

Highland USI Honors Summer Assignment – 2022-2023

- Sign up for my Google Classroom (you have already been invited):
 - Period 3 – Class Code: **lqu7so7**
 - Period 6 – Class Code: **fuys2df**
- Sign up for my Remind for class updates:
 - Text **@won1h22** to **81010** and follow the prompts.
- **MANDATORY** – Read Units 1 & 2 (pg. 1-77) in *AMSCO: United States History*. While reading, you will complete the following:
 1. Complete the “Reading Guides” about each Topic ([Unit 1](#) & [Unit 2](#)), using information from the Topic to inform your answers. Your Reading Guides should be completed fully, as we will be using them to drive our discussions during class throughout the year.
 2. You may also use Ch. 1-5 of *American Pageant* (PDFs provided on the assignment post) to learn additional information about each Topic.
 3. ****Reading Guides will be due on September 12th unless otherwise noted. You may email me throughout the summer if you have questions about any of the assignments.****
- **RECOMMENDED** – Subscribe to the YouTube channel “[Jocz Productions](#)” and watch the video reviews for *American Pageant* Chapters 1-5.
- **RECOMMENDED** – Subscribe to the YouTube channel “[Crash Course US History](#)” and watch episodes 1-4 on US History Crash Course.
- **RECOMMENDED** – Become familiar with the content of the AP US History course on the [College Board’s website](#).

The goal of this course is to have as many students as possible take, and score well on, the AP exam at the end of your **junior year**. We will work as a team to accomplish this. I will provide as much assistance as possible, but you will need to do your part and WORK!

Thank you! And have a wonderful, healthy summer!

How to be Successful in USI Honors

1. Read the assigned Topic(s) & complete the Reading Guides..
2. Pay attention, participate, and mark-up notes during class discussions.
3. See me **before** assessments for extra help and to ask questions.
4. See me **after** assessments for clarification on misunderstood answers.

Period 1 Learning Objectives:

Thematic Learning Objectives

- **CUL-1.0:** Explain how religious groups and ideas have affected American society and political life.
- **CUL-3.0:** Explain how ideas about women's rights and gender roles have affected society and politics.
- **CUL-4.0:** Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- **GEO-1.0:** Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- **MIG-1.0:** Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.
- **MIG-2.0:** Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
- **WOR-1.0:** Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
- **WXT-1.0:** Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.
- **WXT-2.0:** Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- **WXT-3.0:** Analyze how technological innovation has affected economic development and society.

Period 2 Learning Objectives:

Thematic Learning Objectives

- **CUL-1.0:** Explain how religious groups and ideas have affected American society and political life.
- **CUL-2.0:** Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.
- **CUL-3.0:** Explain how ideas about women's rights and gender roles have affected society and politics.
- **CUL-4.0:** Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.
- **GEO-1.0:** Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- **MIG-1.0:** Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.
- **MIG-2.0:** Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
- **NAT-1.0:** Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- **POL-1.0:** Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- **WOR-1.0:** Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
- **WXT-1.0:** Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.
- **WXT-2.0:** Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

1.2 | Native American Societies Before European Contact

Learning Objective: Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

How and when did early people arrive in the Americas?

What was the native population in the Americas by 1491?

Cultures of Central and South America

Explain the distinguishing characteristics of each of the following tribes in Central & South America:

- **Mayas** -
- **Aztecs** -
- **Incas** -

All three empires developed highly _____ societies, carried on extensive _____ and created _____ based on scientific observations.

Cultures of North America

Why was the population of native societies in this region smaller than those in Mexico and South America?

What is the significance of **corn (maize)**?

Briefly describe life for Native Americans in each of the following regions:

- **Southwest** -
- **Northwest** -
- **Great Basin & Great Plains** -
- **Mississippi River Valley** -
- **Northeast** -
- **Atlantic Seaboard** -

What pushed native cultures to develop widely different cultures?

1.3 | European Exploration in the Americas

Learning Objectives: Explain the causes of exploration and conquest of the New World by various European nations.

What group was the first to reach the Americas around the year 1000?

Changes in Thought and Technology

How did the **Renaissance** contribute to an increase in exploration?

Religious Conflict

What two groups threatened the power of the **Catholic Church**, and what were their religions?

Who funded the voyage of **Christopher Columbus** and what did they symbolize for Roman Catholicism?

What was the **Protestant Reformation**?

Where did Catholics and Protestants want to spread their religion?

Expanding Trade

Why did Europeans begin the search for a waterway to Asia?

What two individuals attempted to reach Asia by sailing east, and from what country did they sail?

How were slaves used off the African coast in the 15th century?

Developing Nation States:

How did Europe change politically in the 15th century?

Define **nation-states**, and identify the major nation-states of the time:

Diving the Americas

How did the **line of demarcation** and **Treaty of Tordesillas** divide the Americas?

Why didn't **England** follow up **John Cabot's** explorations of North America?

Why were they **French** slow to develop colonies in the Americas?

1.4 | The Columbian Exchange, Spanish Exploration, and Conquest

Learning Objectives: Explain the causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

Christopher Columbus

Why were the majority of Columbus's voyages disappointing?

The Columbian Exchange

Define the **Columbian Exchange**:

What foods were introduced to Europe, and what was the impact of these new foods?

What foods and technologies were introduced to the Americas?

What was the impact of disease on Native American populations?

Rise of Capitalism

Define **feudalism** and describe why it ended:

Define **capitalism** and describe the role it played in colonization:

What is a **joint-stock company**, and why were these companies developed?

1.5 | Labor, Slavery, and Caste in the Spanish Colonial System

Learning Objectives: Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

List the three reasons Spain was able to exert early dominance in the Americas:

- 1.
- 2.
- 3.

Spanish Exploration and Conquest

What was the overall impact of the conquests of **Balboa**, **Magellan**, **Cortes**, and **Pizarro**?

Why did other nations turn to the Americas?

Indian Labor

Describe the **encomienda** system used by the Spanish to enslave surviving native populations:

Enslaved African Labor

Why did the Spanish begin trading in African slaves?

How many Africans were stolen into slavery during the **transatlantic slave trade**?

What was the **Middle Passage**?

Spanish Caste System

Why did many Spanish colonizers have children with native or African women?

Describe who comprised of each part of the Spanish Caste system:

-
-
-

1.6 | Cultural Interactions in the Americas

Learning Objectives: Explain how and why European and Native American perspectives of others developed and changed in the period.

Describe the conflicting worldviews between natives and Europeans:

-
-
-

European Treatment of Native Americans

How did Europeans generally view Native Americans?

Spanish Policy

What was the **Valladolid Debate**?

Describe the sides of the following members of the debates:

- **Bartolomé de Las Casas:**
- **Juan Gines de Sepulveda:**

What was the result of the Valladolid Debate?

English Policy

What were two major differences between Spanish colonization and English colonization of the Americas?

- 1.
- 2.

Describe the initial relationship between Natives and the English settlers (how did they coexist, what did they learn from each other, etc.):

Why did a shift occur in the relationship between Natives and English settlers?

The English ----- Natives rather than ----- them.

French

What two things were the French looking for in the Americas? How did the French view the Natives?

Why did the French have more positive relationships with the Natives?

Native Survival Strategies

Describe two strategies Native Americans used to attempt to protect their cultures:

- 1.
- 2.

Why did Native tribes clash when moving westward to avoid Europeans?

The Roles of Africans in America

List three major contributions Africans made to the cultural tradition of the Americas:

- 1.
- 2.
- 3.

How did Europeans justify slavery in the Americas?

2.2 | European Colonization in North America

Learning Objective: Explain how and why various European colonies developed and expanded from 1607 to 1754.

What were the three main motivations for settling in the Americas?

Spanish Colonies

Why were Spanish colonies slow to take off?

What motivated Spanish colonists, and who made up most of their colonies?

When did the Spanish settle each of the following areas? Briefly describe each settlement.

- **Florida:**
- **New Mexico and Arizona:**
- **Texas:**
- **California:**

French Colonies

Who made up the French colonies (two groups, involved in two different activities)?

What were the three major French settlements in North America?

Dutch Colonies

What was Henry Hudson's goal, and what area did he end up claiming for the Netherlands?

How were the Dutch colonies similar to the French? How were they different?

British Colonies

Why did England really need new land to send settlers to?

How were English colonies different from France or Spain?

2.3 | Regions of the British Colonies

Learning Objectives: Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607-1754.

What kind of factors contributed to the growth of regional or sectional differences in the colonies?

Describe the following types of **charters**:

- **Corporate Colony** (Joint-stock Colony):
- **Royal Colony:**
- **Proprietary Colony:**

Early English Settlements

Jamestown:

- How/by whom/when was it settled?
- Early Problems:

What crop (and who) helped Virginia survive?

What is a **headright**, and how was it used?

What kind of labor was primarily used in Virginia throughout the 1600s?

Why did Virginia lose its charter and become a royal colony?

Plymouth and Massachusetts Bay

Why were the Plymouth and Massachusetts Bay colonies founded?

Plymouth Colony

What did the **Separatists** want, and why were they called **Pilgrims**?

After their voyage on the **Mayflower**, who helped the Pilgrims survive?

Massachusetts Bay Colony

Who were the **Puritans**? Who was their leader, and what did they want?

What was the **Great Migration**?

Describe what life was like in New England:

Religious Issues in Maryland

Why was Maryland founded (include the words **proprietary colony**):

After **Lord Baltimore** (George Calvert) died and his son took control, Maryland became a safe haven for whom?

Why was the **Act of Toleration** created, and who was left out?

To what other colony was Maryland's economy and society most similar?

Development of New England

Why were Rhode Island and Connecticut established?

Why was **Roger Williams** banished, and what colony did he establish?

List two unique things about Rhode Island:

- 1.
- 2.

Who was **Anne Hutchinson** and what did she believe? What happened to her in 1638?

What happened in 1644?

Connecticut

Who was **Thomas Hooker** and why did he establish Connecticut?

What was the significance of the **Fundamental Orders of Connecticut**?

New Hampshire

Why was New Hampshire established?

Describe what happened to the Puritan congregation over time using the word **Halfway Covenant**:

The Carolinas

South Carolina

By the mid-18th century, South Carolina's economy was based on ----- worked by -----.

North Carolina

What made North Carolina different from South Carolina?

What reputation did North Carolina earn, and why?

The Middle Colonies

What were the middle colonies?

Describe the following characteristics of the Middle Colonies:

1. ----- land.
2. ----- immigrants.

3. ----- harbors.
4. ----- tolerant towards religions.

New York

Why did King Charles II want New Amsterdam from the Dutch, and how did he obtain it?

What concessions did James II make to the Dutch settlers currently living in the colony?

New Jersey

How did East & West Jersey attract settlers, and why were they eventually combined?

Pennsylvania

Who was given this land, and why?

What did Penn want for his colony?

Describe Penn's **Frame of Government** and **Charter of Liberties**?

How did Penn attract settlers to Pennsylvania?

Delaware

Describe:

Georgia

List the two main reasons Georgia was founded:

- 1.
- 2.

Who founded Savannah, and what restrictions did he impose?

Early Political Institutions

Why did Great Britain have a hard time controlling the colonies?

What was the Virginia **House of Burgesses** and why was it significant?

What was the **Mayflower Compact** and why was it significant?

Who was excluded from the political process?

2.4 | Transatlantic Trade

Learning Objectives: Explain the causes and effects of transatlantic trade over time.

What three parts of the world created the triangular trade system, and what did they transport?

Mercantilism

What is **mercantilism**? According to mercantilist theory, why do colonies exist?

Outline the three laws made in the **Navigation Acts** from 1650-1673:

- 1.
- 2.
- 3.

Where and why in the colonies were the Navigation Acts beneficial?

Explain how the Navigation Acts negatively impacted the British Colonies:

With whom else did the English colonists trade?

What is **salutary neglect**?

Why was it difficult to enforce the Navigation Acts?

- 1.
- 2.
- 3.

The Dominion of New England

What happened in Massachusetts Bay in 1685, and how did the colonists feel about it?

What was the **Dominion of New England**?

How did colonists feel about **Sir Edmund Andros**?

What ended the Dominion of New England?

Ongoing Trade Tensions

What was the fundamental problem between the colonists and England?

2.5 | Interactions Between American Indians and Europeans

Learning Objectives: Explain how and why interactions between various European nations and American Indians changed over time.

Conflict in New England

What was the **New England Confederation**, who was in it, and why was it formed?

What powers did the New England Confederation have?

Why did it end, and what was significant about it?

Metacom's War

Who was "King Philip" and what did he do?

Who won **Metacom's War**, and what were the results of that victory?

Conflict in Virginia

Who did Sir William Berkley defend? Who did he antagonize?

Why did Nathaniel Bacon organize a rebellion against Berkley's government?

What did **Bacon's Rebellion** do? What eventually happened to Bacon and his army?

List three things highlighted by Bacon's Rebellion:

- 1.
- 2.
- 3.

Spanish Rule and the Pueblo Revolt

What led to the Pueblo Revolt of 1680?

What were the short term and long term results of this revolt?

2.6 | Slavery in the British Colonies

Learning Objectives: Explain the causes and effects of slavery in the various British colonial regions.

Explain how enslaved people responded to slavery.

Why did the colonists turn to African slaves?

Demand for Labor

What crop was making colonists in Maryland and Virginia rich?

Why did the population of colonists grow slowly?

Describe the system of **indentured servitude**:

Institution of Slavery

When did the first ship of African laborers arrive in the colonies?

When did slavery become official in the colonies?

Describe the type of labor that **enslaved people** were forced to complete in each of the following regions:

- New England -
- Middle Colonies -
- Southern Colonies -
- West Indies -

Where did most slaves go?

List the three reasons slavery grew in the colonies:

- 1.
- 2.
- 3.

How were African Americans restricted by **slave laws**, and what were some examples?

How did slaves work to protect their culture?

What kind of resistance did slaves enact?

2.7 | Colonial Society and Culture

Learning Objectives: Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.

Explain how and why the different goals and interests of European leaders and colonists affected how they view themselves and their relationship with Britain.

What two factors contributed to the growth of the colonial population?

What two factors supported large colonial families?

European Immigrants

Give two reasons many **immigrants** came to the colonies:

Where did most immigrants settle, and why?

Describe the general characteristics/patterns of the following groups of immigrants:

- English:
- German:
- Scotch - Irish:
- Other:

Enslaved Africans

What percentage of the colonial population did African slaves make up by 1775?

American Indians

In what two ways did Native Americans typically interact with Europeans?

Structure of Colonial Society

Liberty and Opportunity

Describe how the following colonies viewed religious toleration:

- Massachusetts -
- Rhode Island -
- Pennsylvania -

Who was at the top of the social hierarchy in the colonies? Who was in the majority?

What was **social mobility** like in comparison to Europe?

The Family

More than _____ percent of the people in the colonies lived on farms.

What powers did men have in the colonial world?

What were women's legal and political rights like?

The Economy

By the 1750s _____ of British global trade was with the _____.

Why were the colonies mostly involved in agriculture, forestry, and fishing?

What was the quickest route to wealth?

Describe the economy of each of the following regions in detail:

- New England -
- Middle Colonies -
- Southern Colonies -

Monetary System

Why did Great Britain control colonial money?

What could the British crown do to any colonial laws created?

Religion

List the types of religion (mostly Protestant denominations) of each region:

- New England -
- New York -
- Pennsylvania -
- South -

What kinds of challenges did various denominations face?

What is an **established church**?

The Great Awakening

Who was **Jonathan Edwards** and what did he preach?

Who was **George Whitefield** and what did he preach?

Describe the major effects of the **Great Awakening** pertaining to each of the following:

- Religious practices -
- Denominational splits -
- Political effects -

Cultural Life

Describe the following aspects of culture in the colonies:

- Painting -
- Literature -

- Science -

Education

Explain what education was like in each region:

- New England:
- Middle:
- Southern/Plantations:

What were the first colleges founded in the colonies, and what was their purpose?

What were each of the following professions like?

- Ministers -
- Physicians -
- Lawyers -

The Press

What types of news was included in newspapers?

What did **John Peter Zenger** do? Who defended him? Why was this case significant?

The Enlightenment

What were the major effects of **the Enlightenment**?

What was the significance of **John Locke**?

Colonial Relationship with Britain

Briefly describe a few of the similarities between Great Britain and the British colonies:

List a few of the things that combined to make a uniquely American culture:

Outline the major divergent interests between England and the colonies:

- 1.
- 2.
- 3.
- 4.

Politics and Government

Most colonies had a governor and a legislature. Provide some details about the houses of the legislature here:

1. Lower House -
2. Upper House -
3. Governors -

What happened at town meetings in New England?

To whom was political life in the colonies restricted?