

# Welcome to Advanced Placement United States History

## Summer Assignment 2022

The College Board describes Advanced Placement United States History as follows: “The Advanced Placement Program (AP) offers a course and exam in AP United States History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in U.S. history. . . . The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.”

In order for a course at Briarcrest Christian High School, or any school, to be designated AP<sup>®</sup>, the syllabus for that course must be submitted to and approved by the College Board. The AP<sup>®</sup> United States History Course has been submitted and approved, and thus has been designated and “AP<sup>®</sup> course.”

Due to the breadth of the material and the short amount of classroom time we have, we will be going through the American Colonial Period (1492-1763) in our summer assignments. In addition, review United States history up to 1787. The second week of class you will take a test on this period, which is covered in the first six chapters of your text, *America’s History*, 9<sup>th</sup> AP Edition, by Henretta, Edwards, Hinderaker, and Self. We will then begin class with the Revolutionary period.

You will also need the following document books/Textbooks that we will use throughout the year:

- Voices of Freedom: A Documentary History Volume 1 (5<sup>th</sup> edition)  
ISBN: 978-0-393-61449-7
- Voices of Freedom: A Documentary History Volume 2 (5<sup>th</sup> edition)  
ISBN: 978-0-393-61450-3
- United States History: Preparing for the Advanced Placement Examination, 2018 Edition  
ISBN: 978-1-531-11692-7
- *America’s History*, 9<sup>th</sup> AP Edition, by Henretta, Edwards, Hinderaker, and Self.  
ISBN: 978-0312443030

Also, students will need: A binder/notebook for this class, a box of tissues, and pens/pencils.

- **The Colonial Period will be covered through Alan Taylor’s *American Colonies*.** You are to read the book and complete the attached assignment.

Due to the breadth of the material and the short amount of classroom time we have, we will be going through the American Colonial Period (1492-1763) which **will be covered through Alan Taylor’s *American Colonies*** in our summer assignments. In addition, review United States history up to 1787. The second week of class you will take a test on this period, which is covered in the first four chapters of your text, *America’s History*, 9<sup>th</sup> AP Edition, by Henretta, Edwards, Hinderaker, and Self. We will then begin class with the Revolutionary period.

To get started early, and prevent a slow start to the school year, you will be required to do several assignments over the summer to help prepare for the class. First will be the questions that go along with the reading of *The American Colonies*.

The other assignments will be due throughout the 1<sup>st</sup> semester, but you can get started on them over the summer.

## Part I, Book Analysis for *THE AMERICAN COLONIES*, by Alan Taylor

**Directions:** Students are to read carefully the book by Alan Taylor. Each chapter will have a set of questions/list of topics for which short answer responses will be asked to probe for understanding. Since this assignment is done on MICROSOFT WORD, they can email or share the document with me at [jwbernhardt@briarcrest.com](mailto:jwbernhardt@briarcrest.com).

Short analytical quotes are permissible; however, I do not want the student to copy the material directly from Taylor's book. It should be written in the student's own voice as a summary of understanding. A reader could expect three to five points made on each topic listed here below.

**This assignment is due BEFORE August 12th, 2022.**

### Part One: The Encounters

#### Chapter One: Natives

- Old world explorers encountered in the new world complex and diverse peoples—who, where, etc?
- Pre-Columbian America is “fraught with controversy.” What conflicts were they?
- Some natives had a culture that demanded less of the environment than that of other natives—such as?:
- What are Taylor's three ideas which he argues about migration?

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o \_\_\_\_\_

o \_\_\_\_\_

#### Chapter Two: Colonizers

- Taylor makes a big issue over environmentalism—why?
- What caused the expansion of Europe—and why?
- What were the two major religions of the age of expansion? How do they come to impact the new world?
- Why is the Atlantic Ocean such a central vital environmental concern for the colonizers?
- Once across the Ocean, what were contributions of the colonizers to the New York area?
- What does Taylor say about slavery in the new world?
- How significant was Renaissance science and technology for the colonizers?

#### Chapter Three: New Spain. [Using bullets, summarize Taylor's assessment of]

- Conquests:
- Conquistadores:
- Consolidation:
- Colonists:
- Empire:

- Gold & Silver:

#### **Chapter Four: The Spanish Frontier**

- Make a list of the achievements of Cabeza de Vaca:
- Where did Hernando de Soto explore? What was his legacy?
- What did Coronado do and how does the seven cities myth develop? What happened to his money?
- Florida became the focus of Spain—why? How?
- Spain reaches west to New Mexico—use of the *Adelanto system*. Who was Onate?
- What was the Pueblo Revolt, how did it begin and what happen to cause the fanaticism?

#### **Chapter Five: Canada & Iroquoia [a shift in geography, a new culture, and very different group of Native Americans]**

- What were the two major Native American cultural groups? How were they distinct?
- The key for economic development was the fur trade of New France. Why was that so?
- How and why did trade develop? Discuss.
- How did the fur trade operate in its widest applications?
- What was the role of Canada in development of New France?
- Analyze and characterize *The Five Nations*. Who were they?
- What impact did old world disease have upon new world natives?
- How important was the formation and development of Dutch trade system & involvement?
- In the new world the French brought the militant Jesuits to catholicize the new world. Did it work?

## **Part Two: The Colonies**

#### **Chapter Six: Virginia 1570-1650**

- Who were the promoters and what did they desire to do?
- What was the social composition of the Virginia colony?
- What was the role of Roanoke?
- Who was Powhatan? What is the character of the Native Americans in the area?
- There are 8 paragraphs in the above section, what is topic of each paragraph?
- What was the encounter of Powhatan Indians and colonies? According to Taylor, who had the higher culture upon the encounter of the two peoples?
- Jamestown becomes significant because: 1)\_\_\_\_, 2)\_\_\_\_, 3)\_\_\_\_, 4)\_\_\_\_
- What was the cause of violence?
- What is the significance of tobacco? Discuss this in detail.

#### **Chapter Seven—Chesapeake Colonies**

- What significant difference is there from Virginia to the Chesapeake Colonies? Which were they?
- What does it mean to be a commonwealth?
- Why are labor, health, and profit the driving motives of Chesapeake settlers?
- What sources of labor were there in the Chesapeake?
- Why is prosperity a concern of the area? What is there about the class structure? Discuss the five tiered pyramid.
- Rebellion—why did it come? For how long would it endure and remain an issue?
- What significance can be attached to the frontier? Who was this character Berkeley?
- Who were the great planters? Where did they come from? How and why did this arrangement come about? What were the characteristics of the planters?
- Discuss the whole issue of the coming of slavery—why, when, from where, and for what purpose?

#### **Chapter Eight—New England:**

- Analyze and identify the Puritan values of the period and place.
- Who were the “Puritans”? Why are they so incredibly important to the study of American history?

- Why were the Puritans concerned with a: Theocracy? Education? Morality? Were they as bad as contemporary writers have alleged? Or, are modernist engaging *presentism* as a value judgment?
- Why were Puritans concerned over the British Monarchy? Also, with the Anglican Church?
- What was the “Great Migration all about?”
- Explain the religion and profit issues of New England discussed in the book.
- Why did New England attract a different set of immigrants from the Old World?
- What was the advantage of climate and population ratio more beneficial than in the Chesapeake?
- Discuss the relationship of land and labor in New England. What was the social relationship of Puritans?
- Analyze and compare and contrast family life in New England. Pay attention to the role of women.
- Why was commerce the major source of economic sustenance and development?
- Why was Massachusetts known as the “Bible Commonwealth” Why all the concern over education?
- Why was there such a flap over the Witchcraft issue? Where did it occur?

### **Chapter Nine—Puritans and Indians:**

- Alan Taylor in this chapter reveals an insightful awareness of the culture and contributions of the Natives. Give a bulleted list of his concerns:
- What was the issue of property? What was meant by tribute? Were the natives exploited? Why?
- Discuss the issues and causes of the Pequot War.
- What was the deal about “praying towns?” What did it purport to do?
- Why 1676 did war break out as “King Philip’s War?” It eventually became what type of war?
- What ultimate end came as victory, and yet, end in defeat?

### **\*Chapter Ten—The West Indies - skip this chapter\***

### **Chapter Eleven—Carolinas—A Century of Develop: (1670-1760)**

- What is the general area covered by the Carolinas as Taylor lays it out on the map 1740? The large coastal area south of Virginia, east of the Appalachian Mountains, north of Florida and of course encased by the Atlantic Ocean.
- What was economic, political, social, cultural, and environmental character of this great swath of land during the century identified?
- Who were the colonists? Why did they come, what was their environmental fate?
- Why does Taylor have a section in which he discusses the gun trade?
- Just as sugar was the crop of the West Indies, so did rice become the crop of Carolinas? Why?
- What good reasons does Taylor have for discussing “terror” in the territory?
- Finally, the issue of Georgia is discussed. What role does Oglethorpe play?
- What is Taylor’s final conclusion about this area during this century?

### **Chapter Twelve—Middle Colonies—The 17th Century of Development**

- Between the Chesapeake and New England a multi-cultural, racial and ethnic diverse society established itself—why? From the broad Hudson River, West to the Appalachian Mtns, south to Virginia boundary lay an area of land with a new vibrant economy and a diverse society developed—why?
- What was Taylor’s assessment of the Dutch Empire?
- Make a list of Dutch (New Netherland) contributions to the area: (bullet points)
- What was the status of religious dissenters in the Middle Colonies?  
How many nations, cultures, and languages were brought together to form the diverse culture?
- Why did “New Netherlands” falter? What vacuum was created by it? How did England become the heir of the territories?
- What was the issue involved in the conquest? Discuss the “covenant chain?”
- What is the background account for establishing New Jersey?
- More important, how did Pennsylvania become the center of the Middle Colonies?
- What was the status of religion in the Middle Colonies? This is detailed section—why?

## Part Three: The Empires [SECOND HALF OF BOOK]

**Chapter Thirteen—The Revolutions: [1685-1730]** Hereafter follow the topics Taylor discusses with the student whose job is to outline why they are historically significant and what impact they had on colonial development

- Glorious Revolution
- Men and Money
- Colonial and Indian War
- War of Spanish Succession
- Union
- Pirates
- Commerce and Empire
- Finally, does Taylor buy into John Adams argument that the revolution began in the hearts and minds of the colonists long before the war broke out? Explain.

**Chapter Fourteen—The Atlantic Empire [1700-1780]**

- Trade
- Poverty
- Goods
- English Immigrants
- Germans
- Scots
- Pluralism
- Africans
- New Negroes
- African Americans

**Chapter Fifteen—Awakenings: [1700-1775]**

- Establishments
- Growth and Limits
- Revivals
- Whitefield (George)
- Old Lights vs New Lights—who was what?
- Radicals
- Southern Revivals
- Race

**Chapter Sixteen—French in America [1650-1750]**

- Emigrants
- Geography
- Opportunity
- Authority
- The Upper Country
- Louisiana
- Rebels and Allies

**Chapter Seventeen—The Great Plains [1680-1800]**

- Villagers and Nomads
- The Bread Basket of the World
- Horses and guns
- Texas

- Comanche and Apache
- Bourbon Reforms
- The Northern Plains

**Chapter Eighteen—Imperial Wars and Crisis [1739-1775]:**

- Renewed War
- Balance of Power
- Seven Years War
- Indian Rebellions
- Imperial Crisis
- Empire of liberty

**Chapter Nineteen—The Pacific [1760- 1820]**

- Russians
- Transcontinentalism
- Alta California
- Crossings
- Missions
- Islands

Make a one page single spaced typed assessment of Alan Taylor's book. Email this assignment to Mr. Bernhardt at [jwbernhardt@briarcrest.com](mailto:jwbernhardt@briarcrest.com) BEFORE class begins August 12, 2022 OR you can upload it to OnCampus under the assignments page.

**Summer Assignment (Second Half)- due during the course of the 1st Semester**  
**Please keep in mind that these assignments are due throughout the semester, so keep**  
**referencing this document as well as OnCampus.**

**Individuals and Terms to Identify. These must be HAND WRITTEN and submitted by August 17th 2022.**

Anne Hutchinson and Antinomianism  
 Benedict Arnold  
 Benjamin Franklin  
 Boston Massacre  
 Boston Tea Party  
 Cotton Mather and the Salem Witchcraft Trials  
 Galloway's Plan of Union  
 George Calvert and the Founding of Maryland  
 George Washington  
 Intolerable Acts  
 John Locke  
 John Winthrop and the Government of Massachusetts Bay Colony  
 Jonathan Edwards and the Great Awakening  
 Nathaniel Bacon and Bacon's Rebellion  
 Patrick Henry  
 Peter Zenger and Freedom of the Press  
 Stamp Act  
 Shay's Rebellion  
 Thomas Hooker and the Founding of Connecticut

Thomas Jefferson  
Thomas Paine  
Townshend Revenue Act  
William Bradford and Plymouth  
William Penn and the Founding of Pennsylvania  
William Pitt

**Chart Activity: Also HAND WRITTEN and must be turned in by August 17th 2022.**

Compare and Contrast the Thirteen Colonies

Categories

Name of Colony  
Major ethnic groups  
Major religious groups  
Major exports  
Major occupations  
Major imports  
Government structure

## Supreme Court Cases

\*Complete charts for the following Supreme Court Cases by **September 30<sup>th</sup>**. Summarize each case and the importance of the decision. Sort the cases by chronological order. You will be responsible for knowing these cases and will be tested on them.

Ableman v. Booth, 1859	Miranda v. Arizona, 1966
Bakke v. Board of Regents, 1978	Mississippi v. Johnson, 1867
Brown vs. Board of Education of Topeka, Kansas, 1954	Munn v. Illinois, 1877
Cherokee Nation v. Georgia, 1831	Plessy v. Ferguson, 1896
Danbury Hatters' Case, 1908	Prigg v. Pennsylvania, 1842
Dartmouth College v. Woodward, 1819	Reed v. Reed, 1971
Diamond v. Chakrabarty, 1980	Roe v. Wade, 1973
Doe v. Bolton, 1973	Rust v. Sullivan, 1991
Dred Scott v. Sandford, 1857	Schenck v. U.S., 1919
Escobedo v. Illinois, 1964	Slaughterhouse Cases, 1873
Ex parte Merryman, 1861	Standard Oil of New Jersey v. U.S. 1911
Ex parte Milligan, 1866	Swan v. Charlotte-Mecklenburg Board of Education, 1971
Fletcher v. Peck, 1910	Texas v. Johnson, 1989
Gibbons v. Ogden, 1824	Texas v. White, 1869
Gideon v. Wainwright, 1963	U.S. v. Butler, 1936
Hammer v. Dagenhart, 1918	U.S. v. Darby Lumber Co., 1941
Heart of Atlanta Motel v. U.S., 1964	Sweatt v. Painter, 1950
Insular Cases, 1901, 1903, 1904	U.S. v. Eichman, 1990
Lochner, v. New York, 1905	U.S. v. Nixon, 1974
Marbury v. Madison, 1803	Webster v. Reproductive Health Services, 1989
McCulloch v. Maryland, 1819	

## **Treaties—Identify the important facts and historical significance regarding these treaties.**

**Have these treaties completed by October 28<sup>st</sup>. Also put them in chronological order**

Louisiana Purchase 1803	Treaty of Portsmouth 1905
Treaty of Paris 1783	Taft-Katsura Agreement 1905
Jay's Treaty 1794	Gentlemen's Agreement 1907
Pinckney's Treaty (Treaty of San Lorenzo) 1795	Treaty of Versailles 1919
Adams-Onis Treaty 1819	Treaty of Berlin 1921
Treaty of Guadalupe-Hidalgo 1848	Washington Naval Treaty 1922
Treaty of Ghent 1814	Kellogg Birand Pact 1928
Treaty of Paris of 1763	Atlantic Charter 1941
Rush-Bagot Treaty 1817	Bretton Woods Agreement 1944
Aix La Chappelle 1854	U N Charter 1945
Buchanan-Packingham Treaty	Treaty of Manila 1946
Webster-Ashburton 1842	Paris Peace Treaties 1947
Treaty of 1818	North Atlantic Treaty 1949
Oregon Treaty – 1846	Treaty of San Francisco 1951
Clayton-Bulwer Treaty 1850	Southeast Asia Collective Defense Treaty 1954
Harris Treaty--1858	Open Skies Treaty 1955
Sixth Treaty of Paris	International Atomic Energy Treaty 1957
Burlingame Treaty 1868	Test Ban treaties 1963-1969
Alaska Purchase 1867	ABM treaty 1972
Hay-Pauncefote Treaty 1901	SALT I 1972
Hay-Herran Treaty 1903	Kyoto Protocol 2005 **
	NAFTA

## **Presidents**

**Presidents—make an Excel chart identifying the following and submit it on OnCampus by November 22<sup>nd</sup>. Complete this in chronological order.**

**Party affiliation**

**Political opponents**

**Years in office**

**Political platform**

**Running mate(s)**

**Political crisis (if any) during years in office**

**National or international crisis during years in office.**