

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 2022-2023 school year will be busy as we prepare you to take the A. P. United States History Exam on Monday, May 8th, 2023. 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:

2022-23 AP U.S. History Summer Reading & Writing Assignments
YOU MUST HANDWRITE ALL WORK

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.

Chapter 1

The New Global World, 1450-1620

Chapter 1 Themes

When the Europeans arrived, about 7 million Native Americans resided in what is now the United States and Canada. These northern peoples mostly lived in hunter-gatherer or agricultural communities governed by kin ties. However, most native people—about 40 million, scholars estimate—lived in Mesoamerica (present-day Mexico and Guatemala) and along the western coast of South America (present-day Peru). The Mayas and Aztecs in Mesoamerica and the Incas in Peru fashioned societies ruled by warrior-kings and priests, and created civilizations whose art, religion, and economy were as complex as those of Europe and the Mediterranean world.

In North America, the Hopewell, Pueblo, and Mississippian peoples created complex societies and cultures; but by 1500, most Indians north of the Rio Grande lived in small self-governing communities of foragers, hunters, and horticulturalists. At this time, maritime expansion brought Europeans to the Americas. The Spanish crown, eager to share in Portugal’s mercantile success in Africa and India, financed expeditions to find new trade routes to Asia. When Christopher Columbus revealed the “new world” of the Western Hemisphere to Europeans in 1492, Spanish conquistadors undertook to conquer it. By 1535, conquistadors had destroyed the civilizations of Mesoamerica and Peru and inadvertently introduced diseases that would kill millions of Native Americans. Through the Columbian Exchange in crops, animals, plants, and diseases, there was a significant alteration in the ecology of much of the world.

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Population growth, religious warfare, and American gold and silver transformed European society in the sixteenth century. As religious warfare sapped Spain's strength, the rise of strong governments in Holland, France, and England, along with a class of increasingly powerful merchants, enhanced the economies of those countries and whetted their peoples' appetites for overseas expansion.

Chapter 1 Vocabulary: (Please define and add to your notebooks)

Cahokia ruins	Hopewell ruins	Mayans	Aztecs
Incans	Pueblo Civilization	Reconquista (Spain)	Conquistadores
Hernando Cortes	Francisco Pizarro	Encomiendas	Mestizos
Columbian Exchange	Maize and "3 Sister agriculture"	Mercantilism	Thomas Hooker
Indentured Servitude	Spanish Armada	Enclosure Movement	Treaty of Tordesillas

Chapter 1 Study Questions

- 1) Why would China have been far more likely than European nations to become a colonial power up until 1433? (pg. 21)
- 2) What made Native American peoples vulnerable to conquest by European adventurers? (Name as many reasons as possible) (pg. 27 +)
- 3) Why was Mesoamerica quickly colonized while North America was not? (Please take the time to learn where each region is located) (pg.15)
- 4) What led to the transatlantic trade in African slaves? Who started it? (pg. 24)
- 5) What two European nations were the first to explore and colonize the New World? (pgs. 24-31)
- 6) What was mercantilism and how did it shape European policies on domestic manufacturing and foreign trade? (pg. 36)

Chapter 2

The Invasion and Settlement of North America, 1550-1700

Chapter 2 Themes

Spain began permanent settlement in North America in 1565 and that England, France, and the Dutch Republic followed afterwards between 1607 and 1614, with earlier failed attempts. All of these European incursions inadvertently spread devastating diseases among the native residents and reduced some Indians to in numbers and power. But there were important differences among the groups of settlers. The French and the Dutch established fur-trading colonies which partnered with natives, while the Spanish and the English created settler colonies. Spanish settlers frequently intermarried with the Indians, but maintained a dominating role. The English did not intermarry and actively sought to secure control of the land. Alone among the colonizers, the Dutch did not seek to convert the Indians to Christianity.

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There were major differences between England's Chesapeake colonies, in which indentured laborers raised tobacco for export to Europe, while settlers in New England lived in self-governing, religiously organized farming communities. Still, both regions boasted representative political institutions and both experienced Indian wars in the first decades of settlement (1622 in Virginia and 1636 in New England) and again in 1675–1676. Indeed, the simultaneous eruption of Bacon's Rebellion and Metacom's War suggests that the histories of the two English regions had much in common.

Chapter 2 Vocabulary: (Please define and add to your notebooks)

St. Augustine, FL (1565)	Santa Fe, NM (1610)	Pope Rebellion (1680)	Quebec (1608)
Iroquois Confederation	New Amsterdam (1621)	Peter Stuyvesant	Jamestown (1607)
Joint Stock Company	Powhatan	Captain John Smith	John Rolfe
House of Burgesses	Lord Baltimore (Calvert)	Maryland Act of Toleration (1649)	Headright System
Bacon's Rebellion	Pilgrims/Separatists	Plymouth Colony	Mayflower Compact
William Bradford	Puritans	John Winthrop	Massachusetts Bay Colony
The Great Puritan Migration	Roger Williams	Rhode Island	Anne Hutchinson
Antinomianism	Salem Witch Trials	New England Town Meeting	Pequot War
Praying Towns	King Philip's War (Metacom)	The effect of the Beaver Trade	Chesapeake Bay Colonies
Patroonships	Significance of the Defeat of the Spanish Armada		

Chapter 2 Study Questions

1. How did the North American colonies of the Spanish, Dutch, French and English differ in aims and success?
2. Why were death rates so high in early Jamestown (and other southern colonies)?
3. Explain why Bacon's Rebellion is one of the most important events in US history. (pg. 56)
4. What were the differences between the Pilgrims and the Puritans? (pg. 58)
- 5) What were the differences between the Northern English colonies and the Southern English colonies?
- 6) What did John Winthrop mean when he called Massachusetts Bay a "City on a Hill"?
- 7) How were the New England Town Meetings a different form of democracy than the Virginia House of Burgesses?
- 8) What were the short and long term impacts of King Philip's (Metacom) War on New England?
- 9) Why was there no outbreak of religious witch trials in the Chesapeake colonies? What factors prevented it?
- 10) Why was there no yeoman (small farmer) rebellion like Bacon's in the New England Colonies? What factors prevented it?
- 11) Why did Massachusetts expel Roger Williams and Anne Hutchinson?

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Chapter 3

Creating a British Empire in North America, 1660-1750

Chapter 3 Themes

After the 1660s, Britain imposed controls on its American possessions. Parliament passed the Acts of Trade and Navigation to keep colonial products and trade in English hands. Then King James II abolished representative institutions in the northern colonies and created the authoritarian Dominion of New England. Following the Glorious Revolution, the Navigation Acts remained in place and tied the American economy to that of Britain. But the uprisings of 1688–1689 did overturn James II's policy of strict imperial control, restore American self-government, and usher in an era of salutary political neglect.

The social story centers on the development of the South Atlantic System of production and trade, which involved an enormous expansion in African slave raiding; the Atlantic slave trade; and the cultivation of sugar, rice, and tobacco in America. This complex system created an exploited African American labor force in the southern mainland and West Indian colonies and also prosperous communities of European American farmers, merchants, and artisans on the North American mainland. How would the two stories play out? In 1750, slavery and the South Atlantic System seemed firmly entrenched, but the days of salutary neglect appeared numbered.

Chapter 3 Vocabulary: (Please define and add to your notebooks)

Proprietary Colonies	Carolina colony	Pennsylvania	Quakers
William Penn	Mercantilism	Navigation Acts	Dominion of New England
Leisler's Rebellion	Edmond Andros	Middle Passage	Triangular Trade
Stono Rebellion	Salutary Neglect	Molasses	

Chapter 3 Study Questions

- 1) Complete a chart of English colonies and know the location, major industries, religions, ethnic make-up and key leaders of each.
- 2) Who was William Penn, and what were his motives for founding Pennsylvania? What 3 values were adopted by the Pennsylvania colony? (pg. 76)
- 3) Why did Edmond Andros' Dominion of New England fail?
- 4) Based on the Map/Chart on pg. 81, which colonies would be the most important to the British economy? Which not?
- 5) About what percentage of African slaves wound up in Britain's North American colonies? Why?
- 6) How did an elite planter class gradually assert control in the Southern Colonies (pg 92-93)
- 7) How did the Northern colonial economy develop? (pg 94-95)
- 8) Carefully explain the "Triangular Trade" (South Atlantic System) which came to dominate colonial shipping.
- 9) Why did the British allow salutary neglect and what were its consequences in the colonies? (pg. 98-99)
- 10) What is the difference between a Royal Colony, a Proprietary Colony and a Joint-Stock Colony?
- 11) Who won the European wars during the first half of the 17th century and what effect did it have in North America?

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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	Harvard University
William and Mary College	The Scot-Irish (Trailer Trash)	Anglican Church	Paxton Boys
Regulator Movement	The Enlightenment	Deism	John Locke
Ben Franklin	Cotton Mather	Ohio River Valley	Seven Years/French Indian War
Albany Plan of Union	Iroquois Confederation	William Pitt	Braddocks attack on Ft. Duquesne
Battle of Quebec	Treaty of Paris I (1763)	Chief Pontiac's Rebellion	Proclamation

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) The French and Indian War has been described as an “Inevitable War for Empire”. Is this statement accurate and was its outcome?
- 6) What were the conditions of the Treaty of Paris I (1763)? What after-effects from the war would haunt the British? The French?
- 7) 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.
- 8) Why did Chief Pontiac revolt after the French and Indian War? What were the outcomes of his attacks?

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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	Vice-Admiralty Courts	Stamp Act	Stamp Act Congress & Boycotts
Sam Adams and the Sons of Liberty	Declaratory Act	Townshend Act	Homespun fabric
"Letters from a Farmer in Pennsylvania"	Committees of Correspondence	Boston Massacre	Burning of the HMS Gaspee
Tea Act & East India Tea Company	Boston Tea Party	Four Coercive/Intolerable Acts	Quebec Act
First Continental Congress	Loyalist vs. Patriots	Minutemen	Bunker/Breed's Hill
Olive Branch Petition	Lord Dunmore's Declaration	Second Continental Congress	George Washington
Thomas Paine's "Common Sense"	Richard Henry Lee's Resolution	Declaration of Independence	

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 British strengths and weaknesses at the outset of the war?
8. What were the American strengths and weaknesses at the outset of the war?