Welcome to Advanced Placement United States History (APUSH)
Summer Assignments 2026

Thank you for your interest in taking the AP United States History (APUSH) course this year! It will take a considerable amount of time and effort on your part, but remember, this is for college credit, and the bar is a lot higher than you are used to. But first, a little history on the description and designation of an AP course…

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®, the syllabus for that course must be submitted to and approved by the College Board. The AP® United States History Course for Briarcrest has been submitted and approved, and thus has been designated and "AP® course.

Therefore, due to the breadth of the material and the short amount of classroom time we will have, you will need to read about the American Colonial Period (1492-1763) in your summer assignments.

- **The Colonial Period will be covered through Alan Taylor's *American Colonies*** book**.** You are to read the book and complete the attached assignments (outlined later in this document).

In addition, review United States history up to 1787. At the end of 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*, 9th AP Edition, by Henretta, Edwards, Hinderaker, and Self. Please be familiar with this material before classes begin in August. 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 (**7th edition**)
  ISBN: 9781324042174
- Voices of Freedom: A Documentary History Volume 2 (**7th edition**)
  ISBN: 9781324042242
- United States History: Preparing for the Advanced Placement Examination, 4th Edition
  ISBN: 1690305509 (**AMSCO**)
- *America's History*, 9th AP Edition, by Henretta, Edwards, Hinderaker, and Self.
  ISBN: 1319065074

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

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*, as described above. While American Colonies is not written through a Biblical Worldview, we will be discussing in class how to analyze documents using the HIPP method (**H**istorical context, **I**ntended Audience, **P**urpose, and **P**oint of View) to sift through documents and point out bias, propaganda, persuasion, and other subjective ideas that tend to impact historical thought. We will use this methodology for American Colonies and all other in and out of class readings.

(The other assignments will be due throughout the 1st Semester, but you can get started on them over the summer).

REQUIRED READING:

Assignment 1, 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, upload the document to OnCampus upon its completion.

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 two to five points/sentences made on each topic listed here below.
This assignment is due BEFORE Midnight August 14th, 2026.

Part One of American Colonies: The Encounters

Chapter One: Natives

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

Chapter Two: Colonizers

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

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

11. Conquests:
12. Conquistadores:

13. Consolidation:
14. Colonists:
15. Gold & Silver:

Chapter Four: The Spanish Frontier

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

Chapter Five: Canada & Iroquoia

22. The key for economic development was the fur trade of New France. Why was that so?
23. What was the role of Canada in the development of New France?
24. Analyze and characterize *The Five Nations*. Who were they?
25. What impact did old world disease have upon new world natives?
26. How important was the formation and development of the Dutch trade system & involvement?

Part 2 of American Colonies: The Colonies

Chapter Six: Virginia 1570-1650

27. What was the social composition of the Virginia colony?
28. What was the role of Roanoke?
29. Who was Powhatan? What is the character of the Native Americans in the area?
30. What was the encounter of Powhatan Indians and colonies? According to Taylor, who had the higher culture upon the encounter of the two peoples?
31. Jamestown becomes significant because: 1)___, 2)___, 3)___, 4)___
32. What is the significance of tobacco? Discuss this in detail.

Chapter Seven—Chesapeake Colonies

33. What significant difference is there from Virginia to the Chesapeake Colonies? Which were they?
34. Why are labor, health, and profit the driving motives of Chesapeake settlers?
35. What sources of labor were there in the Chesapeake?
36. What significance can be attached to the frontier? Who was this character Berkeley?
37. Discuss the whole issue of the coming of slavery—why, when, from where, and for what purpose?

Chapter Eight—New England:

38. Analyze and identify the Puritan values of the period and place.
39. Who were the "Puritans"? Why are they so incredibly important to the study of American history?
40. Why were the Puritans concerned with a: Theocracy? Education? Morality?
41. Why were Puritans concerned over the British Monarchy? Also, with the Anglican Church?
42. Explain the religion and profit issues of New England discussed in the book.
43. Analyze and compare and contrast family life in New England. Pay attention to the role of women.
44. Why was there such a flap over the Witchcraft issue? Where did it occur?

Chapter Nine—Puritans and Indians:

45. Alan Taylor in this chapter reveals an insightful awareness of the culture and contributions of the Natives. Give a bulleted list of his concerns:
46. What was the issue of property? What was meant by tribute? Were the natives exploited? Why?
47. Discuss the issues and causes of the Pequot War.
48. Why did war break out in "King Philip's War?" It eventually became what type of war?

Chapter Ten—The West Indies - skip this chapter

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

49. 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.
50. What was the economic, political, social, cultural, and environmental character of this great swath of land during the century identified?
51. Just as sugar was the crop of the West Indies, so did rice become the crop of Carolinas? Why?

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

52. Between the Chesapeake and New England a multicultural, 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?
53. Why did "New Netherlands" falter? What vacuum was created by it? How did England become the heir of the territories?
54. What is the background account for establishing New Jersey?
55. More important, how did Pennsylvania become the center of the Middle Colonies?
56. What was the status of religion in the Middle Colonies? This is a detailed section—why?

Part 3 of American Colonies: The Empires

Hereafter follow the topics Taylor discusses in his book. Please define, describe, and explain the historical significance, including what impact they had on colonial development, of each the following:

Chapter Thirteen—The Revolutions: [1685-1730]

57. Glorious Revolution
58. Men and Money
59. Colonial and Indian War
60. Pirates
61. Commerce and Empire

Chapter Fourteen—The Atlantic Empire [1700-1780]

62. Trade
63. Poverty
64. Goods
65. English Immigrants
66. Germans
67. Pluralism
68. New Negroes
69. African Americans

Chapter Fifteen—Awakenings: [1700-1775]

70. Establishments
71. Growth and Limits
72. Revivals
73. Whitefield (George)
74. Old Lights vs New Lights—who was what?
75. Southern Revivals

Chapter Sixteen—French in America [1650-1750]

76. Emigrants
77. Geography
78. Opportunity
79. Authority
80. The Upper Country
81. Louisiana
82. Rebels and Allies

Chapter Seventeen—The Great Plains [1680-1800]

83. Villagers and Nomads
84. The Bread Basket of the World
85. Horses and guns
86. Texas
87. Comanche and Apache
88. Bourbon Reforms

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

89. Renewed War
90. Balance of Power
91. Seven Years War
92. Indian Rebellions
93. Imperial Crisis
94. Empire of liberty

Chapter Nineteen—The Pacific [1760- 1820] -N/A - Not required to read

LOOKING AHEAD

The following are major upcoming Semester 1 assignments, to be completed by the dates shown below. If you have time this summer, I would *strongly suggest* that you attempt to complete as many of the future assignments as possible this summer.

(Please keep in mind that these assignments are due throughout the semester, so keep referencing this document as well as OnCampus).

"Summer" Assignment #2 - due during the course of the 1st Semester

Individuals and Terms to Identify. These can be hand written or typed and submitted by August 28th. Please DON'T put these on notecards if you choose to hand write them.

1. Anne Hutchinson and Antinomianism
2. Benedict Arnold
3. Benjamin Franklin
4. Boston Massacre
5. Boston Tea Party
6. Cotton Mather
7. Salem Witchcraft Trials
8. Galloway's Plan of Union
9. George Calvert/Founding of Maryland

10. George Washington
11. Intolerable Acts
12. John Locke
13. John Winthrop and the Government of Massachusetts Bay Colony
14. Jonathan Edwards and the Great Awakening
15. Nathaniel Bacon and Bacon's Rebellion
16. Patrick Henry
17. Peter Zenger and Freedom of the Press
18. Stamp Act
19. Shay's Rebellion
20. Thomas Jefferson
21. Thomas Paine
22. Townshend Revenue Act
23. William Bradford and Plymouth
24. William Penn and the Founding of Pennsylvania
25. William Pitt

Chart Activity: These can be hand written or typed and submitted by August 28th. Please DON'T put these on notecards if you choose to hand write them.

Compare and Contrast the Thirteen Colonies

Categories

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

"Summer" Assignment #3 - Supreme Court Cases

*Complete charts for the following Supreme Court Cases by **September 25th**. 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. Submit them online.

Ableman v. Booth, 1859
Bakke v. Board of Regents, 1978
Brown vs. Board of Education of Topeka, Kansas, 1954
Cherokee Nation v. Georgia, 1831
Danbury Hatters' Case, 1908
Dartmouth College v. Woodward, 1819
Diamond v. Chakrabarty, 1980
Doe v. Bolton, 1973
Dred Scott v. Sandford, 1857
Escobedo v. Illinois, 1964
Ex parte Merryman, 1861
Ex parte Milligan, 1866
Fletcher v. Peck, 1910
Gibbons v. Ogden, 1824
Gideon v. Wainwright, 1963
Hammer v. Dagenhart, 1918
Heart of Atlanta Motel v. U.S., 1964
Insular Cases, 1901, 1903, 1904
Lochner, v. New York, 1905
Marbury v. Madison, 1803
McCulloch v. Maryland, 1819
Miranda v. Arizona, 1966
Mississippi v. Johnson, 1867
Munn v. Illinois, 1877
Plessy v. Ferguson, 1896
Prigg v. Pennsylvania, 1842
Reed v. Reed, 1971
Roe v. Wade, 1973
Rust v. Sullivan, 1991

Schenck v. U.S., 1919
Slaughterhouse Cases, 1873
Standard Oil of New Jersey v. U.S. 1911
Swan v. Charlotte-Mecklenburg Board of Education, 1971
Texas v. Johnson, 1989
Texas v. White, 1869
U.S. v. Butler, 1936
U.S. v. Darby Lumber Co., 1941
Sweatt v. Painter, 1950
U.S. v. Eichman, 1990
U.S. v. Nixon, 1974
Webster v. Reproductive Health Services, 1989

"Summer" Assignment #4 - Treaties—Identify the important facts and historical significance regarding these treaties.

Have these treaties completed by October 30th. Also put them in chronological order:

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

"Summer" Assignment #5 - Presidents

Presidents—make an Excel chart identifying the following and submit it on OnCampus by November 20th. 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.