

## 2023-2024 AP US HISTORY SUMMER ASSIGNMENT

Welcome to AP US History! My name is Mr. Allen and I am looking forward to working with all of you over the next year. I hope that we can create a positive classroom environment that will challenge your historical knowledge and help you make bigger connections to how history impacts up today.

The purpose of this particular summer assignment is to get you to focus on history from 1491 to 1607. The work you will complete will help you study the “big picture”, recognize trends, and examine the economic, social and political interactions of the people who lived here in North America. It will also explore the causes and effects of European exploration on the people of this continent, as well as, Europe and Africa.

Ultimately, the history you will learn and the skills that you will practice using in this assignment and throughout the school year will allow you to take the **May 2024** AP exam and potentially earn college credit when you move on from Lincoln High School.

This summer assignment is due on **Thursday, August 31, 2023**. It will be followed by a review and discussion of the material.

Assignment Activities:

- **Activity 1: Joining Google Classroom**
- **Activity 2: Cornell Note-Taking of AMSCO Chapter 1**
- **Activity 3: Key Terms, People & Events for Chapter 1**
- **Activity 4: Short Answer Questions Based on Chapter 1**
- **Activity 5: Multiple Choice Questions Based on Chapter 1**

### Activity 1: Joining Google Classroom & Materials

A successful AP student is a well-organized AP student. Make sure to utilize materials and assignments posted to Google Classroom as well as organizing your Google Drive with an APUSH folder.

- Google Classroom Code: **3cn34x3**
- Please create a folder in your Drive titled APUSH 2023-24.
  - There will be 9 different time periods that we will be studying throughout the year, you can organize your materials and assignments using this method or however you feel would be best for you.
    - Period 1 – 1490-1607
    - Period 2 – 1607-1754
    - Period 3 – 1754-1800
    - Period 4 – 1800-1848
    - Period 5 – 1844-1877
    - Period 6 – 1865-1898
    - Period 7 – 1890- 1945
    - Period 8 – 1945-1980
    - Period 9 – 1980-Present

## Activity 2: Cornell Note-Taking

Successful AP students develop a formal and organized method for taking their notes in a course. The method I would like you to use is called the **Cornell Method**. It is a proven systematic way of keeping detailed and organized notes that will aid you in studying for our quizzes and tests this year, as well as, for the AP exam at the end of the year.

How do I set up my notebook page? Imagine that the graphic below is a white-lined notebook page.

<b>Title/Heading &amp; Class info</b> – Begin by writing a title. This can be as simple as a chapter title, unit title or lesson topic	
<b>Key Points &amp; Cues</b> <ul style="list-style-type: none"><li>- This section is known as “the cue” or “the record”</li><li>- Quickly identifies the most important takeaways from a reading like...<ul style="list-style-type: none"><li>- Main Ideas</li><li>- Terms</li><li>- Supporting Details</li></ul></li><li>- Tip – Ask yourself who/what/where/when and why questions</li></ul> <b>30% will be your key points section</b>	<b>Notes &amp; Details</b> <ul style="list-style-type: none"><li>- Also referred to as “recall”</li><li>- Takes up most of the page</li></ul> <b>70% will be for traditional note taking</b> <ul style="list-style-type: none"><li>- Use bullet points to make note-taking faster and easier</li><li>- Diagrams can also go in this section</li></ul> <b>Use numbers, abbreviations and shorthand tools to make quick points.</b>
<b>Summary</b> <ul style="list-style-type: none"><li>- Broadly Summarize the main points in sentence format</li><li>-</li></ul> <b>Use 5-7 lines at the end for summarizing.</b>	

Now that you know how to set up a notebook page for the Cornell style and you also now know what information is supposed to be written in each section of the note-taking page, I would like you to read **Chapter One: A New World of Many Cultures (1491-1607)** from **AMSCO’s United States History - AP Edition**. Make sure you also read the the Contextualization and Causation sections too (1.1 & 1.7) These will help you set the information you learn into the bigger picture. **All Cornell Notetaking should be handwritten. This technique will help you access the information in an organized fashion.**

Activity 3: Key Terms, People & Events

Another ability that successful AP students must develop is the ability to use key vocabulary and terms to enhance their writing. The more an AP student can use specific terminology to bolster their written communication the better they will do in class and on the May 2024 exam. Replace pronouns like he, she, it and them with proper nouns like George Washington, Eleanor Roosevelt, the Patriot Act, and Radical Republicans and you improve your written communication tenfold because it demonstrates a better understanding of what you are talking about.

The following terms are key people, events and ideas from **Chapter One: A New World of Many Cultures (1491-1607)** from **AMSCO’s United States History - AP Edition**. It is essential that you have a working knowledge of these terms so that you can properly use them in your written communication.

You should define each of the following for their significance to the time period that they come from. For example, you would not define Christopher Columbus as an “explorer” and be done with it. What did he explore? Why were his discoveries important for the time? How did his accomplishments transform history?

Please **handwrite** your key terms.

Example of what **NOT** to do:

*George Washington - First president of the United States.*

Example of what to do:

*George Washington - Virginian who led colonial forces against British military forces during the Revolutionary War. His most notable victory was at the Battle of Yorktown where British forces surrendered to Washington ending the war. Washington would go on to be elected two terms as the new nation’s first president. His noted accomplishments were the squashing of the Whiskey Rebellion, sustaining the growth of a new nation, and his Farewell Address where he warned to “beware of foreign entanglements”.*

Chapter One Terms

Corn (Maize)	encomienda system	asiento system
Adena-Hopewell	Joint-stock company	Aztecs
Mayas	conquistadores	Hernan Cortes
Francisco Pizarro	Christopher Columbus	Columbian Exchange
Protestant Reformation	Treaty of Tordesillas	slavery
Bartolomé de Las Casas	Valladolid Debate	Juan Gines de Sepulveda

## Activity 4: Short Answer Questions (SAQ)

One of the types of prompt that you will have to practice responding to this year is called the **Short Answer Question** or **SAQ** for short.

This type of question requires you to write a brief response that will ask you to address certain historical themes/ideas and use your analytical skills. These questions can have source material provided or they can be open-ended with no source material provided.

The Do's and Don'ts of a SAQ:

- **DO** answer all three parts of each question that is asked.
- **DO** write your responses in complete sentences.
- **DO** provide at least **ONE** example or piece of evidence to support your response from the reading.
- Responses **DON'T** require a thesis statement but **DO** require a topic sentence.
- **DON'T** develop a persuasive argument.

The best way to ace these types of questions is to remember the acronym **TEA**!

<b>Topic Sentence:</b> Answer the prompt in a clear, declarative sentence.
<b>Evidence:</b> Name a piece of specific historical evidence, and explain.
<b>Analysis:</b> Demonstrate how your evidence proves your topic sentence.

### Example of what to do:

- a) Briefly describe ONE specific historical difference between the internal migration patterns within the US in the period 1910-1940 and the internal migration patterns in the period 1941-1980.

*One major difference with respect to internal migration between the two periods is the direction of the movement. For example, the Great Migration began in 1916 and 1941-1980 there was a large migration to the Sunbelt States. The Great Migration was the movement of black southerners out of the south and into the Northeast and Midwest states, primarily to find work, while the Sunbelt migration involved people from the North moving into the South and West, in many cases for jobs in the defense industry.*

Now, it is time for you to practice some of these questions using **TEA**. All of the questions will be connected to the material you read in **Chapter One: A New World of Many Cultures (1491-1607)** from **AMSCO's United States History - AP Edition**. You may use the reading and your Cornell notes to respond to these questions.

**Please handwrite your responses. Write your responses in the format seen above.**

### Question 1

Answer (a), (b), and (c).

- a. Briefly explain, with reference to ONE factor listed below, how it provided Europe in the early 16th century both the motivation and the means to explore and colonize land across the seas.
  - Religion
  - Trade
  - Technology
- a. Briefly explain how ONE other factor listed in (a) provided Europe in the early 16th century both the motivation and the means to explore and colonize land across the seas.
- b. Briefly explain how ONE of the three factors listed above became either more or less important in colonization by the end of the 16th century,

### Question 2

Answer (a), (b), and (c).

- a. Briefly explain ONE common trait in the policies of two of these European nations toward Native Americans:
  - England
  - France
  - Spain
- b. Briefly explain ONE difference between the policies of two European nations toward Native Americans.
- c. Briefly explain ONE reaction of Native Americans to European policies.

### Question 3

*"I want the natives to develop a friendly attitude toward us because I know that they are a people who can be made free and converted to our Holy Faith more by love than by force. I therefore gave red caps to some and glass beads to others. They hung the beads around their necks, along with some other things of slight value that I gave them.... I warned my men to take nothing from the people without giving something in exchange."*

- Christopher Columbus, Log, October 12, 1492

Answer (a), (b), and (c).

- a. Briefly explain the point of view expressed by Columbus in the excerpt.
- b. Briefly explain what powerful group in Spain, other than the monarchy, Columbus would be appealing to in the above passage.
- c. Provide an example of contact between Europeans and the first inhabitants of America that is not consistent with the above passage.

## Activity 5: Multiple Choice Questions (MCQ)

Another type of question that you will have to practice responding to this year is called the **Multiple Choice Question** or **MCQ** for short.

These are **NOT** like multiple choice questions that you have answered in the past. You will not be tested on obscure trivia.

All MCQs will be tied to a primary or secondary source text, or image. These questions will require you to interpret source material and analyze it as it ties to your broader historical knowledge.

The MCQ may appear to have more than one correct answer. You must “select the one that is best in each case.”

To be good at these MCQs, you need to have a good knowledge of the facts but you must also be able to analyze well and understand themes in our nation’s historical past.

The following questions will help you understand the complexity of these MCQs. They will also measure your understanding of **Chapter One: A New World of Many Cultures (1491-1607)** from **AMSCO’s United States History - AP Edition**.

**Record your answers on a separate paper title Unit 1 MCQ Practice Questions. In addition to the questions below please complete the MCQ for each topic 1.2-1.6. Clearly label each section of your responses by section.**

**Questions 1-2 refer to the excerpt below.**

*To oppose those hordes of northern tribes, singly and alone, would prove certain destruction. We can make no progress in that way. We unite ourselves into one common band of brothers. We must have but one voice. Many voices cause confusion. We must have one fire, one pipe and one war club. This will give us strength. If our warriors are united they can defeat the enemy and drive them from our land; If we do this, we are safe....*

*And you of the different nations of the south, and you of the west, may place yourselves under our protection, and we will protect you. We earnestly desire the alliance and friendship of you all....*

- Chief Elias Johnson, Traditions, and Laws of the Iroquois, or Six Nations, and History of the Tuscarora Indians, 1881

**1. According to Johnson, which of the following was the primary reason for tribes to unite?**

- a. To increase trade
- b. To provide for self-defense
- c. To gain additional land
- d. To make the Tuscarora leaders

**2. Which of the following factors best explains why Native Americans efforts to unite were rare?**

- a. Most tribes were isolated from each other
- b. Europeans discouraged tribes from uniting
- c. People had different foods and cultures
- d. Tribes had traditions of independence

**Questions 3-5 refer to the excerpt below.**

*Concerning the treatment of Native American workers:*

*When they were allowed to go home, they often found it deserted and had no other recourse than to go out into the woods to find food and to die. When they fell ill, which as very frequently because they are a delicate people unaccustomed to such work, the Spaniards did not believe them and pitilessly called them lazy dogs, and kicked and beat them; and when illness was apparent they sent them home as useless, giving them some cassava for the twenty-to-eighty-league journey. They would go then, falling into the first stream and dying there in desperation; others would hold on longer, but very few ever made it home. I sometimes came upon dead bodies on my way, and upon others who were gasping and moaning in their death agony, repeating 'Hungry, hungry.'*

- Bartolome de Las Casas, priest and social reformer, In Defense of the Indian, 1550

**3. Which of the following best explains the underlying cause of the Spanish actions described by Las Casas?**

- a. Racism
- b. Religion
- c. Desire for wealth
- d. Fear of native power

**4. The primary audience that Las Casas hoped to influence by his writing was**

- a. The monarchs of Spain
- b. The Roman Catholic Church
- c. The conquistadores
- d. The Native Americans

**5. Which of the following factors that affected Native Americans is directly implied but not stated in the text?**

- a. Many Spaniards were sympathetic to the Native Americans
- b. The Catholic Church was trying to help the Native Americans
- c. European diseases were killing millions of Native Americans
- d. The Spanish faced strong resistance from Native Americans

**Questions 6-7 refer to the excerpt below.**

*Apart from his navigational skills, what most set Columbus apart from other Europeans of his day were not the things that he believed, but the intensity with which he believed in them and the determination with which he acted upon those beliefs....*

*Columbus was, in most respects, merely an especially active and dramatic embodiment of the European - and especially the Mediterranean - mind and soul of his time: a religious fanatic obsessed with the conversion, conquest, or liquidation of all non-Christians; a latter-day Crusader in search of personal wealth and fame, who expected the enormous and mysterious world he had found to be filled with monstrous races inhabiting wild forests, and with golden people living in Eden.*

- David E. Stannard, historian, American Holocaust: Columbus and the Conquest of the New World, 1992

**6. Which of the following European nations would be the least likely to share the characteristics Stannard uses in describing Columbus?**

- a. England
- b. France
- c. Portugal
- d. Spain

7. Which of the following is a reason historians are most likely to criticize the view of Columbus expressed in this excerpt?

- a. It ignores the period in which Columbus lived
- b. It displays a bias against Christians
- c. It skips over the progress brought by Columbus
- d. It uses highly charged language

**Questions 8-9 refer to the excerpt below.**

*The province of Quivira is 950 leagues from Mexico. Where I reached it, it is in the fortieth degree [of latitude] ..... I have treated the natives of this province, and all the others whom I found wherever I went, as well as was possible, agreeably to what Your Majesty had commanded, and they have received no harm in any way from me or from those who went in my company. I remained twenty-five days in this province of Quivira, so as to see and explore the country and also to find out whether there was anything beyond which could be of service to Your Majesty, because the guides who had brought me had given me an account of other provinces beyond this. And what I am sure of is that there is not any gold nor any other metal in all that country.*

- Francisco Coronado, Spanish conquistador, Travels in Quivira, 1542

8. Based on Coronado's observations, which of the following best describes Spanish efforts in Mexico in the mid-16th century?

- a. Exploring lands new to them
- b. Establishing colonies
- c. Warring with Native Americans
- d. Spreading the Christian faith

9. The activities of Coronado and other Spanish and Portuguese explorers in the Americas in the 16th century primarily depended on the support of

- a. Merchants and fur traders
- b. The Catholic Church
- c. The monarchs
- d. Enslaved Europeans

