

# AP US History - Summer Assignment 2018

Due During REGISTRATION on AUGUST 16<sup>th</sup>.

Greetings. This fast-paced college-level course covers American History from the pre-Colonial era (1400s) to the present. We cover a lot of information in a brief amount of time and the course is demanding and rigorous. Consider each of the following points below before deciding if this course is for you. If you are truly dedicated and up for the challenge, you will find the class very rewarding.

1. This course involves a complex college level textbook and numerous outside readings, so high **reading comprehension skills** are imperative.
2. **Writing** is an essential component to the class so **if writing essays are a challenge for you, you will have difficulty passing this class**. Many writing assignments will be timed-writing essays that you will have to complete with limited time in class: DBQs (Document-Based Question essays), LEQs (Long Essay Questions), and SAQs (Short Answer Questions).
3. We will cover 1 to 2 chapters per week and have regular chapter quizzes & Unit Exams.
4. Classroom **participation** in discussions, debates, and presentations, **is mandatory**.
5. Expect a minimum of 30 minutes of **homework** per night, including weekends, involving reading and taking notes, activities, and writing components.
6. You need to be able to **work well in groups** and present in front of class as group projects and activities are significant components of the class, especially during the 2<sup>nd</sup> Semester.
7. You will be required to be **disciplined** and **self-motivated**, and **time-management** is essential.
8. If you are truly motivated and up for the challenge, we look forward to having you in class.

In order to keep pace with the APUSH Exam date (**May 10, 2019**), students must begin the reading for this class over the summer. **You must first check out a copy of the textbook: *American History, Connecting With the Past (15<sup>th</sup> Edition)* from the CCHS Library or Download a pdf of Chapters 1-3 from the CCHS website in the beginning of summer. The assignment is **due during REGISTRATION on AUGUST 16<sup>th</sup>** and will impact your 1<sup>st</sup> semester grade. If you will be on vacation during registration you must drop it off to the guidance office before August 16<sup>th</sup>. **If you do not complete the assignment by the registration due date, you will automatically be dropped from this class. This is an individual assignment, not a group assignment – do not copy responses from other students.** After reviewing the assignment or at any point over the summer if you decide that you prefer to be enrolled in Regular US History, email Assistant Principal Burton: [joniqueburton@ccusd.org](mailto:joniqueburton@ccusd.org)**

**KEEP A PHOTOCOPY OR PHOTO OF YOUR ASSIGNMENT to study for the UNIT 1 EXAM on this material that will take place on Tuesday August 28<sup>th</sup> - the 2<sup>nd</sup> Day of School.** If you have any questions feel free to contact Mr. Owens at: [andyowens@ccusd.org](mailto:andyowens@ccusd.org) or Ms. Young at: [kimberlyyoung@ccusd.org](mailto:kimberlyyoung@ccusd.org)

**YOUR ASSIGNMENT:** You must complete all parts **BUT TURN IN ONLY Parts II (Reading Questions), IV (SAQs), & V (LEQ).** **ALL WORK MUST BE HANDWRITTEN IN BLUE OR BLACK INK PEN.** The entire assignment should be stapled or bracketed together, but make sure to **have your name on each section** in case they get separated after you turn them in.

**PART I. Read Chapters 1 & 2 (for the summer assignment)** of the text *American History, Connecting With the Past 15<sup>th</sup> Edition* by Alan Brinkley. Read the chapter carefully – I recommend reading the entire chapter and taking notes before answering the Questions. You will use information from Chapters 1 & 2 to complete Parts II-V. For Part VI: **After you turn in the summer assignment you are also required to read Chapter 3 of the textbook by August 28<sup>th</sup>.** A Chapter 3 Study Guide is included on the last page of this document – **YOU DO NOT NEED TO TURN THIS IN.** You will be tested on the material from the Reading Questions, the Key Terms, Geography, and SAQs on the **Summer Assignment Exam** that will take place on **August 28<sup>th</sup>** and include both Multiple Choice and Short Answer Questions on material from Chapters 1-3.

## AP US History - Summer Assignment 2018

**PART II. READING QUESTIONS:** Answer the following questions **in your own words** – **do not just copy the book**, responses will require a **detailed paragraph each** (the length depends on the question), and be prepared to discuss your responses during the first week of class in September. You do not need to re-write the questions, **but number the responses clearly** and make sure your responses are **stapled and in order**.

### CHAPTER 1: “THE COLLISION OF CULTURES”

1. Compare how native societies contrasted each other and adapted to and transformed their environments before the arrival of Columbus.
2. What were the motivations and causes of early European exploration and settlement of the Western Hemisphere?
3. “AP Debating the Past p. 10-11”: What was the Native American population by the arrival of Columbus? How does the number historians choose change the “story” of European contact and colonization?
4. What were key characteristics and developments of the **Spanish empire** (“New Spain”) during the 16<sup>th</sup> Century?
5. What effects did Spanish exploration and conquest have on native societies of the Western Hemisphere and how did American Indians respond to European efforts to change their religion, society, and environment (including the later **Pueblo Revolt** in 1680)?
6. What were the major biological and cultural transatlantic exchanges (**Columbian Exchange**) between Europe and the Americas and describe the impact that the **Columbian Exchange** had on both the Americas and Europe?
7. What were the economic and religious incentives for English colonization of the “New World” in the 16<sup>th</sup> Century?
8. Read “The Atlantic Context of Early American History” p. 22-23: What was the “Atlantic World”? Does studying American history in an Atlantic World context broaden or distort our understanding of American history?
9. How did the English experience in Ireland and subjugation of the Irish people affect the colonization process of the New World?
10. Describe key elements of the French and Dutch settlements in the New World. How did they contrast the English and the Spanish?
11. Why didn't the British successfully develop colonies in America until 1607? Explain.

### CHAPTER 2: “TRANSPLANTATIONS AND BORDERLANDS”

12. What factors including crops and labor systems contributed to the survival and development of the **Chesapeake colonies** and **North Carolina**?
13. What were the key characteristics of the **New England** colonies and how did the **Puritan** settlers influence the region?
14. What were the causes and effects of conflict between British colonists in New England and American Indians, most notably the **Pequot War** and **Metacom's War** (King Philip's War)?
15. What were the key characteristics of the **middle colonies** and why did they tend to be more diverse and tolerant?
16. Why did the **southernmost Atlantic colonies** and the **British West Indies** rely more heavily on slavery, and how did this contribute to unique cultural and religious development?
17. How did an **Atlantic economy** and trade system develop between Europe, Africa and the Americas and how did this impact colonial economies and development?
18. What were the sources of conflict and mistrust between European leaders and their colonists in the Americas?

# AP US History - Summer Assignment 2018

## PART III. KEY TERMS & US GEOGRAPHY TO KNOW

**A. Define each term for yourself** (I suggest learning both the **definition** and the **historical significance**—think “why is it important to the era?”) for each term. **YOU WILL NOT TURN THESE IN**, but should study them for the Summer Assignment Exam on Tuesday August 28<sup>th</sup>. Here is an example:

**Halfway Covenant:** *The decision of Puritan colony churches in the 1690s to allow the grandchildren of those who had the personal experience of conversion to participate in church affairs. Previously, only the children of those that had experienced personal conversion could participate, and some rejected this as weakening the church.*

**H.S.** – *Reflected the decline of piety and zeal among New Englanders and fear that the influence of the Puritan church was in decline.*

### Ch. 1 KEY TERMS: “Need to Know” from the APUSH Concept Outline standards

maize cultivation	capitalism	mercantilism
Great Basin	maritime technology	Pueblo Revolt of 1680
Great Plains	joint-stock companies	African slave trade
agricultural economy	<i>encomienda</i> system	Puritans
hunter-gatherer economy	slave labor	fur trade
Columbian Exchange	caste (casta) system	plantation
epidemics		

### KEY TERMS: Should Know (Key Examples for the Concept Outline standards)

Inca, Maya, Aztec (Mexico)	Pueblo Indians	Calvinism - predestination
Algonquin	Santa Fe	Separatists
Iroquois	racial hierarchy	Irish colonization
nation-states	<i>mestizo</i>	The Plantation Model
Christopher Columbus	Apache & Navajo	Jesuit missionaries
<i>conquistadores</i>	smallpox	<i>coureurs de bois</i>
Hernando Cortes	“Northwest Passage”	New Amsterdam
Montezuma	Sir Thomas Moore’s <i>Utopia</i>	Dutch West India Company
Tenochtitlan	Enclosure Movement	<i>patroons</i>
Ordinances of Discovery	chartered companies	The Spanish Armada
Spanish Mission System	Richard Hakluyt	Roanoke
Don Juan de Onate	English Reformation	Colonial charters

### Ch. 2 KEY TERMS: “Need to Know” from the APUSH Concept Outline standards

Chesapeake colonies	African chattel slavery	Navigation Acts
tobacco economy	southern colonies	Metacom(et)
Puritans	British West Indies	King Philip’s War (Metacom’s War)
New England colonies	California Missions	
middle colonies	mercantilism	

### Ch. 2 KEY TERMS: Should Know (Key Examples for the Concept Outline standards)

Jamestown	Mayflower Compact	Quakers – The Society of Friends
John Rolfe	Massachusetts Bay Company	William Penn - Pennsylvania
Headright System	John Winthrop’s “City Upon a Hill”	Barbados slave trade
Proprietary rule	Congregational Church	Dominion of New England
Maryland’s “Act Concerning Religion” or “Toleration Act”	Roger Williams & Rhode Island	The “Glorious Revolution”
House of Burgesses	Anne Hutchinson	Praying Indians
Bacon’s Rebellion	Pequot War	
Plymouth Plantation	theocracy	

**B. UNITED STATES GEOGRAPHY:** While this is not a geography class, a basic understanding of American geographic features that will be commonly referenced throughout the year is essential. **You will need to be able to identify any of the following on a map for the Summer Assignment Exam on August 28<sup>th</sup>:**

Atlantic Ocean	Georgia	Mason-Dixon Line	Pacific Ocean
Appalachian Mountains	Great Basin	Massachusetts	Pennsylvania
Black Hills	The Great Lakes	Mississippi River	Rio Grande
Carolinas	The Great Plains	Missouri River	Rocky Mountains
Chesapeake Bay	Great Salt Lake	New England	Sierra Nevada
Colorado River	Gulf of Mexico	New York	Mountains
Columbia River	Hudson River	Ohio Valley	St. Lawrence River
	Maryland	Ohio River	Virginia

#### **PART IV. SHORT ANSWER SECTION.**

Read the following documents and respond to the prompts. Read all three parts of the question before responding. Answers need to be in complete sentences (a brief paragraph should be enough for each a, b & c response) bulleted points will not be given credit. **You do not need a thesis statement.** Do not quote the sources. Label your responses with the question number and a, b, & c. Be specific and to the point. Employ historical evidence relevant to the source/question and try to avoid overgeneralizations and vague descriptions. Make sure you clearly explain how and why the evidence you provide answers the question.

**Question 1 is based on the following two excerpts and material from Chapter 1:**

**Juan de Sepulveda (1547)** *Spanish theologian, philosopher, historian, and astronomer called by Charles V to share his view on the treatment of Indians in the New World.*

“The Spanish have a perfect right to rule these barbarians of the New World and the adjacent islands, who in prudence, skill, virtues, and humanity are as inferior to the Spanish as children to adults, or women to men, for there exists between the two as great a difference as between savage and cruel races and the most merciful, between the most intemperate and the moderate and temperate and, I might even say, between apes and men. You surely do not expect me to recall at length the prudence and talents of the Spanish.... And what can I say of the gentleness and humanity of our people, who, even in battle, after having gained the victory, put forth their greatest effort and care to save the greatest possible number of the conquered and to protect them from the cruelty of their allies? Well, then, if we are dealing with virtue, what temperance or mercy can you expect from men who are committed to all types of intemperance and base frivolity, and eat human flesh? Although some of them show a certain ingenuity for various works of artisanship, this is no proof of human cleverness, for we can observe animals, birds, and spiders making certain structures which no human accomplishment can competently imitate. Therefore, if you wish to reduce them, I do not say to our domination, but to a servitude a little less harsh, it will not be difficult for them to change their masters, and instead of the ones they had, who were barbarous and impious and inhuman, to accept the Christians, cultivators of human virtues and the true faith.”

**Bartolome de Las Casas (1552)** *The Dominican friar challenged Sepulveda in the Valladolid Debate.*

“Now if we shall have shown that among our Indians of the western and southern shores (granting that we call them barbarians and that they are barbarians) there are important kingdoms, large numbers of people who live settled lives in a society, great cities, kings, judges and laws, persons who engage in commerce, buying, selling, lending, and the other contracts of the law of nations, will it not stand proved that the Reverend Doctor Sepulveda has spoken wrongly and viciously against peoples like these, either out of malice or ignorance of Aristotle's teaching, and, therefore, has falsely and perhaps irreparably slandered them before the entire world? From the fact that the Indians are barbarians it does not necessarily follow that they are incapable of government and have to be ruled by other's, except to be taught about the Catholic faith and to be admitted to the holy sacraments. They are not ignorant, inhuman, or bestial. Rather, long before they had heard the word Spaniard they had properly organized states, wisely ordered by excellent laws, religion, and custom. They cultivated friendship and, bound together in common fellowship, lived in populous cities in which they wisely administered the affairs of both peace and war justly and equitably, truly governed by

laws that at very many points surpass ours, and could have won the admiration of the sages of Athens....

Next, I call the Spaniards who plunder that unhappy people torturers.... For God's sake and man's faith in him, is this the way to impose the yoke of Christ on Christian men? Is this the way to remove wild barbarism from the minds of barbarians? Is it not, rather, to act like thieves, cutthroats, and cruel plunderers and to drive the gentlest of people headlong into despair? The Indian race is not that barbaric, nor are they dull witted or stupid, but they are easy to teach and very talented in learning all the liberal arts, and very ready to accept, honor, and observe the Christian religion and correct their sins (as experience has taught) once priests have introduced them to the sacred mysteries and taught them the word of God. They have been endowed with excellent conduct, and before the coming of the Spaniards, as we have said, they had political states that were well founded on beneficial laws. The Indians are our brothers, and Christ has given his life for them. Why, then, do we persecute them with such inhuman savagery when they do not deserve such treatment? The past, because it cannot be undone, must be attributed to our weakness, provided that what has been taken unjustly is restored.

Finally, let all savagery and apparatus of war, which are better suited to Muslims than Christians, be done away with. Let upright heralds be sent to proclaim Jesus Christ in their way of life and to convey the attitudes of Peter and Paul. The Indians will embrace the teaching of the gospel, as I well know, for they are not stupid or barbarous but have a native sincerity and are simple, moderate, and meek, and, finally, such that I do not know whether there is any people readier to receive the gospel. Once they have embraced it, it is marvelous with what piety, eagerness, faith, and charity they obey Christ's precepts and venerate the sacraments. For they are docile and clever, and in their diligence and gifts of nature, they excel most peoples of the known world . . .”

**1. Using the previous excerpts, answer a, b, and c.**

- a) Contrast how the attitudes toward American Indians as expressed by Juan de Sepulveda and Bartolome de Las Casas differ.
- b) Provide ONE example of how the attitudes toward American Indians as expressed by Juan de Sepulveda and Bartolome de Las Casas were similar.
- c) Briefly explain which man's perspective seemed to have had the bigger impact on the attitude of the Spanish and other Europeans and provide ONE specific example to support your response.

**Question 2 is based on the following two excerpts and material from Chapter 1:**

“The Colombian discovery was of greater magnitude than any other discovery or invention in human history. Europeans realized that in the sixteenth century. In the centuries since then, the importance of Columbus's discovery had continued to swell, both because of the prodigious development of the New World and because of the numerous other discoveries that have stemmed from it. It was after Columbus's voyages that the task of integrating the American continents into Greco-Roman-Christian-European-culture was carried out. Notwithstanding errors, egoism, and unheard-of violence, the discovery was an essential, in many ways, determining factor in ushering in the modern age. It was brought about first and above all by the Spanish and then by the Portuguese, French, English, Italians, Irish – to some extent by all the peoples of Europe. But this recognition cannot diminish the value of the inception of that task, which was Columbus's discovery.”

- Historian Paolo Emilio Taviani, *Columbus, The Great Adventure*, 1991

“Thus began the history, five hundred years ago, of the European invasion of the Indian settlements of the Americas... When we read the history books given to children in the United States, it all starts with the heroic adventure – there is no bloodshed- and Columbus Day is a celebration. To emphasize the heroism of Columbus and his successors as navigators and discoverers, and to deemphasize their genocide, is not a technical necessity but an ideological choice. It serves – unwittingly – to justify what was done... The treatment of heroes (Columbus) and their victims (Arawaks) – the quiet acceptance of conquest and murder in the name of progress – is only one aspect of a certain approach to history, in which the past is told from the point of view of government, conquerors, diplomats, leaders... Was all this bloodshed and deceit – from

Columbus to Cortes, Pizarro, and the Puritans – necessary for the human race to progress from savagery to civilization?”

- Historian Howard Zinn, *A People's History of the United States*, 1980

**2. Using the excerpts above and your knowledge of United States history, answer parts a, b, and c.**

- a) Briefly explain ONE major difference between Tavian's and Zinn's historical interpretations.
- b) Briefly explain how ONE specific historical event or development not explicitly mentioned in the excerpts could be used to support Tavian's interpretation.
- c) Briefly explain how ONE specific historical event or development not explicitly mentioned in the excerpts could be used to support Zinn's interpretation.

**CHAPTER 2**

**Question 3 is based on the following excerpt and material from Chapter 2.**

God almighty in His most holy and wise providence hath so disposed of the condition of mankind, as in all times some must be rich, some poor, some high and eminent in power and dignity, others mean and in subjection.

...Now the only way to avoid this shipwreck and to provide for our posterity is to follow the counsel of Micah, to do justly, to love mercy, to walk humbly with our God. For this end we must be knit together in this work as one man, we must entertain each other in brotherly affection, we must be willing to abridge ourselves of our superfluities for the supply of others' necessities, we must uphold a familiar commerce together in all meekness, gentleness, patience, and liberality, we must delight in each other, make others' conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, our community as members of the same body So shall we keep the unity of the spirit in the bond of peace. The Lord will be our God and delight in all our ways, so that we shall see much more of His wisdom, power, goodness, and truth than formerly we have been acquainted with. We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand of our enemies, when He shall make us a praise and glory, that men shall say of succeeding plantations, the Lord make it like that of New England. For we must consider that we shall be as a city upon a hill, the eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken and so cause Him to withdraw His present help from us, we shall be made a story and byword throughout the world, we shall open the mouths of enemies to speak evil of the ways of God and all professors for God's sake, we shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us till we be consumed out of the good land whither we are going. And to shut up this discourse with that exhortation of Moses, that faithful servant of the Lord in His last farewell to Israel, Deut. 30., Beloved there is now set before us life and good, death and evil, in that we are commanded this day to love the Lord our God, and to love one another, to walk in His ways and to keep His commandments and His ordinance, and His laws, and the articles of our covenant with Him that we may live and be multiplied, and that the Lord our God my bless us in the land whither we go to possess it. But if our hearts shall turn away so that we will not obey, but shall be seduced and worship other Gods, our pleasures, our profits, and serve them, it is propounded unto us this day we shall surely perish out of the good land whither we pass over this vast sea to possess it. Therefore let us choose life, that we, and our seed, may live, and by obeying His voice, and cleaving to Him, for He is our life and our prosperity.”

- John Winthrop, “A Model of Christian Charity” 1630

**3. Using the excerpt above and your knowledge of United States history, answer parts a, b, and c.**

- a) Briefly explain the purpose of John Winthrop's message.
- b) Briefly explain ONE specific event or development that led to the migration of Winthrop and his followers that is not explicitly mentioned in the excerpt.
- c) Briefly explain ONE specific historical effect in the New England colonies between 1630 and 1700 that resulted from the ideas expressed by Winthrop in the excerpt.

**Question 4 is based on the following excerpts and material from Chapter 2.**

King Philip agreed to come to us; he came unarmed, and about 40 of his men armed. We sat very friendly together. We told him our business. They said that they had done no wrong; the English wronged them. We said that both sides thought the other side wronged them, but our desire was to avoid war. The Indians agreed that fighting was the worst way; then they asked how we might avoid war. We said, by negotiation. They said that they lost many square miles of land through negotiation. They said they had been the first in doing good to the English, and the English were the first in doing wrong. They said when the English first came, their King's Father prevented other Indians from wronging the English, and gave them corn and showed them how to plant, and let them have a 100 times more land than now the Indian King had for his own people. And another grievance was, if 20 of their honest Indians testified that a Englishman had done them wrong, it was as nothing; and if but one of their worst Indians testified against any Indian, when it pleased the English it was sufficient. Another grievance was, the English made them drunk and then cheated them; that now, they had no hope left to keep any land. Another grievance, the English cattle and horses still increased and kept spoiling their corn. They thought when the English bought land of them they would have kept their cattle upon their own land, but the English didn't use a fence.

- John Eaton of Rhode Island, 1675

In New England, there are many different theories for what caused the present Indian war. Some blame the people of Boston for trying to Christianize the Indians and for forcing the Indians to observe their laws. They think the Indians are too rude and uncivilized. Some believe there have been Catholic priests, who have made it their business, for some years past, to turn the Indians against the English and to promise weapons from France. Others blame the Indian leader, King Philip. Some English tried to get his land and brought him to court and sometimes imprisoned him. The Puritan government of the Massachusetts believes that God is punishing them for their behavior. Recently, men have been wearing long hair and wigs made of women's hair; and women have been cutting, curling and laying out the hair. People have not been going to town meetings. The Puritans think that God has allowed the Indians to rise against them. The English have contributed much to their misfortunes, for they first taught the Indians the use of guns, and let them attend trainings, and showed them how to handle their guns. The loss to the English in the several colonies, in their habitations and stock, is reckoned to amount to 150,000 pounds. About 1200 houses have been burned, 8000 head of cattle, great and small, killed, and many thousand bushels of wheat and other grain burned, and over 3000 Indians, men, women, and children destroyed.

- Edward Randolph, Massachusetts, 1685

**4. Answer (a), (b), and (c).**

- a) Briefly explain ONE major difference between Eaton's and Randolph's interpretations.
- b) Briefly explain ONE specific historical similarity or difference between the event described in the excerpt and another conflict between European colonists and Native Americas in either the 16<sup>th</sup> or 17<sup>th</sup> Century.
- c) Briefly explain ONE specific historical effect of the conflict that is not explicitly mentioned in the excerpts (between 1676 and 1754).

**PART V: LONG ESSAY QUESTION (LEQ)**

Essay writing skills and especially timed-writing are essential for success in this class and on the AP Exam. Answer the following question in a **hand-written essay** (blue or black ink pen only). Information is based on **Chapter 2, but portions of Chapter 3 will also be helpful**. Include specific evidence to support your argument and analysis **but do not quote or copy down material directly from the textbook – this must be your original argument and work**. LEQ responses require an intro paragraph with a clear thesis statement, and a minimum of two body paragraphs (although more are optional) and a conclusion is recommended. In class (and for the AP Exam), you will have 40 minutes (5 to brainstorm and 35 minutes to write) so try to stay close to those time-parameters. Make sure you **clearly answer the question** and provide **ample specific explained outside evidence** to support your argument. Avoid 1<sup>st</sup> person and the tone should be formal. You will be evaluated based on a clear thesis, use of an array of evidence, depth and clarity of analysis, ability to

be persuasive with your argument, and ability to place the argument in historical context. Your essay will be scored with a PLUS, CHECK, or MINUS. PLUS = advanced, writing shows AP-level readiness, CHECK = proficient, but needs improvement to develop AP-level readiness, MINUS = far below AP-level readiness. A sample of the 6-Point rubric that will be used to score LEQs throughout the school year is included below.

**\*\*\*PLAGIARISM ON THIS ESSAY OR ANY ELEMENT OF THIS ASSIGNMENT WILL BE GROUNDS FOR DROPPING YOU FROM THE CLASS.\*\*\***

**PROMPT:** *What caused the British colonies in New England and the Chesapeake region to evolve into two distinct societies during the colonial era from 1607 to 1700?*

### AP LEQ (LONG ESSAY QUESTION) RUBRIC

**Overall Score:                    1            2            3            4            5            6**

**Score:** 6 =100%, 5 = 90%, 4 = 82%, 3 =75%, 2 = 65%, 1 = 50%, 0 (but completed) = 25%

**Thesis: (1 Point)**

- Responds to the prompt with a historically defensible claim that establishes a clear argument and line of reasoning, in one or more sentences, either in the introduction (recommended) or the conclusion (1)
- Thesis missing, simply restates the question, doesn't address all parts of the question, unclear, inaccurate (0)

**Contextualization: (1 Point)**

- Describes the broader historical context: events, developments, or processes that occur before, during, or continue after the time frame of the question (3 or more sentences recommended) (1)
- Does not connect content to broader historical events and lacks historical context (0)

**Evidence: (2 Points)**

- Supports an **argument** in response to the prompt using an array of specific and relevant examples as evidence, evidence must be explained and different from evidence used to earn contextualization (2)
- Provides some specific examples of evidence relevant to the topic of the prompt (1)
- Little or no specific outside evidence or evidence not clearly explained to support argument (0)

**Analysis and Reasoning: (2 Points)**

- Demonstrates a complex understanding of the historical development in the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question and historical reasoning skill (2)
- Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt, although reasoning might be uneven or imbalanced (1)
- Argument is unclear, fails to effectively address the prompt, and/or utilize effective historical skills (0)

**Strengths:**    Sophisticated Thesis      Clear Argument      Solid Background Info      Sophisticated Analysis

Strong Topic Sentences      Well-developed      Extensive Outside Info      Complex Diction      Well Organized

**Errors:**      Basic/Vague Thesis      Awkward Syntax      Weak Topic Sentences (TS)      TS Fact not Argument

Lacks Background Info      Historical Narrative      Verb Tense Shifts      Slang/Informal Language/Tone      Clichés

Date Range Errors      Overgeneralizations      1<sup>st</sup>/2<sup>nd</sup> Person      Too Short      No Conclusion/Time Management

Major Factual Errors      Lacks Evidence      Lacks Complexity/Oversimplification      Grammatical Errors

Disorganized      Lacks Effective Pre-Writing/Brainstorm

**PART VI: Read Chapter 3 of the textbook by August 28<sup>th</sup>.** Between the date of registration (August 16<sup>th</sup>) and the Summer Exam (August 28<sup>th</sup>), read Chapter 3 of the textbook and use the following Study Guide to help you take notes and review. **Material from Chapters 1-3 will be included on the Summer Exam.**

**THIS IS A STUDY GUIDE – DO NOT TURN THIS IN WITH YOUR SUMMER ASSIGNMENT**

**Ch. 3 Study Guide: “Society & Culture in Provincial America”**

**KEY TERMS:**

<b>CONCEPT OUTLINE Must Know:</b>	<b>Middle Passage</b>	“Halfway Covenant”
<b>indentured servants</b>	Huguenots	<b>Salem Witch Trials</b>
<b>Atlantic slave trade</b>	Pennsylvania Dutch	primogeniture
<b>tobacco</b>	Scots-Irish	jeremiads
<b>Slave Codes</b>	indigo	John & Charles Wesley - Methodism
<b>Puritans</b>	Saugus Ironworks	“Old Lights” & “New Lights”
<b>town meetings</b>	<b>Triangular Trade</b>	<b>George Whitefield</b>
<b>The Great Awakening</b>	merchant class	<b>Jonathan Edwards</b>
<b>Enlightenment</b>	consumerism	almanacs
	<b>Southern plantation</b>	Cotton Mather & smallpox inoculation
<b>EXAMPLES (Must Know in bold):</b>	Gullah	<b>John Peter Zenger (trial)</b>
patriarchy	<b>Stono Rebellion</b>	

**ESSENTIAL QUESTIONS:**

1. What were the causes of the rise of colonial population into the 18<sup>th</sup> Century?
2. What were the key characteristics of the system of **indentured servitude** and what was life like for **indentured servants**?
3. What were the key characteristics of Colonial life as it developed into the 18<sup>th</sup> Century? To what extent were the colonies similar to English society (becoming “**Anglicanized**”)?
4. What was life like for colonial **women**? Compare and contrast women’s roles in the northern and southern colonies.
5. What caused the rise of **slavery** and the **slave trade** in the British colonies and why did different regions develop more extensive reliance on slave labor?
6. As **slavery** became the dominant labor system in many southern colonies, what laws were created to institutionalize the slave system?
7. How did the colonial population change due to **immigration** in the 1600s and 1700s and how did religious and ethnic diversity impact British colonial development?
8. What were the key characteristics and development of the **southern economy** during the era?
9. What were the key characteristics and development of the **northern economy** including the role of technology during the era?
10. What impact did **commerce** and **transatlantic “triangular” trade** have on the British colonists including the rise of **consumerism**?
11. What was life like on **Southern plantations** and what impact did this have on society in the South?
12. How did Africans respond to the dehumanizing system of **plantation slavery** and maintain their family and gender systems, culture, and religion?
13. How did the **Puritan** faith and community impact the development of the New England colonies?
14. What were the causes of the rise of colonial “cities” during the era? What were they like in the era?
15. What were the causes and effects of the **First Great Awakening** (and “**Protestant evangelism**”)?
16. What impact did the ideas of the **Enlightenment** have on the colonies including colonial education and scientific development?
17. How did colonial legal and political systems develop during the era?