

It's not my intention to ruin your summer with work, but there is a **LOT** of material to cover and the AP exam comes early in May. Hopefully, this will give us the head start that will allow you to be well-prepared come exam time. Please complete the following assignments and turn them in on the first day of class in September. (For a 5 point bonus, turn in your responses as Word documents attached to an e-mail by August 15<sup>th</sup>. Send e-mails to: [romanskil@ahsd.org](mailto:romanskil@ahsd.org) and **PUT YOUR FULL NAME ON THEM!!**)

One of these assignments is from the **AMSCO** School Publishing book titled "United States History: Preparing for the Advanced Placement Examination" but that will from here on in be referred to simply as the "AMSCO Book". You can purchase it for about \$18 at Amazon.com. The ISBN is 978-1-56765-660-2.

The second assignment is from an historical novel by James Michener titled **Chesapeake**. You can purchase it new for as little as \$4 at amazon.com or you can get it at the library. The ISBN is 0-394-50079-2. Don't be upset that the book is nearly a thousand pages long. You only have to read about 300, and it is a very good book. My intent is for you to better understand how the English colonization of the Americas took place and how much the colonists thought of themselves as English, rather than Americans. In addition, it should help you understand how the groups interacted with each other and how they were affected by colonization.

If you have any questions about this assignment, please feel free to email me at [romanskil@ahsd.org](mailto:romanskil@ahsd.org) . I'll check my email approximately once a week throughout the summer, but not until the end of June. Enjoy the break—see you in the fall.

**A note on the AMSCO Book and "taking notes":** You may not enjoy reading the textbook anymore than I do, but I encourage you to read and outline each chapter on your own. You'll learn a lot more if you *actively* try to make sense out the material rather than simply reading someone else's notes.

Sure, you can go online and download outline "notes" for each of the chapters in the text. (See <http://www.course-notes.org/>; <http://www.invadersrealm.com/apus/history/notes.htm>; or <http://www.apushistory.net/>, just to name a few.) You might even be tempted to use them for this assignment. I would caution against that for two reasons: 1) It won't give you the correct answers to these questions (and therefore the answers to my test questions); and B) you're not really learning much if all you do is passively read someone else's notes. (Students who do their own outlining and study their own notes score 36% higher on tests than those who just download and study online notes.\*)

**Important Reminder:** You will be tested on this information the first week of class. Please keep a copy of this assignment from which to study, as I will not be returning it to you before the test—which is during the first week of class.

\*made up fact #1

## Part 1 AMSCO:

Complete the following questions in sentence, outline, or bullet form as you read the AMSCO book. Fully answer the question, but don't write a book. As long as you know the material, that's what's important. This is more for your benefit than for a grade—the test in September will be the grade.

### Chapter 1:

1. Do you find it disappointing that the book gives less than one page of coverage to the “Cultures of North, Central and South America”? I do, too, but that is the curse of APUSH. So much to cover, so little time—natives get shorted unfortunately. What does the book say about the diversity of Native American cultures?
2. What four factors contributed to European exploration of North America and other parts of the world?
3. Which of the above factors was the most important, in your estimation? Why?
4. What role did religion and trade and play in allowing one “nation-state” to move forward with exploration, and others to languish?
5. The book talks about the “Columbian Exchange” but it doesn't call it that. What things were exchanged, and which had the biggest impact?
6. The treaty of Tordesillas? Who do Spain and Portugal think they are anyway? Might want to Google this one.
7. Look at the list of “conquistadores” on page 5 and the information on page 6. Why is it safe to say that the 16<sup>th</sup> century belonged to Spain?
8. What factors inhibited the French and English from challenging the Spanish in the 1500s, at least until 1588 in the case of the English?
9. What happened in 1588 that changed the fortunes of Spain and England? What was the “Protestant Wind”?
10. A “joint stock company” is the forerunner of the modern day corporation. What was it, and what role did it play in England's settlement of the Western Hemisphere? Check with the Internet if you don't understand this one.
11. Distinguish between a colony founded by the granting of a charter, and a royal colony.
12. What difficulties did the first Jamestown settlers encounter? How did the tobacco industry change Jamestown, in terms of success, and the demand for labor? Why is 1619 a year of noteworthiness in African American history?
13. What led to the Puritan movement in England?
14. What is the main distinction between Puritans and Pilgrims (separatists?)
15. Was religion the only motive for the founding of Plymouth Colony? How do you know?
16. What influence did religion and civil war have in founding and populating the Massachusetts Bay Colony?
17. What democratic characteristics did the British colonies exhibit. How extensive was democracy in these colonies?

18. What were the other Spanish and French settlements in America? Which nation-state had the largest settlement? Which had the smallest? The map on page 8 may help.
19. What were the differences that each of the 3 nation-states had in their treatment of natives? What was the attitude that each of the 3 shared?
20. Read the Historical Perspectives on Columbus on page 12 and 13. How do you feel about Columbus' legacy—in other words, which of the four views do you agree with? Please read documents A-D on pages 19-22 and cite at least one piece of evidence in your answer.
- Finally—know the key names, events and terms on page 13, and make sure you can answer the multiple-choice questions on page 14-15.

Let's move on...

## **Chapter 2:**

21. 3 types of charters—three types of colonies—be able to describe and explain them.
22. What was the tradition of representative government that the author speaks of with regard to England? Maybe you might Google the Magna Charta, English Bill of Rights, and the Petition of Right.
23. Ah Maryland!—a haven for Catholics and religious toleration and freedom in an otherwise Protestant world. In what way was this reality; in what way was it pure fantasy?
24. Bacon's Rebellion; causes, players, outcome, importance. What does this illustrate about class conflict in the colonies?
25. Why was there always a labor shortage in the Chesapeake? What were the solutions?
26. Why was religious freedom generally a myth in the New England colonies?
27. Roger Williams—Rhode Island
28. Anne Hutchinson—Antinomianism
29. Thomas Hooker—Connecticut. Wasn't anybody happy in Massachusetts? Check your answer to 26.
30. Fundamental orders of Connecticut. Significance
31. Why the Halfway Covenant? Maybe you should Google this.
32. Was the New England Confederation really the first act of Unity by American colonies? If so, why did they unite?
33. What was the significance of King Philip's War?
34. What was the Restoration? Consult the almighty Google if you're interested.
35. In what ways did North and South Carolina differ?
36. How did Charles the second "compel" the Dutch to give up New Amsterdam? How did the reaction of the people of New York foreshadow later problems between the colonies and the throne?
37. You have to be proud of Pennsylvania's heritage, don't you? Why?
38. How was Georgia founded? In what ways was it different than any of the other colonies?
39. Look at the map on page 31. Notice that all of the colonies have coastline? What does this say about transportation during the colonial period?

40. Define and explain Mercantilism.
41. Describe the general intent and requirements of the Navigation Acts, and their positive and negative impact on the colonies.
42. Why weren't the Acts enforced? I know, it doesn't say. Try Google. And look up Salutary Neglect as well.
43. Dominion of New England. Why, when, for how long?
44. Can you see a problem developing between the colonies and the crown?
45. Where and why did slavery grow? What laws enforced it?
46. Describe triangular trade and in particular the "middle passage."
47. Read the Historical Perspectives on Puritan Influence and explain whether or not you agree with the idea that the Puritan founders shaped the American Character of individualism. Then go to the mall and rethink your answer.

Again—know the key names, events and terms on page 36, and make sure you can answer the multiple-choice questions on page 36-37. Read documents A-C on pages 38-41; then be sure you can:

Identify problems that prompted the colonies to unite

How these unions foreshadowed the union against the crown

Whether or not you agree with the assertion "that the colonies had no strong or sustainable need for a common government."

Last chapter, here we go...

### **Chapter 3:**

48. Imagine if our population of 300 million grew by ten times in the next hundred years. What factors contributed to the large increase?
49. *Push factors* are those reasons people leave their home. Try to identify some push factors for the European groups mentioned on pages 43. Google it.
50. *Pull factors* are things that draw people to a new home. What pull factors drew Europeans to the British colonies?
51. Africans, other than the English, were the largest group of immigrants. How large and where did the majority *settle*?
52. Though the population was diverse, wasn't it primarily English? Yes or no.
53. The legislature of all colonies was \_\_\_\_\_, while the governor of all colonies except for 2 was \_\_\_\_\_. Think about and file this fact away for future reference.
54. Interesting that the colonies founded on the idea of freedom to worship were the most intolerant when it came to granting it, isn't it? Yes or no.
55. How did social mobility result from the differences in American and English societies? If you don't know what social mobility is then you should look it up.
56. Explain how and why men perceived themselves to be superior to women during this time period.
57. In what ways did English laws force most "Americans" to engage in agriculture?

58. Why were colonies forced to resort to the use of “fiat currency,” or paper money?
  59. What problems might have existed with overland transportation? Why was transportation on water routes preferable? Check your answer to #39 if you’re not sure.
  60. Protestants rule! Remember that for the next 200 years. What was an established church? How is this different from the way churches are supported financially today?
  61. Which was the larger impact of the Great Awakening, the religious, or the political? Why?
  62. Explain the roots and varieties of education in the American colonies in the 18<sup>th</sup> century.
  63. What was the main purpose of nearly all colleges in the 18<sup>th</sup> century? Which was the exception? Aren’t you proud to be from Pennsylvania?
  64. Why would the ministry get so much more respect as a profession than medicine or law? How did this begin to change?
  65. Describe and explain the outcome and significance of the Zenger case.
  66. Not much to do on a Saturday night in 1750, was there?
  67. What did self-government mean in the colonies in the 1700s?
  68. Describe the physical development of New England and the Southern colonies.
  69. What two factors best evaluate the extent of democracy in the colonies in the pre-revolutionary 18<sup>th</sup> century colonies?
  70. How democratic were the colonies compared to other areas of the world?
  71. Read the Historical Perspectives on Democracy in Colonial Society and identify what the shift was that occurred in New England’s economy in the 18<sup>th</sup> century. What did this shift mean?
  72. Read documents A and B on pages 57-58. What is the main difference between the two positions? Why is it significant that these political discussions come from the pulpit?
  73. Read document C on page 58, then explain the meaning of the statement, “Governments derive their powers from the consent of the governed.”
- Again—know the key names, events and terms on page 54, and make sure you can answer the multiple-choice questions on page 54-55.
- In addition to the key names events and terms, please look up, define, and describe the following:
74. Tidewater Region—of the eastern United States and how does it coincide with the colonies?
  75. Fall Line--what and where was it and what was its significance for the English colonies ?
  76. Great Puritan Migration—when and why did it occur?
  77. William and Mary—how did their ascension settle the religious disputes in England?
  78. Laws of Primogeniture—how does this become a push factor?
  79. Salem Witch Trials—What does this say about religion and religious tolerance?
  80. Create 2 charts that shows the following during the 1600s and early 1700s:

Economic Relationship between colonies and England

Political relationship between colonies and England

## **Part 2 Chesapeake:**

Yes it's a long book, but you only have to read the first 5 voyages and their accompanying chapters—about 300 pages. There will be a short quiz on the book when you return in September

**Caveat:** In **NO** case, should your descriptions, answers or quotations be the same as anyone else's.

1. For each voyage, write a short description of the main character. **Include a quote of his or hers that you think defines the character and explain why.** Complete this for all 5 voyages.
2. Answer the questions that follow. **In each case cite a quotation from the book that helps explain what you mean.**

### **Voyage 1: 1583 and The River**

1. How does this voyage illustrate the variety and complexity of Native American life?
2. How does Pentaquod's character compare and contrast with that of John Smith? Consider especially Pentaquod's reaction to the epic written about him, and Smith's "editing" of Steed's descriptions of his journey. Why might the author paint this sharp contrast?

### **Voyage 2: 1608 and The Island**

3. What, apparently, is the main motivation for the creation of the Church of England? How is it different from the Catholic Church?
4. What impact does the Catholic / Protestant rivalry have on the colonies in the Chesapeake?
5. How does Devon Steed's story illustrate both the hardships of life in the colonies, and why many English were willing to endure these hardships?
6. How is the relationship between colonists and natives fundamentally altered in this chapter?
7. Describe the relationship between the colonies and Britain.

### **Voyage 3: 1636 and The Marsh**

8. How does this chapter exemplify English / Native relations?
9. What years were the worst for Catholics in Maryland? How bad was it?
10. How is class structure and class conflict illustrated in this chapter?

#### **Voyage 4: 1661 and The Cliff**

11. What have you learned about the Puritan religion and tolerance that you didn't know from reading the *AMSCO Book*?
12. Yes, some Quakers did have slaves, for a time. How did the issue divide them?

#### **Voyage 5: 1701 and Rosalind's Revenge**

13. How does this chapter illustrate the struggles, triumphs and status of women in the colonies?
14. How does this chapter illustrate why travel by water was paramount, and why it was fraught with peril as well?
15. How does this chapter help explain the relationship of Britain and France in the 1700s, and why Naval power was so important?

#### **Finally: After reading these 5 chapters—**

Do you feel you have a better understanding of life in the colonies after reading this book? Why or why not? Did you like the book? Why or why not?