

Advanced Placement US History (APUSH)
Miss Bellarosa
Summer Assignment



UNITED STATES HISTORY ADVANCED PLACEMENT SEMINAR (0120)

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States 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 will learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. An AP United States 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 an essay format.

For a complete course description please visit:

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

AP US History will cover material starting with “Pre-Columbian Societies” and ending with “The United States in the Post-Cold War World.” In order to cover the necessary material, you will begin this course independently this summer. There will be a series of assignments that will span the first eight chapters of your text, “Give Me Liberty!” by Eric Foner

Completing the Assignments:

You should begin each section by **reading AND outlining** each chapter. (See the Notebook Check Guidelines) This will be very helpful when you begin to prepare for the AP exam. After you have **fully outlined** the chapter there will be corresponding questions that must be answered. Some may ask you to evaluate primary source documents and include them in your responses. All questions are to be answered **with precision and detail**. Work that is not in complete sentences will not be accepted. Spelling, punctuation and sentence structure will all factor into the overall grade for each assignment. Also, **you must include a page number(s)** for each question as a reference. Each assignment will be worth 50 points (25 points per chapter) for a total of 200 points. Be advised this is a writing intensive course.

Submitting Your Work:

All work will be submitted on Friday, September 6th at the start of the period before you take the Summer Assignment Test. All outlined chapters and answers to questions must be handwritten. Typed assignments will not be accepted.

You may pace yourself as you would like but here is a suggested schedule to help you:

Summer Assignment #1 – Chapters 1 & 2 - July 14th
Summer Assignment #2 – Chapters 3 & 4 - July 28th
Summer Assignment #3 – Chapters 5 & 6 - August 11th
Summer Assignment #4 - Chapters 7 & 8 - August 25th

*** Be advised there will be a test of Chapters 1-8 as soon as we return from summer break on Friday, September 6th this is when your summer work will be submitted.

Contact Information

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PLAGIARISM/ CHEATING

Plagiarism is the use of another person's ideas or expressions in your writing without acknowledging the source. The word comes from the Latin word *plagiarius* (kidnapper), and Alexander Lindey defines it as 'the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own' (Plagiarism and Originality [New York: Harper, 1952] 2). In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else. (Achert, W.S. & Gibaldi, J. 1988, *MLA Handbook for Writers of Research Papers*, New York, p. 1-6) It is also a Federal crime (a violation of the Copyright Act).

Plagiarism as well as cheating will not be tolerated. **All work needs to be YOUR own.** This is not a collaborative assignment. Any student caught plagiarizing or cheating will receive a zero for the given assignment and will not be permitted to redo it. To avoid suspicion of plagiarism see me or consult a writing manual.

ALL WORK, EXCEPT WHEN CLEARLY NOTED OTHERWISE, IS TO BE DONE INDIVIDUALLY

Chapter 1 - A New World

p. 4 – 49

1. Describe why the “discovery” of America was one of the “most important events recorded in the history of mankind,” according to Adam Smith. USE Reading 1 to support your answer – Adam Smith, “The Results of Colonization”
2. Compare and contrast European values and ways of life to that of the Indians. Be sure to look at religion, views on property ownership, gender relations and views on freedom.
3. What were the main factors fueling the European age of expansion?
4. Compare the political, economic and religious motivations behind the French and Dutch empires with those of New Spain.
5. How would European settlers explain their superiority to Native Americans and justify both the conquest of Native lands and terminating their freedom?

Chapter 2- Beginnings of English America, 1607- 1660

p. 54 – 88

1. Compare and contrast England's settlement history in the Americas to Spain's. Consider the treatment of Indians, the role of the Church, the significance of women, and economic development.
2. Many Puritans claimed they came to North America seeking religious freedom, but they were extremely intolerant to other beliefs. In fact, there was a greater liberty of conscience back in their native England. How do you explain this?
3. Describe who chose to emigrate to North America from England in the seventeenth century and explain their reasons.
4. In what ways did the New England economy and government differ from those in the Chesapeake colonies?
5. Considering politics, social tensions and debates over the meaning of liberty, how do the events and aftermath of the English Civil War demonstrate that the English colonies in North America were part of a larger Atlantic community?

Chapter 3 Creating Anglo- America, 1660 -1750

p. 94- 130

1. The textbook states, “Prejudice by itself did not create American Slavery.” Examine the forces and events that led to slavery in North America and the role that racial prejudice played.
2. How were the actions of King James II toward New England perceived as threats to colonial liberty?
3. How did King Phillips War, Bacon’s Rebellion, and the Salem witch trials illustrate a widespread crisis in British North America in the late seventeenth century?
4. The social structure of the eighteenth- century colonies was growing more open for some but not for others. For whom was there more opportunity and for whom not? Use Document 18, “Complaint of an Indentured Servant” to support your response.
5. Despite their lack of rights, hard-working women and children were often the key to the success of independent family farmers. Demonstrate the truth of this statement. Use Document 19 “Women in the House Hold Economy” to support your response.

Chapter 4- Slavery, Freedom and the Struggle for Empire to 1763 p. 136 - 174

1. How did the ideas of republicanism and liberalism differ in eighteenth century British North America?
2. What were the bases of the colonists' sense of a collective British identity in the eighteenth century? Use Document 22 "The Independent Reflector on Limited Monarch and Liberty" to support your response.
3. What ideas generated by the American Enlightenment and the Great Awakening prompted challenges to religious, social, and political authorities in the British colonies?
4. We often consider the impact of the slave trade only on the United States, but its impact extended much further. How did it affect West African nations and society, other regions of the New World and the nations of Europe?
5. Using eighteenth-century concepts, explain who had the right to vote in the British colonies and why the restrictions were justified.

Chapter 5- The American Revolution, 1763- 1783
p. 184 -214

1. Patrick Henry proclaimed that he was not a Virginian, but rather an American. What unified the colonists and what divided them at the time of the Revolution?
2. Why did the colonists reach the conclusion that membership in the empire threatened their freedoms, rather than guaranteed them? Read Document 31, James Chalmer, "Plain Truth" How does this refute that argument? Which do argument do you find most valid?
3. Describe how *Common Sense* and the Declaration of Independence reflected the ideas put forth by philosophers such as John Locke that liberty was a natural right. Why did they have such an appeal to the colonist of all social classes?
4. How would you justify the British view that the colonists owed loyalty to the existing government and the gratitude for past actions?
5. Trace the growth of colonial cooperation against the British government and the development of an "American" identity.

Chapter 6- The Revolution Within

p. 220 -252

1. Even after the American Revolution, conservatives denied that freedom and equality were synonymous, and opposed the growth of democracy. How did conservatives resist democratization in the South?
2. What was the impact of the American Revolution on Native Americans?
3. What were the most important features of the new state constitutions?
4. How did popular views of property rights and the marriage contract prevent women and slaves from enjoying all the freedoms of the social contract?
5. What was “republican motherhood,” and why was it significant?

Chapter 7 – Founding of A Nation, 1783-1789
p. 258 – p. 288

1. How did the limited central government created by the Articles of Confederation reflect the issues behind the Revolution and fears for individual liberties?
2. Explain the importance of the Land Ordinances of 1784 and 1785, as well as the Northwest Ordinance of 1787, both for the early republic and future generations.
3. Who were the nationalists of the late 1780s and why did they believe a new national constitution was necessary?
4. The Constitution has been described as a “bundle of compromises.” Which compromises were the most significant in shaping the direction of the new nation and why?
5. What were the major arguments against the Constitution put forth by the Anti-Federalists? Use Document 40, “James Winthrop on the Anti-Federalist Argument” to support your response.

Chapter 8 – Securing the Republic, 1790-1815
p. 294 – p. 324

1. Identify the major parts of Hamilton's financial plan, who supported these proposals, and why they created passionate opposition.
2. How did each of the following demonstrate a growing US involvement in the world: Washington's Farewell Address, Jefferson's response to the Haitian Revolution and the Barbary Wars.
3. American society of the early nineteenth century might be described as "patriarchal." Discuss the implications for women, blacks, and Native Americans.
4. How did the expansion of the public sphere offer new opportunities to women?
5. Whose status changed the most by the War of 1812- Great Britain, the US or the Native Americans? EXPLAIN