WELCOME TO A.P. UNITED STATES HISTORY

I am so excited to get started with you this fall! This course covers the history of the United States starting all the way back in 1491. For us to cover all of this time before the exam, summer work is imperative so that we can get to the history of the present day. For the summer you will be charged with working through the first two periods on your own. The first two periods cover the New World and Colonial Society and Expansion. When you come back from summer break, we will begin by reviewing these periods and taking your first test before jumping into our next topic.

To complete this work, you need a copy of *AMSCO Advanced Placement Edition United States History* (John J. Newman, John M. Schmalbach) 2020 Edition. There are multiple editions so make sure you get this one!

Amazon Link to Correct Edition

In this document you will find the following:

- Period 1 Reading Outline
- Period 2 Reading Outline
- HIPP Introduction
- Period 1 Primary Documents HIPP Practice
- Period 2 Primary Documents HIPP Practice
- 3,2,1 Crash Course Assignments

Period 1: 1491-1607

The New World (AMSCO)

Chapter 1: A New World of Many Cultures (1491-1607)

1. What cultures and groups dominated central and south America?

2. Briefly summarize the following settlements that existed in North America...
    a. Southwest

    b. Northwest

    c. Great Plains

    d. Midwest

    e. Northeast

    f. Atlantic Seaboard

3. What improvements in technology helped to push Europe towards exploration and expansion?

4. Who were Isabella and Ferdinand?

5. Why was trade expansion important for European kingdoms?

6. What was the purpose for developing nation-states?

7. What is Christopher Columbus' legacy?

8. Describe the importance of the Columbian Exchange.

9. Define the following terms...
    a. Conquistadores

    b. Encomienda system

    c. Asiento system

10. Complete the following chart about the different country's claims to the new world:

	Who did they send?	Why did the send explorers over?	Where did they settle?
English			
French			
Dutch			
Spanish			

11. What was the Spanish policy in regards to Native Americans?

12. Who was Bartolome de Las Casas?

13. What was the Valladolid Debate?

14. How was the English policy on Native Americans different than the French policy on Native Americans?

Period 2: 1607-1754

Colonial Settlement and Expansion (AMSCO)

Chapter 2: The Thirteen Colonies and the British Empire (1607-1754)

1. What were the 3 types of colonies? Explain the difference in each.

2. Where was Jamestown and what problems did it face?

3. Who were the two "Johns" of Jamestown?

4. What was the motivation behind the colonies of Plymouth and Massachusetts Bay?

5. Who arrived at Plymouth?

6. Why is the group called Puritans?

7. What was the Mayflower Compact?

8. Describe Lord Baltimore's Maryland.

9. Define the Act of Toleration.

10. How did the colonies solve the problem of labor shortages?

11. Describe the conflict between William Berkeley and Nathaniel Bacon.

12. How did Bacon's Rebellion bring to right two long-lasting disputes?

13. Who was Roger Williams?

14. Who was Anne Hutchinson and what was antinomianism?

15. What was the first written Constitution in American history?

16. Briefly define King Philip's War.

17. How were the Carolinas formed and what purpose did they serve?

18. How did New Amsterdam turn into New York and how did New Jersey play a role in the expanding colony?

19. What did William Penn believe and how did that impact his colony?

20. Who was in charge of Georgia and what was its purpose?

21. Define mercantilism.

22. What was involved with the Navigation Acts?

23. Why did the need for slaves rise in the colonies?

24. Define Triangular Trade.

25. What was the Middle Passage?

Chapter 3: Colonial Society in the 18th Century

1. What factors led to population growth in the 18th century?

2. In what different ways did Africans play a role in the colonies?

3. Briefly describe the following characteristics of colonial society:
    a. Self-government

    b. Religious Toleration

    c. No Hereditary Aristocracy

    d. Social Mobility

4. Why was family life the center of colonial life? What was the typical family like?

5. What did the following colonies contribute to the economy:
    a. New England

b. Middle Colonies

c. Southern Colonies

6. What was transportation like in the colonies?

7. How did the mixing of different religious groups cause problems in the colonies?

8. Define Great Awakening.

9. Who was Jonathan Edwards?

10. Who was George Whitefield?

11. Pick three highlights from the cultural life section to highlight.

12. Who was allowed to be educated and how educated were men allowed to be?

13. What was the Zenger Case?

14. What was the Enlightenment?

15. What kind of influence did John Locke have on the future American government?

16. What was the structure of early colony government?

17. How did voting work?

H.I.P.P.

Throughout the course we will be diving into primary documents. These primary documents could be from books, letters, political documents, drawings, photographs, among other things. The APUSH test uses primary documents as a main way to ask questions. Many multiple choice questions have documents attached as well as the DBQ (document based question) and the essay questions. When looking at primary documents you need to be able to identify the HIPP. By working on identifying the main points in the HIPP you will be in better shape for all of the document analysis that is to come throughout our course and the test.

HISTORICAL CONTEXT Who created the source? What do you know about the author? Where and when was the source produced? What do you know about the time period in which the document was produced? How might this information affect the meaning of the source? Why is the source important? To what broad historical theme(s) does the source relate?

INTENDED AUDIENCE For whom was the source created and how might this affect the reliability of the source?

PURPOSE Why was this source produced at the time it was produced? How might this information affect the meaning of the source?

POINT OF VIEW What is the author's point of view? What point is the source trying to convey? Analyze the author's gender, social background, economic status, political persuasion, ethnicity, nationality, religion, and race. How does the author's point of view affect his reliability?

For each of the following primary source documents fill out the HIPP below.

Period 1 Primary Source Documents HIPP Practice

Columbus' Letter to Ferdinand and Isabella, 1493

"I have determined to write you this letter to inform you of everything that has been done and discovered in this voyage of mine.

On the thirty-third day after leaving Cadiz I came into the Indian Sea, where I discovered many islands inhabited by numerous people. I took possession of all of them for our most fortunate King by making public proclamation and unfurling his standard, no one making any resistance. The island called Juana, as well as the others in its neighborhood, is exceedingly fertile. It has numerous harbors on all sides, very safe and wide, above comparison with any I have ever seen. Through it flow many very broad and health-giving rivers; and there are in it numerous very lofty mountains. All these island are very beautiful, and of quite different shapes; easy to be traversed, and full of the greatest variety of trees reaching to the stars. . . .

Historical Context:

Intended Audience:

Purpose:

Point of View:

European Engraving of Native Americans 1505

Historical Context:

Intended Audience:

Purpose:

Point of View:

Period 2 Primary Source Documents HIPP Practice

Captain John Smith "The Starving Time" (1609)

"The day before Captain Smith returned for England with the ships (October 4, 1609), Captain Davis arrived in a small pinnace (light sailing vessel), with some sixteen proper men more.... For the savages no sooner understood Smith was gone but they all revolted, and did spoil and murder all they encountered . . . Now we all found the loss of Captain Smith; yea, his greatest maligners could now curse his loss. As for corn provision and contribution from the savages, we [now] had nothing but mortal wounds, with clubs and arrows. As for our hogs, hens, goats, sheep, horses, and what lived, our commanders, officers, and savages daily consumed them. Some small proportions sometimes we tasted, till all was devoured; then swords, arms, pieces, or anything we traded with the savages, whose cruel fingers were so often imbrued in our blood that what by their cruelty, our Governor's indiscretion, and the loss of our ships, of five hundred [people] within six months after Captain Smith's departure there remained not past sixty men, women, and children, most miserable and poor creatures. And those were preserved for the most part by roots, herbs, acorns, walnuts, berries, now and then a little fish. They that had courage in these extremities made no small use of it; yea, they ate even the very skins of our horses. Nay, so great was our famine that a savage we slew and buried, the poorer sort took him up again and ate him; and so did diver's one another boiled and stewed, with roots and herbs. And one amongst the rest did kill his wife, salted her, and had eaten part of her before it was known, for which he was executed, as he well deserved. Now whether she was better roasted, boiled, or broiled, I know not; but of such a dish as powdered wife I never heard of. This was the time which still to this day [1624] we called the starving time. It were too vile to say, and scarce to be believed, what we endured."

Historical Context:

Intended Audience:

Purpose:

Point of View:

The Mayflower Compact, America 1621

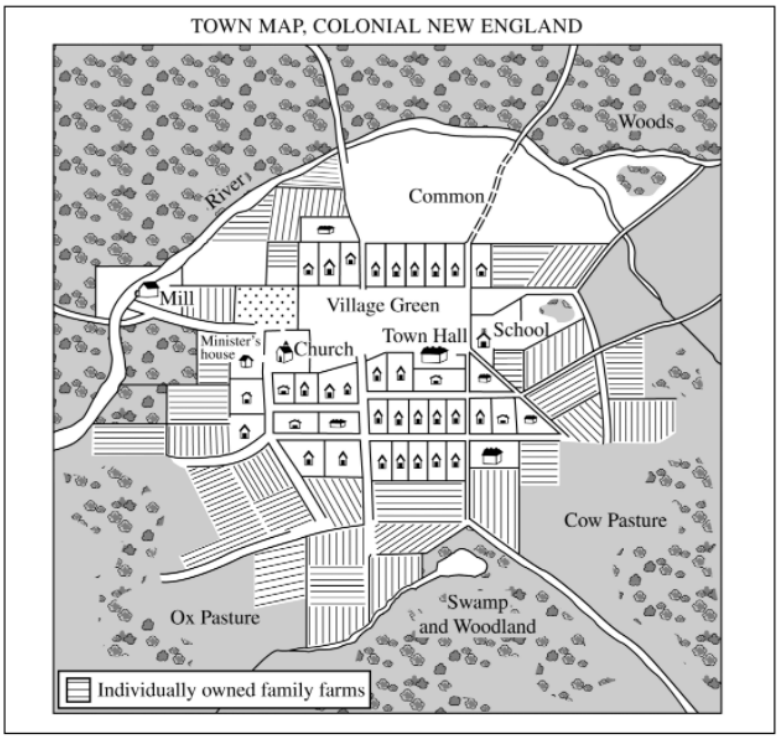
"In the name of God, Amen. We whose names are underwritten, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France and Ireland king, defender of the faith, etc., having undertaken, for the glory of God, and advancement of the Christian faith, and honor of our king and country, a voyage to plant the first colony in the Northern parts of Virginia, do by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape-Cod the 11 of November, in the year of the reign of our sovereign lord, King James, of England, France, and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Domine 1620."

Historical Context:

Intended Audience:

Purpose:

Point of View:



Historical Context:

Intended Audience:

Purpose:

Point of View:

321 Crash Course Completion Sheet

In past years students have found these videos to be helpful to review materials. My suggestion would be to do your readings first and closer to the end of summer complete this sheet to remind yourself what you read. Please follow the instructions for the 321. They can be bullet points.

Video 1: The Black Legend, Native Americans, and Spaniards: Crash Course US History #1

3 THINGS YOU ABSOLUTELY NEED TO REMEMBER

2 THINGS YOU FOUND INTERESTING THAT WILL STICK WITH YOU

1 QUESTION YOU STILL HAVE ABOUT THIS TIME PERIOD

Video 2: [When is Thanksgiving? Colonizing America: Crash Course US History #2]

3 THINGS YOU ABSOLUTELY NEED TO REMEMBER

2 THINGS YOU FOUND INTERESTING THAT WILL STICK WITH YOU

1 QUESTION YOU STILL HAVE ABOUT THIS TIME PERIOD

Video 3: **The Natives and the English - Crash Course US History #3**

3 THINGS YOU ABSOLUTELY NEED TO REMEMBER

2 THINGS YOU FOUND INTERESTING THAT WILL STICK WITH YOU

1 QUESTION YOU STILL HAVE ABOUT THIS TIME PERIOD

Video 4: **The Quakers, the Dutch, and the Ladies: Crash Course US History #4**

3 THINGS YOU ABSOLUTELY NEED TO REMEMBER

2 THINGS YOU FOUND INTERESTING THAT WILL STICK WITH YOU

1 QUESTION YOU STILL HAVE ABOUT THIS TIME PERIOD