

**Advanced Placement United States History
Summer Assignment
2018-2019
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You should have the following materials:

- Reading Assignments for Chapters 1-5
- IDs for Chapters 1-5
- Objective questions for Chapters 1-5

All reading and written assignments need to be completed on the day you return to school. I will take up your assignments on the first day of class.

As you begin your work this summer in Advanced Placement US History (APUSH) please keep in mind that everything you do in the class is in preparation for the exam you will take in May. You hear this many times during the year and I can not stress this enough. I mention this now because the habits you develop as you complete these assignments will lay the groundwork for the coming school year. If you are going to score high enough on the AP exam to earn college credit, you will have to have a working knowledge of U.S. History. Keep in mind as you complete this work and don't rush through it. These are not the type of assignments that can be completed in a few minutes. They require thorough reading and well thought out written responses.

Identifications (IDS)

- The definitions can be found in any dictionary or glossary. If you will locate the word within the chapter, finding the correct definition should be simple. It will also help you understand the reading.

Objective Questions

- Should be completed after you have finished reading.
- These will require some thought and you will have to make connections based on what you have read.
- You do not have to write pages and pages to answer these questions.
- These will serve as review material for the exam and if you spend some time answering them now you will already have the work done in December and May.

Write all IDS and Objective Questions in your notebook or loose-leaf paper.

***** I WILL NOT ACCEPT TYPED RESPONSES*****

**How Your IDs and Objective Questions Should Look
(If it is not in this format then I will take 25 points off of your grade.)**

Chapter 1: New World Beginnings

Terms:

- 1) Incas:
- 2) Aztecs:

- 3) nation-state:
 - 4) plantation:
 - 5) Columbian Exchange:
- (And so on and so forth, until the end of the terms for this chapter)

Objective Questions (Answer in Complete Sentences):

- 1)
- 2)
- 3)

Chapter 2: The Planting of English America

Terms:

- 1) Protestant Reformation
- 2) Roanoke Island

(And so on and so forth, until the end of the terms for this chapter)

Objective Questions (Answer in Complete Sentences):

- 1)
- 2)
- 3)

Chapter One: New World Beginnings: 33,000 BCE-1769 CE Pages 4-12

Define the following terms:

Incas, Aztecs, Nation-state, plantation, Columbian Exchange, conquistadores, capitalism, mestizo, middlemen, encomienda, three-sister farming, Ferdinand of Aragon, Isabella of Castile, Treaty of Tordesillas, Christopher Columbus, Hernan Cortes

Answer the following questions:

1. What fundamental factors drew the Europeans to the exploration, conquest, and settlement of the New World?
2. What was the impact on the Indians, Europeans, and Africans when each of their previously separate worlds “collided” with one another?
3. Should the European encounter with the Indian peoples of the Americas be understood primarily as a story of conquest and exploitation, or as one of mutual cultural encounter that brought beneficial as well as tragic results for both?

Chapter Two: The Planting of English America: 1500-1733 Pages 24- 38

Define the following terms:

Protestant Reformation, Roanoke Island, Spanish Armada, primogeniture, joint-stock company, charter, Virginia Company, Act of Toleration, Barbados Slave Code, buffer, Jamestown, House of Burgesses, Iroquois Confederacy, Henry VIII, Elizabeth I, Sir Francis Drake, Sir Walter Raleigh, Captain John Smith, Oliver Cromwell

Answer the following questions:

1. How did the interaction and conflict between English settlers and Indians affect both parties, and contribute to developments that neither group sought?
2. How did the search for a viable labor force affect the development of the southern colonies? What was the role of African American slavery in the early colonial settlements? Why were two southern colonies initially resistant to slavery?
3. Which was the most important factor shaping the development of England's southern colonies in the seventeenth century: Indian relations, the one-crop plantation economy, or slavery? Explain and support your answer

Chapter Three: Settling the Northern Colonies: 1619-1700
Pages 41-57**Define the following terms:**

Calvinism, predestination, Salutary neglect, Mayflower Compact, Massachusetts Bay Colony, Great Migration, Fundamental Orders, New England Confederation, Dominion of New England, Navigation Laws, Glorious Revolution, Quakers, puritans, separatists, Anne Hutchinson, William Penn, Roger Williams, Martin Luther, John Calvin

Answer the following questions:

1. Compare and contrast the New England and middle colonies in terms of motives for founding, religious and social composition, and political development.
2. Compare the pattern of relations between colonists and Indians in New England and Pennsylvania. Why did attempts at establishing friendly relations fail?
3. What economic, social, and ethnic conditions typical of the early southern colonies were generally absent in the New England and middle colonies? What characteristics did the middle colonies have that were not generally present in the South?

Chapter Four: American Life in the Seventeenth Century
Pages 60 - 76**Define the following terms:**

Indentured servants, headright system, middle passage, slave codes, Bacon's Rebellion, New York slave revolt, South Carolina Slave Revolt, Salem Witch Trials, Halfway Covenant, Congregational Church, Nathaniel Bacon

Answer the following questions:

1. What was the underlying cause of the expansion of African slavery in English North America?
2. Could the colonies' "labor problem" have been solved without slavery?
3. How did African Americans develop a culture that combined African and American elements? What were some of the features of that culture?
4. How did the numbers and condition of women affect family life and society in New England, among southern whites, and among African American slaves? Compare and contrast the typical family conditions and ways of life among various members of these three groups.
5. How did the harsh climate and soil, stern religion, tightly knit New England town shape the "Yankee character"?
6. In what ways did the English and Africans who came to America in the seventeenth century have to shape their society and way of life to fit the conditions they faced in the New World?

Chapter Five: Colonial Society on the Eve of Revolution

Pages 78 - 96

Define the following terms:

Triangular trade, Great Awakening, Molasses Act, old lights, new lights, Poor Richard's Almanack, Zenger trial, royal colonies, proprietary colonies, Phillis Wheatley, John Peter Zenger, George Whitefield,

Answer the following questions:

1. Describe the structure of colonial society in the eighteenth century. What developments tended to make society less equal and more hierarchical?
2. What were the causes and consequences of the Great Awakening? How was religious revival linked to the development of a sense of American uniqueness and identity?
3. What features of colonial politics contributed to the development of popular democracy, and what kept political life from being more truly democratic?

Create a chart that includes the following:

- Name of the Colony
- Founder
- Date created
- Region of the colony
- Purpose of the creation of the colony