

**APUSH 2017 SUMMER ASSIGNMENT**  
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Welcome to AP US History! My expectation for students enrolled in the course is to complete the course summer work diligently and thoroughly at some point during the summer. I would encourage you to begin the assignment sometime in late July or early August, so that it is fresher in your mind at the beginning of the year. The summer assignment is designed to prepare you for the first two weeks of class in August, and, specifically, to give you a foundational knowledge of Pre and Post-Columbian North America, as well as introduce you to early American historical themes.

The AP US History course is similar to a Freshman/Sophomore level college survey course. Thus, the reading, writing, and analytical demands placed on the students in this course are substantial. We will move through content quickly during the school year, therefore it is crucial that you are well prepared when the class begins in August. (Do **NOT** wait until the night before school to begin this assignment!!) All of your summer work will be due, collected, and assessed at our second-class meeting. **Your 2017 summer work (Parts I-IV) is listed below.**

I will email you at the beginning of August with specifics regarding the first few classes. In the meantime, enjoy your summer!

**Part I. Read chapters 1-3 in the American Pageant textbook and answer the below questions** (must use notes form for this assignment and after that you can develop your own note taking system)

Electronic copies can be found at <http://wolfsonapush.weebly.com>

**Part II. Watch the first two US History Crash Course videos and complete the corresponding question sheets**

( Video Links are on the question sheets)

- # 1 The Black Legend, Native Americans & Spaniards
- # 2 When is Thanksgiving? Colonizing America

**Part III. Complete Maps- New Beginnings and States and Capitals (Maps included)**

**Part IV. Review & Memorize the Presidents (Prez sheet included)**

**PART I. American Pageant**  
**Chapters 1-3**

**Directions:** **BEFORE** reading chapters 1-3 in the *American Pageant 13<sup>th</sup> Edition* textbook (copies provided), please read the "College Board Concept Outline." The "**Overview**" is main idea of the Period 1: 1491-1607. The "Key Concept" represents supporting themes, with the Roman Numerals (I, II, etc.) representing specific evidence to support the key concepts. You are **NOT** expected to memorize this outline, only to preview some of the larger themes and developments occurring from 1491-1607.

College Board  
Concept Outline

**Period 1:**  
**1491 to 1607**

**Overview:** On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

**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.

- I. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.
  - A. The spread of **maize** cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.  
**Examples:** Chinook, Pueblo
  - B. Societies responded to the lack of natural resources in the **Great Basin** and the western **Great Plains** by developing largely mobile lifestyles.  
**Examples:** Sioux, Apache
  - C. In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.  
**Examples:** Iroquois Confederacy; Creek, Choctaw, & Cherokee of the Southeast

**Key Concept 1.2**

European overseas expansion resulted in the **Columbian Exchange**, a series of interactions and adaptations among societies across

the Atlantic. I. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.

- A. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a **caste system** defined by an intermixture among Spanish settlers, Africans, and Native Americans.  
**Examples:** Mestizo, Zambo
- B. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.  
**Examples:** Prince Henry, Vasco da Gama, Line of Demarcation
- C. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere.  
**Examples:** European introduction of horses and rice to the New World
- D. In the economies of the Spanish colonies, Indian labor, used in the **encomienda system** to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.  
**Examples:** Sugar plantations, silver mines, Black Legend

II. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in

Europe and the promotion of empire building.

- A. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.  
**Examples:** Northwest Passage, Roanoke Island
- B. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.  
**Examples:** Introduction of corn and potatoes
- C. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.  
**Examples:** Caravel, sextant, joint stock trading companies

**Key Concept 1.3**

Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

- I. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.
  - A. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.  
**Examples:** Juan de Sepulveda, Bartolome de Las Casas

- B. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.  
**Examples:** Communal nature of land, private vs. public ownership of land
- II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs.
  - A. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict. **Examples:** Spanish mission system, Juan de Onate
  - B. In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.  
**Examples:** Maroon communities, Pueblo (Pope's) Rebellion

### Assignment 1 –

#### **AMERICAN PAGEANT CHAPTER 1: PART ONE: FOUNDING THE NEW NATION (p. 2-3) and NEW WORLD BEGINNINGS (p. 4-24)**

**Directions:** Please read the chapter previewing themes on this worksheet. Be sure to answer the following questions completely, and be familiar with the terms for each chapter section.

**Pageant Theme 1:** The first discoverers of America, the ancestors of the American Indians, were small bands of hunters who crossed a temporary land bridge from Siberia and spread across both North and South America. They evolved a great variety of cultures, which ranged from the sophisticated urban civilizations in Mexico and Central and South America to the largely seminomadic societies of North America.

**Pageant Theme 2:** Europe growing demand for Eastern luxuries prompted exploration in the hopes of reducing the expense of those goods with new trade routes. Exploration occurred incrementally, beginning with the Portuguese moving around the coast of Africa and establishing trading posts. Awareness of the New World and its wealth pushed exploration across the Atlantic. Spanish exploration continued in the same fashion, first in the Caribbean islands then expanding into South and North America.

**Pageant Theme 3:** Portuguese and Spanish explorers encountered and then conquered much of the Americas and their Indian inhabitants. This “collision of worlds” deeply affected all the Atlantic societies—Europe, the Americas, and Africa—as the effects of disease, conquest, slavery, and intermarriage began to create a truly “new world” in Latin America, including the borderlands of Florida, New Mexico, and California, all of which later became part of the United States.

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**Directions:** In answering the questions, be sure to **answer the question using evidence to support your response.** Be sure to support all of your answers with evidence. You are strongly encouraged to be familiar with the “Know” terms listed under the questions and found in your textbook

#### **Peopling the Americas AND The Earliest Americans (p. 5-10)**

Know: *Pueblo*

4. In what ways were the Incas in Peru, Mayans in Central America, and Aztecs in Mexico sophisticated civilizations and explain how corn contributed to this?

5. Explain the significance of this statement: “No dense concentrations of population or complex nation-states comparable to the Aztec empire existed in North America outside of Mexico at the time of Europeans’ arrival.”

6. Characterize the native peoples of North America up to European “discovery.”

#### **Indirect Discoverers of the New World (p.10-11)**

7. According to the authors, how were Christian crusaders indirect discoverers of America?

**Columbus Comes upon a New World (p.14)**

9. Describe the interdependent global economic system created by Columbus's discovery of the New World.

**When Worlds Collide (p. 14)**

Know: Columbian Exchange

10.

What did Europeans introduce to the New World?	What did the New World introduce to the Old World?

**The Conquest of Mexico and Peru AND Spanish Conquistadores (p. 15-19)**

Know: Treaty of Tordesillas, *encomienda*, *mestizo*, *Conquistadores*

- 11. What led to the Treaty of Tordesillas?
- 12. How did the *encomienda* system work?
- 13. Describe what Cortes and the Spanish brought to the peoples of Mexico.

**Exploration and Imperial Rivalry (p.20-22)**

Know: Pope's Rebellion, Black Legend

- 14. What led to Pope's Rebellion and what was the outcome?
- 15. Explain the "Black Legend" and if it was accurate description of the Spanish in the New World?

**AMERICAN PAGEANT CHAPTER 2: THE PLANTING OF ENGLISH AMERICA: 1500—1733 (p. 25-40)**  
**BE SURE TO PREVIEW THE FOLLOWING CHAPTER THEMES BEFORE YOU BEGIN READING!**

**Pageant Theme 1:** After a late start, a proud, nationalistic England joined the colonial race and successfully established five colonies along the southeastern seacoast of North America. Although varying somewhat in origins and character, all these colonies exhibited plantation agriculture, indentured and slave labor, a tendency toward strong economic and social hierarchies, and a pattern of widely scattered, institutionally weak settlements.

**Pageant Theme 2:** The English hoped to follow Spain's example of finding great wealth in the New World, and that influenced the financing and founding of the early southern colonies. The focus on making the southern colonies profitable shaped colonial decisions, including choice of crops and the use of indentured and slave labor. This same focus also helped create economic and cultural ties between the early southern colonies and English settlements in the West Indies.

**Pageant Theme 3:** The early southern colonies' encounters with Indians and African slaves established the patterns of race relations that would shape the North American experience—in particular, warfare and reservations for the Indians and lifelong slave codes for African Americans.

Pageant Themes from: *Teacher's Resource Guide To Accompany The American Pageant Thirteenth Edition*. John Mark Ellsworth, John Irish, Mark Epstein. Boston: Houghton Mifflin, 2007.

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**England's Imperial Stirrings**

Know: Elizabeth I

1. Why was England slow to establish New World colonies?

**Elizabeth Energizes England**

Know: Sir Walter Raleigh, Spanish Armada

2. Describe the factors that brought England closer to colonizing the New World during the period 1575-1600

**England on the Eve of Empire**

Know: Enclosure Movement, Primogeniture, Joint-stock company

3. Explain how conditions in England around 1600 made it "ripe" to colonize N. America.

**England Plants the Jamestown Seedling**

Know: Charter, Virginia Company, Jamestown, John Smith, Powhatan, Pocahontas, Starving Time, Lord De La Warr

4. Explain why Jamestown initially seemed so attractive to potential settlers, and list three reasons why so many of the Jamestown settlers died.

**Cultural Clash in the Chesapeake**

Know: Powhatan's Confederacy, Anglo-Powhatan Wars

5. Describe the factors that led to the poor relations between Europeans and Native Americans in Virginia.

**Maryland: Catholic Haven**

Know: Lord Baltimore, Indentured Servants

8. In what ways was Maryland different than Virginia, and what was the Maryland Act of Toleration? Explain.

**The West Indies: Way Station to Mainland America**

Know: West Indies, Barbados Slave Code

9. What historical consequences resulted from the cultivation of sugar instead of tobacco in the British West Indies' colonies

### **Colonizing the Carolinas**

10. What factors led to Carolina becoming a place for aristocratic whites and many black slaves?

### **Late-Coming Georgia: The Buffer Colony**

Know: James Oglethorpe

12. In what ways was Georgia unique among the Southern colonies?

### **The Plantation Colonies**

13. Which Southern colony was the most different from the others? Explain how it was different.

### **Makers of America: The Iroquois**

Know: The Iroquois Confederacy, Five Nations

14. What was the Iroquois Confederacy, how did it function, and how was its supremacy threatened in the 17<sup>th</sup> and 18<sup>th</sup> centuries?

## **AMERICAN PAGEANT CHAPTER 3: SETTLING THE NORTHERN COLONIES: 1619—1700 (p.42-61)**

**Pageant Theme 1:** Religious and political turmoil in England shaped settlement in New England and the middle colonies.

Religious persecution in England pushed the Separatists into Plymouth and Quakers into Pennsylvania. England's Glorious Revolution also prompted changes in the colonies.

**Pageant Theme 2:** The Protestant Reformation, in its English Calvinist (Reformed) version, provided the major impetus and leadership for the settlement of New England. The New England colonies developed a fairly homogenous social order based on religion and semicommunal family and town settlements

**Pageant Theme 3:** Principles of American government developed in New England with the beginnings of written constitutions (Mayflower Compact and Massachusetts's royal charter) and with glimpses of self-rule seen in town hall meetings, the New England Confederation, and colonial opposition to the Dominion of New England.

**Pageant Theme 4:** The middle colonies of New Netherland (New York), Pennsylvania, New Jersey, and Delaware developed with far greater political, ethnic, religious, and social diversity, and they represented a more cosmopolitan middle ground between the tightly knit New England towns and the scattered, hierarchical plantation South.

(Pageant Themes from: *Teacher's Resource Guide To Accompany The American Pageant Thirteenth Edition*. John Mark Ellsworth, John Irish, Mark Epstein. Boston: Houghton Mifflin, 2007

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### **The Protestant Reformation Produces Puritanism**

Know: Calvinism, predestination, conversion, Church of England, Puritans, Separatists

1. How did John Calvin's teachings result in some Englishmen wanting to leave England? Explain.

### **The Pilgrims End Their Pilgrimage at Plymouth**

Know: Mayflower, Myles Standish, Mayflower Compact, Plymouth, William Bradford

2. Describe the factors that contributed to the success of the Plymouth colony.

### **The Bay Colony Bible Commonwealth**

Know: Massachusetts Bay Colony, Great English Migration, John Winthrop

3. List the factors led the Puritans to come to America?

### **Trouble in the Bible Commonwealth**

Know: Antinomianism

5. Using the examples of Anne Hutchinson and Roger Williams, what happened to people whose religious beliefs differed from others in Massachusetts Bay Colony?

### **The Rhode Island "Sewer"**

6. Describe the differences between Rhode Island and Massachusetts.

### **New England Spreads Out**

7. Describe the Fundamental Orders.

### **Seeds of Colonial Unity and Independence**

Know: New England Confederation

9. How did the New England Confederation formed in 1643 come together and what was its historical significance?

### **Penn's Holy Experiment in Pennsylvania AND Quaker Pennsylvania and Its Neighbors**

Know: Quakers, William Penn

14. What had William Penn and other Quakers experienced that would make them want a colony in America?

15. What were the characteristics of Pennsylvania and why was it so attractive to many?

### **The Middle Way in the Middle Colonies**

Know: Middle Colonies, Benjamin Franklin

16. What do the *Pageant* authors mean when they say that the middle colonies were the most American?

## Assignment 2

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

# Crash Course US History 1: <https://youtu.be/6E9WU9TGrec>

## *The Black Legend, Native Americans, and Spaniards*

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1. What were the attributes that Mr. Green indicates are the qualities of a “classical civilization” (there are five, though he numbers them as 1 & 2)?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
2. What are the two words that Green would like us to refrain from using in the study of history)?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. Worse than decimation, approximately what ratio of native peoples were killed by diseases like small pox and influenza?  
\_\_\_\_\_
4. What is a bad habit historians have? \_\_\_\_\_
5. What did West Coast tribal groups rely upon for their survival (yes, I know this is a generalization)?  
\_\_\_\_\_
6. What was the best known league of trading tribal groups? \_\_\_\_\_
7. How was property viewed by most native peoples of the Americas?  
\_\_\_\_\_  
\_\_\_\_\_
8. Juan Ponce De Leon came to the Americas in search of what? \_\_\_\_\_
9. Though the first explorers from Europe that reached the Americas never found gold, what did they do to make exploration and colonization easier for others?  
\_\_\_\_\_  
\_\_\_\_\_
10. Where the first permanent Spanish settlement in what is the modern Southwest? \_\_\_\_\_
11. So this site was important not only as the first settlement but also the first uprising of native peoples, though the Spanish did regain control they did end the practice of *encomienda*, which was what?  
\_\_\_\_\_  
\_\_\_\_\_
12. How was de las Casas different from the majority of Spaniard opinions on the subject of Native Americans?  
\_\_\_\_\_  
\_\_\_\_\_
13. How is “the Black Legend” problematic in the study of history?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Assignment 2 cont...

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Period \_\_\_\_\_

## Crash Course US History 2: <https://youtu.be/o69TvQqyGdg> *When is Thanksgiving? Colonizing America*

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1. Where did the first English people come to (in the Modern U. S.)? \_\_\_\_\_
2. There were two epic failure colonies prior to Jamestown, one of which was Roanoke where what was the only thing left of the colonists who mysteriously disappeared? \_\_\_\_\_
3. Jamestown was a project of what company? \_\_\_\_\_
4. The colonists which came were goldsmiths; leading John Smith to note that they would rather starve than what?  
\_\_\_\_\_
5. The "headright" system brought a huge influx of people who now had what type of job/status?  
\_\_\_\_\_
6. What did the colony start growing which changed their economic prospects? \_\_\_\_\_
7. As this industry grew, what group became three-quarters of the social structure? \_\_\_\_\_
8. By what ratio did men outnumber women? \_\_\_\_\_
9. What colony was under the sole control of Cecilius Calvert? \_\_\_\_\_
10. The colonists of New England were of what religious background? \_\_\_\_\_
11. Though many referred to these colonists as 'Puritans' they called themselves what?  
\_\_\_\_\_
12. The Pilgrims were even more religiously motivated but they did not mean to end up in Plymouth Massachusetts, where were they supposed to go? \_\_\_\_\_
13. What legal document did they draft and sign while still at sea? \_\_\_\_\_
14. Why did the Pilgrims need the help of Squanto when they arrived?  
\_\_\_\_\_
15. Why did Squanto end up living with the Pilgrims?  
\_\_\_\_\_
16. In reading the "mystery document" what is the first noticeable issue & why would this writing issue be found in the document? \_\_\_\_\_
17. The term "city on a hill" refers to the people being what? \_\_\_\_\_
18. Who is the author of the document? \_\_\_\_\_
19. What was the term used to define the degree of church membership that colonists needed in order to be able to vote (and yes they also had to be male)? \_\_\_\_\_
20. What was the one thing that really was 'equal'? \_\_\_\_\_
21. What was the fate of Anne Hutchinson, for being so unconventional and female?  
\_\_\_\_\_

## Assignment 3

Description: Students will research each of the following locations and geographical features. Students will then locate each of the locations and geographical features on the provided maps.

Directions:

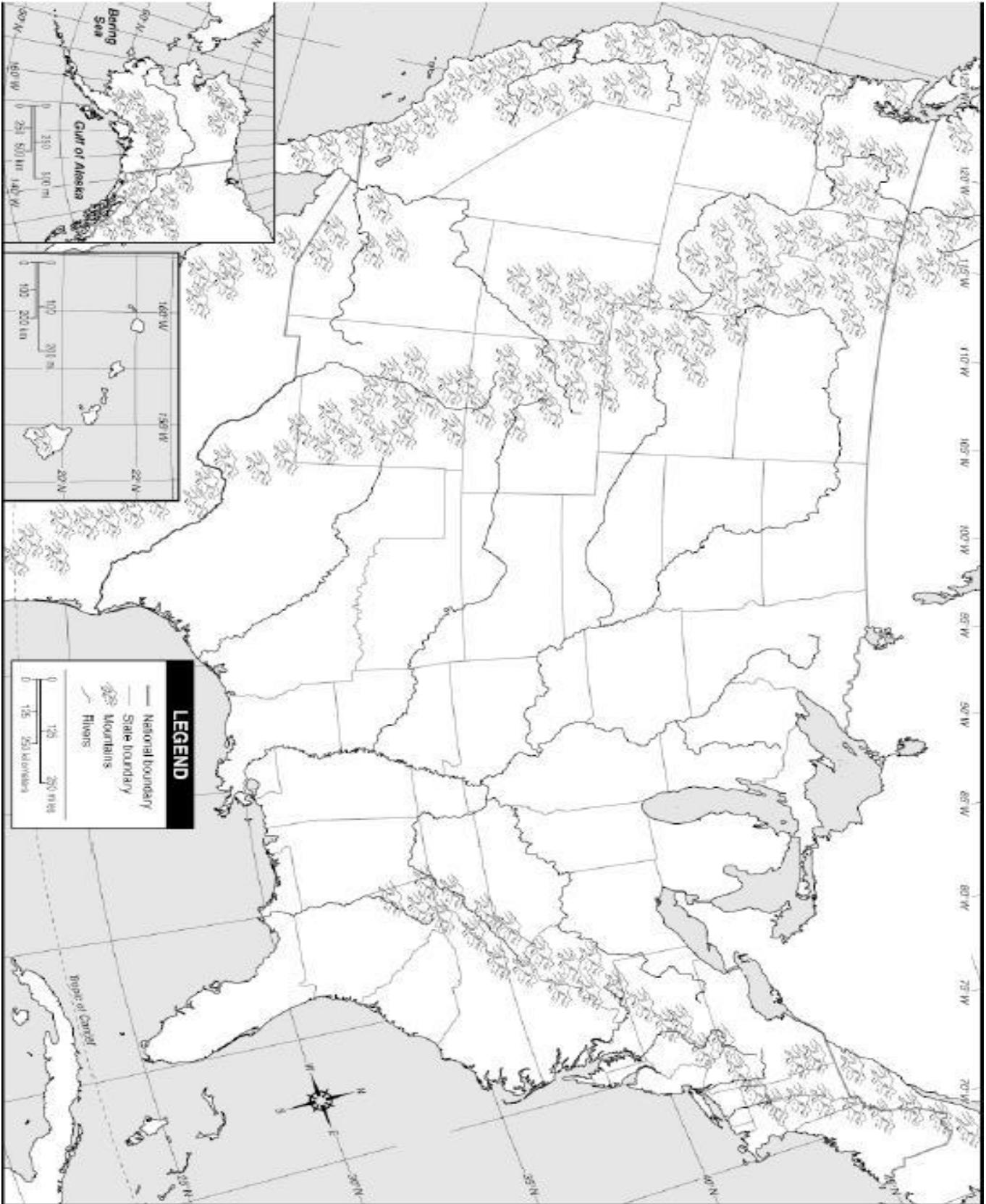
### Map 1:

- State Names: label all of the states and when they officially entered the union.
- Capitals: label all of the modern capitals of each of the states.
- Important Geographical Features: label and give an approximation of each of the following: Appalachian Mountains, Rocky Mountains, Cape Cod, Great Plains, Mississippi Delta, Mississippi River, the five Great Lakes, Nueces River, Rio Grande River

### Map 2:

- Major Cities: Jamestown, New Bern, Charleston, New Amsterdam (NYC), Plymouth, New Haven, Hartford, Albany, Boston, Philadelphia, Montreal, Quebec City, Annapolis, Baltimore, Providence, Quebec City, Montreal, St. Augustine, New Orleans
- Colonies: Label each of the original 13 colonies.
- Large Bodies of Water: James River, Ohio River, Susquehanna River, Neuse River, Delaware River, Potomac River, Hudson River, Chesapeake Bay, Connecticut River, St. Lawrence River
- Important Geographical Features & Regions: Appalachian Mountains, Long Island, New England, Middle, and Southern Colonies

Map 1



Map 2



**Assignment 4** – Memorize POTUS (President of the United States) 1-45 (Document is POTUS 1-44)

