



AP U.S. History
Summer Assignments 2018-2019

Dear AP Students:

Welcome to APUSH (AP US History)!!! It is going to be an interesting and informative year, as we are now expanding our program to two years. We have to cover the first three chapters of the textbook over the summer. This assigned work is a prerequisite for this class and will give you an idea of some of the preparation necessary to succeed on the AP exam. You will be asked to read Chapters 1, 2, and 3 and complete the work below. We will begin our review of these chapters in September and prepare for our first test at that time.

Section 1 – While reading each chapter, write the definitions for the terms on the sheet for each chapter.

Section 2 – After reading the three chapters, complete the DBQ (Document Based Question) from the College Board related to colonial America. Then, write a 5 paragraph essay, being sure to cite the documents used in various parts of the essay. A scoring sheet from College Board is enclosed to give you a sample of how they are scored.

Section 3 – After reading the chapters, please answer the two short answer questions, fill in the chart, and complete the LE (Long Essay- 5 paragraph) related to northern and southern colonies.

Thank you for your interest in this course, and feel free to reach out to me during the summer if you have any questions. My email address is jeichmann@lacordaire.net, and I will be checking it periodically in case there are any concerns. I look forward to seeing you in September!!

Sincerely,

Mr. John Eichmann
Upper School History Teacher
Lacordaire Academy

SECTION 1

Name _____

AP US History

Chapter 1 "New World Encounters"

Beringia

Paleo-Indians

Ice Age

Agricultural Revolution*

Chaco Canyon

Anasazi

Adena

Hopewell

Cahokia

Maya

Toltec

Christopher Columbus

Tenochtitlán

Algonquin

Eastern Woodland Cultures

Giovanni de Verrazzano

Yamasee War (1715)

Carib Indians

Columbian Exchange*

Eric the Red

Leif

L'Anse aux Meadows

Renaissance*

Reconquista

Conquistadores

Amerigo Vespucci

Treaty of Tordesillas

Hernán Cortes

Aztecs

Montezuma

Encomienda system*

Virgin of Guadalupe

Mestizos

Jacques Cartier

Coueurs de bois

John Cabot

Protestant Reformation*

Martin Luther

Predestination*

Sea dogs

Walter Raleigh

Roanoke

Richard Haluyt

The Principall Navigations, Voyages, and Discoveries of the English Nation

SECTION 1

Name _____ AP US History
Chapter 2 "New World Experiments: England's Seventeenth-Century Colonies"

Pilgrims	William Penn
James I	Quakers*
Charles I	"Holy Experiment"
Glorious Revolution	Carolina
Chesapeake (Tobacco Coast)	Anthony Ashley Cooper
Joint-stock company*	John Locke
Virginia Company	Barbadians
Jamestown	James Oglethorpe
Captain John Smith	
Pocahontas	
"Starving Time"	
Powhatan	
Baron De La Warr	
John Rolfe	
Tobacco	
House of Burgesses*	
Headright*	
Indentured servants*	
Sir George Calvert (Lord Baltimore)	
Cecilius Calvert	
<i>Mayflower</i>	
Separatists	
Scrooby	
William Bradford	
Mayflower Compact*	
Squanto	
Massasoit	
"The Great Migration"	
Puritans	
John Winthrop	
"A City on a Hill"	
Cambridge Agreement	
Roger Williams	
Anne Hutchinson	
Antinomianism*	
Thomas Hooker	
New Netherland	
New Amsterdam	
Peter Stuyvesant	
Lord Berkeley	
Sir George Carteret	

SECTION 1

Name _____

AP US History

Chapter 3 "Putting Down Roots: Opportunity and Oppression in Colonial Society"

Half-Way Covenant

Harvard College

Cotton Mather

Anne Bradstreet

Sumptuary laws

Governor John Winthrop

Yeomen

Freemem

"giddy multitude"

Creole

Gullah

Stono Uprising

Mercantilism*

Enumerated goods*

Navigation Acts*

Edward Randolph

Nathaniel Bacon

Bacon's Rebellion

Sir William Berkeley and Green Spring Faction

King Philip

Sir Edmund Andros

Glorious Revolution

Salem and Salem Village

Spectral evidence*

Jacob Leisler

Leisler's Rebellion

Henry Slouther

SECTION 3

Short Answers: Answer the following questions in five sentences.

1) What was *mercantilism* and how did it shape the economic and political relationship between England and its colonies?

2) Discuss, in some detail, the origin and key characteristics of slavery in British North America during the seventeenth century.

In the following table list the New England, Southern, and Middle Colonies

New England	Middle	Southern
XXXXXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXXXXX	

Long Essay

Although many Northerners and Southerners later came to think of themselves as having separate civilizations, the Northern and Southern colonies in the seventeenth and eighteenth centuries were in fact more similar than different." Asses the validity of this generalization.



Document Based Question Writing Assignment

Cora Greer

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For further information, visit apcentral.collegeboard.com.

DBQ Writing Assignment

Cora Greer
University of Maine at Machias
Machias, Maine

The College Board Advanced Placement Examination 1993

United States History
Section II
(Suggested writing time -- 40 minutes)

Directions: The following question requires you to construct a coherent essay that integrates your interpretation of Documents A-H **and** your knowledge of the period referred to in the question. High scores will be earned only by essays that both cite key pieces of evidence from the documents and draw on outside knowledge of the period. Some of the documents have been edited, and wording and punctuation have been modernized.

1. Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur?

Use the documents AND your knowledge of the colonial period up to 1700 to develop your answer.

Document A

Source: John Winthrop, *A Model of Christian Charity* (written on board the *Arbella* on the Atlantic Ocean, 1630)

God Almighty in his most holy and wise providence hath so disposed of the condition of mankind, [that] in all times some must be rich, some poor, some high and eminent in power and dignity, other mean and in subjection. . . [Yet] We must be knit together in this work as one man. We must entertain each other in brotherly affection, we must be willing to abridge ourselves of our superfluities, for the supply of others' necessities. We must uphold a familiar commerce together in all meekness, gentleness, patience, and liberality. We must delight in each other, make others' conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, our community as members of the same body. So shall we keep the unity of the spirit in the bond of peace . . . We must consider that we shall be as a city upon a hill. The eyes of all people are upon us, so that if we shall deal falsely with our God in this work we have undertaken, and so cause him to withdraw his present help from us, we shall be made a story and a by-word through the world. We shall open the mouths of enemies to speak evil of the ways of God, . . . shall shame the faces of many of (God's worthy servants, and cause their prayers to be turned into curses upon us.

Document B

Source: Ship's List of Emigrants Bound for New England
John Porter, Deputy Clerk to Edward Thoroughgood

Weymouth, the 20th of March, 1635

1. Joseph Hull, of Somerset, a minister, aged 40 years
2. Agnes Hull, his wife, aged 25 years
3. Joan Hull, his daughter, aged 15 years
4. Joseph Hull, his son, aged 13 years
5. Tristram, his son, aged 11 years
6. Elizabeth Hull, his daughter, aged 7 years
7. Temperance, his daughter, aged 9 years
8. Grissel Hull, his daughter, aged 5 years
9. Dorothy Hull, his daughter, aged 3 years
10. Judith French, his servant, aged 20 years
11. John Wood, his servant, aged 20 years
12. Robert Dabyn, his servant, aged 28 years
13. Musachiell Bernard, of Batcombe, clothier in the county of Somerset, 24 years
14. Mary Bernard, his wife, aged 28 years
15. John Bernard, his son, aged 3 years
16. Nathaniel, his son, aged 1 year

* * *

21. Timothy Tabor, in Somerret of Batcombe, tailor, aged 35 years
22. Jane Tabor, his wife, aged 35 years
23. Jane Tabor, his daughter, aged 10 years
24. Anne Tabor, his daughter, aged 8 years
25. Sarah Tabor, his daughter, aged 5 years
26. William Fever, his servant, aged 20 years
27. John Whitmarke, aged 39 years
28. Alice Whitmarke, his wife, aged 35 years
29. James Whitmarke, his son, aged 5 years
30. Jane, his daughter, aged 7 years
31. Onseph Whitmarke, his son, aged 5 years
32. Rich. Whitmarke, his son, aged 2 years

* * *

74. Robert Lovell, husbandman, aged 40 years
75. Elizabeth Lovell, his wife, aged 35 years

76. Zacheus Lovell, his son, aged 15 years
77. Anne Lovell, his daughter, aged 16 years
78. John Lovell, his son, aged 8 years
79. Ellyn, his daughter, aged 1 year
80. James, his son, aged 1 year
81. Joseph Chickin, his servant, 16 years
82. Alice Kinham, aged 22 years
83. Angell Hollard, aged 21 years
84. Katheryn, his wife, 22 years
85. George Land, his servant, 22 years
86. Sarah Land, his kinswoman, 18 years

* * *

103. John Hoble, husbandman, 13
104. Robert Huste, husbandman, 40 . . .

Document C

Source: Ship's List of Emigrants Bound for Virginia

Ultimo July, 1635

These underwritten names are to be transported to Virginia, embarked in the Merchant's Hope, Hugh Weston, Master, per examination by the minister of Gravesend touching their conformity to the Church discipline of England, and have taken the oaths of allegiance and supremacy:

Edward Towers	26	Allin King	19
Henry Woodman	22	Rowland Sadler	19
Richard Seems	26	Jo. Phillips	28
Vyncent Whatter	17	Daniel Endick	16
James Whithedd	14	Jo. Chalk	25
Jonas Watts	21	Jo. Vynall	20
Peter Loe	22	Edward Smith	20
Geo. Bocker	17	Jo. Rowledge	19
Henry Eeles	26	Wm. Westlie	40
Jo. Dennis	22	Jo. Smith	18
Tho. Swayne	23	Jo. Saunders	22
Charles Rinsdsen	27	Tho. Bartcherd	16
Jo. Exston	17	Tho. Dodderidge	19
Wm. Luck	14	Richard Williams	18
Jo. Thomas	19	Jo. Ballance	19
Jo. Archer	21	Wm. Baldin	21
Richard Williams	25	Wm. Pen	26
Francis Hutton	20	Jo. Gerie	24
Savill Gascoyne	29	Henry Baylie	18
Rich. Bulfell	29	Rich. Anderson	50
Rich. Jones	26	Robert Kelum	51
Tho. Wynes	30	Richard Fanshaw	22
Humphrey Williams	22	Tho. Bradford	40
Edward Roberts	20	Wm. Spencer	16
Martin Atkinson	32	Marmaduke Ella	22
Edward Atkinson	23		
Wm. Edwarcis	30	<i>Women</i>	
Nathan Braddock	31	Ann Swayne	22
Jeffrey Gurrish	23	Eliz. Cote	22
Henry Carell	16	Ann Rice	23
Thos. Tyle	24	Kat. Wilson	23
Gamaliel White	24	Maudlin Lloyd	24
Richard Marks	19	Mabell Busher	14
Thos. Clever	16	Annis Hopkins	24

Jo. Kitchin	16	Ann Mason	24
Edmond Edwards	20	Bridget Crompe	18
Lewes Miles	19	Mary Hawkes	19
Jo. Kennedy	20	Ellin Hawkes	18
Sam Jackson	24		

Document D

Source: Articles of Agreement, Springfield, Massachusetts, 1636

We whose names are underwritten, being by God's providence engaged together to make a plantation . . . do mutually agree to certain articles and orders to be observed and kept by us and by our successors. . . .

1. We intend by God's grace, as soon as we can, with all convenient speed, to procure some Godly and faithful minister with whom we purpose to join in church covenant to walk in all the ways of Christ.
2. We intend that our town shall be composed of forty families, . . . rich and poor.
3. That every inhabitant shall have a convenient proportion for a house lot, as we shall see [fit] for everyone's quality and estate. . . .
5. That everyone shall have a share of the meadow or planting ground. . . .

Document E

Source: Wage and Price Regulations in Connecticut, 1676

Whereas a great cry of oppression is heard among us, and that principally pointed at workmen and traders, which is hard to regulate without a standard for pay, it is therefore ordered that, . . . [prices and wages] be duly set at each of our General Courts annually, . . . [A]ll breaches of this order to be punished proportionable to the value of the oppression. . . . This court . . . in the interim recommends [that] all tradesmen and laborers consider the religious end of their callings, which is that receiving such moderate profit as may enable them to serve God and their neighbors with their arts and trades comfortably, they do not enrich themselves suddenly and inordinately (by oppressing prices and wages to the impoverishing [of] their neighbors . . . live in the practice of that crying sin of oppression, but avoid it.

Document F

Source: Captain John Smith, *History of Virginia* 1624

When the [large ship] departed, . . . those of us that had money, spare clothes, credit to give bills of payment, gold rings, fur, or any such commodities, were ever welcome to [purchase supplies. The rest of us patiently obeyed our] vile commanders and [bought] our provisions at fifteen times the value. . . . yet did not repine but fasted, lest we should incur the censure of [being] factious and seditious persons. . . . Our ordinary [food] was but meal and water so that this . . . little relieved our wants, whereby with the extremely of the bitter cold frost . . . more than half of us died.

The worst [among us were the gold seekers who] with their golden promises made all men their slaves in hope of recompenses. There was no talk . . . but dig gold, wash gold, refine gold, load gold. . . . Smith perceiving [we lived] from hand to mouth, caused the pinnace [small ship] to be provided with things fitting to get provision for the year following.

[Two of the councillors] Wingfield and Kendall . . . strengthened themselves with the sailors and other confederates [and planned to go] aboard the pinnace to alter her course and to go for England.

Smith had the plot discovered to him. Much trouble he had to prevent it, till with store of saker and musket shot he forced them to stay or sink in the river; which action cost the life of Captain Kendall.

These brawls are so disgustful, as some will say, they were better forgotten.

Document G

Source: Governor Berkeley and His Council on their Inability to Defend Virginia Against a Dutch Attack, December 1673

We thought it our duty . . . to set forth in this our Declaration, the true state and condition of this country in general and our particular . . . disabilit[y] to . . . [engage in] war at the time of this invasion [by the Dutch. . . [We] therefore do most humbly beseech your majesty and your most honorable council to consider that Virginia is intersected by so many vast rivers as makes more miles to defend than we have men of trust to defend them. For by our nearest computation we leave at our backs as many servants (besides Negroes) .as there are freemen to defend the shores and all our frontiers [against the Indians. . . This gives men fearful apprehensions of the danger they leave their estates and families in, while they are drawn from their houses to defend the borders. Also at least one third [of the freemen available for defense] are single freemen (whose labor will hardly maintain them) or men in such debt, . . . [Whom] we may reasonably expect upon any small advantage the enemy may gain upon us, . . . [to defect] to them in hopes of bettering their condition by sharing the plunder of the country with them.

Document H

Source: Bacon's "Manifesto," justifying his rebellion against Virginia Governor Berkeley in 1676

We cannot in our hearts find one single spot of rebellion or treason or that we have in any manner aimed at subverting the settled government. . . . All people in all places where we have yet been can attest our civil, quiet, peaceable behavior far different from that of rebellion. . . . Let truth be bold and all the world know the real foundations of pretended guilt. . . . Let us trace . . . [the] men in authority and favor to whose hands the dispensation of the countr[y's] wealth has been committed. Let us observe the sudden rise of their estates . . . [compared] with the quality in which they first entered this country. Let us consider their sudden advancement. And let us also consider whether any public work for our safety and defense or for the advancement and propagation of trade, liberal arts or sciences is in any [way] adequate to our vast charge. Now let us compare these things together and see what sponges have sucked up the public treasure and whether it has not been privately contrived away by unworthy favorites and juggling parasites whose tottering fortunes have been repaired and supported at the public charge.

End of 1993 DBQ Documents

AP[®] UNITED STATES HISTORY 2016 SCORING GUIDELINES

Question 1 – Document-Based Question

Explain the causes of the rise of women’s rights movement in the period 1940–1975.

Maximum Possible Points: 7

Please note:

- Each point of the rubric is earned independently, e.g. a student could earn the point for argument development without earning the point for thesis.
- Unique evidence from the student response is required to earn each point, e.g. evidence in the student response that qualifies for the contextualization point could not be used to earn the point for synthesis or the point for sourcing the documents.

A. Thesis and Argument Development (2 points)

Targeted Skill: Argumentation (E1, E4, and C1)

1 point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

Scoring Note: Neither the introduction nor the conclusion is necessarily limited to a single paragraph.

1 point Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

0 points Neither presents a thesis that makes a historically defensible claim and responds to all parts of the question nor develops and supports a cohesive argument that recognizes and accounts for historical complexity.

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B. Document Analysis (2 points)

Targeted Skill: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)

1 point Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.

1 point Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.

0 points Neither utilizes the content of at least six of the documents to support the stated thesis or a relevant argument nor explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.

-- Is completely blank

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2016 SCORING GUIDELINES

Question 1 – Document-Based Question (continued)

C. Using Evidence Beyond the Documents (2 points)

Targeted Skill: Contextualization (C3) and Argumentation (E3)

Contextualization

- 1 point** Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- 0 points** Does not situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

*Scoring Note: Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is **not** awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.*

Evidence Beyond the Documents

- 1 point** Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- 0 points** Does not provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- Is completely blank

Scoring Notes:

- This example must be different from the evidence used to earn other points on this rubric.
- This point is **not** awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.

D. Synthesis (1 point)

Targeted Skill: Synthesis (C4 or C5)

- 1 point** Extends the argument by explaining the connections between the argument and one of the following.
- A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
- 0 points** Does not extend the argument by explaining the connections between the argument and the other areas listed.
- Is completely blank

*Scoring Note: The synthesis point requires an explanation of the connections to a different historical period, situation, era, or geographical area and is **not** awarded for merely a phrase or reference.*