

## APUSH 2017-2018 Summer Assignment

- Read Chapters 1- 6 from *The American Pageant*. You may check out a book from 5/18-5/22.
- Complete the following assignment that corresponds to the readings on a separate sheet of paper.
- If you have questions or concerns please e-mail Ms. Garrett at [egarrett@warrick.k12.in.us](mailto:egarrett@warrick.k12.in.us)
- The assignment is due on the first day of school. There will be a test on the second day of school.
- Please fill out a Google form at: <https://goo.gl/forms/jzxmVOl8aU89WZSY2>.
- The drop date for the course is noon on June 2, 2017.

***Answer the following questions over your readings. Answers should be in complete sentences and on a separate sheet of paper. Answers must be handwritten.***

1. Describe the impact of Europeans on Native American (Indian) cultures and the impact of native cultures on Europeans. Then explain why it was, or was not, a good thing that European culture prevailed.
2. Summarize the motives, expectations, problems, and rewards associated with the age of European expansion. Compare and contrast these motives, expectations, problems, and rewards of European expansion as they applied to Africa, North American and the Caribbean Islands, and South America.
3. It is sometimes said that the Europeans who came to the Americas settled a "virgin land" that was unused and unspoiled. Write an essay demonstrating that this is, or is not, an accurate description of what happened.
4. Are the Spanish conquistadores to be considered villains or heroes or both for their actions in the Americas? Assess and evaluate the short-term and long-term influence of the Spanish conquistadores on political, economic, religious and social developments in southwestern North America, the Caribbean Islands, and South America. Analyze the key developments in the relationships of the Spanish conquistadores with the Indian peoples of these three regions of the Americas.
5. Assess the validity of the following statement: "The Great Ice Age shaped more than the geological history of North America. It also contributed to the origins of the continent's human history."
6. Assess the validity of the following statement: "Columbus's sensational achievement obscures the fact that he was one of the most successful failures in history."
7. Describe both the positive and negative effects of the Columbian Exchange on the New and Old World.
8. Describe what is meant by the Spanish Black Legend. What is your assessment of the Spanish impact on North American cultures: positive or negative? Why?
9. In many ways, North Carolina was the least typical of the five plantation colonies. Describe the unique features of colonial North Carolina, and explain why this colony was so unlike its southern neighbors.
10. Write your definition of progress. Then use this definition to demonstrate that the exploration, settlement, and colonization of America by British colonists in the 1600s and early 1700s did or did not lead to progress in human history.
11. Analyze the contribution to English overseas expansion in the early 1600s by three of the following developments:
  - Economic depression and unemployment in England
  - Thirst for new economic markets for English goods
  - Peace with a defeated Spain
  - Seeking gold and adventure by early colonial promoters and settlers

Desire for religious freedom among religious minorities in England

Seeking a passage through America to the Indies

12. Rank the items in the following list, starting with the one that you think had the most important consequences. Then justify your ranking. Finally, speculate as to what might have happened had these events not occurred.
  - a. The cultivation of tobacco in Virginia
  - b. The introduction of slavery into the plantation colonies
  - c. The "enclosing" of croplands in England
13. Discuss English treatment of the Irish and its consequences for Anglo-Irish relations and for colonization and settlement in North America.
14. Compare and contrast the ways in which tobacco and sugar affected the social and economic development of colonial America.
15. Compare and contrast the motives of their founders, religious and social orientation, economic pursuits, and political developments of two of the early colonial settlement areas.

South  
New England  
Middle
16. In your opinion, which three of the twelve colonies founded in the seventeenth century made the most significant contributions to the perennial American values of democratic self-government, educational opportunity, religious toleration, social plurality, and economic materialism? Explain your choice.
17. What role did Calvinist beliefs play in the evolution of political, economic, and social developments and morality laws of the Massachusetts Bay Colony?
18. Write your interpretation of John Winthrop's comment that Massachusetts Bay was to be "as a city upon a hill" and "a beacon to mankind." In your opinion, do Americans still hold this view of their nation's role in the world? Why or why not?
19. Some historians have argued that Puritanism was especially suited for life in the wilderness of seventeenth-century America. Do you agree? Why or why not?
20. Assess the validity of the following statement, "Although colonists both north and south were bound together by a common language and a common allegiance to Mother England, they established different patterns of settlement, different economies, different political systems, and even different sets of values."
21. In what ways was the Mayflower Compact a genuine step toward self-government?
22. To what extent was the New England Confederation a first step toward colonial unity?
23. What expectations and goals did Governor John Winthrop have for the Massachusetts Bay Colony company? How were those goals and expectations met or frustrated as the colony developed politically, economically, educationally, and religiously? How did the changed priorities of the subsequent generations of Massachusetts Puritans influence the development of the colony?
24. Compare and contrast the economies, geography and climate, mortality rates, sex ratios, and family relationships of New England and the southern colonies. In which of the two regions would you have preferred to live? Why?
25. Assess the extent to which distinctions of wealth and status were widening or narrowing as the seventeenth century drew to a close? Why?
26. Write your definition of racism. Then use this definition to argue that the origin of slavery in colonial America was or was not primarily the result of white European racism.
27. Identify three causes of Bacon's Rebellion. Evaluate the relative influence of the three identified political, economic, or social causes in initiating Bacon's Rebellion.
28. Argue either that an American way of life had emerged by the end of the seventeenth century or that two wholly distinct ways of life, one New England and the other southern, had emerged by the end of the seventeenth century.

29. Explain the complex social structure that developed in the South during the seventeenth and eighteenth centuries and its implications for the evolution of indentured servitude and slavery in the South.
30. To what extent is the following statement, by Thomas Jefferson, true; "the town meeting was the best school of political liberty the world ever saw."
31. Explain the following statement, "the story of New England was largely written by rocks."
32. Evaluate the extent to which anxieties about unsettled New England political, economic, social, and religious conditions and anxieties about the social status of the accusers and the accused contributed to the witchcraft persecutions in Salem during the early 1690s. Assess the role you believe that the anxieties, prejudices, and superstitions of Puritan men played in the Salem witchcraft persecutions?
33. Did differences in wealth and status in the colonies increase or diminish from 1700 to 1750? Explain.
34. Write your definition of religious fundamentalism. Then use this definition to argue that the Great Awakening was or was not a movement of religious fundamentalists.
35. Early America was not a world of equality and consensus, yet many immigrants poured in, seeing America as a land of opportunity. How could they draw such a conclusion? How was the conclusion of seeing America as land of opportunity limited by race, gender, and social class restrictions to upward mobility?