

AP U.S. History Summer Assignment: Unit 1 Concepts (Ch 1-5)

The Ursuline School

Mrs. Muschio & Mrs. Welch

Unit 1: Founding the New Nation

Directions: This assignment is designed to correlate your textbook, *The American Pageant*, with the key concepts and historical thinking skills identified by the College Board. To ensure that you build a foundation for understanding the key concepts and historical thinking skills for the AP United States History course, you are required to construct a written response to each of the analytical questions below. As you read the assigned pages of your text, focus your study on the most important AP content within each chapter. The assignment is due on the first day of school **9/8/20** and a test will be given on the first 5 chapters **9/14/20**.

- Be sure to include textual evidence to support your answers.
- All answers should be **typed** and answered below each question in the same box.
- AP Historical Thinking Skills should be **short answer responses**.
- **All work should be your own!**
- Your answers should NOT be italicized, so as to differentiate them from the question.

KEY AP CONCEPTS	
Text Pages	Chapter 1: New World Beginnings 33,000 BCE- 1769 CE
5-10	<i>How did native populations in North America develop distinct and increasingly complex societies?</i>
8-10	<i>How did maize cultivation in present day Mexico and the American Southwest support economic development, settlement, advanced irrigation, and social diversification among societies?</i>
8-10	<i>Why did native populations in the Great Basin and western Great Plains develop mobile lifestyles?</i>
8-10	<i>How did some societies in the Northeast, Mississippi River Valley and along the Atlantic seaboard, develop mixed agricultural and hunter-gatherer economies that favored the development of permanent settlements?</i>
8-10	<i>How did societies in the Northwest and present-day California support themselves?</i>
14-15	<i>How did contact among Europeans, Native Americans, and Africans result in the Columbian exchange?</i>
18-22	<i>What did European nations' efforts to explore and conquer the new World stem from?</i>
14-15, 18-19	<i>How did the Columbian Exchange bring new crops and new sources of mineral wealth to Europe from the Americas? How did this facilitate the European shift from feudalism to capitalism?</i>

16-22	<i>How was the Spanish exploration and conquest of the Americas accompanied and furthered by the widespread deadly epidemics that devastated native populations?</i>
16-22	<i>How did the Spanish colonial economies use the encomienda system to foster Native American labor?</i>
11-13	<i>How did European traders partner with some West African groups who practiced slavery to forcibly extract slave labor for the Americans?</i>
18-22	<i>How did the Spanish develop a caste system that incorporated and defined the status of the diverse population of Europeans, Africans, and Native Americans in their empires?</i>
16-22	<i>How did contact with Native Americans and Africans foster a debate among European religious and political leaders about how non-Europeans should be treated?</i>
15-22	<i>How did Spanish efforts to extract wealth from the land lead them to develop institutions based on subjugating native populations into Spanish colonial society?</i>
21	<i>How did American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo revolt, lead to Spanish accommodations of some aspects of American Indian culture in the Southwest?</i>

AP HISTORICAL THINKING SKILLS	
Contextualization	<i>Can you place the Columbian exchange in a global context? How do the interactions and adaptations among societies across the Atlantic fit into the larger story of world history? What evidence can you find in the chapter to support your position?</i>
Argumentation	<i>The authors contend that 1492 was a “fateful year” in North American history when the “land and native peoples alike felt the full shock of the European “discovery.” What relevant historical evidence can you find to support, modify or refute this assertion?</i>
Periodization	<i>The first chronological period for the AP is from 1491-1607, with the understanding that 1491 is a symbolic date for pre-Columbian contacts in North America. As you read this chapter, does 33,000 BCE, 1491, or some other date make the most sense to you as the beginning of this time period?</i>

Text Pages	Chapter 2: The Planting of English America 1500-1733
32-33	<i>How did the Chesapeake and North Carolina colonies grow through exporting tobacco?</i>
33-35	<i>How did the colonies along the southernmost Atlantic coast and the British West Indies use long growing seasons to develop plantation economies?</i>
28-30 32-37	<i>What did European colonies focus on acquiring and how did they gain new sources of labor?</i>
32-37	<i>Why did the plantation systems of the Chesapeake and the southernmost Atlantic coast have large numbers of enslaved workers?</i>

AP HISTORICAL THINKING SKILLS	
Causation	<i>What caused the cultural clashes between English colonists and American Indians in the seventeenth century? How many different reasons can you identify as a cause of conflict between the English colonists & the American Indians?</i>
Patterns of Continuity & Change	<i>How did the development of the British colonies in Chesapeake, southern Atlantic coast, and West Indies change throughout the seventeenth century? How many specific examples of continuity & change in the development of the British colonies can you identify? Explain</i>
Comparison	<i>How did the development of the British colonies along the southern Atlantic coast and the West Indies compare with the development of the Spanish colonies in Mexico and the American Southwest? How many similarities and differences between the Spanish & English settlements can you identify? Explain</i>

Text Pages	Chapter 3: Settling the Northern Colonies 1619-1700
43-48 52-57	<i>How did English colonization efforts attract a comparatively large number of male and female British migrants & other European migrants?</i>
43-48	<i>Why did the New England colonies, initially settled by Puritans, develop around small towns with family farms? How did they achieve a thriving mixed economy of agriculture and commerce?</i>
48-49	<i>How did British conflicts with American Indians over land, resources and political boundaries lead to military confrontations?</i>
52-57	<i>How did the middle colonies attract a broad range of European migrants and develop societies with greater cultural, ethnic, and religious diversity & tolerance?</i>
49-52	<i>How did the British government increasingly attempt to incorporate its North American colonies into a coherent, hierarchical, and imperial structure? How did conflicts with colonists & American Indians lead to erratic enforcement of imperial policies?</i>

AP HISTORICAL THINKING SKILLS	
Argumentation	<i>The authors content that “especially along the rocky shores of New England, it was not worldly wealth but religious devotion that principally shaped the earliest settlements.” Formulate a historical argument that supports, modifies, or refutes this assertion.</i>
Causation	<i>What caused the demographic, religious, and ethnic diversity in the middle colonies? How many different reasons for this diversity can you identify? Explain</i>
Comparison	<i>What are the regional differences during the 1600’s that the British colonists in the Chesapeake and the New England colonies develop?</i>

Text Pages	Chapter 4: American Life in the Seventeenth Century 1607-1692
69-70 72-73	<i>How did New England colonies exercise their local authority and dominate the elected assemblies?</i>
64-76	<i>How did the goals and interests of European leaders and colonists lead to growing mistrust on both sides of the Atlantic?</i>
72-74, 76	<i>Why did colonists express dissatisfaction over territorial settlements, frontier defense, self-rule and trade?</i>
63-70	<i>How did all the British colonies participate in the Atlantic slave trade?</i>
64-69	<i>Why did chattel slavery become the dominant labor system in many Southern colonies? How did new laws create a strict racial system?</i>

AP HISTORICAL THINKING SKILLS	
Argumentation	<i>Combine the information from the primary source excerpts and the text to create a persuasive understanding of southern and New England life during the seventeenth century.</i>
Patterns of Continuity & Change	<i>Explain the development of indentured servitude and slavery in the British colonies throughout the seventeenth century.</i>
Analyzing Evidence	<i>The authors contend that “nature smiled more benignly on pioneer New Englanders than on their disease-plagued fellow colonists to the south.” What might have been the causes for this difference between the two groups of colonists?</i>

Text Pages	Chapter 5: Colonial Society on the Eve of Revolution 1700-1775
90-99	<i>How did the British colonies experience a gradual Anglicization over time, develop political communities, and influence the spread of Protestant evangelicalism?</i>
89-91	<i>What did colonists' resistance to imperial control stem from?</i>
78-80 89-97	<i>How did the presence of different European religious and ethnic groups contribute to a significant degree of pluralism and intellectual exchange?</i>
80-83	<i>How did Africans resist the dehumanizing aspects of slavery while maintaining their family and gender systems, culture and religion?</i>

AP HISTORICAL THINKING SKILLS	
Contextualization	<i>Identify ways that the Great Awakening and colonial forms of government provided the context for the roots of democracy in colonial society.</i>
Periodization	<i>The authors conclude this chapter about colonial society in 1775, but AP Curriculum uses 1754 as the ending date. Which ending date makes more sense to you? Identify relevant historical evidence that supports your answer.</i>
Analyzing Evidence	<i>The authors maintain that "colonial America was a melting pot and had been from the outset." What relevant historical evidence supports, modifies, or refutes this assertion?</i>