Congratulations on your enrollment in Advanced Placement U.S. History for the 2014-2015 school year. This is a demanding but hopefully rewarding course, which will require that you do some preparation before you arrive in September.

Before you leave for summer vacation, you are expected to pick up a copy of your textbook, David M. Kennedy’s *The American Pageant: A History of the Republic* from the Auditorium.

**Summer Reading Assignment**

1. Read chapters 1-6 in *The American Pageant*.
2. On the course page, you will find specific reading guides associated with each chapter. You are to complete each guide as you read the chapters.

Shortly after classes begin in September, there will be an essay test based on your mastery of the readings. This will count as your first test grade.

*I wish you the best of luck this summer in your preparation for A.P. U.S. History.*

Mr. Curran
1. Part One Intro. (pp. 2–3) This introduction gives you a preview of the authors’ answers to certain key questions about America up to the establishment of the United States. Look at this section and list three major questions you think the authors will be addressing in the first eight chapters.

1. 

2. 

3. 

2. The Earliest Americans (pp. 4–10)
   a. List three things you found new or particularly interesting about the Native American societies that existed prior to their discovery by Europeans.

1. 

2. 

3. 

b. *** What comments do you have about the differing views (pp. 9–11) of the relation of humans to nature held by Europeans (humans have dominion over the earth) and Native Americans (humans must live in harmony with nature)? Is one better than the other?

3. Direct and Indirect Discovery of America (pp. 10–14)
   a. What is the connection the authors make between the eventual discovery of America and the Crusades, Marco Polo, and the European taste for exotic goods from Asia?

b. List three of the factors mentioned by the authors on pp. 13–14 as coming together to produce the voyage of Columbus.

1. 

2. 

3. 

c. How did the New World discovery build an interdependent global economic system? What were the distinctive roles played by Europe, Africa, and America in this new system?

   Europe: 

   Africa: 

   America: 

4. Worlds Collide (pp. 14–16)
   a. List three of the most important plants and animals introduced from America to Europe, and vice versa:
1. We usually think of military defeat as causing the downfall of most Native American civilizations. But in reality it was ______________ that caused the decimation of up to _____ percent of Native American population. *** Hitler's Holocaust in Europe was responsible for the extermination of 6 million Jews. List one similarity and one major difference you see between the Holocaust and the fate of Native Americans at the hands of the Europeans.

   Similarity

   Difference

2. c. *** (Optional) Do you have any theories as to why Native Americans died of European diseases and Europeans didn’t die of Native American diseases?

5. **Spanish Conquistadores (pp. 16–24)**
   a. List the areas explored by the following Spanish expeditions to North America:
   - Ponce de Leon: 
   - Hernando de Soto: 
   - Francisco Coronado: 
   - Hernán Cortés: 

   b. In 1769, Father __________ started a string of missions designed both to colonize California and Christianize the native Californians. *** What is your view of this?

   c. What main difference do the authors point out (pp. 23–24) between Spanish interaction with native peoples and that of the English? *** Can you think of any reason for this difference?
CHAPTER 1 TERM SHEET
New World Beginnings

Incas
Mayans
Aztecs
Pueblos
Creeks, Choctaws, and Cherokees
Iroquois Confederacy
Portuguese slave trade
Vasco da Gama
Columbus
Hispaniola
Old World diseases
Treaty of Tordesillas (1494)
Vasco Nunez Balboa
Ferdinand Magellan
Juan Ponce de Leon
Francisco Coronado
Hernando de Soto
Hernán Cortés
John Cabot
Giovanni da Verrazano
Robert de La Salle
Juan Rodriguez Cabrillo
Father Junipero Serra
CHAPTER 2
Planting of English America, 1500–1733

1. **England’s Imperial Stirrings (pp. 25–28)**
   a. The introduction notes that three major powers planted their flags in what would be the U.S. and Canada within three years of each other: the Spanish at _______ ___ in 16___, the French at _________ in 16___, and the English at ___________ in 16___. The Protestant English Queen ___________ ascended the throne in 1558 and intensified the rivalry with Catholic Spain. She dispatched semipiratical “sea dogs” such as Francis _______ and encouraged the ultimately failed attempt by Sir Walter _________ to establish a colony on Roanoke Island in 1585. When England defeated the Spanish __________ in 1588 and ultimately signed a peace treaty with Spain in 1604, the English people were poised to begin planting their own colonial empire.

   b. The last paragraph of this section talks about the essential preconditions for English colonization in the early 1600s. What do the authors say was responsible for each of the following?

   (1) creating the opportunity:

   (2) providing the colonists and workers:

   (3) providing the motivation:

   (4) securing the financial means:

2. **Virginia (pp. 28–33)**
   a. The form of organization of the various English colonies is important. The Virginia Company is described as a joint stock company. What is a joint stock company? *** Do you think it’s any different from today’s corporate form of business organization? Was it designed to win territory for the crown or profits for its investors?

   b. Why do the authors say that the charter of the Virginia Company is important to American history?

   c. What is the connection the authors make between the results of the Second Anglo-Powhatan War in 1644 and future American policy toward Native Americans?

   d. List one or two positive and negative consequences of the European incursion on Native American populations:

   Positive

   Negative

   e. List two negative consequences of Virginia’s reliance on tobacco as its staple crop:

   (1)

   (2)
f. Limited self-government was allowed in Virginia in the form of the House of __________, established in 16___.

*** Why do you think the authors imply on p. 33 that the British crown eventually came to regret the establishment of such “mini-Parliaments?”

3. Maryland and the Southern Colonies (pp. 33–41)
   a. List two things you found interesting about the “Catholic Haven” of Maryland:

   (1)

   (2)

   b. Huge plantations producing ________ dominated the British West Indies. They were worked by African ________
that eventually came to outnumber Europeans four to one. This slave-based plantation agriculture model was transplanted into the Carolinas around 1670 by a group of displaced settlers from Barbados.

   c. How could a relatively small number of Europeans have forced perpetual slavery on so many Africans? Look at the excerpt from the Barbados Slave Code (p. 36) that formed the legal basis for slavery in America:

   (1) What were the legal rights of slaves relative to their masters?

   (2) *** What underlying mental assumptions or rationales do you think could have led people of that time to enact such a code?

   d. List one or two distinguishing characteristics that you found interesting about:

   (1) South Carolina:

   (2) North Carolina:

   (3) Georgia:

   e. What are the distinguishing characteristics of the southern colonies discussed in the last section of this chapter?

   (1) Economic:

   (2) Social:

   (3) Religious:
CHAPTER 2 TERM SHEET
Planting of English America

Queen Elizabeth I
Sir Francis Drake
Sir Walter Raleigh
Philip II/Spanish Armada (1588)
English “enclosure” of cropland
Laws of “primogeniture”
“Joint-stock companies”
Virginia Company of London
“Charter” of the Va. Company
Jamestown, Va. (1607)
Capt. John Smith
Pocahontas
John Rolfe
Lord De La Warr
Anglo-Powhatan Wars (1614, 1644)
House of Burgesses (1619)
Lord Baltimore (1634)
Maryland “Act of Toleration” (1649)
Barbados Slave Code
Charles II/Restoration (1660)
South Carolina
North Carolina
Georgia/James Oglethorpe (1733)
Iroquois Confederacy
1. **Puritanism and Pilgrims (pp. 43–46)**
   a. In the introduction, the authors point out the differing motivations for colonization. If acquiring worldly riches was the main motivation in the southern colonies, ___________ was the main motivator for people going to New England. Based on the teachings of John ________ of Geneva, what were the main elements of Puritan theology?
      
      (1) Relation of God to man:
      
      (2) Good works vs. predestination:
      
      (3) Signs of conversion, grace, membership in the “elect”:
      
      (4) “Visible saints” only as church members:

   b. What were the Puritans trying to “purify”?

   c. *** What do you think of Puritan theology? How does it compare with other religions with which you are familiar?

   d. The Pilgrims were ___________, i.e., they wanted to split from the Church of England, not continue trying to reform the Church. A small group who had settled in Holland left for America aboard the ___________ in 1620. What do the authors say is the significance of the Mayflower Compact?

   e. What eventually happened to the small Plymouth Colony in 1691?

2. **Massachusetts Bay Colony (pp. 46–49)**
   a. If, contrary to the Pilgrims, the Massachusetts Bay Puritans were nonseparatist (i.e., not in favor of breaking with the Church of England), what motivated their mass exodus to the New World beginning in 1629?

   b. What did Governor John ________ mean when he said that the new Bay Colony would be “as a city upon a hill?”
c. Who had political power in the colony? Did the Puritans believe in the separation of church and state?

d. *** Do you agree that Massachusetts had little choice but to expel Anne Hutchinson and Roger Williams lest they “pollute the entire Puritan experiment”?

e. What is the most distinguishing characteristic of Rhode Island?

3. New England Spreads Out (pp. 49–56) Look at the map on p. 49. People from Massachusetts Bay spawned four new colonies, three to the south and one to the north. They were: __________, _____________, _____________, and ___________. Read the section on the decimation of native populations through disease and wars such as the ________ War (1637) and King ___________ War (1675). *** What thoughts do you have about these early encounters between Indians and Europeans? Could things have been done differently? Was conflict inevitable?

4. New Netherland/New York (pp. 56–59) The Dutch staked their claim in the New World through the explorations of Henry ____________, in the employ of the Dutch East ___________ Company. The city of New ____________ was established as a trading post and Dutch families built feudal estates up the ____________ River Valley. The able governor Peter ___________ solidified the Dutch position, but the British took over the colony and renamed it New ___________ in 16___. (Note that the Dutch heritage is still evident in the Hudson River Valley and we owe our heartfelt gratitude to the Dutch for leaving us with Santa Claus, Easter eggs, and sauerkraut.)

5. Pennsylvania and the Middle Colonies (pp. 59–63)
   a. List two distinguishing beliefs of the Quakers:
      (1) ___________
      (2) ___________
   b. What was the objective of William Penn in founding the colony in 1681?
   c. The Quakers tried out a rather novel and enlightened approach to the native populations. What do the authors mean when they say that “Quaker tolerance proved the undoing of Quaker Indian Policy”?
   d. List two distinguishing characteristics of the “Middle Colonies” (N.Y., N.J., Del., Pa.):
      (1) ___________
      (2) ___________
VARYING VIEWPOINTS
Europeanizing America or Americanizing Europe?

1. Concentrate on the first two paragraphs and the final paragraph of this section. They are important in emphasizing that history is anything but static—that historical interpretation is constantly evolving as new research is completed and as new perspectives are developed. Based on these few paragraphs, see if you can summarize the perspective that your parents and grandparents might have found in their U.S. history textbook as compared to the perspective that you will expect to find in the remainder of this text:

(1) Parents/Grandparents:

(2) Current Perspectives:

2. Look over the following quotes from two prominent historians of the colonial period. *** In telling the story of early European interaction with native populations, would you say that the authors tend to be closer to the interpretation of Wertenbaker or that of Nash? What evidence did you find in the first three chapters for your view?

“The most stupendous phenomenon of all history is the transit of European civilization to the two American continents. For four and a half centuries Europeans have been crossing the Atlantic to establish in a new world their blood, languages, religions, literatures, art, customs. This movement, involving many nations and millions of men and women, has been termed the expansion of a new Europe in America.”

Thomas J. Wertenbaker, The Founding of American Civilization (1938)

“The cultures of Africans and Indians—their agricultural techniques, modes of behavior, styles of speech, dress, food preference, music, dance, and other aspects of existence—became commingled with European culture. . . . A New World it is . . . for those who became its peoples remade it, and in the process they remade themselves, whether red, white, or black.”

Gary Nash, Red, White, and Black: The People of Early America (1974)
CHAPTER 3 TERM SHEET
The Northern Colonies

Protestant Reformation
John Calvin
Church of England (1530s)
“Puritans”
Pilgrims
Plymouth Colony
Capt. Myles Standish
Mayflower Compact
William Bradford
Massachusetts Bay Colony (1629)
“Great Migration” (1630s)
John Winthrop
“Freemen”
Congregational Church
John Cotton
Anne Hutchinson (1638)
Roger Williams
Rhode Island
Pequot War (1637)
King Philip’s War (1675–1676)
New England Confederation (1643)
English “Restoration” (1660)
Bay Colony Charter Revocation (1684)
Dominion of New England (1686)
Navigation Laws
Sir Edmund Andros
“Glorious” Revolution/William and Mary (1688–1689)

Dutch East India Company

Henry Hudson

New Netherland (1623–1624)

New Amsterdam

Peter Stuyvesant (1655)

New York (1664)

Society of Friends/“Quakers”

William Penn

Pennsylvania (1681)

The middle or “bread colonies”

Benjamin Franklin
1. Chesapeake Colonies (pp. 66–70)
   a. Read the first section about the diseases, high mortality rates, and predominantly male society that evolved in the Chesapeake colonies. *** If you are male, would you have been motivated to leave England for this environment? If you are female, would you have considered emigrating? Why or why not?

   b. What were indentured servants and why were they needed in the tobacco economy?
      (1) Definition:

      (2) Need:

   c. What was the headright system and how did it lead to the formation of an aristocratic landowning class?
      (1) Definition:

      (2) Effect:

   d. Look over the indenture contract on p. 69. What would have motivated people to sell themselves into this type of indentured servitude?

   e. How was Bacon’s Rebellion of 1676 an example of the consequences of too many ex-indentured servants and the conflict between the backcountry and the tidewater elite?

2. Colonial Slavery (pp. 70–73)
   a. With about _____ million Africans transported to the New World, the slave trade must have been a huge business—and a business conducted without much if any visible popular objection. Look at the chart on p. 70 and note that only about _____ percent of the slaves sent on the dreaded “Middle _________” actually ended up in British North America. What happened in the 1680s to drastically increase the flow of slaves into the American colonies?

   b. The authors conclude the section by noting that “slaves in the South proved to be a more manageable labor force than the white indentured servants.” *** What ideas do you have about why this might have been the case?
c. Read the insert section about Africans in America. What two elements of the emerging African-American culture and religion impressed you the most?

(1)

(2)

3. Southern vs. New England Society (pp. 73–78) Read these two sections and list a few of the contrasting characteristics of Southern vs. New England society. (Note that many of these distinctions constituted the seeds of future discord and many of them persist to this day.)

Virginia and the South  New England

4. Evolving Life in New England (pp. 78-83)
   a. How do the authors say that Puritanism changed over the course of the 1600s? *** Do you see any connection between these changes and the Salem witch hysteria of 1692–1693?

   b. What are two of the things the authors list at the end of the chapter as shaping the “Yankee” character of New Englanders?

      (1)

      (2)

   c. What were the contrasting views of land ownership (p. 81) held by Europeans and Native Americans? *** Do you have a view on this?

      (1) Native Americans:

      (2) Europeans:

      (3) Your View:
CHAPTER 4 TERM SHEET
Seventeenth-Century American Life

Indentured servants

“Freedom dues”

Headright system

William Berkeley

Bacon’s Rebellion (1676)

“Middle Passage”

Slave codes

“First Families of Virginia”

Congregational Church

“Half-Way Covenant”

Salem witch trials (1692)

Leisler’s Rebellion (1689–1691)
1. Population Portrait (pp. 84–87)
   a. Although the population of the thirteen colonies was growing rapidly, it amounted to only ____ million by 1775—about the same as the cities of Cleveland, Miami, or Seattle today. The largest city, _____________, had only 34,000 inhabitants. Look at the map of immigrant groups on p. 85. Where are the following groups congregated?
      (1) Germans:
      (2) Dutch:
      (3) Scots-Irish:
      (4) Africans:

   b. Who were the Scots-Irish and why did they head for the backcountry? (Note: This is an important group. It has links to the current troubles in Northern Ireland. This group will come to power under Andrew Jackson in the 1830s. Its descendants still dominate the rural south and the backcountry to this day.)

2. Colonial Social Structure (pp. 87–91) The authors emphasize the fluidity of the colonial social structure—i.e., for those not enslaved, it was relatively easy to move up the ladder. However, as you read this section, draw lines across the pyramid diagram to the right and identify the layers of society—who was on top, in the middle, and on the bottom and what were the relative sizes of these groups? (It might be interesting to compare this with a similar diagram you might construct of society today!)

3. Economics (pp. 91–94)
   a. _____ percent of the American population was involved in agriculture. Look at the map on p. 91. What were the principal crops produced in each of the following regions?
      (1) the North:
      (2) the Chesapeake region:
      (3) the deeper South:

   b. The North was well situated for the ocean trade that was the leading business in most cities. What was the triangular trade described on pp. 91–92? (Note that the term “Middle Passage,” referring to the transport of slaves to America, is part of this triangular trade.)
c. Page 93 refers to passage of the _______________ Act by the British in 1733. *** Why do you think the British wanted to keep the Americans from either selling to or buying goods from anyone but themselves? (Note: This is an introduction to the Mercantile Theory, i.e., colonies exist for the economic benefit of the mother country, that will be further discussed in Chapter 7.)

d. What is the point the authors are trying to make on page 94 by comparing Franklin’s journey to Philadelphia to the travels of Julius Caesar? (In an age of instant communications, this historical fact is hard for most people to comprehend!)

4. Religion (pp. 94–97)
   a. Are you surprised at the degree to which religion was state-supported in this period, especially considering the separation of church and state that is inherent in the later Constitution? In what areas were the two main religions tax-supported and which colonies had no official religion?
      (1) Congregationalism:

      (2) Anglicanism:

      (3) No official religion:

   b. The Great Awakening of the 1730s and 1740s is important because it was the first genuine mass movement in the colonies and because it was the first of a series of religious revival movements which have come down to evangelists like Billy Graham and the religious right of today. ________________ and ________________ were the two main leaders of the Great Awakening. What was the main message they tried to preach?

5. Education, Culture, Politics (pp. 97–103)
   a. After reading the section on education, list three main differences you see between colonial schools and those you’re familiar with today:

      (1)

      (2)

      (3)

   b. What do the authors see as the significance of the legal case involving John Peter Zenger (1734–1735)? How did it affect future guarantees of freedom of the press?
c. It’s important to note the variety of manners in which the colonies were governed. In 1775, ______ of them had royal governors appointed by the king, ______ had proprietors who chose the governors, and ______ were self-governing, electing their own governors. In the section on politics, why do the authors say that colonial governors were “left to the tender mercies” of the elected legislatures? What was the main power of these legislatures relative to the governors?

d. Who could vote in most colonies?
Pennsylvania “Dutch”

Scots-Irish

Michel-Guillaume de Crèvecoeur

“Bread” colonies

Triangular trade

Molasses Act (1733)

“Established” religions

Anglicans (Church of England)

Congregational Church

Presbyterian Church

“Great Awakening” (1730s–1740s)

Jonathan Edwards

George Whitefield

Baptists

Harvard College (1636)

Painters

John Trumbull
Charles Willson Peale
Benjamin West
John Singleton Copley

Poetry (Phillis Wheatley)

Benjamin Franklin

*Poor Richard’s Almanack*

John Peter Zenger
1. **New France (pp. 106–110)**
   a. After domestic tranquillity was restored in the late 1500s under King _______ XIV, France began to expand its empire. A leading figure was Samuel de ______________, who established the province of ____________. The French allied themselves with the _________ Indian tribes against their enemies, the ___________. (Note that almost all European exploring parties, which were generally quite small in number, were able to control vast expanses by playing one Indian group against another. Then, of course, when it came time for the white population to expand, all Indian tribes were pushed aside indiscriminately. Perhaps because of their relatively small numbers, the Spanish were exceptions to this rule, encouraging intermarriage with the Indians and producing the mestizo populations of Latin America.)

   b. From their base in Quebec, the French pushed into the Mississippi valley as far as New Orleans, led by the explorations of Robert de la _______ in the late 1600s. What was the economic basis of French settlement in Canada?

   c. Looking at the map on p. 108, what conclusions can you make about the location of French trading posts in North America?

2. **The French and Indian War, 1754–1763 (pp. 110–16)**
   a. In the section titled “A Clash of Empires,” the authors point out that there have actually been nine truly global wars, not just two, and that Americans have been involved in all of them. The first were fought at various points where the empires of England, France, and Spain came into contact, including North America. Involving Indian allies on all sides, the first three of these wars were, in North America, called King ___________ War (1689–1697), Queen ___________ War (1702–1713), and the one proverbially called the War of Jenkins’s _______ (1744–1748).

   b. The pivotal conflict which set the stage for the American Revolution was called in America the French and Indian War. The main bone of contention that led to this war in the 1750s was the _________ River Valley where George ___________ and other Virginia land speculators had staked out vast claims. The war started in 1754 when the French defeated a small force under Washington near the French Fort ____________, now Pittsburgh. The British tried to encourage colonial support for their cause by calling the first intercolonial congress in 1754 at ___________, N.Y., near their allies the ___________ Indians. Look at the famous sliced snake cartoon by Benjamin Franklin on p. 113. *** How do you interpret this cartoon? What does it have to say about colonial unity at the time?

   c. This conflict soon turned into a global war in which Washington served as an aide to the British General ___________. When William ___________ took over as British Prime Minister, he put more resources into the war. Final victory was secured when Gen. James _______ defeated the French at the Canadian cities of _______ (1759) and _______ (1760). Why do the authors say in conclusion that the Battle of Quebec and the subsequent Paris peace settlement (1763) were so significant for British and American history?
3. **Consequences of the French and Indian War (pp. 116–121)**

   a. The two maps on p. 116 summarize well the changed areas of imperial control in North America as a result of the 1763 peace settlement. Summarize the main features of this changed power structure.
      
      (1) Before 1754:

      (2) After 1763:

   b. What do the authors believe the war did to the cause of greater unity among the colonies and to the sympathetic understanding between the British and the colonials?
      
      (1) Unity:

      (2) Sympathy/Understanding:

   c. What do the authors mean in the concluding section when they say that “with the French hawk killed, the colonial chicks had the confidence to range far afield”?

   d. After the British solidified their position in the Ohio Valley by defeating a united group of Indians under the Ottawa chief __________, the colonials felt they had a free rein to expand beyond the __________ Mountains. Just then, the British issued the infamous Proclamation of 1763. What did this proclamation proclaim?

   e. Why did the British issue this proclamation and how was it interpreted (or misinterpreted) by the Americans?
      
      (1) British Reasoning:

      (2) American Interpretation:

4. **The French in America (pp. 118–119)** Look back at the first two paragraphs of this insert section. What is the interesting connection the authors make here between French settlement on the islands north of Maine (“Acadia”) and the current unique “cajun” culture of Louisiana?
CHAPTER 6 TERM SHEET
The Duel for North America

French Huguenots
Quebec
Samuel de Champlain
Huron Indians
Iroquois tribes
Robert de La Salle
King William’s War
Queen Anne’s War
Treaty of Utrecht (1713)
Acadia
War of Jenkin’s Ear (1739)
George Washington
Fort Duquesne
Fort Necessity (1754)
French and Indian/Seven Years War (1754–1763)
Albany Congress (1754)
Gen. Edward Braddock
William Pitt
Louisbourg (1758)
Gen. James Wolfe
Quebec (1759)/Montreal (1760)
Peace of Paris (1763)
Chief Pontiac’s War (1763)
Daniel Boone
Proclamation of 1763