

**AP® United States History (APUSH)
Common Summer Assignment
Pinellas County Schools**

“If a problem can be solved, why be unhappy? If a problem cannot be solved, why be unhappy?”
-unknown wise person

Over the course of the next year, Pinellas County APUSH students will partner with their teacher to accomplish many things, the most important for students being the opportunity to earn an AP Exam score that qualifies for college credit. APUSH requires extensive background knowledge in U.S. History; as well as complex analysis skills. Your teacher understands the challenge you have taken on by opting into this **college-level course** and is committed to helping you master the standards of this class as you put forth your best effort.

The summer assignment is designed with this challenge and commitment in mind. Because there is so much material to learn this year, the summer assignment will give us the advantage of starting with an advanced look at **the first unit of study, from roughly 1450 to 1607**. In addition, the assignment will give your teacher a chance to get to know you, how you think and how you express yourself.

This assignment is broken into major objectives, each with a set of objectives you are responsible for answering. Please use a textbook and/or the Internet (the world’s largest library). Your textbook will not always give you the best explanations. Be sure to use the Internet for help.

Should you have questions or if you would like support with this assignment, please refer to your PCS student email account for information about the AP Summer Assignment Support Sessions (AP SASS) that will be held July 31-August 1 at various locations. You can access your student email account by going to www.office.com and using your PCS username and password to login.

The following are four points that are important for you to consider before you begin:

- If you are focused on mastery of the knowledge, the grades will follow.
- A commitment is not something you say; it is something that is revealed in your actions. That commitment begins with this summer assignment.

APUSH Course Overview

APUSH is divided into nine time periods. The content for Period 1 is covered through this assignment.

Period	Timespan	Description
1	pre-1491-1607	Pre-Columbian Era & Age of Exploration <i>(As previously mentioned, this is the period covered in this Summer Assignment)</i>
2	1607-1754	Colonialism
3	1754-1800	American Revolution
4	1800-1848	Early Republic and Democracy
5	1848-1877	Civil War & Reconstruction
6	1865-1898	Industrialization, Urbanization, Westward Movement, and the Gilded Age
7	1898-1945	Progressivism, Imperialism, WWI, Twenties, Depression, and WWII
8	1945-1980	Postwar World- Cold War, Fifties, Sixties, and Seventies
9	1980-Present	Reagan Era, Nineties, and 2000s

APUSH also emphasizes the following themes: **MAGPIES**

Themes	Concept Questions
M igration and Settlement	How and why various people moved to/within the U.S. and adapted to/transformed their new social and physical environments.
A merica in the World	Interactions between nations that affected North American history in the colonial period, and on the influence of the US on world affairs.
G eography and the Environment	The role of geography and both the natural and human-made environments on social and political developments in what would become the U.S.
P olitics and Power	How different social and political groups have influenced society and government in the U.S. AND how political beliefs and institutions have changed over time.
I dentify: American & National	How and why the definitions of American/national identity and values have developed. Includes: citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
E xchange, Work, and Technology	The factors behind the development of systems of economic exchange: technology, economic markets, and government.
S ociety and Culture	How ideas, beliefs, social mores, and creative expression have shaped the U.S. AND how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

This assignment is a preview of the type of work you will be required to complete during the year.

PLEASE NOTE THESE IMPORTANT DIRECTIONS BEFORE YOUR BEGIN:

1. To complete the assignment you will need access to the internet. This will ensure you can find the links to all of the resources you will need to complete the summer assignment including links to chapters of the textbook, additional readings, PowerPoint Overviews, and videos.
2. Each response to the guided reading/review and map assignment are to be handwritten and in your own words. Please be aware that students using another's work, supplying work to another, working with a student, plagiarizing, etc. will receive no credit for 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 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.
4. Pay attention to the key terms and people (Note: the key terms/people given are not always the bolded words in the text.)

Suggestions for your summer activities...

1. **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.
2. **Read.** Try to read several books over the course of the summer. If you are not in the habit of turning pages, it will be much more difficult to adjust.
3. **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.
4. **Become an informed citizen.** Read the newspaper. Watch BBC-America. Try to keep updated on the world's events. Develop an opinion backed by actual evidence, not just rhetoric.
5. **Learn your geography.** Do you know all 50 states? Learn them. Can you find the major mountain ranges of the US on a map? What about rivers, oceans and lakes? Memorize them! The more you know about geography the farther ahead you will be.
6. **Watch historical movies!** If you have a free evening – try to watch something historical. Visit <http://www.historyplace.com/films/index.html> for suggestions. You may be surprised at what you find.
7. **Memorize the Presidents.** You will need to do this for the AP exam in May, so you may as well get a jump start.

American Pageant chapters can be found on Mr. LoCicero's History Page by following the link below:

<http://websites.nylearns.org/slocicero/2014/9/2/389661/page.aspx>

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.

North American Native Tribes – Map Activity

Complete the following tasks on the map on the next page by using **reliable** internet maps.

- Label and lightly shade the following areas of cultural influence:
 - Arctic
 - Subarctic
 - Great Plains
 - Southwest
 - Southeast
 - Northeast

- Label the domains of the following Native American tribes:
 - Algonquin
 - Apache
 - Aztec
 - Calusa
 - Choctaw
 - Cherokee
 - Cheyenne
 - Creek
 - Eskimo
 - Hohokam
 - Hopi
 - Inca
 - Inuit
 - Iroquois
 - Maya
 - Navajo
 - Nez Perce
 - Powhatan
 - Pequot
 - Pueblo
 - Sioux
 - Taino

- Label the map based on food systems: **(H)**unting, **(A)**griculture, or **(F)**ishing by marking the appropriate letter on the map.



Graphic Organizer: complete from readings and by watching the video “National Geographic: America Before Columbus”

Video to watch: <https://www.youtube.com/watch?v=whP9RL5huhE>

Tribal Groups	Location	Societal Aspects
	Arctic	
	Plains	
	Northeast/Great Lakes	
	Southwest	
	Southeast	

1.1 Content to Know – as you read, take notes on key people, places and events; *use specific examples* to support each response.

<p>How did the spread of maize cultivation from present day Mexico support economic development, settlement, advance irrigation, and social diversification among societies?</p>	
<p>How did societies respond to the aridity of the Great Basin and the grasslands of the western Great Plains?</p>	
<p>How did societies in the Northeast, Mississippi River Valley and Atlantic seaboard develop mixed agricultural and hunter-gatherer economies that favored the development of permanent villages?</p>	
<p>How did societies in the Northwest support themselves by hunting and gathering; as well as develop settled communities supported by vast ocean resources?</p>	

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.

Watch the following videos: [Guns, Germs, and Steel – Conquest](#) (54 min.) Tom Richey’s videos on [New Spain](#) (8.5 min.) and [New France](#) (8.5 min.)

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. Use the [Wikipedia article on the Columbian Exchange](#) and any other online resources you find helpful in order to note significant exchanges of animals, plants, populations, technology, culture, and ideas that took place during the fifteenth and sixteenth centuries.

Your general goal should be to come up with three (3) entries for each box, but that may not always be possible. To encourage thorough research on your part, this is up to your judgement. THINK.

	New World to Old ----->	<----- Old World to New
Animals		
Plants		
Populations		
Technology		
Culture & Ideas		
Diseases		

1.2 Content to Know: take notes on key people, places and events; make sure to **use specific examples** to back up your points. Check out this reading: <http://ezinearticles.com/?Technology-and-the-Age-of-Exploration&id=350961>

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.	
Improvements in maritime technology, and organized methods of conducting international trade, helped drive economic changes in Europe <u>and</u> the Americas	

*How did European Expansion into the Western Hemisphere generate intense competition and changes within European societies? Give examples below.

SOCIAL

RELIGIOUS

POLITICAL

ECONOMIC

1.2 Content to Know: take notes on key people, places and events; make sure to ***use specific examples*** to back up your points.

<p>Spanish exploration and conquest of the Americas 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.</p>	
<p>The <i>encomienda</i> system and Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extraction of precious metals and other resources.</p>	<p>Create a simple drawing that depicts at least 3 major aspects of the <i>encomienda</i> system.</p>
<p>The practice of African slavery was used by the Spanish to replace Native labor.</p>	<p>Identify four significant and/or revealing details about West African cultures and traditions at the time of European contact. Please include at least one detail about the “kind” of slavery that existed in some parts of West Africa.</p>
<p>The Spanish developed a caste system that incorporated and defined the status of its diverse population of European, African, and Native American groups in their empire.</p>	

1.2 Content to know: take notes on key people, places and events; make sure to ***use specific examples*** to back up your points.

<p>Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of each other.</p>	<p>What did each adopt as some useful aspects of each other's culture?</p>		
<p>European encroachments on Native Americans' lands increased demands on their labor. Explain how Native peoples used diplomatic negotiations and military resistance to maintain the following:</p>			
<p><u>POLITICAL SOVEREIGNTY</u></p>	<p><u>ECONOMIC PROSPERITY</u></p>	<p><u>RELIGIOUS BELIEFS</u></p>	<p><u>CONCEPTS OF GENDER RELATIONS</u></p>

Primary Source Analysis Tutorial

Overview: The ability to analyze primary sources is one of the most important skills in APUSH. Not only are primary sources used as the basis for multiple choice and short answer questions, but they are the backbone of the Document-Based essay question, which makes up 25% of the score on the APUSH exam you will take in May. If you've taken AP World History you are very familiar with these skills.

☞ **Our Template or Blueprint:** The template or blueprint we used helps you target the four basic skills of analyzing primary sources (Context, Audience, Point of View, Purpose – **CAPP**) as described below.

- C**ontext – Context simply refers to the many larger developments happening at the time the source was written. For example, consider the context of the terrorist attack on the United States on September 11, 2001: Republican George W. Bush had been in office less than a year; it happened as the U.S. economy was recovering from a “dot com” crash; there was already a global manhunt underway for Osama Bin Laden, mastermind of several attacks before 9/11; cell phones were still not widely used and Facebook and Twitter did not exist.

So the first step of any primary source analysis template, you will list, describe and/or explain as many developments about the larger historical context related to the source. Got it?

- A**udience – As you read the source, consider WHO the source might have been written for; who might have been the intended reader(s). Also consider the type of source. For example, a diary entry might be more reliable because a writer might be more truthful if it were not going to be shared with a larger audience.
- P**oint of View – Point of view can also be described as the author's perspective. The author's point of view has taken time to develop. Consider the following to help determine point of view: the author's social class, ethnicity, ideology, occupation, gender, even childhood. For example: President Andrew Jackson's actions in defense of the “common man” was strongly influenced by his Scots-Irish background and experiences growing up in the backcountry.
- P**urpose – Take time to explain the overall purpose of the author's source. What were they hoping to accomplish? What is the author's intent? What outcomes does the author hope to achieve? For example, most slave narratives were written in hopes of getting more people involved in the movement to stop slavery.

**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.

☞ Now over the next two pages, read and analyze primary source #1 and complete it on the template provided!

Primary Source #1 – Bartholome de Las Casas, *“A Short Account of the Destruction of the Indies”*, 1542.

. . . Into and among these gentle sheep, endowed by their Maker and Creator with all the qualities aforesaid, did creep the Spaniards, who no sooner had knowledge of these people than they became like fierce wolves and tigers and lions who have gone many days without food or nourishment. And no other thing have they done for forty years until this day,¹ and still today see fit to do, but dismember, slay, perturb, afflict, torment, and destroy the Indians by all manner of cruelty ☞ new and divers and most singular manners such as never before seen or read of heard of ☞ some few of which shall be recounted below, and they do this to such a degree that on the Island of Hispaniola, of the above three millions souls that we once saw, today there be no more than two hundred of those native people remaining. The island of Cuba is almost as long as from Valladolid to Rome; today it is almost devoid of population. The island of San Juan [Puerto Rico] and that of Jamaica, large and wellfavoured and lovely islands both, have been laid waste. On the Isles of the Lucayos [Bahamas] . . . where there were once above five hundred thousand souls, today there is not a living creature. All were killed while being brought, and because of being brought, to the Island of Hispaniola where the Spaniards saw that their stock of the natives of that latter island had come to an end. . . . Two principal and general customs have been employed by those, calling themselves Christians, who have passed this way, in extirpating and striking from the face of the earth those suffering nations. The first being unjust, cruel, bloody, and tyrannical warfare. The other ☞ after having slain all those who might yearn toward or suspire after or think of freedom, or consider escaping from the torments that they are made to suffer, by which I mean all the native-born lords and adult males, for it is the Spaniards’ custom in their wars to allow only young boys and females to live ☞ being to oppress them with the hardest, harshest, and most heinous bondage to which men or beasts might ever be bound into. . . . The cause for which the Christians have slain and destroyed so many and such infinite numbers of souls, has been simply to get, as their ultimate end, the Indians’ gold of them, and to stuff themselves with riches in a very few days, and to raise themselves to high estates ☞ without proportion to their birth or breeding, it should be noted ☞ owing to the insatiable greed and ambition that they have had, which has been greater than any the world has ever seen before. . . [A]ll the Indians of all the Indies never once did aught hurt or wrong to Christians, but rather held them to be descended from heaven, from the sky, until many times they or their neighbours received from the Christians many acts of wrongful harm, theft, murder, violence, and vexation. . . .

European Expansion Graphic Organizer – complete with the different reasons and backgrounds of the European nations for their expansion.

Nation/<u>Motivation</u>	<u>Economic</u>	<u>Political</u>	<u>Religious</u>
Spanish			
French			
Dutch			
English			

*In their interactions with each other, how did Europeans and Native Americans assert divergent worldviews regarding issues such as religion, gender roles, family, land use, and power?

Primary Source Analysis Template

Source Title: _____

Source Author(s): _____ Date Written/Drawn: _____

1. **Context** – below, list as many details as you know and/or can find that are related to the historical context in which the source was created.
2. **Audience** – below, identify who you feel the audience for this source. Give at least one piece of evidence from the historical context, if possible.
3. **Point of View** – below, explain in sentence form the point of view revealed by the source and give one piece of evidence to defend your claim.
4. **Purpose** – below, write one sentence that captures what you believe is the overall purpose of the document.

Primary Source #2: Excerpts from “*Richard Hakluyt Makes the Case for English Colonization*”, 1584

A particular discourse concerning the great necessity and manifold commodities that are like to grow to this Realm of England by the Western discoveries lately attempted...

That this western discoverie will be greatly for the enlargement of the gospel of Christ whereunto the Princes of the reformed religion are chiefly bound amongst whom her Majestie is principally...

That this western voyage will yield unto us all the commodities of Europe, Africa, and Asia, as far as we were wont to travel, and supply the wants of all our decayed trades...

That this voyage will be a great bridle to the Indies of the king of Spaine and a means that we may arrest at our pleasure for the space of time weeks or three months every year, one or two hundred sail of his subjects shipped at the fishing in Newfoundland...

That the mischiefs that the Indian Treasure wrought in time of Charles the late Emperor father to the Spanish king, is to be had in consideracion of the Queens most excellent Majesty, least the continually coming of the like treasure from thence to his son, work the unrecoverable annoyance of this Realm, whereof already we have had very dangerous experience...

That the Spaniards have executed most outrageous and more than Turkish cruelties in all the west Indies, whereby they are everywhere there, become most odious unto them, who would join with us or any other most willingly to shake of their most intolerable yoke, and have begun to do it already in diverse places where they were Lords heretofore...

That the Queen of England title to all the west Indies, or at the least to as much as is from Florida to the Circle arctic, is more lawful and right then the Spaniards or any other Christian Princes...

A note of some things to be prepared for the voyage which is set down rather to draw the takers of the voyage in hande to the present consideration then for any other reason for that diverse things require preparation long before the voyage, without which the voyage is maimed.

Richard Hakluyt, *A Discourse Concerning Western Planting, Written in the Year 1584*, Charles Deane, ed. (Cambridge: 1877), 1-5.