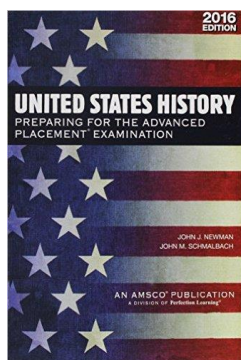


The APUSH Summer Assignment

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, 2017 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 4 chapters as they are smaller than the 3 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 of 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. Vasco da Gama
5. Christopher Columbus
6. Conquistador
7. Hernan Cortes
8. Francisco Pizarro
9. Montezuma II (Aztecs)
10. Atahualpa (Incans)
11. Cahokia (Mound Builders)
12. Bartolome De Las Casas
13. 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 vs Puritans
21. Lord Baltimore
22. John Winthrop
23. Roger Williams
24. Anne Hutchinson

Part III - The British Atlantic World 1660-1763

25. Navigation Acts
26. South Atlantic System

27. Middle Passage
28. Stono Rebellion
29. Salutary Neglect
30. William Penn
31. John Locke (Natural Rights)

Part IV - Growth, Diversity, and Conflict 1720-1763

32. The "Enlightenment"
33. The Great Awakening
34. Old Lights
35. New Lights
36. Jonathan Edwards
37. George Whitefield
38. Benjamin Franklin
39. Salutary Neglect
40. Dominion of New England

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?
- 7) Mercantilism became the dominant economic system for the colonies during the colonial period. How did the mercantilist system shape English relations with its colonies and what effects did it have on colonial development.
- 8) Compare and contrast the 2 most prominent social movements of the colonial period: First Great Awakening and The Enlightenment. Note their leaders and ideals.

ASSIGNMENT PART C - MAPPING

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

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

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!