

2024 AP U.S. History Summer Assignment

AP US History Course Description

The objective of this course is to increase the student's understanding of United States History, with the goal of having each student pass the Advanced Placement Exam in May. The course is divided into two semesters. The areas of concentration include social, political and economic history and these areas will be studied from a variety of perspectives to provide a balanced view of history.

This course is taught at a **college level**. The AP curriculum stresses higher order thinking skills within a rigorous academic context. Therefore the student will be required to frequently analyze, synthesize, and evaluate primary and secondary historical sources as well as memorize, comprehend, and apply facts.

We also ask that you purchase **one** book this summer. ***United States History: Preparing for the Advanced Placement Examination 4th edition*** (it is a paperback and an e-book). This review book is published by **AMSCO** and will be used **the entire year**.

The **AMSCO Preparing for the AP US History Exam 4TH EDITION** books are extremely popular and are often in short supply so please order ASAP. You can order online <https://www.perfectionlearning.com/advanced-placement-united-states-history-4th-edition-t1688-g.html> or call (800) 831-4190 between 8:30 - 3:30 to place your order. The price is 22.95 for the student edition softcover and \$26.95 for the student edition bundle + shipping and handling fees.

Summer Assignment

Your assignment is described in detail below and it is due the **first day of class**. You will also be given a multiple choice and short answer quiz on the **first day of class**.

Carefully read the Introduction. Make sure you can answer each of the following questions:

1. What are the 9 historical time periods?
2. What are the six historical thinking skills?
3. What are the thematic learning objectives?
4. What types of questions will you have on the AP Exam?

Now read Topics 1.2 through 2.8 (pages 1-77). These pages cover the years 1491-1754. After you read these pages, fill in the handouts. You **MUST** write all answers on the handout provided at the end of this instruction page. **You will turn these answers in on the first day of class and you will have a quiz.** STUDY the material!

You will be:

answering the **multiple choice questions** on pages 17-18, 21-22, 26, 36-37, 47-48, 53, 57-58, 61-62, 73-74

answering the **short answer questions** on pages 18, 22, 26, 37, 48, 53, 58, 62, 74

completing the **Historical Perspectives** reading and charts on pages 15-16, 72

Go on to the next page

This assignment covers the Introduction and Topics 1 through 2.7 As you read these topics, answer all the questions on the following pages. DO NOT WRITE ON NOTEBOOK PAPER.

Carefully read the Introduction in AMSCO. Answer each of the following questions:

1. What are the six historical thinking skills?

2. What are the thematic learning objectives?

Go on to the next page

3. What types of questions will you have on the AP Exam?

4. What are the 9 historical time periods?

GO ON TO THE NEXT PAGE

Unit 1: Topics 1.1-1.6
A New World of Many Cultures, 1491–1607

DIRECTIONS: Read all the topics. Then answer all the questions that follow

Contextualizing Period 1:

Learning Objective: Explain the context for European encounters in the Americas from 1491 to 1607
THERE ARE NO QUESTIONS. JUST READ.

Topic 1.2 NATIVE AMERICAN SOCIETIES BEFORE EUROPEAN CONTACT

Learning Objective: Explain how various native populations interacted with the natural environment in North America in the period before European contact.

Multiple-Choice Questions 1 and 2 found on page 7.

Question & Letter Answer	Response Answer (write the letter <i>and</i> write the stem)
1. According to the excerpt, one contrast between Native Americans and Europeans before contact between the two groups of people was that...	<i>D. no Native Americans had certain military technologies that were common in Europe.</i>
2. What does the source imply was the cause of the “wide variety of systems of social and political organization”?	

Short Answer. Write each part in complete sentences. 3-4 sentences max for each part (a), (b), and (c). 12 sentences total. Found on page 7.

1A. Briefly describe ONE specific difference between the cultures of the indigenous peoples of North America and those in Central and South America in the period 1491-1607.
1B. Briefly describe ONE specific similarity between the cultures of the indigenous peoples of North America and those in Central and South America in the period 1491–1607.

1C. Briefly explain ONE specific contrast between language families among Native Americans and Europeans in the period 1491-1607.

Topic 1.3: EUROPEAN EXPLORATION IN THE AMERICAS

Learning Objective: Explain the causes of exploration and conquest of the New World by various European nations.

Multiple-Choice Questions 1-3. Found on pages 12-13.

Question & Letter Answer	Response Answer (letter and stem)
1. Which of the following would best explain the British failure to follow the Spanish and Portuguese in exploring the New World?	
2. Which of the following would eventually become a more important motivation for colonists than the ones suggested in the excerpt?	
3. According to the excerpt, which of the following areas is the most likely region that the British would colonize?	

Short Answer. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c). 12 sentences total. Found on page 13

1A. Briefly explain ONE specific cause that led to European colonization in the Americas during the 15th and 16th centuries.

1B. Briefly explain ONE additional cause that led to European colonization in the Americas during the 15th and 16th centuries.

1C. Briefly explain ONE specific effect that resulted from European colonization in the Americas during the 15th and 16th centuries.

Topic 1.4: COLUMBIAN EXCHANGE, SPANISH EXPLORATION, AND CONQUEST

Learning Objective: Explain the causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

HISTORICAL PERSPECTIVES: WAS COLUMBUS A GREAT HERO? pages 15-16

EXPLAIN THE PERSPECTIVES ON COLUMBUS' ROLE IN THE EUROPEAN EXPANSION IN THE AMERICAS.

He was viewed as a failure	
He became more honored.	
Since the 1990s...	

Reflecting on the learning objective. page 16.

1. How did the Columbian Exchange develop and what was its impact on both sides of the Atlantic Ocean?

Multiple-Choice Questions 1-2. Found on page 17.

Question & Letter Answer	Response Answer (letter and stem)
1. According to Stannard, which of the following most accurately describes the context in which Columbus lived?	
2. Evidence that would modify or refute the view of Columbus expressed by Stannard in this excerpt would include...	

Short Answer. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c). 12 sentences total. Found on page 18

1A. Briefly describe ONE important difference between Nunn and Qian and Lewis and Maslin's historical interpretations of the Columbian Exchange.

1B. Briefly explain how ONE specific historical event, development or circumstance from the period 1491-1607 that is NOT specifically mentioned in the excerpts could be used to support Nunn and Qian’s argument.

1C. Briefly explain how ONE specific historical event, development or circumstance from the period 1491-1607 that is NOT specifically mentioned in the excerpts could be used to support Lewis and Maslin’s argument.

Topic 1.5: LABOR, SLAVERY, AND CASTE IN THE SPANISH COLONIAL SYSTEM

Learning Objective: Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

Reflecting on the learning objective. page 21.

1.How was the society and economy of North America affected by the expansion of the Spanish Empire?

Multiple-Choice Questions 1-3 are found on page 21.

Question & Letter Answer	Response Answer (letter and stem)
1. Which of the following best summarizes Coronado’s goal in exploring Mexico as expressed in this excerpt?	

<p>2. The activities described in this excerpt were similar to those of other Spanish and Portuguese explorers in the Americas in the 16th century because they depended primarily on the support of...</p>	
<p>3. Based on this excerpt, one difference between Columbus and Coronado was that Coronado had little interest in...</p>	

Short Answer. This time there are THREE Short Answer questions. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c).

Using the excerpt found on page 22, answer a, b and c.

<p>1A. Briefly explain ONE specific expectation about Native Americans that caused Columbus to issue this statement to his men.</p>
<p>1B. Briefly explain ONE effect that this statement by Columbus would likely have on a powerful group in Spain OTHER than the monarchy.</p>
<p>1C. Briefly explain ONE effect of the contact between Europeans and the first inhabitants of America that is NOT consistent with the above passage.</p>

<p>2A. Briefly explain ONE specific example of how the Spanish managed their American colonial empire during the 15th and 16th centuries.</p>
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2B. Briefly explain ONE specific example of how a non-Spanish individual or country influenced Spain's American colonial empire during the 15th and 16th centuries.

2C. Briefly explain ONE specific example of the diversity that developed in Spain's American colonial empire during the 15th and 16th centuries.

3A. Briefly explain ONE specific example of a benefit the Native Americans gained from the Spanish settlements during the 15th and 16th centuries.

3B. Briefly explain ONE specific example of a negative effect on Native Americans caused by the Spanish settlements during the 15th and 16th centuries.

3C. Briefly explain ONE specific factor that influenced the Spanish in their treatment of Native Americans during the 15th and 16th centuries.

Topic 1.6: CULTURAL INTERACTION IN THE AMERICAS

Learning Objective: Explain how and why European and Native American perspectives of others developed and changed in the period.

Reflecting on the learning objective. page 25.

1. Describe the evolution in the views of the Europeans and Native Americans toward each other during the period of European colonization.

Multiple-Choice Questions 1-2 are found on page 26.

Question & Letter Answer	Response Answer (letter and stem)
1. How did Las Casas's attitudes compare to those of most Europeans?	
2. Las Casas was primarily trying to influence ...	

Short Answer. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c). 12 sentences total. Found on page 26

1A. Briefly explain ONE specific effect of Spain's policy toward Native Americans during the period 1492-1607.

1B. Briefly explain ONE specific effect of a policy of a European country other than Spain toward Native Americans during the period 1492-1607.

1C. Briefly explain ONE specific reaction of Native Americans to European policies during the period 1492-1607.

Read the information on pages 27-31 over Unit 1. There are no questions to answer. This is a review reading. Now go on to Unit 2.

Unit 2 Period 2: 1607-1754.

Learning Objective: Explain the context for the colonization of North America from 1607 to 1754.

*****Read the information on pages 32-33 and know it; however, there are no questions. This is a review reading**

Topic 2.2 European Colonization in North America

Learning Objective: Explain how and why various European colonies developed and expanded from 1607 to 1754.

Reflecting on the learning objective. page 36.

- 1. Explain what the motivations and methods were that supported European colonial growth during the period from 1607 to 1754.**

Multiple-Choice Questions 1-2 are found on page 36.

Question & Letter Answer	Response Answer (letter and stem)
1. The excerpt illustrates which of the following visions for Virginia?	
2. Which of the following developments in the 17th century could best be used as evidence to support or modify the references to servants in the second paragraph?	

Short Answer. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c). 12 sentences total.

Use the excerpt on page 36 to answer a, b and c.

1A. Briefly explain Robert Beverly's perspective in the excerpt.
1B. Briefly explain ONE example of historical evidence that supports Beverly's position.
1C. Briefly explain ONE example of historical evidence that refutes Beverly's position.

Topic 2.3 THE REGIONS OF BRITISH COLONIES

Learning Objective: Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.

Reflecting on the learning objective. page 46.

1. Explain the forces, including the environment, that played a role in the growth of the British colonies during the period from 1607 to 1754.

Multiple-Choice Questions 1-3 are found on pages 47- 48.

Question & Letter Answer	Response Answer (letter and stem)
1. The author's of the Maryland Act of Toleration were primarily trying to protect which of the following religious groups?	
2. Which of the following best summarizes the attitude toward religious beliefs expressed in this document?	
3. Which of the following colonies practiced greater religious toleration than the excerpt about Maryland calls for?	

Short Answer. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c). 12 sentences total. page 48

Answer a, b and c.

1A. Briefly explain ONE way in which Puritanism influenced the development of New England from 1630 to 1685.

1B. Briefly explain another way in which Puritanism influenced the development of New England from 1630 to 1685.

1C. Briefly explain how ONE specific new colony in New England developed differently as a result of Puritanism during the period from 1630 to 1685.

2.4 TRANSATLANTIC TRADE

Learning Objective: Explain the causes and effects of transatlantic trade over time.

Reflecting on the learning objective. page 51.

1.Explain what brought about transatlantic trade and what its long term impact was.

Multiple-Choice Questions 1-2 are found on page 53.

Question & Letter Answer	Response Answer (letter and stem)
1. The intentions of the English government in passing the Molasses Act were most similar to the intentions motivating which of the following?	
2. The immediate response to the action being described in the excerpt was most likely an increase in...	

Short Answer. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c). 12 sentences total. page 53

Answer a, b and c.

1A. Briefly describe ONE specific historical benefit the colonies received under British mercantilism in the period from 1607 to 1754.
1B. Briefly describe ONE specific historical disadvantage the colonies had under British mercantilism in the period from 1607 to 1754.
1C. Briefly describe ONE specific historical action the colonies took in response to British mercantilism in the period from 1607 to 1754.

2.5 INTERACTIONS BETWEEN AMERICAN INDIANS AND EUROPEANS

Learning Objective: Explain how and why interactions between various European nations and American Indians changed over time.

Reflecting on the learning objective. page 56.

1.Explain the nature of the relationship between Europeans and Native Americans and the reasons it evolved over time.

Multiple-Choice Questions 1-3 are found on pages 57- 58.

Question & Letter Answer	Response Answer (letter and stem)
1. Based on the excerpt, what is Samuel Kercheval's perspective toward Bacon and his followers?	
2. Bacon's Rebellion was initiated by a group of farmers who felt most directly threatened by...	
3. Which of the following groups led the opposition to Bacon's Rebellion?	

Short Answer. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c). 12 sentences total.

Use the excerpts on page 58 to answer a, b and c.

1A. Briefly explain ONE major difference between Michaelius's and Eliot's view of the Native Americans.

1B. Briefly explain how ONE historical event or development in the period from 1607 to 1754 that is NOT explicitly mentioned in the excerpts could be used to support Michaelius's interpretation.

1C. Briefly explain how ONE historical event or development in the period from 1607 to 1754 that is NOT explicitly mentioned in the excerpts could be used to support Eliot's interpretation.

2.6 SLAVERY IN THE BRITISH COLONIES

Learning Objective: Explain how enslaved people responded to the system of slavery.

Reflecting on the learning objective. page 61.

1.Explain the reasons for slavery in the various British colonies and its impact on them.

Multiple-Choice Questions 1-2 are found on pages 61- 62.

Question & Letter Answer	Response Answer (letter and stem)
1.The most direct cause of the practice objected to in the source was that...	
2. Which of the following reasons does the excerpt suggest best explains why the group took the stance it did?	

Short Answer. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c). 12 sentences total.

Use the graph on page 62 to answer a, b and c.

1A. Briefly explain ONE specific historical development or circumstance between 1660 and 1780 that led to the changes in slavery levels as depicted in the graph.

1B. Briefly explain ONE specific effort made by the British authorities during the 17th and early 18th centuries to increase the population levels as depicted in the graph.

1C. Briefly explain ONE specific cause for the periodic shortages of labor in the colonies during the period between 1660 and 1780.

2.7 COLONIAL SOCIETY AND CULTURE

Learning Objective 1: Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.

Learning Objective 2: Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

Reflecting on the learning objective. page 73.

1. Explain how the contributions of various migrant groups crossing the Atlantic influenced the growth of American culture.

HISTORICAL PERSPECTIVES: WAS COLONIAL SOCIETY DEMOCRATIC? Read page 72.

<p>List the evidence that supports the argument that colonial society WAS democratic.</p>	
<p>List the evidence that supports the argument that colonial society WAS NOT democratic.</p>	

Multiple-Choice Questions 1-3 are found on pages 73-74.

<p>Question & Letter Answer</p>	<p>Response Answer (letter and stem)</p>
<p>1. Increases in which of the following contributed most directly to the ideas expressed in the excerpt?</p>	
<p>2. Locke’s writings had the most direct influence on the...</p>	
<p>3. Which of the following groups in the English colonies represented ideas most directly opposed to those expressed in the excerpt?</p>	

Short Answer. Write each part in complete sentences. 4 sentences max for each part (a), (b), and (c). 12 sentences total. page 74

Answer a, b and c.

1A. Briefly explain how ONE specific ethnic group contributed to the development of culture and society in the colonies during the period from 1607 to 1754.

1B. Briefly explain ONE specific cause of religious revivalism in the mid-18th century.

1C. Briefly explain ONE specific reason for the difference in economic developments between colonial regions during the period from 1607 to 1754.

CONGRATS! YOU ARE DONE WITH YOUR SUMMER ASSIGNMENT!

You will turn in this work on the first day of class and take a multiple choice and short answer quiz on the information found in the introduction **and** the information covered in AMSCO (this includes the introduction pages and all content up through page 83).

Make sure you give yourself time to not only complete, but also ***study*** the information!

If you have any questions, comments, or concerns about the summer assignment or the course in general, please do not hesitate to contact me at jstrickland@oconeeschools.org.

I look forward to working with you. I hope you have a fun, safe & *productive* summer!