During the next school year, you will be enrolled in the AP United States History (APUSH) class where we will be working toward helping you master the standards to give you 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.

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, and will allow us to begin with Period 2 on the first day of school.

**This assignment will be due on the 2nd session you have class with me in August. You will upload it to Canvas (remember, class rosters won’t be in Canvas until August, so you won’t be able to turn it in early.)**

You can print this out and turn in a hard copy if you prefer.

This assignment is broken into major objectives, each with a set of objectives you are responsible for answering. Please use an AMSCO Book (there is a QR code and link below to the 2016 edition) and/or the Internet.

PLEASE NOTE THESE IMPORTANT DIRECTIONS BEFORE YOU BEGIN:

1. To complete the assignment, you will need access to the internet.
2. Each response to the guided reading/review assignment are to be in your own words. Please be aware that students using another’s work, supplying work to another, plagiarizing, etc. will receive no credit for the assignment and the school’s academic integrity process will be followed.
3. Pay attention to the key terms and people (Note: the key terms/people given are not always the bolded words in the text.)

Pages 2-8 of the assignment are based off the most recent AMSCO book (2020 or newer edition)

Here is a link and QR code to the 2016 edition of the AMSCO Book. You should be able to use this for most of the assignment.

<https://www.mrrobsapush.com/uploads/5/5/8/6/55860327/amsco_2016_searchable.pdf>

Qr code

Description automatically generated

If you have any questions while completing the summer assignment, I can be reached at [planamentaj@pcsb.org](mailto:planamentaj@pcsb.org)

Coach P

**AMSCO Reading Guide: Period 1 1491 - 1607**

**1.1 Contextualizing Period 1 and 1.2 Native American Societies before European Contact**

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| **Learning Objectives** | **Historical Developments** |
| **Explain the context for European encounters in the Americas from 1491 to 1607.** | **1.1 - Contextualizing Period 1**  Describe the significance of the following years:   1. 1491 - 2. 1607 -   Describe how Native Americans transformed their environments:  Within a century of the arrival of Columbus, who else had colonized the Americas?          What drove Europeans to establish colonies?Be specific about the motivations   * Religious Motivations: * Economic Motivations:   Describe the **Transatlantic/Columbian Exchange:** |
| **Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.** | **1.2 - Native American Societies Before European Contact**  How and when did early people arrive in the Americas? (Use the word **land bridge**)  What was the native population in the Americas by the 1490s?  **Cultures of Central and South America**  **Maya:**   * Location:   **Aztec Empire**   * Location: * Capital/Population: * Food Supply:   **Inca Empire:**   * Location:   All three empires developed highly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ societies, carried on extensive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and created \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ based on scientific observations.  **Cultures of North America**  Why was the population of native societies in this region smaller than those in Mexico and South America?  What is the significance of **corn (maize)?**  Southwest Settlement:   * Location: * Groups: * What promoted economic growth and the development of irrigation? * How/where did they live?   What were the causes of the downfall of these groups?  Northwest Settlement:   * Location: * How/where did they live? * Diet: * Totem Poles:   What caused barriers to development in the Northwest Settlement?  Great Basin/Great Plains:  Describe how the nomadic tribes survived:  How did horses change the way natives lived?  Mississippi River Valley:   * Location: * Food supply:   What is the **Adena - Hopwell** culture famous for?  Northwest Settlements:   * Location: * Combined hunting and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   + Why did people have to move often?   Describe the **Iroquois Confederation** (what was it/who was involved? Where did they live?)  Describe the Atlantic Seaboard Settlements: |
| **1.2 Analysis**  **Answer the following question in the space provided:**  **Describe key differences/similarities between the societies in Central/South American and North America:** | |

**1.3 | European Exploration in the Americas.**

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| **Learning Objectives** | **Historical Developments** |
| **Explain the causes of exploration and conquest of the New World by various European nations.** | What group was the first to reach the Americas around the year 1000?  **Changes in Thought and Technology**  Define the **Renaissance:**  List the advancements that made European exploration possible (and where they came from)          **Religious Conflict**  What two groups threatened the power of the Catholic Church, and what were their religions?  Who were the Moors and what did they do?  Who united Spain and pushed out the Moor influence?  Followers of the Roman Catholic faith were encouraged by what political developments?        What was the **Protestant Reformation**:  **Expanding Trade**  What encouraged economic motives for exploration among Europeans?  Describe the significance of the following people:   * Prince Henry the Navigator: * Vasco de Gama:   **Developing Nation States**:  What was happening to small kingdoms in Europe in the 15th C.?  What was happening to larger multi-ethnic kingdoms in Europe?  Define **nation-state**:  What did these new nation states depend on?  **Dividing the Americas**  Who were the first Europeans to claim land in the Americas? Why did the fight over this?  Describe the **line of demarcations:**  Describe the **Treaty of Tordesillas** and its implications:  Who got what in the Americas?  **England**  Identify the following people and describe how they impacted England’s claim to the new world:   * John Cabot * Henry VIII * Elizabeth I * Sir Francis Drake * Sir Walter Raleigh   **France**  French claims were based on exploration led by who:  Where did they each go and what were they looking for/exploring?  Why were they French slow to develop colonies in the Americas? |
| **1.3 Analysis - Answer the following questions in the space provided:**  **What were the major causes of exploration and conquest of the New World by various European nations?** | |

**1.4 | The Columbian Exchange, Spanish Exploration, and Conquest**

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| **Learning Objectives** | **Historical Developments** |
| **Explain the causes of the Columbian Exchange and its effect of Europe and the Americas during the period after 1492.** | **Christopher Columbus**  Who financed the journey of Columbus?  Why were many of his voyages disappointing?  **The Columbian Exchange**  What foods were introduced to Europe?  What was the impact of these new foods on Europeans?  What foods and technologies were introduced to the Americas?  What was the impact of disease on American populations?  **Rise of Capitalism**  What factors encouraged trade in Europe?       Define **feudalism** and describe why it ended:  Define **Capitalism**:  Who held most political power after the rise of trade in Europe?  What is a **joint-stock company?** |
| **1.4: Analysis - Using your notes, answer the questions below**  **Answer the two following SAQ’s (remember ACE - Answer the prompt, cite specific evidence, explain why this is significant). Each answer should be a minimum of three sentences.**  A) Brieﬂy explain ONE speciﬁc cause which led to European colonization in the Americas during the 15th and 16th centuries.  B) Brieﬂy explain ONE speciﬁc eﬀect which resulted from European colonization in the Americas during the 15th and 16th centuries. | |

**1.5 | Labor, Slavery, and Caste in the Spanish Colonial System**

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| **Learning Objectives** | **Historical Developments** |
| **Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.** | List the three reasons Spain was able to exert early dominance in the Americas:        **Spanish Exploration and Conquest**  Describe the impact of the following Spanish Conquistadors:   * Vasco Nunez de Balsbo: * Ferdinand Magellan: * Hernan Cortes: * Francisco Pizarro   Why did other nations turn to the Americas?  **Indian Labor**  Describe the **encomienda** system used by the Spanish to enslave surviving native populations:  **Enslaved African Labor**  Why did the Spanish begin trading in African slaves?  What was the **Middle Passage**?  **Spanish Caste System**  Why did many Spanish colonizers have children with native or African women?  : |
| **1.5: Analysis - Using your notes, answer the questions below**  **Identify one cause and one effect of the Spanish settlement in North America:** | |

**1.6 | Cultural Interactions in the Americas**

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| **Learning Objectives** | **Historical Developments** |
| **Explain how and why European Native American perspectives of others developed and changed in the period.** | Describe the conflicting worldviews between natives and Europeans:        How did Europeans generally view Native Americans?  **Spanish Policy**  Describe the views of **Bartolomé de Las Casas:**  What were the **New Laws of 1542** and were they successful?  What was the **Valladolid Debate**?  What was the result of the Valladolid Debate?  **English Policy**  What were two major differences between Spanish colonization and English colonization of the Americas?       Describe the initial relationship between natives and the English settlers (how did they coexist, what did they learn from each other, etc.):  Describe why a shift occurred in the relationship between natives and English settlers:  **French**  What two things were the French looking for in the Americas? How did the French view the natives?  Why did the French have more positive relationships with the natives?  **Native Survival Strategies**  Describe two examples of Native Americans allying with European powers to protect themselves:       Why did native tribes clash when moving Westward to avoid Europeans?  What encourages a more unified Native American identity?  **The Roles of Africans in America**  List three major contributions Africans made to the cultural tradition of the Americas:        How did Europeans justify slavery in the Americas? |

**1.7 | Causation in Period 1**

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| **Explain the effects of the development of transatlantic voyages from 1491 to 1607.** | Answer the following questions in a minimum of three sentences a piece, using specific academic vocabulary:   1. Explain the factors that resulted in various Native American groups developing their own unique cultures. 2. Explain a significant development in Europe by the 15th and 16th centuries that caused a surge in exploration. 3. Explain the extent to which the Columbian Exchange had beneficial effects on both the Native Americans and Europeans. |

**Use the following information to complete a HIPP Analysis of the following 2 primary sources:**

**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.

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

**H**istorical Context- 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 as possible about the larger historical context related to the source.

**I**ntended Audience - 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.

Now read and analyze the primary source and complete it on the templates provided below!

**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

**Primary Source # 1 Analysis Template**

Source Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
Source Author(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Written/Drawn: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **H**istorical 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. **I**ntended 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.