Rationale for summer study:

Due to the level of expectancy for this course, summer reading and assignments are necessary to fulfill content requirements. The AP exam for this course occurs in early May of 2018. In order to fit in the knowledge content standards, it is necessary to begin during the summer.

The reading and assignments completed over the summer will prepare students to begin in September ready to learn and progress towards the May exam. Also, the summer work will give me, the teacher, the opportunity to see what a student is capable of and allow intervention early in the school year. **Do all work in your composition notebook.**

Materials: *America's History* by Henretta et al. 8th edition,
*Documenting United States History* by Stacy and Heller
Composition notebook or spiral notebook.
Internet resources are optional.
*Check out the two textbooks from the Library.

Tasks:

The first set of activities is reading and content acquisition. You will read the first three chapters of your text and complete the corresponding assignments. Complete the KBATs (things that you should Know and things that you should Be Able To do) assignments (short answer and compilation of essay information) will be regularly occurring in AP US History. Pay attention to the formatting instructions. The KBATs are imperative for building student vocabulary and skill sets needed for being successful in the course. **ALL KBATS ARE TO BE HANDWRITTEN IN YOUR COMPOSITION NOTEBOOK.**

The second set of activities are primary and secondary sources and questions that accompany. These activities do not require any outside research or particular prior knowledge. It is however helpful to have read the text sections that correspond to the content. When answering the Document Based Questions, make sure to answer in complete sentences and use evidence from the sources provided. Assignments will include primary sources from *Documenting United States History* and from questions that have come from past AP Exams associating with the time period being studied. **All written work should be completed in your composition notebook.**

Due Date: All assignments MUST BE completed by the end of the first week of classes.

If you would have any specific questions or need clarification please contact your instructor, Mr. Welk at Kwelk@asd103.org.

*Students that have not completed the summer work are subject to removal from the AP US History program at Anacortes High School.*
Part I - Content

Chapter 1-2 - KBAT’s
Kbats are designed to help you know what to pay attention to while you read the chapter. The K’s are terms that you should KNOW and understand the significance of. The BATs are things that you should BE ABLE TO do. All assessments will be tied to these tasks and concepts. Students should go beyond basic definitions- it is important to understand the historical significance of the term in the context of the chapter. Although resources outside the text are fair game, the significance is grounded in the contextual framework of your textbook. Include a description, the context in which the term is used and the significance of the term. **Place all written work in your composition notebook.** (3 points for each)

1. Animism
2. Capitalism
3. Civic Humanism
4. Columbian Exchange
5. Cultural Autonomy
6. Demographic Change
7. Encomienda System
8. Feudalism
9. Predestination
10. Primogeniture
11. Social diversification
12. Social issues

Short Answer - Chapter 1
Answer each of the following questions with three or four sentences. **Place answers in your composition notebook.** (5 points for each)

1. What were the major similarities and differences between the civilizations of Mesoamerica and Mississippian culture in the fifteenth century, just before European contact?

2. How did the climate affect the rise and decline of various native peoples between about 10,000 B.C.E. and A.D. 1500?

3. How were eastern woodland Indian societies organized and governed around the time European explorers arrived in the New World?

4. What factors explain the different ways in which the Indian peoples of Mesoamerica and North America developed in the era before Europeans arrived in the New World?

5. How did the Renaissance change Western Europe between 1300 and 1600?
6. How did Protestant religious doctrine differ from that of Roman Catholicism at the time of the Reformation in the sixteenth century?

7. Why and how did Portugal and Spain pursue overseas commerce and conquest in the fifteenth and sixteenth centuries?

8. What factors made Native American peoples vulnerable to conquest by European adventurers in the sixteenth century?

9. Why were the leaders of West African minstates eager to participate in trade relationships with Europeans when they began to explore the region’s coast in the mid-1440s?

10. What factors led to the development of the transatlantic trade in African slaves in the 1600s?

Essay Questions - Chapter 1

Answer EACH of the following questions by supplying information that would be used in an essay. Sub-topics are given to insure complete content identified to answer the prompt. Be sure to include specific examples that would support a thesis and conclusion. Select ONE of the essay prompts from Chapters 1-3 to write a long essay response. Rubric is included at the end. Place all written work in your composition notebook.

1. Compare and contrast the main characteristics of traditional European society and West African society in about the year 1400. How were each similar to and different from Native American societies, and what factors account for the differences? (8 points)

Answer would ideally include:

• European Society:
• West African Society:
• Similarities between Native Americans and West Africans/Europeans:
• Differences between Native Americans and West Africans/Europeans:

2. How did Europeans make the transition from barbarians to world leaders who could extend their influence into Africa and across the Atlantic to conquer the Americas in the two-hundred-year period between 1300 and 1500? (6 points)

Answer would ideally include:

• Thumbnail of Europe in 1300:
• Crusades:
• Renaissance:
3. Compare and contrast the role of religious ideas and practices in Europe, Africa, and American societies in the 1400s. To what degree did religion benefit ordinary people? In what ways did it create suffering? (6 points)

*Answer would ideally include:*

- **Americas:**
- **Europe:**
- **Africa:**

4. Explain the role of coerced labor in European, African, and American societies in the beginning of the second millennium A.D. How did Europe’s relationship with slavery change between 1400 and 1600? What accounted for the changes? (8 points)

*Answer would ideally include:*

- **America:**
- **Africa:**
- **Europe under Feudalism:**
- **Europe’s Changing Relationship with Slavery:**

5. By the early 1500s, Europe had become a major international influence, and its incursions into Africa and the Americas had set world history on a new course. How did Europe’s activity in Africa and North America in the sixteenth century affect each of the three continents? Who were the beneficiaries and who were the victims of Europe’s activities? (6 points)

*Answer would ideally include:*

- **Europe**
- **Africa:**
- **North America:**

**Short Answer - Chapter 2**
Answer each question with three or four sentences. Place all written work in your composition notebook. (5 points each)

1. Why did the Five Nations of the Iroquois unite? What were the goals of the confederation? How successful were the Iroquois in achieving those goals?
2. What were the characteristics of the population of Virginia in the seventeenth century and what accounted for them?

3. What were the various systems of forced labor that took hold in the Chesapeake colonies?

4. Compare the Indian uprising in Virginia in 1622 with Bacon’s Rebellion in 1675. What were the consequences of each for Virginia’s economic and social development?

5. What were Puritans’ grievances against the Church of England? What beliefs made the Puritans different?

6. The Puritans of Massachusetts Bay had fled an established church and religious persecution in England. Why, then, did they promptly establish their own church and persecute dissenters?

7. Describe the political structure that developed in the New England colonies. What was the relationship between local government and the Puritan churches?

8. Why did the Virginia colony fail to thrive before 1624?

9. Outline the goals of the directors of the Virginia Company and the leaders of the Massachusetts Bay Company. Where did they succeed? In what ways did they fall short?

10. Given their very distinct English subcultures, how did Virginians and Puritans tend to treat the Native Americans differently? Similarly?

Essay Questions - Chapter 2

Answer EACH of the following questions by supplying information that would be used in an essay. Be sure to include specific examples that would support a thesis and conclusion. Select ONE of the essay prompts from Chapters 1-3 to write a long essay response. Place all written work in your composition notebook. Rubric is included at the end.

1. How were Spanish, French, and Dutch colonial strategies similar? How did they differ? In what ways were the similarities and differences reflected in the nations’ settlements in the New World? (10 points)

Answer would ideally include:

- Spanish Colonial Strategies and Settlements:
- French Colonial Strategies and Settlements:
- Dutch Colonial Strategies and Settlements:
- Similarities:
- Differences:
2. Explain why there were no major witchcraft scares in the Chesapeake colonies and no uprising like Bacon’s Rebellion in New England. Consider the possible social, economic, and religious causes of both phenomena. (4 points)

*Answer would ideally include:*
- *Witchcraft:*
- *Uprisings:*

3. What factors account for the success of the Puritans in establishing an ordered society in New England? (6 points)

*Answer would ideally include:*
- *Environment and Geography:*
- *Religion:*
- *Social Organization:*

4. What were the major social and environmental developments that made America a new world for both Europeans and Indians? (10 points)

*Answer would ideally include:*
- *Disease:*
- *Christianity:*
- *Environment:*
- *Technology:*
- *Slavery:*

5. What were the factors that spurred people to leave England for the American colonies in the seventeenth century? Which factors influenced their decisions about where to settle in the British North American colonies? (6 points)

*Answer would ideally include:*
- *Economic Motivations:*
- *Religious Motivations:*
- *Adventurism:*

**Short Answer - Chapter 3**

Answer each question with three or four sentences. **Place all written work in your composition notebook.** (5 points each)
1. What was the role of the colonies in the British mercantilist system after the 1650s?

2. What kind of society did William Penn create in Pennsylvania? What was its organizing foundation? How did it differ from New England?

3. Why did the manorial system envisioned by the proprietor of the Carolinas fail to take hold in the late seventeenth century?

4. Explain the causes and the results of the Glorious Revolution in England and America.

5. What role did mob violence play in early colonial politics between 1650 and 1750?

6. How did Native Americans attempt to turn European rivalries to their advantage in the seventeenth and eighteenth centuries? How successful were they?

7. In what colonies were enslaved Africans most successful in creating African American communities? Where were they least successful? How do you explain the differences?

8. What was the British policy of salutary neglect? Why did the British follow this policy? What consequences did it have for the British colonies in North America?

9. Did the American colonials benefit economically from their participation in the South Atlantic trade system?

10. What were some of the causes of rising friction between the colonials and the British in the first half of the eighteenth century?

Essay Questions - Chapter 3

Answer EACH of the following questions by supplying information that would be used in an essay. Sub-topics are given to insure complete content identified to answer the prompt. Be sure to include specific examples that would support a thesis and conclusion. Select ONE of the essay prompts from Chapters 1-3 to write a long essay response. Place all written work in your composition notebook. Rubric is included at the end.

1. Describe the major elements of the South Atlantic System. How did the system work? How did it shape the development of the various colonies and Britain? (6 points)

Answer would ideally include:

- South Atlantic System:
- Impact on Plantation Colonies:
- Impact on Britain, New England, and Middle-Atlantic Colonies:
2. How did the system of slavery develop in the British American colonies? What role did Africans play and what roles did Europeans play? Why did it develop differently in the Chesapeake, the Carolina low country, and the West Indies? (10 points)

*Answer would ideally include:*
- Role of Africans:
- Role of Europeans:
- West Indian Slavery:
- Chesapeake Slavery:
- Carolinian Slavery:

3. How did British policies in the late seventeenth and early eighteenth centuries shape the American colonies and the British/American relationship? (6 points)

*Answer would ideally include:*
- Political Reactions against the Glorious Revolution:
- Economic Development in America:
- British American Relationship between 1713 and 1750:

4. How did the decades-long process of imperial warfare affect the colonies between 1689 and the 1760s? What impact did it have on Native Americans, colonists, and the relationship between the two? (8 points)

*Answer would ideally include:*
- Background on British Imperial Warfare:
- Impact of Imperial Warfare on English Colonists:
- Impact of Imperial Warfare on Native Americans:
- Imperial Warfare and Colonial/Native American Relationship:

5. How did Britain’s North American plantation and neo-European colonies become more closely interconnected after 1700? What developments caused them to become more closely tied to each other? How did they benefit from these ties? Can you see any disadvantages to the colonies in a more fully integrated Atlantic system? (10 points)

*Answer would ideally include:*
- South Atlantic System and Economic Development:
- Colonial Assemblies:
- Impact of Changes on the Colonies:
Part II - Historical Thinking Skills

Using “Documenting United States History”, read the following documents and answer the questions that follow. Place all written work in your composition notebook. (6 points each)

Chapter 1 - Read and answer the Identify, Analyze, and Evaluate questions at the end of each reading.

Page 5 - Document 1:2 “Ruins of the Pueblo Town of Cicuigue”
Page 7 - Document 1:4 “Christopher Columbus, Journal”
Page 14 - Document 1:8 “Juan Gines De Sepulveda, Concerning the Just Causes of the War against the Indians”

Chapter 2 - Read and answer the Identify, Analyze, and Evaluate questions at the end of each reading.

Page 30 - Document 2:1 “Samuel De Champlain, Description of the French Fur Trade” 1608
Page 31 - Document 2:3 “The Mayflower Compact” 1620
Page 32 - Document 2:4 “John Winthrop, A Model of Christian Charity” 1630
Page 39 - Document 2:10 “Nathaniel Bacon, Declaration against Governor William Berkeley” 1676
Page 47 - Document 2:15 “George Cato, Account of the Stono Rebellion” 1739

The following are two views on the role of religion in the new colonial settlements. These perspectives were constructed by modern historians. Place all written work in your composition notebook.

“We have no way of knowing how many of the colonists were devoted Calvinists, for no one took a census of beliefs. Yet common sense instructs us that religion (or the church) attracts not only a committed core, but also others who, like “horse-shed” Christians, limit their commitment...New England...had its “dark corners of the land,” the places or the groups of people that were less affected by religion and less likely to want clergy. The fishermen of Gloucester, Massachusetts, made life difficult for Richard Blinman, who arrived as a town minister in 1642. And, as told by Cotton Mather, a minister in some unnamed coastal village urged on his audience a more active practice of religion, lest otherwise they “contradict the main end of planting this wilderness!” Thereupon, a local resident cried out: “Sir, you think you are preaching to the people at the Bay; our main end was to catch fish.”

David D. Hall, Worlds of Wonder, Days of Judgment, 1989

“The Puritan leaders could withstand this rising tide of democracy only by such support as the government would give them— which became increasingly less after the new charter of 1692 took away from the saints all power to select their own governors and divorced the state and church—or else by the sheer force of their personalities. As early as the 1660s and ’70s we can see them beginning to shift their attention from mere exposition of the creed to greater and greater insistence upon committing power only to men of wisdom and knowledge...By the beginning of the eighteenth century the task of buttressing the classified society, maintaining the rule of the well-trained and the culturally superior both in church and society seems to have
become the predominate concern of the clergy. Sermon after sermon reveals that in their eyes the cause of learning and the cause of a hierarchical, differentiated social order were one and the same.”

Perry Miller and Thomas H. Johnson, The Puritans, 1938

Based on the two interpretations above regarding challenges to Puritan influence in New England, complete the following three tasks:

a. Briefly explain the main point made in Passage 1. (3 points)
b. Briefly explain the main point made in Passage 2. (3 points)
c. Provide ONE piece of evidence from 1630 to 1750 that is not included in the passages and explain how it supports or refutes the interpretation of either passage. (3 points)