

A.P. United States History (APUSH)

Everyone needs APUSH once in a while!

Summer Assignment – Mr. Lindeman

The purpose of the summer assignment is fairly simple: we need to get a head start on the content necessary to be ready for the AP Test given in May 2016, approximately 32 weeks from the beginning of the year. That said, you have studied these early parts of American history in your sophomore year and in ninth-grade world history as well. So the assignment is partly review of familiar material as well as an introduction to the complexity that characterizes APUSH. In addition to knowing *facts* about history we also have to work on building longer term *narratives* (stories) about how all of these facts relate across decades and even centuries. We also need to work on our skills interpreting primary sources and thinking causally about American history. For example, by the end of the year we should be able to explain how the current discussion about opening relations with Cuba has connections to the Age of Exploration, the growth of sectionalism, imperialism in the late 18th and early 19th centuries, and the Cold War (about 500 years of history if you are keeping count!)

The College Board has divided American history into 9 periods that begin before the founding of the colonies and move through to the present. For the summer we will focus on the first period. It is described in detail just a bit later in this document. Your responsibilities are:

- Read and take notes on chapters 1-2 in our text, *By The People* written by James W. Fraser. The text is a pretty good read, for a textbook, and you can clearly hear Fraser's "voice" in the writing. Use the Cornell format attached at the end. You will take your notes in your notebook!
- Define and explain the significance of the key terms that are attached. This means you must define what something is and explain why we might care about it all these years later; how does it connect to events of the day and/or how does the term connect to future events. Given that you just spent a year studying this history you should be able to take a pretty good shot at explaining why a term might be important in relation to future events.

There will be a test on the first or second day of school, depending on the opening schedule, on these chapters. I will look to see if you have the notes and terms completed. Please note I do not check to see if you have done your homework very often, I will know based on class discussions, tests, and written responses and your grades will largely be based on those three things. But this time I will check your homework. And there is a test so it will not help you to copy someone else's work! Thus, your first grades in the class will be:

- Completed summer notes and terms
- A Test on the information you read

The concepts and general statements of what you are supposed to understand are listed below as part of the Period 1 description. As you read through the first two chapters of the text you will notice that Dr. Fraser has included the *Key Concept* he is addressing. As you take notes include

in your notes how you think the facts and ideas connect to these concepts. At the end of each section I would strongly suggest that you include a paragraph where you “answer” the *Key Concept* in very short form. For example, at the end of Section 1.1 write a short paragraph summarizing “what the archaeological record tells about the arrival, development, and cultures of the first peoples of North America.” Summarize, do not repeat all of the facts! As you read you will see the *Key Concepts* in the chapters. The concepts are further expanded by the descriptions below each concept and those can help you with ideas to focus on as you read and take notes. Do NOT make the mistake of thinking that the only thing you have to know are the key terms – your notes explain the story and set the background against which all of the “facts” from the key terms make sense. Your ability to understand the story and apply that understanding is at least as important as the facts!

Period 1: 1491-1607

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Key Concept 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political and economic structures based in part on interactions with the environment and each other.

1. As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments. (PEO-1) (ENV-1) (ENV-2)
 - a. The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California. (Examples: Pueblo, Chinook)
 - b. Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.
 - c. In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter–gatherer economy that favored the development of permanent villages. (Examples: Iroquois, Algonquian)

Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations between societies across the Atlantic.

1. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic. (PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)
 - a. Spanish and Portuguese exploration and conquest of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans. (Examples: smallpox, Mestizo, Zambo)
 - b. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.

- c. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere. (Examples: horses, cows)
 - d. In the economies of the Spanish colonies, Indian labor, used in the encomienda system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery. (Examples: sugar, silver)
2. European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building. (ENV-1) (ENV-4) (WXT-1) (WOR-1) (POL-1)
 - a. European exploration and conquest were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.
 - b. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. (Examples: corn, potatoes)
 - c. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas. (Examples: sextant, joint-stock companies)

Key Concept 1.3: Contacts among American Indians, Africans and Europeans challenged the worldviews of each group.

1. European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples. (CUL-1)
 - a. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how "civilized" these groups were compared to European standards. (Examples: Juan de Sepúlveda, Bartolomé de Las Casas)
 - b. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.
2. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs. (ID-4) (POL-1) (CUL-1) (ENV-2)
 - a. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict. (Examples: Spanish mission system, Pueblo, Juan de Oñate)
 - b. In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy. (Examples: maroon communities in Brazil and the Caribbean, Gullah culture, mixing of Christianity and traditional African religions)

Key Terms for Period 1: these are grouped by theme (in italics) and are not in any specific order. Read the chapters and take notes, then deal with the terms. There may be a few you need to look up but most are in the text. Remember to define and explain how and why these are significant.

Exchange and Interaction:

- Corn
- Horses
- Disease
- Columbian Exchange
- Tainos

Labor Systems:

- Encomienda system
- Asiento system
- Slavery

Migration:

- Land bridge
- Adena-Hopewell
- Hokokam
- Anasazi
- Pueblos
- Woodland mound builders
- Cahokia

Identity and Politics:

- Mayas
- Incas
- Aztecs
- Conquistadores
- Hernan Cortez
- Francisco Pizarro
- New Laws of 1542
- Roanoke
- Walter Raleigh
- St. Augustine

Atlantic Trade:

- Compass
- Printing press
- Ferdinand and Isabella
- Protestant Reformation
- Henry the Navigator
- Christopher Columbus
- Treaty of Tordesillas
- Slave trade
- Nation-State

American Indians:

- Algonquian
- Siouan
- Iroquois Confederation
- Longhouses

Search for Resources:

- John Cabot
- Jacques Cartier
- Samuel de Champlain
- Henry Hudson
- Ponce de Leon
- Portugal

Values and Attitudes:

- Bartolome de Las Casas
- Valladolid Debate
- Juan Gines de Sepulveda
- Reconquista
- Protestant Reformation
- Puritans