Advanced Placement United States History Summer Reading 2026

Part 1: Read the first two chapters of America's History, our textbook for the class. Take notes.

You'll be reading the first two chapters of our textbook and taking notes. Both the reading and the notes guide can be found on the Social Studies home page. The purpose of this assignment is twofold: first, so you can learn how to read our textbook well – not just for completion, but for understanding; and second, so that we will have more time to spend together learning the rest of US history.

Part 2: Complete the multiple choice and short answer questions that correspond with the two chapters. After each chapter, you'll have some stimulus-based multiple choice questions and a short answer question. These will give you a sense of what level of understanding you'll need to achieve through your reading, and preview the types of questions you'll see on the AP exam. Again, these questions can be found on the Social Studies home page.

Bring your notes and the completed questions to school at the beginning of the year.

The reading, note taking and completion of the questions is required. Additionally, we'd like to encourage you to read other books about history. This is not required in any way, but we think you might enjoy some of the books on the back of this page, and doing so would prepare you well for this year.

Finally, the Gilder Lehrman Institute of American History offers a free summer course for high school students that prepares you for the AP US history course and exam. If you think you'd benefit from a little extra preparation, or simply want to start the year with some extra confidence, you can register here: https://www.gilderlehrman.org/ap-summer-prep-courses/2026/ap-us-history or by searching "Gilder Lehrman History School". Registration deadline is June 26.

Should you have a question please contact any of us:

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If you're interested in science and medicine:
Destiny of the Republic: A Tale of Madness, Medicine and the Murder of a President (Candice Millard)
Hidden Figures: The Untold True Story of Four African-American Women Who Helped Launch Our Nation into Space (Margot Lee Shutterly)

If you're a politics junkie:
The Unwinding: An Inner History of the New America (George Packer)
The Politicians and the Egalitarians: The Hidden History of American Politics (Sean Wilentz)
Impeachment: An American History (Jeffrey Engel)
Give Us the Ballot: The Modern Struggle for Voting Rights in America (Ari Berman)

Books about American foreign policy, both familiar and obscure:
The Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy (Matthew Karp)
The Earth is Weeping: The Epic Story of the Indian Wars for the American West (Peter Cozzens)
The Heartbeat of Wounded Knee (David Treuer)
Overthrow: America's Century of Regime Change from Hawaii to Iraq (Stephen Kinzer)
The Lost Peace: Leadership in a Time of Horror and Hope, 1945-1953 (Robert Dallek)
The General vs. the President: MacArthur and Truman at the Brink of Nuclear War (H.W. Brands)
They Marched Into Sunlight: War and Peace, Vietnam and America, October 1967 (David Maraniss)

The Revolutionary Era:
Independence Lost: Lives on the Edge of the American Revolution (Kathleen DuVal)
A Brilliant Solution: Inventing the American Constitution (Carol Berkin)
Founding Rivals: Madison versus Monroe, The Bill of Rights and the Election that Saved a Nation (Chris DeRose)

Books on the history of race and racism in America:
A Few Red Drops: The Chicago Race Riots of 1919 (Claire Hartfield)
Ida: A Sword Among Lions: Ida B. Wells and the Campaign Against Lynching (Paula Giddings)
Arc of Justice: A Saga of Race, Civil Rights and Murder in the Jazz Age (Kevin Boyle)
Killers of the Flower Moon: The Osage Murders and the Birth of the FBI (David Grann)
The Blood of Emmett Till (Timothy Tyson)
Walking with the Wind: A Memoir of the Movement (John Lewis)
The Color of Law: A Forgotten History of How Our Government Segregated America (Richard Rothstein)
Asian American Histories of the United States (Catherine Ceniza Choy)
Mott Street: A Chinese American Family's Story of Exclusion and Homecoming (Ava Chin)
Spell Freedom: The Underground Schools that Built the Civil Rights Movement (Elaine Weiss)

Sports and history:
The Boys in the Boat: Nine Americans and their Epic Quest for Gold at the 1936 Berlin Olympics (Daniel James Brown)
Rome 1960: The Olympics that Changed the World (David Maraniss)
October 1964 (David Halberstam)

Books that are very long, but very good:
American Revolutions: A Continental History, 1750-1804 (Alan Taylor)
Alexander Hamilton (Ron Chernow)
Team of Rivals: The Political Genius of Abraham Lincoln (Doris Kearns Goodwin)
Grant (Ron Chernow)
The Warmth of Other Sons: The Epic Story of America's Migration (Isabelle Wilkerson)
Parting the Waters / Pillar of Fire / At Canaan's Edge trilogy (Taylor Branch)

How to read our textbook and take notes

So you're doing the summer reading. That's good. Some of you may be reading this in mid-June, fresh off your sophomore year. Others may be trying to knock this all out the weekend before school starts. Either way, this reading guide is for you.

Use this guide to help you think through how to read America's History by James Henretta, Rebecca Edwards, Eric Hinderaker and Robert Self (hereafter simply "Henretta").

Some basic principles about note-taking:

1. Your notes are for your future, forgetful self. One reason to put something into your notes is that doing so will, in three weeks' time, help you remember what you learned. Since ours is a year-long course, you may want to extend that timeframe: what can you write down that will help you remember what you've read in a year's time?
2. Copying the textbook is NOT a good strategy. If you want to know what Henretta thinks about a topic, you should not consult your notes. You should consult the textbook. So your notes shouldn't be a simple record of what the textbook says, but a guide to memory and understanding. Below, you'll find some concrete strategies for how to write *less* in your notes.
3. There is no single, universal format that makes sense for everyone's notes. But the best kind of notes share one important feature – they are a record of your thinking about the material. Whether you use Cornell notes, you write a paragraph, you use visuals, like flowcharts, your notes should reflect the thinking you're doing.
4. Text structures exist to help the reader understand the textbook. Use them to your advantage! Much of this guide will consist of suggestions about how to best use the textbook's features to make sense of what you're reading.

On to the text!

CHAPTER ONE: Colliding Worlds, 1491-1600.

Introductory features

Page 6 – The title is the first clue we have about the chapter. Presumably, we'll be introduced to worlds, which will collide with one another. That seems important. The first page gives an overview to whole chapter: What's the bigger picture? What's the purpose of this chapter?

On the left side, this page also includes chapter section titles (in blue) and subsections. Read this over and make some predictions about what's important in this chapter.

Finally, page six also includes the "AP Learning Focus" – this is the big idea for the whole chapter. As you read, consider how you'd use the information in the chapter to answer this question.

Page 7 – The authors include an image; why did they choose this image? What are they hoping to convey about this unit?

Page 8 includes a timeline. It also has our first section. Each section title, for example, "The Native American Experience", has a question associated with it ("What factors best explain the variation among Native American societies and cultures?"). Keep this question in mind as you read the section. Use it as a guide to gauge what's most important from this section. If you can give a thorough answer to this question after reading the section, you've done a good job.

While you read this section, which continues to page 18, try to NOT take notes. When you're done with the section, take notes, trying to answer the key question for this section. This may help if you struggle with taking too many notes, or you have a hard time distinguishing what's most important in a section. Try repeating this strategy with the remaining three sections in this chapter.

If waiting to take notes until you've finished a whole section is too much for you, try at least reading a whole subsection (for example, "The First Americans") before taking notes on that subsection.

Some text features you'll find as you read:

Maps / "**Mapping the Past**"– as you look at the maps, consider why the authors chose *this* map in particular. What bigger idea from this period are they using the map to try to communicate?

"**AP Exam Tip**" – these marginal notes give you guidance on key topics, suggestions about notes, etc…

"**AP Skills & Processes**" – the focus here is on *thinking,* rather than about what you *know*. This is a distinction that's important to our class. While knowing things about the past is important, what you can do with that knowledge is much more important. Here are some of the skills and processes you'll be introduced to in these chapters:

- Developments and Processes
- Comparison
- Causation
- Continuity and Change
- Making connections
- Sourcing and situation
- Contextualization
- Argumentation

The more you can use these thinking processes, the more you'll learn. (You also can use these thinking processes even when the textbook doesn't necessarily suggest it!)

Definitions in the margins – don't try to memorize each of these terms. Instead think about how they connect to the larger ideas of the section, chapter or unit.

Images / "**Visual Activity**" – as with maps, remember that the authors chose this image out of literally hundreds or thousands of possible images. Why would they choose this one? How can this image help us understand the larger themes of the unit?

"**America in the World**" – these sections compare what's going on in America to other parts of the world. What does this tell us about how typical or atypical America was at the time?

Thinking Like a Historian / Firsthand accounts – how can we use primary sources to help us make sense of the past? What do these accounts tell us that the textbook's narrative does not? What are the strengths of primary sources relative to secondary sources? What are their limitations?

End of Chapter

Okay, now you've gotten to the end of the chapter. Here's what you'll find:

Summary – read this section and compare it to the notes you've already taken. Is there anything in this section you don't have in your notes? If so, add that in! If not, give yourself a pat on the back. Also, what's in your notes that's *not* in the authors' summary? Is it necessary to understanding this chapter, or have you taken too many notes?

Notice that the "**AP Content Review**" is not about listing facts – it's about understanding developments and processes, causation, continuity and change. (These are some of the "AP Skills & Processes") This kind of thinking is where we'll spend most of our energy this year. The more you can practice thinking this way, the easier and more rewarding this class will be for you.

"**AP Terms to Know**" are the bolded terms, which were defined over the course of the chapter. Focus on the second half of their instruction about explaining the significance of the terms. Why are they important? What bigger trends / ideas / developments do they reveal to us?

CHAPTER TWO: American Experiments, 1521-1700.

Now that you've read chapter one, it's time to take on chapter two. You'll notice many of the same features in this chapter as in the previous one. A few new highlights:

"**Comparing Interpretations**" (pp 54-55) – this kind of activity is common in an AP US History class. You have two historians who are considering the same events in two different ways. What are the differences in their interpretations? What evidence might each use to support their views?

Review sections. In addition to AP Content Review and AP Terms to Know, this chapter adds:

Making Connections – this section is a good reminder that what you've read in chapter 1 is still going to be relevant to chapter 2 (and subsequent chapters). We can't just read and forget what we've read. The easiest way to keep something in our memory is to keep thinking about it, in varied and novel ways. Try to answer these two questions out loud – talk it out with a family member or friend, or aloud to yourself.

Key Turning Points – this section asks you to use events of the past to make a historical interpretation of your own. This is what historians do all the time. If you can make this claim and defend it with evidence, you're going to be able to be successful in this class.

Congratulations! You've completed the summer reading! Our hope is that this guide will help you get the most out of your reading throughout the year. You're undertaking a challenging, but very rewarding class, and we want you to be successful.

Quick reminder: As evidence of your summer reading, you will need to turn in your notes and your answers to the multiple choice and short answer questions.

Summer Reading MCQ & SAQ Questions

Directions: After completing Henretta's *America's History* chapters 1 & 2, answer the questions in this packet using the following strategies.

- **Multiple Choice Questions (MCQs)**
  - Read/analyze the stimulus (document, artwork, chart, graph, etc.)
  - Pick the BEST response for each of the questions
  - Explain the reasoning for your answer after each MCQ in the space below the question
  - Read over the Key Concepts for Units 1 & 2 and write down the Key Concept(s) that relates to the group of questions

- **Short Answer Questions (SAQs)**
  - The first SAQ uses a stimulus (Chapter 1); the second SAQ (Chapter 2) doesn't use a stimulus
  - Responses to each portion of the question should be approximately 2-3 sentences
  - Specific historical information and clear arguments are necessary

Unit 1 Key Concepts (1491-1607)

Key Concept 1.1 — As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.
   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.
   b. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.
   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.
   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.

Key Concept 1.2 — Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.
   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.
   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.
   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.

II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.
   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.
   b. In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.
   c. European traders partnered with some West African groups who practiced slavery to forcibly extract enslaved laborers for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.
   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.

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

Unit 2 Key Concepts (1607-1754)

Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.
   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 the Spanish colonial society.
   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.
   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.

II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.
   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.
   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.
   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.
   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.
   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.

III. Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.
   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.
   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.
   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.
   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.

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.
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.

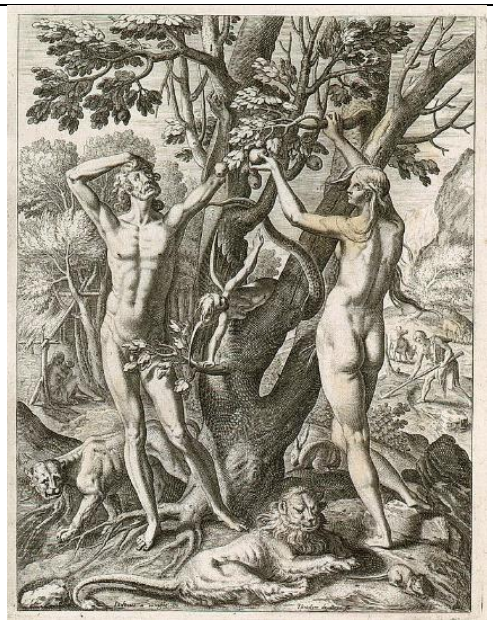
Key Concept 2.2 — The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

I. Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.
   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.
   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.
   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.
   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.

II. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.
   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.
   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.
   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.

Chapter 1 MCQs

Questions 1-3 refer to the following image.



The New World as Paradise, engraving by Theodore de Bry, 1588

1. Which of the following BEST describes the point of view of this image:
    a. Europeans believed that American Indians lived in complex urban societies.
    b. Many Europeans thought American Indian populations were able to modify and adapt to their geography.
    c. Indigenous peoples had diverse cultural beliefs and practices.
    d. The New World provided an opportunity for Europeans to Christianize native societies

    Explain the reasoning for your response:

2. The image would be most useful as a source of information about which of the following?
    a. The role of the African slave trade in the development of plantation-based agriculture
    b. Improvements in maritime technologies that fueled the Columbian Exchange.
    c. Development of European attitudes regarding the culture of Native Americans
    d. Exchanges of goods between Europe and the Americans that stimulated the growth of European capitalism

    Explain the reasoning for your response:

3. The engraving was most likely intended to:
    a. Convince American Indians to defend their political sovereignty
    b. Justify the poor treatment of American Indians by Europeans
    c. Stimulate European interest in the settlement and development of the New World
    d. Illustrate American Indian religious traditions to Europeans

    Explain the reasoning for your response:

These three MCQs most directly address which APUSH Key Concept(s)?

Questions 4-5 refer to this excerpt.

> "The reason the Christians have murdered on such a vast scale and killed anyone and everyone in their way is purely and simply greed. They have set out to line their pockets with gold and to amass private fortunes as quickly as possible so that they can then assume a status quite at odds with that into which they were born. Their insatiable greed and overweening ambition knows no bounds."
>
> -Bartolome de las Casas, *A Short Account of the Destruction of the Indies,* 1522.

4. The excerpt from de las Casas can be used most directly to prove which of the following arguments about the period 1491-1607?
    a. Many Europeans adopted aspects of American Indian culture and tradition.
    b. European settlers often misunderstood American Indian cultures and traditions.
    c. American Indians often sought diplomatic solutions to conflict.
    d. Europeans disagreed about how American Indians should be treated.

    Explain the reasoning for your response:

5. Which of the following contributed most directly to the developments described by de las Casas?
    a. Advances in European maritime technologies
    b. European encroachment on American Indians' land
    c. Widespread epidemics
    d. The importation of enslaved labor

    Explain the reasoning for your response:

These two MCQs most directly address which APUSH Key Concept(s)?

Chapter 1 SAQ

Using the excerpt provided, answer A, B & C.

"The first residents of the Americas were by modern estimates divided into at least two thousand cultures and more societies, practiced a multiplicity of customs and lifestyles, held an enormous variety of values and beliefs, spoke numerous languages mutually unintelligible to the many speakers, and did not conceive of themselves as a single people—if they knew about each other at all."

-Robert F. Berkhofer, Jr., *The White Man's Indian* 1978

"Given the archeological record, North American 'prehistory' can hardly be characterized as a multiplicity of discrete micro histories. Fundamental to the social and economic patterns… were exchanges that linked peoples across geographic, cultural, and linguistic boundaries. The effects of these links are apparent in the spread of raw materials and finished goods, of beliefs and ceremonies, and of techniques for food production and for manufacturing… Exchange constitutes an important key to conceptualizing American history before Columbus."

-Neal Salisbury, *The Indians' Old World*, 1966

A. Briefly explain ONE major difference between Berkhofer's and Salisbury's historical interpretations of the lives of American Indians in the period 1491-1607.

B. Briefly explain how ONE specific historical event of development in the period 1491 to 1607 that is not explicitly mentioned in the excerpts that could be used to support Berkhofer's interpretation.

C. Briefly explain how ONE specific historical event of development in the period 1491 to 1607 that is not explicitly mentioned in the excerpts could be used to support Salisbury's interpretation.

Chapter 2 MCQs

Questions 1-2 refer to this excerpt.

"I must now speak of the skilled workmen whom Montezuma employed in all the crafts they practiced, beginning with the jewelers and workers in silver and gold… which excited the admiration of our great silversmiths at home… There were other skilled craftsmen who worked with precious stones… and very fine painters and carvers.

But why waste so many words on all the goods in their great market? If I describe everything in detail I shall never be done… Having examined and considered all that we had seen, we turned back to the great market and the swarm of buying and selling. The mere murmur of their voices talking was loud enough to be heard more than three miles away. Some of our soldiers who had been in many parts of the world, in Constantinople, in Rome, and all over Italy, said that they had never seen a market so well laid out, so orderly, and so full of people."

Bernal Diaz del Castillo, *The Conquest of New Spain*, 1632

1. Which of the following best describes the historical situation of the author?
    a. A debate among European religious and political leaders about how non-Europeans should be treated
    b. The Columbian Exchange facilitating the European shift from feudalism to capitalism
    c. The mutual understandings between Europeans and Native Americans as each group sought to make sense of the other
    d. The development of a caste system by the Spanish that defined the status of the diverse population in their empire

    Explain the reasoning for your response:

2. The events described in the passage most directly foreshadowed which of the following developments?
    a. Spanish attempts to convert Native populations to Christianity
    b. Native peoples seeking to maintain their economic prosperity through diplomatic negotiations and military resistance
    c. The Europeans' and American Indians' adoptions of useful aspects of each other's culture
    d. Spanish efforts to extract wealth from the New World

    Explain the reasoning for your response:

These two MCQs most directly address which APUSH Key Concept(s)?

Questions 3-5 refer to this excerpt.

> "We cannot in our hearts find one single spot of Rebellion of Treason or that we have in any manner aimed at subverting the settled Government…We appeal to the Country itself…of what nature their Oppressions have been…let us trace the men in Authority and Favor [here]…let us observe the sudden rise of their Estates composed with the Quality in which they first entered this country…let us [also] consider whether any Public work for our safety and defense of for the Advancement of and propagation of [our] trade… is here… in [any] way adequate to our vast charge…
>
> Another main article of our guilt is our open and manifest aversion of all… Indians, this we are informed is a Rebellion…we do declare and can prove that they have been for these Many years enemies to the King and Country… but yet have by persons in authority [here] been defended and protected even against His Majesties loyal Subjects…
>
> …may all the world know that we do unanimously desire to represent our sad and heavy grievances to his most sacred Majesty…where we do well know that our Causes will be impartially heard and Equal justice administered to all men."
>
> Nathaniel Bacon, *Declaration*, 1676

3. The excerpt is best understood in the context of
    a. The gradual Anglicization of the British colonies over time.
    b. The first Great Awakening and the spread of Enlightenment ideas.
    c. The diverging goals and interests of European leaders and colonists.
    d. The development of plantation economies in the British West Indies.

    Explain the reasoning for your response:

4. Which of the following was most likely to have supported the perspective expressed in Bacon's *Declaration*?
    a. Male indentured servants
    b. Plantation-owning colonial politicians
    c. Colonial representative assemblies
    d. Fur trading American Indians

    Explain the reasoning for your response:

5. Which of the following was an important consequence of the historical processes discussed in the excerpt?
    a. A decrease in British conflicts with American Indians over land, resources, and political boundaries
    b. An increasing attempt of the British government to incorporate North American colonies into a coherent imperial structure in pursuit of mercantilist aims
    c. Expanded use of enslaved labor in the plantation systems of the Chesapeake
    d. The development of autonomous political communities influenced by the spread of Protestant evangelism

    Explain the reasoning for your response:

These three MCQs most directly address which APUSH Key Concept(s)?

Chapter 2 SAQ

Answer A, B and C.

A. Briefly explain ONE important difference in the development of British and French colonies in North American between 1500 and 1700.

B. Briefly explain ANOTHER important difference in the development of British and French colonies in the North America between 1500 and 1700.

C. Briefly explain ONE important similarity in the development of British and French colonies in North America between 1500 and 1700.