

AMERICAN STUDIES I – HISTORY SUMMER ASSIGNMENT

Text – *American Vision*

- You may see Mrs. Fuller to sign out a copy of the text

Assignment –you must read each chapter section completely and not just read to answer the questions. This assignment will be given a major assignment grade (equal to a test grade).

- Answer questions from the reading thoroughly.
- You will also be asked reflective questions on the readings. These questions are meant to get you thinking at a higher level. Responses should include evidence (facts) that you support with thorough analysis. Reflective responses are expected to include evidence (facts) and analysis (your explanation/opinion related to the evidence) – something akin to a journal response. **Responses must typed** and at least 150 words. You must include a word count at the end of response. Assignments that are not typed or do not include a word count, will result in a loss of points.
- Various other articles, maps and worksheets are included in this summer assignment and should be completed in the order given and handed in with the notes and flash cards. All of this will be collected on the second day of school.

We will spend the first few weeks of school reviewing the Revolutionary War and completing extension activities in class. You will also complete a related project during that time. At that point we will have an in class test on the Revolutionary War based on the summer assignment and what we study in the first two weeks.

ACTIVE READING: you will be required to “actively” read some assignments. This means that you must highlight/underline important information as well as write notes in the margins (your thoughts on the highlights/underlines). These assignments are expected to be handed in with all other work in order to receive full credit for the summer assignment.

Name _____ Period _____

The Original Thirteen Colonies Map

On the attached map, label the following items. Outline water in blue (except for the Atlantic Ocean). Put dot to show the location of each city or town in addition to writing its name. All labeling is printed neatly in black ink. Be sure to follow your GREEN map rules KEEPER and only provide the information that the assignment asks you to provide. Be sure to make a key for the colors and symbols.

Part A label

Label the 13 original colonies

Cities/Settlements

Boston, Plymouth, New York, Philadelphia, Hartford, Charleston, Savannah

Physical Features

Atlantic Ocean, Appalachian Mountains, St. Lawrence River, Connecticut River, Massachusetts Bay, Chesapeake Bay, Hudson River, Delaware River

Part B

After you have completed the map on the back, use it to answer the following questions.

1. What two bodies of water (not rivers) do Maryland and Virginia share?

2. In colonial times, what would be the easiest way to get from New York to Philadelphia? Be specific.

3. What common physical feature do Plymouth and Boston share? _____

4. Even though it is not located on the coast, why would Hartford be a relatively easy town to get to? _____

6. Which feature would have limited colonial expansion westward beyond the original 13 colonies?



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CHAPTER 3, SECTION 3 “The Imperial System”

1. List 5 key points related to the topic of “mercantilism”.
2. List 4 key points related to the “Navigation Acts” and the “Staple Act”
3. a. How did Massachusetts respond to the above Acts? b. How did James II respond in?
4. List the rights that were protected in the English Bill of Rights and Toleration Act?
5. How do Locke’s ideas support the Glorious Revolution?

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CHAPTER 4, SECTION 1 “Colonies Fight for Rights”

1. Keep an ongoing list of each act/tax mentioned in this section with descriptions.
2. List 5 key points related to the French and Indian War.
3. List the key points of the Proclamation of 1763. Why do you think the American colonists were so upset with the Proclamation?
4. How does Grenville go against the English Bill of Rights?
5. What quote is James Otis famous for?
6. Stamp Act – how is it different from stamps we use today? How did the colonists respond?
7. What was the Sons of Liberty and what types of actions did they take?

8. What rights were violated by the Townshend Acts?

9. What were the Virginia Resolves?

10. List 4 key points of the Boston Massacre

Terms to define/explain: John Hancock, custom duties, due process, inflation, Non importation Agreement, writs of assistance

TIMELINE – Create a timeline for the main points in this section (look to your notes). Include at least 10 events. Each event must include a visual (does not need to be hand-drawn).

ACTIVE READING: handout on the effects of the French and Indian War. Make a list of how the results of the French and Indian War led to the Revolution

MAP: The French and Indian War, before and after. See “other handouts page”

POLITICAL CARTOON – Franklin’s Albany Plan of Union and the First Political Cartoon: Respond to the questions related to the visual. See “other handouts page”

READING ON THE EFFECTS OF THE FRENCH AND INDIAN WAR FROM

<http://www.let.rug.nl/usa/>

Effects Of The War

The British victory in the French and Indian War had a great impact on the British Empire. Firstly, it meant a great expansion of British territorial claims in the New World. But the cost of the war had greatly enlarged Britain's debt. Moreover, the war generated substantial resentment towards the colonists among English leaders, who were not satisfied with the financial and military help they had received from the colonists during the war. All these factors combined to persuade many English leaders that the colonies needed a major reorganization and that the central authority should be in London. The English leaders set in motion plans to give London more control over the government of the colonies and these plans were eventually a big part of the colonial resentment towards British imperial policies that led to the American Revolution.

The war had an equally profound but very different effect on the American colonists. First of all, the colonists had learned to unite against a common foe. Before the war, the thirteen colonies had found almost no common ground and they coexisted in mutual distrust. But now they had seen that together they could be a power to be reckoned with. And the next common foe would be Britain.

With France removed from North America, the vast interior of the continent lay open for the Americans to colonize. But The English government decided otherwise. To induce a controlled population movement, they issued a Royal Proclamation that prohibited settlement west of the line drawn along the crest of the Alleghenny mountains and to enforce that measure they authorized a permanent army of 10,000 regulars (paid for by taxes gathered from the colonies; most importantly the "Sugar Act" and the "Stamp Act"). This infuriated the Americans who, after having been held back by the French, now saw themselves stopped by the British in their surge west.

For the Indians of the Ohio Valley, the third major party in the French and Indian War, the British victory was disastrous. Those tribes that had allied themselves with the French had earned the enmity of the victorious English. The Iroquois Confederacy, which had allied themselves with Britain, fared only slightly better. The alliance quickly unraveled and the Confederacy began to crumble from within. The Iroquois continued to contest the English for control of the Ohio Valley for another fifty years; but they were never again in a position to deal with their white rivals on terms of military or political equality.

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CHAPTER 4, SECTION 2 “Revolution Begins”

1. List 4 key points on the Gaspee Affair
2. Why were the committees of correspondence important?
3. Why did the people of Massachusetts so hate the Coercive Acts?
4. True/False the 1st Continental Congress was not ready to declare independence/still sought reconciliation with the king.
5. Who were the minutemen?
6. Which colonies were most of the loyalists from? Which colonies were most of the Patriots from?
7. Create a flow chart of the events relating to the battles of Lexington and Concord. A flow chart is similar to a timeline but it goes from top to bottom and includes ideas as well as events. Arrows are used to show the chronology. Include at least 5 points.

8. What were the major decisions made by the 2nd Continental Congress?

9. If Bunker Hill was a loss for the Americans, then why did it build their confidence?

10. What was the Olive Branch Petition?

11. What was Lord Dunmore's announcement and what effect did it have?

12. How did *Common Sense* change the view of many Americans?

Terms: Tories, Whigs, Tea Party, 2nd Continental Congress

"The American Revolution" Enrichment Activity 4 – answer the questions on this worksheet.
See "other handouts page"

THOMAS PAINE READINGS AND WORKSHEETS: respond to the questions. See "other handouts page"

OTIS AND ADAMS BIOS: actively read and answer questions. See "other handouts page" See "other handouts page"

THE DECLARATION OF INDEPENDENCE: see text p. 134

List connections between Jefferson paragraph on natural rights in the Declaration and John Locke's beliefs (p. 101-2)

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CHAPTER 4, SECTION 3 “War for Independence”

1. Where did Britain send its military after Boston and who was the leading general?
2. Looking at “The Opposing Sides” chart, which difference do you think was most important for the colonists? Which was most important for the British? Explain your answers.
3. Why do you think it was important for Britain to cut off New England from the other colonies?
4. What is Nathan Hale famous for saying?
5. Why was Philadelphia so important a target for the British?
6. Why was the victory at Saratoga called the turning point of the war?

7. Why would Iroquois side with the British?

8. Why did Britain want to keep the South even if it lost the North?

9. Do you think that the French alliance was key to the Americans winning the war?
Explain your answer.

Terms: guerrilla warfare, Lafayette