

Advanced Placement United States History
Mr. Ostroff
Summer Assignment for the 2023-24 School Year

CONGRATULATIONS. You have decided to take on the greatest challenge of your academic career. AP United States History is a college level course covering "everything that has ever happened ever in the United States." *

* (Since 1491)

SOME THINGS TO KEEP IN MIND:

If you think this class is going to be "a breeze" ... *it will not be.*

If you do not complete assignments... *your grade will immediately suffer.*

If you are not dedicated to accruing a wealth of knowledge about the United States through all time periods or generally feel that history is "boring" ... *you may be challenging yourself beyond your capabilities/interests.*

If you do not think you are up to the challenge... *you may want to rethink if this class is for you.*

However, if you are willing to **work hard** and take a **fully comprehensive look at United States History**; you've come to the right place!

But if you are still on board, then perhaps you should read about the AP US History summer assignment below-

Be ready ... your class begins September 8, 2023 and all summer work is due on the first day of class. If you encounter a special circumstance, please contact me at ostroffr@mcmsnj.net as early as possible. The first assessments of the year will be based on the summer assignment and are given within the first several weeks of class. To avoid a "cram session" and unneeded stress, finish the work! Trust me... it will help you with this course!

The Summer Assignment:

ALL ASSIGNMENTS ARE DUE THE FIRST DAY OF CLASS.
LATE WORK WILL RESULT IN POINT DEDUCTION.

Part 1- Read the first two chapters of the course's textbook,
America's History.

We will use the *America's History* (Henretta) textbook in class. I have uploaded the first two chapters so you may access them electronically. You will receive a hard copy of the text the first day of class. The e-version can be found on Google Classroom - Use the code **czgds52** to join. Remember, the summer assignment is only for Chapters 1 & 2 in the text. Doing more is hazardous to your summer happiness, but feel free if you want.

ASSIGNMENT PART 2 - IDENTIFICATIONS

Important Directions: Use your reading to take notes on the terms listed below, using the template provided. Please use college-ruled, lined notebook paper. Please write neatly. All summer work **MUST** be handwritten - please use blue or black ink. Typed responses of any nature will result in a grade of '0'. You will hand them in on the first day of class.

Assignment Template:

TERM: _____ (Identification Term - Write down and underline)

When: (When was the person significant or when did the event take place? - include a specific location if available)

Who: (Who was the person/people? ex: doctor, politician, dictator, etc.) (Who was involved in the event, etc)

What: (What did they do that was uniquely important or what specifically happened during the event? - for places, descriptively detail where the locations can/used to be able to be found along with the importance of the site.)

Historical Significance: (What did the person or event's impact have in terms of new developments, creations, movements, advancements, future social/political/economic developments, etc. - What cause and effect came from the term?)

Term Identification Example:

TERM: John Locke

When: 1632-1704

Who: English Philosopher during the Enlightenment period and "Father of Classical Liberalism."

What: Highly influential thinker that influenced many political leaders and countries. Used work from Voltaire and Rousseau.

Historical Significance: Many theories and ideas about government, self, and identity that influenced future development of countries. Used ideas such as the social contract, limited government, tabula rasa, natural rights and labor theories. Highly influenced Thomas Jefferson with classical republicanism and liberal theory when he wrote the Declaration of Independence.

ASSIGNMENT PART 2 – IDENTIFICATION TERMS

Chapter 1 - Colliding Worlds 1491-1600

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|----------------------------------|----------------------------|
| 1. Hunters and gatherers | 13. Republic |
| 2. Semisedentary societies | 14. Christianity |
| 3. Mississippian culture | 15. Islam |
| 4. Eastern Woodlands | 16. Crusades |
| 5. Algonquian cultures/languages | 17. Martin Luther |
| 6. Iroquoian cultures/languages | 18. Protestant Reformation |
| 7. Iroquois Confederacy | 19. Counter Reformation |
| 8. Hiawatha | 20. Christopher Columbus |
| 9. Great Lakes | 21. Hernán Cortés |
| 10. Great Plains | 22. Moctezuma |
| 11. Great Basin | 23. Pedro Álvarez Cabral |
| 12. Peasants | 24. Plantation System |

Chapter 2 - American Experiments 1521-1700

- | | |
|-----------------------------|--------------------------|
| 25. Chattel slavery | 38. Indentured Servitude |
| 26. Neo-Europes | 39. Pilgrims |
| 27. Encomienda | 40. Puritans |
| 28. Casta System | 41. John Winthrop |
| 29. Columbian Exchange | 42. Toleration |
| 30. Mercantilism | 43. Covenant of Works |
| 31. Joint-stock corporation | 44. Roger Williams |
| 32. House of Burgesses | 45. Anne Hutchinson |
| 33. Opechancanough | 46. Town Meeting |
| 34. Lord Baltimore | 47. Metacom |
| 35. Royal colony | 48. King Philip's War |
| 36. Freeholds | 49. Pueblo Revolt |
| 37. Headright System | 50. Bacon's Rebellion |

ASSIGNMENT PART 3 - READING ANALYSIS QUESTIONS

ANSWER THE FOLLOWING READING ANALYSIS QUESTIONS ON COLLEGE-RULED, LINED NOTEBOOK PAPER. EACH ANSWER SHOULD BE 2-3 COMPLETE SENTENCES IN LENGTH. YOUR RESPONSES MUST BE HAND-WRITTEN AS WELL AS ORIGINAL; TYPED RESPONSES AND/OR PLAGIARISM WILL RESULT IN A GRADE OF "0" FOR THE ASSIGNMENT.

- 1) What factors led Europeans to the exploration, conquest and settlement of the New World?
- 2) How had recent developments changed Western Europe by 1491?
- 3) How was sub-Saharan Africa impacted by the arrival of European traders?
- 4) How were the resulting colonies unique for each of the European powers that settled in North America? (Spain, Netherlands, England and France)
- 5) English would become the dominant power in North America by 1750. What features were common to ALL of the English southern colonies and which were unique to just South Carolina, Virginia or Maryland?
- 6) What conditions were necessary to establish successful neo-European colonies?
- 7) How did the search for a labor force shape the English colonies and where was each used? (Consider each of the following: Freeman/yeomen, indentured servitude, and slavery)
- 8) Compare and contrast the New England colonies and the Middle Colonies (Penn, NY, NJ) in terms of founding, religious composition, social structure and political development.
- 9) As time went on, how did the Northern English colonies begin to differ from the Southern English colonies by 1750 in terms of government, social structure, labor and economics?
- 10) What did these three rebellions - Metacom's War, the Pueblo Revolt, and Bacon's Rebellion have in common?

ASSIGNMENT PART 4 - SHORT ANSWER QUESTIONS

The short-answer part of section I of the AP US History Exam involves answering three of four short-answer questions. Two of the four provided questions will involve element of choice, which will allow you to pick the topic or theme about which you feel most confident writing.

All the questions will be tied to a primary source, historical argument, data or maps, or general propositions of U.S. history. Since these are short-answer prompts, you are not required to develop and support a thesis statement. In total you will be required to answer 3 SAQs on the exam. You will have 40 minutes for this section, which will account for 20% of your exam score.

Check out Google Classroom for a how-to slide show, videos, and sample responses.

Please answer the following four questions in the indicated SAQ response method provided on Classroom. All responses MUST be hand-written. Plagiarized/typed-reponses will result in a grade of "0."

"The Columbian connection had a devastating effect on the indigenous human societies of the Americas. ... New disease vectors suddenly introduced into the vulnerable populations of the New World began a sequence of horrific pandemics. Rapidly spreading infectious disease devastated indigenous peoples of the New World. It thinned their numbers, destroyed their institutions, and broke their resistance to Spanish aggression.... Demographic recovery after major pandemics was hindered by reduced fertility, stillbirths, and other physical effects, as well as by cultural depression, hopelessness, and malaise resulting from Spanish colonial domination."

John R. Richards, *The Unending Frontier*, 2006.

"The New World provided soils that were very suitable for the cultivation of a variety of Old World products, ... The increased supply lowered the prices of these products significantly, making them affordable to the general population for the first time in history. The production of these products also resulted in large inflows of profits back to Europe, which some have argued fueled the Industrial Revolution and the rise of Europe. The Old World gained access to new crops that were widely adopted.... The improvement in agricultural productivity ... had significant effects on historic population growth and urbanization."

Nathan Nunn and Nancy Qian, "The Columbian Exchange," 2010.

1. Using the excerpts above, answer parts (a), (b), and (c).

- a) Briefly explain ONE specific historical difference between Richards's and Nunn and Qian's interpretations.
- b) Briefly explain how ONE specific historical event or development not explicitly mentioned in the excerpts could be used to support Richards's interpretation.
- c) Briefly explain how ONE specific historical event or development not explicitly mentioned in the excerpts could be used to support Nunn and Qian's interpretation.

2. Refer to the map on page 44 of the text to answer question 2:

Using the map from page 44, answer (a), (b), and (c).

- a) Briefly explain ONE important historical factor that led to the patterns of exchange depicted in the map.
- b) Briefly explain ONE important historical effect of the patterns of exchange depicted in the map.
- c) Briefly explain ONE way in which the European economy changed as a result of the patterns of exchange depicted in the map.

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

- a) Briefly explain ONE important similarity between Spanish views of the natural environment and American Indians' views of the natural environment.
- b) Briefly explain ONE important difference between Spanish views of the natural environment and American Indians' views of the natural environment.
- c) Briefly explain ONE important outcome of the difference you identified in part (b).

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

- a) Briefly explain ONE important technological change that led to the growth of Spanish colonies in the Americas prior to 1607.
- b) Briefly explain ONE important economic change that led to the development of colonies in the Americas prior to 1607.
- c) Briefly explain ONE way in which Spanish colonization changed the environment of the Americas

ASSIGNMENT PART 5 - PRE-COLUMBIAN NATIVE AMERICANS ANALYSIS

ANSWER THE FOLLOWING PRE-COLUMBIAN NATIVE AMERICAN ANALYSIS QUESTIONS ON COLLEGE-RULED, LINED NOTEBOOK PAPER. EACH ANSWER SHOULD BE 2-3 COMPLETE SENTENCES IN LENGTH. YOUR RESPONSES MUST BE HAND-WRITTEN AS WELL AS ORIGINAL; TYPED RESPONSES AND/OR PLAGIARISM WILL RESULT IN A GRADE OF "0" FOR THE ASSIGNMENT.

Pre-Columbian Native Americans

<p><u>American Southwest</u></p> <ol style="list-style-type: none">1. What did it mean to be Puebloan?2. What is the climate and geography of this region like and how did it impact cultural development? Consider how maize impacted development.	<p><u>The Great Plains</u></p> <ol style="list-style-type: none">1. What is the climate and geography of this region and how did it impact cultural development?2. How did arrival of Europeans impact the lives and culture of the plains Indians?
<p><u>Northeast & Southeast</u></p> <ol style="list-style-type: none">1. What is the climate and geography of the Northeast and how did it impact cultural development?2. What is the climate and geography of the Southeast and how did it impact cultural development?	<p><u>Northwest and Present-day California</u></p> <ol style="list-style-type: none">1. What is the climate and geography of the Northwest and how did it impact cultural development of American Indians of that region?2. What is the relationship between the climate and geography of central and northern California and the rise of the Pomo basket weaving culture?

ASSIGNMENT PART 6 - DOCUMENT ANALYSIS

FOR THE FOLLOWING THREE DOCUMENTS, RESPOND TO ALL FIVE OF THE QUESTIONS RELATING TO EACH ON COLLEGE-RULED, LINED NOTEBOOK PAPER. EACH ANSWER SHOULD FULLY RESPOND TO ALL ASPECTS OF THAT SPECIFIC QUESTION. YOU MUST USE COMPLETE SENTENCES FOR CREDIT. YOUR RESPONSES MUST BE HAND-WRITTEN AS WELL AS ORIGINAL; TYPED RESPONSES AND/OR PLAGIARISM WILL RESULT IN A GRADE OF "0" FOR THE ASSIGNMENT.

***In AP US History, documents will be analyzed by the following:**

Historical context: HOW does this document fit into the history surrounding it? What was going on at the time?

Describe: HOW could the contents of the document be utilized to support an argument relating to the document?

Audience: WHO is the document directed at? Why would they direct it towards that individual/group?

Purpose: WHY was the document written/produced? What was the goal?

Author's Point of View: How does the author feel about the subject? How is he/she expressing those views?

Document 1: Bartolome de las Casas, "A Short Account of the Destruction of the Indies," 1542

"It was upon these gentle lambs, imbued by the Creator with all the qualities we have mentioned, that from the very first day they clapped eyes on them the Spanish fell like ravening wolves upon the fold, or like tigers and savage lions who have not eaten meat for days. The pattern established at the outset has remained unchanged to this day, and the Spaniards still do nothing save tear the natives to shreds, murder them and inflict upon them untold misery, suffering and distress, tormenting, harrying and persecuting them mercilessly. We shall in due course describe some of the many ingenious methods of torture they have invented and refined for this purpose, but one can get some idea of the effectiveness of their methods from the figures alone. When the Spanish first journeyed there, the indigenous population of the island of Hispaniola stood at some three million; today only two hundred survive. The island of Cuba, which extends for a distance almost as great as that separating Valladolid from Rome, is now to all intents and purposes uninhabited;" and two other large, beautiful and fertile islands, Puerto Rico and Jamaica, have been similarly devastated. Not a living soul remains today on any of the islands of the Bahamas... The native population, which once numbered some five hundred thousand, was wiped out by forcible expatriation to the island of Hispaniola, a policy adopted by the Spaniards in an endeavor to make up losses among the indigenous population of that island... On the mainland, we know for sure that our fellow-countrymen have, through their cruelty and wickedness, depopulated and laid waste an area which once boasted more than ten kingdoms, each of them larger in area than the whole of the Iberian Peninsula. The whole region, once teeming with human beings, is now deserted over a distance of more than two thousand leagues: a distance, that is, greater than the journey from Seville to Jerusalem and back again."

Document 2: King Charles V of Spain and the Holy Roman Emperor, "New Laws of the Indies for the Good Treatment and Preservation of the Indians," 1542

"... We command that with regard to the lading of the said Indians the Audiencias take especial care that they be not laden, or in case that in some parts this cannot be avoided that it be in such a manner that no risk of life, health and preservation of the said Indians may ensue from an immoderate burthen; and that against their own will and without their being paid, in no case be it permitted that they be laden, punishing very severely him who shall act contrary to this. In this there is to be no remission out of respect to any person. We command that from all those persons who hold Indians without proper title, having entered into possession of them by their own authority, such Indians be taken away and be placed under our Royal Crown And because we are informed that other persons, although possessing a sufficient title, have had an excessive number of Indians allotted to them, We order that the Audiencias, each in its jurisdiction diligently inform themselves of this, and with all speed, and reduce the allotments made to the said persons to a fair and moderate quantity, and then place the rest under our Royal Crown ... So also, The said Audiencias are to inform themselves how the Indians have been treated by the persons who have held them in encomienda, and if it be clear that in justice they ought to be deprived of the said Indians for their excesses and the ill-usage to which they have subjected them, We ordain that they take away and place such Indians under our Royal Crown."

Document 3: Juan Gines de Sepulveda, "The Nature of Natives," 1550

"Now compare these [Spanish] traits of prudence, intelligence, magnanimity, moderation, humanity, and religion with the qualities of these little men (hombrecillos) in whom you will scarcely find even vestiges of humanity; who not only are devoid of learning but do not even have a written language; who preserve no monuments of their history, aside from some vague and obscure reminiscence of past events, represented by means of certain paintings; and who have no written laws but only barbaric customs and institutions. And if we are to speak of virtues, what moderation or mildness can you expect of men who are given to all kinds of intemperance and wicked lusts, and who eat human flesh? And do not believe that before the coming of the Christians they lived in that peaceful reign of Saturn that the poets describe; on the contrary, they waged continuous and ferocious war against each other, with such fury that they considered a victory hardly worth while if they did not glut their monstrous hunger with the flesh of their enemies ... Could one give more convincing proof of the superiority of some men to others in intelligence, spirit, and valor, and of the fact that such people are slaves by nature? For although some of them display a certain talent for craftsmanship this is not proof of human intelligence. for we know that animals, birds, and spiders do certain work that no human industry can completely imitate ..."