

APUSH Summer 2019 Assignment

Welcome to Advanced Placement U.S. History! The 2019-2020 academic year will be a very busy one as we prepare for the Advanced Placement exam in May 2020. APUSH is a *rigorous college-level course* that will require *extensive background knowledge* in U.S. History and well-developed *historical analysis skills*. Due to the nature of the course, much of the burden of learning the content will be placed on you, the student—we will not be able to accomplish everything during class time alone and it is important that class time is spent focusing on the development of AP Skills. As a result, being a student in APUSH will require a great deal of outside work coupled with effective time-management skills, as many of you will be very busy with other courses and activities as well.

To demonstrate your abilities as a self-directed learner, every APUSH student will be required to complete the following summer assignment that will be **due the first day of class**. The summer assignment is broken into four parts plus a test covering Period 1:

- Part I: Guided Reading (27 points)
- Part II: Review (10 points)
- Part IV: Map Activity (11 points)
- In Class: Period 1 Exam (~60 points) the first week we return.

Summer Assignment Total Value: 48 Points + Period 1 Exam Grade

Note: The Period 1 exam will be given the first week of classes. The Period 1 Exam will include: basic multiple choice, multiple choice with document analysis, and mapping—there will not be any formal review given in class before the exam, it is up to you to learn the material using the resources provided.

IMPORTANT DIRECTIONS:

1. Use the following links to complete the summer assignment.

- Textbook: Fraser, By the People- *you will need to be logged in with your Saint Viator Gmail account to view.*
 - [Chapters 1-2](#)
 - [Chapter 3](#)
- PowerPoint Overviews- *review after you have read the text.*
 - [Chapter 1](#)
 - [Chapters 2-3](#)
- [Period 1 YouTube Video Playlist](#)- *an excellent source for review videos.*
- Course [Syllabus](#) and [Expectations](#)- it will be your responsibility to understand the basic components of the course and your teacher's expectations for you in regards to homework, attendance/absence, and exams.

2. EACH ANSWER TO THE GUIDED READING/REVIEW AND MAP ASSIGNMENT ARE TO BE HANDWRITTEN IN YOUR OWN WORDS IN PEN- typed answers will not be accepted and the student will be

given a zero on the summer assignment. Additionally, **students are to complete their own work**- students caught cheating (using another's work, supplying work to another, working with a student, plagiarizing, etc.) will receive a grade of failure on the assignment and the school's academic integrity process will be followed.

3. It is important that you **READ THE TEXT**- don't just skim/search for the answers, seek out other sources (ex. websites, etc.), or attempt to simply rely on the summaries at the end of each chapter- if you do you will be unable to sufficiently answer the questions given. Keep in mind the guided readings and reviews are in preparation for the exam given the first week of school.
4. Pay attention to the key terms and people listed at the beginning of the questions for each corresponding chapter- in addition to the questions in the guided reading you will be responsible for this content as well. (*Note: the key terms/people given are not always the bolded words in the text.*)
5. Finally, please pace yourself- if you wait until the last week before school starts to begin this assignment you will not be giving yourself enough time to properly learn the material. It is recommended that you **create an assignment calendar** beginning in July.
6. If you have any questions please email Mr. Deger at kvdeger@saintviator.com (don't forget to "cc" your parents!)—*note, you may not receive an immediate response, but you will get a response before the end of summer break.*

By the end of this summer assignment you should be able to:

1. Describe what the archaeological record tells about the arrival, development, and cultures of the first peoples of North America.
2. Describe the diversity of Native American cultures in the U.S. on the eve of their encounter with the Europeans.
3. Describe the changes in Europe that led to Columbus' voyages and that shaped European attitudes when encountering the peoples of the Americas.
4. Contrast developments in Asia with those in Europe at the time when Europeans first reached the Americas.
5. Explain the reasons behind the voyages of Columbus and early Spanish encounters with the peoples of the Caribbean, Mexico, and South America.
6. Explain how the Protestant Reformation and the development of the nation-state changed Europe and European ideas about how best to settle and govern America.
7. Analyze early Spanish and French exploration in North America- what is the present day U.S.
8. Explain early English exploration and why the English first used privateers instead of encouraging settlement.
9. Explain France's growing role and power in North America and its impact on English and Spanish colonies.
10. Analyze the impact of Indian uprisings and the expansion of other European powers on Spain's colonies in New Mexico, Texas, and California.

For additional guidance, check out the [Key Concepts for Period 1](#)

Some Final Words of Advice:

1. **Enjoy your summer.** These few assignments should not consume all of your free time this summer. Go to the movies, take a swim, or go shopping with your friends. You will wish for that free time during the school year!
2. **Explore history.** If you take a vacation, see if you can stop at an historical marker along the way. Or, do a little research about the place you are visiting. Take the time to start thinking historically. History is all around you if you allow yourself to see it!
3. **Read.** Try to read several books over the course of the summer. You will do a ton of reading in this class next year and if you are not in the habit of turning pages, it will be much more difficult to adjust. Read fiction, if that is your choice, but try picking up a historical book as well. There are some real page-turners about American history. Ask at the library and they will be delighted to steer you in the right direction.
4. **Write.** Keep a journal for the summer, or try to write a short story. The more you write the easier it is to write well. You will do a lot of writing in this class. The more comfortable you are with writing the more successful you will be.
5. **Become an informed citizen.** Read the newspaper. Watch CSPAN. Listen to NPR. Try to keep updated on the world's events. Develop an opinion about Trump's successes and failures as a president and current federal, state, and local government policies.
6. **Learn your geography.** Geography is going to play an important part of this course. Do you know all 50 states? Learn them. Can you find the major mountain ranges of the U.S. on a map? What about rivers, oceans and lakes? Memorize them! How about other continents: do you know the locations of countries in Latin America? Europe? Asia? The more you know about geography the farther ahead you will be.
7. **Watch history movies!** Do you really need to watch Captain America 2 again? Of course not! If you have a free evening – try to watch something historical. Visit <http://www.historyplace.com/films/index.html> for suggestions, or type “good history movie” into Google and see what comes up!
8. **Memorize the Presidents and their major accomplishments.** This will help you prepare for the AP exam in May, so you may as well get a jump start. Try to do them in blocks of 3: Washington, Adams, Jefferson (pause) Madison, Monroe, Adams ...
9. **Explore your family history.** Stuck for a conversation starter at dinner? Ask your elders what it was like growing up. Do they remember any significant events in American history? How were they affected? You'll be surprised how interesting people's lives really are.

Read the American Voices “The Natchez Tradition, ca.800” to answer questions 5-6.

5. How does the story teller explain the migration patterns of his people?
6. What light does the story shed on relations between Native American peoples before the arrival of Columbus in the Americas?

Chapter 1- Section 2

7. What other terms does the text use besides American Indian to describe the first peoples of Native America? What terms do most descendants prefer?
8. What similarities did most Native Americans have in common? *Provide three.* What caused their cultures and civilizations to develop differently from one another?
9. Why do historians believe the Cahokia civilization declined in the mid-1300s?
10. How would you explain the fact that after the demise of the Cahokia no urban center of similar size and sophistication emerged to take its place?

Read the American Voices “Richard Hakluyt, The True Pictures and fashions of the People in that Part of Americans Now Called Virginia, 1585” to answer questions 11-12.

11. Based on this document, what picture might an Elizabethan reader have formed about the conditions in Virginia?

12. In your opinion, how useful is this document as evidence of the true nature of Native American societies in Virginia? *Support your opinion with specific examples from the text using the section titled "The Iroquois Confederacy and the Tribes of the Atlantic Coast".*

13. Complete the following chart as you read about the civilizations. (3.5 points)

	Economy	Society	Culture/Religion
Pueblo of the Southwest			
Tribes of the Mississippi Valley			
Tribes of the Pacific Coast			
Iroquois and Tribes of the Atlantic Coast (Algonquian)			
Aztecs			
Maya			

	Economy	Society	Culture/Religion
Inca			

14. Describe the world views of most Native American peoples in regards to alliances and war? What impact did this have when the Europeans arrived?

Chapter 1- Section 3

15. Describe life in Europe during the 1400s.

16. What were the long-term consequences for Europe of the fall of Constantinople to the Ottoman Empire in AD 1453?

17. What were the motives of Prince Henry “the Navigator” for exploration? *Provide three.*

18. Using the examples of England, France, and Italy, what conditions needed to be present in order for a country to engage in exploration? *Provide two.* Why did Spain take the lead in westward expansion?

Chapter 1- Section 4

19. What made traditional slavery in Africa different from the slave trade that emerged in the 15th century?

Chapter 2- Key Terms & People

Christopher Columbus	encomienda	Hernando de Soto
Taino	conquistadores	Juan Rodríguez Cabrillo
Amerigo Vespucci	Ninety-Five Theses	St. Augustine
Treaty of Tordesillas	Protestant Reformation	primogeniture
Mestizo	nation-state	New Mexico
Mulatto	Peace of Augsburg, 1555	Don Juan de Oñate
Silk Road	Peace of Westphalia	John Cabot
Columbian Exchange	Ponce de León	Anglicans
Hernán Cortés	Pánfilo de Narváez	Puritans
New Spain	Marcos de Niza	Spanish Armada, 1588
Francisco Pizarro	Seven Cities of Cibola	<i>privateer</i>
Bartolomé de Las Casas	Francisco de Coronado	Walter Raleigh

Chapter 2- Section 1

20. What do Columbus' words and actions arriving in the new World tell us about his motives for making his voyages?

Read the American Voices "The Dedication of Columbus' Log to the King and Queen of Spain, 1492" to answer questions 25-26.

21. What connection did Columbus make between Spain's defeat of Muslim Granada, the expulsion of the Jews from Spain, and his own voyage across the Atlantic?

22. What does the document suggest about the role of religion in motivating Spain's efforts at overseas exploration and expansion?

23. Why did native populations decline so rapidly after 1492? *Provide examples/data.* Which cause for this was most important, why?

24. Who were the "winners" AND "losers" in the shift toward an ocean-focused global trade system?

25. Explain how the outnumbered Europeans were able to defeat the Aztecs and Inca.

Read the American Voices “Bartolomé de Las Casas, *The History of the Indies, 1550*” to answer questions 30-31.

26. What kinds of abuses did Las Casas identify? What motives did he imply were behind Spanish brutality?

27. Who might Las Casas have been hoping to influence by publicizing Spanish abuses in the New World?

Chapter 2- Section 2

28. What role did the printing press play in the Reformation?

29. How did political and religious developments in 16th-century Europe shape the course of European settlement in the Americas?

Chapter 2- Section 3

30. Compare the motives for Spanish colonization with French colonization in Florida? What happened to the Narvaez expedition as a result (or because) of the Spanish motives? (*Hint: For this one you will need to reference pages 41-42 AND 45*).

31. What did the survivors of the Spanish expedition (de Vaca, Dorantes, Maldonado, and Esteban) learn from their mistakes in their exploration of Texas?

32. What can account for the failure to follow up on the De Soto, Coronado, and Cabrillo expeditions? Why did Spanish authorities remain uninterested in this territory for so long?

33. How did the Pueblos respond to early Spanish efforts to find gold in their territory? What does their response tell you about their strategies for dealing with these newcomers?
34. How was Spanish settlement of Florida different than Spanish settlement of Mexico and Peru? When did the Spanish officially give up the colony of Florida?

Chapter 2- Section 4

35. What were the motives behind the Cartier and Verrazzano expeditions? How did they differ from French interest in settling Fort Caroline, Florida in 1562?

36. What caused the French to remain uninterested in North America immediately after Cartier's exploration?

Chapter 2- Section 5

37. How did events in the decades before Elizabeth I came to the throne shape her religious policies?

38. By the late 1500s, what was the primary focus of the English visiting the Americas? What impact did this have on the English role in the colonies and the world?

39. Why did contemporaries see most of the European expeditions in North America during the 1500s as failures?

Chapter 3- Key Terms & People

Congregaciones
Pueblo Revolt
Missions

Jacques Cartier
Samuel de Champlain
Louis Joliet

Jacques Marquette

Chapter 3- Section 3

40. How did the fur trade reshape relations between the Indian peoples who participated in it?

41. Compare and contrast Anglo-Indian and Franco-Indian relations. How would you explain the differences you note?

42. What are the origins of “Illinois” and “Chicago”? What do these names mean?

43. List three of the most important French expeditions- include the route and long-term consequences (1 point).

Expedition	Route	Consequences

Read the American Voices “Journal of the Voyage of Father Jacques Gravier, of the Society of Jesus...” to answer questions 27-28.

44. What kinds of communities did Father Gravier encounter on his journey?

45. What does Father Gravier’s account suggest about the nature of French settlement along the Mississippi River in 1700?

Chapter 3- Section 4

46. What role did religion play in the Pueblo revolt?

47. What were the primary motives behind Spanish expansion in North America during the 1700s?

Part II: Review

Directions: After completing the guided reading questions above, please take the AP Practice Test for Part 1 on pp 57-60 and answer the short answer questions below.

Multiple Choice: Answer each of the following multiple choice questions on pp. 57-60 and record your letter choice below. (1/4 point each)

1.1	1.5	1.9	1.13
1.2	1.6	1.10	1.14
1.3	1.7	1.11	1.15
1.4	1.8	1.12	1.16

Short Answer Question: Please answer the short answer question below on the lined paper provided (on the following page). In your response label each part (ex. A, B, C), use complete sentences, and do not write outside of the box (you also may not duplicate the boxes). For each part, please use what we call in AP the “ACE Strategy”: Answer the question, Cite Specific Supporting Evidence, and Explain your reasoning. In other words, you must fully respond to the question and provide specific support to score--that means each part should have a specific example (key terms, people, groups, events) and you must fully explain that idea. If a document is given you MAY NOT quote that document as part of your response. Remember, this is formal writing—please use past tense and write in third person. Responses must be handwritten (2 points each part).

Question 1

- A) Briefly explain the factors that led to European exploration in the 15th century.
 - B) Using the factors above, choose the most important reason for exploration and explain why it was the most important.
 - C) Briefly explain why England was so far behind Spain and Portugal in exploration and colonization.
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Part III: Map Activity

Directions: Please label/shade each of the following locations according to their directions using colored pencils ($\frac{1}{4}$ each).

Label each of the following places in black using page 15 and 31 of the text.

South America	Pacific Northwest	Great Plains
North America	Northeast	
Hispaniola	South	
Cuba	Southwest	

Color code or pattern the following colonial regions and mark the key using the PowerPoint for Chapter 2.

New Spain and Florida	New France (<i>French Territory</i>)	British Territory
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Label the location of each of the following Native American settlements writing their name in red using page 9 and 89 of the text and the PowerPoint for Chapter 1.

Cahokia	Iroquois Confederacy	Inca
Anasazi	Algonquian Tribes	Maya
Pueblo	Aztec	Navajo

Use the maps on pages 9, 41, and 89 to label the following cities/locations using numbers or symbols and mark the key.

Santa Fe	Roanoke	San Antonio
Tenochtitlan (Mexico City)	St. Augustine	San Diego
Quebec	New Orleans	

Draw in and label the following physical features in green and bodies of water in blue on the map using pages 15, 31, and 84.

Appalachian Mountains	Ohio River	Lake Huron
Rocky Mountains	Rio Grande River	Lake Erie
Hudson Bay	Colorado River	Lake Ontario
St. Lawrence River	Lake Superior	Pacific Ocean
Mississippi River	Lake Michigan	Caribbean Sea

Pre-Columbian Era & Early Colonial Exploration/Settlement

