

NAME:

DATE:

PERIOD:

**APUSH SUMMER ASSIGNMENT: 2020-2021**

If you are enrolled in AP US History for the 2020-2021 school year you are asked to complete the summer assignment. The details of the assignment are listed below. The parts that will be collected are attached.

- There are several ***purposes*** for a summer assignment:
  - AP US History is a survey course explores topics in US History from the 15<sup>th</sup> to 21<sup>st</sup> century. In order to ensure that all material is covered it is imperative that students get a head start.
  - Incoming juniors are often not used to the content or the rigorous requirements. This assignment provides students with an opportunity to become acclimated to the expectations of the course.
  - You are teaching yourself the material for Units 1 & 2 (1491-1754)
    - ***One MAJOR aspect to learning at a college level is HOW TO best comprehend the material. This is an EARLY opportunity to figure out how YOU learn best.***
  - This should be a review of material from the 8<sup>th</sup> grade, but at a more intense and intimate level
  - You will be assessed on this material the first or second week of school

Please be diligent and do not wait until the last minute to complete this assignment.

**Summer Assignment Assessment will take place the first or second week of school**

**Assignments:**

- **Purchase (OR WAIT UNTIL DISTRIBUTION OF TEXTBOOKS FOR THE SCHOOL TO PROVIDE ONE) AMSCO and complete the outlines for the first three chapters**
  - Purchase the AMSCO US History text using the link provided. If you choose to purchase it through another avenue, i.e. Amazon or Barnes and Noble please ensure that it is the latest version of the text.
  - Google search – AMSCO US History
    - <https://www.amscopub.com/social-studies/advanced-placement/united-states-history-ap-exam.html>
  - You must complete the outlines by printing out the outlines and writing directly on them.
  - ***This will be collected and counted for a grade***
- **KHAN ACADEMY LEARNING GUIDE MODULES**
  - Khan academy is an online non-profit education provider. They have aligned their modules (videos and summaries) with the AP US History curriculum. Watching these videos and reinforcing with reading the topic summaries is basically supplementing a textbook.
  - No purchase necessary, just use the website
  - ***This will be collected and counted for a grade***
- **APUSHReview.com Videos and Outlines**
  - Watch the videos for Key Concepts 1.1-2.3 in addition to The Encomienda System, the Pueblo Revolt, and The Enlightenment
  - Fill out the notes as you watch the videos – this will NOT be collected but is important in understanding the main concepts.
  - Key Concepts 1.1-1.3; *Encomienda System*
    - <http://www.apushreview.com/new-ap-curriculum/period-1-1491-1607/>
  - Key Concepts 2.1-2.3; *The Enlightenment*
    - <http://www.apushreview.com/new-ap-curriculum/period-2-1607-1754/>
  - Watch 3 videos on *The Enlightenment* and *1<sup>st</sup> and 2<sup>nd</sup> Great Awakening*, taking notes for upcoming Quiz
    - <https://www.youtube.com/watch?v=7kdz1kwejAk>
    - <https://www.youtube.com/watch?v=KqvBUsrLzrI>
    - <https://www.youtube.com/watch?v=P-Kjec4dF04>
- **Crash Course US History Videos**
  - John Green has become an invaluable resource to the virtual learning process. Green has created short videos (10-15 minutes) that perfectly hit all of the major themes, events, and individuals throughout US History.
  - Please view videos 1-4 and answer the recommended guide questions provided – this will NOT be collected
    - <https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>
    - It is suggested to watch the videos AFTER you have completed the reading assignments or as a study tool for the exam, as this is more of a review.

NAME:

DATE:

PERIOD:

**UNIT I (1491-1607) AMSCO Ch. 1 Student Outline– A New World of Many Cultures**

**SECTION 1 - Period Perspectives, p.1**

Consider the data in the chart at right as well as page 1 of the text when completing this section.

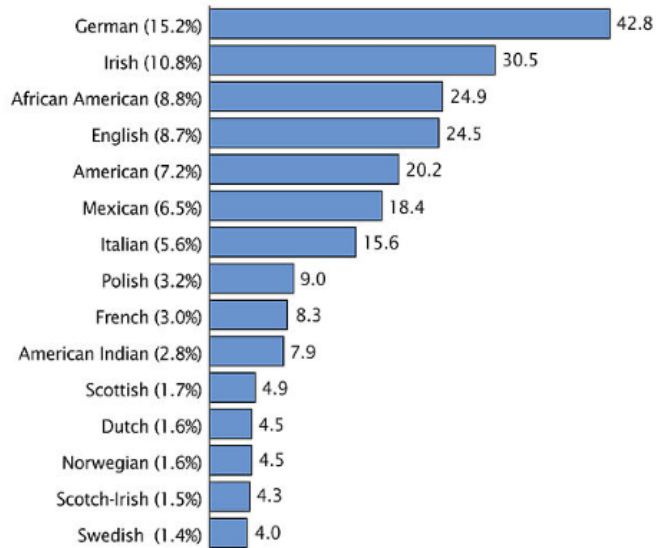
1. Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

2. Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2.

**Fifteen Largest Ancestries: 2000**

(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/prod/cen2000/doc/sf3.pdf](http://www.census.gov/prod/cen2000/doc/sf3.pdf))



Source: U.S. Census Bureau, Census 2000 special tabulation.

1. Describe the similarities and differences between the three highly developed native populations in the time before Columbus –
  - a. **Mayas:**
  - b. **Aztecs:**
  - c. **Incas:**
2. Describe how each of the following adapted to their environments and how that contributed to their varying lifestyles –
  - a. **Southwest settlements:**
  - b. **Northwest settlements:**
  - c. **Great Plains:**
  - d. **Midwest Settlements:**

NAME:

DATE:

PERIOD:

e. **Northeast Settlements:**

f. **Atlantic Seaboard settlements:**

3. Explain how each of the following impacted Europe's move toward exploration –

a. **Major improvements in technology:**

b. **Protestant Reformation:**

c. **Economic incentive:**

d. **Competition among nation-states:**

4. What was Christopher Columbus' goal? Explain how his discovery was a success and a failure?

5. Describe what the **Columbus Exchange** was –

6. Explain the impact of the Columbus Exchange on BOTH –

a. **Old World:**

b. **New World:**

7. Explain the impact of Spanish exploration and conquest in the context of –

a. **Image of conquistadores:**

b. **The Encomienda System:**

8. Identify early territorial claims (may be more than one location) of each of the following:

a. **Spanish:**

b. **English:**

c. **French:**

d. **Dutch**

e. **Describe the similarities and differences between these land claims –**

NAME:

DATE:

PERIOD:

9. Compare and contrast the treatment of Native Americans by each of the following groups –

a. **Spanish:**

i. Explain WHY the Spanish responded to Natives in this way –

b. **English:**

i. Explain WHY the English responded to Natives in this way –

c. **French:**

i. Explain WHY the French responded to Natives in this way –

d. Explain how the Native American response to European policy would eventually lead to their ultimate subordination –

## Historical Perspectives: Was Columbus a Great Hero? p.13

Key Concepts & Main Ideas	Notes	Analysis
European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.	Washington Irving...  President Franklin Roosevelt...  Revisionists...  Arthur Schlesinger...  Fact and fiction...	Support or refute the following statement: Christopher Columbus was a hero.          List 3 pieces of evidence to support your answer.  a.  b.  c.   List 3 pieces of evidence that support the alternate view.  a.  b.  c.

NAME:

DATE:

PERIOD:

English	French	Spanish
Most colonies established by royal charter. Earliest settlements were in Virginia and Massachusetts but soon spread all along the Atlantic coast, from Maine to Georgia, and into the continent's interior as far as the Mississippi River	First colonies were trading posts in Newfoundland; others followed in wake of exploration of the St. Lawrence valley, parts of Canada, and the Mississippi River. Settlements include Quebec (1608) and Montreal (1642). Louisiana settled in the late 1600s.	Crown-sponsored conquests gained riches for Spain and expanded its empire. Most of the southern and southwestern regions claimed, as well as sections of the California coast. Settlements include St. Augustine, Florida (1565); Santa Fe, New Mexico (1610); and numerous cities in Texas and California.
Colonists were recruited from among middle-class farmers, artisans, and tradesmen. Indentured servants, specialists in certain areas (i.e., sawmill workers, lumbermen), and convicted criminals were also brought over. Immigrants from other countries were welcomed.	Initially fur traders, merchants, and missionaries. In 1665 some 1100 French soldiers arrived and were given land. Neither Protestants nor peasant farmers were allowed to emigrate.	Conquistadores, soldiers, and missionaries were the primary Spanish colonizers; farmers and traders came later.
Distance from England and a frugal Parliament allowed colonists to set up local governments and representative assemblies and to tax themselves, as long as they did not take up arms against the Crown	Colonies were fully subject to the French king. There were no political rights or representative government, and public meetings could not be held without permission.	Colonies were governed by crown appointed viceroys or governors. Settlers had to obey the king's laws and could make none of their own.
Largely non-Catholics. Although some tolerance was practiced in most colonies, the Puritans in Massachusetts established an autocratic and restrictive religious leadership. Pennsylvania mandated complete tolerance.	Even though Protestants had played a role in the founding of New France, from around 1659 on they were excluded from the colony. Colonial life was largely controlled by the French Catholic clergy.	Settlers were restricted to Catholics; Protestants were persecuted and driven out.
Rapid growth due to liberal immigration policies. By 1627 Virginia had approximately 1,000 settlers. By 1754 total population in the English colonies had grown to 1.5 million; this included large proportions of German and French.	Slow growth; by 1672 no more than 5,000 colonists had settled throughout New France. In Canada the French population totaled just under 40,000 by 1734. In Louisiana, by 1763 there were approximately 10,000 settlers, including 5,000 slaves and Acadians.	Slow growth due to greater emphasis on military conquest, poor relations with Native Americans, and numerous early failures to establish permanent settlements. Largest Spanish populations were in Florida, Texas, California, and Mexico.
Originally friendly; early colonists relied on Native Americans for trade and for help with survival. Eventually greed for land led to major conflicts with Indians.	Despite conversion efforts of missionaries, French respect for Native Americans allowed many to forge alliances, especially in their wars against the British.	Spanish missionaries saw Native Americans as heathens to be converted to Christianity; soldiers viewed them as fit only for killing or subjugation.

**Excerpt: Letter from Cortes's to King Charles I of Spain, July 10, 1519**

...It should be believed, that it is not without cause that God, Our Lord, has permitted that these parts should be discovered in the name of Your Royal Highnesses, so that this fruit and merit before God should be enjoyed by Your Majesties, of having instructed these barbarian people, and brought them through your commands to the True Faith. As far as we are able to know them, we believe that, if there were interpreters and persons who could make them understand the truth of the Faith, and their error, many, and perhaps all, would shortly quit the errors which they hold and come to the true knowledge; because they live civilly and reasonably...

...In order that Your Majesty may see how well prepared they were, before I went out of our quarters, they had occupied all the streets, and stationed all their men, but, as took them by surprise, they were easily overcome, especially the chiefs were wanting, for I had already taken them as prisoners. I ordered fire to be set to some towers and strong houses, where they defended and assaulted us; and thus I scoured the city fighting during five hours... until I had forced all the people out of the city...

**Excerpt: The Broken Spears, 1523 Aztec poem**

Broken spears lie in the roads;  
We have torn our hair in our grief.  
The houses are roofless now, and their walls  
Are red with blood.

Worms are swarming in the streets and plazas,  
And the walls are spattered with gore.  
The water has turned red, as if it were dyed,  
And when we drink it,

It has the taste of brine.

We have pounded our hands in despair  
Against the adobe walls,  
For our inheritance, our city, is lost and dead.  
The shields of our warriors were its defense,  
But they cannot save it...

Are these primary or secondary sources?

How will you analyze this type of source differently from the other?

Using your knowledge of history as well as your analysis of the two documents, answer the following questions in complete sentences.

- Briefly explain ONE major difference between these two accounts of Spanish interactions with Natives.
- Briefly explain ONE similarity between these two accounts.
- Briefly explain ONE additional piece of outside information not found in either document (historical evidence) that can further illustrate or explain the Spanish interaction with Natives during the colonial era.

Answer the multiple-choice questions by writing the correct answer in the spaces below:

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- 9.

NAME:

DATE:

PERIOD:

Please answer **Short Answer #4** in the spaces below:

Write your answer to SHORT-ANSWER QUESTION 3 or 4 on this page only. Do NOT write outside the box.

Q3  
or  
Q4

**Document analysis**

<b>Document 1:</b> <a href="#">Columbus Reports on his first voyage, 1493</a>	<b>Summarize the excerpt (in your own words) -</b>	<b>Based on the excerpt, describe Columbus' audience and the significance of his letter -</b>
<b>Document 2:</b> <a href="#">Spain authorizes Coronado's conquest in the Southwest, 1540</a>	<b>Summarize the transcript (in your own words) -</b>	<b>Based on the transcript, describe on major PURPOSE for Spanish conquest -</b>

NAME:

DATE:

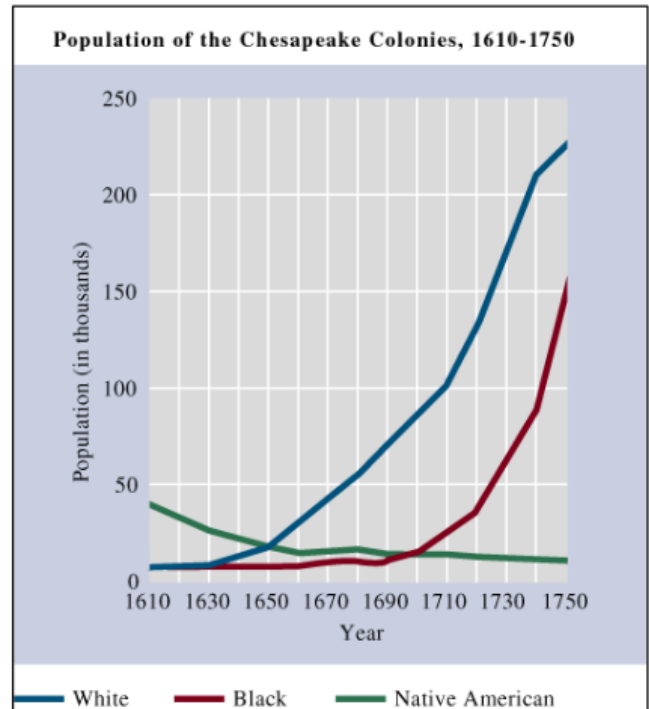
PERIOD:

**UNIT II (1607-1754) AMSCO Ch. 2 Student Outline – The Thirteen Colonies and The British Empire**

**SECTION 1 - Period Overview, p.23**

Consider the data in the chart at right as well as page 1 of the text when completing this section.

1. Period 2 begins with 1607 and ends in 1754. As the colonies increased in number, size, and power during this Colonial Era, the population of the eastern seaboard changed. Based on your knowledge of history and the data in the graph at right, explain three reasons for the demographic shift in the Chesapeake. (Chesapeake colonies include Virginia and Maryland)



1. Describe the DIFFERENCE between the types of charters granted by the English crown –
  - a. Explain WHY you think different charters even existed –
2. Describe 3 reasons why the English were motivated to populate/colonize the America's in the early 1600s –
  - a. **Spanish Armada:**
  - b. **Increased opportunity:**
  - c. **Joint-Stock Company:**
3. Describe the differences and similarities of the early English settlements of Jamestown, Plymouth, and Massachusetts Bay in the following contexts –
  - a. **Motives for settlement:**
  - b. **Charter status:**
  - c. **Adaption to environment:**

NAME:

DATE:

PERIOD:

**d. Political institutions:**

4. Describe the irony of the **Act of Toleration** in Maryland –
5. Describe why the **southern colonies (Chesapeake region)** needed more labor than the **northern colonies (New England)** –
6. Explain each of the following labor systems –
  - a. **Indentured Servants:**
  - b. **The Headright System:**
  - c. **Slavery:**
7. Describe the circumstances behind, the immediate impact, and the long-term impact of Bacon's Rebellion –
8. Describe how each of the following individuals or events contributed to the development of New England –
  - a. **Roger Williams:**
  - b. **Anne Hutchinson:**
  - c. **Thomas Hooker:**
  - d. **Halfway Covenant:**
  - e. **New England Confederation:**
  - f. **King Philip's War:**



**NAME:**

**DATE:**

**PERIOD:**

9. Explain how the English Restoration led to the development of the following English colonies and describe each of them –
  - a. **The Carolinas:**
  - b. **New York:**
  - c. **New Jersey:**
  - d. **Pennsylvania:**
    - i. Describe difference between the Quakers in Pennsylvania and the Puritans in New England:
  - e. **Georgia:**
10. Define *mercantilism* –
11. Explain how the Acts of Trade and Navigation represent England moving toward mercantilist policies –
12. Explain how the colonies reacted to the trade and navigation acts –
13. Explain why slavery was increasingly important in the southern colonies –
14. Describe *triangular trade* –

NAME:

DATE:

PERIOD:

Excerpt: *A People's History of the United States*, Howard Zinn, 1980

Some historians think those first blacks in Virginia were considered as servants, like the white indentured servants brought from Europe. But the strong probability is that, even if they were listed as "servants" (a more familiar category to the English); they were viewed as being different from white servants, were treated differently, and in fact were slaves. In any case, slavery developed quickly into a regular institution, into the normal labor relation of blacks to whites in the New World. With it developed that special racial feeling—whether hatred, or contempt, or pity, or patronization—that accompanied the inferior position of blacks in America for the next 350 years—that combination of inferior status and derogatory thought we call racism. Everything in the experience of the first white settlers acted as a pressure for the enslavement of blacks.

Excerpt: *History of Slavery in America*

In the 17th century, a majority of slaves were American Indians. From 1650 through 1750, the slave population very gradually changed from American Indian to almost exclusively African-Americans. Beginning in the 1660s, the previously shaky and indefinite legal status of African-Americans was beginning to be decided, as slave codes were enacted in many states making all members of non-white races slaves for life. By 1680, slaves were established as chattel, with few legal rights. The main source of labor was indentured servants on southern plantations, and when the first Blacks arrived, they were just that. It was a temporary status that ended with freedom. Some of those first Black servants became free and even owned their own slaves later on. The reason for this change in servant to slave was the burgeoning tobacco business made it all possible. Tobacco, unknown to Europe until the mid-16th century, required huge Southern plantations, and slave labor of a magnitude never before seen was established to work the fields. A resultant slave trade across the Atlantic Ocean -- the notorious "Middle Passage" -- forcibly brought at least 12 million Africans to what is now the United States. Around 80 percent (7 million) were exported in the 18th century. Over time the system created a caste that was nearly impossible to break out of, legally or culturally.

Are these primary or secondary sources?

How will you analyze this type of source differently from the other?

-----  
Using your knowledge of history as well as your analysis of the two documents, answer the following questions in complete sentences.

- a. Briefly explain ONE major difference between these two accounts of slavery in the colonial era.
  
  
  
  
  
  
  
  
  
  
- b. Briefly explain ONE additional piece of outside information not found in either document (historical evidence) that would support Zinn's position.
  
  
  
  
  
  
  
  
  
  
- c. Briefly explain ONE additional piece of outside information not found in either document (historical evidence) that would support the second position.

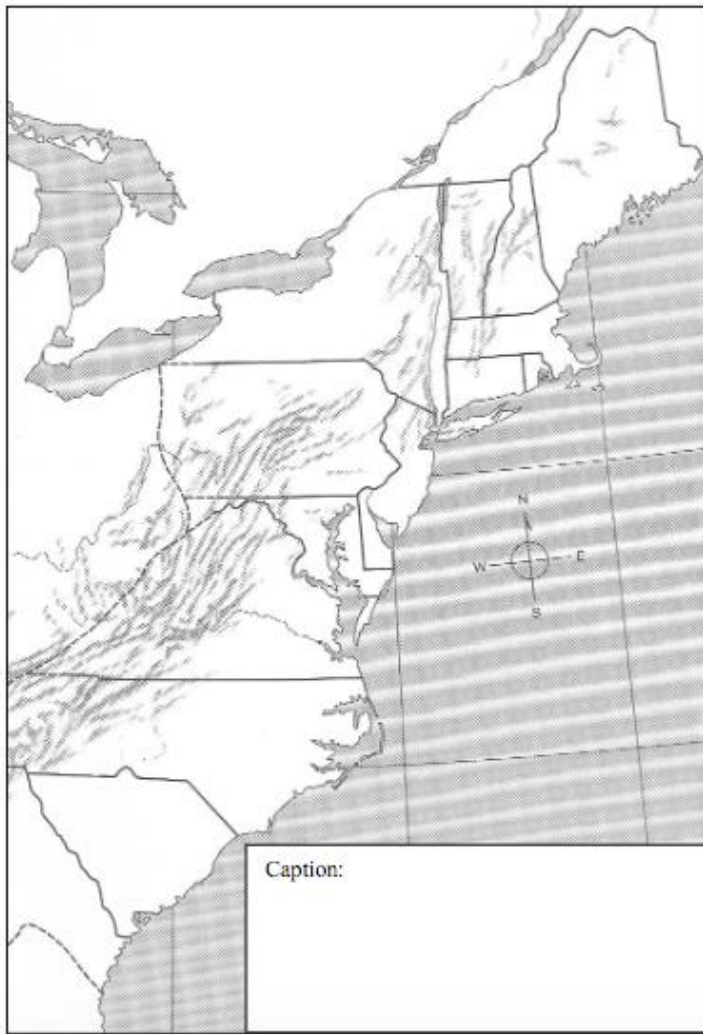
NAME:

DATE:

PERIOD:

**Create a map of the 13 Colonies.**

Recommendations: label colonies, use color to illustrate the three colonial regions, create a key, and write a caption summarizing the significance of the map.



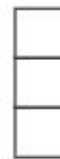
Massachusetts  
Connecticut  
New York  
Pennsylvania  
Virginia  
North Carolina  
Georgia  
New France

New Hampshire  
Rhode Island  
New Jersey  
Delaware  
Maryland  
South Carolina  
New Spain

Maine (part of Massachusetts – not a colony)

Vermont (part of New York and disputed with New Hampshire)

**Key**



NEW ENGLAND (Northern Colonies)

MIDDLE COLONIES

SOUTHERN COLONIES

**Answer the multiple-choice questions by writing the correct answer in the spaces below:**

NAME:

DATE:

PERIOD:

Please answer **Short Answer #4** in the spaces below:

Write your answer to SHORT-ANSWER QUESTION 3 or 4 on this page only. Do NOT write outside the box.

Q3  
or  
Q4

### DOCUMENT ANALYSIS

<b>Document 1:</b> <a href="#">A Jamestown settler describes life in Virginia, 1622</a>	<b>Summarize the transcript (in your own words)</b> -	<b>Contextualize what life was like for early settlers of Jamestown, based on the transcript -</b>
<b>Document 2:</b> <a href="#">James Winthrop describes life in Boston, 1634</a>	<b>Summarize the excerpt (in your own words) -</b>	<b>Based on documents 1 and 2, compare Boston to Virginia -</b>

NAME:

DATE:

PERIOD:

**UNIT II (1607-1754) Ch. 3 Student Outline – COLONIAL SOCIETY IN THE 18<sup>TH</sup> CENTURY**

1. Describe the varying immigrant groups that populated colonial America by evaluating **WHY** they settled, **WHERE** they settled and how their own cultural background effected their settlement:
  - a. **English –**
  - b. **Germans –**
  - c. **Scotch-Irish –**
  - d. **Other Europeans –**
  - e. **Africans –**
2. Describe the significance of colonial America establishing self-government (make sure you know exactly what that is for EACH colony) and religious toleration:
3. Describe the differences in the economies and religion of each of the following:
  - a. **New England –**
  - b. **Middle Colonies –**
  - c. **Southern Colonies –**
4. Explain the main cause of ***The Great Awakening***:
5. Describe how **Jonathan Edwards** and **George Whitefield** described God:
  - a. Explain how their beliefs/teachings impacts American colonists both religiously and politically?
6. Describe how education fluctuated throughout the colonies AND describe the impact of The Great Awakening on higher education.

**PERIOD:**

- Choose 6 items from the list below, and place them in chronological order. Then explain how each one connects to another, i.e. six degrees of separation.

Encomienda	Great Awakening	Triangular Trade	Act of Toleration	Headright System	Holy Experiment	Enlightenment	Halfway Covenant	King Phillips War	Pueblo Revolt
Bacon's Rebellion	Fundamental Orders	Navigation Acts	Albany Plan	Salem Witch Trials	House of Burgesses	Joint-Stock Co.	Barbados Slave Codes	Antinomianism	Zenger Trial

1.	
2.	
3.	
4.	
5.	
6.	

NAME:

DATE:

PERIOD:

**Step #1 Read the question or prompt carefully:**

Read the question three times and be able to paraphrase the question and know the essential task demanded by it. Answering the question will be the central focus of your essay, and you want to be sure to ATFP:

**Prompt:** Evaluate the extent to which Bacon's Rebellion in 1676 marked a major turning point in the economies, culture, and identity of those living in the British colonies of North America; analyzing what changed and what stayed the same from the period before the rebellion to the period after it.

What type of prompt is this? What are your parameters? What is your purpose?

**Step #2 Brainstorm on paper everything that comes to mind regarding the topic at hand. Aim for at least 10 specific things.**

What do you know about the topic? Put this down on paper to get your brain in gear for writing the essay. Once you have ample information, categorize it by theme. (ABC)

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

**Step #3 Clarify your thesis/view and identify an opposing view. Make sure your thesis ATFP! Don't restate the prompt!**

**Step #4 Write your introductory paragraph. USE THE FORMULA! Explain and Elaborate! ATFP!**

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**Answer the Multiple Choice below:**

NAME:

DATE:

PERIOD:

Please answer **Short Answer #1** in the spaces below:

Write your answer to **SHORT-ANSWER QUESTION 1** on this page only. Do NOT write outside the box.

Q1

### DOCUMENT ANALYSIS

<b>Document 1:</b> <a href="#">Arguments for educating women</a> (1735)	<i>Summarize the excerpt (in your own words) -</i>	<i>Describe the author's point of view (bias) about educating women -</i>
<b>Document 2:</b> <a href="#">Olaudah Equiano</a>	<i>Summarize the excerpt (in your own words) -</i>	<i>Describe the author's point of view (bias) about the middle passage -</i>



NAME:

DATE:

PERIOD:

**KHAN ACADEMY - LEARNING GUIDE**

**PERIOD 1: 1491-1607**

**(AMSCO) Chapter 1: A New World of Many Cultures**

This ALL needs to be completed on a separate sheet of paper, **HANDWRITTEN**

Label each section as your work

No credit will be given for partial work (all or nothing)

To ensure you complete all tasks, PRINT this document and check off the boxes as you go ( ☐ )

Visit the following page - <https://www.khanacademy.org/humanities/ap-us-history/period-1#apush-how-to-think-like-a-historian>

**PERIOD 1: 1491-1607**

- *WATCH*
  - **Native Societies before contact**
    - ☐ Outline key points from the video
- *READ*
  - **Native Indian culture of the Northeast**
    - ☐ Outline key points from the reading
    - ☐ Answer questions, "What do you think?" – in complete sentences
- *READ*
  - **Native Indian culture of the Southeast**
    - ☐ Outline key points from the reading
    - ☐ Answer questions, "What do you think?" – in complete sentences
- *READ*
  - **Pre-colonization European society**
    - ☐ Outline key points from reading
    - ☐ Answer questions, "What do you think?" – in complete sentences
- *READ*
  - **African societies and the beginning of the Atlantic slave trade**
    - ☐ Outline key points from the reading
    - ☐ Answer questions, "What do you think?" – in complete sentences
- *READ*
  - **Motivation for European conquest of the New World**
    - ☐ Outline key points from the reading
    - ☐ Answer questions, "What do you think?" – in complete sentences
- *WATCH*
  - **Origins of European exploration in the Americas**
    - ☐ Outline key points from the video
- *WATCH*
  - **Christopher Columbus & Consequences of Columbus's voyage of the Tainos and Europe**
    - ☐ Outline key points from the video
- *WATCH*
  - **The Columbian Exchange**
    - ☐ Outline key points from the video
- *READ*
  - **The Columbian Exchange**
    - ☐ Outline key points from reading
    - ☐ Answer questions, "What do you think?" – in complete sentences

NAME:

DATE:

PERIOD:

- *READ*
  - **Environmental and health effects of European contact with the New World**
    - ☐ Outline key points from reading
    - ☐ Answer questions, "What do you think?" – in complete sentences
- *LESSON SUMMARY*
  - ☐ Answer "Review questions" in complete sentences
- *WATCH*
- **Spanish colonization**
  - ☐ Outline key points from the video
- *READ*
- **The Spanish conquistadores and colonial empire**
  - ☐ Outline key points from reading
  - ☐ Answer questions, "What do you think?" – in complete sentences
- *READ*
- **Pueblo uprising of 1680**
  - ☐ Outline key points from reading
  - ☐ Answer questions, "What do you think?" – in complete sentences
- *WATCH*
- **Comparing European and Native American cultures**
  - ☐ Outline key points from the video
- *LESSON SUMMARY*
  - ☐ Answer "Review questions" in complete sentences

NAME:

DATE:

PERIOD:

**KHAN ACADEMY - LEARNING GUIDE**

**PERIOD 2: 1607-1754**

**(AMSCO) Chapter 2: The Thirteen Colonies and the British Empire**

**Chapter 3: Colonial Society in the 18<sup>th</sup> Century**

This ALL needs to be completed on a separate sheet of paper, **HANDWRITTEN**

Label each section as your work

No credit will be given for partial work (all or nothing)

To ensure you complete all tasks, PRINT this document and check off the boxes as you go ( ☐ )

Visit the following page - <https://www.khanacademy.org/humanities/ap-us-history/period-2>

**PERIOD 2: 1607-1754**

- *WATCH*
  - **French and Dutch colonization**  
☐ Outline key points from the video
- *READ*
  - **French and Dutch exploration in the New World**  
☐ Outline key points from the reading  
☐ Answer questions, "What do you think?" – in complete sentences
- *WATCH*
  - **English in the Age of Exploration**  
☐ Outline key points from the video
- *WATCH*
  - **Motivation for English colonization**  
☐ Outline key points from the video
- *WATCH*
  - **Early English settlements - Jamestown**  
☐ Outline key points from the video
- *WATCH*
  - **Jamestown – the impact of tobacco**  
☐ Outline key points from the video
- *WATCH*
  - **Jamestown – life and labor in the Chesapeake**  
☐ Outline key points from the video
- *WATCH*
  - **Jamestown – Bacon's Rebellion**  
☐ Outline key points from the video
- *WATCH*
  - **The West Indies and the Southern colonies**  
☐ Outline key points from the video
- *LESSON SUMMARY*  
☐ Answer "Review questions" in complete sentences
- *WATCH*
  - **Slavery in the British colonies**  
☐ Outline key points from the video
- *READ*
  - **Slavery in the British colonies**  
☐ Outline key points from reading  
☐ Answer questions, "What do you think?" – in complete sentences

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- *LESSON SUMMARY*
  - ☐ Answer "Review questions" in complete sentences
- *WATCH*
  - **Society and religion in the New England colonies**
  - ☐ Outline key points from video
- *WATCH*
  - ☐ **Politics and native relations in the New England colonies**
  - ☐ Outline key points from video
- *READ*
  - **Puritan New England: Plymouth**
  - ☐ Outline key points from reading
  - ☐ Answer questions, "What do you think?" – in complete sentences
- *READ*
  - **Puritan New England: Massachusetts Bay**
  - ☐ Outline key points from reading
  - ☐ Answer questions, "What do you think?" – in complete sentences
- *WATCH*
- **The Middle Colonies**
  - ☐ Outline key points from the video
- *LESSON SUMMARY*
  - ☐ Answer "Review questions" in complete sentences
- *READ*
- **The Navigation Acts**
  - ☐ Outline key points from reading
  - ☐ Answer questions, "What do you think?" – in complete sentences
- *READ*
- **The Enlightenment**
  - ☐ Outline key points from reading
  - ☐ Answer questions, "What do you think?" – in complete sentences
- *READ*
- **The Great Awakening**
  - ☐ Outline key points from reading
  - ☐ Answer questions, "What do you think?" – in complete sentences
- *WATCH*
- **Developing an American colonial identity**
  - ☐ Outline key points from the video