

AP U.S. History

11th Grade – Carroll Sr. High School

Rationale: The purpose of the AP U.S. History summer assignment:

1. Provide students with a foundation of content from Periods One and Two from the AP U.S. History Course and Exam Description. This allows us to immediately begin working on skills and writing on the second day of the class. Content from P1 constitutes approximately 4-6% of the exam and P2 constitutes approximately 6-8% of the exam; therefore, by having students review this material ahead of time, since it does not constitute a large amount of the exam, we can use this content to start working on skills and writing (which constitutes approximately 60% of the exam) on the second day of class.

Essential Skills / Content: Advanced Placement Course and Exam Description Connections

- APUSH: 1.2, 1.3, 1.4, 1.5, 1.6; 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Time Frame for Completing Assignment:

- APUSH: students can expect to complete the APUSH part of the assignment in approximately 1-2 days.

Due Date: The due date of the AP U.S. History summer assignment will be the second day of class. This will allow any student a chance to follow-up with their instructor to ensure they have completed the assignment correctly. This first informal check will be a completion grade, only evaluating whether the student completed the project or not. Assessment on the content from the summer assignment will come approximately two weeks after the first day of school.

AP U.S. History – SUMMER READING ASSIGNMENT

PLEASE NOTE – THIS ASSIGNMENT IS FOR APUSH ONLY!

Students enrolled in AP U.S. History will need to complete summer reading to be successful in the course when it begins in the Fall. Please understand that the course content is very similar to a Freshman level college survey course. The reading, writing, and analytical demands placed on the students in this course are substantial. We will move through content fairly quickly during the school year, therefore, it is crucial that you are properly prepared before class begins. Students will be expected to have a foundational knowledge of Pre-Columbian through Colonial America before the class begins in the Fall. This corresponds to the Curriculum Framework Period 1 and 2 of the official **AP U.S. History Course and Exam Description**.

Questions: please email your instructor with questions about the assignment.

It is recommended that all students purchase the following:

Historical Thinking Skills, A Workbook for U.S. History ISBN: 9780393264951 [HERE](#) OR [HERE](#)

NOTE: the HTSWB must be **NEW** – it should not be used.

AMSCO AP U.S. History TEXT (4th Edition) [HERE](#)

- I. **PART ONE**: read excerpts from the *AMSCO AP U.S. History* textbook (P1 and P2): [HERE](#)
- II. **PART TWO**: annotate P1 and P2 of the APUSH Curriculum Framework (attached)
 - Example of how to annotate the document is on the back of this page
 - **Highlight** ALL Proper Nouns and Specific Details (see example on back)
 - Underline ALL Adjectives and other Descriptors (see example on back)
 - Clarifying the Different Key Concepts (who, what, when, where, and why?) (see example on back)
 - Cite ALL Information (list page #s): MOST of your information should come from the text
 - For each Key Concept, you must **HIGHLIGHT**, UNDERLINE, and *ANNOTATE*
 - **YOU MAY NOT TYPE THE CF – ANNOTATIONS MUST BE HANDWRITTEN!**

Example of how to annotate the Curriculum Framework, the official curriculum of APUSH.

THEMATIC FOCUS

Geography and the Environment

Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.

LEARNING OBJECTIVE

Unit 2: Learning Objective C

Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.

HISTORICAL

DEVELOPMENTS

KC-2.1.II.A

The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

Jamestown was established in 1607, it was the first permanent English colony in North America (p 24). Tobacco became the leading crop and major source of revenue for the early colony, despite this, the colony struggled and was converted to a Royal Colony in 1624 (p 25). Bacon's Rebellion, 1676, pushed the colony to look for other sources of economic labor - African slavery (p 29)

KC-2.1.II.B

The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

Plymouth Bay was the first Puritan (Pilgrim) colony established in North America in 1620 (p 26). Most immigrants into the New England area came over in family units (p 26). Early on, the New England colonists tried to establish friendly relations with the American Indians, they celebrated the first harvest in 1621 (p 26).

Topic 4.4 America on the World Stage
AMSCO: 136 - 42, 157 - 9

THEMATIC FOCUS

America in the World

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

LEARNING OBJECTIVE

Unit 4: Learning Objective D

Explain how and why American foreign policy developed and expanded over time.

HISTORICAL DEVELOPMENTS

KC-4.3.1

Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.1.B.ii

The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

A) America (under Jefferson's presidency) bought the Louisiana Territory from France & it doubled the U.S.'s size. The U.S. could now freely trade along the Mississippi River. America also purchased some Spanish land (Florida) which further develops the idea of manifest destiny (AMSCO 133-134)

B) After the war of 1812 the U.S. sought a more aggressive, nationalistic approach in dealing with other countries. Rush-Bagot agreement set 14th parallel as border b/w U.S. & British Canada for Oregon Territory. Monroe Doctrine stated that the Western Hemisphere could not be dictated/colonized by European powers. U.S. bought Spanish Florida for \$5 million in 1819 (Adams-Onís Treaty) (AMSCO 157-159)

Topic 4.5 Market Revolution: Industrialization
AMSCO: 161 - 3

THEMATIC FOCUS

Work, Exchange, and Technology

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

LEARNING OBJECTIVE

Unit 4: Learning Objective E

Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.

HISTORICAL DEVELOPMENTS

KC-4.2.1.A

Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.

KC-4.2.1.B

Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.

KC-4.2.1.C

Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.

KC-4.2.1.D

Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.

A) Mechanical inventions, such as those made by Eli Whitney, new corporations that raised capital (and made it easier for businesses to incorporate/raise money by selling stocks), and the development of the factory system all led to the growth of industry & manufacturing in New England colonies (AMSCO 161-2)

B) Eli Whitney's invention of the cotton gin and developing rifles because the demand of products in the South led to the beginnings of interchangeable parts for mass production (AMSCO 161)

C) First U.S. railroads are built in the 1820's and their growth was hampered by safety problems. However they turned many small western cities into booming commercial centers. Commercial steamboats and canals developed to ease trading along waterways. Roads and interstate highways developed and cause internal growth and increase of urban populations. Government created corporations in order to raise capital (AMSCO 161-2)

B) Principle cash crop of the South was cotton & when Eli Whitney invented cotton gin in 1793, it transformed the agriculture of a whole in the South. Capital and slaves increased in Alabama & Mississippi and cotton was exported to the North for textile mills and to Great Britain's textile factories. This made the economy boom in the South (AMSCO 163)

Name: _____

Class Period: _____

Curriculum Framework **PERIOD ONE**

Topic 1.2 Native American Societies before European Contact

Topic 1.3 European Exploration in the Americas

LEARNING OBJECTIVE

Unit 1: Learning Objective B

Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

HISTORICAL DEVELOPMENTS

KG-1.1.1.A

The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.

KG-1.1.1.B

Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

KG-1.1.1.C

In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.

KG-1.1.1.D

Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

LEARNING OBJECTIVE

Unit 1: Learning Objective C

Explain the causes of exploration and conquest of the New World by various European nations.

HISTORICAL DEVELOPMENTS

KG-1.2.1.A

European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

LEARNING OBJECTIVE

Unit 1: Learning Objective D

Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

HISTORICAL DEVELOPMENTS

KG-1.2.I.B

The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

KG-1.2.I.C

Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

KG-1.2.II.A

Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

LEARNING OBJECTIVE

Unit 1: Learning Objective E

Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

HISTORICAL DEVELOPMENTS

KG-1.2.II.B

In the *encomienda* system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

KG-1.2.II.G

European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

KG-1.2.II.D

The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

Topic 1.6 Cultural Interactions between European, Natives, Africans

LEARNING OBJECTIVE

Unit 1: Learning Objective F

Explain how and why European and Native American perspectives of others developed and changed in the period.

HISTORICAL DEVELOPMENTS

KC-1.2.III

In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

KC-1.2.III.A

Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

KC-1.2.III.B

As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

KC-1.2.III.C

Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

Topic 2.2 European Colonization

Topic 2.3 The Regions of British Colonies

LEARNING OBJECTIVE**Unit 2: Learning Objective B**

Explain how and why various European colonies developed and expanded from 1607 to 1754.

HISTORICAL DEVELOPMENTS**KC-2.1.1.A**

Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society.

KC-2.1.1.B

French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

KC-2.1.1.C

English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

LEARNING OBJECTIVE**Unit 2: Learning Objective C**

Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.

HISTORICAL DEVELOPMENTS**KC-2.1.11.A**

The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

KC-2.1.11.B

The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

KC-2.1.11.C

The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

KC-2.1.11.D

The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.

KC-2.1.11.E

Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

LEARNING OBJECTIVE

Unit 2: Learning Objective D

Explain causes and effects of transatlantic trade over time.

HISTORICAL DEVELOPMENTS

KG-2.1.III.A

An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

KG-2.1.III.B

Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

KG-2.2.I.C

The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

LEARNING OBJECTIVE

Unit 2: Learning Objective E

Explain how and why interactions between various European nations and American Indians changed over time.

HISTORICAL DEVELOPMENTS

KG-2.1.III.C

Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.

KG-2.1.III.E

British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.

KG-2.1.III.F

American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

LEARNING OBJECTIVE

Unit 2: Learning Objective F

Explain the causes and effects of slavery in the various British colonial regions.

HISTORICAL DEVELOPMENTS

KG-2.2.II.A

All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

KG-2.2.II.B

As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity.

LEARNING OBJECTIVE

Unit 2: Learning Objective G

Explain how enslaved people responded to slavery.

HISTORICAL DEVELOPMENTS

KG-2.2.II.C

Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion.

LEARNING OBJECTIVE

Unit 2: Learning Objective H

Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.

HISTORICAL DEVELOPMENTS

KG-2.2.I.A

The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.

KG-2.2.I.B

The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties; the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.

LEARNING OBJECTIVE

Unit 2: Learning Objective I

Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

HISTORICAL DEVELOPMENTS

KG-2.1.III.D

The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self-rule, and trade.

KG-2.2.I.D

Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.