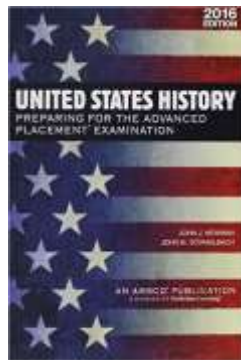


The APUSH Summer Assignment

AP United States History is a challenging class introducing college level concepts to clever high school students. To help you prepare for the course, NWSA requires all enrolled students to complete a summer assignment prior to the first day of class. No, it's not optional! Yes, other schools also require such work. Be ready... your class begins in August, 2018 and all summer work is due on the first day of class. If you encounter a special circumstance, please contact me at alan.vitale@cms.k12.nc.us as early as possible. Our first test of the year will be based on the summer assignment and is given during the first week of class. To avoid a "cram session" and unneeded stress during the first week, finish the work on time! Trust me... it will help you to a fast start to the course.

Before beginning the summer assignment, I'll suggest a couple of guide books if you have a little spare cash:

Option #1-The BEST and most complete guide is the 2016 version of the AMSCO APUSH guide. Although optional, it is really helpful and a worthwhile investment at about \$25.00 or so. It is strongly advised and can be [found here](#):



Option #2- You can pick up a copy of another guidebook like the Princeton Review, REA or Larry Krieger's AP U.S. History guides. They are all about \$20-\$25. They are also available at local bookstores and Amazon. If you do not have any summer funds, please reach out to me and I will provide a guide for you based on need.

The Summer Assignment:

Resources:

1) We will use the *America's History* (Henretta) textbook in class. I can provide a take home copy if you meet me at school. (Note my e-mail address above) or you can watch video reviews for the first 3 chapters at the [following link](https://www.youtube.com/playlist?list=PLlair5BOIPJb3ssG437dZYH3_YbY-ssBD):
https://www.youtube.com/playlist?list=PLlair5BOIPJb3ssG437dZYH3_YbY-ssBD

Remember, the summer assignment is only for Chapters 1-3 in the Henretta book. Doing more is hazardous to your summer vacation and overall happiness quotient.

- 2) On occasion, we will also use the *American Pageant* (Kennedy text) online textbook. It's the "old" textbook but it's still a really good resource and can be found online at this link: <http://nebula.wsimg.com/4f63d5c96323c22164d1843678e2b57b?AccessKeyId=765F1BB44DEFE9C8BE2C&disposition=0&alloworigin=1>

If you want to use the Kennedy text for the summer assignment, you will need to read the first 3 chapters as they are smaller than the 2 Henretta chapters.

ASSIGNMENT PART A - IDENTIFICATIONS

Important Directions: EVERYTHING MUST BE HANDWRITTEN IN BLUE OR BLACK INK ON A 3 ½ x 5 index card for each identification. TYPED RESPONSES WILL NOT RECEIVE CREDIT. AGAIN, TYPED RESPONSES WILL NOT COUNT. FOLLOW THE FORMAT BELOW, USING THE RESOURCES LISTED ABOVE.

FOLLOW THIS FORMAT ON ALL IDS - FAILURE TO DO SO WILL RESULT IN NO CREDIT:

WORD: _____ (List ID word)

When: (When was the person significant or when did the event take place - include a specific location if available)

Who: (Who was the person? I.e. doctor, politician, dictator, etc.) (Who was involved in the event, etc)

What: (What did they do that was important or what happened during the event)

Historical Significance: (What did the person or events impact have in terms or new developments, creations, movements, advancements, future developments, etc)

Example:

ID: John Locke

When: 1632-1704

Who: English Philosopher during the Enlightenment period and "Father of Classical Liberalism"

What: Highly influential thinker that influenced many political leaders and countries. Used work from Voltaire and Rousseau.

Historical Significance: Many theories and ideas about government, self, and identity that influenced future development of countries. Used ideas such as the social contract, limited government, tabula rasa, natural rights and labor theories. Highly influenced Thomas Jefferson with classical republicanism and liberal theory when he wrote the Declaration of Independence.

ASSIGNMENT PART A - IDENTIFICATIONS - as you are completing the identifications, number each notecard with the corresponding number next to each identification. Use the format from page 1. **Each ID must be its own note card and must be written in blue or black ink.**

Part I - Colliding Worlds 1450-1700

1. Reconquista
2. Protestant Reformation
3. Counter Reformation
4. Christopher Columbus
5. Conquistador
6. Hernan Cortes
7. Francisco Pizarro
8. Montezuma II (Aztecs)
9. Atahualpa (Incans)
10. Cahokia (Mound Builders)
11. Bartolome De Las Casas
12. The "Black Legend"

Part II - American Experiments 1450-1700

14. Encomienda
15. Columbian Exchange
16. Mercantilism
17. House of Burgesses
18. Headright System
19. Indentured Servitude
20. Pilgrims
21. Puritans
22. Lord Baltimore
23. John Winthrop
24. Roger Williams
25. Anne Hutchinson

ASSIGNMENT PART B - SHORT ANSWER QUESTIONS

USE THE RESOURCES LISTED ABOVE TO HELP YOU ANSWER THE FOLLOWING SHORT ANSWER QUESTIONS. EACH ANSWER SHOULD BE 2-4 SENTENCES IN LENGTH EACH. YOUR RESPONSES SHOULD BE ORIGINAL AND PLAGIARISM WILL RESULT IN AN "F" FOR THE ASSIGNMENT. AS BEFORE, ALL ANSWERS SHOULD BE WRITTEN IN BLUE OR BLACK INK FOR CREDIT.

- 1) What factors led Europeans to the exploration, conquest and settlement of the New World?
- 2) How were the resulting colonies unique for each of the European powers that settled in North America? (Spain, Netherlands, England and France)
- 3) The English will become the dominant power in North America by 1750. What features were common to ALL of the English southern colonies and which were unique to just South Carolina, Virginia or Maryland?
- 4) How did the search for a labor force shape the English colonies and where was each used? (Consider each of the following: Freeman/yeomen, indentured servitude, and slavery)
- 5) Compare and contrast the NEW England colonies and the Middle Colonies (Penn, NY, NJ) in terms of founding, religious composition, social structure and political development.
- 6) As time went on, how did the Northern English colonies begin to differ from the Southern English colonies by 1750 in terms of government, social structure, labor and economics?

ASSIGNMENT PART C - MAPPING

• Locate and label the following locations on [the linked map](#):

<u>English Colonies:</u> Massachusetts	<u>Cities:</u> St. Augustine	<u>Nations:</u> Spain	<u>Geographical Features:</u>
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Connecticut New Jersey Virginia Georgia Rhode Island Pennsylvania Maryland South Carolina North Carolina New Hampshire New York Delaware	Santa Fe, NM Jamestown Boston/Mass. Bay Plymouth (Mass) New York City Philadelphia Charles Town, SC Baltimore Washington D.C. Montreal Quebec	England France Netherlands (For European nations, use this map)	Atlantic Ocean Gulf of Mexico Chesapeake Bay Mass. Bay Hudson River Appalachian Mtns. Canada Mississippi River Ohio River
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FOR NORTH AMERICAN COLONIAL LOCATIONS, USE THE MAP LOCATED AT:

https://www.eduplace.com/ss/maps/pdf/colonies_nl.pdf

FOR THE 4 EUROPEAN NATIONS, USE THE MAP LOCATED AT:

http://www.freeworldmaps.net/printable/europe/europe_countries_nonames.pdf

If possible, use color. It's an arts school after all!