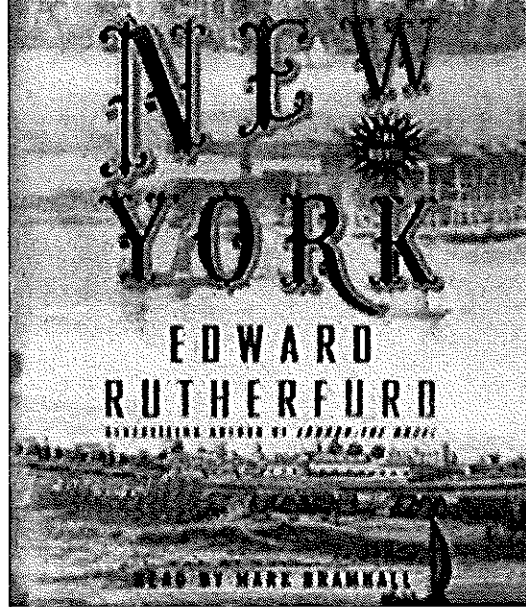


*AP I United States History  
Summer Assignment: 2023*



*New York: The Novel*

By: Edward Rutherfurd

**Your Task:** Obtain a copy of *New York: the Novel* (all local libraries have the book); read the six (6) chapters listed below, and then complete the assignment. For some of the assigned questions, you will be required to take notes in your US History I notebook for class discussion; for other questions, due dates are specified next to the chapter. For questions collected, please write in full, complete sentences and be sure your answers are thoroughly analyzed.

**FYI:** the first two (2) assignments are due **September 6th**; all other due dates fall later in September (due date is next to chapter). Remember we will begin additional homework for the textbook and document packets as well. I strongly suggest you complete your summer assignment before returning to school.

**Homework Heading Format:**

Your name

United States History I Honors

Ms. Stewart

**DUE DATE**

**Chapters to read:**

Chapter 1: *New Amsterdam: 1664*

Chapter 2: *New York: 1605-1707*

Chapter 3: *The Boston Girl: 1735*

Chapter 4: *The Philadelphia Girl: 1741*

Chapter 5: *Montayne's Tavern: 1758*

Chapter 6: *London: 1759*

***New Amsterdam: 1664: Due: September 6th***

1. Cite examples of stereotyping, of prejudice.
2. Describe what you see as England's impact on New Amsterdam.
3. What are examples of the Indian culture in the area around New Amsterdam?
4. Why was fur trading, especially trading in beaver fur, so lucrative?

*"Even the settlement in Manhattan had been born of confusion."*

5. Cite and explain three (3) examples the author uses to substantiate this conclusion.

***New York: 1650-1707: Due: September 6th***

1. What was the origin of slave names?
2. Summarize in several statements the attitudes about, and expectations for, slaves.

*"And this made me realize that you can live with people all your life, yet not be sure you know them."*

3. In light of the slave experience, what insights did you gain into the effect of slavery on slaves like Quash? What does the story of Quash, his desire for freedom, and his experience with the English planter tell you about the institution of slavery?

***The Boston Girl: 1735: Due: September 11th***

*"With the English language comes English liberties."*

1. What liberties does Rutherford present as being part of the colonial political inheritance from England?

*"That was why the trial, taking place tomorrow, was so important ...the trial of John Peter Zenger... (the) trial was of great consequence for the American colonies..."*

2. Why was the Zenger trial "so important" and of "great consequence" for the American colonies? Support your answer with three (3) examples from the trial.
3. What insights did you gain about the roles established for women in New England colonial society?

*"The rights that Eliot Master believed in, the rights claimed by Andrew Hamilton and exercised by the jury, came from the common law of England. It was Englishmen, alone in Europe, who had executed their king for being a tyrant; it was England's great poet, Milton, who had defined the freedom of the press; it was an English philosopher, Locke, who had argued for the existence of men's natural rights. The men who fired the cannon know they were British, and they were proud of it."*

*Yet when old Hamilton addressed the jury, he had made one other point...the idea had been sown. And it would put down roots, and propagate, in the huge American land."*

4. What point, what principle, is the author alluding to? To whom and why was this principle becoming increasingly important?

***The Philadelphia Girl: The 1741 Slave Uprisings: due September 11th***

*A slave revolt: the fear of every slave-owning colonist. The city had experienced one back in 1712—quickly put down, but terrifying while it lasted. More recently there had been revolts on the West Indies plantations, and Carolina. Only last year mobs of slaves had tried to burn down Charleston....*

*As for this Negro conspiracy, he didn't believe a word of it. He knew every tavern keeper in the city, and the fellow accused was the biggest villain of them all. It was entirely possible that he'd started dome fires, and he might have got a gang of discontented slaves and others working for him. But beyond that, John Master believed nothing. The prostitute would say anything if you paid her. As for the slaves you'd started naming people when the fire was put to their feet, their testimony was worthless. People would say anything under torture.*

1. To what degree did the colonists of New York demonstrate, or not demonstrate, critical thinking in their view of race and their concern for safety? In your answer cite three (3) attributes of critical thinking and discuss the actions, decisions, and attitudes of New Yorkers.

***The Great Awakening: September 11th [this is within the named chapter above]***

*Many times in Christianity's history there have been charismatic preachers: men who gather others to them and inspire more, so that a movement begins—each movement, like a river in flood, leaving a rich deposit of fertile soil for future generations.*

*John Master had heard of the Wesley brothers some years ago. Inspired by an intense faith and a desire to preach, they and some Oxford friends had begun an evangelical movement within the Anglican Church. In 1736, John Wesley had arrived in the American colonies, at Savannah, Georgia, hoping to convert the native American Indians there. And although he'd returned somewhat disappointed after a couple of years, he had immediately been replaced in Georgia by his Oxford friend George Whitefield.*

2. What social reforms does the author mention as areas of concern for the followers of Wesley, Whitefield and the Great Awakening?

***Montayne's Tavern: 1758: due September 18th***

1. Rutherford provides a vivid description of the socio-economic contrasts in New York. What do you think are the most significant descriptions of the economic and social class division in New York? Cite two (2) examples and explain your choices.

***London: 1759: due September 18th***

*...Mercy was ready to return to America.*

1. At this point you have read about the history and cultural make-up of the New York colony. What were the most noticeable differences between New York and London by the middle of the 18<sup>th</sup> century?

*When John and Mercy Master met Ben Franklin for tea, their conversation turned political. Proprietorships and proprietorial rights were discussed briefly. Colonial Assemblies were discussed as well as Parliament's authority and England's view of the colonies.*

2. As you read this section, and the remainder of the chapter, what attitudes and perceptions surface that foreshadow conflict between England and the colonies? Cite two (2) examples and explain