

Summer Work 2022

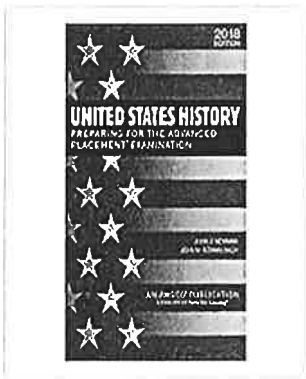
1. Purchase AMSCO book United States History by Johan J. Newman and John M. Schmalbach 4th edition. Tape your book with heavy duty tape. After a year of use they will fall apart so the tape helps. You will be required to have your book in class daily. You will receive detention for not having your textbook.

You must get the 4th edition. If you purchase or borrow a book from a previous student you will not be able to complete the assignments. The books have changed to align better with the College Board Learning Objectives for this course.

<https://www.perfectionlearning.com/advanced-placement-united-states-history-4th-edition-t1688-g.html> (Student edition soft cover)

https://www.amazon.com/Advanced-Placement-United-States-History/dp/1690305509/ref=sr_1_1?crid=BZZBFS4JC3SD&keywords=amsco+ap+us+history+4th+edition&qid=1651495176&srefix=AMSCO+4th+ed%2Caps%2C107&sr=8-1

Before tape



After tape



2. Complete all Summer work.
 - All work must be handwritten in **pencil or blue or black ink**.
 - Short answers must be in complete sentences.
 - It is due at the beginning of class Friday, August 5, 2022. Have your assignment already stapled, in folder, prepared etc.
3. Study the quizlet terms that are attached over time period 1 and 2. The terms are divided by 10. Learn the terms in increments of 10 in order to be prepared for the test. The time period 1 and 2 test will be Tuesday August 9, 2022. You will receive the word and you will have to write out the definition.

APUSH Summer Work Rubric

	6	5	4	2	0
Columbian Exchange	Correct, detailed, AP quality work	Almost complete; some detail missing	Some effort but lacks minor and major details. Not AP work	Little attempt	Did not attempt.
Bartolome de las Casas reading					0
Compare 3 regions in colonies					0
Spanish Missions Reading					

Time period 1 AMSCO Reading Guide	10-8	7-5	4-2	1-0
Topic 1.1	Correct, detailed, AP quality work	Almost complete; some detail missing	Some effort but lacks minor and major details. Not AP work	Little attempt
Topic 1.2				
Topic 1.3				
Topic 1.4				
Topic 1.5/ 1.6				

Maps	6 Map is correctly labeled and colored	5 Most of the map is correctly labeled and colored (80%)	4 50% of the map is correctly labeled and colored	2 25% or less of the map is correctly labeled and colored	0 Not attempted
Map #1					
Map #2					
Map #3					
Map #4					

Total Score out of 98 points _____

The Columbian Exchange

Graphic Organizer

Name: _____

In the years following Columbus' voyages to the Americas, the world witnessed an unprecedented permanent exchange of people, products, and ideas known as the **Columbian Exchange**. You are to use the Wikipedia article on the Columbian Exchange and any other online resources you find helpful in order to note significant exchanges of animals, plants, populations, technology, culture, and ideas that took place during the fifteenth and sixteenth centuries. Your general goal should be to come up with at least three (3) entries for each box, but you will realize when this will not be possible. It is best to leave this to your judgment in order to encourage thorough research on your part.

This will be part of your assignments that you will turn in on the first day of class.
Your responses are to be *handwritten* – NOT TYPED (i.e., cut and pasted).

	New World to Old -->	<-- Old World to New
Animals		
Plants		
Populations		
Technology		
Culture & Ideas		
Diseases		

Other Sources Consulted (no set citation format – just be descriptive enough so that I can find them):

From Bartolomé de las Casas

Brief Account of the Devastation of the Indies (1542)

Document
1.2

Source: <http://www.swarthmore.edu/SocSci/bdorsev1/41docs/02-las.html>

BACKGROUND: Bartolomé de las Casas arrived in the New World in 1502 and became an encomendero, living off the labor of Indian slaves. After being denied the Sacrament of Confession by Dominican friars, Las Casas had a change of heart, giving up his encomienda and returning to Spain to campaign against Indian enslavement. In 1523, he became a Dominican friar and dedicated the rest of his life to chronicling abuses committed against the Indians and trying to reform Spanish colonial policy.

Active Reading

The Indies were discovered in the year one thousand four hundred and ninety-two. In the following year a great many Spaniards went there with the intention of settling the land. Thus, forty-nine years have passed since the first settlers penetrated the land, the first so claimed being the large and most happy isle called Hispaniola...

And of all the infinite universe of humanity, these [Indians] are the most guileless, the most devoid of wickedness and duplicity, the most obedient and faithful to their native masters and to the Spanish Christians whom they serve. They are by nature the most humble, patient, and peaceable, holding no grudges, free from embroilments, neither excitable nor quarrelsome. These people are the most devoid of rancors, hatreds, or desire for vengeance of any people in the world. And because they are so weak and complaisant, they are less able to endure heavy labor and soon die of no matter what malady. The sons of nobles among us, brought up in the enjoyments of life's refinements, are no more delicate than are these Indians, even those among them who are of the lowest rank of laborers. They are also poor people, for they not only possess little but have no desire to possess worldly goods... They are very clean in their persons, with alert, intelligent minds, docile and open to doctrine, very apt to receive our holy Catholic faith, to be endowed with virtuous customs, and to behave in a godly fashion. And once they begin to hear the tidings of the Faith, they are so insistent on knowing more and on taking the sacraments of the Church and on observing the Catholic faith that, truly, the missionaries who are here need to be endowed by God with great patience in order to cope with such eagerness. Some of the secular Spaniards who have been here for many years say that the goodness of the Indians is undeniable and that if this gifted people could be brought to know the one true God they would be the most fortunate people in the world.

Yet into this sheepfold, into this land of meek outcasts there came some Spaniards who immediately behaved like ravaging wild beasts, wolves, tigers, or lions that had been starved for many days. And Spaniards have behaved in no other way during the past forty years, down to the present time, for they are still acting like ravaging beasts, killing, terrorizing, afflicting, torturing, and destroying the native peoples, doing all this with the strangest and most varied new methods of cruelty, never seen or heard of before, and to such a degree that this Island of Hispaniola once so populous (having a population that I estimated to be more than three million), has now a population of barely two hundred persons.

The island of Cuba is nearly as long as the distance between Valladolid and Rome; it is now almost completely depopulated. San Juan [Puerto Rico] and Jamaica are two of the largest, most productive and attractive islands; both are now deserted and devastated... They have the healthiest lands in the world, where lived more than five hundred thousand souls; they are now deserted, inhabited by not a single living

creature. All the people were slain or died after being taken into captivity and brought to the Island of Hispaniola to be sold as slaves. When the Spaniards saw that some of these had escaped, they sent a ship to find them, and it voyaged for three years among the islands searching for those who had escaped being slaughtered, for a good Christian had helped them escape, taking pity on them and had won them over to Christ; of these there were eleven persons and these I saw.

More than thirty other islands in the vicinity of San Juan are for the most part and for the same reason depopulated, and the land laid waste. On these islands I estimate there are 2,100 leagues of land that have been ruined and depopulated, empty of people.

As for the vast mainland, which is ten times larger than all Spain... we are sure that our Spaniards, with their cruel and abominable acts, have devastated the land and exterminated the rational people who fully inhabited it. We can estimate very surely and truthfully that in the forty years that have passed, with the infernal actions of the Christians, there have been unjustly slain more than twelve million men, women, and children. In truth, I believe without trying to deceive myself that the number of the slain is more like fifteen million.

Their reason for killing and destroying such an infinite number of souls is that the Christians have an ultimate aim, which is to acquire gold, and to swell themselves with riches in a very brief time and thus rise to a high estate disproportionate to their merits. It should be kept in mind that their insatiable greed and ambition, the greatest ever seen in the world, is the cause of their villainies. And also, those lands are so rich and felicitous, the native peoples so meek and patient, so easy to subject, that our Spaniards have no more consideration for them than beasts. And I say this from my own knowledge of the acts I witnessed. But I should not say "than beasts" for, thanks be to God, they have treated beasts with some respect; I should say instead like excrement on the public squares. And thus they have deprived the Indians of their lives and souls, for the millions I mentioned have died without the Faith and without the benefit of the sacraments.

QUESTIONS TO CONSIDER:

1. How does Las Casas describe Native Americans and how does he contrast them with the Spanish colonists?

<u>Native Americans</u>	<u>Spanish Colonists</u>

2. To what extent should Las Casas be considered a trustworthy source concerning the accuracy of the Spanish treatment of the Indians?

<u>Credible</u>	<u>Not Credible</u>
<i>Especially consider Las Casas' Point of View when evaluating his credibility.</i>	

GRAPHIC ORGANIZER

Comparing and Contrasting the Thirteen Colonies

Name: _____

	New England Colonies	Middle Colonies	Southern Colonies
<i>Key Colonies</i>			
<i>Key Figures</i>			
<i>Why Settle?</i>			
<i>Economic Activity</i>			
<i>Predominant Religion(s)</i>			
<i>Religious Outlook</i>			
<i>Notes</i>			

How Did the Spanish Missions in California Affect Native Americans?

By Native American Almanac
10/26/2017



Church of the Mission San Diego de Alcalá, San Diego, California. Spanish

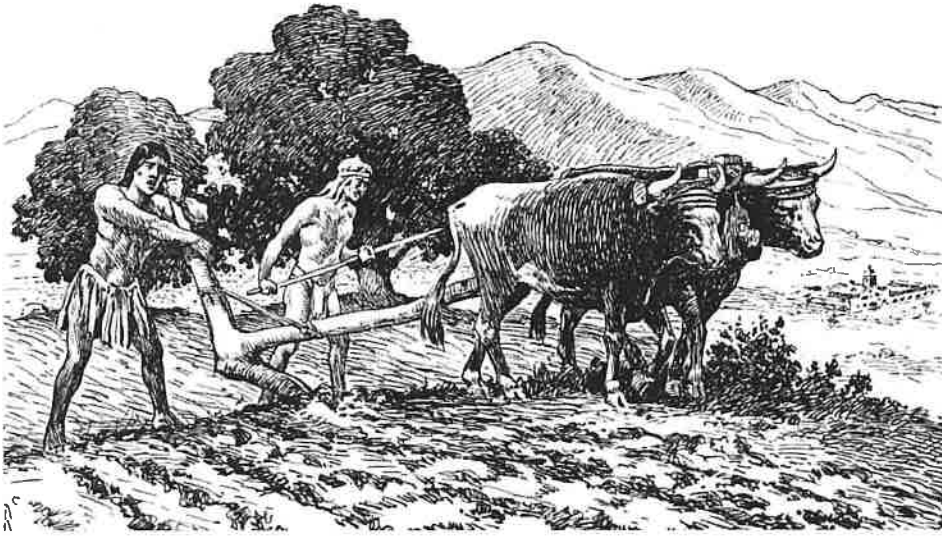
colonization began in earnest in 1769 with the establishment of a mission in the Native village of Cosoy, later called San Diego by the newcomers. Photo by: Bernard Gagnon, Wikimedia

Permanent colonization created a catastrophe of indescribable proportions for the Indians of California. Spanish colonization began in earnest in 1769, with the establishment of a mission in the Native village of Cosoy, later called San Diego by the newcomers. The Spanish institutions of colonization were the military presidios (or forts) to protect the Franciscan missionaries and later the Hispanic colonists, who established pueblos (civilian towns).

1. What all did the Spanish institution of colonization consist of?

It was the missions, however, that had the greatest impact on the Native population. The Spanish empire's plan was to reduce the numerous free and independent Native villages and societies into a mass of peon laborers. To accomplish this goal, the padres created a 600-mile-long chain of 21 missions, with two of them on the Colorado River in the extreme southeastern tip of the state and a string along the coast from San Diego to Sonoma in the north. These institutions were much more than churches. When fully functional, they resembled Caribbean plantations. Under Spanish law, once baptized, the neophytes, as the Indians were called, would be compelled to move from their Native villages into designated areas adjacent to the mission.

2. What was the Spanish empire's plan for the natives? (More than one thing....)



Native Americans use a plow to prepare a field for planting near Mission San Diego de Alcalá. Drawing: A.B. Dodge via Wikimedia [click to expand]

Between 1769 and 1836, about 80,000 California Indians were baptized and subjected to the mission labor and evangelization programs of the Spanish Empire. Once baptized, Indians were not allowed to leave the missions, and those who did were rounded up by soldiers and returned. The Indians were forced to shed their languages, dress, religion, food and marriage customs. Thousands died from exposure to European diseases, to which they had no immunity.

At the missions, the Indians could be more closely controlled. At the age of 5 or 6, the neophyte children were removed from their families and locked in dorm like barracks under the vigilance of padres. This served the dual purpose of indoctrinating the children and ensuring that their parents would not attempt to oppose colonial authority. Indian girls were locked up when not laboring or attending religious services, were freed only after marriage, and, if widowed, were again confined in the female barracks until remarriage or death. Adults were compelled to labor without pay. The soldiers and padres instituted floggings, incarceration and various labor punishments to compel Native acquiescence to Spanish authority. Neither women nor children were exempt from beatings and other forms of subjugation. One Costanoan Indian neophyte named Lorenzo Asisara reported, "We were always trembling with fear of the lash."

3. Describe the experience for women and children? Why were the natives treated this way?

Junípero Serra

Junípero Serra (1713–1784), a Franciscan missionary, was considered the architect of the California missions and founded the first one, San Diego de Alcalá, in 1769. Inspector-General Jose Galvez, who had been sent to Mexico to effect administrative reforms, requested that Serra convert Indians of the northern regions (Upper California) to Christianity for the Spanish crown. After founding San Diego de Alcalá, Serra founded eight more by 1782, laying the groundwork for the entire chain of missions. Serra prescribed in detail written regulations about the daily routine to be followed at each mission. He condoned lashing Indians who disobeyed. Efforts to sanctify Junípero Serra began in the mid-1700s, spearheaded by Catholic clergy and laypeople. California Indians and others, including historians, opposed Serra's being declared a saint, arguing that he oversaw the system that uprooted Native peoples, seized their homelands, forced conversions and worked Indians for no pay. Other historians argue that some of the allegations are untrue or exaggerated. In 1985, Serra was declared venerable. In 1988, he was sanctified.

4. Why did the Catholic clergy want to make Serra a saint in the church?

5. Why did some people argue against this?

On September 23, 2015, Pope Francis canonized (blessed) Father Junípero Serra during a mass outside the Basilica of the National Shrine of the Immaculate Conception, the largest Catholic church in North America. Many of the people descended from those who first encountered Serra have a starkly different view of the Spanish friar and protested this action by the pope.

Native resistance to missions

The missions were only supposed to exist for 10 years, a time limit the Spanish Crown deemed sufficient to convert the Indians into a disciplined and subservient labor force for a small elite of

Spanish males. Considerable resistance erupted among the “converts” to the harsh measures of the missions. As Spanish borderlands historian David Weber observed, “Oppressed in body and spirit, many mission Indians sought ways to extricate themselves from the loving embrace of the sons of St. Francis.”

6. How long were the missions supposed to last?

Three types of resistance developed to the nightmare that Native groups experienced. The first and most prevalent form of resistance was passive. Many mission Indians either refused to learn Spanish or feigned ignorance of commands given in that language. Slow and poorly performed labor was widely reported and can be seen today in the construction and work of the old missions. Native laborers covertly drew traditional Indian symbols on fired floor tiles and other surfaces throughout the mission’s buildings. Both infanticide and abortions were practiced by Native women unwilling to give birth to children conceived through sexual assaults by the soldiers or to supply a new generation of laborers for the colonists. A fascinating aspect of passive resistance was the periodic outbreak of covert Native religious activities to reverse baptisms or offer solace to the terrified masses of neophytes.

7. Describe the first example of resistance?

Escaping from the Franciscan labor mills seemed to be the best solution once the unsavory and oppressive nature of mission life was evident, but Spanish law and Franciscan practice permitted the soldiers to pursue runaway Indians. The padres kept detailed records of baptized Indians for each village, and squads of soldiers stationed at each mission routinely patrolled the surrounding territories. Furthermore, Native traditions forbade anyone not belonging to a village from demanding refuge there. Non-Christian villages soon learned that if they did offer refuge to runaways, they risked military assaults and hostage taking. Worse still, the fugitives infected non-Christian village populations with the new diseases contracted at the missions. Murderous waves of epidemic diseases and the general poor health of the neophyte population kept many from even attempting the physical rigors of flight. Nevertheless, thousands of Indian neophytes fled. However, only about 10 percent, or about 8,000, escaped the missions.

8. What is the second example of resistance? How did the Spanish Missions try and stop this?

Overt resistance to Spanish domination took several forms. A type of guerrilla warfare became prevalent before 1820. Charismatic and talented ex-neophytes like the Coast Miwok Pomponio and the Northern Valley Yokut Estanislao organized stock-raiding attacks against mission, presidio and civilian herds of cattle, horses and sheep.

Individuals and groups of mission Indians sometimes poisoned the padres. Four padres were poisoned at Mission San Miguel, and one of them died in 1801. In 1811, a San Diego neophyte killed a padre with poison. The next year, Indians at Mission Santa Cruz smothered and castrated a padre there for making an especially terrifying new torture instrument and being unwise enough to announce he would employ it the next Sunday. In 1836, Southern California Cahuilla Indians kidnapped the padre at Mission San Gabriel and horsewhipped him as so many of their tribesmen had been whipped. Mission Indian insurrections were spectacular, and several occurred. The earliest revolt occurred at Mission San Diego in October 1775 when 1,000 Kumeyaay warriors sacked and burned the mission and killed the padre. In 1781, the Quechan Indians living along the banks of the Colorado River utterly destroyed two missions established in their territory just the previous year. In that rebellion, they killed 55 colonists, including four padres, 31 soldiers and 20 civilians. That military action by Quechan Indians prevented access to the only known overland route to California from Mexico for the remainder of the Spanish era.

9. What is another way in which the natives tried to resist the Spanish?

In 1785, San Gabriel Mission neophytes, organized by a female spiritual leader called Toypurina, were thwarted in their attempt to destroy the mission and kill the padres. At her trial, the defiant holy woman declared, "I hate the padres and all of you for living here on my native soil ... for trespassing upon the lands of my forefathers and despoiling our tribal domains."

That sentiment provoked the last large-scale revolt by mission Indians. The Chumash Indians of the Santa Barbara coast had endured nearly three decades of colonization when, in 1824, neophytes from missions Santa Barbara, San Ynez and La Purisima rose en masse to protect their lives and regain their lost freedom and sovereignty. A pitched battle ensued at Mission Santa Barbara and then the

Indians fled. Santa Ynez neophytes also abandoned their mission and joined the others from Santa Barbara at Mission La Purisima, which they took over for longer than a month.

Although most of the rebellious Indians were eventually persuaded to surrender after a siege and full-scale assault by presidio troops using cannons, a significant number of them absolutely refused to return to the missions and instead sought refuge in the interior, where they issued this defiant message to colonial authorities who pleaded with them to return: "We shall maintain ourselves with what God will provide for us in the open country. Moreover, we are soldiers, stonemasons, carpenters, etc., and we will provide for ourselves by our work."

Diseases

It was the foreign diseases that ultimately destroyed the majority of Native peoples. Native Americans had no immunities to even the most common European childhood diseases. A series of murderous epidemics swept through the mission Indian populations from 1777 to 1833. Thousands of Indian men, women and children succumbed to the previously unknown illnesses. When the missions finally collapsed in 1836, about 100,000 Indians had died.

10. Why do you think disease was such a problem in the Spanish missions even though the diseases arrived in the 1500's?

ACE the SAQ

- *What does ACE stand for?*

A - Answer

C – Cite

E – Expand

- *What do we need to do?*

A = Answer. *You directly answer the question by identifying your claim.*

C = Cite. *You briefly define/describe your claim.*

E = Expand. *You connect your claim through historical context.*

- *What does this look like when done effectively?*

Prompt (i.e. Part A): Briefly explain ONE important political development of the sectional conflict over slavery during the 1850's.

ANSWER: The Kansas Nebraska Act in 1854 was another attempt to settle the sectional conflict over slavery during the 1850's.

CITE: The act split the Nebraska Territory into two new territories, Nebraska and Kansas, and allowed each territory to determine free state or slave state through popular sovereignty.

EXPAND: Although the Kansas Nebraska Act attempted to settle the conflict over slavery through a more democratic means, it consequently allowed slavery to expand beyond the Missouri Compromise line of 36°30' and was considered a political victory for "slave power."

This must be done for each Part (A, B, and C) of the prompt.

AP U.S. HISTORY AMSCO: PERIOD 1 GUIDE

Name:	Class:	Date Due:
Topic 1.1: Contextualizing Period 1		Learning Objective: Explain the context for European encounters in the Americas from 1491 to 1607.

Periodization is used by historians and refers to the process of categorizing the past into discrete, quantified named blocks of time in order to facilitate the study and analysis of history. After reading topic 1.1, complete the following chart.

Starting Year for Period 1:	Definition of WHAT happened (or events leading up to that year):	Significance of year in history of the U.S./Why would historians choose this date as a starting point?

Ending Year for Period 1:	Definition of WHAT happened (or events leading up to that year):	Significance of year in history of the U.S./Why would historians choose this date as an ending point?

No questions for Topic 1.7

AP U.S. HISTORY AMSCO: PERIOD 1 GUIDE

Name:	Class:	Date Due:
Topic 1.2: Native American Societies before European Contact		Learning Objective: Explain how various native populations interacted with the natural environment in North America in the period before European contact.

In different COLORS/SHADES, locate and identify by shading/coloring the various indigenous groups below, see page 5.

<p>Key:</p> <p>[] Arctic</p> <p>[] Northwest Coast</p> <p>[] California</p> <p>[] Great Basin</p> <p>[] Great Plains</p> <p>[] Northeast</p> <p>[] Southeast</p> <p>[] Mesoamerica</p> <p>[] Caribbean</p>



Short Answer Response: Be sure to use the ACE strategy in responding to the question.

- a. Identify and explain ONE specific difference between the cultures of the indigenous peoples of the Northeast settlements and Great Basin/Great Plains settlements.

No questions for Topic 1.7

AP U.S. HISTORY AMSCO: PERIOD 1 GUIDE

- b. Identify and explain ONE specific similarity between the cultures of the indigenous peoples of the Northeast settlements and Great Basin/Great Plains settlements.

- c. Identify and explain ONE reason for the difference cited in response A.

Name:	Class:	Date Due:
Topic 1.3: European Exploration in the Americas		Learning Objective: Explain the causes of exploration and conquest of the New World by various western nations.

After reading, complete the chart below:

Event	Explanation of Event	How did this event <i>cause</i> European exploration?
Change of Thought/Renaissance:		
Religious Conflict:		
Muslim conquest of Constantinople:		

Short Answer Response: Be sure to use the ACE strategy in responding to the question.

- a. Identify and explain ONE motive for exploration and colonization for the Spanish and/or Portuguese in the Americas.

No questions for Topic 1.7

AP U.S. HISTORY AMSCO: PERIOD 1 GUIDE

- b. Identify and explain an **ADDITIONAL** motive for exploration and colonization for the English in the Americas separate from the one used for the Spanish in part a.

- c. Identify and explain **ONE** difference in the development of colonization between the Spanish and English in the Americas.

Name:	Class:	Date Due:
Topic 1.4: Columbian Exchange, Spanish Exploration, and Conquest		Learning Objective: Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

Short Answer Response: Using the excerpts from page 18, answer a, b, and c. Be sure to use the ACE strategy in responding to the question.

- a. Briefly describe **ONE** important difference between Nunn and Qian's and Lewis and Maslin's historical interpretations of the Columbian Exchange.

- b. Briefly explain how **ONE** specific historical event, development, or circumstance from the period of 1491-1607 that is not specifically mentioned in the excerpts could be used to support Nunn and Qian's argument.

- c. Briefly explain how **ONE** specific historical event, development, or circumstance from the period of 1491-1607 that is not specifically mentioned in the excerpts could be used to support Lewis and Maslin's argument.

AP U.S. HISTORY AMSCO: PERIOD 1 GUIDE

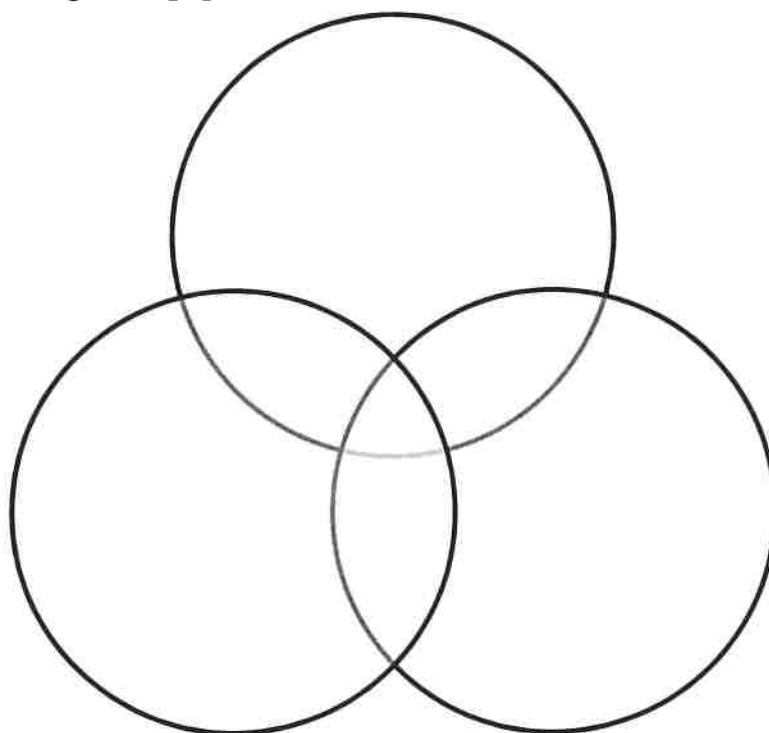
Topic 1.5: Labor, Slavery, and Caste in the Spanish Colonial System

Topic 1.6: Cultural Interactions in the Americas

Learning Objective (1.5): Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

Learning Objective (1.6): Explain how and why European and Native American perspectives of others developed and changed in the period.

In the Venn diagram below, label one circle Spanish, one French, and one English and compare their relations with indigenous populations.



Preparation for a THESIS statement. Remember a thesis is your main argument and for most long essay questions (LEQs) you will want to have **three** points of argument. Your thesis should only be 1-2 clear, concise sentences. With an **extent** question, you should be identifying how MUCH or how LITTLE something was impacted (i.e. significant, moderate, limited, etc.)

Thesis Formula: Ex. Forced labor servitude by Europeans had a _____ impact on changing African American culture because _____. However, it didn't impact _____. (Forced servitude may not have the same impact on all areas of their culture so you may want a counter argument with the however).

Evaluate the extent to which forced labor servitude by Europeans changed African culture in the period of 1491 to 1607.

No questions for Topic 1.7

U.S. History Summer Assignments

Map Directions: Label the following maps of the United States with the states, cities, landforms, and bodies of water below. Also, color in the maps according to the directions below.

Map #1: States, Regions, and Countries

- Label all 50 states correctly
- Label the neighboring countries of Mexico and Canada
- Color in the different **REGIONS** of the US and include a map key:
 - **New England**- Maine, NH, Vermont, RI, Mass., Conn. (**Blue**)
 - **Mid-Atlantic**- NY, NJ, Penn., Maryland, Delaware (**Yellow**)
 - **South Atlantic**- Florida, GA, Virginia, WV, NC, SC (**Purple**)
 - **South**- Texas, Louisiana, Ark., Miss., Ala., Kent., Tenn., OK (**Red**)
 - **Midwest**- Ohio, Indiana, Illinois, Michigan, Wisconsin (**Green**)
 - **Great Plains**- Neb., Kan., ND, SD, Missouri, Iowa, Minn. (**Pink**)
 - **Rocky Mountains**- CO, WY, NM, MT, NV, ID, AZ, UT (**Gray**)
 - **West/ Pacific**- Cali., Oregon., Wash., Hawaii, Alaska (**Orange**)

Map #2: Landforms, Bodies of Water, and Cities

- Label and draw (where necessary) the landforms and bodies of water

Rocky Mountains	Appalachian Mountains
Lake Michigan	Mississippi River
Lake Superior	Ohio River
Lake Ontario	Missouri River
Lake Huron	Erie Canal
Lake Erie	Rio Grande
Pacific Ocean	Great Salt Lake
Atlantic Ocean	Gulf of Mexico

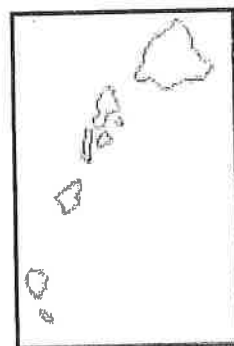
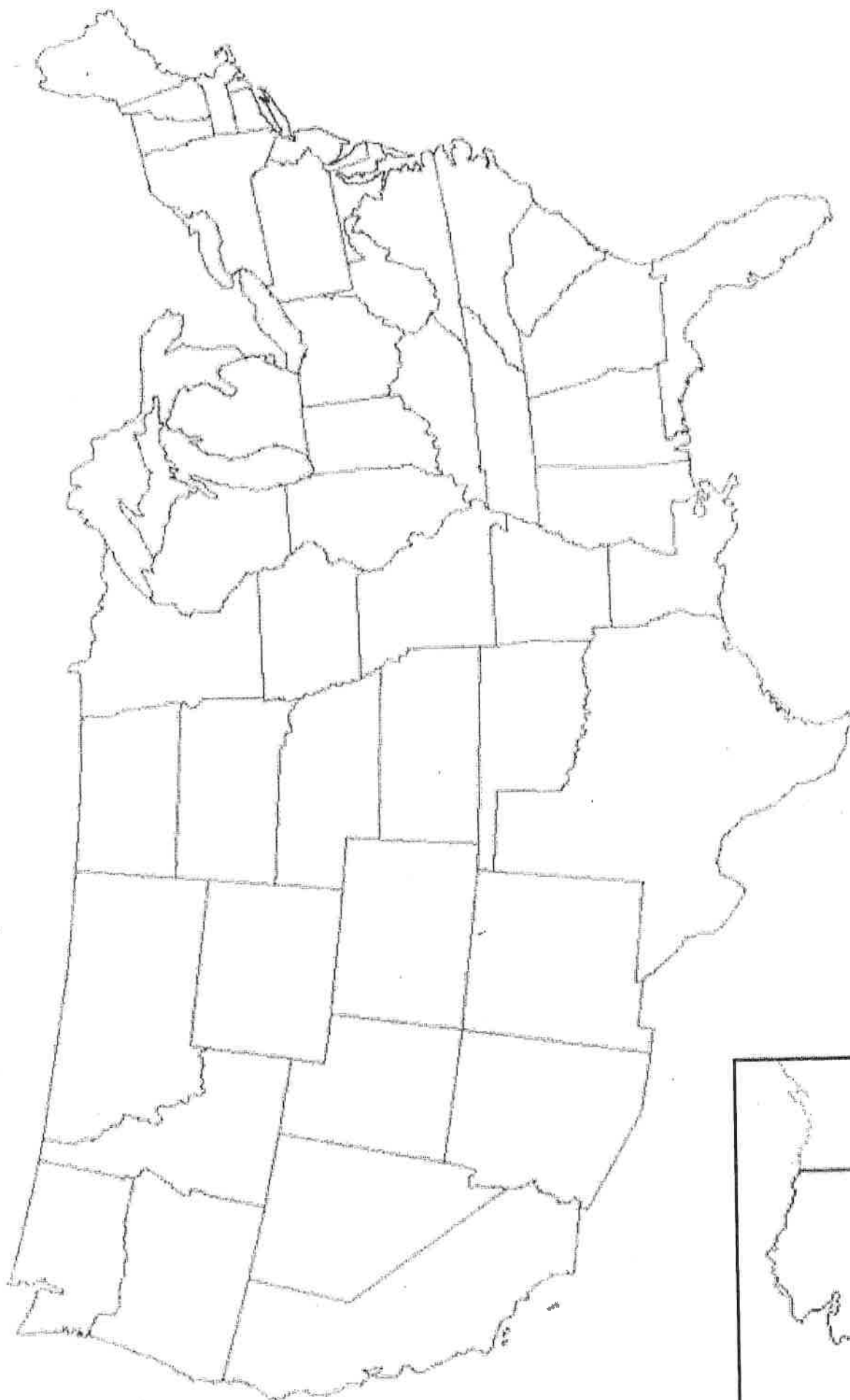
Map #3: 13 colonies and major settlements

- Label the 13 Colonies
- Color the New England Colonies- Blue
- Color the Middle Colonies- Yellow
- Color the Southern Colonies- Red
- Label the following settlements- Boston, Salem, New York, Jamestown, Williamsburg

Map #4: European Colonization of North America 1713

- Label and color English Territory Green
- Label and color French Territory Orange
- Label and color Spanish Territory Purple
- Label and color unexplored territory Gray

Map #1

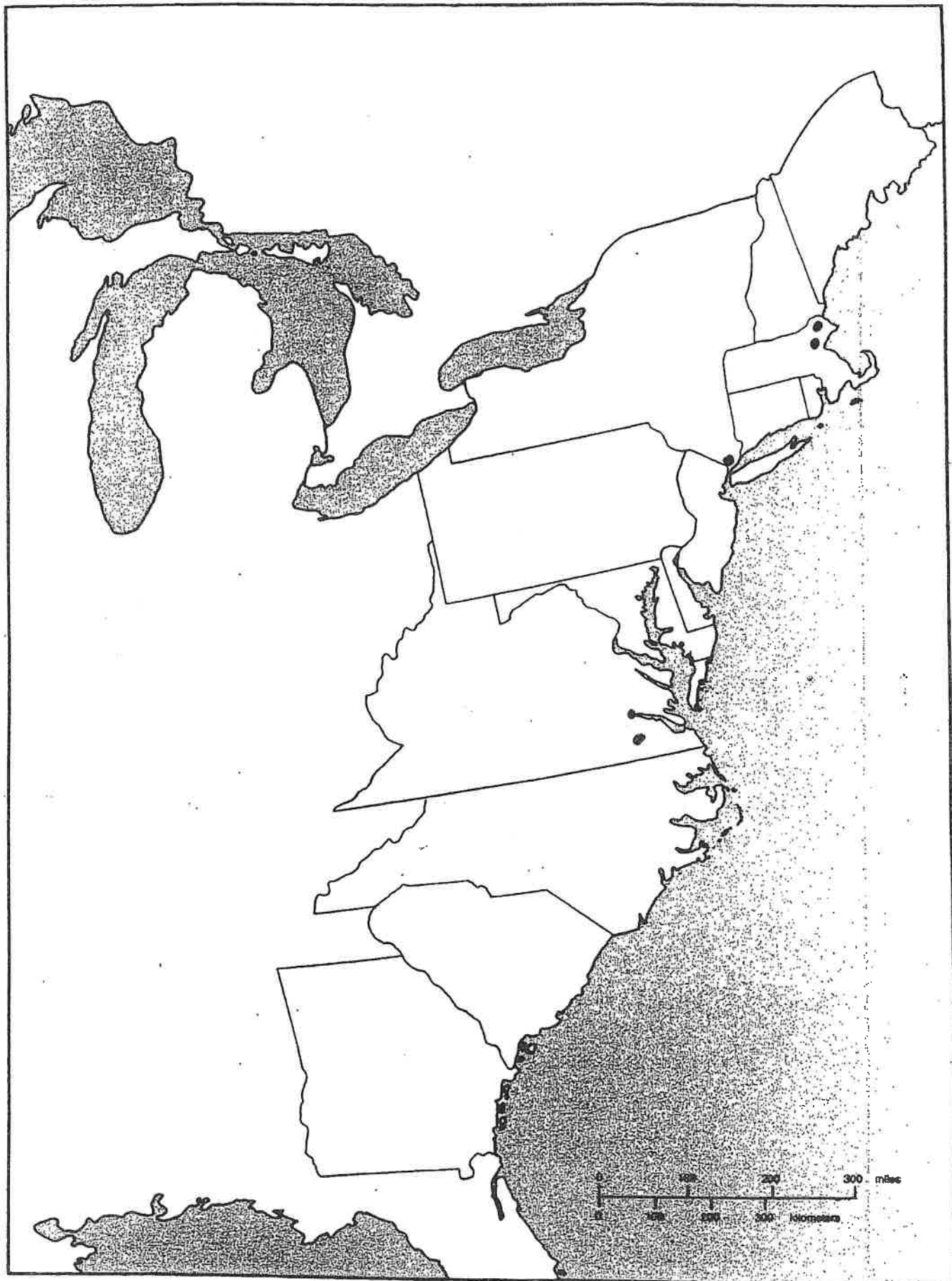


Map#2



THIRTEEN COLONIES

Map # 3



Map #4

European Colonization of North America, 1713





AP US History Period 1

Study online at https://quizlet.com/_bix0zc

maize cultivation	The growing of Indian corn, a staple of many Indians diets, leading many nomadic tribes to settle and develop great civilizations such as the Aztecs incas and Mayans.
hunter-gatherer economy	A nomadic way of life with no agriculture focused on following food sources including animals and wild plants
western hemisphere	The Americas
west africa	A area of Africa that was previously unreachable until the invention of the caravel by the Portuguese, leading to exploitation of the region for its gold and slaves
plantation-based agriculture	Large scale agriculture worked by slaves
capitalism	Economic system based on private investment and possessions
Cultural autonomy	Freedom of a group to express ones own culture without outside control i.g. The Christianization of the natives took away there Cultural autonomy
encomienda system	A government system where natives were given to colonists to work in return for converting them to Christianity.
empire building	The Spanish increasing their empire through grafting their culture onto the natives and taking over the land
great plains	The open plains of the Midwest where the natives adapted to roming the prairies on horseback
Portuguese exploration	Due to advancements in sailing technology the Portuguese were able to sail down the coast of Africa and open trade of gold and slaves, settle and make plantations and eventually find the way around Africa to the indies
slave labor	Forced labor of people considered property by the people in charge
political autonomy	the ability of a state to govern themselves without outside control
Columbian exchange	the exchange between the new world and the old world consisting of the old world bringing wheat, cows, horses, sheep, pigs, sugar, rice, coffee, smallpox, malaria and yellow fever. while the new world sent gold, silver, corn, potatoes, tobacco, and syphills
asiento system	This system required that a tax be paid to the King of Spain, for slaves that were imported to the Americas. (p. 8)
joint stock company	A company made up of a group of shareholders. Each shareholder contributes some money to the company and receives some share of the company's profits and debts.
middle passage	A voyage that brought enslaved Africans across the Atlantic Ocean to North America and the West Indies

You will
write out the
term.

Test Tuesday
August 9th.



AP US History Period 2 (1607-1754)

Study online at https://quizlet.com/_3d2r8f

Jamestown	1st permanent English settlement in North America in 1607.
John Smith	A captain famous for world travel. As a young man, he took control in Jamestown. He organized the colony and saved many people from death
Mayflower Compact	1620 - The first agreement for self-government in America. It was signed by the 41 men on the Mayflower and set up a government for the Plymouth colony
John Winthrop	As governor of Massachusetts Bay Colony, Winthrop (1588-1649) was instrumental in forming the colony's government and shaping its legislative policy. "City Upon a Hill" . Puritans
Puritans	A religious group who wanted to purify the Church of England. They came to America for religious freedom and settled Massachusetts Bay.
Loss of Massachusetts Charter	Revoking of Mass. Charter by King George II due to the colonists refusal to obey by the Navigation Acts leading to anti-British feeling in the New England region.
New Amsterdam	A settlement established by the Dutch near the mouth of Hudson River and the southern end of Manhattan Island as a trade port for the Dutch trade empire.
House of Burgesses	1619 - The Virginia House of Burgesses formed, the first legislative body in colonial America. It was made up of two representatives from each town voted on by men who owned property.
Headright system	Headrights were parcels of land consisting of about 50 acres which were given to colonists who brought indentured servants into America. They were used by the Virginia Company to attract more colonists.
Indentured servants	Colonists who received free passage to North America in exchange for working without pay for a certain number of years
Bacon's Rebellion	1676 - Nathaniel Bacon and other western VA settlers were angry at Governor Berkley for trying to appease the Doeg Indians after they attacked the western settlements. The frontiersmen formed an army and marched on Jamestown and burned the city.
King Phillip's War	Under the leadership of Metacom, or King Phillip, the Wampanoag destroyed colonial towns, the colonists destroyed native farms, leading to the most deadly of Indian Wars. The war was disastrous for the natives leading to few surviving the war, and those that did left New England.
royal colony	A colony ruled by governors appointed by a king
proprietary colony	English colony in which the king gave land to proprietors in exchange for a yearly payment
town meetings	A purely democratic form of government common with the New England Puritans
Roger Williams	A dissenter who clashed with the Massachusetts Puritans over separation of church and state and was banished in 1636, after which he founded the colony of Rhode Island to the south.
Anne Hutcheson	One of the dissenters in Puritan Massachusetts held bible studies at her house and believed in a personal relationship with god.
Sir William Berkeley	The royal governor of Virginia. Adopted policies that favored large planters and neglected the needs of recent settlers in the "back-country." Bacon's Rebellion
William Penn	Established the colony of Pennsylvania as a "holy experiment". His colony was religiously tolerant leading to diversity in the region.
Fundamental Orders of Connecticut	It has the features of a written constitution, and is considered by some as the first written Constitution. The Fundamental Orders



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	of Connecticut is a short document, but contains some principles that were later applied in creating the United States government.
Dominion of New England	1686 - The British government combined the colonies of Massachusetts, Rhode Island, New Hampshire, and Connecticut into a single province headed by a royal governor (Edmund Andros). The Dominion ended in 1692, when the colonists revolted and drove out Governor Andros.
Acts of Trade and Navigation	These acts passed by the English legislative body were the structures that control trade between England and its colonies. (Not always enforced)
Mercantilism	An economic policy under which nations sought to increase their wealth and power by obtaining large amounts of gold and silver and by selling more goods than they bought.
Triangular Slave Trade	A practice, primarily during the eighteenth century, in which European ships transported slaves from Africa to Caribbean islands, molasses from the Caribbean to Europe, and trade goods from Europe to Africa.
Middle Passage	A voyage that brought enslaved Africans across the Atlantic Ocean to North America and the West Indies.
Social mobility	Movement of individuals or groups from one position in a society's stratification system to another
Great Awakening	(1730s and 1740s) Religious movement characterized by emotional preaching. Encouraged unity, equality, and the questioning of authority.
Jonathan Edwards	A leading minister during the Great Awakening, he delivered the famous sermon "Sinners in the Hands of an Angry God" promising that evildoers would pay a price on judgement day.
George Whitfield	English preacher who led the Great Awakening by traveling through the colonies
French & Indian War	1754 - 1763; conflict between France and Great Britain over land in North America in the Ohio River Valley.
Ohio River Valley	Controversial land that led to the French and Indian War; British win war and claim this land; region where British fur traders went; rich soil for farming.
Join or Die	Famous cartoon drawn by Ben Franklin which encouraged the colonies to join in fighting the British during the French and Indian War
Albany Plan of Union, 1754	Plan proposed by Benjamin Franklin that sought to unite the 13 colonies for trade, military, and other purposes; the plan was turned down by the colonies & the Crown.
salutary neglect	an English policy of relaxing the enforcement of regulations in its colonies in return for the colonies' continued economic loyalty.
New England Confederation	1643 - Formed to provide for the defense of the four New England colonies, and also acted as a court in disputes between colonies.
Pueblo Revolt	Native American revolt against the Spanish in late 17th century; expelled the Spanish for over 10 years; Spain began to take an accommodating approach to Natives after the revolt
Indentured Servants	Colonists who received free passage to North America in exchange for working without pay for a certain number of years