**Welcome**

Welcome to the wonderful world of Advanced Placement US History. I am glad you have taken-up the challenge of this class. As an introductory, college-level history course, it will help arm you with the tools needed to critically examine our nation’s past by practicing and developing complex analytical skills while expanding your already vast, factual knowledge of our past. By this time next year you will have already taken the AP exam, whereby you may be able to obtain college credits - and save lots of money. Through hard work, tenacity, fortitude, and fun you will be proud. Again, welcome and good luck!

**Summer Activities (AKA - Assignments...uuugghhh)**

Over the course of the summer you are likely to have many good laughs and good times with your family and friends. I want you to have the opportunity to explore some of our nation’s history as well. I know you love history, hence, the taking of this course. I put together some things to help guide your adventurous soul along over the next several months. The first book, *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* by James Loewen is a required reading. Ch. 1-6 only) It is a thought-provoking work that will challenge how, what, and why you learned US history so far. This book can be obtained at any local library. Of course, you can purchase from a book store or online. It is a notable and influential book that anyone who has a passion for history would have no problem owning. Buying it gives you a chance to annotate it too. You will take a short test the first full day of
classes on it, in the fall. Although not exhaustive or comprehensive, here are a few examples of the types of questions you can expect:

**SOAPSTone analytical questions**

- Author’s hypothesis?
- Evidence?
- Methodology?
- Persuaded? Why or why not?

Secondly, you need to read chapters one and two from your textbook, *The American Pageant*. Take comprehensive notes on each chapter. There will be weekly quizzes throughout the year, on two chapters each week, and you will always be able to use your, handwritten notes while taking these quizzes. You can find the online edition of the textbook by registering at:

Course Key: MTPNQRFNTQL2
Registration URL: https://nglsync.cengage.com/register
(This is the first time we are using the online edition; so, if you have any issues let me know ASAP.)

Thirdly, history is a science as much as any other in which solid, logical conclusions are based on the best possible evidence and comprehensive analysis of that evidence; therefore, you need to practice applying evidence well, early and often. Over the summer, fill in “Evidence to consider:” from your textbook reading that supports the “Key Concepts” (attached). Evidence can be used more than once and do not be afraid to draw from other sources (prior knowledge, English class, a documentary you saw once etc.) if you know it supports or challenges the Key Concept. “Evidence” includes people, events, laws, court cases, wars, etc.

Lastly, after reading, complete the Short Answer Question (SAQ) and the Long Essay Question (LEQ) essay for Period 1. All assignments will be due the first full day of class.

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**APUSH Summer To Do List**

1. Sign-up for Remind101 at AB APUSH (@abapu) as soon as possible for updates as things may change quickly due to the times.

2. Read *Lies My Teacher Told Me* chapters 1-6

3. Read *American Pageant* chapters 1 and 2

4. Notes for *American Pageant* chapters 1 and 2

5. “Key Concepts” evidence for Period 1 (1491-1607)

6. Short Answer Question (SAQ)

7. Period 1 Long Essay Question (LEQ)

8. Enjoy the summer

Of course, if you have any questions, email me

dkirsten@abs.misd.net
**Period 1: 1491-1607**

**Learning Target For the Unit/Period**
Explain the context for European encounters in the Americas from 1491 to 1607.

**Topic 1.1**
Introduction - 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. (Were Native American societies “civilized”?)

**Key Concept 1.1**
Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.
Evidence to consider: (e.g)
- Cahokia trade networks, mounds, art
- Aztecs Tenochtitlan, irrigation, mathematics, pyramids, maize, etc
- Mayan pyramids, math, astronomy, calandras, cities, complex religious beliefs
- Anasazi religion and cliff dwellings
- Iroquois long houses
- Incan cities, Machu Picchu, advanced math

Introduction - 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.

**Key Concept 1.2.1**
European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.
Evidence to consider: (your answers/research start here, now)

**Key Concept 1.2.2**
The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.
Evidence to consider:

**Key Concept 1.2.3**
In their interactions, Europeans and Native Americans asserted divergent world views regarding issues such as religion, gender roles, family, land use, and power.
Evidence to consider:
Period 1: 1491-1607

Topic 1.2
Introduction - A snap-shot of Native American societies before European contact

Learning Target:
Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

Key Concept 1.1.1.A
The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.
Evidence to consider:

Key Concept 1.1.1.B
Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.
Evidence to consider:

Key Concept 1.1.1.C
In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.
Evidence to consider:

Key Concept 1.1.1.D
Societies in the NW and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.
Evidence to consider:
Period 1: 1491-1607

Topic 1.3
Introduction - European exploration in the Americas

Learning Target:
Explain the causes of exploration and conquest of the New World by various European nations.

Key Concept 1.2.1.A
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.
Evidence to consider:
**Period 1: 1491-1607**

**Topic 1.4**
Introduction - The Columbian Exchange, Spanish exploration, and conquest

**Learning Target:**
Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

**Key Concept 1.2.1.B**
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.
Evidence to consider:

**Key Concept 1.2.1.C**
Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.
Evidence to consider:

**Key Concept 1.2.2.A**
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.
Evidence to consider:
**Period 1: 1491-1607**

**Topic 1.5**
Introduction - Labor, slavery, and caste in the Spanish colonial system

**Learning Target:**
Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

**Key Concept 1.2.2.B**
In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.
Evidence to consider:

**Key Concept 1.2.2.C**
European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.
Evidence to consider:

**Key Concept 1.2.2.D**
The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.
Evidence to consider:
**Period 1: 1491-1607**

**Topic 1.6**
Introduction - Cultural interactions between Europeans, Native Americans, and Africans

**Learning Target:**
Explain how and why Native American perspectives of others developed and changed in the period.

**Key Concept 1.2.3**
In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

Evidence to consider:

**Key Concept 1.2.3.A**
Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture.

Evidence to consider:

**Key Concept 1.2.3.B**
As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

Evidence to consider:

**Key Concept 1.2.3.C**
Extended contact with Native Americans and Africans fostered a 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.

Evidence to consider
**APUSH**

**Long Essay Question (LEQ) and Short Answer Question (SAQ)**

**Long Essay Question (LEQ)**
For the LEQ, I want to see what you think is a good, comprehensive essay; therefore, I will not be giving you a rubric this time. I need to see your best effort and understanding before we start the school year. Think in terms of a standard, four to five paragraph essay.

Answer the following LEQ:

“The collision of two hemispheres after the voyages of Columbus had little to no impact on either side of the Atlantic.”

Support, modify, or refute the above statement. Defend your claim with specific evidence from history.

**Short Answer Question (SAQ)**
Answer all three parts (A, B, and C) of the following question:

“I want the natives to develop a friendly attitude towards 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 in exchange.”

- Christopher Columbus, *Log*, October 12, 1492

Using the excerpt, 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.