Wakefield High school US History

***Summer Assignment***

Welcome to Advanced Placement United States History. This summer assignment is designed to “jump start” the course and allow for a more reasonable pace during the school year. The purpose of this assignment is to allow you to enter the course with some prior knowledge, and at the same time, give you an idea of what the class workload will be like over the course of the year. The more thought and effort that you apply to this assignment, the better prepared you will be for this course, and ultimately, for the AP test in May. There will be questions on the AP Exam in May based on some of the material from this summer assignment. This assignment will be due the second week of school. In addition, your first major grade of the year will be a unit exam covering the material in this assignment, given during the second week of school.

# This assignment has three parts:

**1. Textbook Assignments**

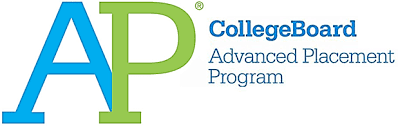
Enclosed are chapter assignments from the first four chapters of our class textbook- America’s History by James Henretta. Each assignment consists of two parts: 1) Chapter Terms and 2) Context Questions 3)Primary Source Analysis. When completing Chapter Terms, students will be asked to identify each term, and to also state the significance of each term. For each Context Question, students will be asked to provide a detailed and thoughtful written response. For each Primary Source Analysis students will analyze two different primary sources, using a different method of analysis for each. Textbooks will not be handed out for this assignment. Instead, students will be asked to use an electronic version of the textbook, located on the Mrs. Naylor and Mrs. Waters website remember that you must be signed into your APS account to access the website (<https://sites.google.com/a/apsva.us/watersapush/> ). **Students with no internet or computer access MUST obtain an electronic copy of the textbook from Ms. Naylor before summer vacation. (Room C205). It is YOUR responsibility to obtain a textbook if you will not be able to access the online version**.

*The summer assignment will be collected on the day of the first unit exam. Each chapter assignment from the textbook will count as one homework grade.*

**2. College Board Website**

Spend some time familiarizing yourself with the AP US History website maintained by the College Board. This portion of the summer assignment is designed to answer any questions you may have pertaining to the AP program and the AP exam. In particular, you may want to spend some time exploring the links at the top of the main page. (Course Details, About the Exam)

<https://apstudent.collegeboard.org/apcourse/ap-united-states-history>



**Assignment Procedure**

1. Do not answer any questions directly on this packet. Students that turn in a packet with answers written in will receive a 10 point deduction.
2. Your assignment may be written neatly or typed.
3. Staple your assignment pages together. No cover pages or binders will be accepted.
4. Your Summer Assignment will be collected on the day of the first Unit Exam. (This is typically during the second week of school. Your APUSH instructor will give you an exact date on the first day of school.)
5. This is an **individual** assignment that is to be completed entirely on your own. Any assignments that are found to be copied from another student will NOT be accepted and will receive a grade of an F.
6. Each AP student is required to sign the attached honor code and turn it in with your full assignment on the day that it is due.

Enjoy the readings and welcome to AP US History. Your junior year will be challenging, but we hope it will also be beneficial as you begin to prepare for college, and maybe even a little fun! If you run into any problems while completing your summer assignment or any questions arise, please contact one or all of the AP instructors listed below.

Mrs. Katie Naylor

[Katie.naylor@apsva.us](mailto:Katie.naylor@apsva.us)

Ms. Catherine Smith

[Catherine.smith@apsva.us](mailto:Catherine.smith@apsva.us?subject=Summer%20Assignment)

Mrs. Antoinette Waters

[Antoinette.waters@apsva.us](mailto:Antoinette.waters@apsva.us)

P.S.

***“AP Summer Bridge”***

Register for the AP Summer Bridge course. Dates: August 21st- August 23rd from 8:00am- 1:00pm. Contact the main office with questions regarding registration. At Summer Bridge, students will learn time management and organizational skill, work on reading, writing, study skills, and begin college planning. Students who attend the entire session will earn 3% extra credit for the 1st quarter in ALL of their AP courses.

**ADVANCED PLACEMENT UNITED STATES HISTORY (APUSH – 11th Grade)**

**SUMMER ASSIGNMENT 2019-2020**

It is strongly recommended that you pick up your summer work/textbook before August 1st, as the assignment is designed to take several weeks to complete.

|  |  |
| --- | --- |
| **PRIMARY TEXTBOOK:** | America’s History *– 8th Edition* by James Henretta |
| **OTHER MATERIALS:** | Spiral or Composition Notebook (***every assignment must be handwritten)*** |

**AP COLLEGE BOARD WEBSITE:**

* AP Central – The **2018 AP** exam will be a reflection of the new curriculum themes and exam format.
* Please visit the site below for resources and information about the revised course and the new format of the exam.

<http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html>

**Assignment: CHAPTERS 1, 2, 3 & 4** of **America’s History** **DUE: 1ST DAY OF SCHOOL**

Each chapter is divided into three parts:

1. ***Vocabulary Terms***
2. ***Context Questions - Notes***
3. ***Document Analysis***

Read and take copious **and ORGANIZED, HANDWRITTEN** notes and review all maps and documents. Collect key vocabulary as not all important terms are listed. Use the **KEY CONCEPT** questions to guide your note taking and try to incorporate the vocabulary into your responses. You **DO NOT** need to respond to the questions in paragraph form, bulleted notes are actually more efficient.

**Special Notification: An average of 4 – 6 hours per week of out of class reading throughout the school year is required to ensure success in this class!**

**Assessment:**

1. There will be a **Content Specific Exam** based on the summer assignment within the first two weeks of the 2016 - 17 school year. Many of the exam questions are directly related to the readings and documents within the chapters. Other assessments based on the summer work may also take place during the first few weeks of school. Exam questions will be based on the new format of the exam. Please visit the college board link above for more information.
2. **Be prepared to present your notes to your teacher as they may request to see and/or evaluate them during the first week of school to determine your preparedness for the course.** **TYPED notes are NOT acceptable at this time.**
3. **NOTE TAKING TIP:**  Print out the assignment and as you go, cut out the question and tape it into your notebook. Take your notes for that segment under the question.

**CHAPTER #1 - VOCABULARY AND KEY CONCEPTS**

**COLLIDING WORLDS - PAGES 2-39**

**OVERVIEW:** **Chapter 1 and 2** make up **Unit 1**, which covers the period in American History from **1450-1700**: Transformations of North America. The AP Test has **THREE** key concepts you need to learn about in reading **Chapter One and Two**:

**Key Concept 1.1:** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

**Key Concept 1.2:** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

**Key Concept 1.3:** Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

Why should you be aware of those key concepts? Because they form the basis of what you will be tested about in May, from multiple choice to short answer to essay questions. As you read Chapter 1, try to look for examples of those three ideas: ***Native American diversity and complexity; the Columbian Exchange; and Experimentation & Transformation.***

**PART 1: VOCABULARY - define each term and explain the significance.** *The first one is done as an example.*

|  |  |  |
| --- | --- | --- |
| **Term** | **Definition** | **Significance** |
| **Primogeniture** | Traditional common law in which the eldest son inherits the entire estate of his parents | Encouraged colonization as many plantations in the American colonies were established by younger sons. |
| Tribute |  |  |
| Guild |  |  |
| Reconquista |  |  |
| Matriarchy |  |  |
| Indulgences |  |  |
| Price Revolution |  |  |

**PART II: CONTEXT QUESTIONS**: In your notebook - take notes using the questions as guidelines. You **DO NOT** need to answer these questions in paragraph form. Page numbers will only be provided for this chapter.

1. ***(Pages 6)*** In what ways are these images of “three lost worlds” directly opposed to the stereotypes of Native Americans and Africans as “*savages*” and “*uncivilized*”?
2. Analyze the key similarities and differences between the various native peoples living in the regions of North America.  *(****Note tip:***  *create a chart - look at Political, Economic, Cultural, Technological Differences)* 
   1. Eastern Woodland
   2. Great Lakes
   3. Great Plains
   4. Rockies
   5. Pacific Coast
3. ***(Pages 18 - 22)*** Evaluate the changes in European society and discuss the impact that these “revolutions” had on European expansion. Then **evaluate overall**, which factor do you think had the greatest impact and why?
   1. Primogeniture
   2. Renaissance
   3. Crusades
   4. Rise of Absolute Monarchies
   5. Protestant Reformation
   6. Counter Reformation
4. ***(Pages 23-36)*** How were each of the following regions impacted by **BOTH** the growing desire for trade goods and the resulting contact with other civilizations? Which benefited the most? the least? Why?
   1. West African Kingdoms
   2. Europe (Portugal)
   3. Europe (Spain)
   4. Caribbean
   5. Central America (Aztec)
   6. South America (Inca)

**PART III: DOCUMENT ANALYSIS:** The evaluation of both primary and secondary sources are crucial to the course. Using the resources in your textbook, respond to the prompts that follow. Maps, Images, and other resources can be important components in your notes. Please review all visual resources as they may appear on the exam in September.

**Document #1 - Page 7 - Village of Secoton, 1585**

1. What evidence do you see that these Native Americans are highly advanced and civilized?
2. **Read the caption**. How is this village similar to European farming communities of the same period?
3. The artist is a European. What is his **point of view** about the Native Americans? How does he think about them?
4. Is this a valid interpretation of the Natives? Why/Why not?

**Document #2: Pages 32-33 - The Spanish Conquest of Mexico**.

Read both primary source documents on the conquest of Mexico and respond to the questions

1. **Compare** the tone of both accounts. How does each reflect the author’s knowledge of what is to come?
2. Why does Moctezuma pay “great reverence” to Cortes? Why does Cortes return the honor? What is the strategy of each leader?
3. What is Diaz’s explanation for the easy entry into the city? What explanation is suggested by the elder’s account?
4. How **reliable** are these sources? Explain.

**Document #3: Comparing Sources**

|  |  |
| --- | --- |
| **Excerpt: Letter from Cortes’s to King Charles I of Spain, July 10, 1519** | **Excerpt: The Broken Spears, 1523 Aztec poem** |
| …It should be believed, that it is not without cause that God, Our Lord, has permitted that these parts should be discovered in the name of Your Royal Highnesses, so that this fruit and merit before God should be enjoyed by Your Majesties, of having instructed these barbarian people, and brought them through your commands to the True Faith. As far as we are able to know them, we believe that, if there were interpreters and persons who could make them understand the truth of the Faith, and their error, many, and perhaps all, would shortly quit the errors which they hold and come to the true knowledge; because they live civilly and reasonably…  …In order that Your Majesty may see how well prepared they were, before I went out of our quarters, they had occupied all the streets, and stationed all their men, but, as took them by surprise, they were easily overcome, especially the as the chiefs were wanting, for I had already taken them as prisoners. I ordered fire to be set to some towers and strong houses, where they defended and assaulted us; and thus I scoured the city fighting during five hours… until I had forced all the people out of the city… | Broken spears lie in the roads;  We have torn our hair in our grief.  The houses are roofless now, and their walls  Are red with blood.  Worms are swarming in the streets and plazas,  And the walls are spattered with gore.  The water has turned red, as if it were dyed,  And when we drink it,  It has the taste of brine.  We have pounded our hands in despair  Against the adobe walls,  For our inheritance, our city, is lost and dead.  The shields of our warriors were its defense,  But they cannot save it…  ***-created by: R. Richardson, Allen HS*** |

1. Briefly explain **ONE** similarity between the two sources.
2. Briefly explain **ONE** difference between the two sources.

Using the textbook, briefly explain **ONE** additional piece of **OUTSIDE INFORMATION** (historical evidence) that can expand the position of the Aztec narrative.

**CHAPTER #2 - VOCABULARY AND KEY CONCEPTS**

**AMERICAN EXPERIMENTS - PAGES 40-72**

**OVERVIEW:** Chapter 2 includes more key concepts from the APUSH test.

**Key Concept 1.2:** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

**Key Concept 1.3:** Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

**Key Concept 2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

Why should you be aware of those key concepts? Because they form the basis of what you will be tested about in May, from multiple choice to short answer to essay questions. As you read Chapter 2, try to look for examples of those three ideas.

**PART 1: VOCABULARY - define each term and explain the significance. \*Not a Bolded Term\***

|  |  |  |
| --- | --- | --- |
| **Term** | **Definition** | **Significance** |
| Tribute |  |  |
| Encomienda |  |  |
| Columbian Exchange |  |  |
| Mercantilism |  |  |
| House of Burgesses |  |  |
| Indentured Servitude |  |  |
| Headright system |  |  |
| **Mayflower Compact\*** |  |  |

**PART II: CONTEXT QUESTIONS**: In your notebook - take notes using the questions as guidelines. You **DO NOT** need to answer these questions in paragraph form. Notes in this section will require you to move frequently throughout the chapter. Before you begin, read **EVERY** question as no page numbers will be provided.

1. **Compare and Contrast** the various types of European colonial ventures (***Tribute, Plantation, and Neo-European***) using the criteria below: *(****Note tip:***  *this is another good place to create a chart)* 
   1. Define each type of colony in terms of its creation and economic system.
   2. Identify the name of the European nation(s) that used this system of colonization.
   3. Explain how geography of the region shaped the colony.
2. **Case Study:**  Jamestown, Virginia
   1. ***“Dig gold, refine gold, load gold”***  How does this quote explain the failures of the 1st settlement attempt of the Jamestown colony?
   2. Explain the changes the community made to correct the failures.
   3. Explain why war broke out between the Jamestown colonists and the Powhatan Indians in 1622?
   4. Was King James justified in revoking the Virginia company’s charter? Explain.
3. **The promise of land continued to draw settlers to the new world, some voluntary and some involuntary.**
   1. Why did Spain’s economy deteriorate and England’s economy improve in the 16th Century. How did this change affect their colonial efforts?
   2. **Compare and Contrast** the relationships that developed between the Spanish and the Native Americans to the English and the Native Americans.
   3. **Compare and Contrast** the lives of indentured servants to the Chesapeake slaves. Why did slaves eventually replace the indenture servants?
   4. Why did New France and New Netherlands struggle to attract colonists?
4. **Identify the characteristics of the Puritans:** Explain their goals, strategies for survival in the New World, and how the ideology of the Puritan religion played a role in the founding of the following New England colonies.
   1. Massachusetts Bay Colony
   2. Rhode Island - John Winthrop and Anne Hutchinson
   3. Connecticut
   4. Why are the events that took place in Salem in 1692 hotly debated by historians? What does this tell you about the nature of the study of history?
5. **Compare and Contrast** the political development of the Yeoman New Englander to the Chesapeake Farmers.
6. How did the New Englanders’ religious ideals lead to conflicts with their Native American neighbors.
   1. Select and explain a quote from the text about **Puritan-Pequot War** (1637) that illustrates this conflict.
   2. How does the dual name of **Metacom’s War/King Phillip’s War** (1675-76) show the declining relationship between the Puritan’s and the Wampanoag Indians?
   3. **Bacon’s Rebellion** (1676): How did Virginia’s social pyramid lead to conflicts with the Yeoman farmers?

**PART III: DOCUMENT ANALYSIS**

**Document #1: Page 41 - Power and Race in the Chesapeake**

**Directions**: H.I.P.P. the document. This acronym stands for the **Bolded Words**

1. **Historical Context:** What, exactly, is being passed from grandfather to grandson here?
2. **Intended Audience:** Who do you think this painting was intended for? Who would find this instructive, or learn something from it?
3. **Purpose**: Why paint this? Why put this particular grouping together?
4. **Point of View:** How does the painter view the events here? What does he see as the nature of the colony of Maryland?

**Document #2 - Map on Page 44 - The Columbian Exchange**

**QUESTION: The Columbian Exchange involved plants, animals, and germs. Of these, which was the most damaging to Native Americans?**

* 1. ***THESIS*** (write a sentence or two stating your argument – do NOT parrot the question!):
  2. ***EVIDENCE*** (list your proof for that argument):
  3. One reason why one of the other **TWO** ideas are less significant than your choice in PART A.

**Document #3 - page 61 - John Winthrop’s “City upon a Hill” 1630 - Read the Excerpt & Respond**

*Now the onely way to avoyde this shipwracke, and to provide for our posterity, is to followe the counsell of Micah, to doe justly, to love mercy, to walk humbly with our God. For this end, wee must be knitt together, in this worke, as one man. Wee must entertaine each other in brotherly affection. Wee must be willing to abridge ourselves of our superfluities, for the supply of other’s necessities. Wee must uphold a familiar commerce together in all meekeness, gentlenes, patience and liberality. Wee must delight in eache other; make other’s conditions our oune; rejoice together, mourne together, labour and suffer together, allwayes haueving before our eyes our commission and community in the worke, as members of the same body. Soe shall wee keepe the unitie of the spirit in the bond of peace. The Lord will be our God, and delight to dwell among us, as his oune people, and will command a blessing upon us in all our wayes. Soe that wee shall see much more of his wisdome, power, goodness and truthe, than formerly wee have been acquainted with. Wee shall finde that the God of Israell is among us, when ten of us shall be able to resist a thousand of our enemies; when hee shall make us a prayse and glory that men shall say of succeeding plantations, “the Lord make it like that of New England.”* ***For wee must consider that wee shall be as a citty upon a hill.*** *The eies of all people are upon us. Soe that if wee shall deale falsely with our God in this worke wee have undertaken, and soe cause him to withdrawe his present help from us, wee shall be made a story and a by-word through the world. Wee shall open the mouthes of enemies to speake evill of the ways of God, and all professors for God’s sake. Wee shall shame the faces of many of God’s worthy servants, and cause theire prayers to be turned into curses upon us till wee be consumed out of the good land whither wee are a goeing.*

*I shall shutt upp this discourse with that exhortation of Moses, that faithfull servant of the Lord, in his last farewell to Israell, Deut. 30. Beloved there is now sett before us life and good, Death and evill, in that wee are commanded this day to love the Lord our God, and to love one another, to walke in his wayes and to keepe his Commandements and his Ordinance and his lawes, and the articles of our Covenant with him, that wee may live and be multiplied, and that the Lord our God may blesse us in the land whither wee goe to possesse it. But if our heartes shall turne away, soe that wee will not obey, but shall be seduced, and worshipp and serve other Gods, our pleasure and proffitts, and serve them; it is propounded unto us this day, wee shall surely perishe out of the good land whither wee passe over this vast sea to possesse it; Therefore let us choose life that wee, and our seede may live, by obeyeing His voyce and cleaveing to Him, for Hee is our life and our prosperity.*

**© 2013 The Gilder Lehrman Institute of American History**

1. How does the sermon explain why large numbers of of English people would leave their country and homes for a destination far across the Atlantic Ocean??
2. Why does John Winthrop refer to the Massachusetts Bay Colony as “a Citty upon a Hill”?
3. Do you think the Puritans succeeded in achieving Winthrop's vision? Why/Why not?

**Optional Assignment: Above and Beyond**

***Backstory: American History Guys*** did a podcast on the subject of the Puritan vision of a “City upon a Hill” and how it can be connected to modern American exceptionalism. If you are interested, check out the Podcast here:

<http://backstoryradio.org/shows/city-upon-a-hill/>

**CHAPTER #3 - VOCABULARY AND KEY CONCEPTS**

**THE BRITISH IN THE ATLANTIC WORLD - PAGES 76-113**

**OVERVIEW:** Chapter 3 and 4 make up Unit 2, which covers the period in American History from 1660-1763: British North America and the Atlantic World. The AP Test has THREE key concepts you need to learn about in reading Chapter 3 (and others in Chapter 4). This is a BIG content chapter:

**Key Concept 2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

**Key Concept 2.2:** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples

**Key Concept 2.3:** The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

Why should you be aware of those key concepts? Because they form the basis of what you will be tested about in May, from multiple choice to short answer to essay questions. As you read Chapter 3, try to look for examples of those three ideas: ***The Diversification of British North America, Rise of the British Atlantic World, and Contact and Conflict.***

**PART 1: VOCABULARY - define each term and explain the significance.**

|  |  |  |
| --- | --- | --- |
| **Term** | **Definition** | **Significance** |
| Navigation Acts |  |  |
| Dominion of New England |  |  |
| Quakers (Pennsylvania) |  |  |
| Glorious Revolution |  |  |
| 2nd Hundred Years War |  |  |
| Tribalization |  |  |
| Covenant Chain |  |  |
| South Atlantic System |  |  |
| Middle Passage |  |  |
| Stono Rebellion |  |  |
| Salutary Neglect |  |  |

**PART II: CONTEXT QUESTIONS**: In your notebook - take notes using the questions as guidelines. You **DO NOT** need to answer these questions in paragraph form. Notes in this section will require you to move frequently throughout the chapter. Before you begin, read **EVERY** question as **limited page numbers** will be provided.

1. (pages 76-78) Why did the Spanish become the dominant European power in Central and South America? Why did the English become the dominant European power in North America (excluding Mesoamerica)? How did the power of British control continue to evolve in the Atlantic World?
2. (pages 82-88) **Question**: The British succeeded in imposing order on North America in the wake of the Restoration in 1660. ***Support, modify, or refute*** that contention using specific evidence\*.

*\*Created by Dr. James*

**Here are three different thesis statements, to show you how to answer these in the three possible choices. Use the questions below to develop notes that will help build evidence to support each thesis.**

1. **THESIS answering in support**, from the book: “In a great land grab, England...ousted the Dutch from North America, intruded into [the] Spanish northern empire, and claimed all the land in between.”
2. **THESIS answering as a modified response**\* : “Although the British succeeded in kicking the Dutch out of New Amsterdam, establishing or remaking half a dozen colonies, and challenging the Spanish for control of North America, they failed to take imperial control of the colonies in any meaningful way.”
3. **THESIS answering to refut**e\*: “The British may have founded new colonies, but they did so without any planning beyond King Charles handing out land or established colonies like bon-bons at Christmas, and never established any substantial and permanent control over colonies which would soon be ignoring royal rules. In short, all the British did was lay the groundwork for the American Revolution by allowing even more independent colonies to come into existence.”
   * 1. **Explain** how and why Pennsylvania was different from the other **proprietary** colonies established in North America between 1663 and 1681.
     2. How were the **Navigation Acts** (table 3.2)and the **Dominion of New England** an attempt by the British Monarchy to create an effective centralized imperial system and how did the colonists react?
     3. **Glorious Revolution** (1688) affect relations between England and its colonies by analysing the the connection between **John Locke's’ *Two Treatises on Government*** (1690) and the emergence of a **Constitutional Monarchy** in England.
     4. **AFTER TAKING NOTES:**  Select **ONE** of the thesis statements (a-c) above and use the information you have gathered to defend its position. You only need to list the factual evidences - **DO not write an essay!**

**Background**: *The Hundred Years War* was a medieval conflict between Britain and France in which Britain nearly took complete control of France, before Joan of Arc arrived to turn the tide back on the British (the cannon helped too!)... Shakespeare wrote a whole series of plays about this conflict, including Henry V ("We few, we happy few..."). Some historians have chosen to rename the very confusing series of wars between England and France from 1689-1815 as the *Second Hundred Years War*, which goes from King William's War through the Napoleonic War. One of those wars, which the book has renamed *The Great War for Empire,* is far better known by its American name, the *French and Indian War (1763)*, or by its European name, the *Seven Years' War*.

1. How did Imperial warfare (*The 2nd 100*), completely transform **BOTH** the structure of native tribes and their relationship with the French, British and other native groups?
2. Address the economic and social reasons why the **Atlantic Slave Trade** emerged and the impact it and the **Middle Passage** had on **BOTH** Europeans and Africans.

1. Discuss the background of the decision to utilize slave labor in the colonies and how it developed differently in the Chesapeake, the Carolina Low Country, and the West Indies. ***(Note taking hint: this is a good place for a chart or diagram).***
2. **Compare and contras**t the economy and society of the northern and southern colonies during the period from 1700 to 1775.
   1. **Southern Gentry** to the **Northern Elites**
      1. Copying Genteel Culture
      2. How they made their profits?
      3. Who was their labor force?
   2. Urban or Rural & Why?
   3. What social classes existed? Why?
   4. Southern slaves vs. Northern poor
3. Explain if you **AGREE** or **DISAGREE** with Adam Smith who concluded in his book, *Wealth of Nations (1776),* that sugar was the most profitable crop grown in America or Europe?
4. Why did slave resistance and rebellion tend to fail? Was the **Stono Rebellion** doomed to fail? Explain. What new legal restrictions were placed on slaves following the rebellion?
5. Explain how the Robert Walpole's use of ***Patronage*** and the resulting British policy of ***salutary neglect*** made it difficult for the British to enforce ***Mercantilist*** policy and contributed to the rise of colonial self-government? Give examples.

**PART III: DOCUMENT ANALYSIS**

**DOCUMENT #1: English Tobacco Label, c 1700 - page 81 and The Greenwood-Lee Family, 1747 - page 105**



1. Who are the individuals depicted on this tobacco label, dating from around 1700? How are they similar to the Massachusetts family presented in the other image?
2. What does the image suggest about the lives of Virginia’s tobacco planters at the beginning of the eighteenth century? How does the second image express the differences between the northern and southern elite?
3. What does this label tell us about the economic relationship that existed between Virginia and England in 1700? What does the portrait reveal about what is valued by the Greenwood-Lee family?

**DOCUMENT #2: pages 98-99 - Servitude and Slavery**

**Directions**: Read and review the six documents and respond to the questions.

1. **Compare** **Document 1** (Slave Advertisement) to **Document 2** (Servant Advertisement):
   1. In what ways are the ads different in terms of their purpose?
   2. Why do you think this is the case?
2. **Understanding Point of View:**  **Document #4 -** Explain how your interpretation of the document changes based on the supposed origins of the document.
   1. If it was from a Slave Trader's Manual.
   2. If it was from an Abolitionists pamphlet.
3. Using **Documents 3, 5, and 6**: How do these documents reveal the similarities and differences between indentured servants and slaves?

**DOCUMENT #3: page 85 - Table 3.2**

1. Explain the overall purpose of the Acts passed between 1651 - 1673.
2. Why were some acts ignored, partially obeyed or extensively violated?
3. What conclusions about the Navigation Acts can be drawn from this chapter?

**CHAPTER #4 - VOCABULARY AND KEY CONCEPTS**

**GROWTH, DIVERSITY, AND CONFLICT - PAGES 114-145**

**OVERVIEW:** Chapter 4 covers the period in American History from 1720-1763: Economic and Social differences begin to evolve as the population in colonies swell. New ideas from the Enlightenment and a swelling of goods from Europe will influence the development and interactions between colonists and Great Britain. The AP Test has THREE key concepts you need to learn about in reading Chapter 4:

**Key Concept 2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

**Key Concept 2.3:** The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

**Key Concept 3.1:** Britain’s victory over France in the Great War for Empire led to new conflicts among the British, North American colonists, and Native Americans.

Why should you be aware of those key concepts? Because they form the basis of what you will be tested about in May, from multiple choice to short answer to essay questions. As you read **Chapter 4**, try to look for examples of how the colonies and Native Americans were impacted politically, economically, and socially by the ebb and flow of British rule***.***

**PART 1: VOCABULARY - define each term and explain the significance.**

|  |  |  |
| --- | --- | --- |
| **Term** | **Definition** | **Significance** |
| Competency (Freeholding) |  |  |
| Household mode of production |  |  |
| Tenancy |  |  |
| Squatters |  |  |
| Redemptioner |  |  |
| Enlightenment |  |  |
| Pietism |  |  |
| Natural Rights |  |  |
| Deism |  |  |
| The Great Awakening (1739) |  |  |
| Old Lights vs. New Lights |  |  |
| Albany Plan of Union |  |  |
| War Hawks |  |  |
| Treaty of Paris 1763 |  |  |
| Consumer Revolution |  |  |

**PART II: CONTEXT QUESTIONS**: In your notebook - take **NOTES** using the questions as guidelines. You **DO NOT** need to answer these questions in paragraph form. Notes in this section will require you to move frequently throughout the chapter. Before you begin, read **EVERY** question as **limited page numbers** will be provided.

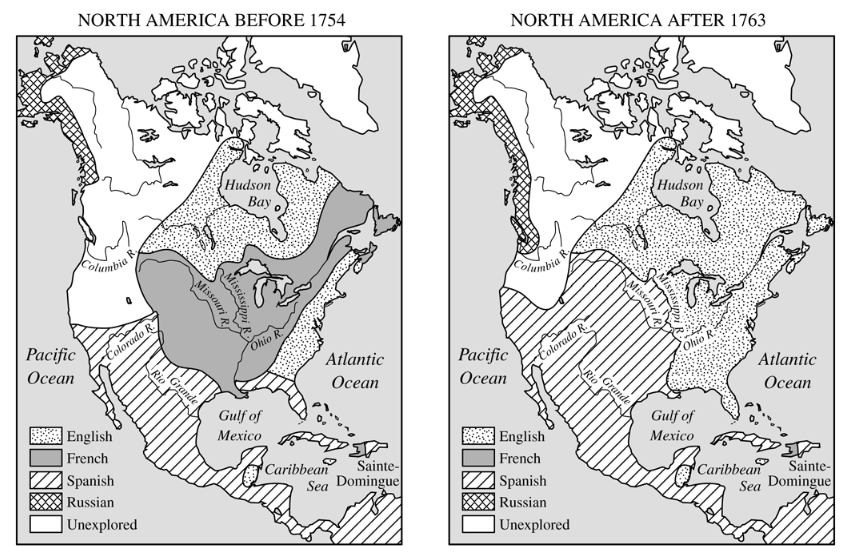
1. Analyze how regional differences in ***growing population***, ***settlement patterns***, ***labor conditions***, and ***religious identity*** developed during the eighteenth century between New England and the Middle Colonies *(****Note tip:***  *take notes on each sub topic question below and* ***then*** *address the analytical question above.)* 
   1. **New England’s freehold society:** 
      1. How did the roles of men and women differ in New England?
      2. How did the laws of inheritance change as the population grew and what strategies did the farming families use to preserve the “freeholder” ideal?
   2. **The diverse communities of the Middle Atlantic.**
      1. Why didn’t the freeholder system take root in theses colonies?
      2. ***Evaluate the validity of this statement:*** By the 1760s, one-half of the white men in the Middle Colonies owned no property.
      3. Why were both the Germans and the Scots-Irish attracted to Pennsylvania in such large numbers?
      4. ***Defend or Refute this statement:***  Despite mutual shared values, distrust between the Quakers, Germans, and Scots-Irish set the stage for future political conflicts.
2. Evaluate how the Enlightenment affected the emerging intellectual life of American society by analyzing the significance of each of the following individuals challenged traditional thinking:
   1. **Copernicus:** Heliocentric Theory
   2. **Newton:** Principia Mathematica
   3. **Describe the Philosophy of John Locke**: Essay Concerning Human Understanding (1690) & Two Treatises of Government (1690).
   4. **Describe the Philosophy of Ben Franklin:** Poor Richard’s Almanac (1732-57) & American Philosophical Society (1743- present).
3. How were the religious revivals that began in the 1720s a departure from traditional sermons?
4. **Why was this religious movement called, The Great Awakening.**
   1. How were the New England ministries in the 1720s and 1730s a departure from traditional church ceremonies? (Note Hint: ***compare to the Puritan theology and practice in Chapter 3***)
   2. Analyze the appeal of George Whitefield's “***New Light***” message. Who was the main supporter of his ideology and why? How did his message spread to other parts of New England?
   3. Explain the conflict between the “Old Lights” and the “New Lights”.
   4. Describe the intellectual contribution and legacy of the Great Awakening.
5. How did both the **Presbyterian** and **Baptist Ministrie**s challenge the authority of the elite class.
   1. Explain which one was most successful at transforming the customary authority of the Planter elite and why?
6. **1750-1763 - THREE major Turning Point in History**
7. Why is the French and Indian War (1763) considered to be a major turning point in Colonial history? ***Use the questions below to guide your response***
   1. How did the Iroquois, French and English all try to establish a claim to the Ohio River Valley.
   2. Why did Parliament reject Benjamin Franklin's ***Albany Plan of Union*** and instead, push toward war?
   3. Why did the British win the **French and Indian War** (Seven Years War, Great War for Empire)?
   4. Defend Pontiac's (Ottawa chief) decision to lead a rebellion against the British and explain why the British responded to the rebellion with the Proclamation of 1763 instead of war?
   5. How did the war change the balance of power in the world?
8. Explain the origins of the Consumer Revolution and how it boosted colonial consumption but caused Americans to become deeply indebted to British creditors.
9. **Defend, Refute, or Modify** the idea that Westward migration sparked warfare with Indian peoples, violent disputes between settlers and land speculators, and backcountry rebellions against eastern controlled governments.
   1. Connecticut
   2. Hudson River Valley
   3. Paxton Boys - Pennsylvania
   4. Regulators - South Carolina
   5. Regulators - North Carolina

**PART III: DOCUMENT ANALYSIS**

**Document #1 - George Whitefield Preaching, John Collet, page 115**

1. Describe the central action of this image? Who are the people depicted, and what are they doing?
2. What does the image suggest about who was attracted by Whitefield’s appearances and his message?
3. Why do you think people were attracted to religious revivals?

**Document #2 - Maps of North America, 1754 & 1763 (below) and Map on page 136**



1. Describe the impact that the French and Indian War (1763) had on the following groups:
   1. English
   2. French
   3. Native Americans
2. Which group was effected the most negatively and why?

AP US History Summer Assignment

***Site Visit***

You have the option to visit one historical site over the summer and write a brief reflection paper about what you learned on your trip. You will earn one extra credit first quarter homework grade for completing this optional assignment. We believe that this will help you make more of a personal and visual connection to a topic in American history than you would get from just reading about it in a book. The Arlington Historical Society has several interesting historical sites that are free for APS students. (Just bring your student ID!) This would provide a chance to learn about history right here in your own city. We have also listed some other suggested historical sites that are not part of Arlington that are in northern Virginia, other parts of Virginia, and Washington DC. Some are free, while others have an admission fee. This list certainly does not include every possible historical site, but does provide some guidance toward what might be appropriate.

We also know that many of you will be traveling this simmer and might have an opportunity to visit a historical site somewhere else in the country. This is also acceptable. For example, if you travel to Boston, you might want to walk the Freedom Trail and see some of the Revolutionary Era sites.

Whichever site you choose to visit (and of course, you can always visit more than one!), you are required to write a 2-page reflection about your visit. See the information below for what must be included in your reflection. This extra credit assignment will count towards one homework grade for the first quarter.

|  |  |
| --- | --- |
| **Historic Alexandria/ Arlington Sites**  Arlington Historical Museum  Alexandria Black History Museum  Fort Ward  Friendship Firehouse  Gadsby’s Tavern  Stabler-Leadbeater Apothecary  More Info: Historic Alexandria Website  <http://alexandriava.gov/historic/> | **Other Local Sites**  Arlington Cemetery  Mount Vernon  Frederick Douglass Home  Ford’s Theater  National Museum of African American History  Capitol Building Visitor Center/ Tour  Supreme Court Tour/ Lecture  Woodrow Wilson House  National Museum of American History |
| **Other Virginia Sites**  Monticello (Charlottesville)  Gunston Hall (Mason Neck)  Appomattox Courthouse  Manassas Battlefield  American Civil War Center at Historic Tredegar (Richmond) | |
| **Reflection Paper Requirements**  Length: 2 pages  Typed, Double-Spaced, One-Inch Margins  Explain   * Where you went and why you chose to go there * What you learned from your visit * What exhibit/ item/ part of the site you found most interesting and why * If you would recommend this site to other students- why or why not | |