

AP United States History – Summer Assignment
Glacier Peak HS – Dobeck
2022-2023

All resources are available on CANVAS. You have been added to a Canvas summer page for this class. If you are unable to access the page please email me directly at Amanda.dobeck@sno.wednet.edu

PART ONE – STUDY HISTORICAL PERIODS 1 and 2

The first THURSDAY is our reading quiz covering the summer assignment material. Test questions are multiple choice and based on the practice questions. They are in the AP style questions (using a stimulus like a quote, map, picture, ect).

I would recommend researching periods 1 and 2 and/or reading chapters 1-4 in your textbook. The week we get back we will have a Multiple Choice test on these periods in the AP format.

- a. not sure about AP Multiple Choice style questions? There are some videos and a Tom Richey guide on our canvas page or google “APUSH Multiple Choice”.
- b. Want more practice? There are videos on our summer assignment canvas page or youtube about APUSH Period 1 and 2 (heimler is great)

Key Concepts for periods 1 and 2

Key Concept 1.1 As native population migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments

- Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

Key Concept 1.2 Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean

- I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies
- II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.
- In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power

Key Concept 2.1 Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

- Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.
- In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors
- Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

Key Concept 2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control.

- Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another
- Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics for those colonies.

PART TWO – TERMS (50 points) Due the first day of school

Key vocabulary for APUSH historical periods 1 and 2.

REQUIRED piece is terms with definitions (see example).

WORD: _____

When: (when was the person significant or when did the event take place – include a location if available)

Who: (who was the person – role in life) (who was involved in the event)

What: (what did they do? Why was it important? What happened?)

Historical Significance: (what did the person or events impact have in terms of new developments, creations, movements, future developments, ect).

Word Example

ID: John Locke

When: 1632-1704

Who: English philosopher during the Enlightenment period and “Father of Classical Liberalism”

What: Highly influential thinker that influenced many political leaders and countries. Ued work from Voltaire and Rousseau.

Historical Significance: Many theories and ideas about government, self and identity that influenced future development of countries. Used ideas such as the social contract, limited government, tabula rasa, natural rights and labor theories.

Period 1 (1491-1607) in the AP US History curriculum.

Christopher Columbus
Protestant Reformation
Queen Elizabeth
Hernan Cortés
Bartolomé de Las Casas
Conquistadores

Encomienda
Columbian Exchange
The Pueblo Revolt
Spanish Armada
Buffalo
The Dutch Revolt
The Defeat of the Spanish Armada

Period 2 (1607-1754) in the AP US History curriculum.

Puritans
Joint-stock companies
Virginia
Indentured Servants
Bacon’s Rebellion
Maryland
Plymouth/Massachusetts
John Winthrop
Roger Williams/Anne Hutchinson
Rhode Island
Middle Colonies
Georgia
The Pequot War
King Philip’s War
The Iroquois League
Middle Passage
Salem Witch Trials
Slave codes
Slave Markets

Stono Rebellion
American Enlightenment
Deists
Great Awakening
Johnathan Edwards
George Whitefield
New France
Mercantilism
Navigation Acts
Glorious Revolution
Natural rights
Salutary neglect
French and Indian War
The Albany Plan
The Treaty of Paris (1763)
George III
Pontiac’s Rebellion
Proclamation Line of 1763

