AP US HISTORY (APUSH) SUMMER ASSIGNMENT 2019-20

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DIRECTIONS: Completed assignments must be turned in to your AP US History teacher on the first day of class (Wednesday 8/14). This includes a paper copy, as well as, submission to Turnitin.com. You will receive your class code and password from your AP US History teacher on the first day of class.

Important: Students who fail to turn in their summer assignments will receive a zero and are advised to drop down a level to US History.

1. Read chapters 1-3 in American History: A Survey 13th Ed., Brinkley
   ● Notes: Note taking is an essential and necessary skill in AP US History. While they are not necessarily collected for points, it is expected that ALL students take notes. This may include creating outlines, utilizing the Cornell method or any other strategy that suits your learning needs. Your notes should be present with you at all times during class.
   ● Increasingly students are turning to note taking software such as Evernote or Microsoft One Note as a way to make organizing reading notes (from multiple books) as well as lecture notes easier. While this is certainly effective and encouraged it is vital that you still do the work on your own. It is strongly discouraged that you solely utilize existing notes or reference material that you are given or that is online. While convenient and time saving, the vast majority of the learning takes place in actually doing the work for yourself – rather than relying on the work of others. Furthermore, handwriting notes, while old fashioned and much more time consuming, has typically yielded better results from students as it builds muscle memory and forces the student to more regularly ‘think’ and ‘evaluate’ which material is most vital to write down. Often typing and certainly ‘copy/paste’ note-taking results in limited benefits to the user.
   ● Prepare yourself for a multiple-choice quiz on these chapters on the second day of school Thursday 8/16

2. Read the following digitized articles or documents as described below:
   A. Voices of a People by Howard Zinn (Chapter 1 ONLY)
   B. “Slavery and Freedom: The American Paradox” by Edmund S. Morgan
   C. Colonial America: A Short Introduction by Alan Taylor (this is a short book you will have to pick up)

   Information from these materials will also be on the multiple choice test on the textbook readings that will occur Thursday, 8/15

3. Students should know and be able to define the key terms for chapters 1-3. These will not be collected but students are expected to use them on in-class essays.

4. Unit 1 Essential Questions are a required part of your summer homework. They should be answered in a sufficient manner (most likely one to two paragraphs). These questions MUST be submitted to Turnitin.com. Your teacher will inform you of the class code on the first day of school. See next page for questions

5. Your teacher will assign an in-class essay within the first two weeks. Sample prompts are on the last page.

6. It is encouraged (but not required) that you:
   ● Purchase the textbook for your own personal use at home. This will allow you to highlight and write in the text: American History: A Survey 13th Ed., Brinkley.
Complete the questions below based on reading textbook chapters as well as supplementary readings & documents from previous page

From Textbook:
- Chapter 1: The Collisions of Cultures
- Chapter 2: Transplantations and Borderlands
- Chapter 3: Society and Culture in Provincial America

Supplementary readings
- *Voices of a People* by Howard Zinn (Chapter 1 ONLY)
- “Slavery and Freedom: The American Paradox” by Edmund S. Morgan
- *Colonial America: A Short Introduction* by Alan Taylor (this is a short book you will have to obtain)

Essential Questions:

Answer the following short answer questions. Your responses may vary in length, but they should sufficiently answer the questions below. A well-developed paragraph is likely sufficient. Use specifics from the textbook and supplemental readings and cite at the end of each paragraph what text and page number.

*Example:* “population growth depended primarily on natural increase after 1640” (Taylor 68).

All work must be submitted to Turnitin.com by 8/15. **You will receive your class access code and password the first day of school from your respective AP teacher.**

1. Were the Americas "discovered" or were they conquered?

2. Many of the early settlers felt that God had "paved the way" for their being here. What evidence did they find here that supported that feeling?

3. Know the differences in the approaches to exploration or colonization among those who showed interest in the Americas (Spanish, Portuguese, Dutch, Swedish, English). Why were some of these successful and why were some failures over time?

4. What were the prevailing attitudes and behaviors exhibited by the European settlers toward the Native American population?

5. What type of relationship developed between the colonies and their "managers" in England that led to the colonist feeling "free" to develop as they saw fit?

6. Discuss the different social structures that characterized New England and the Chesapeake colonies during the first 100 years of their development.

7. What was the economic relationship of the colonies to Europe during this period? How was it beneficial to the colonies? How was it detrimental to the colonies?

8. What was the role of religion in the early colonies? To what extent is it accurate to say that religion was the reason for there being colonies in the first place as has been so often maintained?
For each of the following terms you should be able to **identify, define, and/or explain**. You should also be able to give the **significance** and make any **connections** or identify any **relationships** between the terms.

**Chapter 1: The Collision of Cultures**
1. Agricultural Revolution
2. Matrilineal
3. Christopher Columbus, voyages
4. **Conquistadors** incl. Cortes, Pizarro, and Coronado
5. Catholic Missionaries
6. St. Augustine, FL
7. The Pueblo Revolt
8. Spanish Empire (Location and structure (Encomienda)/purpose)
9. Columbian Exchange incl: crops, disease, slaves, race hierarchy
10. African slave trade
11. Thomas More, *Utopia*
12. Enclosure movement
13. Dutch West India Company (WIC), British East India Company (BRIC)
14. Mercantilism
15. Richard Hakluyt, *Discourse of Western Planting*
16. Massachusets Bay Colony
17. John Winthrop, *Model of Christian Charity*
18. Roger Williams
19. Anne Hutchinson
20. Pequot War
21. King Phillip’s War
22. New York, New Amsterdam Colony
23. Quakers, Society of Friends
24. William Penn
25. Influence of Caribbean slavery
26. Georgia Colony of debtors and James Oglethorpe
27. Navigation Acts, Mercantilism
28. Barriers to a consistent Colonial Policy
29. Dominion of New England and Edmund Andros
30. Glorious Revolution
31. Leisler’s Rebellion
32. Coode’s Rebellion

**Chapter 2: Transplantations and Borderlands**
1. London and Plymouth Companies
2. Jamestown, problems, *Staving time*
3. John Smith
4. Lord De La Warr
5. Tobacco
6. The Headright system
7. Indentured servants
8. George Calvert
9. Maryland Tolerance Act
10. Colony types: Royal, Proprietary, and Charter
12. Bacon’s Rebellion and lasting sig.
13. Plymouth Plantation
14. Mayflower Compact
15. William Bradford
17. Roger Williams
18. Anne Hutchinson
19. Pequot War
20. King Phillip’s War
21. New York, New Amsterdam Colony
22. Quakers, Society of Friends
23. Dominion of New England and Edmund Andros
24. Glorious Revolution
25. Leisler’s Rebellion
26. Coode’s Rebellion

**Chapter 3: Society and Culture in Provincial America**
1. Indentured servitude
2. Varied birth and death rates, sex ratios
3. Midwives
4. Women in Chesapeake vs. New England
5. Patriarchal societies
6. The Middle Passage
8. Slave codes
9. Changes in immigration: Huguenots, Palatinate Germans, Dutch, Scots-Irish Catholics
10. Iron Act of 1750
11. Extractive Industry and the commercial class
12. Triangular Trade, barter system
13. Consumerism and refinement
14. Plantation economy
15. Plantation slavery and culture (Gullah, pidgin)
16. Stono Rebellion
17. Puritan settlement patterns
18. Primogeniture
19. Salem witch trials
20. Jeremaids
21. The Great Awakening, Old vs. new Lights, George Whitefield and Jonathan Edwards
22. The Enlightenment, John Locke, influence in science and politics
23. Liberal education, influence of almanacs, and Harvard, Yale, Princeton, Columbia, and Penn
24. Benjamin Franklin, electricity
25. Cotton Mather, smallpox inoculation
26. John Peter Zenger, libe

Sample Essay Prompts

You do not need to write responses to any of the essay prompts below. They are simply provided as a preview of potential unit essays.

[At the end of your summer readings, you should be able to answer all of the following using specific names, dates, locations, events, to demonstrate your understanding of the significant concepts listed below.]

1. Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in the following regions. Confine your answer to the 1600s.
   New England
   Chesapeake
   Spanish Southwest
   New York and New France

2. Although New England and the Chesapeake regions were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur? Use your knowledge of the colonial period up to 1700 to develop your answer.

3. Analyze the ways in which TWO of the following influenced the development of American society:
   - Puritanism during the seventeenth century
   - the Enlightenment
   - the Great Awakening during the eighteenth century.