

APUSH Summer Work (2026)

Welcome to AP U.S. History!

Get ready to dive into the epic story of America. We're thrilled to have you onboard for a journey that spans revolutions, rebellions, reform movements and remarkable individuals who shaped the nation we live in today. APUSH is a challenging course, but it's also one of the most rewarding experiences you'll have at NNHS. The critical thinking, reading and writing skills you'll build here won't just help you in this class—they'll serve you well in future courses, college and beyond. Together, we'll uncover the key people, pivotal events, powerful ideas and complex themes that have shaped this country into what it is today.

Summer Assignment

In preparation for the start of the school year, you are responsible for **reading Chapters 1–3 of your APUSH textbook** over the summer. Reading these three chapters over the summer allows us to keep a ONE chapter per week pace the rest of the semester rather than having to read multiple chapters each week. You will thank us later!

What You Need to Do

- Read Chapters 1–3 (PDFs linked below) actively and critically. Take notes in whatever format works best for you (outline, Cornell notes, bullet points, etc.). While questions and vocabulary terms are listed below, you do not need to answer them in writing. However, you should review them carefully and feel confident that you could discuss or answer them if called upon. No written questions or assignments to complete 😊
- Be prepared to discuss major people, events, themes and historical developments from these chapters by Monday August 17th. While there is no written assignment due on the first day, your preparedness for discussion will be essential and will help set the tone for the rest of the year.

First Week(s) of School

- **Thursday, August 13 & Friday, August 14:** These two days will focus on introductory material. We'll go over how the class will be structured, expectations for work and behavior, grading, how to approach the APUSH exam and strategies for reading, writing and studying effectively throughout the year.
- **Monday, August 17:** We will focus on reviewing Chapters 1 and 2. By this point, you should be prepared to engage in meaningful discussions about the major themes and developments in Spanish and English Colonial America. We will conclude our first full week back at school with a quiz covering the first two chapters.

Looking Ahead

- During the week of August 24, we will review the key aspects of Chapter 3 and you will be responsible for reading Chapter 4. We will conclude this week with a quiz covering these chapters.
- From that point forward, you will be responsible for reading one chapter per week. Staying on top of the reading is critical to your success in the course.

Feel free to email either of us rplatt@naperville203.org or jwright@Naperville203.org with any questions / concerns. We hope you have a restful and enjoyable break—We're looking forward to working with you in August!

Be well,
Mr. Platt & Mr. Wright

Chapter 1 (pgs. 20-37)

CHAPTER 1 QUESTIONS / CONCEPTS TO CONSIDER

1. Identify and briefly describe several of the early cultures in the Americas. Additionally, list and briefly discuss how developments in Europe impacted this era.
 2. Discuss the exchange between the Old World & New World, identifying several differences in POV (point of view) held between members of the Old & New Worlds. Finally, list & briefly explain how this *clash of cultures* impacted both worlds.
 3. What major impacts did the Spanish have (and in some cases still have) on the United States? What should the Spanish “legacy” in the United States be? Finally, how did Spanish success in the New World influence English colonial efforts?
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CHAPTER 1 VOCAB

- Hernan Cortes & conquistadores
 - Encomienda
 - Columbian Exchange (positives on both sides)
 - Columbian Exchange (negatives on both sides)
 - New Mexico
 - Pueblo Revolt
 - Challenges to the Spanish Empire
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Chapter 2

CHAPTER 2 QUESTIONS / CONCEPTS TO CONSIDER

1. What did the English monarchs and English settlers want from colonization? National glory? Wealth? Adventure? A solution to social tensions? New sources for goods and trade? Did they get what they wanted?
2. Should the Virginia Company and Jamestown, be considered a success? In your answer, pay close attention to cultural and social aspects as well as labor systems and the overall economy. Lastly, who was Nathaniel Bacon and what impact did he have?
3. Identify and briefly discuss the main characteristics of the New England colonies of Plymouth, Massachusetts Bay, and Rhode Island. Additionally, briefly compare and contrast these colonies.

4. The Dutch had a powerful presence in the East Indies, so why were the Dutch less successful in the West Indies and North America? What is the lasting influence of the Dutch in North America?
5. Identify and briefly discuss the main characteristics of the southern colonies of Virginia, Maryland, the Carolinas, and Georgia. Additionally, briefly compare and contrast these colonies.
6. Identify and briefly discuss the main characteristics of the Middle Colonies of New Amsterdam/New York, New Jersey, and Pennsylvania. Additionally, briefly compare and contrast these colonies.
7. What were the push and pull factors for immigrants coming to each region of English colonies? (New England, the middle colonies, and the southern colonies)
8. Compare and contrast the colonies from each region. (New England/middle/southern)
9. How did English colonists and Native Americans adapt to each other's presence and in what ways did they not? Identify and briefly discuss specific instances and examples.
10. What role did indentured servitude and the development of slavery play in colonial America?
11. Identify and discuss some of the main takeaways from these chapters that have not been discussed yet.

CHAPTER 2 VOCAB

- Puritans
- Joint-stock companies
- Virginia Company
- Powhatan Confederacy
- Indentured Servitude
- Pocahontas, John Smith and John Rolfe
- Headright system/program
- Bacon's Rebellion
- Plymouth
- Massachusetts Bay
- Mayflower Compact

- Challenges to Puritan authority
 - The Pequot War, King Philip's War, and the Iroquois League
 - Middle Passage
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Chapter 3

CHAPTER 3 QUESTIONS / CONCEPTS TO CONSIDER

1. How did population, economics, disease & climate shape the basic social conditions & ways of life in the southern, NE & middle colonies? What roles did women play in the southern, NE & middle colonies?
 2. What was the underlying cause of the expansion of race-based slavery in English North America? Was the development of race-based slavery in the North American colonies inevitable? (Consider that it never developed in other colonial areas, for example, Mexico and New France.) How would the North American colonies have been different without slavery? Describe and discuss what role the Spanish *encomienda* system and British sugar colonies played in introducing slavery to the southern colonies.
 3. Identify, discuss, and offer analysis regarding the causes and consequences of the Enlightenment.
 4. Identify, discuss, and offer analysis regarding the causes and consequences of the Great Awakening.
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CHAPTER 3 VOCAB

- Death rate/birth rate in early America
- Staple/Cash crops
- Typical New England town
- John Winthrop
- New England economy
- Triangular Trade
- Salem Witch Trials
- Race-based slavery
- Stono Rebellion
- The Enlightenment & the American Enlightenment
- The Great Awakening