Welcome to A.P. United States History. I am excited about the 2016-2017 school year and look forward to meeting you and your parents. All of the work that is to be turned in on the first day of school should be in a paper folder (the colored kind with the brads/in the order of the assignment). The following is an overview of work that must be completed by each student.

**Summer Paperwork** (General Information Form, and Photo - *turn in August 17.*)
In this packet you will find a General Information Form and a Commitment Contract. Both of these need to be filled out and included in the paper folder. Please also include a photo of you to better put a face to the work.

**Summer Assignment** (*Everyone is required to do this and turn in August 17th.*)
Every student must complete the outlines that cover the Colonial Period through the Civil War.

**Preparation for the First Week of School:**

- **Complete the required outlines for U.S. history.** See Mr. Jacobs’ website for copies of the outlines. Mr. Jacobs recommends you purchase *United States History: Preparing for the Advanced Placement Exam* by Newman & Schmalbach, Amsco, 2015 to aid you in this outline.
- **Read, review, and study your completed history outlines.**
- **Attend AP “Boot Camp.”** Optional sessions will be offered before school starts to prepare students for AP Block skills and curriculum. Sessions will meet in FHS Lecture Hall. You can attend all day or a half day. Contact Mrs. Johnson (erin.johnson@fayar.net) to schedule a time.

**Skills**

- Use teacher websites or 9th grade notes to review: HIPP, PERSIA or PERMITS, identifications, and two-column notes. The following should go into your APUSH summer assignment binder.
  1) Print out (or copy from a student) instructions for HIPP and identifications.
  2) Write identifications for the Thomas Paine and *Marbury v. Madison* (two total).

**To sum up,** here is a list of the things you need to do:

1. Complete all work and organize in paper folder with brads (info sheet, photo, & required work); turn in to teachers NO LATER THAN August 17th.
2. Make sure that all work is your own. (Do NOT collaborate on any portion of this assignment.)

If you have questions, consult teachers’ websites, email at Michael.jacobs@fayar.net
Mr. Jacobs’ website: [https://sites.google.com/site/odysseyofamerica/](https://sites.google.com/site/odysseyofamerica/)
General Information Form
APUSH

I. Personal Information (Attach a photo of yourself to this form. Please put your name on the back.)

Your Name: _________________________________________ Your email: ___________________________

Parent(s) Name(s): ________________________________________________________________________

Parent(s) Phone Numbers: Home ___________________________ Work ____________________________

Parent Address: ____________________________________________________________________________

Parent Email: _____________________________________________________________

School activities that you participate in: _______________________________________________________

_________________________________________________________________________________________

Outside activities that you participate in (include work): _________________________________________

_________________________________________________________________________________________

What do you do when you have free time? _______________________________________________________

_________________________________________________________________________________________

Do you read regularly? □ Yes □ No If so, what do you read?

Magazines (which ones?): ______________________________________________________________

Books (favorite kinds?): ________________________________________________________________

Newspapers: _________________________________________________________________________

Other: ______________________________________________________________________________

What is the best book you have read recently? Why? _____________________________________________

_________________________________________________________________________________________

Additional information we should know: _______________________________________________________

_________________________________________________________________________________________

Something that makes you unique: _____________________________________________________________

_________________________________________________________________________________________

II. Educational Information

Where did you attend 9th grade? ____________________________________________________________

English 9 teacher: ________________________________ Pre-AP? □ Yes □ No 2nd Sem. Grade: ______

History 9 teacher: ________________________________ Pre-AP? □ Yes □ No 2nd Sem. Grade: ______

Attach a list of the books that you read in 8th and 9th grade. Indicate class that required it or for pleasure.

III. APUSH Information

Why do you want to take this class? __________________________________________________________

What grade do you hope to make in this class? _________________________________________________

What grade would you be satisfied with? ______________________________________________________
Summer Assignment Review #1

**General Information:** Use a review text, other history text books, and/or reliable internet sources to complete each of the five (5) outlines over U.S. history from exploration through the Civil War. Be sure that all terms are defined and specific information is added under each topic. All of this work should be placed in a folder and turned in on the first day of class with all other required work. This should be **typed.** You will need much more space than provided below. Adjust the spacing when you type your work.

**General Information:** We recommend that you purchase *United States History: Preparing for the Advanced Placement Exam* by Newman & Schmalbach, Amsco, 2015 to complete this outline over U.S. history from exploration through the Civil War (though other review books may work as well). Be sure that all terms are defined and specific information is added under each topic. All of this work should be placed in a folder and turned in on the first day of class with all other required work. This should be typed. You will need much more space than provided below. Adjust the spacing when you type your work. All work must be written in your own words unless otherwise stated (no cut and paste). We would prefer that you use this document as a starting point and add your answers in another color. Be sure to include both general information AND specifics under each.

**Period 1-1491-1607**

I. Native Cultures -- Do you remember this topic from elementary or middle school? Brainstorm any information that you remember.
   A. When/where for first arrivals—
   B. List major regions of Latin America and the Native groups living in each—
   C. List regions of North America and the Native groups living in each—
   D. How are the N. American groups similar? What makes them different from each other?

II. Age of Exploration -- Do you remember this topic from elementary or middle school? Brainstorm any information you remember.
   A. How did each of the following impact the growth of exploration?
      1. Technology
      2. Religion
      3. Trade
      4. Politics
   B. Nations/ Their explorer(s)/Major Reasons & Motives for Exploration/Location/Success/Treatment of Natives
      (Explain this information for each of the following.)
      1. Portugal—& Treaty of Tordesillas
         a. Prince Henry-
      2. Spain—
         a. Columbus & Columbian Exchange
         b. conquistadores & encomienda system
         c. Bartolemé de Las Casas--
      3. France—
      4. England--
      5. Other European powers exploring the New World/Areas Claimed/Goals of Colonies

**Period 2-1607-1754**

III. English Colonization in North America
   A. Motives of English immigrants:
   B. Types of Colonial organization/charters:
   C. Thirteen English Colonies (Complete chart in detail. Be able to compare/contrast groups of colonies.)
   D. General Social/Cultural Information (no need to repeat info that is on the chart)
      1. Problems of early settlement – Jamestown, Plymouth, and Massachusetts Bay:
      2. Religion – ideas, important people and events:
      3. Social ideas:
      4. Major cities & problems of urban areas:
      5. Labor/Slavery: (include specific terms)
      6. Law/politics/major steps toward democracy:
      7. Economic issues/relations with Britain: (define mercantilism; look at early laws)
8. Environmental/geographic influences
9. Problems
   a. Health:
   b. Indians (New England Indian Wars of 17th century):
   c. Rebellions against authority: (Bacon's, Leisler's, Regulators, Pope's)
10. The Enlightenment/ 1st Great Awakening:

**Period 3-1754-1800—Revolutionary America**

IV. French and Indian War/Seven Years War (1754 – 1763)—For any war that we study, you should gather the following information. See the "war chart" on Caver's web site. You may attach that chart with info filled in.
   A. Major cause (incl. “spark”):
   B. Major people/heroes (and what they did):
   C. Major events (incl. diplomatic efforts, turning point & concluding battles):
   D. Advantages/disadvantages of each side:
   E. Major strategies/plans:
   F. Costs (casualties/financial):
   G. Results (treaties, land changes, G-PERMITS [list each category that applies and the specific result]):

V. Britain tightens control over American Colonies (events lead to American Revolution 1763 – 1774)
   A. Changing views of the King and Parliament regarding the economic role of the colonies:
   B. Challenges to imperial policies—Pontiac’s Rebellion
   C. New British laws governing the American Colonies (Know what it did, how colonists reacted, and why it is important.)
      1. Proclamation of 1763:
      2. Sugar Act (1764):
      3. Stamp Act (1765) – first “internal tax” or _____________ tax:
      4. Quartering Act (1765):
      5. Declaratory Act (1766):
      6. Townshend Acts (1767):(also define writs of assistance)
      7. Tea Act (1770)
      8. Coercive or Intolerable Acts (1774): (Include 1st Cont. Congress)
   D. American groups/actions: (Make sure that you have read the Declaration of Independence.)
      1. Committees of Correspondence
      2. Sons of Liberty/Daughters of Liberty
      3. Gaspee Incident
      4. 1st Continental Congress
      5. 2nd Continental Congress
      6. Actions of colonial/state governments
      7. Articles of Confederation (esp. strengths and weaknesses)

VI. The American Revolution (Complete a war chart and attach.)

VII. Moving toward a New Constitution (You may attach work from 9th grade PreAP Gov if your notes address topics on this outline)
   A. Calls for conventions
      1. Annapolis Convention (1786)
      2. Philadelphia Convention (1787)
         a. Major problems of Constitutional Convention (Be sure to address the importance of compromise.)
   B. Representation: (plans?)
   C. Slavery and slave trade: (plans?)
   D. Tariffs/trade:
   E. Presidency:
      1. Debate/fight over ratification of Constitution: Federalists vs. Anti-Federalists (Include info re: compare/contrast.)
      2. Results:

VIII. Constitution (Make sure that you have read the Constitution)
   A. Four basic principles (define each with regard to the Constitution)
      1. Adaptability
      2. Federalism
3. Separation of Powers
4. Civil Liberties

B. Other terms to know: elastic clause, judicial review, popular sovereignty, checks and balances, limited government, loose construction, strict construction

IX. Washington’s Presidency (1789 – 1796)
A. Precedents set by Washington:
B. Important programs/laws passed during Washington’s administration
   1. Judiciary Act (1789):
   2. Establishment of Executive Departments:
   3. Hamilton’s financial program called for in his Report on the Public Credit & National Bank
C. Internal problems during Washington Administration
   1. Conflict between Hamilton and Jefferson (compare/contrast views)
   2. Whiskey Rebellion (events and importance/compare to Shay’s?):
   3. Frontier Problems (General Anthony Wayne, Paxton Boys):
D. Foreign Affairs under Washington
   1. Problems (how they affect the U.S. and varying viewpoints in the U.S. regarding issues)
      a. War in Europe:
      b. Naval issues with Britain:
      c. Britain’s continued occupation of forts in America:
      d. Genet Affair (1793):
   2. Solutions
      a. Jay’s Treaty (1794):
      b. Pinckney’s Treaty (1795):
E. Washington’s Presidency Ends:
   1. Farewell Address:
   2. Precedent set (terms):

X. John Adams Administration (1797 – 1800; Federalist)
A. Election of 1796 (candidates, parties, issues):
B. Problems in Foreign Affairs
   1. Major problems with France
      a. Old issues:
      b. XYZ affair:
      c. Undeclared naval warfare (1798 – 1800):
   2. Solutions
      a. Jay’s Treaty (1794):
      b. Pinckney’s Treaty (1795):
C. Domestic Scene
   1. Alien & Sedition acts (what they do and why important)
   2. Virginia and Kentucky Resolutions:
D. The Federalists (Washington and Adams)
   1. Achievements:
   2. Reasons for decline:

Period 4-1800-1848—Jeffersonian Democracy & Beyond
XI. Thomas Jefferson’s Administration (1801 – 1809; Democratic-Republican)
A. Election of 1800:
B. Domestic Affairs:
   1. Continuation of some Federalist policies:
   2. Reversal of some Federalist Acts/policies:
   3. Louisiana Purchase, constitutional issues, and Lewis & Clark:
   4. Marbury vs. Madison: (See Marshall Court under XIII.C.)
   5. Aaron Burr conspiracy:
C. Foreign Affairs
   1. Barbary Pirates:
   2. French actions:
   3. British actions:
      a. Chesapeake – Leopard Affair (1807):
   4. Effects on U.S.:
D. President Jefferson’s actions:

XII. James Madison’s Administration (1809 – 1817; Democratic-Republican)
A. Election of 1808:
B. Foreign Affairs:
   1. Attempts to keep U.S. neutral:
   2. War of 1812: (complete a war chart)
   3. Hartford Convention:
C. Domestic Affairs
   1. Clay’s American System (1816-17)
      a. Bank:
      b. Internal improvements:
      c. Tariff:

XIII. James Monroe’s Administration (1817 – 1825; Democratic-Republican) – “Era of Good Feelings” (why?)
A. Election of 1816:
B. Foreign Affairs
   1. Important Treaties/Events (getting control of the nation’s borders)
      b. Convention of 1818:
      d. Seminole Wars:
   2. Monroe Doctrine (1823): (reasons for, provisions, and importance)
C. Domestic Issues/Affairs
   1. Strengthening of Judicial Branch
      a. John Marshall:
      b. Fletcher v. Peck (1810):
      c. Dartmouth College v. Woodward (1819):
      d. McCulloch v. Maryland (1819):
      e. Gibbons v. Ogden (1824):
   2. Panic of 1819:
   3. Tallmadge Amendment and Missouri Compromise:
   4. Improvements in transportation & impact of Erie Canal:
   5. Growing westward movement (Why?):
   6. Growth of industry/factory system: (names & terms to know: Samuel Slater, Eli Whitney, Lowell System, Market Revolution (or Market Economy) and its impact on various groups, new technology)
   7. Expanding agriculture & new technology:

XIV. Sectionalism begins to split U.S. by 1820s over a number of issues (You might want to make a chart.)
A. North (regions, labor issues, urban life, free African Americans, agriculture, immigration, nativism)
B. South (agri & King Cotton, slavery, free African Americans, social hierarchy, culture)
C. West (treatment of natives, frontier issues)
D. What effects do differing economic, political, and social views have on the growing sectionalism?
E. Which areas have the most fluctuating patterns of migration and why?

XV. Election of 1824 and John Quincy Adams Administration (1825 – 1829) (National Republican)
1. Candidates and Issues:
2. Winner and Complaints:
3. Importance:
4. Major Parties, Leaders and Characteristics:
   A. Ideas/proposals under Adams’ administration:
   B. Problems:
   C. Importance:

XVI. Election of 1828 and Jackson
A. Candidates, Parties, and Issues:
B. Winner:
C. Jeffersonian Democracy vs. Jacksonian Democracy:
D. Reforms in America due to Jacksonian Democracy:
   1. Government and Politics (voting, spoils system, etc.):
   2. Economics:
E. Domestic issues under Jackson (1829 – 1837):
   1. Indians:
2. Tariffs:
3. Banks:
4. Nullification/state’s rights:
5. Other issues (monetary issues, vetoes, Supreme Court)

XVII. Election of 1836 and Martin Van Buren’s Administration (1837 – 1840) (major issues?)

XIII. Election of 1840
A. Winner:
B. Issues (incl. Manifest Destiny):
C. Problems:

XIX. America Becomes More American
A. Religion and the Second Great Awakening:
B. Transcendentalists and other communal idea:
C. Art and literature:
D. Reform
   1. Temperance-
   2. Prisons & mental institutions-
   3. Education-
   4. Role of women-
   5. Abolition-
   6. Other-

Period 5- 1848-1877—Expansion, War, and Reconstruction

XX. Election of 1844
A. Winner and Issues:
B. Manifest Destiny (define):
   1. Mexican War (1846 – 1848) (War Chart-Be sure to look at earlier Texas issues):
   2. Oregon:
   3. Webster-Ashburton Treaty
   4. Gadsden Purchase:
   5. California:

XXI. Elections of 1848, 1852, 1856: Candidates, importance, 3\textsuperscript{rd} parties & their issues of each

XXII. Moving Towards War
A. Reasons for growing sectionalism: economic, social systems, tariffs, internal improvements, money/banking, land, slavery
B. Compromises/temporary solutions
   1. (1820) Missouri Compromise – provisions and importance (see XIII.C.3):
   2. (1846) Mexican War – major events and importance (war chart):
   3. Compromise of 1850 – provisions and importance (esp. the Fugitive Slave Law):
   4. Kansas - Nebraska Act (1854) – provisions and importance (popular sovereignty):
C. Groups/Actions/Events leading to war (major names, events, characteristics, importance)
   1. Abolitionist Movement in North
   2. Republican Party formed
   3. Uncle Tom’s Cabin (1852)
   4. Ostend Manifesto (1854)
   5. Caning of Sumner (1856)
   6. Dred Scott Case (1857)
   7. Hinton Helper & The Impending Crisis in the South (1857)
   8. Lincoln – Douglas Debates and Freeport Doctrine (1858)
10. Election of 1860 – candidates, results, importance:
11. Secession of South Carolina (Dec. 1860) and establishment of Confederate States of America (Feb. 1861)
12. Crittenden Compromise (1861):
13. Fort Sumter (April 1861):
14. Lincoln's stated goals:
XXIII. Civil War (1861 – 1865) (Complete a war chart.) Add the following to your chart as well: advantages of each side; actions by Lincoln to expand presidential powers/limits civil rights; presidential addresses – Emancipation Proclamation and Gettysburg Address

XXIV. Reconstruction--We will start 2-column notes using class text at this point.

### Chart Over Colonial America

<table>
<thead>
<tr>
<th>Sections</th>
<th>Educational Aspects</th>
<th>Political Aspects by 1775</th>
<th>Religious Aspects</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Focus on laws, schooling, colleges, professions and students.</td>
<td>Focus on voters and make-up of colonial government; place a star next to the five colonies that were “royal colonies” and thus had more self-government.</td>
<td>Name main religions, official church if applicable; note amount of religious freedom/intolerance found.</td>
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#### New England Colonies
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4.

#### A. Middle Colonies
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#### B. Southern Colonies

##### A. Upper South - Chesapeake
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2.

##### B. Lower South
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3.
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<tr>
<th>Sections</th>
<th>Geographic Aspects</th>
<th>Economic Aspects</th>
<th>Social Aspects</th>
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<td>Focus on agriculture and industry.</td>
<td>Focus on ethnic make-up, social classes and status, and social mobility.</td>
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<td>New England Colonies</td>
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<td>C. Middle Colonies</td>
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