

APUSH Summer Homework Checklist

- ☐ **Summer Homework Packet** – I will let you know when the summer homework is ready. I will try to bring everyone a copy of the homework, but if you don't get one or you lose it, then you can:
 - **Before Summer Break** - Stop by my classroom (G215)
 - **After Summer Break begins** – find it on Pittsburg High School Website under Academic Programs
- ☐ **American Pageant, 16th Edition** – Make sure to pick up the textbook from the library before you leave for the summer!
- ☐ **Make sure you have internet access or library access over the summer** – Part of the summer homework involves a book that can be found either in a library or online.
- ☐ **Optional** – If you can pick up the AMSCO United States History Prep Book, also in the library, then pick this up as well. We will be using this book to help explore topics more thoroughly throughout the year, so if the book is available in the library then pick it up! If not, no worries, it will be available at the start of next school year as well.
- ☐ **Stop by G215 or email Ms. Parfitt if you have any questions** (ms.parfitt@gmail.com)
- ☐ **Check out the class website** – parfittapush.weebly.com
- ☐ **Sign up for Remind if you have not** - Send: @apush1819 → To: (925)968-4837 or 81010

Summer Homework should be brought to class on the first day of school in order to answer any questions, but will not be checked for completion until we get to each corresponding date on the calendar. It will be officially collected on the day of the Unit 1 Test (Thursday, September 6)

APUSH Summer Assignment

Worth 525 points

(75 pts/chapter questions & 25 pts/Zinn Chapter)

As a student of AP US History you will have a couple of responsibilities over the summer to get you prepared for class this fall. Both assignments are required, and I would recommend taking note of when the assignments are due.

Summer Assignment:

Part 1: You will be reading Chapters 1-6 in *The American Pageant*. The rationale is that college-bound students need to learn to interact with the text in a positive and productive manner. Learning to identify key information in a text is a skill that will serve any student of social studies for years to come. As well, the AP US History exam is incredibly thorough, and students are often tested on both well-known and obscure knowledge of US History. It is essential that you carefully read your entire textbook over the course of the year. **Along with your reading of chapters 1-6, complete the questions that are provided.** You must answer all questions in *handwritten form and in your own words*. The rationale is that in AP simply answering a question or defining a term on content only is half the process. You will need to learn how to analyze and make connections between individuals, events, and time periods. Simply copying information out of a textbook is not only a form of plagiarism but you are simply not connecting with the material. Before reading each chapter make sure to review the questions, so you know what to focus on during your reading.

Make sure to pick up the textbook before you leave for summer break!

Part 2: Lastly, you will be reading a selection from another historian: Read Pages 1-58, if you purchase or borrow the book or (Chapters 1-3) of *A People's History of the United States* by Howard Zinn.

Links to Zinn:

Chapter 1 - <http://www.historyisaweapon.com/defcon1/zinncol1.html>

Chapter 2 - <http://www.historyisaweapon.com/defcon1/zinncolorline.html>

Chapter 3 - <http://www.historyisaweapon.com/defcon1/zinnvil3.html>

This presents American history in a different context than is usually presented in elementary, secondary and even college textbooks. It will probably raise a lot of questions as to why history is presented differently in this book than it is in your textbook. Answer the questions attached using the same guidelines that were provided for the American Pageant textbook questions.

The summer assignment will be checked by chapter, and will be collected on September 6th. Any late assignments will receive no credit!

Manage your time wisely! I suggest you do not wait until the last remaining week of summer to start your assignment. Pace yourself- a chapter here, a chapter there. This will allow you to enjoy your summer much more.

TOP TEN THINGS TO KEEP IN MIND

- 1. Enjoy your summer.** Reading a few chapters of a couple of books, answering a few questions, making some flashcards, and a trip to Office Max should not consume your free time. Go climb a tree, take a swim, or stroll the mall with friends. You will wish for that free time during the year!
- 2. Explore history.** If you take a vacation, see if you can stop at a historical marker along the way. Or, do a little research about the place you are visiting. Take the time to start thinking historically. History is all around you, if you can see it! If you are not traveling physically, you can always do so virtually! Many museums and historical places are online!
- 3. Read.** Try to read several books over the course of your summer. You will do a ton of reading in this class this year and if you are not in the habit of turning pages it will be much more difficult to adjust. Read fiction, if that is your choice, but try picking up a historical book as well. There are some really wonderful page-turners about American history.
- 4. Write. Keep a journal for the summer, or try writing a short story.** The more you write the easier it is to write well. You will do a lot of writing in this class. The more comfortable you are with writing the more successful you will be.
- 5. Become an informed Junior Citizen!** Read the newspaper (and not just the sports section!). Watch CSPAN. Try to keep updated on the world's events. Develop an opinion about the government's successes and failure. Most of what we learn in this class will directly relate to what is happening the world today.
- 6. Learn your geography.** Geography is going to play an important part of this course. Do you know all 50 states? Learn them. Can you find the major mountain ranges of the U.S. on a map? What about rivers, oceans and lakes? Memorize them! The more you know about our geography the farther ahead you will be.
- 7. Watch history movies!** If you have a free evening and would like to watch a movie try something historical. Visit <http://www.historyplace.com/films/index.html> for suggestions, or type "good history movie" into Google and see what comes up!
- 8. Memorize the Presidents.** You will need to do this anyway before May so you might as well get a jumpstart on it. Try to do them in blocks of three: Washington, Adams, Jefferson (pause) Madison, Monroe, and Adams ...
- 9. Explore your family history.** Stuck for a conversation starter at dinner? Ask your parent or guardian what it was like when they were growing up. Or ask a grandparent or older friend about the Vietnam Era, or World War II. You'll be surprised how interesting people's lives really are.
- 10. Think Like a Pirate!** When looking at history, always keep in mind the Political, Intellectual, Religious, Artistic, Technological, Economic, and Social aspects of events.

And be prepared to be immersed in history! Your teacher is a true history nerd and loves the excitement of US History. Let's make this an amazing year! I expect you to put forth your best effort, as I will do. We will learn a lot, and hopefully have fun learning about our amazing history!

Other tips:

- Check out the class website – parfittapush.weebly.com
- Watch some of "John Green: Crash Course in U. S. History." These videos generally run 12-14 minutes. John Green does talk fast but if you replay parts of the video you can pick up key concepts for the course. Just use the following link or Google: John Green, "Crash course in United States History." All the segments are on YouTube.
<https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>
- And, if you have any questions, just send me an email anytime at ms.parfit@gmail.com

Summer Homework Part 1

Directions:

This is the exact format for all of your future packets in this class. These packets not only include your actual assignment for each chapter, but also provide you with a number of helpful tools that will help you become a better reader of history and stay connected to the overarching concepts you need to know in order to prepare for the APUSH exam.

First, you will find the Key Terms/Ideas and the Key Concepts section. These should be reviewed **before** you read each chapter. These in particular are the things we will be going over in class and are what the APUSH exam are built on.

Second, you will find the Reading Questions section. These are here to provide you a checkpoint during your reading to make sure you're comprehending what you're reading and provide you a tool to help you articulate your understanding of the content. There may be sections that do not perfectly align with the subsections of our text, but they do go in order of the reading. This is one of the two parts of the packet that you **MUST** complete for full credit!

Third, you will find the Historical Thinking Questions section. These are there to help prepare you for possible essay prompts or short answer questions that you may come across at some point in this class. This is the other part of the packet you **MUST** complete for full credit.

Finally, you will find the Reading/Note Taking Guide. You can chose to ignore these if you wish because you will never be asked to turn in an assignment relating to them. At the same time, these are here to help you practice your close reading and note taking skills. The students who have been the most successful in APUSH are the ones who take notes on the chapters beyond what is required from the packets. These questions go paragraph by paragraph through the book and would make fantastic questions for your margins, if you use Cornell style notes.

As the directions say, you should handwrite your answers in blue ink, black ink or pencil and should be written in complete sentences. Your work should be your own, even if you work with another classmate.

If you have any questions or need clarification, then please email me to let me know your concerns - ms.parfitt@gmail.com.

Chapter 1

New World Beginnings

33,000 B.C.E. – 1769

Key Terms and Ideas

- Native American populations in North America prior to 1492
- Portuguese and Spanish exploration and conquest (Where, why, how)
- Columbian exchange
- Patterns of Spanish colonization
- Encomienda system
- Pueblo Revolt (often called Pope's Rebellion)

Key Concepts covered in this chapter - Period 1 (1491-1607) and Period 2 (1607-1754)

Key Concept 1.1

- Explain how native populations in North America developed complex societies based on their interactions with the environment and each other (p. 5-10)
- Analyze the relationship between how maize cultivation in present-day Mexico and the American Southwest and a mix of foraging and hunting in the Northwest and parts of California supported economic development and social diversification among native societies. (p. 8 – 10)
- Explain why native populations in the Great Basin and western Great Plains developed mobile lifestyles. (p. 8-10)

Key Concept 1.2

- Explain how European overseas expansion led to the Columbian Exchange (p.14-15)
- Describe how Spanish and Portuguese exploration and conquest affected the Americas. (p.16-22)
- Explain how Spanish and Portuguese traders along with some West Africans brought slavery to the Americas. (p. 11-13)
- Describe the different motivations for European exploration and conquest. (p. 18-22)
- Explain how exploration and conquest in the Americas assisted the Europeans shift from a feudal system to a capitalist one. (p. 18-19)

Key Concept 1.3

- Describe how and why Spanish and Portuguese debated how to treat Native Americans. (p. 16 and 22)
- Analyze how European attempts to change Native American beliefs and world-views led to resistance and conflict. (p. 21-22)

Key Concept 2.1

- Describe how Spain colonized the Western Hemisphere (Think - colonization and conversion). (p.15-22)

Key Concept 2.2

- Explain how and why Spanish colonization in North America changed after the Pueblo Revolt. (p. 21)

Reading Questions - These questions should be answered while you're reading the chapter. They are intended to give you a check point after each section to make sure you understood the content. Should be written in blue or black ink or pencil and in complete sentences. For the terms to know – they more in likely will end up in your response, but feel free to define them individually for yourself – they make a great study tool! You can turn them into flashcards or write them on a separate sheet of paper.

Introduction

Know: Old World, New World

1. What conditions existed in what is today the United States that made it "fertile ground" for a great nation?

The Shaping of North America

Know: Appalachian Mountains, Tidewater Region, Rocky Mountains, Great Basin, Great Lakes, Missouri-Mississippi-Ohio River System

2. Speculate how at least one geographic feature affected the development of the United States.

Peopling the Americas

Know: Land Bridge

3. "Before the arrival of Europeans, the settlement of the Americas was insignificant." Assess this statement.

The Earliest Americans

Know: Maize, Aztecs, Incas, Pueblo, Mound Builders, Three-sister Farming, Cherokee, Iroquois

4. Describe some of the common features North American Indian culture.

Indirect Discoverers of the New World

Know: Finland, Crusaders, Venice, Genoa

5. What caused Europeans to begin exploring?

Europeans Enter Africa

Know: Marco Polo, Caravel, Bartholomeu Dias, Vasco da Gama, Ferdinand and Isabella, Moors

6. What were the results of the Portuguese explorations of Africa?

Columbus Comes upon a New World

Know: Columbus

7. What developments set the stage for "a cataclysmic shift in the course of history?"

When Worlds Collide

Know: Corn, Potatoes, Sugar, Horses, Smallpox

8. Explain the positive and negative effects of the Atlantic Exchange.

The Spanish Conquistadors

Know: Treaty of Tordesillas, Vasco Nunez Balboa, Ferdinand Magellan, Juan Ponce de Leon, Francisco Coronado, Hernando de Soto, Francisco Pizarro, *Encomienda*

9. Were the conquistadors great men? Explain.

Makers of America: The Spanish Conquistadors

Know: Granada, Moors, "Reconquista"

10. Were the *conquistadors'* motives successfully fulfilled? Explain.

The Conquest of Mexico and Peru

Know: Hernan Cortes, Tenochtitlan, Montezuma, *Mestizos*

11. Why was Cortes able to defeat the powerful Aztecs?

Exploration and Imperial Rivalry

Know: John Cabot, Giovanni da Verazano, Jacques Cartier, St. Augustine, New Mexico, Pope's Rebellion, Mission Indians, Black Legend

12. What is the "Black Legend," and to what extent does our text agree with it?

Historical Thinking Questions – These questions should also be answered in the same way, but should be much more thorough answers. I suggest reading them before you read the chapter, but answer after you have finished the chapter. They may also require a bit of outside research!

1. **Periodization** – The authors of *The American Pageant* use 33,000 B.C.E. and 1769 as the beginning and ending dates for “New World Beginnings,” but the first chronological period of study for the APUSH Exam is from 1491 to 1607, the understanding that 1491 is a symbolic date for the pre-Columbian contacts in North America. As you read this chapter, does 33,000 B.C.E., 1491, or some other date make the most sense to you as the beginning of this time period? Explain your choice.
2. **Contextualization** – Can you place the Columbian exchange in a global context? In other words, how do the interactions and adaptations among societies across the Atlantic fit into the larger story of world history?
3. **Appropriate Use of Relevant Historical Evidence** – The authors contend that 1492 was a “fateful year” in North American history when “the land and the native peoples alike felt the full shock of the European ‘discover’.” As you read this chapter, what relevant historical evidence can you find to support, modify, or refute.

Chapter 1 Reading/Note Taking Guide – As a check while you are reading, have these questions handy. These questions go paragraph by paragraph through the reading. Use these as a baseline for yourself. If you find any questions you cannot answer, slow down your reading a bit and make sure you are paying attention to the details. It is always better to know too much, then not enough. There will never be an assignment relating to these, but feel free to use these as a separate note taking guide for yourself if you decide to take your own notes of the chapter.

Chapter 1 (p. 4-13)

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| 1. How far back does recorded history go in the Western world? | 11. How far would they extend into the New World? How many languages evolved? |
| 2. What was the dramatic accident that altered the world? | 12. What were the 3 sophisticated civilizations and where were they? What was their advanced agriculture based on? |
| 3. What has proven the existence of a single original continent? | 13. Why had 5000 people been slaughtered? |
| 4. What are the truly “American” mountains? | 14. What allowed Pueblo peoples to survive in the arid (dry) Rio Grande Valley? |
| 5. Where is the tidewater region? It is created by? | 15. What was one reason it was so easy for European colonizers to subdue native North Americans? |
| 6. What is the “roof of America”? What is to the east and west of this? | 16. What probably accounts for the decline of Mound Builders, Mississippians and Anasazis? |
| 7. When do some suggest the Great Ice Age was? What would eventually be scooped out and filled? | 17. What clever farming technique led to the large Creek, Choctaw and Cherokee peoples? Describe how this worked. |
| 8. What would these use as an outlet to the Atlantic Ocean? | 18. What enabled the Iroquois Confederation to menace its neighbors? |
| 9. Out West, what systems would drain excess water to the Pacific Ocean? | |
| 10. Who were the “immigrant” ancestors of the Native Americans? How had they arrived? What had connected the 2 continents? | |

19. Give several examples of men and women's responsibilities in the larger agricultural communities?
20. Define matri-linear culture
21. Why is the map of Indian peoples somewhat inaccurate or skewed?
22. What was done by natives to create better hunting habitats?
23. About how many Native Americans occupied N. America in 1492? What was about to end forever?
24. What Europeans had come to America before Columbus? When? Why'd they call it Vinland?
25. What had Christian crusaders acquired a taste for? Give 6 examples of what this developing sweet tooth craved?
26. What were European consumers and distributors eager to find?
27. How was Marco Polo an indirect discoverer of the New World?
28. Who overcame the hazards of the West Coast of Africa? Their new ship?
29. What 2 things would then be purchased along the African shore?
30. Why should Europeans not be blamed for ruining African cultures and tribal identities due to slavery?
31. What else would Portuguese adventurers establish the origins of?
32. Who 1st rounded the bottom tip of Africa? This was called the "_____ Continent"
33. Why were the mysterious islands of the Orient called "Indies"?
34. Who would be forced to look westward? Why?

Chapter 1 (p. 14-22)

1. What nurtured an ambitious spirit of optimism and adventure? What facilitated the spread of scientific knowledge? What was borrowed from Arabs and aided sea travel?
2. What does it mean that Columbus was one of the most successful failures in history?
3. Within the global economic system, what would the 3 continents provide?
4. What were the New World plants that revolutionized the international economy and feed the population growth of the Old World? What fraction of the world today is fed by these?
5. What was on Columbus' "Noah's Ark"? What would eventually the Plains Indians pursue with their new resource?
6. What revolution took place in the European diet? It was fueled by?
7. What did Europeans transport in their bodies to the detriment of the Native Americans? What did they lack from their lengthy isolation?

8. What was the demographic catastrophe?
9. What revenge would the Indians unintentionally give to explorers and to Europe?
10. If Spain took most of America in the Treaty of Tordesillas, what did Portugal get?
11. The institution of encomienda was intended to? But it was actually?
12. Besides Cortes' superior firepower, what else did he gain an advantage of over the Aztecs?
13. What forced Cortes' troops to fight rather than retreat against the Aztecs?
14. What was the remedy for the Spanish disease of the heart? How many occupied Tenochtitlan?
15. What took a grisly toll on the Aztec Empire? How long would the Spanish rule? What would be built on the ruined Indian capital?
16. Who crushed the Incas of Peru? What was Spain swimming in by 1600?
17. What would all this new currency lead to the growth of? What foundation was laid?
18. Who are mestizos?
19. What do Mexicans celebrate and why?
20. What were the 3 G's the conquistadors were in search of?
21. What would Balboa discover? Where?
22. What was Magellan's crew the 1st to do?
23. Who explored Florida? What proves he didn't discover the "fountain of youth"?
24. What was Coronado in quest of? What 2 wonders did he find?
25. Who found the Mississippi River?
26. Where would many Spanish cities and towns flourish?
27. What 2 other European nations would explore and probe Eastern America?
28. What and when was the oldest European settlement established in America?
29. What would Don Juan de Onate claim and found in early 1600s?
30. Who would Pueblo rebels destroy and kill in Pope's Rebellion?
31. Why were settlements in Texas established in early 1700s?
32. What were Franciscan friars devoted to?
33. What happened after the "Mission Indians" adopted Christianity?
34. What was the "Black Legend"?
35. How would Spaniards associate with the Indians as opposed to the British?

Chapter 2

The Planting of English America 1500-1733

Key Terms and Ideas

- Patterns of British colonization
- Development of British American system of slavery
- Chesapeake colonies (Virginia and Maryland)
- British colonies along southern Atlantic seaboard (Carolinas and Georgia)
- British colonies in West Indies

Key Concepts covered in this chapter - Period 1 (1491-1607) and Period 2 (1607-1754)

Key Concept 1.1

1. Expand upon how native populations in North America developed complex societies based on their interactions with their environment and each other. (p.31-32)
2. Explain why some native populations in the Northeast and along the Atlantic Seaboard favored the development of permanent villages. (p. 31-31; 38-39)

Key Concept 1.2

3. Explain why American Indian labor used by the Spanish in the *encomienda system* was gradually replaced with African slavery. (p. 33-35)
4. Analyze (means – explain why and how) European expansion in the Western Hemisphere. Paying special attention to the way it caused intense social, religious, political, and economic competition in Europe. (p. 25-27)
5. Describe the improvements in technology and new methods of international trade and explain how they promoted changes in the economies in Europe and the Americas. (p. 27-28)

Key Concept 1.3

6. Explain how European overseas expansion and sustained contact with Africans and American Indians altered European views of the relationship among and between white and nonwhite peoples. (p. 30-35)

Key Concept 2.1

7. Explain why the Chesapeake colonies and North Carolina relied on the cultivation of tobacco. (p. 32-33)
8. Describe the economies of the southern-most Atlantic coast and British islands in the West Indies. Pay special attention to the way they dealt with growing seasons and the types of crops. (p. 33-35)

Key Concept 2.2

9. Explain the economic relationship between the North American colonies and Europe. (p.28-30; 32-37)

Reading Questions - These questions should be answered while you're reading the chapter. They are intended to give you a check point after each section to make sure you understood the content. Should be written in blue or black ink or pencil and in complete sentences. For the terms to know – they more in likely will end up in your response, but feel free to define them individually for yourself – they make a great study tool! You can turn them into flashcards or write them on a separate sheet of paper. .

England's Imperial Stirrings

Know: Henry VIII, Queen Elizabeth, Catholic Ireland

1. Why was England slow to establish New World colonies?

Elizabeth Energizes England

Know: Francis Drake, Sir Walter Raleigh, Virginia, Spanish Armada

2. What steps from 1575-1600 brought England closer to colonizing the New World?

England on the Eve of Empire

Know: Enclosure Movement, Primogeniture, Joint-stock company

3. Explain how conditions in England around 1600 made it "ripe" to colonize N. America.

England Plants the Jamestown Seedling

Know: Virginia Company, Jamestown, John Smith, Powhatan, Pocahontas, Starving Time, Lord De La Warr

4. Give at least three reasons that so many of the Jamestown settlers died.

Cultural Clash in the Chesapeake and The Indians' New World

Know: Powhatan's Confederacy, Anglo-Powhatan Wars

5. What factors led to the poor relations between Europeans and Native Americans in Virginia?

Virginia: Child of Tobacco

Know: John Rolfe, Tobacco, House of Burgesses

6. "By 1620 Virginia had already developed many of the features that were important to it two centuries later." Explain.

Maryland: Catholic Haven

Know: Lord Baltimore, Indentured Servants, Act of Toleration

7. In what ways was Maryland different than Virginia?

The West Indies: Way Station to Mainland America

Know: West Indies, Sugar, Barbados Slave Code

8. What historical consequences resulted from the cultivation of sugar instead of tobacco in the British colonies in the West Indies?

Colonizing the Carolinas

Know: Oliver Cromwell, Charles II, Rice

9. Why did Carolina become a place for aristocratic whites and many black slaves?

The Emergence of North Carolina

Know: Tuscarora

10. North Carolina was called "a vale of humility between two mountains of conceit." Explain.

Late-Coming Georgia: The Buffer Colony

Know: James Oglethorpe

11. In what ways was Georgia unique among the Southern colonies?

The Plantation Colonies

12. Which Southern colony was the most different from the others? Explain.

Makers of America: The Iroquois

Know: The Iroquois Confederacy, Deganawidah, Hiawatha, Five Nations, Handsome Lake

13. How did the political structure of the Iroquois prove to be first a strength and ultimately a weakness?

Historical Thinking Questions – These questions should also be answered in the same way, but should be much more thorough answers. I suggest reading them before you read the chapter, but answer after you have finished the chapter. They may also require a bit of outside research!

1. **Historical Causation** – What caused the cultural clashes between English colonists and American Indians in the seventeenth century? As you read this chapter, how many different reasons can you identify as a cause of conflict between the English colonists and the American Indians? Describe.

2. **Patterns of Continuity and Change over Time** – How did the development of the British colonies in the Chesapeake, southern Atlantic coast, and West Indies change throughout the seventeenth century? As you read this chapter, how many specific examples of continuity and change (what changed vs what stayed the same during this period) in the development of the British colonies can you identify?

3. **Comparison** – How did the development of the British colonies along the southern Atlantic coast and in the West Indies compare with the development of the Spanish colonies in Mexico and the American Southwest? As you read this chapter and recall examples from Chapter 1, how many similarities and differences between the Spanish and English settlements can you identify?

Chapter 2 Reading/Note Taking Guide – As a check while you are reading, have these questions handy. These questions go paragraph by paragraph through the reading. Use these as a baseline for yourself. If you find any questions you cannot answer, slow down your reading a bit and make sure you are paying attention to the details. It is always better to know too much, then not enough. There will never be an assignment relating to these, but feel free to use these as a separate note taking guide for yourself if you decide to take your own notes of the chapter.

Chapter 2 (25-32)

1. What 2 things disrupted the native peoples? Who controlled most of the New World?
2. What and when were the early settlements of the 3 empires in the early 1600s?
3. What were the rival religions of England and Spain?
4. Who was the most famous Sea Dog? Why?
5. Differentiate between Gilbert and Raleigh?
6. How did Virginia get its name?
7. What happened to the invincible Armada? How?
8. How was England's victory over Spain a red-letter day? What characteristics would England now possess just as Spain had?
9. How did a surplus population and laws of primogeniture affect colonization?
10. In bringing on opportunities for colonization, what provided the workers? The 4 motives? What provided the financial means?
11. Who did the Virginia Company receive a charter from?
12. What were its 2 motives?
13. How long did stockholders invest in the joint-stock company?
14. What did the Virginia Charter guarantee to overseas settlers?
15. What was missing from the 100 settlers as they disembarked at Jamestown?

16. What's ironic about the way the settlers died from starvation?
17. Who was the leader that had to be strict? What was his famous quote?
18. Who saved him? How?
19. What desperate acts were resorted to?
20. What 3 things did Lord De La Warr do to try and improve things at Jamestown?
21. Why did the Powhattans not get along with the settlers?
22. What ended the 1st Powhattan War?
23. What was the result of the 2nd Powhattan War in the treaty?
24. What were the 3 D's of the poor Powhattans?
25. How did the Spaniards deal with the Indians as opposed to the Virginians?
26. What had Indians been no strangers to? But what was too much for them?
27. How did horses change the Sioux Indians?
28. What did epidemics rob the Indians of? As a result?
29. What did the desire for firearms do to tribes? The result?
30. Which Indians suffered the most?
31. Where were Indians somewhat respected? Until when?

Chapter 2 (p. 32-37)

1. John Rolfe is known as? What did he save?
2. What was good and bad about the Virginians growing tobacco?

3. Why were the blacks not used early on for labor?
4. What 2 things began in Virginia in 1619?
5. What was the 1st legislative body in Virginia? (miniature parliament)
6. Who started Maryland? For what 2 reasons?
7. How were Maryland and Virginia similar? (2 ways)
8. What's an indentured servant?
9. What act guaranteed protection for Catholics?
10. What was England's great prize of the West Indies? Why?
11. What was the rich man's crop and poor man's crop?
12. What was the African Diaspora?
13. What was the slave system used in Mexico and South America that would be used in the Caribbean and in the English colonies? Describe it.
14. Differentiate between Charles I, Oliver Cromwell and Charles II.
15. What made Carolina prosper? What did they establish as a result?
16. Why did the Savannah Indians want to move to Maryland and Pennsylvania?
17. How did the Carolinians respond before they could relocate?
18. What became Carolina's principal export cash crop? (exotic)
19. What 2 reasons were Africans especially desirable as laborers in Carolina?
20. What was the busiest seaport of the South? Who was there and why?
21. What was the quintessence of Virginia's discontent?
22. What is a squatter?
23. What was the graveyard of the Atlantic?
24. How are North Carolina and Rhode Island similar?
25. What happened to the Tuscaroras? Eventually they had to?
26. Who were the 3 powerful Indian nations that would keep the English settlers east?
27. What was the Crown's purpose in having Oglethorpe start Georgia?
28. How was it treated differently than the other colonies?
29. How was Oglethorpe a philanthropist?
30. Who was the most famous missionary to come to Georgia? 2 groups they were trying to help?
31. What were 3 reasons Georgia was so slow to develop and populate?
32. Who made up the Southern colonies? What are 4 common characteristics of them?
33. Why did churches and schools have a hard time getting started?
34. What led to Southern settlers inching farther inland and having confrontations with the Indians?

Chapter 3

Settling the Northern Colonies 1619 - 1700

Key Terms and Ideas

- Patterns of British colonization
- New England colonies
- Puritans
- Protestant evangelism
- "Atlantic World"
- Diversity in middle colonies
- Patterns of Dutch colonization
- British imperial system
- Mercantilism
- "Salutary Neglect" (also called "a-half century of the British government's relative indifference to colonial governance")

Key Concepts covered in chapter - Period 2 (1607-1754)

Key Concept 2.1

1. Describe the development of the New England colonies. Pay special attention to the role of Puritanism on the development of social, political, and economic structures. (p. 43-48)
2. Describe the development of the Middle colonies. Pay special attention to the role of diversity (demographic, religious, and ethnic) had on the development and how this affected the political and economic systems. (p. 52-57)

Key Concept 2.2

3. Describe the clashes between European and American Indian social and economic values and explain how these clashes affected both of their cultures. (p. 48-49)

Key Concept 2.3

4. Explain how colonial resistance and conflicts with American Indians made it difficult for Britain to integrate its colonies into a coherent hierarchical imperial structure and into a mercantilist economic relationship. (p. 49-51)
5. Analyze why salutary neglect took over in the colonies. (p. 51-52)

Reading Questions - These questions should be answered while you're reading the chapter. They are intended to give you a check point after each section to make sure you understood the content. Should be written in blue or black ink or pencil and in complete sentences. For the terms to know – they more in likely will end up in your response, but feel free to

define them individually for yourself – they make a great study tool! You can turn them into flashcards or write them on a separate sheet of paper.

The Protestant Reformation Produces Puritanism

Know: John Calvin, Conversion Experience, Visible Saints, Church of England, Puritans, Separatists

1. How did John Calvin's teachings result in some Englishmen wanting to leave England?

The Pilgrims End Their Pilgrimage at Plymouth

Know: Mayflower, Myles Standish, Mayflower Compact, Plymouth, William Bradford

2. Explain the factors that contributed to the success of the Plymouth colony.

The Bay Colony Bible Commonwealth

Know: Puritans, Charles I, Massachusetts Bay Colony, Great Migration, John Winthrop

3. Why did the Puritans come to America?

Building the Bay Colony

Know: Freemen, Bible Commonwealth, John Cotton, Protestant Ethic

4. How democratic was the Massachusetts Bay Colony? Explain.

Trouble in the Bible Commonwealth

Know: Anne Hutchinson, Antinomianism, Roger Williams

5. What happened to people whose religious beliefs differed from others in Massachusetts Bay Colony?

The Rhode Island "Sewer"

Know: Freedom of Religion

6. How was Rhode Island different than Massachusetts?

Makers of America: The English

7. In what ways did the British North American colonies reflect their mother country?

New England Spreads Out

Know: Thomas Hooker, Fundamental Orders

8. Describe how Connecticut, Maine and New Hampshire were settled.

Puritans versus Indians

Know: Squanto, Massasoit, Pequot War, Praying Towns, Metacom, King Philip's War

9. Why did hostilities arise between Puritans and Native Americans? What was the result?

Seeds of Colonial Unity and Independence

Know: New England Confederation, Charles II

10. Assess the following statement, "The British colonies were beginning to grow closer to each other by 1700."

Andros Promotes the First American Revolution

Know: Dominion of New England, Navigation Laws, Edmund Andros, Glorious Revolution, William and Mary, Salutary Neglect

11. How did events in England affect the New England colonies' development?

Old Netherlanders at New Netherlands

Know: Dutch East India Company, Henry Hudson, New Amsterdam, Patroonships

12. Explain how settlement by the Dutch led to the type of city that New York is today.

Friction with English and Swedish Neighbors

Know: Wall Street, New Sweden, Peter Stuyvesant, Log Cabins

13. "Vexations beset the Dutch company-colony from the beginning." Explain.

Dutch Residues in New York

Know: Duke of York

14. Do the Dutch have an important legacy in the United States? Explain.

Penn's Holy Experiment in Pennsylvania

Know: Quakers, William Penn

15. What had William Penn and other Quakers experienced that would make them want a colony in America?

Quaker Pennsylvania and Its Neighbors

Know: East New Jersey, West New Jersey, Delaware

16. Why was Pennsylvania attractive to so many Europeans and Native Americans?

The Middle Way in the Middle Colonies

Know: Middle Colonies, Benjamin Franklin

17. What do the authors mean when they say that the middle colonies were the most American?

Varying Viewpoints: Europeanizing America or Americanizing Europe?

18. “The picture of colonial America that is emerging from all this new scholarship is of a society unique—and diverse—from its inception.” Explain?

Historical Thinking Questions – These questions should also be answered in the same way, but should be much more thorough answers. I suggest reading them before you read the chapter, but answer after you have finished the chapter. They may also require a bit of outside research!

1. **Historical Argumentation** – The authors contend that “especially along the rocky shores of New England, it was not worldly wealth but religious devotion that principally shaped the earliest settlements.” As you read this chapter can you formulate an historical argument (thesis) that supports, modifies, or refutes this assertion?
2. **Comparison** – During the 1600s, the British colonists in the Chesapeake and New England developed vastly different societies. As you read this chapter and recall examples from Chapter 2, what examples can you find that account for these regional differences?

3. **Historical Causation** – What caused the demographic, religious, and ethnic diversity in the middle colonies? As you read this chapter, how many different reasons for this diversity in the middle colonies can you identify?

Chapter 3 Reading/Note Taking Guide – As a check while you are reading, have these questions handy. These questions go paragraph by paragraph through the reading. Use these as a baseline for yourself. If you find any questions you cannot answer, slow down your reading a bit and make sure you are paying attention to the details. It is always better to know too much, then not enough. There will never be an assignment relating to these, but feel free to use these as a separate note taking guide for yourself if you decide to take your own notes of the chapter.

Chapter 3 (p. 42-50)

1. What were the 2 different things that drew settlers to the Southern and New England colonies?
2. What became the dominant theological credo? What 4 would adopt the belief?
3. What did Calvin believe about humans, God, the elect and good works?
4. What was a conversion thought to be by the Puritans?
5. Define “visible saints”.
6. What’s the opposite of the damned?
7. Who did King James dislike the most? Why?
8. Where was the Mayflower headed to originally? How many came?
9. Who was the captain? What was his nickname?
10. What was the Mayflower Compact? It was the 1st step towards?
11. Where were laws made?
12. What were the 3 economic legs of Plymouth?
13. What were the early mainstays?
14. Who had a godly experiment? Describe him briefly.
15. What eventually happened to Plymouth?
16. What was Massachusetts’ 1st royal charter formed into?
17. What was the Great Migration?
18. Who was the Bay Colony’s 1st governor? What was his goal for the colony?
19. How did they vote in their town meetings?
20. What was the doctrine of the covenant?
21. Who was John Cotton?
22. What did the Bay Colonists endorse?
23. What simple pleasures did Puritans enjoy?
24. What happened to stubborn Quakers?
25. What was done to Ann Hutchinson? Why? What eventually happened to her?
26. How did Roger Williams ruffle the feathers of Puritans? What happened to him? Where did he go and what did he start?
27. How did he handle freedom of religion?
28. What kinds of people lived in Rhode Island? What was it called by others?
29. What was the 1st modern constitution?
30. Why was New Haven not successful?
31. Who was it democratically controlled by?
32. What’s the connection between Wampanoag Indians and the 1st Thanksgiving?
33. Who lost the most in King Phillip’s War and why?
34. What was the 1st attempt at colonial unity? What was its primary purpose?

35. How was this a milestone?
36. What happened as a result of Charles II getting more actively involved with the colonies, namely Massachusetts?

Chapter 3 (p. 50-57)

1. How was the Dominion of New England different than the New England Confederation?
2. What was the 2 part purpose of the Dominion?
3. What occupation became popular?
4. What did Sir Edmond Andros do that upset colonial Americans?
5. Who replaced who in the Glorious Revolution?
6. What resulted in America from the Glorious Revolution?
7. What change affected everyone when Massachusetts became a royal colony?
8. What happened in the period of salutary neglect?
9. What was Henry Hudson looking for? What was established as a result?
10. What was another name for New York City?
11. What’s the connection between New York City then and now?
12. What did the Dutch erect to defend against the Indians?
13. Who was Father Wooden Leg? Who did he kick out?
14. After the Dutch left, the English Banner waved from what to what?
15. What contributions did the Dutch give to America?
16. Who were the Quakers? What did they refuse to do?
17. Who was the most famous Quaker? How did he encourage settlement?
18. What was already there when he tried to launch his colony?
19. How did the Indians fare under William Penn?
20. What did the Quakers strongly dislike?
21. What came to Pennsylvania? Where’d they come from?
22. What were the 3 most populated colonies?
23. What was Penn’s enduring moment?
24. Which were the Bread Colonies?
25. How did local governments in the Middle colonies compare with N.E. and the South?
26. How did population compare with the other 2 regions?
27. Why is Ben Franklin considered a child of the Middle colonies if he was from Boston?
28. What 3 ways did the British use a hands off policy?
29. What was the largest city in the North America in 1720?
30. How does the land in the Middle colonies compare to N.E. and the South?

Chapter 4 American Life in the Seventeenth Century 1607-1692

Key Terms and Ideas

- Patterns of British colonization
- Atlantic Slave Trade
- Indentured servants
- "Atlantic World"

Key Concepts covered in chapter - Period 2 (1607-1754)

Key Concept 2.1

1. Explain the reasons for the emerging Atlantic slave trade. (p. 63-70)

Key Concept 2.2

2. Describe the opposing goals and interests between European leaders and colonial citizens and explain how this affected their relationship. (p. 64 and 76)
3. Explain why settlers, especially in the English colonies, expressed dissatisfaction over territorial settlements, frontier defense, and describe other issues they expressed. (p.64; 72-74; 76)

Key Concept 2.3

4. Analyze (explain how and why) how the "Atlantic World's" commercial, religious, philosophical, and political interactions between Europeans, Africans, and American Indians affected economic growth, social networks, and labor systems. (p.63-70; 74-76)

Reading Questions - These questions should be answered while you're reading the chapter. They are intended to give you a check point after each section to make sure you understood the content. Should be written in blue or black ink or pencil and in complete sentences. For the terms to know – they more in likely will end up in your response, but feel free to define them individually for yourself – they make a great study tool! You can turn them into flashcards or write them on a separate sheet of paper.

The Unhealthy Chesapeake

1. "Life in the American wilderness was nasty, brutish, and short for the earliest Chesapeake settlers." Explain.

The Tobacco Economy

Know: Tobacco, Indentured Servants, Freedom Dues, Headright System

2. What conditions in Virginia made the colony right for the importation of indentured servants?

Frustrated Freeman and Bacon's Rebellion

Know: William Berkeley, Nathaniel Bacon

3. Who is most to blame for Bacon's rebellion, the upper class or the lower class? Explain.

Colonial Slavery

Know: Royal African Company, Middle Passage, Slave Codes, Chattel Slavery

4. Describe the slave trade.

Southern Society

Know: Plantations, Yeoman Farmers

5. Describe southern culture in the colonial period, noting social classes.

The New England Family

Know: *The Scarlet Letter*

6. What was it like to be a woman in New England?

Life in the New England Towns

Know: Harvard, Town Meetings

7. Explain the significance of New England towns to the culture there.

The Half-Way Covenant and the Salem Witch Trial

Know: Jeremiad, Conversions, Half-Way Covenant

8. What evidence shows that New England was becoming more diverse as the 17th century wore on?

The New England Way of Life

Know: Yankee Ingenuity

9. How did the environment shape the culture of New England?

The Early Settlers' Days and Ways

Know: Leisler's Rebellion

10. How much equality was evident in the colonies?

Historical Thinking Questions – These questions should also be answered in the same way, but should be much more thorough answers. I suggest reading them before you read the chapter, but answer after you have finished the chapter. They may also require a bit of outside research!

1. **Continuity and Change over Time** – As you read this chapter, can you explain the development of indentured servitude and slavery in the British colonies throughout the seventeenth century?
2. **Appropriate Use of Relevant Historical Evidence** – The authors contend that “nature smiled more benignly on pioneer New Englanders than on their disease-plagued fellow colonists to the south.” As you read this chapter, how much relevant historical evidence can you identify that supports this assertion? What might have been the causes for this difference between the two groups of colonists?
3. **Synthesis** – As you read this chapter, can you combine the information from the primary source excerpts and the text to create a persuasive understanding of southern and New England life during the seventeenth century? Explain.

Chapter 4 Reading/Note Taking Guide – As a check while you are reading, have these questions handy. These questions go paragraph by paragraph through the reading. Use these as a baseline for yourself. If you find any questions you cannot answer, slow down your reading a bit and make sure you are paying attention to the details. It is always better to know too much, then not enough. There will never be an assignment relating to these, but feel free to use these as a separate note taking guide for yourself if you decide to take your own notes of the chapter.

Chapter 4 (p. 62-70)

- | | |
|--|--|
| 1. What was becoming most notable in the regional differences in the colonies? | 4. What 2 things helped the Chesapeake colonists get through their hardships? |
| 2. How had disease affected the life expectancy in the Chesapeake? How old could they expect to live to? | 5. What provoked Indian attacks? Why? |
| 3. How did men compare with women in population in the Chesapeake? | 6. What 2 things did Indentured Servants get in return for how many years of work? |
| | 7. Give examples of “freedom dues”. |

8. What would masters receive in the headright system? Who benefited most?
9. Who were white slaves in Maryland and Virginia in the 1600s?
10. What were Indentured Servants hopeful of?
11. Why did many Indentured Servants have it tough? And what frustrated them most (2 things)?
12. What 3 things did Bacon and his buddies do?
13. What did Bacon's Rebellion lead the land owners do? Look towards what?
14. Where did most of the 7 million go?
15. Why did most whites not use slaves early on?
16. By 1750, what fraction did the slaves make up in VA and SC?
17. What's the significance of New Port, RI and Charlestown, SC?
18. Give 2 examples of the earliest slave codes.
19. Define FFV's. What did they dominate in the South?
20. List the 5 levels of class society.
21. What level had the most people in it?
22. What did Southern life revolve around? What provided transportation?
23. Why did burial plots begin?

Chapter 4 (p. 70-76)

1. What kept disease from killing the New Englanders?
2. How much longer did they live in comparison? What was the average life span?
3. How did New Englanders migrate differently than those in the Chesapeake?
4. How often did women have children?
5. What did women fear? How many kids would make it?
6. The most important thing for kids to learn growing up was? What was invented in NE?
7. How did land title rights differ from the 2 regions? Why?
8. What did women have a monopoly in?
9. Give 3 ways that Puritan society protected marriage and deterred adultery.
10. What evidence suggests that Puritan society was more ordered than in the Chesapeake?
11. When a New England town was set up, describe its contents:
Meetinghouse –
Village green –
Public schools –
Town meetings –
12. What early colleges were started in both regions? Why were they started?
13. What did Thomas Jefferson say about the town meetings?
14. Who were Jeremiads? What did they do?
15. What was sacrificed in the Half-way Covenant? How'd this affect the congregations?
16. What were the casualties of the Salem Witch-hunt? Who was it directed at mostly? What did this episode reflect?
17. What 2 opposed the trials? What happened 20 years later?
18. Why does it say, "that the soil possessed them by shaping their character"?
19. Why did many immigrants avoid coming to New England?
20. Why did Black slavery not work in New England?
21. Why did the Indians view the land differently than the whites?
22. How did whites improve the land?
23. What was introduced from Europe?

24. What natural feature did they instinctively turn to? What did they become experts in?
 25. What can tourists still see today in Boston?
 26. How would New Englanders impact the rest of America? What would be fostered that would be claimed by all Americans later on?
 27. What does "worth the candle" mean?
 28. Give several examples of what each would do in family chores?
 29. How much was land worth then?
 30. Give 3 examples of resentment against upper class pretensions?
 31. Who benefited most in equality and democracy
-

Chapter 5

Colonial Society on the Eve of Revolution 1700-1775

Key Terms and Ideas:

- Patterns of British colonization
- British imperial system
- “Atlantic World”
- Anglicization
- Protestant evangelism
- Transatlantic print culture

Key Concepts Covered in this Chapter: Key Concepts from Period 2 (1607-1754) and Period 3 (1754-1800)

Key Concept 2.1

1. Describe the ways Africans developed both overt (outwardly seen) and covert (hidden/secret) means to resist the dehumanizing aspects of slavery. (p. 80-83)

Key Concept 2.3

2. Describe how the Atlantic economy grew throughout the 18th century. Explain how the new shared labor market and wide exchange of New World and European goods affect the colonies. (p. 85-88)
3. To what degree did the following promote Anglicization in the colonies: Autonomous political communities based on English models, development of commercial ties and legal structures, emergence of a transatlantic print culture, Protestant evangelism, religious toleration, spread of European Enlightenment ideas. (90-99)
4. Describe how English colonies were similar in terms of patterns of culture, laws, institutions, and governance. (95-97)
5. Explain where the colonies' ideas and beliefs on resistance to imperial control come from (89-91; 95-97)

Key Concept 3.2

6. Describe the debates about religion and governance during the eighteenth century. Explain how new ideas about politics and society affected these debates. (89-91; 95-97)
7. Explain how Protestant evangelical religious fervor strengthened many British colonists' understandings of themselves as a chosen people blessed with liberty. (89-91)

Key Concept 3.3

8. Describe the new distinctive backcountry cultures that were developed in the North American West. Describe the social and ethnic tensions that began to build between these settlers and the British colonies. (78-80)

Reading Questions - These questions should be answered while you're reading the chapter. They are intended to give you a check point after each section to make sure you understood the content. Should be written in blue or black ink or pencil and in complete sentences. For the terms to know – they more in likely will end up in your response, but feel free to define them individually for yourself – they make a great study tool! You can turn them into flashcards or write them on a separate sheet of paper.

Conquest by the Cradle

Know: Thirteen Original Colonies

1. What was the significance of the tremendous growth of population in Britain's North American colonies?

A Mingling of Races

Know: Pennsylvania Dutch, Scots-Irish, Paxton Boys, Regulator Movement

2. What was the significance of large numbers of immigrants from places other than England?

The Scots-Irish

Know: The Session

3. How had the history of the Scots-Irish affected their characteristics?

Africans in America

Know: Gullah, Stono Rebellion

4. Describe slave culture and contributions.

Makers of America: From African to African-American

5. "And precisely because of the diversity of African peoples represented in America, the culture that emerged was a uniquely New World creation." Explain.

The Structure of Colonial Society

Know: Social Mobility

6. Assess the degree of social mobility in the colonies.

Clerics, Physicians, and Jurists

Know: Smallpox, Diphtheria

7. Why has the relative prestige of the professions changed from colonial times to today?

Workaday America

Know: Triangular Trade, Naval Stores, Molasses Act

8. Describe some of the more important occupations in the colonies.

Horsepower and Sailpower

Know: Taverns

9. What was it like to travel in early America?

Dominant Denominations

Know: Established Church, Anglicans, Congregationalists, Presbyterians

10. How did the denominations in America affect relations with Great Britain?

The Great Awakening

Know: Jonathan Edwards, George Whitefield, Old Lights, New Lights, Baptists

11. How was the religion encompassed in the Great Awakening different from traditional religion? What was important about the difference?

Schools and Colleges

Know: Latin and Greek

12. What kind of education could a young person expect in colonial times?

A Provincial Culture

Know: John Trumbull, Charles Wilson Peale, Benjamin West, John Singleton Copley, Benjamin Franklin

13. Did Americans distinguish themselves in the arts during the colonial period? Explain.

Pioneer Presses

Know: John Peter Zenger

14. Why was the jury verdict in the Zenger case important?

The Great Game of Politics

Know: Royal Colonies, Proprietary Colonies, Self-governing Colonies, Colonial Assemblies, Power of the Purse, Town Meetings, Property Qualifications

15. How democratic was colonial America?

Colonial Folkways

16. What were the advantages and disadvantages of living in America during the colonial period?

Colonial America: Communities of Conflict or Consensus?

Know: Nash's Urban Crucible Theory

17. Were the colonies marked more by internal consensus or internal conflict? Explain.

Historical Thinking Questions – These questions should also be answered in the same way, but should be much more thorough answers. I suggest reading them before you read the chapter, but answer after you have finished the chapter. They may also require a bit of outside research!

1. **Appropriate Use of Relevant Historical Evidence** - In this chapter, the authors maintain that “colonial America was a melting pot and had been from the outset.” What relevant historical evidence can you find in this chapter or the previous ones that supports, modifies, or refutes this assertion?
2. **Contextualization** - The authors claim that by 1775 “democratic seeds, planted in rich soil, were to bring forth a lush harvest in later years.” As you read this chapter, can you identify ways that the Great Awakening and colonial forms of government provided the context for the roots of democracy in colonial society?
3. **Periodization** - The authors conclude this chapter about colonial society in 1775, but the AP curriculum uses 1754 as the ending date. As you read this chapter, which ending date makes more sense to you? Can you identify relevant historical evidence from the chapter to support your answer to this question?

Chapter 5 Reading/Note Taking Guide – As a check while you are reading, have these questions handy. These questions go paragraph by paragraph through the reading. Use these as a baseline for yourself. If you find any questions you cannot answer, slow down your reading a bit and make sure you are paying attention to the details. It is always better to know too much, then not enough. There will never be an assignment relating to these, but feel free to use these as a separate note taking guide for yourself if you decide to take your own notes of the chapter.

Chapter 5 (p. 78-88)

1. How many colonies did Britain have? How many revolted?
2. How was the population increasing? What was the average age?
3. How did the balance of power shift between England and the colonies?
4. What were the 4 cities? How many lived in rural areas?
5. What percent were the Germans? Where did they settle? What religion were they?
6. Why did the Germans come?
7. What percent were the Scots-Irish? Where did they settle? What religion were they?
8. Who made up 5%?
9. Who made up 20%? Where were 90% of them?
10. How much of America was non-English? How were slaves and Indians mixed?
11. Where was slavery a “lonely hell on earth”? Doing what?
12. What was the best case scenario for slaves in America? Where? And why?
13. With fewer slaves coming from Africa, how was slavery perpetuated?
14. What were goobers, gumbo and voodoo?
15. What musical contributions were there from Africans?
16. Where were 2 different slave revolts? How did they compare to Bacon’s Rebellion?
17. How difficult was it to go from rags to riches in America compared to Europe?

18. Due to Europeanization of America, what statistic was obvious by mid-century (1750)?
19. What is an almshouse? Why were they needed?
20. Who had more poor people? What fraction?
21. Who was wealthy in the South? Poor whites probably became?
22. What happened to many jailbirds once they came to America?
23. Why did Thomas Jefferson want to end slave trading, and even included it in the original draft of the Declaration of Independence?
24. Compare the professions of ministry and physicians. How were Dr's limited?
25. What was a constant nightmare? Give 2 examples.
26. Why was the law profession not highly regarded in the pioneering society?
27. What was the leading industry? %? How does US compare with others?
28. What was the next leading industry? What especially was done? Where?
29. What did that 2nd industry stimulate? What did it lead to?
30. Give the 4 main points of the triangular trade and what was traded or exchanged?
31. Why was lumbering so important? What resulted?
32. Why were Americans bitter towards the British Navy?
33. What was America's solution to the trade imbalance?
34. The Molasses Act led many American merchants to respond by?
35. How did the Americans think the Molasses Act would have hurt them?
36. Looking on the map, what is not shown that would be everywhere in the 19th century? If you wanted to get a job back then where would it have been and doing what? Why?

Chapter 5 (p. 88-98)

1. How did America's early roads compare with roads of the ancient Roman Empire?
2. Before traveling from Philadelphia to NY, What'd families do before leaving?
3. Where did most of the population settle? Why?
4. What would be found in taverns?
5. What's the connection between taverns and the coming Revolution?
6. Why would you not have wanted to send personal mail back then?
7. What were the 2 established churches? Where were they?
8. Why was William and Mary started?
9. What would you hear in Congregationalist and Presbyterian churches? In Anglican churches?
10. How were Catholics treated? Did the people have to go to church?
11. Looking at the graph, what colonies had no established churches? Why not probably?
12. What were 2 of the liberal ideas that were challenging old time religion?
13. Who started the Great Awakening? What did he proclaim?
14. What was the message of George Whitefield? How did he affect Edwards/Franklin?
15. What was the difference between old and new lights?

16. How did the Awakening affect missions, education and America as a whole?
17. Why were Puritans into education so much?
18. Who started primary and secondary schools? Why did many not attend?
19. How were kids educated in the South? What sometimes happened to some teachers?
20. How did Ben Franklin affect education?
21. Why were Americans not into art (2 reasons)?
22. Who were Peale, West and Copley? What did each do?
23. Where did Architecture come from?
24. What was Phyllis Wheatley famous for?
25. What were 3 famous phrases of Ben Franklin?
26. What scientific inventions did Franklin contribute?
27. Why did Americans not read a lot? What was Franklin's solution to this problem?
28. How large were newspapers? How up to date were they? How'd they affect the Revolution?
29. John Peter Zenger got into trouble for? What talent did he use to win? What was it a banner of achievement for? How did it affect future newspapers?
30. Almost every colony's government had what 2 things? How were they different?
31. What was their previous privilege?
32. How did governors get their jobs? What was good about some and bad about others?
33. How did colonial assemblies get the governors to do what they wanted?
34. What should the British authorities have done?
35. Administration at the local level was done in what? What did Americans learn here?
36. What was surprising about eligible voters?
37. How were colonial institutions more democratic than England's?
38. What were churches and homes like in the colonies?
39. What 2 things did George Washington do for fun?
40. In the last paragraph, what similarities did the English colonists share?

Chapter 6

The Duel for North America 1608—1763

Key Terms and Ideas:

- Patterns of French colonization
- French and Indian fur trade networks
- Seven Years' War (French and Indian War)

Key Concepts Covered in this Chapter: Key Concepts from Period 2 (1607-1754) and Period 3 (1754-1800)

Key Concept 2.1

1. Describe the differences between French and English colonial efforts. (p.101-103)

Key Concept 2.2

2. Explain how conflicts in Europe spread to North America. Explain how these European conflicts led to continuing political instability in North America. (p.103-105)

Key Concept 2.3

3. Describe the ways Britain attempted to strengthen its imperial control over the colonies. Explain why and in what ways this stimulated increased resistance from the colonists. (p.107-115)

Key Concept 3.1

4. Explain how English population growth and expansion into the exterior of North America affected existing French-Indian fur trade networks. Explain how these disruptions changed Native-European alliances. (p.105-107)
5. Describe how white-Indian trade and conflicts continued even after the end of the French and Indian War. (p.113-115)

Key Concept 3.3

6. Explain how the relationship between the colonists and the Indians changed after the French withdrawal from North America. Describe where these conflicts continued. (p.111-115)
7. After reading "Contending Voices," do you think the colonists were justified in their resentment of the Proclamation? Why or why not? (p.113)

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France Finds a Foothold in Canada

Know: Huguenots, Samuel de Champlain, New France

1. How was the colony of New France different from the British North American colonies?

New France Fans Out

Know: Beaver, Coureurs de Bois, Voyageurs, Robert de La Salle

2. What factors led to the French settlement of New France?

The Clash of Empires

Know: Treaty of Utrecht, War of Jenkins's Ear, James Oglethorpe, Louisbourg

3. Describe the early wars between France and Britain.

George Washington Inaugurates War with France

Know: Fort Duquesne, George Washington, Fort Necessity, Acadians

4. How did George Washington spark the French and Indian War?

Global War and Colonial Disunity

Know: Benjamin Franklin, Albany Plan of Union, "Join or Die"

5. What was meant by the statement, "America was conquered in Germany?"

Braddock's Blundering and Its Aftermath

Know: Edward Braddock

6. What setbacks did the British suffer in the early years of the French and Indian War?

Pitt's Palms of Victory

Know: William Pitt, James Wolfe, Battle of Quebec

7. What was the significance of the British victory in the French and Indian War?

Restless Colonials

8. How did the French and Indian War affect the relationship between the colonies and with the mother country?

War's Fateful Aftermath

Know: Treaty of Paris, Pontiac, Daniel Boone, Proclamation of 1763

9. How did French defeat lead to westward expansion and tension with Native Americans and the British?

Historical Thinking Questions – These questions should also be answered in the same way, but should be much more thorough answers. I suggest reading them before you read the chapter, but answer after you have finished the chapter. They may also require a bit of outside research!

1. **Comparison** - How did the settlement and development of New France differ from settlement and development of the Spanish and British colonies? As you read this chapter and think about the information from the previous ones, what relevant historical evidence can you find to support your answer to this question?

2. **Periodization** - To what extent was the Seven Years' War a turning point in the history of British colonial America? What evidence from this chapter can you cite to support your answer to this question?

3. **Historical Argumentation** – The authors assert that the Seven Years' War was “among the first of the truly ‘world wars’ of the modern era.” As you read this chapter, can you develop a historical argument that supports, modifies, or refutes this assertion?

Chapter 6 Reading/Note Taking Guide – As a check while you are reading, have these questions handy. These questions go paragraph by paragraph through the reading. Use these as a baseline for yourself. If you find any questions you cannot answer, slow down your reading a bit and make sure you are paying attention to the details. It is always better to know too much, then not enough. There will never be an assignment relating to these, but feel free to use these as a separate note taking guide for yourself if you decide to take your own notes of the chapter.

Chapter 6 (p. 101-115)

1. How many world wars had there been? What's the significance about America's involvement?
2. What's another name for the French/Indian War?
3. Who was the father of New France?
4. Why was it a fateful friendship that he entered with the Huron Indians?
5. What does it mean that New France was autocratic?
6. Why did France not favor Canada in its belongings?
7. What was New France's valuable resource? What did they do to it?
8. How were Indians decimated?
9. What were the 2 ways Jesuits played a vital role?
10. Why were Detroit and Louisiana founded by the French?
11. Why was New Orleans so important?
12. What type of warfare was fought?
13. What did Britain provide its American colonies with? Which was what?
14. The war of Jenkin's Ear was fought in what 2 places? What Englishman was involved?
15. Who helped the British capture Louisburg in King George's War?
16. What ticked them off afterwards?
17. Why was the Ohio River Valley so important to the French?
18. Where is Fort Duquesne? What's it called today?
19. Describe George Washington's first military command. The good and the bad.
20. Who were Cajuns and why were they upset?
21. What were the short and long range purposes of the Albany Congress?
22. Ben Franklin's scheme in the meeting was to bring about?
23. Why did colonials and British officials reject the Albany Plan?
24. How did the British do early on in the war?
25. What did General Braddock not like about his buckskins?
26. What eventually happened to Braddock and his aide?
27. Washington had to try and defend what with only what?
28. What should the British have done to win easier and quicker?
29. Who was the Great Commoner? What was his asset? What did he wisely do?
30. Where was the first victory of the war for England?
31. Why was the battle of Quebec and Montreal so significant?
32. What did Spain get in the settlement at Paris?
33. What 2 things did the victory mean for the British?
34. How did colonials play a part in the war? What was bolstered? What was shattered?
35. How was George Washington humiliated?
36. British officials were upset at the reluctance of colonials to?
37. How did rights and privileges correlate with duties and responsibilities?
38. In what ways did Americans become unified during the War?
39. What's the connection between the French hawk and colonial chicks with the mother hen?
40. What did the Treaty at Paris mean for the Iroquois and Creek tribes? How were Indians limited?
41. What did Pontiac do in 1763? How did the British retaliate?
42. What would land-hungry Americans now do?
43. What was the purpose of the Proclamation line of 1763?
44. Why did many Americans feel angry over it? What was one of the first open acts of defiance the colonials committed against the British?
45. Why were the colonials and British headed for major confrontation?
46. Looking on the map on pg. 120, which 2 colonies would probably be the most difficult for Britain to control with their western lands being so settled?

Part 3

This section will be detached, so please write your answers directly on these worksheets.

Directions - If you have access to the book, then read Pages 1-58 (Chapters 1-3) of A People's History of the United States by Howard Zinn. If you don't have access to the book, then use the following links.

(Use your best judgement to answer questions that reference page numbers)

Links to Zinn:

Chapter 1 - <http://www.historyisaweapon.com/defcon1/zinncol1.html>

Chapter 2 - <http://www.historyisaweapon.com/defcon1/zinncolorline.html>

Chapter 3 - <http://www.historyisaweapon.com/defcon1/zinnvil3.html>

This presents American history in a different context than is usually presented in elementary, secondary and even college textbooks. It will probably raise a lot of questions as to why history is presented differently in this book than it is in your textbook. Answer the following questions in complete sentences and with as much detail and explanation as possible.

Zinn Chapter 1- Columbus, the Indians, and Human Progress

1. According to Zinn, what is his main purpose for writing A People's History of the United States?
2. What is Zinn's thesis for pages 1-11 (the first few sections of chapter 1)?
3. According to Zinn, how is Columbus portrayed in traditional history books?
4. Why Zinn dispute Henry Kissinger's statement does: "History is the memory of states?"
5. Identify one early and one subsequent motive that drove Columbus to oppress indigenous peoples.

6. What was the ultimate fate of the Arawak Indians?
7. Explain Governor John Winthrop's legal and biblical justification for seizing Indian land.
8. Explain the main tactic of warfare used by the English against the Indians.
9. According to Roger Williams, how did the English usually justify their attacks on the Indians?
10. What ultimately happened to the estimated 10 million Indians living in North America at the time of Columbus' arrival?
11. How does Zinn attempt to prove that the Indians were not inferior? Provide examples.

Zinn Chapter 2- Drawing the Color Line

1. According to Zinn, what is the root of racism in America?

2. Why were Africans considered “better” slaves than Indians in Virginia?
3. How did 16th century Africa compare to 16th century Europe politically, economically, and militarily?
4. How did slavery in Africa differ from slavery in Europe and the Americas?
5. Describe the conditions that slaves on ships coming to America (“Middle Passage”).
6. How did the slave trade begin in North America?
7. In terms of mortality, what was the cost of slavery? How was Africa impacted over that 300 year time period?
8. What evidence exists that America’s slaves did not accept their fate easily?

9. Why did slave owners fear poor whites?

Zinn Chapter 3- Persons of Mean and Vile Condition

1. Describe Bacon's Rebellion.
2. How did Bacon's Rebellion come to symbolize the class struggle, even though Bacon himself was a part of the wealthy class?
3. How were people oppressed in colonial Virginia?
4. How was the indentured servants Atlantic crossing similar to that of the slave?
5. Describe the conditions indentured servants endured. How did the indentured servants rebel?

6. Describe how the “mother country’s” class system was established and preserved in the colonies.
7. What happened on May 19, 1713?
8. What caused Britain to raise taxes that resulted in higher unemployment and poverty?
9. Why was there a desire to appease the poor whites?
10. What combination did the wealthy white planters fear? How did Bacon’s Rebellion realize this fear?
11. How did the consequences for Bacon’s Rebellion differ? What was the hope of these consequences?

Congratulations on finishing your summer homework!! Enjoy the rest of your time off!!!

If you have any questions or concerns, please feel free to email me at:

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Also, sign-up for Remind101:

Send: @apush1819

To: (925)968-4837 or 81010