APUSH Summer Requirements

Reading Assignment: *The American Pageant* (online version: http://apushrip.on.webs.com/pageant_files.html). Read chapters 1-5 and complete the worksheets. You must read in detail and answer the questions because you will have a quiz and essay over these chapters the first week of school.

Historic Field Trip:
Visit at least one US Hist. site either around Atlanta or Georgia or wherever you travel this summer. Collect a brochure or receipt or something to show you actually visited. Type a one page page (single spaced, 1 inch margins) describing the historical significance of the site and what you experienced and learned there. If you visit more than one and would like to get extra credit then I will accept up to 5 total. Below is a partial list of sites that are easily accessible and either cheap or sometimes free. One Mandatory.

Atlanta Sites:
- Cyclorama
- Stone Mountain
- Atlanta Historical Society
- Kennesaw Mountain National Battlefield
- Capitol/Museum
- SE Railway museum
- Piedmont Park
- MLK Center

Georgia Sites:
- Etowah Indian Mounds
- Ocmulgee Indian Mounds
- New Echota
- Chickamauga Battlefield
- Lookout Mountain
- Little White House
- Andersonville
- Confederate Naval museum

This is just a partial list as there are many others, just look on a map as you travel.

Historic Movie Review: Watch at least one film on U.S. History and type a one page review for each movie. (single spaced, 1 inch margins). You may do this up to 5 movies total for extra credit. A guide for writing movie reviews is posted on my website. One Mandatory.

Titles such as JFK, Nixon, Patton, Amistad, Gettysburg, Grapes of Wrath, Midway, Battle of the Bulge, Gone With the Wind, MASH, Last of the Mohicans, Revolution, Dances with Wolves, Uncle Tom’s cabin, Alamo, Far and Away, All Quiet on the Western Front, Great Gatsby, Invasion of the Body Snatchers, Platoon, Apocalypse Now or any others that would be suitable. (Modern movies like National Treasure would not work because they are movies about history that take place in today’s society) Note: Some of the movies are graphic so you need to get your parent’s permission to watch the films.

INS Citizenship Quiz:
You will need to take this quiz. If you do not know the answers off the top of your head you will need to use the internet, Constitution, or any other resource to help find the answers. You will have an assignment based off of this the first two weeks of class.

Parent Syllabus Sheet Signed and Turned In: Your parent must sign the sheet located on the last page of the syllabus. The student will turn it in. It is part of the summer assignment. The syllabus will be the beginning of your three-ring notebook.

****You will receive 4 homework grades and 2 classwork/participation grades for this assignment.
****You will turn this in the FIRST day of school. I do not accept late grades.
Advanced Placement
United States History

Summer Assignment

Name

This packet will be due during the first week of school in August, there will be a major test administered during the first week of class based on the summer assignment.
It is not necessary to write a definition for each term, but you should be able to explain why each person, place and/or event is significant.

**APSUH Chapter 2 Terms**

**I. Identify and state the historical significance of the following:**

1. Lord De La Warr
2. Pocahontas
3. Powhatan
4. Handsome Lake
5. John Rolfe
6. Lord Baltimore
7. Walter Raleigh
8. James Oglethorpe
9. Humphrey Gilbert
10. Oliver Cromwell
11. John Smith

**II. Define and state the historical significance of the following:**

12. nation-state
13. joint-stock company
14. slavery
15. enclosure
16. House of Burgesses
17. royal charter
18. slave codes
19. yeoman
20. proprietor
21. longhouse
22. squatter
23. primogeniture
24. indentured servitude
25. starving time

**III. Describe and state the historical significance of the following:**

26. First Anglo-Powhatan War
27. Second Anglo-Powhatan War
28. Act of Toleration
29. Barbados slave code
30. Virginia Company
31. Restoration
32. Act of Toleration
33. Savannah Indians
34. Iroquois Confederacy
35. Ireland
### D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>___</td>
<td>Powhatan</td>
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<tr>
<td>2.</td>
<td>___</td>
<td>Raleigh and Gilbert</td>
</tr>
<tr>
<td>3.</td>
<td>___</td>
<td>Roanoke</td>
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<td>4.</td>
<td>___</td>
<td>Smith and Rolfe</td>
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<td>5.</td>
<td>___</td>
<td>Virginia</td>
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<td>6.</td>
<td>___</td>
<td>Maryland</td>
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<td>7.</td>
<td>___</td>
<td>Lord De La Warr</td>
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<td>8.</td>
<td>___</td>
<td>Jamaica and Barbados</td>
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<tr>
<td>9.</td>
<td>___</td>
<td>Lord Baltimore</td>
</tr>
<tr>
<td>10.</td>
<td>___</td>
<td>South Carolina</td>
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<tr>
<td>11.</td>
<td>___</td>
<td>North Carolina</td>
</tr>
<tr>
<td>12.</td>
<td>___</td>
<td>Georgia</td>
</tr>
<tr>
<td>13.</td>
<td>___</td>
<td>James Oglethorpe</td>
</tr>
<tr>
<td>14.</td>
<td>___</td>
<td>Elizabeth I</td>
</tr>
<tr>
<td>15.</td>
<td>___</td>
<td>Jamestown</td>
</tr>
<tr>
<td></td>
<td>a.</td>
<td>Founded as a haven for Roman Catholics</td>
</tr>
<tr>
<td></td>
<td>b.</td>
<td>Indian leader who ruled tribes in the James River area of Virginia</td>
</tr>
<tr>
<td></td>
<td>c.</td>
<td>Harsh military governor of Virginia who employed “Irish tactics” against the Indians</td>
</tr>
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<td></td>
<td>d.</td>
<td>British West Indian sugar colonies where large-scale plantations and slavery took root</td>
</tr>
<tr>
<td></td>
<td>e.</td>
<td>Founded as a refuge for debtors by philanthropists</td>
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<td></td>
<td>f.</td>
<td>Colony that was called “a vale of humility between two mountains of conceit”</td>
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<td></td>
<td>g.</td>
<td>The unmarried ruler who established English Protestantism and fought the Catholic Spanish</td>
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<tr>
<td></td>
<td>h.</td>
<td>The Catholic aristocrat who sought to build a sanctuary for his fellow believers</td>
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<tr>
<td></td>
<td>i.</td>
<td>The failed “lost colony” founded by Sir Walter Raleigh</td>
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<td></td>
<td>j.</td>
<td>Riverbank site where Virginia Company settlers planted the first permanent English colony</td>
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<td></td>
<td>k.</td>
<td>Colony that established a House of Burgesses in 1619</td>
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<td></td>
<td>l.</td>
<td>Virginia leader “saved” by Pocahantas and the prominent settler who married her</td>
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<tr>
<td></td>
<td>m.</td>
<td>Elizabethan courtiers who failed in their attempts to found New World colonies</td>
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<td></td>
<td>n.</td>
<td>Philanthropic soldier-statesman who founded the Georgia colony</td>
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<td></td>
<td>o.</td>
<td>Colony that turned to disease-resistant African slaves for labor in its extensive rice plantations</td>
</tr>
</tbody>
</table>
E. Putting Things in Order
Put the following events in correct order by numbering them from 1 to 5.

1. ___________ A surprising naval victory by the English inspires a burst of national pride and paves the way for colonization.
2. ___________ A Catholic aristocrat founds a colony as a haven for his fellow believers.
3. ___________ Settlers from the West Indies found a colony on the North American mainland.
4. ___________ An English colony is founded by philanthropists as a haven for imprisoned debtors.
5. ___________ A company of investors launches a disaster-stricken but permanent English colony along a mosquito-infested river.

F. Matching Cause and Effect
Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The English victory over the Spanish Armada</td>
<td>a. Led to the two Anglo-Powhatan wars that virtually exterminated Virginia’s Indian population</td>
</tr>
<tr>
<td>2. The English law of primogeniture</td>
<td>b. Enabled England to gain control of the North Atlantic sea-lanes</td>
</tr>
<tr>
<td>3. The enclosing of English pastures and cropland</td>
<td>c. Forced gold-hungry colonists to work and saved them from total starvation</td>
</tr>
<tr>
<td>4. Lord De La Warr’s use of brutal “Irish tactics” in Virginia</td>
<td>d. Led Lord Baltimore to establish the Maryland colony</td>
</tr>
<tr>
<td>5. The English government’s persecution of Roman Catholics</td>
<td>e. Led to the founding of the independent-minded North Carolina colony</td>
</tr>
<tr>
<td>6. The slave codes of England’s Barbados colony</td>
<td>f. Led many younger sons of the gentry to seek their fortunes in exploration and colonization</td>
</tr>
<tr>
<td>7. John Smith’s stern leadership in Virginia</td>
<td>g. Contributed to the formation of powerful Indian coalitions like the Iroquois and the Algonquins</td>
</tr>
<tr>
<td>8. The English settlers’ near-destruction of small Indian tribes</td>
<td>h. Kept the buffer colony poor and largely unpopulated for a long time</td>
</tr>
<tr>
<td>9. The flight of poor farmers and religious dissenters from planter-run Virginia</td>
<td>i. Became the legal basis for slavery in North America</td>
</tr>
<tr>
<td>10. Georgia’s unhealthy climate, restrictions on slavery, and vulnerability to Spanish attacks</td>
<td>j. Forced numerous laborers off the land and sent them looking for opportunities elsewhere</td>
</tr>
</tbody>
</table>
APUSH Chapter 3 Terms

I. Identify and state the historical significance of the following:
1. John Calvin
2. Anne Hutchinson
3. Roger Williams
4. Henry Hudson
5. William Bradford
6. Peter Stuyvesant
7. William Laud
8. Thomas Hooker
9. William Penn
10. John Winthrop
11. King Philip
12. John Cotton
13. Sir Edmund Andros

II. Define and state the historical significance of the following:
14. the “elect”
15. franchise
16. patroonship
17. predestination
18. freemen
19. “visible saints”
20. conversion
21. doctrine of a calling
22. covenant
23. antinomianism

III. Describe and state the historical significance of the following:
24. Protestant Reformation
25. Pilgrims
26. New England Confederation
27. Calvinism
28. Massachusetts Bay Company
29. Dominion of New England
30. Institutes of the Christian Religion
31. Navigation Laws
32. great Puritan Migration
33. Glorious Revolution
34. Puritans
35. General Court
36. Dutch West India Company
37. Separatists
38. Bible Commonwealth
39. Quakers
40. Mayflower
41. Protestant ethic
42. Mayflower Compact
43. Fundamental Orders
### D. Matching People, Places, and Events

Match the person, place or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Martin Luther</td>
<td>a</td>
<td>Dominant religious group in Massachusetts Bay</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>John Calvin</td>
<td>b</td>
<td>Founder of the most tolerant and democratic of the middle colonies</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Massasoit</td>
<td>c</td>
<td>Mass flight by religious dissidents from the persecutions of Archbishop Laud and Charles I</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Plymouth</td>
<td>d</td>
<td>Small colony that eventually merged into Massachusetts Bay</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td>Massachusetts Bay Colony</td>
<td>e</td>
<td>Religious dissenter convicted of the heresy of antinomianism</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>John Winthrop</td>
<td>f</td>
<td>Indian leader who waged an unsuccessful war against New England's white colonists</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Great Puritan Migration</td>
<td>g</td>
<td>German monk who began Protestant Reformation</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>General Court</td>
<td>h</td>
<td>Religious group persecuted in Massachusetts and New York but not in Pennsylvania</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Puritans</td>
<td>i</td>
<td>Representative assembly of Massachusetts Bay</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Quakers</td>
<td>j</td>
<td>Promoter of Massachusetts Bay as a holy “city upon a hill”</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Anne Hutchinson</td>
<td>k</td>
<td>Conqueror of New Sweden who later lost New Netherland to the English</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Roger Williams</td>
<td>l</td>
<td>Reformer whose religious ideas inspired English Puritans, Scotch Presbyterians, French Huguenots, and Dutch Reformed</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>King Philip</td>
<td>m</td>
<td>Wampanoag chieftain who befriended English colonists</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Peter Stuyvesant</td>
<td>n</td>
<td>Colony whose government sought to enforce God’s law on believers and unbelievers alike</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>William Penn</td>
<td>o</td>
<td>Radical founder of the most tolerant New England colony</td>
<td></td>
</tr>
</tbody>
</table>
### F. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Charles I’s persecution of the Puritans</td>
<td>a. Led to overthrow of Andros’s Dominion of New England</td>
</tr>
<tr>
<td>2. Puritans’ belief that their government was based on a covenant with God</td>
<td>b. Encouraged development of Pennsylvania, New York, and New Jersey as rich, grain-growing “bread colonies”</td>
</tr>
<tr>
<td>3. Puritan persecution of religious dissenters like Roger Williams</td>
<td>c. Secured political control of New York for a few aristocratic families</td>
</tr>
<tr>
<td>4. The Glorious Revolution</td>
<td>d. Spurred formation of the Massachusetts Bay Company and mass migration to New England</td>
</tr>
<tr>
<td>5. King Philip’s War</td>
<td>e. Encouraged large-scale foreign immigration to Pennsylvania</td>
</tr>
<tr>
<td>6. The Dutch West India Company’s search for quick profits</td>
<td>f. Led to restriction of political participation in colonial Massachusetts to “visible saints”</td>
</tr>
<tr>
<td>7. Dutch and English creation of vast Hudson Valley estates</td>
<td>g. Spurred William Penn’s founding of Pennsylvania</td>
</tr>
<tr>
<td>8. The English government’s persecution of Quakers</td>
<td>h. Meant that New Netherland was run as an authoritarian fur trading venture</td>
</tr>
<tr>
<td>9. William Penn’s liberal religious and immigration policies</td>
<td>i. Ended New England Indians’ attempts to halt white expansion</td>
</tr>
<tr>
<td>10. The middle colonies’ cultivation of broad, fertile river valleys</td>
<td>j. Led to the founding of Rhode Island as a haven for unorthodox faiths</td>
</tr>
</tbody>
</table>
APUSH Chapter 4 Terms

I. Identify and state the historical significance of the following:

1. William Berkeley  
2. Nathaniel Bacon

II. Define and state the historical significance of the following:

3. indentured servitude  
4. slave codes  
5. headright system  
6. jeremiads  
7. middle passage

III. Describe and state the historical significance of the following:

8. Bacon’s Rebellion  
9. Leisler’s Rebellion  
10. Half-Way Covenant

APUSH Chapter 5 Terms

I. Identify and state the historical significance of the following:

1. Jonathan Edwards  
2. Benjamin Franklin  
3. Michel-Guillaume de Crèvecoeur  
4. George Whitefield  
5. John Peter Zenger  
6. Phillis Wheatley  
7. John S. Copley

II. Describe and state the historical significance of the following:

8. Paxton Boys  
9. Great Awakening  
10. Catawba nation  
11. rack-renting  
12. Regulator movement  
13. old and new lights  
14. triangular trade  
15. Molasses Act  
16. Scots-Irish  
17. naval stores
# D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chesapeake</td>
</tr>
<tr>
<td>2.</td>
<td>Indentured servants</td>
</tr>
<tr>
<td>3.</td>
<td>Nathaniel Bacon</td>
</tr>
<tr>
<td>4.</td>
<td>Governor Berkeley</td>
</tr>
<tr>
<td>5.</td>
<td>Royal African Company</td>
</tr>
<tr>
<td>6.</td>
<td>Middle passage</td>
</tr>
<tr>
<td>7.</td>
<td>Ringshout</td>
</tr>
<tr>
<td>8.</td>
<td>New York City slave revolt of 1712</td>
</tr>
<tr>
<td>9.</td>
<td>Nathanael Hawthorne</td>
</tr>
<tr>
<td>10.</td>
<td>&quot;New England conscience&quot;</td>
</tr>
<tr>
<td>11.</td>
<td>Harvard</td>
</tr>
<tr>
<td>12.</td>
<td>William and Mary</td>
</tr>
<tr>
<td>13.</td>
<td>Half-Way Covenant</td>
</tr>
<tr>
<td>14.</td>
<td>Salem witch trials</td>
</tr>
<tr>
<td>15.</td>
<td>Leisler’s Rebellion</td>
</tr>
</tbody>
</table>

- a. Major middle-colonies rebellion that caused thirty-three deaths
- b. Helped erase the earlier Puritan distinction between the converted “elect” and other members of society
- c. Small New York revolt of 1689–1691 that reflected class antagonism between landlords and merchants
- d. Primary laborers in early southern colonies until the 1680s
- e. Experience for which human beings were branded and chained, and which only 80 percent survived
- f. Author of a novel about the early New England practice of requiring adulterers to wear the letter “A”
- g. West African religious rite, retained by African Americans, in which participants responded to the shouts of a preacher
- h. Phenomena started by adolescent girls’ accusations that ended with the deaths of twenty people
- i. Virginia-Maryland bay area, site of the earliest colonial settlements
- j. The legacy of Puritan religion that inspired idealism and reform among later generations of Americans
- k. Colonial Virginia official who crushed rebels and wreaked cruel revenge
- l. The oldest college in the South, founded in 1793
- m. Organization whose loss of the slave trade monopoly in 1698 led to free-enterprise expansion of the business
- n. Agitator who led poor former indentured servants and frontiersmen on a rampage against Indians and colonial government
- o. The oldest college in America, originally based on the Puritan commitment to an educated ministry
# F. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The severe shortage of females in southern colonies</td>
<td>a. Inspired passage of strict “slave codes”</td>
</tr>
<tr>
<td>2. Poor white males’ anger at their inability to acquire land or start families</td>
<td>b. Sparked Bacon’s Rebellion</td>
</tr>
<tr>
<td>3. Planters’ fears of indentured servants’ rebellion, coupled with rising wages in England</td>
<td>c. Produced large number of unattached males and weak family structure</td>
</tr>
<tr>
<td>4. The dramatic increase in colonial slave population after 1680s</td>
<td>d. Thwarted success in agriculture but helped create the tough New England character</td>
</tr>
<tr>
<td>5. The growing proportion of female slaves in the Chesapeake region after 1720</td>
<td>e. Inspired the Half-Way Covenant and jeremiad preaching</td>
</tr>
<tr>
<td>6. New Englanders’ introduction of livestock and intensive agriculture</td>
<td>f. Reduced forests and damaged the soil</td>
</tr>
<tr>
<td>7. The healthier climate and more equal male-female ratio in New England</td>
<td>g. Produced high birthrates and a very stable family structure</td>
</tr>
<tr>
<td>8. The decline of religious devotion and in number of conversions in New England</td>
<td>h. Fostered stronger slave families and growth of slave population through natural reproduction of children</td>
</tr>
<tr>
<td>9. Unsettled New England social conditions and anxieties about the decline of the Puritan religious heritage</td>
<td>i. Underlay the Salem witchcraft persecutions</td>
</tr>
<tr>
<td>10. The rocky soil and harsh climate of New England</td>
<td>j. Caused southern planters to switch from indentured-servant labor to African slavery</td>
</tr>
</tbody>
</table>
## D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

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<tbody>
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<td>1.</td>
<td></td>
<td>Philadelphia</td>
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<td>2.</td>
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<td>African Americans</td>
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<tr>
<td>3.</td>
<td></td>
<td>Scots-Irish</td>
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<tr>
<td>4.</td>
<td></td>
<td>Paxton Boys and Regulators</td>
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<tr>
<td>5.</td>
<td></td>
<td>Patrick Henry</td>
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<td>6.</td>
<td></td>
<td>Molasses Act</td>
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<tr>
<td>7.</td>
<td></td>
<td>Anglican church</td>
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<tr>
<td>8.</td>
<td></td>
<td>Jonathan Edwards</td>
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<tr>
<td>9.</td>
<td></td>
<td>George Whitefield</td>
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<tr>
<td>10.</td>
<td></td>
<td>Phillis Wheatley</td>
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<tr>
<td>11.</td>
<td></td>
<td>Benjamin Franklin</td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>John Peter Zenger</td>
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<tr>
<td>13.</td>
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<td>Quakers</td>
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<td>14.</td>
<td></td>
<td>Baptists</td>
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<tr>
<td>15.</td>
<td></td>
<td>John Singleton Copley</td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td>Itinerant British evangelist who spread the Great Awakening throughout the colonies</td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td>Colonial printer whose case helped begin freedom of the press</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td>Colonial painter who studied and worked in Britain</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td>Leading city of the colonies; home of Benjamin Franklin</td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td>Largest non-English group in the colonies</td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td>Dominant religious group in colonial Pennsylvania, criticized by others for their attitudes toward Indians</td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td>Former slave who became a poet at an early age</td>
</tr>
<tr>
<td>h.</td>
<td></td>
<td>Scots-Irish frontiersmen who protested against colonial elites of Pennsylvania and North Carolina</td>
</tr>
<tr>
<td>i.</td>
<td></td>
<td>Attempt by British authorities to squelch colonial trade with French West Indies</td>
</tr>
<tr>
<td>j.</td>
<td></td>
<td>Brilliant New England theologian who instigated the Great Awakening</td>
</tr>
<tr>
<td>k.</td>
<td></td>
<td>Group that settled the frontier, made whiskey, and hated the British and other governmental authorities</td>
</tr>
<tr>
<td>l.</td>
<td></td>
<td>Nonestablished religious group that benefited from the Great Awakening</td>
</tr>
<tr>
<td>m.</td>
<td></td>
<td>Author, scientist, printer; “the first civilized American”</td>
</tr>
<tr>
<td>n.</td>
<td></td>
<td>Eloquent lawyer-orator who argued in defense of colonial rights</td>
</tr>
<tr>
<td>o.</td>
<td></td>
<td>Established religion in southern colonies and New York; weakened by lackadaisical clergy and too-close ties with British crown</td>
</tr>
</tbody>
</table>
### F. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___ The high natural fertility of the colonial population</td>
<td>a. Prompted colonial assemblies to withhold royal governors’ salaries</td>
</tr>
<tr>
<td>2. ___ The heavy immigration of Germans, Scots-Irish, Africans, and others into the colonies</td>
<td>b. Created the conditions for the Great Awakening to erupt in the early eighteenth century</td>
</tr>
<tr>
<td>3. ___ The large profits made by merchants as military suppliers for imperial wars</td>
<td>c. Resulted in the development of a colonial “melting pot,” only one-half English by 1775</td>
</tr>
<tr>
<td>4. ___ American merchants’ search for non-British markets</td>
<td>d. Was met by British attempts to restrict colonial trade, e.g., the Molasses Act</td>
</tr>
<tr>
<td>5. ___ Dry over-intellectualism and loss of religious commitment</td>
<td>e. Increased the wealth of the eighteenth-century colonial elite</td>
</tr>
<tr>
<td>6. ___ The Great Awakening</td>
<td>f. Led to the increase of American population to one-third of England’s in 1775</td>
</tr>
<tr>
<td>7. ___ The Zenger case</td>
<td>g. Forced the migration of colonial artists to Britain to study and pursue artistic careers</td>
</tr>
<tr>
<td>8. ___ The appointment of unpopular or incompetent royal governors to colonies</td>
<td>h. Marked the beginnings of freedom of printed political expression in the colonies</td>
</tr>
<tr>
<td>9. ___ Upper-class fear of “democratic excesses” by poor whites</td>
<td>i. Reinforced colonial property qualifications for voting</td>
</tr>
<tr>
<td>10. ___ The lack of artistic concerns, cultural tradition, and leisure in the colonies</td>
<td>j. Stimulated a fervent, emotional style of religion, denominational divisions, and a greater sense of inter-colonial American identity</td>
</tr>
</tbody>
</table>
### INS Citizenship Test Questions

The U.S. Citizenship and Immigration Services (USCIS) administers a test to all immigrants applying for citizenship. For years, these questions have been selected from among the following list of 100. How would you do? Many, you will find simple. Others are not so easy. In all cases, the answer USCIS wants to hear is given. (Study Materials and Guides)

**NOTE: New Test QuestionsComing Oct. 1, 2008**

On Oct. 1, 2008, USCIS will switch to a new set of 100 questions. All applicants who file for naturalization on or after October 1, 2008 will be required to take the redesigned test. For those applicants who file prior to October 1, 2008 but are not interviewed until after October, 2008 (but before October 1, 2009), there will be an option of taking the new test or the current one.

#### Current USCIS Test Questions
(Click on the question to see the answer.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the colors of our flag?</td>
<td>White, Red, Blue</td>
</tr>
<tr>
<td>2. How many stars are there in our flag?</td>
<td>50</td>
</tr>
<tr>
<td>3. What color are the stars on our flag?</td>
<td>White</td>
</tr>
<tr>
<td>4. What do the stars on the flag mean?</td>
<td>Freedom, Liberty, Equality</td>
</tr>
<tr>
<td>5. How many stripes are there in the flag?</td>
<td>13</td>
</tr>
<tr>
<td>6. What color are the stripes?</td>
<td>Red, White, Blue</td>
</tr>
<tr>
<td>7. What do the stripes on the flag mean?</td>
<td>Stripes of freedom</td>
</tr>
<tr>
<td>8. How many states are there in the Union?</td>
<td>50</td>
</tr>
<tr>
<td>9. What is the 4th of July?</td>
<td>Independence Day</td>
</tr>
<tr>
<td>10. What is the date of Independence Day?</td>
<td>July 4th</td>
</tr>
<tr>
<td>11. Independence from whom?</td>
<td>Great Britain</td>
</tr>
<tr>
<td>12. What country did we fight during the Revolutionary War?</td>
<td>Great Britain</td>
</tr>
<tr>
<td>13. Who was the first President of the United States?</td>
<td>George Washington</td>
</tr>
<tr>
<td>14. Who is the President of the United States today?</td>
<td>Joe Biden</td>
</tr>
<tr>
<td>15. Who is the vice-president of the United States today?</td>
<td>Kamala Harris</td>
</tr>
<tr>
<td>16. Who elects the President of the United States?</td>
<td>The people of the United States</td>
</tr>
<tr>
<td>17. Who becomes President of the United States if the President should die?</td>
<td>Vice President</td>
</tr>
<tr>
<td>18. For how long do we elect the President?</td>
<td>4 years</td>
</tr>
<tr>
<td>19. What is the Constitution?</td>
<td>A legal code for the United States</td>
</tr>
<tr>
<td>20. Can the Constitution be changed?</td>
<td>Yes, with the approval of two-thirds of both houses of Congress and the approval of three-fourths of the state legislatures.</td>
</tr>
</tbody>
</table>
51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.

52. Why are there 100 Senators in the Senate?

53. Who selects the Supreme Court justice?

54. How many Supreme Court justices are there?

55. Why did the Pilgrims come to America?

56. What is the head executive of a state government called?

57. What is the head executive of a city government called?

58. What holiday was celebrated for the first time by the Americans colonists?

59. Who was the main writer of the Declaration of Independence?

60. When was the Declaration of Independence adopted?

61. What is the basic belief of the Declaration of Independence?

62. What is the national anthem of the United States?

63. Who wrote the Star-Spangled Banner?

64. Where does freedom of speech come from?

65. What is a minimum voting age in the United States?

66. Who signs bills into law?

67. What is the highest court in the United States?

68. Who was the President during the Civil War?

69. What did the Emancipation Declaration do?

70. What special group advises the President?

71. Which President is called the "Father of our country"?

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?

73. Who helped the Pilgrims in America?

74. What is the name of the ship that brought the Pilgrims to America?

75. What are the 13 original states of the U.S. called?

76. Name 3 rights of freedom guaranteed by the Bill of Rights.

77. Who has the power to declare the war?

78. What kind of government does the United States have?

79. Which President freed the slaves?

80. In what year was the Constitution written?
I am pleased that your child has enrolled in Advanced Placement United States history for this next school year, and I wanted to give you some idea of what to expect as the year unfolds. This course attempts to develop higher level critical thinking skills by emphasizing analysis and evaluation, largely through the writing of formal essays. As a parent, you may need to take into account the fact that this course may differ from other traditional courses in the following ways:

- A huge portion of your child’s grade will be based on formal essays.
- Individual tests will cover a significantly greater body of information than students may be accustomed to digesting in one time
- There will be one main homework assignment due every Monday. The assignments will take 2-3 hours to complete. The assignments will be posted on my website at least two weeks in advance.
- There will only be a few completion assignments where the student can get a good grade merely by completing the work.
- There will be fewer graded assignments in this course (like college). Thus, your child will need to prepare on a daily basis for the grades.
- There will be at least one quiz a week. They usually are on Fridays.
- ***** The responsibility for mastering the material rests primarily with the student.

All of the students enrolled in AP U.S. history will take the national exam on May 15, 2013. This is a three-hour exam, consisting of a 55 minute multiple choice section; a one-hour document-based essay requiring students to answer a question using a series of relevant primary sources; and a one-hour section consisting of two short essays, one from the period before 1865 and the other since 1865. As you can imagine, this test is quite difficult. The tests are then scored by readers for the College Board and ETS the following June and final scores are mailed in early July. Scores range from 1 to 5, with 3 or better considered “passing.” Many of those who score 3 or better are able to receive college credit or advanced standing for their AP work.

Because students are potentially earning college credit for their work, AP U.S. history is more demanding. Please keep this in mind as you establish expectations for your child’s performance. The objectives of this course include improving your child’s ability to analyze and evaluate the relative significance of historical data and to express those ideas in well-written essays, no small task for a high school student. Please continue to have high expectations for your child, while being supportive and understanding of the fact he or she is being asked to perform at a higher level than most students in the regular curriculum.

In order to be successful in the class your child will need to check my website daily. All homework assignments, announcements, and extra credit will be posted there. Your child will also need to have an organized 1.5 inch three ring binder. They will need to keep everything (outlines, notes, homework assignments) in his or her notebook. They will also need to bring their textbook to class everyday. Email by far is the best way to contact me.

Sincerely,

Mrs. Katie Hammond

KATHERINE_B_HAMMOND@fc.dekalb.k12.ga.us
www.mrshammondhistory.com
Advanced Placement U.S. History Course Syllabus

Teacher: Katie Hammond
Room Number: A248
Semester: Fall 2012 & Spring 2013
Textbook: The American Pageant; Thomas A. Bailey, et al
Textbook Price: $80.00
Phone Number: (678) 874-3852
Email: Katherine_B_Hammond@fc.dekalb.k12.ga.us
Tutorial Days: TBD
Tutorial Hours: 3:25-4:00
Tutorial Location: A248

Course Description: This course is taught at college level expectations in order to prepare students for the AP U.S. History exam and also in preparation for college studies. During the fall semester this course will focus on the origins of early Americans, the evolution of American democracy from the colonial period to the Civil War, continuing with Reconstruction and the politics of the Gilded Age. Students will develop skills that will enable them to interpret the meaning of historical events and how those events have shaped our nation politically, socially, and culturally. Students will gain insight into the significance and the role history has upon our present as well as future. Students will understand the valuable contribution of historians to our nation’s development. During spring semester, the focus will be on the development of the U.S. as a major power. Economic, political, social and cultural events and trends that shaped domestic and foreign policy in the late 19th and 20th centuries will be examined along with common interpretations of major themes. We may watch some movies to help the students better understand these concepts.

A.P. Course Objectives
Student will be able to:
- Comprehend a large body of historical knowledge
- Relate that body of historical knowledge to its chronological significance
- Understand and explain the objective and subjective value of the role of the historian and how his or her point of view plays a role in shaping history
- Analyze the point of view of various historians during certain time periods of American history
- Analyze and interpret primary sources, maps, cartoons and pictorials in respects to a particular question and respond by stating and defending a thesis
- Use historical data to support various opinions concerning certain issues throughout American history
- Develop skills to analyze and interpret historical data and explain the significance of historical data with relationship to cause and effect

Additionally, students enrolled in this course will be expected to keep up with all readings and other assignments. A heavy emphasis will be placed on developing and using critical thinking skills in the learning process. This will be accomplished in a variety of ways that will include but not be limited to lecture, class discussion, group work, reading comprehension, comparative analysis, synthesis of knowledge, and memory recall. Furthermore, students will be expected to engage in many different writing exercises in preparation for the free response and data based questions on the A.P. exam administered at the conclusion of the course.

<table>
<thead>
<tr>
<th>Grading Scale:</th>
<th>Weighted Categories:</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100: A</td>
<td>Homework - 5%</td>
</tr>
<tr>
<td>89 – 80: B</td>
<td>Quizzes- 15%</td>
</tr>
<tr>
<td>79 – 71: C</td>
<td>Tests- 30%</td>
</tr>
<tr>
<td>70: D</td>
<td>Final Exam- 15%</td>
</tr>
<tr>
<td>69 and below: F</td>
<td>Essays (FRQ’s &amp; DBQ’s)- 20%</td>
</tr>
<tr>
<td></td>
<td>Classwork/Participation/Projects- 15%</td>
</tr>
</tbody>
</table>

Grades in AP classes are “weighted” in that five grade points are given for an “A,” four for a “B” and so on. No points are given for an “F.” A full U.S. history course is required for graduation; thus, a student who fails one semester of AP U.S. must take the entire U.S. history course later on an advanced or general level. A student who fails fall semester may not continue in AP class spring semester.

Examination dates will be determined after the semester begins and will be announced at least one week in advance. Exams dates are subject to change.

Study Techniques:
- Students will use past A.P. multiple-choice questions to create mapping, which will spiral to other relevant information.
- Students will use free response to outline and map essay answers
- Students will use past DBQ’s as well as Discovering The American Past, to learn how to interpret and analyze historical data

**STUDY AND QUIZ YOURSELF at least FIFTEEN MINUTES A DAY!**

You must check my website DAILY. If you do not, you will be behind!

www.mrshammondhistory.com

1
DAILY Required Materials:
- Textbook (with a book cover)
- A 1.5-2 inch, 3 ring binder
- Highlighters (1 yellow, 1 orange, 1 green or pink) 3 total
- Pencil (sharpened)
- Personal pencil sharpener
- Pen (standard blue or black)
- Markers
- (at home) Printer and paper (for printing out stuff from my website)
- Internet access

Students will also use a variety of supplementary materials including primary sources, academic journals, audiovisual materials, software, internet activities and research, as well as outside readings. These supplementary materials will enable students to fully grasp the concepts and information which will be on the AP exam.

A.P. U.S. History Exam: May 15, 2013

Advanced Placement U. S. History Course Outline:

I. Week 1
   A. Readings
      1. The American Pageant
         a. Chapter 2 The Planting of English America
         b. Chapter 3 Settling The Northern Colonies
      2. Childbirth in Early America (handout)

II. Week 2
   A. Readings
      1. The American Pageant
         a. Chapter 4 American Life in The Seventeenth Century
         b. Chapter 5 Colonial Society on the Eve of Revolution
      2. Food in Early America (handout)
      3. The Stono Rebellion (multiple handouts)

III. Week 3
    A. Readings
       1. The American Pageant
          a. Chapter 6 The Dual for North America
          b. Chapter 7 The Road to Revolution
       2. Mob as Police Force (handout)
       3. The Stamp Act Riots (handout)
       4. The Boston Tea Party (handout)

IV. Week 4
    A. Readings
       1. The American Pageant
          a. Chapter 8 America Secedes from the Empire
       2. Shay's Rebellion, Alden T. Vaughn
       3. The Most Successful Revolution, Irving Kristol

V. Week 5
   A. Readings
      1. The American Pageant
         a. Chapter 9 The Confederation and the Constitution
      2. The Founding Fathers, John P. Roche

VI. Week 6
    A. Readings
       1. The American Pageant
          a. Chapter 10 Launching The New Ship of State
          b. The Kentucky Resolution
          c. The Virginia Resolution
          d. The Alien and Sedition Acts
VII. Week 7  
A. Readings  
   1. *The American Pageant*  
      a. Chapter 11 The Triumphs and Travails of the Jeffersonian Republic  
   2. *Andrew Jackson and the Annexation of Texas*, R. V. Remini  

VIII. Week 8  
A. Readings  
   1. *The American Pageant*  
      a. Chapter 12 The Second War for Independence  
   2. *Religion on the Frontier*, B. A. Weisberger  

IX. Week 9  
A. Readings  
   1. *The American Pageant*  
      a. Chapter 13 The Rise of A Mass Democracy  

X. Week of October 10  
A. Readings  
   1. *The American Pageant*  
      a. Chapter 14 Forging The National Economy  

XI. Week 11  
A. Readings  
   1. *The American Pageant*  
      a. Chapter 15 The Ferment of Reform and Culture  

XII. Week 12  
A. Readings  
   1. *The American Pageant*  
      a. Chapter 16 The South and the Slavery Controversy  
   2. Handouts  
      a. David Walker’s Appeal  
      b. A Voice From Harper’s Ferry  
      c. Why John Brown Broke the Laws  

XIII. Week 13  
B. Readings  
   1. *The American Pageant*  
      a. Chapter 17 Manifest Destiny and Its Legacy  
   2. *The Frontier and the American Character*, R. A. Billington  

XIV. Week 14  
   a. Readings  
      1. *The American Pageant*  
      1. Chapter 18, Renewing the Sectional Struggle  
      ii. Debate in the Senate on The Compromise of 1850 (handout)  

XV. Week 15  
   a. Readings  
      1. *The American Pageant*  
      1. Chapter 19 Drifting Towards Disunion  
      ii. *Everyday Life Before the Civil War*, Jack Larkin  

XVI. (Thanksgiving Break)  
   a. Readings  
      1. *The American Pageant*  
      1. Chapter 20 Girding for War: The North and the South  
      ii. *The South’s Inner Civil War*, Eric Foner  

XVII. Week 16  
   a. Readings
XVIII. Week of December 5
   a. Readings
      i. The American Pageant
         1. Chapter 21 The Ordeal of Reconstruction

XVIX. Week of December 12
   A. Review for final Exam for Fall Semester
   B. Review A.P. Multiple Choice, DBQ’s, and Free Response

Spring 2013 Course Outline:

I. Week I January
   A. Readings
      1. The American Pageant Chapter 22
         a. The Ordeal of Reconstruction

      2. The American Pageant Chapter 23
         a. Political Paralysis in The Gilded Age

      3. Discovering The American Past
         a. Chapter Seven: Reconstructing Reconstruction: The
            Political Cartoonist and The National Mood.
         b. Students will answer the DBQ at the end of this chapter. DBQ will be discussed in class.

II. Week II January
   A. Readings
      1. The American Pageant
         a. Chapter 24
         b. Industry Comes of Age

      2. Discovering The American Past
         a. Chapter Eight: How They Lived: Middle Class Life 1870 – 1917
         b. Students will answer the DBQ at the end of this chapter. DBQ will be discussed in class.

III. Week Three January
   A. Readings
      1. The American Pageant
         a. Chapter 25: America Moves To The City
         b. Chapter 26: The Great West and the Agricultural Revolution

      2. Discovering The American Past
         a. Writing the DBQ

IV. Week Four January
   A. Readings
      1. The American Pageant
         a. Chapter 27: The Path of Empire

      2. Discovering The American Past
         a. Chapter Nine: The New Women of The 1920’s Image and Reality

V. Week Five February
   A. Readings
      1. The American Pageant
         a. Chapter 28: America On The World Stage
         b. Chapter 29: Progressivism and The Republican Roosevelt

      2. Primary Sources
         a. The Bitter Fruits of Imperialism
         1. Albert Beveridge Deplores Unpatriotic Talk
         2. William Jennings Bryant Vents His Bitterness
VI. Week 6
A. Readings
1. The American Pageant
   a. Chapter 30: Wilsonian Progressivism at Home and Abroad
2. Primary Sources
   a. The Election of 1912
      1. Theodore Roosevelt Proposes Government regulation
      2. Woodrow Wilson Ask for “a Free Field and No Favor”
   b. Moral Meddling in Mexico
      1. Wilson Ask for War on General Huerto
      2. A Republican Assails “Watchful Waiting”

VII. Week 7
A. Readings
1. The American Pageant
   a. Chapter 31: The War To End War
2. Free Response on the Election of 1912

VIII. Week 8
A. Readings
1. The American Pageant
   a. Chapter 32: American Life in the Roaring Twenties
   b. Chapter 33: The Politics of Boom and Bust
2. Discovering The American Past
   a. Chapter Ten Documenting the Depression

IX. Week 9
A. Readings
1. The American Pageant
   a. Chapter 34: The Great Depression and The New Deal
2. Primary Sources
   a. The Depression Descends
      1. On Public versus Private Power
      2. On Government in Business
      3. Hoover Defends His Record
      4. Roosevelt Indicts Hoover
3. Free Response on The Great Depression

X. Week 10
A. Readings
1. The American Pageant
   a. Chapter 35: Franklin D. Roosevelt and the Shadow of War
2. Primary Sources
   a. A Boy in Chicago Writes to President Roosevelt
   b. The Agreeable FDR
   c. Coffee for the Veterans
   d. Senator Huey P. Long Wants Every Man to be A King
   e. Norman Thomas Proposes Socialism

XI. Week 11
A. Readings
1. The American Pageant
   a. Chapter 36: America in World War II
2. War and American Society
   a. The War Transforms American Society
   b. A Japanese-American is convicted
3. The Second Front Controversy
   a. Eisenhower Urges the Earliest Possible Second Front
b. Churchill Explains To Stalin That There Will Be Know Second Front
   c. Stalin Resents The Delay of The Second Front
4. DBQ on World War II
   a. The Burdens of Power: The Decision to Drop The Atomic Bomb
      DTAP

XII. Week 12
A. Readings
1. The American Pageant
   a. Chapter 37: The Cold War Begins
   b. Chapter 38: The Eisenhower Era

2. Primary Sources
   a. Dr. Benjamin Spock Advises the Parents of the Baby Boom Generation
   b. The Move To Suburbia
   c. George Keenan Proposes Containment
   d. The Chicago Tribune Dissents
   e. The World Through Soviet Eye

XIII. Week 13
A. Readings
1. The American Pageant
   a. Chapter 39: The Stormy Sixties

2. Discovering The American Past
   b. Free Response on Vietnam

XIV. Week 14
A. Readings
1. The American Pageant
   a. Chapter 40 The Stalemated Seventies

2. Primary Sources
   a. Nixon's Grand Plan in Foreign Policy
   b. Nixon's Address to the Nation
   c. President Nixon Outlines His Judicial Policy
   d. The First Article of Impeachment
   e. Nixon Incriminates Himself
   f. Nixon Accepts a Presidential Pardon
   g. The Case for the ERA

XV. Week 15
A. Readings
1. The American Pageant
   a. Chapter 41: The Resurgence of Conservatism

2. Primary Sources
   a. The Supply Side Gospel
   b. Red Sees Red in Nicaragua
   c. An Editor Analyzes the Iran-Contra Affair
   d. Four Views On the End of the Cold War

XVI. Week 16
A. Readings
1. The American Pageant
   a. Chapter 41 The American Peoples Face a New Century

XVII. Week 17
A. Review
   1. Multiple Choice from past years
   2. DBQ and Point of View
   3. Free Response questions from past years

** The teacher reserves the right to modify the above syllabus if necessary. Any changes will be communicated in a timely manner. **
Parent Syllabus Page (to turn in):

Name of Student: ______________________

Parent Name(s): ______________________

Parent Cell Phone: ____________________

Parent Email: _________________________

Parent Home Phone: ___________________

I understand all of the expectations that are listed in this syllabus. I realize that my child will need to have the required daily materials and check the website daily. I will encourage my child to review their outlines fifteen minutes a day. I know that homework is due every Monday and there will be a quiz almost every Friday. I understand that there will be no late grades accepted. This is a college level course. Missing work will be able to be made up only within three days of an excused absence. I acknowledge that the DeKalb county website is not the course’s website. The course’s website is www.mrshammondhistory.com. I understand that email is the best way to contact Mrs. Hammond.

Signature of Parent: ____________________

Signature of Student: ____________________

Comments/Questions: