

Mr. Murdock's APUSH Summer Reading Packet

- You will need to get a three-ring 2/3 inch folder with dividers. Each chapter will be divided numerically in the notebook. Have each chapter's questions and essay placed in the correct spots.
- It is imperative that we get off the ground running in August. As such, every APUSH student will be required to complete the following summer reading assignments by the first day of school. When we return you will be quizzed over the readings from each chapter. If you have any questions you can email me at murdockc@fcsboe.org
- You will need to answer the questions and key Terms that go along with the readings in blue/black ink.
- Answer your questions, Key Terms, and Essays on separate sheets of paper
- Use blue/black ink when writing your essays.
- When responding to a free response essay prompt, you should keep in mind that *quality* is more important than quantity. The format of this essay focuses on the skills of organizing your ideas and writing concisely (getting to the point quickly). You shouldn't waste time going off on tangents or adding information not directly relevant to your answer. Remember, you can add information that is true, but it will only hurt your grade if it doesn't support your argument. When writing the essay make sure you include the political, social, and economical effects of the question asked. 8

Thematic Learning Objectives from the College Board

AP United States History Themes

► **American and National Identity**

This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

► **Politics and Power**

This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.

► **Work, Exchange, and Technology**

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

► **Culture and Society**

This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

► **Migration and Settlement**

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

► **Geography and the Environment**

This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

► **America in the World**

This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

Period 1: 1491–1607

Period 2: 1607–1754

Period 3: 1754–1800

Period 4: 1800–1848

Period 5: 1844–1877

Period 6: 1865–1898

Period 7: 1890–1945

Period 8: 1945–1980

Period 9: 1980–Present

Chapter 1

1. PEO-1 Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)

Answer Example

"The big-game hunters of the northern forests led nomadic lives based on pursuit of moose and caribou." (p. 6)

"Another group of tribes spread through relatively arid regions of the Far West and developed successful communities—many of them quite wealthy and densely populated—based on fishing, hunting small game, and gathering." (p. 7)

P1 2. ENV-1 Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

P1 3. ENV-2 Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period

P1 4. PEO-4 Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans

P1 5. PEO-5 Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century

P1 6. ENV-1 Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

P1 7. WXT-1 Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

P1 8. WOR-1 Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

Chapter 2

P1 1. ENV-1 Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

P1 2. ENV-4 Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction

P1 3. WXT-1 Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

P1 4. WOR-1 Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period

P1 5. POL-1 Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

P1 6. CUL-1 Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

P2 7. WXT-2 Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

P2 8. PEO-1 Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)

Chapter 3

Ch 3 reading questions page 67-98

1. What were the goals of a mercantilist economic policy?
2. What were the drawbacks of this economic system on the British North American colonies?
3. What were some of the obstacles faced by American merchants in the 17^c?
4. What was the "Triangle Trade?" How was it a response to British mercantile policies?
5. Explain the growing preoccupation with consumption of material goods in the British colonies and how this preoccupation was associated with social status.
6. Why had the well-defined and deeply entrenched English class system fail to reproduce itself in America during the colonial period?
7. What were the characteristics of plantation slavery?
8. How was the plantation an economic unit? a social unit?
9. What was the cause of the Stono Rebellion?
10. What were the characteristics of communities that emerged in Puritan New England?
11. How was the family central to the Puritan community?
12. How did the experience of America affect the patriarchal family?
13. Why did people accuse someone of witchcraft?
- 14.
15. Why did "witchcraft" seem to appear so suddenly in Salem, MA in 1692? Were there any political / economic / cultural reasons?
16. How did the witchcraft hysteria of the 1680s and 1690s result from a "gap between the expectations of a united community and the reality of a diverse and divided one?"
17. Why was the social unit in New England the town and not plantation/farm lands [as it was in the South]?
18. How were the fates of young Puritan sons different from those of daughters in New England families?
19. How did population pressures change the nature of Puritan society by the early 18^c?
20. What were some of the causes for the apparent decline in religious piety by the early 18^c?
21. What was the First "Great Awakening?" Who brought it about? What groups in colonial society were most attracted to this religious movement?
22. Identify the differences between the "Old Lights" and the "New Lights."
23. How was the Halfway Communion [Halfway Covenant] a move to address these tensions?
24. What were the effects of the Great Awakening?
25. What was the Enlightenment? How did it differ from the Great Awakening?
26. Identify some of the ways in which American colonists placed a high value on education in the 17^c and early 18^c.
27. What colonial colleges were in operation by 1763? Why was each founded, and what subjects were studied in the mid-18^c?
28. What evidence was there that the influence of the Enlightenment was spreading in America?
29. Explain the working of the law in colonial America--the concepts on which it was based, and the way it functioned.

30. How was the American legal philosophy different from that long established in England?

Chapter 3 Essays

Choose one of the two free response essays

- Compare and contrast the economy of the northern colonies with that of the southern colonies. What made the two regions develop as they did? How did these economic systems reflect social systems emerging at the same time?
- What impact did technology have on the development of the British American colonies?