



## Summer Assignment – AP US History

### St. Charles High School

School Year 2022-2023

Hello! I'm excited to meet you in the fall and to have you as a student this year. My name is Hayley Ressler and I will be your AP US history teacher. If you have any questions, occasionally I will check Synergy or email over the summer ([hressler@ccboe.com](mailto:hressler@ccboe.com)). Before emailing, make sure to read all directions provided. This assignment will be due by the end of the second week of school. There is no late work accepted in AP US History.

The AP US History course requires students to learn the majority of American history before May, and in order to prepare for the school year you will be required to complete a few chapter notes by the start of school. **Chapter notes will be an assignment you do all year long as a way to learn the majority of the content, so use the summer to learn how to do notes properly and efficiently.**

To begin the summer assignment, you need to go to [www.americanyawp.com](http://www.americanyawp.com). This is the online textbook we will use this year, so you may want to bookmark it into your favorite websites for easy access. I recommend dedicating one notebook to this class for notes.

**Your summer assignment will be to complete the following chapter notes:**

- **Chapter 2 – Colliding Cultures**
- **Chapter 3 – British North America**
- **Chapter 4 – Colonial Society**

**Chapter notes must be handwritten.**

### CHAPTER NOTES FORMAT

1. Write the chapter number and title at the top of the page
2. Number each subheading and write the subheading title
3. Turn the subheading into an open-ended question
4. Answer the following questions for each subtitle:
  - Who?
  - What?
  - Why is this important?
5. Write a one to two sentence summary of the chapter

Complete steps 3 and 4 for each subtitle in the chapter. Use the “Key Terms Reading Guide” for each chapter to make sure to include the most important vocabulary and historic figures along the way.

Do not spend more than an hour on each chapter. You can break this down however you'd like – if you want to do an entire chapter in one sitting you can, or if you want to break a chapter down into smaller chunks you can do that too.

Two examples of student work are provided in this document in the last couple of pages. You can color code your notes (consider using different colors for vocabulary terms, years, and people), include sketches to show understanding, and/or highlight the most important details.

## What to do with a KEY TERM?

- ➔ While completing chapter notes, keep an eye out for the key terms and figures on the list below to include in your notes. Each key term/figure should be given a description or definition based on the reading.
- ➔ *(Hint: you may have to read further in the chapter before coming up with a good description or definition rather than writing down immediately the first thing you see.)*

<b>Key Terms Reading Guide</b> <b>Chapters 2-4</b>	
<b><u>Chapter 2 Key Terms</u></b>  Black Legend      Northwest Passage      Fur Trade Iroquois      Dutch West India Company Treaty of Tordesillas      Quilombos      Mercantilism Joint Stock Company      Virginia Company Jamestown      Powhatan Confederacy      Tobacco Indentured Servitude      Headright Policy House of Burgesses      Puritans	<b><u>Chapter 2 Historic Figures</u></b>  Henry Hudson Elizabeth I Powhatan/Wahunsenacawah John Smith Anthony Johnson John Winthrop
<b><u>Chapter 3 Key Terms</u></b>  Middle Passage      Navigation Act of 1651 Quakers      Protestant      Catholic Pequot War      King Phillip's War Bacon's Rebellion      Salem Witch Trials	<b><u>Chapter 3 Historic Figures</u></b>  Olaudah Equiano Charles I Oliver Cromwell James II Roger Williams Anne Hutchinson
<b><u>Chapter 4 Key Terms</u></b>  Consumer Revolution      Commodity money Stono Rebellion      Provincial colony Proprietary colony      Charter colony Print culture      Great Awakening French and Indian War      Treaty of Paris (1763) Pontiac's War      Proclamation of 1763 Albany Congress      Stamp Act Congress	<b><u>Chapter 4 Historic Figures</u></b>  Jonathon Edwards George Whitefield George Washington Neolin Pontiac



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## Chapter 2: Colliding Cultures (1491-1607)

### Introduction - How did all the cultures collide to the New World?

- Who? - Spain, Europeans, Portugal, France, the Netherlands, England, Aztec, & Incan
- What? - Spain benefited the most of the wealth of the Aztec & Incan Empires to strengthen the Spanish monarchy.
  - Spain used their power over other European nations.
  - Portugal, France, the Netherlands, & England rushed to the New World.
  - There was new trading relationships & New Empires.
- Why? - With all different cultures, they all collided, and created different settlements & Empires. The age of colonizations made a great start for all of the collided cultures.



### 2. Spanish America - Why did Spain wanted to bring the Europeans to the United States?

- Who? - Juan Ponce de León, Sir Francis Drake, Apalachees, & Juan de Oñate
- What? - Juan Ponce de León arrived in La Florida in 1513, & found 150,000 - 300,000 Native Americans.
  - The European explorers decimated (kill) Florida's indigenous (originating) population from war, slaves, & diseases.




## Chapter 2: Colliding Cultures

date 8/14/21

### 1. Introduction - What is the reason for the cultures colliding?

**who?** - Spain, Aztec, Incan Empires, Portugal, France, Netherlands, England

**what?** - After the European population boom Spain benefited the most since Aztec and Spain strengthened the monarchy.  all fled to the New World.

**why?** - A great collision of cultures commenced: an age of colonization.

### 2. Spanish America - How is bringing the Europeans to America effective to Spain?

**who?** - Juan Ponce de León, Huguenots, Sir Francis Drake, Apalachee tribe, Juan de Oñate, Puebloan

**what?** - Spain wanted to establish religious and economic dominance in a new territory. Europeans decimated Florida's Indigenous population from things such as war, slave raids, or foreign disease. Spaniards attempted to duplicate methods to establish control. By the early seventeenth century, Spanish friars had established dozens of missions along Rio Grande and in California.

**why?** - Spain extended its reach with trying to take over Florida. This objective ended up failing, and they had found a new home known as New Mexico.

### 3. Spain's Rivals Emerge - What is the rivals motive for emerging?

**who?** - The French, The Dutch, The Portuguese

**what?** - Spain caused such a devastation in the New World it had created rivals along the way. Spain fostered a "Black Legend" which drew on religious differences and political rivalries. The French adopted different conversion strategies than the Spanish.

