

**Advanced Placement United States History  
Summer Assignment for the 2018 – 2019 school year**

Welcome to AP U.S. History!

If you are in receipt of this information, then you have been enrolled in AP U.S. History for the 2018-2019 school year. This is a demanding but hopefully rewarding course which will require that you do some preparation before you arrive to the first day of class.

The enclosed packet contains 3 short assignments, which we estimate should take 2 hours each to complete (a total of around 6 hours). If they take longer, then you may be overdoing it or you may not be working in a quiet (phone-free, radio-free, etc.) environment.

To do this work you will need a copy of *American History: Connecting with the Past (15<sup>th</sup> ed)* by Brinkley, which you should pick up at lunch **June 4, 6, and 7**. **Do not leave school without checking out a textbook!** We will be available to issue books in room 319 during lunch breaks of exam week- Monday, Tuesday and Thursday. Because we will be discussing these topics at the very beginning of the school year, we strongly suggest you resist doing them until August so the information will be fresh. All work will be collected at the first full class meeting. **These are graded assignments so you should do your best work.**

There are four general purposes for this preparatory work:

1. To get your juices flowing about American history, particularly our first topic of Colonial America.
2. To accelerate our movement through this topic. As you will come to learn, this course is simply too big for one school year. We will battle this reality all year by various means. If there is one topic that most of you have already had limited exposure to, colonial America is it. Therefore, we will move quickly through this material.
3. To orient you to the workload and variety you will have this year. Reading is your primary “homework” all year long. What you do with this information is to analyze and respond to it. We hope these assignments will give you a taste of these processes.
4. To help you start thinking like an historian. How do we know what we know about the past? What evidence do we use to understand history, and how reliable is that evidence?

## **Learning Objectives**

As with all units of study, learning objectives will help focus your thinking and confirm your understanding. As you work through these assignments, think about answers to the following questions:

1. How did English motivations for settlement differ from Spanish motivations for settlement? Were there similarities?
2. What were the differences in Spanish and English patterns of settlement and colonial administration?
3. How did the Protestant Reformation influence migration to the American colonies?
4. How did Chesapeake, Virginia, Massachusetts, and the Middle Colonies (PA) vary in their settlement patterns?
5. The origins of slavery. (See assignment #3)

Again, written pieces of Assignments #2 and #3 are due on the first day of class. Oral contributions are expected immediately!

## Assignments- Summer 2018

- ❖ **Assignment #1** – Read pp. **1-96** in the textbook. Read these pages as an introduction to colonial America. As with all readings this year, keep in mind the learning objectives as you read; these are some of the essential things you must know. Also, you have been given a list of key terms for this unit. Look for them as you read, and get to know them (note that they may not all be in the summer reading- some you will cover in September).
  
- ❖ **Assignment #2**- After doing the introductory reading, it's time to do some writing. Instructions for this assignment are noted on the attached sheet entitled "BOATS-R-US COLONIAL RELOCATION SERVICES, INC." You are to write a fictitious letter describing a colonial region; either Chesapeake Virginia, Massachusetts, or Pennsylvania. The colony you should focus on is indicated in the upper corner of this sheet with a "V" (Virginia), "M" (Massachusetts) or "P" (Pennsylvania). Do not be overly concerned about the timeframe of this letter- it may be as broad as you need (within the rough confines of 1607 – 1720) to convey some sense of the region. Your goal is to describe the region in a way that your client, Lord Walker, will find helpful. All the background you should need is contained in the pages you have read and your current understanding. You may also find helpful information on "your" colony in chapters in your textbook. Be creative! Have fun!
  
- ❖ **Assignment #3**- Analysis of a key historical question. The origins of American slavery is our test case. You are presented with a series of "primary" and "secondary" sources that relate to the issue of slavery and racial prejudice. Your job is to use these sources to formulate an answer to three questions. Your answers need not be formal essays, but you must use complete sentences. Write a 2-3 paragraphs to answer each question but most importantly, indicate how you came to your conclusion by specifically citing evidence from specific sources and identifying the source by its name, date and author. Numbers are provided (P3, S6, etc.) to clarify your references but you should be clear about the context of the source. Show you know how to interpret a source and weave it seamlessly into your writing (think FIRC people!)

## **Discovery and Settlement of Colonial America (1492 – 1763)**

### **Key Terms**

1. John Winthrop
2. Henry VIII
3. Protestant Reformation
4. Church of England (Anglican)
5. Puritans
6. John Calvin
7. James I and Charles I (Stuarts)
8. Virginia Company of London
9. Jamestown, 1607
10. Captain John Smith
11. Pocahontas
12. “Starving Time”
13. John Rolfe
14. 1619 (key events)
15. indentured servitude
16. headright system
17. Separatists (“Pilgrims”)
18. Congregationalists (Massachusetts Bay)
19. Plymouth, 1620
20. Mayflower Compact
21. William Bradford
22. Massachusetts Bay Colony
23. “City Upon a Hill”
24. Roger Williams
25. Anne Hutchinson
26. covenant of grace vs. covenant of works
27. Dutch West India Company
28. New Netherlands/New Amsterdam
29. William Penn
30. middle passage
31. Bacon’s Rebellion (1676)
32. half-way covenant
33. mercantilism
34. Navigation Acts – 1651, 1660, 1663, 1673
35. Lords of Trade and Plantations (Board of Trade)
36. triangular trade
37. Dominion of New England
38. Regulators
39. Jonathan Edwards
40. George Whitefield
41. new lights vs. old lights
42. Seven Years’ War (1754 – 63)
43. salutary (benign) neglect
44. Ohio Country
45. Albany Congress (1754)
46. Proclamation Line of 1763
47. Scots-Irish

## Assignment #2

### **BOATS-R-US COLONIAL RELOCATION SERVICES, INC.**

Lucky you! You are a relocation agent for Boats-R-Us Colonial Relocation Services, Inc. which has recently sent you on a long, long (1607-1720 approx) scouting trip to the American colonies. You have just returned to London and your favorite client, Lord Walker, has requested that you write him about your experiences in **one** of the colonies since he plans on taking up residence in the New World for a few generations. Obviously, your client is a wise and enterprising young man, but he needs your assistance in picking a place he can call home. As a professional, you are concerned about his future happiness so you should be careful to warn him about some of the pitfalls, and perhaps you may wish to share some advice on achieving political and personal success. Other things of interest to your client may include:

- Physical geography
- Type of people in the colony
- Social structure
- Key colonial leaders
- Economic pursuits/opportunities
- Religious climate
- Organization of the colony (towns, etc.)
- Hardships, problems

Your letter should be 400-500 words in length and it may be “dropped” within any timeframe of colonial America. (Obviously, colonies had different founding dates and your “window” may be as open or closed as you would like). Thoroughness in your reporting is important for your client . . .and you teacher!