

Dear AP U.S. History Scholar,

Welcome! AP U.S. History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present. This year's exam will take place nationwide on **May 11th, 2018**. In order to be fully prepared by this date we will move through content fairly quickly during the school year, therefore it is CRUCIAL that you are properly prepared before our class begins. Students will be expected to have a foundational knowledge of Pre and Post-Columbian North America before class begins in August. While the content will only be discussed for a short time in class, this should not be confused for an undervaluing of the material (accounts for 5% of the AP exam in May). The choice to cover this material through an independent reading reflects the need for a manageable pace during the school year; thus some material must be covered during the summer.

In order to prepare for the course work ahead & the AP test, please complete the Summer Reading & Assignments described below. You will need access to Google Classroom (contact your teacher for access) in order to complete both parts to this assignment.

I. PART ONE: READING

*Students should read Chapter One from the *Give Me Liberty* pdf found in Google Classroom. There will be a quiz on Chapter One on the 2nd day of class. Students should be familiar with the information from Chapter One. Please note, you are NOT required to take notes on these questions, they are simply provided to guide your reading. These questions can help you complete Part Two of the Summer Assignments though.

Chapter One:

1. Describe why the “discovery” of American was one of the “most important events recorded in the history of mankind,” according to Adam Smith.
2. Using what you read about the movement of peoples, explain how North America became the location where East and West came together.
3. One of the most striking features of the Native American society at the time of European discovery was its sheer diversity. Support this statement.
4. Compare & contrast European values & ways of life to that of the Indians; consider religion, views on property ownership, gender relations & freedom
5. What were the main factors fueling the European age of expansion?
6. Describe the political, religious, and economic motivations for Spanish conquest.
7. Compare the political, economic, and religious motivations behind the French and Dutch empires with those of New Spain.
8. Describe how the attitudes and actions of the French and Dutch differed from those of Spain.
9. How would European settlers explain their superiority to Native Americans & justify both the conquest of Native lands and terminating their freedom?

*Students should read “The Kaleidoscope of Early America” pdf found in Google Classroom. This information will also help you complete Part Two of the Summer Assignment.

**Please note: there is the possibility of additional articles being posted on Google Classroom throughout the summer to help complete Part Two of the Summer Assignment. Check for regular updates or turn on notifications for Classroom to be alerted when new items are posted.*

II. PART TWO: ASSIGNMENTS

*Students will need to turn in the following six documents (all included with this packet) on the 1st day of class (students should use their readings from PART I (textbook chapter, article, & information posted on Google Classroom to complete all activities listed below) :

- A) Key Concepts Outline Period One: 1491 – 1607 (28 points)
 - B) Venn Diagram “Comparing and Contrasting European and American Indian Culture” (15 points)
 - C) Empires Exploration Chart (12 points)
 - D) Map of North America labeled with the following information: (5points)
 - i). Immigration routes of the First Americans
 - ii). Location of major tribes (e.g. Wampanoag, Mohican, Pequot, Iroquois, Shawnee, Potawatomi, Ottawa, Chippewa, Menominee, Apache, Cherokee, Creek, Comanche, Huron, Algonquian, Sioux, Cheyenne, Arapaho, Nex Perce, Caddo, Ute, Hopi, and Inuit)
 - iii). Ways of life for the major tribes: *will be shaded in with color crayons and include an appropriate key*
 - iv). Pacific Ocean, Atlantic Ocean, Gulf of Mexico, Mississippi River, Ohio River
 - E) Article Review from “The Kaleidoscope of Early America” (15 points)
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On the first day of class, you will turn in hard copies for Part Two of the Summer Assignment. Latework will be accepted for half credit. In addition to the assignments turned in, you will be responsible for the following within the first week of class (instructions will precede these events the first day we meet):

*Chapter One Reading Quiz (15 points)

*Socratic Seminar on major topics covered within the Summer Assignment (10 points)

Please note the Summer Assignment (and the additional responsibilities above) **will account for 10% of your grade for the Fall Semester**. It will be a total of 100 points. Not completing this assignment will significantly impact the ability of a student to achieve a high grade during the first semester, and importantly, limit one’s ability to understand the foundations of US history.

COLLABORATING V. CHEATING: Collaboration is the discussion of material and assignments for the purpose of attaining clarification and producing deeper insight. When collaborating, explanations and answers should reflect one’s own thinking and ideas. Cheating is the division of the assignment designed to limit how much work one student must do; cheating is also the acquirement of one’s individual work to be replicated by another. Work that is replicated, to any extent, will receive a “0” for both the student that acquired and provided the assignment.

Remember, this will be the first impression we will have of you – make it a good one! If you have any questions, please email Mr. Abajian mabajian@centralusd.k12.ca.us for West Campus and Mr. Balmanno wbalmanno@centralusd.k12.ca.us for East Campus.

Have a productive summer and see you in August.

Mr. Abajian and Mr. Balmanno

Key Concept Outline Period One: 1491 to 1607

Directions: The Concept Outline below presents the required concepts & topics that students need to understand for the APUSH test. The statements in the outline focus on large-scale historical processes and major developments. Using the **readings (textbook chapter, article(s) from Part I & additional resources online)**, complete each table on the outline below by defining or describing the example and explain its significance to the *thesis statement directly above the box*. Having filled in this key concept will count towards your summer assignment, but more importantly, will act as a study guide for future exams & APUSH test (making up 5% of the exam itself).

Key Concept 1.1

As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

A. Societies responded to the aridity of the **Great Basin** and the grasslands of the western **Great Plains** by developing largely mobile lifestyles.

Example	Definition/Description	Significance to the Thesis (A)
Sioux	Indian tribes found in the Great Plains (mainly in North and South Dakota) that relied upon hunting and gathering. Connected by three major dialects, these Native American groups found their food source mainly by hunting buffalo.	Due to the wide open plains, the Sioux were forced to be hunters and gatherers, living in tepees which could be easily disassembled and transported. It wasn't until the introduction of horses by the Europeans did they fully move from farming squash, corn, and beans to primarily hunting buffalo.

B. The spread of **maize** cultivation from present-day Mexico northward into the present-day American southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.

Example	Definition/Description	Significance to the Thesis (B)
Pueblo		

C. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.

Example	Definition/Description	Significance to the Thesis (C)
Iroquois Confederacy of the Northeast		

- D. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

Example	Definition/Description	Significance to the Thesis (D)
Chinook	An isolated tribal group connected by their language found in the Pacific Northwest. Lewis and Clark's expedition through the Western part of the United States caused contact with this group in 1805.	Due to the climate and access to various resources along the Pacific Coast, permanent settlements arose (such as longhouses) with rich diets based on hunting, fishing, and gathering of nuts. With the high mountain ranges (Cascades) these groups kept isolated from one another.

Key Concept 1.2

Contact among Europeans, Native Americans, and Africans resulted in the **Columbian Exchange** and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

- I. European expansion into the Western Hemisphere generated intense social, religious, political and economic competition and changes within European societies.

- A. European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

Example	Definition/Description	Significance to the Thesis (A)
"3Gs": Gold, God, and Glory		

- B. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

Example	Definition/Description	Significance to the Thesis (B)
Introduction of corn, potatoes, and tomatoes to Europe		

- C. Improvements in maritime technology and more organized methods for conducting international trade, such as **joint-stock companies**, helped drive changes to economies in Europe and the Americas.

Example	Definition/Description	Significance to the Thesis (C)
Caravel		

II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

- A. Spanish exploration and conquest were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

Example	Definition/Description	Significance to the Thesis (A)
Spread of smallpox		
European introduction of horses, rice, wheat, and oxen to the New World		

- B. In the **encomienda system**, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

Example	Definition/Description	Significance to the Thesis (B)
Black Legend		

- C. European traders partnered with some African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

Example	Definition/Description	Significance to the Thesis (C)
Middle Passage	The voyage from Africa to America taken by captured Africans to be transported and sold as slaves. Death rates ran as high as 20% when taken across the Atlantic.	As Native Americans died out and indentured servants slowly received their freedom, Europeans imported thousands of Africans to fill labor voids with tobacco fields and sugar mills. Part of the reason for the triangular trade was to produce raw resources to send back to Europe.

- D. The Spanish developed a **caste** system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

Example	Definition/Description	Significance to the Thesis (D)
Mestizo and/or Mulatto		

III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

- A. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

Example	Definition/Description	Significance to the Thesis (A)
encomienda system		
Conquistadors		

- B. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

Example	Definition/Description	Significance to the Thesis (B)
Columbian Exchange		

- C. As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

Example	Definition/Description	Significance to the Thesis (C)
Pueblo Revolt (1680)		

- D. Extended contact with Native Americans and Africans fostered debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

Example	Definition/Description	Significance to the Thesis (D)
Bartolome de Las Casas		

Within your Venn diagram, include the following topics for culture: Gender, Use of Land, Religion, Family & Political Structure

EUROPEAN CULTURE

AMERICAN INDIAN CULTURE

Reasons for Similarities: _____

Reasons for Differences: _____

	Causes of Exploration	Characteristics of Exploration	Consequences of Exploration
Portugal			
Spain			
France			
Holland (Dutch)			



Connections to the Textbook Reading (5 points):

- 1.
- 2.
- 3.

Summary of the Article (5 points):

Things I learned from the Article (2 points):

- 1.
- 2.

Questions I Have from the Article and / or Wish to Pose during the Seminar (3 points):

- 1.
- 2.
- 3.