

Advanced Placement United States History

Summer Homework 2019

To be considered for the A.P. United States History class all students must complete the following:

- Check out the following books from the library:
 - *The American Pageant*
 - *American Spirit, Vol. 1*
 - *United States History, AMSCO*
- Purchase or use online version of *A People's History of the United States* by Howard Zinn (The full text can be found at both links below)

<http://www.historyisaweapon.com/innapeopleshistory.html>

<https://libcom.org/library/peoples-history-of-united-states-howard-zinn>

- Read Chapters 1-5 in *The American Pageant*
- Read *The American Spirit, Vol. 1* (selected readings)
- Read Introduction (pgs. xi-xxxvi) & Period 1 (pgs. 1-14) in *United States History, AMSCO*
- Read Chapters 1-10 in *A People's History of the United States*
- Complete and turn in summer homework **no later than Friday, Aug. 9th** to the box in the Main Office.
- The summer assignments can be found here:
 - Go to www.mrheadley.com
 - Click on APUSH from the home page. You will find the link to the [summer homework](#) on that page.
- Take summer reading exam on the second day of school

If you have any questions during the summer please email me at mheadley@busd.k12.ca.us

Have a wonderful summer!!

Mr. Headley and Mrs. McGetrick

APUSH Summer Homework Assignment

In order to be admitted into the AP United States History Class, all students must complete all parts of the assignment below.

The following assignment must be done in a **spiral notebook**. (It will be added to as the year continues and by the end of the school year you will have a notebook that will include all of your work.) This must be **handwritten** (except the Letter of Intent) and in order by chapter, **clearly labeled and highlighted**. (Chapter 1 of *The American Pageant* assignment, then Chapter 1 of *The American Spirit* assignment)

ID's should include the following information: **who** or **what** the term was, **when** it occurred (dates), **where** it occurred, and **why** it was significant (important).

Example: Theodore Roosevelt: 26th President of the U.S. from 1901-1909.

Roosevelt is considered the first modern president and the first of the progressive presidents known for bringing about many reforms. He is also well known for his foreign policy.

Part 1: From *The American Pageant* (Submit in Notebook, handwritten)

Chapter 1

Identify, describe, and state the historical significance of the following:

Moctezuma	Three sister farming	Iroquois Confederacy
Hernan Cortes	Spanish Armada	Encomienda
Robert de La Salle	Aztecs	
Treaty of Tordesillas	Pueblo Indians	

Completely answer the following questions. Answers should be approx. one-half page in length.

1. Describe the impact of Europeans on Native American cultures and the impact of native cultures on Europeans. Then explain why it was or why it was not a good thing that European culture prevailed.
2. Describe both the positive and negative benefits of the Columbian Exchange on the Old and New World.

Chapter 2

Identify, describe, and state the historical significance of the following:

Jamestown	William Penn	Law of primogeniture
Pocahontas	Elizabeth I	Indentured servitude
Powhatan	George II	Maryland Act of
John Rolfe	Nation-state	Toleration
Lord Baltimore	Joint-stock company	Virginia Company
James Oglethorpe	House of Burgesses	Santa Fe
John Smith	Yeoman	Quebec
Francis Drake		

Completely answer the following questions. Answers should be approx. one-half page in length.

1. What lessons do you think the English colonists learned from their early Jamestown experience? Focus on matters of fulfilling expectations, financial support, leadership skills, and relations with Indians. What specific developments illustrate that the English Living in the plantation colonies tried to apply these lessons?
2. Compare and contrast the ways in which tobacco and sugar affected the social and economic development of colonial America.

Chapter 3

Identify, describe, and state the historical significance of the following:

John Calvin	Pilgrims	Separatists
Anne Hutchinson	New England	Quakers
Roger Williams	Confederation	Protestant Ethic
John Winthrop	Massachusetts Bay	Mayflower Compact
John Cotton	Colony	Fundamental Orders
Predestination	Navigation Laws	French Huguenots
Salutary neglect	Glorious Revolution	Church of England
“city upon a hill”	Dutch East India	
Protestant Reformation	Company	

Completely answer the following questions. Answers should be approx. one-half page in length.

1. In your opinion, which three of the twelve colonies founded in the 17th century made the most significant contributions to the perennial American values of democratic self-government, educational opportunity, religious toleration, social plurality, and economic materialism. Explain your choice.
2. Write your interpretation of John Winthrop’s comment the Massachusetts Bay was to be “as a city upon a hill” and “a beacon of to mankind.” In your opinion, do Americans still hold this view of their nation’s role in the world? Why or why not?

Chapter 4

Identify, describe, and state the historical significance of the following:

Nathaniel Bacon
William Berkeley

Headright system
Middle passage

Bacon's Rebellion
Half-Way covenant

Completely answer the following questions. Answers should be approx. one-half page in length.

1. Identify the main cause of Bacon's Rebellion: resentment felt by backcountry farmers, Governor Berkeley's Indian policies, or the pressure of the tobacco economy? Justify your choice.
2. Compare and contrast the status of women in the South with that of New England.

Chapter 5

Identify, describe, and state the historical significance of the following:

Jonathan Edwards
Benjamin Franklin
George Whitfield
John Peter Zenger

Paxton Boys
Great Awakening
Triangular trade
Molasses Act

Scots-Irish
Old Lights
New Lights

Completely answer the following questions. Answers should be approx. one-half page in length.

1. Assess the extent to which the Great Awakening, an intensely religious movement, contributed to the development of the separation of church and state in America.
2. Early America was not a world of equality and consensus, yet many immigrants poured in, seeing America as a land of opportunity. How could they draw such a conclusion?

Part 2: From *The American Spirit, Vol.1* (Submit in Notebook, handwritten)

Use the documents/primary sources in *The American Spirit* to help you answer the questions below. Limit your response to a half of a page.

Chapter 1 - Read parts A and B; answer questions 1 & 2 on page 30

Chapter 2 - Read parts A and C; answer questions 1 & 3 on page 40

Chapter 3 - Read parts B and C; answer questions 2 & 3 on page 61

Chapter 4 - Read parts A and E; answer questions 1 & 5 on page 82

Chapter 5 - Read parts A and D; answer questions 1 & 4 on page 103

Part 3: Free Response Questions (Submit in Notebook, handwritten)

(For question 1 through 6, choose 3 questions to answer. Limit your answer to a **half of a page**)

1. Using your knowledge of United States history, answer parts a, b and c

a) Briefly explain ONE example of how contact between Native Americans and Europeans brought changes to Native American societies in the period 1492 to 1700.

- b) Briefly explain a SECOND example of how contact between Native Americans and Europeans brought changes to Native American societies in the same period.
- c) Briefly explain ONE example of how Native American societies resisted change brought by contact with Europeans in the same period.

“... no goods or commodities whatsoever of the growth, production or manufacture of Asia, Africa or America, or of any part thereof; or of any islands belonging to them, or which are described or laid down in the usual maps or cards of those places, as well of the English plantations as others, shall be imported or brought into this Commonwealth of England, or into Ireland, or any other lands, islands, plantations, or territories to this Commonwealth belonging, or in their possession, in any other ship or ships, vessel or vessels whatsoever, but only in such as do truly and without fraud belong only to the people of this Commonwealth, or the plantations thereof....”

Navigation Ordinance of 1651

2. Using the excerpt above, answer parts a, b, and c

- a) Briefly explain the main idea of the passage above.
- b) Briefly explain ONE restriction set forth in the passage quoted above is consistent with the main idea
- c) Briefly explain ONE negative impact of the main idea on the American colonies.

The plantation revolution came to the Chesapeake with the thunder of cannons and the rattle of sabers. Victory over the small holders, servants, and slaves who composed Nathaniel Bacon's motley army in 1676 enabled planters to consolidate their control over Chesapeake society. In quick order, they elaborated a slave code that singled out people of African descent as slaves and made their status hereditary. In the years that followed, as the number of European servants declined and white farmers migrated west, the great planters turned to Africa for their workforce. During the last decades of the seventeenth century, the new order began to take shape. The Chesapeake's economy stumbled into the eighteenth century, but the grandees prospered, as the profits of slave labor filled their pockets. A society with slaves gave way to a slave society around the great estuary.

Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, 1998

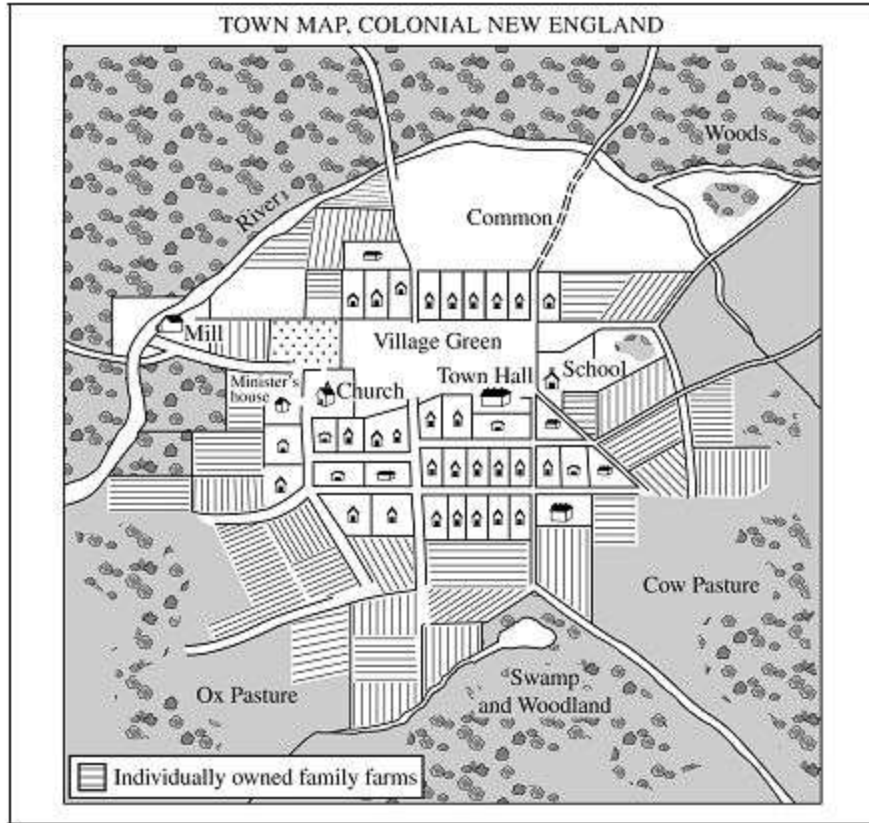
If other colonies sought to escape from English vices, Virginians wished to fulfill English virtues. Let other colonies dazzle the world with a City upon a hill, inspired by a commonwealth of brotherly love, or encourage with a vast humanitarian experiment. The model in Virginians' heads was compounded of the actual features of a going community; the England, especially the rural England, of the 17th and 18th century. If Virginia was to be in any way better than England, it was not because of Virginia's pursued ideals with the Englishman did not have; rather that here were novel opportunities to realize the English Ideals.

Daniel J. Boorstin, *The Colonial Experience*, 1958

3. Using the excerpts above, answer parts a, b, and c.

- a) Briefly explain ONE major difference between Berlin's and Boorstin's interpretations.
- b) Briefly explain how someone supporting Berlin's interpretation could use ONE piece of evidence from the period between 1650 and 1754 not directly mentioned in the excerpt.

c) Briefly explain how someone supporting Boorstin's interpretation could use ONE piece of evidence from the period between 1650 and 1754 not directly mentioned in the excerpt.



4. Use the map above to answer parts a, b, and c.

a) Briefly explain the point of view expressed through the image about ONE of the following.

- Religion
- Community
- Farming

b) Briefly explain ONE outcome of the settling of New England colonies that led to the development of the town depicted in the map.

c) Briefly explain ONE way in which the point of view you identified in Part A shaped patterns of New England colonial settlement for 1620 - 1700



5. Using the image above, answer a, b, and c.

- a) Briefly explain the point of view about an agrarian based economy expressed by the artist.
- b) Briefly explain ONE development in the period 1608 - 1754 that could be used to support the point of view expressed by the artist.
- c) Briefly explain ONE development in the period 1608 - 1754 that could be used to challenge the point of view expressed by the artist.

6. Using your knowledge of United States history, answer parts a and b.

- a) Briefly explain why ONE of the following events best represents the beginning the North American Colonies attitudes toward American Indians. Provide at least ONE piece of evidence from the period to support your explanation.

- Pequot War
- King Phillip's War
- Pueblo Revolt

- b) Briefly explain why ONE of the other options is not as persuasive as the one you chose.

(For question 7 through 10, choose 2 questions to answer. Limit your answer to **two pages**)

7. Evaluate the extent of the impact slavery and indentured servitude had in colonial American society from 1607 to 1754.

8. Evaluate the extent of the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans from 1492 - 1700.

9. Evaluate the extent to which trans-Atlantic interactions from 1600-1763 contributed to maintaining continuity as well as fostering change in labor systems in the British North American colonies.

10. Choose TWO of the following and analyze their impact on colonial North American development between 1620 and 1776: Puritanism, The Enlightenment, The First Great Awakening

Part 4: United States History, AMSCO

(Submit in Notebook)

Read pages 1-14. Answer questions 1-10 on pages 15-18 and questions 1-4 on pages 19-20.

Part 5: *A People's History of the United States*

(Submit in Notebook)

Read chapter 1-10 and answer one question per chapter.
(Questions can be found at the link below)

[A People's History of the United States Questions](#)

Part 6: Letter of Intent (Submit in notebook, typed)

Write a typed letter explaining why you are taking this class, what you expect to get out of this class, and why you think you should be accepted into this class. (Examples can be found here: <http://www.wikihow.com/Write-a-Letter-of-Intent> Use the Graduate Program example)