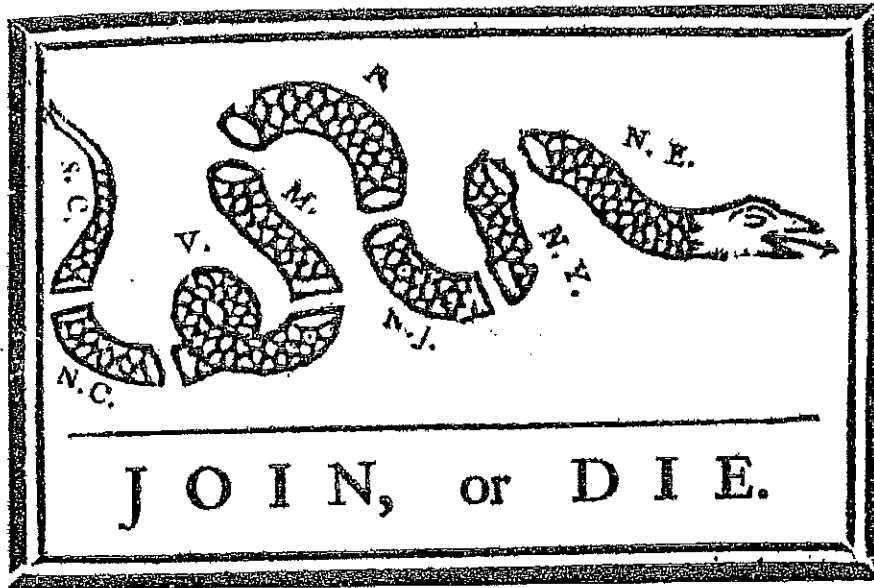
Source: The Albany Plan of Union, 1754

It is proposed that humble application be made for an act of Parliament of Great Britain, by virtue of which one general government may be formed in America, including all the said colonies, within and under which government each colony may retain its present constitution, except in the particulars wherein a change may be directed by the said act, as hereafter follows:

1. That the said general government be administered by a President-General, to be appointed and supported by the crown; and a Grand Council, to be chosen by the representatives of the people of the several Colonies met in their respective assemblies. . . .
15. That they raise and pay soldiers and build forts for the defense of any of the colonies. . . .
16. That for these purposes they have power to make laws, and lay and levy such general duties, imposts, or taxes, as to them shall appear most equal and just.

Document 6

Source: *Pennsylvania Gazette*, 1754. Library of Congress



Document 7

Source: Ben Franklin, "The Problem of Colonial Union," 1754

[On] the subject of uniting the colonies more intimately with Great Britain by allowing them representatives in Parliament, I have something further considered that matter and am of opinion that such a union would be very acceptable to the colonies, provided they had a reasonable number of representatives allowed them; and that all the old acts Parliament restraining the trade or cramping the manufacturers of the colonies be at the same time repealed. . . .

I should hope, too, that by such a union the people of Great Britain and the people of the colonies would learn to consider themselves as not belonging to different community with different interests but to one community with one interest, which I imagine, would contribute to strengthen the whole and greatly lessen the danger of future separations.