

Trinity Catholic High School

Advanced Placement Summer Work



AP United States History

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Welcome to the Advanced Placement United States History class at Trinity Catholic High School. The 2023-2024 school year will be busy as we prepare you to take the A. P. United States History Exam in early May, 2024 (date TBD). APUSH is a challenging course that is designed to be the equivalent of a freshman college course in a high school setting.

The objective of the class is to increase your understanding of U.S. History and equip you with the skills to hopefully pass the A.P. Exam. The focus will be on the social, political and economic history of the United States from Exploration and Colonization to the Modern Era, as these are the areas of focus on the A.P. exam.

Solid reading and writing skills, along with a willingness to devote time outside of class to study and memorization are necessary to be successful in passing the exam. Along the way we will still take time to see the "story" in U.S. History.

The textbook for the class is Henretta and Company's America: A Concise History; there will be a hardcopy signed out to you when we gather in August. In the meantime, I am attaching the link to an online version of a later edition that complements the earlier edition:

https://www.neisd.net/cms/lib/TX02215002/Centricity/Domain/4712/americas_history_for_the_ap_-_james_a_henretta_complete.pdf

You will need to spend time this summer doing the following:

1). Download the above referenced online version of the Henretta textbook

You will need this resource to complete the RIGOROUS Summer assignment that appears below.

2). Bookmark on your device the A.P. course homepage for U.S. History:

http://apcentral.collegeboard.com/apc/members/exam/exam_information/225908.html

Take time to get familiar with this site. There is much valuable information here. You can find sample questions for each of the four parts of the APUSH test: multiple choice, short answer, long answer, and the document-based question. ACTUAL EXAM QUESTIONS WILL COME MOSTLY FROM RELEASED MATERIALS AT AP CENTRAL AND RELATED SITES.

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3). Download the AP U.S. History Course Description Guide:

<https://apcentral.collegeboard.org/pdf/ap-us-history-course-and-exam-description.pdf>

This is the official publication of A.P. Central. NOTHING will appear on the exam that is not laid out in the course outline here. Early in the Fall there is the possibility of AP Central putting out a revised version of the guide, so watch for emails or updates. Spend time reading through this before we meet, highlighting anything you want to ask questions about when we gather as a class in August.

4). Buy the following prep book:

AP U.S. History Crash Course Book, Larry Krieger (5th edition (ISBN-13: 978-07386126902015).

This is THE publication that students consistently site as most helpful in “prepping” for the exam. It is a brief yet thorough review of the material that consistently appears on the exam. Past students may give you their book, which is fine, but the latest edition is the most update to date version, so make sure that is the case with that which is passed on to you!

5). Complete the assignment laid out in the instructions below, which will be graded:

[2023-24 AP U.S. History Summer Reading & Writing Assignments](#)

YOU MUST HANDWRITE ALL SUMMER WORK AND ANSWERS BOTH TO THE KEY NAMES/TERMS AS WELL AS THE SHORT ANSWER QUESTIONS MUST BE ANSWERED IN COMPLETE SENTENCES. YOU SHOULD USE BOTH THE HENRETTA DIGITAL TEXT AND THE “CRASH” BOOK TO ANSWER THE QUESTIONS.

All work is due the first day of class and will be graded, and each day it is late is a letter grade reduction. I look forward to working with you this school year. If you have any questions or concerns feel free to email me at bhartley@tchs.us or check in with Mrs. Hartley in the President’s office, and she will pass along your questions or messages.

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A.P. U.S. HISTORY SUMMER ASSIGNMENT

The New Global World, 1450-1620

Chapter 1 Vocabulary:

1. Aztecs
2. Incans
3. Pueblo Civilization
4. Conquistadores
5. Encomienda System
6. Columbian Exchange
7. Indentured Servitude

CHAPTER ONE STUDY QUESTIONS

- 1). What made Native American peoples vulnerable to conquest by European adventurers? (Name at least three reasons)
- 2). What led to the transatlantic trade in African slaves? Who started it?
- 3). What was mercantilism and how did it shape European policies on domestic manufacturing and foreign trade?

The Invasion and Settlement of North America, 1550-1700

Chapter 2 Vocabulary:

1. Iroquois Confederation
2. Joint Stock Company
3. House of Burgesses
4. Headright System
5. Mayflower Compact
6. Massachusetts Bay Colony
7. The Great Puritan Migration
8. Roger Williams
9. Anne Hutchison
10. King Philip's War (Metacom)

CHAPTER 2 STUDY QUESTIONS

- 1). Explain why Bacon's Rebellion is one of the most important events in US history.
- 2). What were the differences between the Pilgrims and the Puritans?
- 3). What were the differences between the Northern and the Southern English colonies?
- 4). What did John Winthrop mean when he called Massachusetts Bay a "City on a Hill"?

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Creating a British Empire in North America, 1660-1750

Chapter 3 Vocabulary:

1. Quakers
2. Navigation Acts
3. Middle Passage
4. Triangular Trade
5. Stono Rebellion

CHAPTER 3 STUDY QUESTIONS

- 1). Who was William Penn, and what were his motives for founding Pennsylvania? What 3 values were adopted by the Pennsylvania colony?
- 2). How did an elite planter class gradually assert control in the Southern Colonies?
- 3). How did the Northern colonial economy develop?
- 4). Why did the British allow salutary neglect and what were its consequences in the colonies?

Growth and Crisis in Colonial Society, 1720-1765

chapter 4 Vocabulary:

1. Old lights vs New lights
2. Johnathan Edwards and George Whitfield
3. John Locke
4. Albany Plan of Union
5. Pontiac's Rebellion
6. Proclamation line of 1763

CHAPTER 4 STUDY QUESTIONS

- 1). What roles did women play in English colonial society? Did those roles differ between the northern and southern colonies?
- 2). In what ways did the Enlightenment and the Great Awakening challenge traditional sources of authority? Be specific.
- 3). What were the conditions of the Treaty of Paris I (1763)? What after-effects from the war would haunt the British? The French?
- 4). As the colonists expand westward during the mid-18th century, what happens to relations with the Native Americans? Name 2-3 examples which support your answer.

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Towards Independence- Years of Decision, 1763-1776

Chapter 5 Vocabulary:

1. Stamp Act & Stamp Act Congress
2. Sam Adams and the Sons of Liberty
3. Declaratory Act
4. "Letters from a Farmer in Pennsylvania"
5. Committees of Correspondence
6. Boston Massacre
7. Boston Tea Party
8. Quebec Act
9. First Continental Congress
10. Loyalist vs. Patriots
11. Olive Branch Petition
12. Second Continental Congress
13. "Common Sense"

CHAPTER 5 STUDY QUESTIONS

1. What were the goals of Parliament and King George III in passing new taxes & regulations on the colonies after 1763?
2. What arguments did the colonists use to object to the English Crown's measures?
3. How did the Townshend Acts dramatically escalate tensions?
4. What was so intolerable about the Coercive (Intolerable) Acts?

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Chapter 4

Growth and Crisis in Colonial Society, 1720-1765

Chapter 4 Themes

During the mid 17th century, there were dramatic changes in British North America between 1720 and 1765. An astonishing surge in population—from 400,000 to almost 2 million—was the combined result of natural increase, European migration, and the African slave trade. Three other transatlantic influences were equally important: The European Enlightenment, European Pietism, and British consumer goods altered the cultural landscape.

The colonists confronted three major regional challenges. In New England, crowded towns and ever-smaller farms threatened the yeoman (small farmer) ideal of independent farming, prompting families to limit births, move to the frontier, or participate in an “exchange” economy. In the Middle Atlantic colonies, Dutch, English, German, and Scots-Irish residents maintained their religious and cultural identities, leading to bruising ethnic conflicts. Finally, westward migration into the backcountry and the Ohio River Valley set off battles with Indian peoples, civil unrest among whites, and, ultimately, the Great War for Empire (7 Years War/ French and Indian War). In the aftermath of the fighting, Britain stood triumphant in Europe and America.

Chapter 4 Vocabulary: (Please define and add to your notebooks)

First Great Awakening	Old lights vs New lights	John Edwards and George Whitfield	The Scot-Irish
Anglican Church	Paxton Boys	Regulator Movement	John Locke
Regulator Movement	The Enlightenment	Deism	John Locke
Benjamin Franklin	Ohio River Valley	Seven Years/French Indian War	Albany Plan of Union
William Pitt	Treaty of Paris I (1763)	Chief Pontiac's Rebellion	Proclamation line of 1763

Chapter 4 Study Questions

- 1) What roles did women play in English colonial society? Did those roles differ between the northern and southern colonies?
- 2) Who were the new migrants coming to the colonies in the early 1700's. Why did they leave Europe and where did they tend to settle?
- 3) In what ways did the Enlightenment and the Great Awakening challenge traditional sources of authority? Be specific.
- 4) Who was most likely to participate in the Great Awakening and why?
- 5) What were the conditions of the Treaty of Paris I (1763)? What after-effects from the war would haunt the British? The French?
- 6) As the colonists expand westward during the mid-18th century, what happens to relations with the Native Americans? Name 2-3 examples which support your answer.

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Chapter 5

Towards Independence - Year of Decision, 1763-1776

Chapter 5 Themes

In the aftermath of the French and Indian War, Britain stood triumphant in Europe and America by 1763. A short span of time—a mere decade and a half later—and the 13 colonists were locked in a desperate struggle with their mother country, Great Britain. That struggle plays out in three acts. In Act I, the French and Indian War prompts British political leaders to implement a program of imperial reform and taxation, both at home and in the 13 colonies. Act II is full of dramatic action, as colonial mobs riot, Patriot pamphleteers articulate ideologies of resistance and British ministers search for compromise between claims of parliamentary sovereignty and assertions of colonial autonomy. Act III takes the form of tragedy: The once-proud British Empire dissolves into civil war, an imminent nightmare of death and destruction.

The lack of astute leadership in Britain was a major factor. But British leaders faced circumstances that limited their actions: a huge national debt and deep commitments to both a powerful fiscal-military state and the absolute supremacy of Parliament. Moreover, in America, decades of salutary neglect strengthened Patriots' demands for political autonomy, as did the fears and aspirations of artisans and farmers. The trajectories of their conflicting intentions and ideas placed Britain and its American possessions on course for a disastrous—and fatal—collision.

Chapter 5 Vocabulary: (Please define and add to your notebooks)

Sugar Act	Stamp Act Congress & Boycotts	Sam Adams and the Sons of Liberty	Declaratory Act
"Letters from a Farmer in Pennsylvania"	Committees of Correspondence	Boston "Massacre"	Homespun fabric
Tea Act & East India Tea Company	Boston "Tea Party"	Quebec Act	First Continental Congress
Loyalist vs. Patriots	Bunker/Breed's Hill	Olive Branch Petition	Lord Dunmore's Declaration
Second Continental Congress	Thomas Paine's "Common Sense"	Richard Henry Lee's Resolution	

Chapter 5 Study Questions

- 1) What were the goals of Parliament and King George III in passing new taxes & regulations on the colonies after 1763?
- 2) What arguments did the colonists use to object to the English Crown's measures?
- 3) What economic factors were involved in leading colonists to be displeased with the British government?
- 4) How did the Townshend Acts dramatically escalate tensions?
- 5) How did Committees of Correspondence work?
- 6) What was so intolerable about the Coercive (Intolerable) Acts?
- 7) What were the American strengths and weaknesses at the outset of the war?