2016 APUSH SUMMER WORK

*ALL WORK IS DUE ON THE FIRST DAY OF CLASS IN SEPTEMBER!*

1. Chapter 3 in the Foner text. (Quiz Grade)

* Read and complete Cornell Notes
* Complete Review and Freedom Questions

2. Chapter 4 in the Foner text. (Quiz Grade)

* Read and complete Cornell Notes
* Complete Review and Freedom Questions

3. Complete *Voices of Freedom* Primary Sources section in Chapter’s 3 and 4 (Quiz Grade)

* Read, answer questions, HIPP

\*\*\*YOU WILL BE TESTED ON CHAPTERS 3 AND 4 WHEN YOU RETURN ON FRIDAY, SEPTEMBER 9\*\*\*

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUESTIONS?

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**CHAPTER 3: CREATING ANGLO-AMERICA, 1660-1750**

**REVIEW QUESTIONS**

1. Both the Puritans and William Penn viewed their colonies as “holy experiments” How did they differ?

2. The textbook states, “Prejudice by itself did not create American slavery.” Examine the forces and events that led to slavery in North America, and the role that racial prejudice played.

3. How were the actions of King James II toward New England perceived as threats to colonial liberty?

4. How did King Philip’s War, Bacon’s Rebellion, and the Salem Witch Trials illustrate a widespread crisis in British North America in the late seventeenth century?

5. The social structure of the eighteenth-century colonies was growing more open for some but not for others. For whom was there more opportunity, and for whom not?

6. By the end of the seventeenth century, commerce was the foundation of empire and the leading cause of competition between European empires. Explain how the North American colonies were directly linked to Atlantic commerce by laws and trade.

7. If you traveled outside of eighteenth-century New England, you might agree with fellow travelers that the colonies were demonstrating greater diversity in many ways. How would you support this claim?

8. Despite their lack of rights, hard-working women and children were often the key to the success of independent family farmers. Demonstrate the truth of this statement.

**FREEDOM QUESTIONS**

**1.** English settlers insisted that true freedom for Native Americans meant they must abandon their traditions and accept English ways. Examine the changes to Native American life by the mid-eighteenth century, and discuss whether Native American freedom increased by any standards.

**2.** Freedom and lack of freedom existed side-by-side in the English colonies. Using examples from Pennsylvania and elsewhere, demonstrate how greater freedom for some colonists in one area meant less freedom for others.

**3.** British citizens connected freedom and liberty to land ownership and not having to work for wages. Why did they make these connections and what were the consequences for the social structure?

**4.** Some historians have argued that the freedoms and prosperity of the British empire were all based on slavery. Examine this statement using specific examples.

**5.** Many British settlers in North America believed it was the “best poor man’s country” and that they were the freest people in the world. What factors would lead to such a claim?

**CHAPTER 4: SLAVERY, FREEDOM, AND THE STRUGGLE FOR EMPIRE TO 1763**

**REVIEW QUESTIONS**

**1.** Why was Father Junipero Serra such a controversial and significant figure?

**2.** How did the ideas of republicanism and liberalism differ in eighteenth century British North America?

**3.** Three distinct slave systems were well entrenched in Britain’s mainland colonies. Describe the main characteristics of each system.

**4.** What were the bases of the colonists’ sense of a collective British identity in the eighteenth century?

**5.** What ideas generated by the American Enlightenment and the Great Awakening prompted challenges to religious, social, and political authorities in the British colonies?

**6.** How involved were colonial merchants in the Atlantic trading system, and what was the role of the slave trade in their commerce?

**7.** We often consider the impact of the slave trade only on the United States, but its impact extended much further. How did it affect West African nations and society, other regions of the New World, and the nations of Europe?

**8.** Using eighteenth-century concepts, explain who had the right to vote in the British colonies and why the restrictions were justified.

**FREEDOM QUESTIONS**

**1.** Although many British colonists claimed theirs was an “empire of freedom,” most African-Americans disagreed. Why would African-Americans instead have viewed Spain as a beacon of freedom, and what events in the eighteenth century demonstrated this?

**2.** The eighteenth century saw the simultaneous expansion of both freedom and slavery in the North American colonies. Explain the connection between these two contradictory forces.

**3.** Explain how the ideals of republican liberty and liberal freedoms became the widespread rallying cries of people from all social classes in the British empire.

**4.** Today we treasure freedom of expression in all its forms, and codify these rights in the First Amendment. Why were these freedoms considered dangerous in the eighteenth century and thus not guaranteed to everyone in the British empire?

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**CHAPTER 3 *VOICES OF FREEDOM* QUESTIONS**

**1.** Why does Elizabeth Sprigs compare her condition unfavorably to that of blacks?

**2.** What does Johannes Hanner have in mind when he calls America a “free country”?

**3.** What factors might explain the different experiences of these two emigrants to British North America?

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**CHAPTER 4 *VOICES OF FREEDOM* QUESTIONS**

**1.** What aspect of slavery does Equiano emphasize in his account, and why do you think he does so?

**2.** What elements of Indian life does Neolin criticize most strongly?

**3.** How do Equiano and Pontiac differ in the ways they address white audiences?

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