

Name: \_\_\_\_\_

## **AP United States History Summer Assignment**

The AP United States History course is far and away the most difficult Social Studies course offered at MacArthur High School. We have to cover twice the amount of material that is covered in other courses, and we have to have it done in time for the AP Exam on *Friday, May 11, 2018*.

You will have a great deal of responsibility in this Advanced Placement course. In a sense, I will be more guide than teacher. I will be here to teach you general principles, advise you as to technique, clear up any confusion that may arise, and evaluate your progress. The responsibility for gaining specific information will be up to the student. There will simply not be sufficient class time for us to cover all of the information that is needed to possess a thorough understanding of American history.

In order to accelerate our coverage of the material in this course, you will be required to complete the following summer assignment. Please keep in mind that this is a required assignment. Partially completed and late work will not be accepted and your first quarter grade will be adversely impacted. You must complete this assignment without any consultation or assistance from other students.

### **As you begin to prepare for AP United States History, a few things to keep in mind:**

- This is a college level course with advanced vocabulary, reading, and comprehension requirements. It is absolutely essential that you are a self-motivated learner. It will be my expectation that each student comes to class prepared with homework assignments completed.
- Your grades for each marking period will reflect how well you understand the material we have covered.
- You will be given a course syllabus on the first day of school. In this you will be provided expectations and long-range goals of the class. It will be your responsibility to keep up with the material we are covering and have the assignments in when they are due. Late work will automatically be graded down unless you have made prior arrangements.
- Any work missed due to absence is the responsibility of the student. Regular attendance is essential if you expect to succeed in an AP class.

### **THE ASSIGNMENTS ARE DUE NO LATER THAN SEPT. 11, 2017**

*The complete assignment will be explained in a packet that students will receive when they pick up their textbook.*

If you have any questions you can contact Mr. Burke ([pburke@levittownschools.com](mailto:pburke@levittownschools.com)) or Ms. Kaya ([Akaya@levittownschools.com](mailto:Akaya@levittownschools.com)).

In order to accelerate our coverage of the material in this course, you will be required to complete the following the Summer Assignment. Please keep in mind that these are required assignments. Partially completed and late work will not be accepted and will adversely affect your first quarter grade. You must complete these assignments without any consultation or assistance from other students.

**THE SUMMER ASSIGNMENT IS DUE**  
**NO LATER THAN SEPTEMBER 11<sup>th</sup>, 2017**

**YOU WILL BE TESTED ON ALL OF THESE CHAPTERS**  
**ON FRIDAY, SEPTEMBER 15<sup>th</sup>, 2017**

- All students are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled accordingly.
- Although it may be tempting to save time by dividing up work and sharing, this is an unacceptable practice in this course for two reasons: First, using another's work violates academic integrity. Second, you will have only completed a fraction of the assignment, leaving you with only a fraction of the required knowledge.

Each student must read ***The American Nation: A History of the United States***:

Chapter 1 – “Beginnings” (Pages: 1-14)

Chapter 2 – “Alien Encounters: Europe in the Americas” (Pages: 15-44)

Chapter 3 – “The Making of Society in the Colonial Era” (Pages: 45-67)

Chapter 30 – “Running on Empty: 1975-1999” (Pages: 668-689)

Chapter 31 – “From Boomer to Millennials” (Pages: 690-710)

Chapter 32 – “Shocks and Responses” (Pages: 848-880)

**BEFORE YOU BEGIN** your summer assignment, it is important to be able to take good, useful notes. It is strongly recommended that you, beginning with the Summer Assignment and continuing throughout the year, take written notes for each chapter. Figure out a note taking system that works for you and then use it consistently throughout the year. Make your notes thoughtful, personal, and useful. It is not practical to write down everything you read. **DO NOT COPY** from the book or others. **Use your own words and find your own voice.** Include important names, dates, events, etc. Bring your notes to class every day. Your notes will help you to complete assignments and prepare for tests throughout the year.

**Review Books:** We recommend that you purchase a review book (2016-2017 edition). The AP US History exam has been redesigned and it is essential that a new edition is used in order to align with the current exam format. The book we recommend is *United States History: Preparing for the Advanced Placement Examination* by AMSCO. It is available at [AMSCOPUB.COM](http://AMSCOPUB.COM) (ISBN 978-1-68240-455-3). You may also call (800) 831-4190 to purchase.

For the Historical Time Period 1: 1491-1607 (5% of AP Exam)

**Directions: All work is to be hand-written and in your own words.**

As you read the assigned chapters, fill in the boxes that follow. Define Key Terms on the left and respond to questions and/or prompts on the right. Not all key terms are in the textbook and you are encouraged to utilize additional resources. It is extremely important for you to be able to explain the significance of events and/or their relationship to larger concepts and trends.

**Chapter 1: Beginnings****1.1 The First Peoples (Pages: 1-6)**

<b>Define/explain significance:</b>	<b>Analyze and make connections:</b>
<p>Regional Natives of North America (Pre-Columbian) of the</p> <p>Great Plains (e.g., Cheyenne, Sioux)*</p> <p>Great Basin (e.g., Shoshone, Ute)*</p> <p>Eastern Woodlands (northeast) (e.g., Iroquois, Huron, Mohawk)*</p> <p>Southeast (e.g., Cherokee, Choctaw)*</p> <p>Pacific Northwest (and Plateau) (e.g., Nez Perce, Chinook)*</p> <p>California coast (e.g., Mojave, Paiute)*</p> <p>Southwest (Pueblo)</p> <p>*see also native-american-indian-facts.com</p>	<p>In what ways did native peoples transform the environment prior to European colonization?</p>

**1.2 The Maize Revolution (Pages: 6-9)**

<b>Define/explain significance:</b>	<b>Analyze and make connections:</b>
<p>Maize cultivation</p> <p>Mississippi River Valley (floodplains) (e.g., Cahokia)*</p>	<p>How did the development of corn transform the Americas?</p>

For the Historical Time Period 2: 1607-1754 (10% of AP Exam)

**Directions: All work is to be hand-written and in your own words.**

As you read the assigned chapters, fill in the boxes that follow. Define Key Terms on the left and respond to questions and/or prompts on the right. Not all key terms are in the textbook and you are encouraged to utilize additional resources. It is extremely important for you to be able to explain the significance of events and/or their relationship to larger concepts and trends.

**Chapter 2: Alien Encounters: Europe in the Americas**

**2.1 Spanish Colonization of the Americas (Pages: 16-23)**

<b>Define/explain significance:</b>	<b>Analyze and make connections:</b>
Prince Henry The Navigator	What were the reasons and motivations that led to European Exploration?
Treaty of Tordesillas	Political
Conquistadores	Economic
Encomienda System	Religious
Spanish Mission System	How did new technology enable Christopher Columbus to dominate the "New World?"
Don Juan de Oñate and the Pueblo	How did views differ between Europeans /Native Americans with regard to Division of labor
Pueblo Revolt/Popé's Rebellion (1680)	Power structure
	Treatment of the environment
	Nature of land ownership
	Warfare

## 2.1 Spanish Colonization of the Americas (CONTINUED)

<p>Trans-Atlantic Slave Trade/Middle Passage</p> <p>Mestizos</p> <p>Mulattos</p> <p>Bartolome de Las Casas</p> <p>Pueblo</p>	<p><b>Analyze and make connections:</b></p> <p>How did the demand for labor in the “New World” affect Native American societies?</p> <p>How did the rigid social hierarchy implemented by the Spanish accommodate their goals?</p> <p>Why did the Spanish begin importing Africans as slave labor?</p> <p>In what ways were Europeans and Indians interdependent?</p> <p>What were the effects of de Las Casas’ writings (<i>Brief Report on the Destruction of the Indians</i>, 1542) on:</p> <ul style="list-style-type: none"><li>Spanish policy</li><li>Spanish rivals</li></ul>
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**2.2 European Rivals (Pages: 23-24)**

<b>Define/explain significance:</b>	<b>Analyze and make connections:</b>
French colonization	In what ways did joint stock companies benefit the British Monarchy?
Dutch colonization	In what ways did joint stock companies benefit the British Monarchy?
Joint Stock Companies	How did deadly epidemics (“ecological imperialism”) affect native populations? Spanish colonization?
	How did the introduction of the following impact Native American societies? Horse
	Oxen

**2.3 Early English Colonization (Pages: 24-27)**

<b>Define/explain significance:</b>	<b>Analyze and make connections:</b>
Roanoke	What problems did the Jamestown colonists face and how did they overcome their challenges?
Jamestown	
John Smith	Why did Jamestown become a royal colony (Virginia)?



<p>Anne Hutchinson</p> <p>Pequot War</p> <p>King Philip's War</p>	<p>How did Puritans deal with dissent? Provide evidence to support your answer.</p>
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**2.5 English "Proprietary" Colonies (Pages: 32-35)**

<p><b>Define/explain significance:</b></p> <p>Lord Baltimore/Maryland</p> <p>Maryland Toleration Act (1649)</p> <p>New Amsterdam – New York</p> <p>Quakers</p> <p>William Penn – Pennsylvania</p>	<p><b>Analyze and make connections:</b></p> <p>Explain the steps the Chesapeake colonies of Maryland and Virginia took to solve their labor shortage problem.</p>
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## 2.6 Columbian Exchange (Pages: 36-42)

<b>Define/explain significance:</b>	<b>Analyze and make connections:</b>
Columbian Exchange	How did the introduction of the following impact European society?
	Corn
	Potatoes
	Mineral Wealth
	What economic changes did the Columbian Exchange cause in Europe?
	What demographic changes did the Columbian Exchange cause in Europe?

For the Historical Time Period 2: 1607-1754 (10% of AP Exam)

**Directions: All work is to be hand-written and in your own words.**

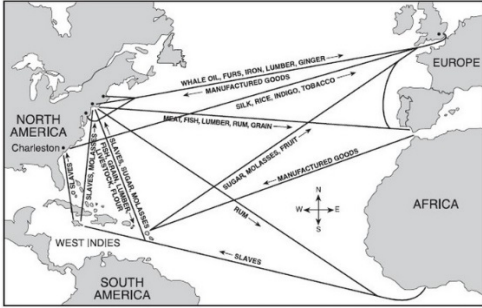
As you read the assigned chapters, fill in the boxes that follow. Define Key Terms on the left and respond to questions and/or prompts on the right. Not all key terms are in the textbook and you are encouraged to utilize additional resources. It is extremely important for you to be able to explain the significance of events and/or their relationship to larger concepts and trends.

**Chapter 3: The Making of Society in the Colonial Era**

**3.2 Life in the Southern Colonies (Pages: 49-57)**

<b>Define/explain significance:</b>	<b>Analyze and make connections:</b>
Tidewater	Identify two significant issues revealed by Bacon's Rebellion.
Indentured Servitude	To what extent did African slavery differ regionally in eighteenth-century North America?
Atlantic Slave Trade	Compare/contrast the importance and opportunity of education in the North to that in the South. Why were these two regions so different when it came to education?
Bacon's Rebellion	



<p>Glorious Revolution</p> <p>Dominion of New England/Edmund Andros</p> <p>Salem Witch Trials</p> <p>Harvard</p> <p>Yale</p> <p>Triangular Trade</p>  <p>Source: Steven Goldberg and Judith Clark DuPré, <i>Brief Review in Global History and Geography</i>, Prentice Hall (adapted)</p>	<p>Identify the causes of the sources of discord in early New England? Which ones were the most threatening and to what extent were they handled correctly?</p> <p>Compare and contrast the ways in which economic development affected the policies in Massachusetts and Virginia. Are they more similar or more different? Explain.</p> <p>To what extent did the English Civil War serve as a turning point for the colonies in America? What were the characteristics before and after that time period?</p>
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### 3.4 The Middle Colonies (Pages: 64-67)

<p><b>Define/explain significance:</b></p> <p>Leisler's Rebellion</p>	<p><b>Analyze and make connections:</b></p> <p>Compare and contrast the Middle Colonies and Southern Colonies during the Restoration Era.</p>
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Peter Zenger

To what extent did African slavery differ regionally in the eighteenth-century North America?

List 3 major ways identity and way of life in the colonies differed from England.

1.

2.

3.

For the Historical Time Period 8: 1975-1980 (15% of AP Exam) and Time Period 9: 1980-Present (5% of AP Exam)

**Directions: All work is to be hand-written and in your own words.**

As you read the assigned chapters, fill in the boxes that follow. Define Key Terms on the left and respond to questions and/or prompts on the right. Not all key terms are in the textbook and you are encouraged to utilize additional resources. It is extremely important for you to be able to explain the significance of events and/or their relationship to larger concepts and trends.

**Chapter 30: Running on Empty**

**30.1 Ford Fills In (Pages: 668-670)**

<b>Define/explain significance:</b>	<b>Analyze and make connections:</b>
Nixon Pardon	Explain the similarity of the alleged “Corrupt Bargain” of 1824 to that of 1974.
Whip Inflation Now (WIN)	What caused the inflation of the 1970s? To what degree was WIN successful?
Election of Carter	To what extent were President Carter and Chairman Paul Volcker successful in dealing with stagflation (stagnant economy with inflation)?

**30.2 Jimmy Carter and “Constant Decency” (Pages: 670-675)**

<b>Define/be able to explain significance:</b>	<b>Analyze and make connections:</b>
stagflation	What would President Theodore Roosevelt think about President Jimmy Carter’s Panama Canal Treaties?
Panama Canal Treaty (1978)	The Camp David Accords was Carter’s greatest achievement. Considering current events in the Middle East, is that assessment still valid? Explain.
Camp David Accords (1978)	



<p>Iran-Contra Affair</p> <p>Police Actions/US Intervention in Grenada (1983)</p> <p>Downsizing</p> <p>Outsourcing</p>	<p>To what extent was Reagan successful in reaching his foreign policy goals? Defend your answer with one piece of evidence.</p> <p>William F. Buckley Jr. once said, “There is an inverse relationship between reliance on the state and self-reliance.” How does this quote illustrate conservatism?</p>
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**30.4 George H. W. Bush as President (Pages: 680-684)**

<p><b>Define/be able to explain significance:</b></p> <p>Persian Gulf War (1991)</p> <p>End of the Cold War</p> <p>“No New Taxes”</p> <p>Savings and Loan Scandal</p>	<p><b>Analyze and make connections:</b></p> <p>Analyze to what extent the end of the Cold War changed United States foreign policies from 1991-2012.</p>
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**30.5 Bill Clinton as President (Pages: 684-689)**

<p><b>Define/be able to explain significance:</b></p> <p>Election of 1992</p> <p>NAFTA</p>	<p><b>Analyze and make connections:</b></p> <p>Explain why NAFTA was a significant turning point.</p>
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<p>Newt Gingrich/Contract With America</p> <p>Welfare Reform</p> <p>Oslo Accords/Gaza (1993)</p> <p>Police Actions/US Intervention in Bosnia (1991) and Haiti (1994)</p> <p>Dot-com Bubble</p>	<p>Explain how president Clinton moved the nation back toward liberalism.</p> <p>Support the following statement with evidence from Clinton’s presidency: “Popular presidents often mix liberal and conservative policies”</p> <p>Compare the Nixon Pardon of the 1970s to the Clinton Impeachment of the 1990s – which had a greater impact on the nation? Support your response with evidence.</p>
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### **Chapter 31: From Boomers to Millennials**

#### **31.1 The New Immigration (Pages: 691-693)**

<p><b>Define/be able to explain significance:</b></p> <p>Modern Immigration (since 1965)</p> <p>Immigration Reform and Control Act of 1986</p> <p>“Pathway to Citizenship” (current debate)</p>	<p><b>Analyze and make connections:</b></p> <p>What were the causes and effects of the demographic shift resulting in the rise of the “Sunbelt”?</p> <p>Briefly explain why politicians and political analysis in the early 21<sup>st</sup> century became more interested in the Latino populations. Include evidence.</p>
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Sunbelt migration/politics	Explain three causes of internal migration shifts in the United States during modern times.
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**31.2 Modern Feminism and Gender Revolution (Pages: 693-699)**

<p><b>Define/be able to explain significance:</b></p> <p>Stonewall Riots</p> <p>Americans with Disabilities Act (1990)</p> <p>Los Angeles “Rodney King” Race Riots (1992)</p> <p>“Don’t ask, don’t tell” policy</p> <p>Legalization of same-sex marriage (2015)</p>	<p><b>Analyze and make connections:</b></p> <p>How were the 1990s different from the 1980s? List and explain three different ways they differed.</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol> <p>Explain how the Americans with Disabilities Act illustrates a turning point for Reaganesque conservatism.</p>
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**31.5 Graying of the Boomers**

<p><b>Define/be able to explain significance:</b></p> <p>Social Security viability (Graying of America)</p>	<p><b>Analyze and make connections:</b></p> <p>Explain the role of the baby boomers in modern demographic trends.</p>
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## Chapter 32: Shocks and Responses

### 32.1 George W. Bush and the War on Terror (Pages: 711-719)

<b>Define/be able to explain significance</b>	<b>Analyze and make connections:</b>
2000 Presidential Election	Explain the significance of the Supreme Court Case <i>Bush v. Gore</i> .
September 11, 2001	What was the main goal of the invasion of Afghanistan (2001)?
USA Patriot Act (2001)	Explain the importance of asymmetric warfare and Sunni vs. Shiite in the war on terrorism.
Department of Homeland Security	
Bush Doctrine	
War in Iraq/Shock and Awe (2003)	Compare and contrast Operation Iraqi Freedom (2003-2011) and the Persian Gulf War (1991).

### 32.3 Barack Obama, America's First African American President (Pages: 719-724)

<b>Define/be able to explain significance:</b>	<b>Analyze and make connections:</b>
Recession 2008-2009	In what ways does the election of Obama as America's first black president signal changes in American society?

Affordable Care Act	<p>Explain the causes of the Great Recession. What actions did the government take to alleviate the impact of the Great Recession?</p> <p>What is the difference between President Lyndon Johnson’s Medicare and Medicaid programs and President Barack Obama’s Affordable Care Act?</p>
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**32.4 Obama’s First Term as President (Pages: 724-733)**

<p><b>Define/be able to explain significance:</b></p> <p>Bailouts</p> <p>Occupy Wall Street movement</p> <p>hydraulic fracturing (fracking)</p> <p>“Arab Spring”</p>	<p><b>Analyze and make connections:</b></p> <p>Between 1970 and 2000, American family incomes have shifted:</p> <table data-bbox="703 861 1544 997"> <thead> <tr> <th></th> <th style="text-align: center;"><u>1970</u></th> <th style="text-align: center;"><u>2000</u></th> </tr> </thead> <tbody> <tr> <td>Income of the richest 5% of families</td> <td style="text-align: center;">15.6%</td> <td style="text-align: center;">21.1%</td> </tr> <tr> <td>Income of the poorest 20% of families</td> <td style="text-align: center;">5.4%</td> <td style="text-align: center;">4.3%</td> </tr> <tr> <td>Income of the Middle 75% of families:</td> <td style="text-align: center;">79%</td> <td style="text-align: center;">74.6%</td> </tr> </tbody> </table> <p>Based on this information, briefly explain which one of the following administrations best represents change in economic policies resulting in the shift evident above: Ronald Reagan, George H. W. Bush, or Bill Clinton. Include evidence from the presidency you chose to support your explanation.</p>		<u>1970</u>	<u>2000</u>	Income of the richest 5% of families	15.6%	21.1%	Income of the poorest 20% of families	5.4%	4.3%	Income of the Middle 75% of families:	79%	74.6%
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On a North American continent... The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.

In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. The arrival of Europeans in the Western Hemisphere in the 15<sup>th</sup> and 16<sup>th</sup> centuries triggered extensive demographic and social changes on both sides of the Atlantic.

**Directions:**

- 1) Outline and label the following groups: Pueblo, Chinooks, Iroquois, Algonquian, Wampanoag's, Pequot, Powhattan
- 2) Draw arrows from the starting point of maize cultivation, labeling arrows with dates
- 3) Label the following bodies of water: Atlantic Ocean, Pacific Ocean, Caribbean Sea, Great Lakes, Mississippi River, Columbia River, St. Lawrence River, Rio Grande River
- 4) Draw and Label the following geographic features/landforms: Appalachian Mountains, Rocky Mountains, Great Basin, Great Plains, Tidewater Region
- 5) Shade the following European Colonial Claims by 1700 (use a different color for each European country): English, French, Spanish.
- 6) Create a key to indicate the color coding for shades.

## *English, French, and Spanish Colonies: A Comparison*

The history of colonial North America centers primarily around the struggle of England, France, and Spain to gain control of the continent. Settlers crossed the Atlantic for different reasons, and their governments took different approaches to their colonizing efforts. These differences created both advantages and disadvantages that profoundly affected the New World's fate.

France and Spain, for instance, were governed by autocratic sovereigns whose rule was absolute; their colonists went to America as servants of the Crown. The English colonists, on the other hand, enjoyed far more freedom and were able to govern themselves as long as they followed English law and were loyal to the king. In addition, unlike France and Spain, England encouraged immigration from other nations, thus boosting its colonial population. By 1763 the English had established dominance in North America, having defeated France and Spain in the French and Indian War. However, those regions that had been colonized by the French or Spanish would retain national characteristics that linger to this day.

	<i>English Colonies</i>	<i>French Colonies</i>	<i>Spanish Colonies</i>
<b>Settlements/Geography</b>			
<b>Population Sources</b>			
<b>Government</b>			
<b>Religion</b>			
<b>Economy</b>			
<b>Population Growth</b>			
<b>Relations with Native Americans</b>			

Name: \_\_\_\_\_

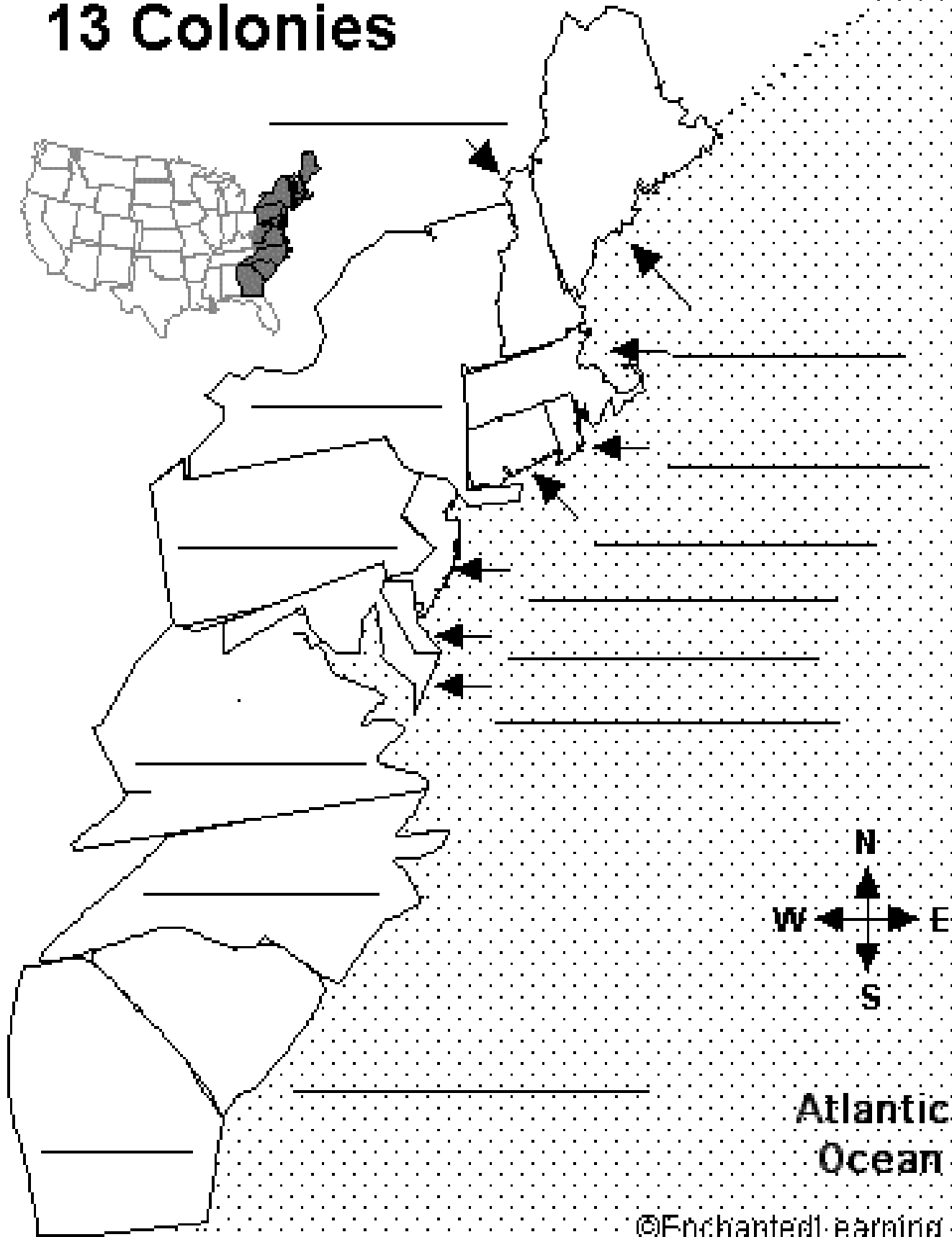
**Thirteen Colonies Chart**

<b>Colony</b>	<b>Year Founded</b>	<b>Leader/Founder</b>	<b>Government</b>	<b>Reasons Founded</b>
<i>New England Colonies</i>				
Massachusetts				
Connecticut				
Rhode Island				
New Hampshire				
<i>Middle Colonies</i>				
New York				
New Jersey				
Pennsylvania				
Delaware				

<i>Southern Colonies</i>				
Maryland				
Virginia				
North Carolina				
South Carolina				
Georgia				



# 13 Colonies



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*Comparison Chart of Colonial Regions*

	<i>New England</i>	<i>Middle</i>	<i>Southern</i>
<b>Types of Settlers</b>			
<b>Geography/Climate</b>			
<b>Major Towns</b>			
<b>Major Economic Activities</b>			
<b>Labor Systems</b>			
<b>Demographics</b>			
<b>Role of Women</b>			
<b>Role of African Americans</b>			
<b>Interaction with Native Americans</b>			
<b>Educational Opportunities</b>			
<b>Type of Local Government</b>			

