

2019-2020

**SUMMER
ASSIGNMENT**

DUE AUGUST 28th

Disclosure: It is not by choice we assign Summer Homework. In order to cover all the material before APUSH Exam in May, extensive detail of U.S History (1492-2010) must be covered—Thus, we begin with the first 7 Chapters (Chpts.1-7).

APUSH SUMMER ASSIGNMENT

2019-20

Welcome to Advance Placement United States History! Although there is a lot of reading, the course is very interesting. You will learn (and see) how the United States evolved into the country it is today beginning with a journey that started in the late 15th Century. A diverse group of people coming from all over the world at different times has made the United States of America a place of fascination, as well as frustration, as the quest towards freedom of life, liberty, property and pursuit of happiness at times has benefitted some, but not others. Yet at the core of the United States, as will be established through the history of the United States, the quest for all people coming to the U.S remains strong: being part of the American fabric is founded on the ideals of individualism, republicanism, democracy, liberty, and equality (egalitarianism).

Unfortunately for the class to complete the necessary material for the AP Exam calendared for May 2019, there is no choice but to start the US History journey now. The following is a summary of what the summer assignment entails. There are 4 parts beginning with Part I text book reading and follow up exercises. The last part is where you get to sit back and enjoy your couch, pop-corn and red vines while watching a couple movies.

Each section is separated by a page that sets forth specific directions. If you get confused please contact me. My contact information is below.

For now, let's begin:

ALL STUDENTS MUST THOROUGHLY READ CHAPTERS 1-7 OF TEXT BOOK, AMERICAN PAGEANT (STUDENT TO PICK UP FROM LIBRARY) AND COMPLETE THE SUMMER PACKET IN ITS ENTIRETY.

APUSH exam focuses on several things, including **SKILLS, THEMES AND TIME PERIODS**. We will address the 3 areas thoroughly throughout the year. **For summer** we are focusing on **SKILLS** measuring analytical thinking.

PART 1: Content and connecting chapters (Text Book Reading): take notes and complete the tasks

PART 2: Skill #1: Formulating a Strong Thesis; Skill #2: AP Board Multiple Choice; Skill #3: Short Answer.

PART 3: Skill #4: HIPPO-ing Documents

PART 4: Movie Analysis.

Again, we are delighted that you have joined this challenging academic journey. Keep in mind the following:

- **DO NOT WAIT UNTIL THE DAY BEFORE SCHOOL BEGINS (YOU WON'T FINISH)---EACH CHAPTER REQUIRES TIME TO READ, ABSORB, UNDERSTAND & CONNECT TO THE OTHER CHAPTERS;**
- **I SUGGEST: A CHAPTER EACH WEEK AND THE WEEK BEFORE SCHOOL TO REVIEW ALL CHAPTERS & MAKE CONNECTIONS BETWEEN EACH AND ALL;**
- **NO LATE WORK WILL BE ACCEPTED—this is due AUGUST 28th —1st DAY OF SCHOOL;**
- **TEST ON CHAPTERS 1-7 will occur the 1st full week of school;**
- **HAVE QUESTIONS?? Please email Mr. Hill at HillD@pvpusd.net. (Be sure you identify yourself so I know who is trying to get in touch with me)**

PART 1: Text Book Reading for Content

You are to read the 7 chapters of the text book, *American Pageant*.

The text book chapters are organized by themes and decades. It is advised that **BEFORE reading the chapter, flip to end of chapter and read Chronology time line.** It may help your brain keep track of information. Try to eliminate fluff (this does not mean ignore the diagrams, illustrations and highlighted boxes).

Assignment:

- Skim through the following pages in this packet. Each chapter begins with “A Checklist of Learning Objectives” or “After Mastering this chapter...”
- FOCUS on CONTENT—again content is also found also found in diagrams, illustrations, and *Makers of America* excerpts.

For each chapter ON A SEPARATE PIECE OF PAPER you are to do the following FOR ALL CHAPTERS including Chapter 1 (which also has a variety of exercises that must be completed on the pages themselves):

1. Based on the reading, write down supporting information that supports each objective.
2. Cut and paste the objective THEN write down supporting information from the reading at supports each objective
3. Skip a space between each objective
4. Then do the follow-up, Part II... questions using PROPER nouns to support your response.
5. Repeat for each chapter.

YOU MAY EITHER WRITE OR TYPE YOUR ANSWERS.

YOUR WORK MUST BE YOUR OWN. STUDENTS WILL RECEIVE “0” and BE SUBJECT TO SCHOOL/BOARD POLICIES REGARDING CHEATING.

1

New World Beginnings,
33,000 B.C.-A.D. 1769

PART I: Reviewing the Chapter

A. Checklist of Learning Objectives

After mastering this chapter, you should be able to

1. describe the geological and geographical conditions that set the stage for North American history.
2. describe the origin and development of the major Indian cultures of the Americas.
3. explain the developments in Europe and Africa that led up to Columbus's voyage to America.
4. explain the changes and conflicts that occurred when the diverse worlds of Europe, Africa, and the Americas collided after 1492.
5. describe the Spanish conquest of Mexico and South America and identify the major features of Spanish colonization and expansion in North America.

B. Glossary

To build your social science vocabulary, familiarize yourself with the following terms.

1. **nation-state** The form of political society that combines centralized government with a high degree of ethnic and cultural unity. ". . . the complex, large-scale, centralized Aztec and Incan nation-states that eventually emerged." (p. 8)
2. **matrilinear** The form of society in which family line, power, and wealth are passed primarily through the female side. ". . . many North American native peoples, including the Iroquois, developed matrilinear cultures. . . ." (p. 8)
3. **confederacy** An alliance or league of nations or peoples looser than a federation. "The Iroquois Confederacy developed the political and organizational skills. . . ." (p. 8)
4. **primeval** Concerning the earliest origin of things. ". . . the whispering, primeval forests. . . ." (p. 10)
5. **saga** A lengthy story or poem recounting the great deeds and adventures of a people and their heroes. ". . . their discovery was forgotten, except in Scandinavian saga and song." (p. 10)
6. **middlemen** In trading systems, those dealers who operate between the original buyers and the retail merchants who sell to consumers. "Muslim middlemen exacted a heavy toll en route." (p. 11)
7. **caravel** A small vessel with a high deck and three triangular sails. ". . . they developed the caravel, a ship that could sail more closely into the wind. . . ." (p. 11)
8. **plantation** A large-scale agricultural enterprise growing commercial crops and usually employing coerced or slave labor. "They built up their own systematic traffic in slaves to work the sugar plantations. . . ." (p. 12)
9. **ecosystem** A naturally evolved network of relations among organisms in a stable environment. "Two ecosystems . . . commingled and clashed when Columbus waded ashore." (p. 14)

10. **demographic** Concerning the general characteristics of a given population, including such factors as numbers, age, gender, birth and death rates, and so on. "... a demographic catastrophe without parallel in human history." (p. 15)
11. **conquistador** A Spanish conqueror or adventurer in the Americas. "Spanish *conquistadores* (conquerors) fanned out across . . . American continents." (p. 16)
12. **capitalism** An economic system characterized by private property, generally free trade, and open and accessible markets. "... the fuel that fed the growth of the economic system known as capitalism." (p. 17)
13. **encomienda** The Spanish labor system in which persons were held to unpaid service under the permanent control of their masters, though not legally owned by them. "... the institution known as *encomienda*." (p. 17)
14. **mestizo** A person of mixed Native American and European ancestry. "He intermarried with the surviving Indians, creating a distinctive culture of *mestizos* . . ." (p. 21)
15. **province** A medium-sized subunit of territory and governmental administration within a larger nation or empire. "They proclaimed the area to be the province of New Mexico. . . ." (p. 22)

PART II: Checking Your Progress

A. True-False

Where the statement is true, mark T. Where it is false, mark F, and correct it in the space immediately below.

- ___ 1. The geography of the North American continent was fundamentally shaped by the glaciers of the Great Ice Age.
- ___ 2. North America was first settled by people who came by boat across the waters of the Pacific Strait from Japan to Alaska.
- ___ 3. The early Indian civilizations of Mexico and Peru were built on the economic foundations of cattle and wheat growing.
- ___ 4. Most North American Indians lived in small, seminomadic agricultural and hunting communities.
- ___ 5. Many Indian cultures like the Iroquois traced descent through the female line.
- ___ 6. No Europeans had ever set foot on the American continents prior to Columbus's arrival in 1492.
- ___ 7. A primary motive for the European voyages of discovery was the desire to find a less expensive route to Asian goods and markets.
- ___ 8. The beginnings of African slavery developed in response to the Spanish conquest of the Americas.
- ___ 9. Columbus immediately recognized in 1492 that he had come across new continents previously unknown to Europeans.
- ___ 10. The greatest effect of the European intrusion on the Indians of the Americas was to increase their population through intermarriage with the whites.

- ___ 11. Spanish gold and silver from the Americas fueled inflation and economic growth in Europe.
- ___ 12. The Spanish *conquistadores* had little to do with the native peoples of Mexico and refused to intermarry with them.
- ___ 13. The province of New Mexico was first settled by French colonizers from the North.
- ___ 14. Spain expanded its empire into Florida and New Mexico partly to block French and English intrusions.
- ___ 15. The Spanish empire in the New World was larger, richer, and longer-lasting than that of the English.

B. Multiple Choice

Select the best answer and write the proper letter in the space provided.

- ___ 1. The geologically oldest mountains in North America are
 - a. the Appalachians.
 - b. the Rockies.
 - c. the Cascades.
 - d. the Sierra Nevada.
- ___ 2. The Indian peoples of the New World
 - a. developed no advanced forms of civilization.
 - b. were divided into many diverse cultures speaking more than two thousand different languages.
 - c. were all organized into the two large empires of the Incas and the Aztecs.
 - d. relied primarily on nomadic herding of domesticated animals for their sustenance.
- ___ 3. The Iroquois Confederacy remained a strong political and military influence until
 - a. the Spanish conquest of the Americas.
 - b. the fur trade was wiped out in the early 1700s.
 - c. King Philip's War
 - d. the American Revolution.
- ___ 4. Among the important forces that first stimulated European interest in trade and discovery was
 - a. the Christian crusaders who brought back a taste for the silks and spices of Asia.
 - b. the Arab slave traders on the east coast of Africa.
 - c. the Scandinavian sailors who had kept up continuous trade contacts with North America.
 - d. the division of Spain into small kingdoms competing for wealth and power.
- ___ 5. Among the most important American Indian products to spread to the Old World were
 - a. animals such as buffalo and horses.
 - b. technologies such as the compass and the wheel.
 - c. economic systems such as plantation agriculture and livestock raising.
 - d. foodstuffs such as maize, beans, and tomatoes.

- ___ 6. The primary staples of Indian agriculture were
 - a. potatoes, beets, and sugar cane.
 - b. rice, manioc, and peanuts.
 - c. maize, beans, and squash.
 - d. wheat, oats, and barley.

- ___ 7. The number of Indians in North America at the time Columbus arrived was approximately
 - a. one million.
 - b. four million.
 - c. twenty million.
 - d. two hundred and fifty million.

- ___ 8. Before Columbus arrived, the only Europeans to have temporarily visited North America were
 - a. the Greeks.
 - b. the Irish.
 - c. the Norse.
 - d. the Italians.

- ___ 9. The Portuguese were the first to enter the slave trade and establish large-scale plantations using slave labor in
 - a. West Africa.
 - b. the Atlantic sugar islands.
 - c. the West Indies.
 - d. Brazil.

- ___ 10. Much of the impetus for Spanish exploration and pursuit of glory in the early 1500s came from Spain's recent:
 - a. successful wars with England.
 - b. national unification and expulsion of the Muslim Moors.
 - c. voyages of discovery along the coast of Africa.
 - d. conversion to Roman Catholicism.

- ___ 11. A crucial political development that paved the way for the European colonization of America was
 - a. the rise of Italian city-states like Venice and Genoa.
 - b. the feudal nobles' political domination of the merchant class.
 - c. the rise of the centralized national monarchies such as that of Spain.
 - d. the political alliance between the Christian papacy and Muslim traders.

- ___ 12. The primary reason for the drastic decline in the Indian population after the encounter with the Europeans was:
 - a. the rise of intertribal warfare.
 - b. the Indians' lack of resistance to European diseases such as smallpox and malaria.
 - c. the sharp decline in the Mexican birthrate.
 - d. the sudden introduction of the deadly disease syphilis to the New World.

- ___ 13. Cortés and his men were able to conquer the Aztec capital Tenochtitlán partly because
 - a. they had larger forces than the Aztecs.
 - b. the Aztec ruler Montezuma believed that Cortés was a god whose return had been predicted.
 - c. the Aztecs were peace-loving people who did not believe in war or conquest.
 - d. the city of Tenochtitlán already had been devastated by a disease epidemic.

- ___ 14. The primary early colonial competitor with Spain in the New World was
 - a. Portugal.
 - b. Italy.
 - c. France.
 - d. England.

- ___ 15. The belief that the Spanish only killed, tortured, and stole in the Americas while doing nothing good is called
 - a. the *encomienda*.
 - b. the mission of civilization.
 - c. the Evil Empire.
 - d. the Black Legend.

C. Identification

Supply the correct identification for each numbered description.

- _____ 1. Extended period when glaciers covered most of the North American continent
- _____ 2. Staple crop that formed the economic foundation of Indian civilizations
- _____ 3. Important Mississippian culture site, near present East St. Louis, Illinois
- _____ 4. First European nation to send explorers around the west coast of Africa
- _____ 5. Flourishing West African kingdom that had its capital and university at Timbuktu
- _____ 6. Mistaken term that European explorers gave to American lands because of the false belief that they were off the coast of Asia
- _____ 7. Animal introduced by Europeans that transformed the Indian way of life on the Great Plains
- _____ 8. Among the major European diseases that devastated Native American populations after 1492 (name two)
- _____ 9. Disease originating in Americas that was transmitted to Europeans after 1492
- _____ 10. Treaty that secured Spanish title to lands in Americas by dividing them with Portugal
- _____ 11. Wealthy capital of the Aztec empire
- _____ 12. Person of mixed European and Indian ancestry
- _____ 13. Indian uprising in New Mexico caused by Spanish efforts to suppress Indian religion
- _____ 14. Indian people of the Rio Grande Valley who were cruelly oppressed by the Spanish conquerors

_____ 15. Roman Catholic religious order of friars that organized a chain of missions in California

D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|---------------------------------|--|
| _____ 1. Ferdinand and Isabella | A. Female Indian slave who served as interpreter for Cortés |
| _____ 2. Cortés and Pizarro | B. Legendary founder of the powerful Iroquois Confederacy |
| _____ 3. Lake Bonneville | C. Wealthy capital of the Aztec empire |
| _____ 4. Díaz and da Gama | D. Financiers and beneficiaries of Columbus's voyages to the New World |
| _____ 5. Columbus | E. Portuguese navigators who sailed around the African coast |
| _____ 6. Malinche | F. Founded in 1565, the oldest continually inhabited European settlement in United States territory |
| _____ 7. Montezuma | G. Italian-born navigator sent by English to explore North American coast in 1498 |
| _____ 8. Hiawatha | H. Italian-born explorer who thought that he had arrived off the coast of Asia rather than on unknown continents |
| _____ 9. Tenochtitlán | I. Powerful Aztec monarch who fell to Spanish conquerors |
| _____ 10. St. Augustine | J. Spanish conquerors of great Indian civilizations |
| _____ 11. John Cabot | K. Franciscan missionary who settled California |
| _____ 12. Junipero Serra | L. Inland sea left by melting glaciers whose remnant is the Great Salt Lake |

E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

- _____ The wealthy Aztec civilization falls to Cortés.
- _____ Portuguese navigator sails down the west coast of Africa.
- _____ The first human infants cross the North Pacific from Siberia across a temporary land bridge.
- _____ The powerful Iroquois Confederacy divides and collapses.
- _____ Spanish conquerors move into the Rio Grande Valley of New Mexico.

F. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
___ 1. The Great Ice Age	A. Rapid expansion of global economic commerce and manufacturing
___ 2. Cultivation of corn (maize)	B. European voyages around Africa and across the Atlantic attempting to reach Asia
___ 3. New sailing technology and desire for spices	C. Establishment of Spanish settlements in Florida and New Mexico
___ 4. Portugal's creation of sugar plantations on Atlantic coastal islands	D. Exposure of a "land bridge" between Asia and North America
___ 5. Columbus's first encounter with the New World	E. Formation of a chain of mission settlements in California
___ 6. Native Americans' lack of immunity to smallpox, malaria, and yellow fever	F. A global exchange of animals, plants, and diseases
___ 7. The Spanish conquest of large quantities of New World gold and silver	G. The formation of large, sophisticated civilizations in Mexico and South America
___ 8. Aztec legends of a returning god, Quetzalcoatl	H. Cortés relatively easy conquest of Tenochtitlán
___ 9. The Spanish need to protect Mexico against French and English encroachment	I. A decline of 90 percent in the New World Indian population
___ 10. Franciscan friars' desire to convert Pacific coast Indians to Catholicism	J. The rapid expansion of the African slave trade

G. Developing Historical Skills

Connecting History with Geology and Geography

Because human history takes place across the surface of the earth, both the physical science of geology and the social science of geography are important to its study. Answer the following questions about the geological and geographical setting of North American history.

1. What are the Appalachian mountain chains that border the great mid-continental basin drained by the Mississippi River system?

The Planting of English America, 1500-1733

After mastering this chapter, with specificity complete the following tasks (bullet points work, but avoid pronouns):

1. state the factors that led England to begin colonization.
2. describe the development of the Jamestown colony from its disastrous beginnings to its later prosperity.
3. describe the cultural and social changes that Indian communities underwent in response to English colonization.
4. describe changes in the economy and labor system in Virginia and the other southern colonies.
5. indicate the similarities and differences among the southern colonies of Virginia, Maryland, North Carolina, South Carolina, and Georgia.

Part II/Chapter 2

Answer the following questions. SUPPORT your response with hard evidence, not general statements.

2A) What characteristics of England after the victory over the Spanish Armada were similar to Spain's condition one century earlier? Based on what you have learned, what made Spain and then England the World's greatest power of that time period?

2B) How was the sugar economy of the West Indies different from the tobacco economy of the Chesapeake? [Be sure to consider geography, climate, and economics]

Settling the Northern Colonies, 1619-1700

Checklist of Learning Objectives

After mastering this chapter, with specificity complete the following tasks (bullet points work, but avoid pronouns):

1. describe the Puritans and their beliefs and explain why they left England for the New World.
2. explain the basic governmental and religious practices of the Massachusetts Bay Colony.
3. explain how conflict with religious dissenters, among other forces, led to the expansion of New England.
4. describe the changing relations between the English colonists and Indians.
5. explain why New York, Pennsylvania, and the other middle colonies became so ethnically, religiously, and politically diverse.
6. describe the central features of the middle colonies and explain how they differed from New England.

Part II/Chapter 3:

Answer the following questions. **SUPPORT** your response with hard evidence, not general statements.

3A) Compare and contrast the New England and middle colonies in terms of motives for founding, religious and social composition and political development.

3B) How did the Puritans' distinctive religious outlook affect the development of all the New England colonies?

3C) Describe and analyze the English government's relationship with the New England and middle colonies during the course of the 17th century. Is the term "benign neglect" an accurate description of English colonial policy—explain your position be it why/why not/somewhat?

3D) Looking back to Chapter 2, what economic, social and ethnic conditions typical of the early southern colonies were generally absent in the New England and middle colonies? What characteristics did the middle colonies have that were not generally present in the South?

American Life in the Seventeenth Century, 1607-1692

After mastering this chapter, with specificity complete the following tasks (bullet points work, but avoid pronouns):

1. describe the basic population structure and social life of the seventeenth-century colonies.
2. compare and contrast the different populations and ways of life of the southern colonies and New England.
3. explain how the problems of indentured servitude led to political trouble and the growth of African slavery.
4. describe the slave trade and the character of early African-American slavery
5. explain how the New England way of life centered on family, town, and church, and describe the changes that affected this way of life.
6. describe the various conditions affecting women and family life in the seventeenth-century colonies.

Colonial Society on the Eve of Revolution, 1700-1775

After mastering this chapter, with specificity complete the following tasks (bullet points work, but avoid pronouns):

1. describe the basic population and social structure of the eighteenth-century colonies and indicate how they had changed since the seventeenth century.
2. explain how the economic development of the colonies altered the patterns of social prestige and wealth.
3. explain the causes and effects of the Great Awakening.
4. describe the origins and development of education, culture, and the learned professions in the colonies.
5. describe the basic features of colonial politics, including the role of various official and informal political institutions.

Part II/Chapter 5.

Answer the following questions. SUPPORT your response with hard evidence, not general statements.

5A) What features of colonial politics contributed to the development of popular democracy, and what kept political life from being more truly democratic?

5B) How did the various churches, established and non-established, fundamentally shape 18th century colonial life, including education and politics?

5C) What made American society far more equal than Britain's, but seemingly less equal than it had been in the 17th Century?

5D) Compare and contrast the social structure and culture of the 18th century with that of the 17th Century (cross reference with Chapter 4). In what ways was 18th century society more complex, and in what ways did it clearly continue earlier ideas and practices?

The Duel for North America, 1608-1763

After mastering this chapter, with specificity complete the following tasks (bullet points work, but avoid pronouns):

1. explain why France and Britain engaged in their great contest for North America and why Britain won.
2. explain how the series of wars with France affected Britain's American subjects and helped pave the way for their later rebellion against the mother country.
3. describe France's North American empire and compare it with Britain's colonies.
4. explain how North American political and military events were affected by developments on the larger European stage.

Part II/Chapter 6:

Answer the following questions. SUPPORT your response with hard evidence, not general statements.

6A) Why did most of the Indian people fight with the French against the Britain and American colonists in the French and Indian War? How did this impact British/Indian policy subsequent to end of the French & Indian war?

6B) Explain why Britain's success in defeating the French empire led to failures in dealing with its colonial subjects.

6C) How did events (be specific) in France, Britain and elsewhere in Europe affect the history of North America in this period?

6D) Compare France's colonizing efforts in the New World with Spain's and England's colonies. (Cross reference with Chapters 1 and 2). What factors explain France's relatively weak impact on the New World compared with that of England's? that of Spain's?

6E) When the French and Indian War began, most American colonist were extremely proud and happy to be part of the world's greatest empire. When it ended many of the colonists no longer felt that way, even though the British empire was greater than ever. Why? (Support your position with specific information/facts/evidence—not broad statements)

CHAPTER 7

The Road to Revolution, 1763–1775

After mastering this chapter, with specificity complete the following tasks (bullet points work, but avoid pronouns):

1. explain the deeply rooted historical factors that moved America toward independence from Britain.
2. describe the theory and practice of mercantilism and explain why Americans resented it.
3. explain why Britain attempted tighter control and taxation of Americans after 1763 and why Americans resisted these efforts.
4. describe the major British efforts to impose taxes and tighten control of the colonies.
5. describe the methods of colonial resistance that forced repeal of all taxes except the tax on tea.
6. explain how sustained agitation and resistance to the tea tax led to the Intolerable Acts and the outbreak of war.
7. assess the balance of forces between the British and the American rebels as the two sides prepared for war.

Part II/Chapter 7

Answer the following questions. SUPPORT your response with hard evidence, not general statements.

7A) What advantages and disadvantages did the American rebels and the British each possess as the war began? What did each side do to mobilize its resources most effectively?

PART 2

~ AP COLLEGE BOARD REQUIRED SKILLS

- **Thesis**
- **Multiple Choice**
- **Stimulus Questions**
- **Short Answer**

YOUR WORK MUST BE YOUR OWN. STUDENTS WILL RECEIVE “0” and BE SUBJECT TO SCHOOL/BOARD POLICIES REGARDING CHEATING.

Analytical Skills

SKILL #1: THESIS

Writing a strong thesis is crucial for maximizing success in both the class and on the AP Exam. Each time a student writes a thesis, the student should consider the following two questions:

1. How clearly does the writer (you) present a thesis (the argument that you build your essay on) in the essay's introductory paragraph?
2. How well does the writer support the thesis with relevant evidence from a historical period?

Using the sample prompt, complete the exercises that follow:

Sample prompt:

With the dawn of the 16th century, there came together in Europe both the motivation and the means to explore and colonize territory across the seas. Discuss the statement with reference to two of the following: Religion, Trade, and/or Technology

Exercise: Compare the three thesis below. (1) In the LEFT HAND margin, assign a 1, 2 or 3 next to the thesis. 1 goes to the strongest, 2 to the strong and 3 to the weakest. (2) Then explain why you assigned that rank to each in the space below labelled: "Explanation of Ranking".

Sample Introductory paragraphs:

A. By the beginning of the 16th century, Columbus had already explored parts of Central and South America. Immediately following his four voyages, other explorers for Spain were strongly motivated to seek gold and glory in the Americas. Explorers and conquistadores such as Cortes in Mexico, Balboa in Panama, and Pizarro in Peru were quick to establish Spanish claims to large parts of the Americas. An important reason for their being able to do this was the improved design of Spanish ships and such inventions as the compass and the astrolabe.

B. In the 16th century, Spain's success in conquering and colonizing American lands was based upon fundamental changes that had already occurred in the culture, economy, and technology of Europe in the preceding century. In religious terms, Spain in the late 1490s had unified itself as a Roman Catholic state by defeating the Moors (or Muslims). In economic terms, the desire for increased trade with Asia provided powerful motivation for voyages of exploration. In technological terms, improvements in navigation in the 1400s made it possible for European ship captains to make the long transatlantic crossing to the Americas and back to return home safely.

C. Columbus's first voyage of discovery in 1492 was followed by other voyages by Spanish, Portuguese, and Italian navigators. Of course, Spanish explorers, such as Cortes, Pizarro and Coronado, de Soto, and others were the most successful in establishing claims to American land. Motivated by "God, gold and glory," Cortes conquered the Aztecs of Mexico while Pizarro conquered the Incas of Peru. Cabral's voyage for Portugal helped to establish that nation-state's claim to Brazil. Henry Cabot's 1497 voyage for England was motivated by the desire to find a northwest passage to Asia. Cabot's voyage, however, did not really have important consequences until more than 100 years later when England under Queen Elizabeth tried unsuccessfully to found colonies in North America.

Explanation of Ranking:

SKILL #2: MULTIPLE CHOICE

AP College Exam: Prototypes of APUSH Multiple Choice (also known as Stimulus Questions)

Instructions: Complete the M/C Questions below. The content parallels with Chapter 1-7 summer reading. On the exam there are 55 Questions that must be completed in 55 minutes.

Questions 1-4

“Part of the myth about the first Americans is that all of them, or most of them, had one culture...the white man turned everything upside down. Three elements were important in the early influence: the dislodgement of eastern tribes, the introduction of the horse, and the metal tools and firearms.

“The British invaders of the New World, and to the lesser degree the French, came to colonize. They came in thousands to occupy the land. They were,. Therefore, in direct competition with the Indians and acted accordingly, despite their verbal adherence to fine principles of justice and fair dealing. The Spanish came quite frankly to conquer, to Christianize...They came in small numbers...and the Indian labor force was essential to their aims. Therefore they did not dislodge or exterminate the Indians...”

“The Spanish, then did not set populations in motion. That was done chiefly from the east. The great Spanish contribution was the horse.”

1. Based on this excerpt, which of the following groups of colonists demonstrated the strongest desire to displace American Indians and take their land?
 - a. Spanish
 - b. British
 - c. French
 - d. Dutch
2. According to LaFarge, from their first arrival, the colonists with the greatest desire to see the American Indians survive and increase were which of the following?
 - a. Spanish
 - b. British
 - c. French
 - d. Dutch
3. Which of the following best describes something Europeans introduced in the Americas that helped American Indians survive colonization?
 - a. European introduced new farming methods, which enabled American Indians to maintain their agricultural heritage
 - b. Europeans introduced metal tools, which led to increased trade and better relationships with Europeans
 - c. Europeans introduced horses, which transformed the cultures of American Indians on the Great Plains
 - d. Europeans introduced Christianity, which brought unity among American Indians
4. Which of the following generalizations best describes a similarity among Europeans who colonized North America?
 - a. All wanted to convert American Indians to Catholicism
 - b. All emphasized developing extensive trade with American Indians
 - c. All attempted to dominate American Indians in some way
 - d. All intended to exterminate or remove American Indians

Questions 5-7

"Instructions to you, Vicente de Zaldivar...of the expedition to New Mexico...for punishment of the pueblo of Acoma for having killed...soldiers..."

"Since the good success of the undertaking depends on the pleasure of God our Lord in directing you to appropriate and effective methods, it is right that you should seek to prevent public or private offenses to Him in the expedition...You will proceed over the shortest route...At the places and pueblos that you pass through on the way you will treat the natives well and not allow harm to be done them..."

"If God shall be so merciful as to grant us victory, you will arrest all of the people, young, and old, without sparing anyone. Inasmuch as we have declared war on them without quarter, you will punish all those fighting age as you deem best, as a warning to everyone in his kingdom."

~Don Juan de Onate, Colonizer of New Mexico, 1599

5. According to Onate, the Spanish saw the ultimate justification for their actions with the natives of America based on their belief that they
 - a. had a right to seek revenge on those who killed soldiers
 - b. had permission from the natives to travel by the shortest route
 - c. should treat all people equally
 - d. were carrying out God's will

6. Which of the following best explains why the natives of America became so important to the Spanish empire?
 - a. Natives could be enslaved by the Spanish settlers
 - b. Natives provided most of the labor on Spanish land
 - c. Natives often joined the Spanish military
 - d. Natives were primarily trading partners of the Spanish

7. The authority of the leaders in the Spanish colonies to order the actions described in this excerpt came from which of the following?
 - a. Elected governors
 - b. Pope
 - c. King
 - d. Church

Questions 8- 10

"Now we all found the loss of Captain Smith; yea, his greatest maligners could now curse his loss. As for corn provision and contribution from the saves, we had nothing but mortal wounds, with clubs and arrows..."

"Nay, so great was our famine that a savage we slew and buried, the poorer sort took him up again and ate him; and so did diverse one another boiled and stewed with roots and herbs..."

"This was that time, which still to this day, we called the starving time. It were to vile to say, and scarce to be believed, what we endured; but the occasion was out own for want of providence, industry, and government, and not the barrenness and defect of the country...For till then in three years, for the numbers were landed us, we have never from England provision sufficient for six months."

~John Smith, description of "starving time" in Virginia, 1607-1614

8. According to the excerpt, which of the following was the primary cause for the starving at Jamestown?
 - a. Lack of control of the American Indians
 - b. Lack of effort by the colonists
 - c. Lack of support from England
 - d. Lack of resources in the land

9. During the "Starving Time" the Jamestown colony depended on which of the following form of charter for its support?
- Joint-stock company
 - Proprietary colony
 - Royal colony
 - Church-based company
10. The excerpt above suggests that the starving at Jamestown could have been avoided if
- American Indians had shared their food
 - Supply ships had arrived
 - Colonists had prayed harder
 - Captain John Smith had been present in command

Questions 11-13

"I, Francis Daniel Pastorius, ...laid out and planned a new town...we called Germantown....in a very fine and fertile district, with plenty of springs of fresh water, being supplied with oak, walnut, and chestnut trees, and having besides excellent and abundant pasturage for the cattle...

"The air is pure and serene...and we are cultivating many kinds of fruits and vegetables, and our labors meet with rich reward.

"Our surplus of grain and cattle we trade to Barbados for rum, syrup, sugar and salt. The furs, however, we export to England for other manufactured goods. We are also endeavoring to introduce to cultivation of the vine, and also the manufacture of woolen cloths and linen, so as to keep our money as much as possible in the country...

"William Penn is one of the sect of Friends....Still he will compel no man to belong to his particular society." ~Francis D. Pastorius, German colonist. *A Particular Geographical Description of the Lately Discovered Province of Penn., 1700*

11. Based on the excerpt, the successful settlement at Germantown in Pennsylvania was greatly aided by which of the following?
- American Indians
 - The English monarch
 - Natural resources
 - Indentured servants
12. The development of various industries by the German settlers suggests that the English who controlled the colony rejected the commonly accepted ideas about
- The structure of a joint-stock company
 - The role of a colony under mercantilism
 - How to recruit new German immigrants
 - How to use American Indian labor
13. Which of the following phrases from the excerpt indicates the feature of Pennsylvania that was most attractive to settlers?
- "being supplied with oak, walnut, and chestnut trees"
 - "we trade to Barbados for rum, syrup, sugar, and salt"
 - "endeavoring to introduce the cultivation of the vine"
 - "he will compel no man to belong to his particular society"
-

Skill #3: Short Answer

For this part of the assignment, follow directions:

Background: On the AP Exam there is 4 Short Answer Questions. Each have three parts (a)-(c). Answers do not require a thesis. But, you need to answer the questions in complete sentences—that means **NO PRONOUNS** including “it” and **NO “I,” “me” or “you”**. Also on the AP Exam you are required to fit your answer (3 paragraphs in all) on a particularly lined document---which is attached herein--- “Space Allowed 4 /Short Answers. USE THE ATTACHED LINED SHEET. Your answer must be **HAND WRITTEN & leave ONE line between (a), (b) and (c).**

Using the cartoon, below, answer a, b, c. In the cartoon, the labels on the limbs are “Virg,” “Pennsyl,” “New York,” and “New Eng.”



Source: *Political Registrar, London, 1767, Library of Congress*

- a) Explain the point of view reflected in the cartoon regarding ONE of the following:
 - British colonial policies
 - Efforts at colonial unity
 - Seven Years' War
- b) Explain how ONE element of the cartoon expresses the point of view you identified in Part A.
- c) Explain how the point of view you identified in PART A helped to shape ONE particular colonial government action between 1607 and 1774

YOUR WORK MUST BE YOUR OWN. STUDENTS WILL RECEIVE “0” and BE SUBJECT TO SCHOOL/BOARD POLICIES REGARDING CHEATING.

SPACE ALLOWED 4/SHORT
ANS.

QUESTION 1

Lined writing area for the answer to Question 1.

Practice Exam

PART 3: DOCUMENT SKILLS

Reading primary sources and drawing inferences to support your position

“HIPPO-O” The DOCUMENTS

“HIPPO-O” is an acronym you will become very familiar with, if not already. Using the document titled “HIPPO Document Analysis” complete the following

Assignment: Applying the H-I-P-P-O document to the following 7 excerpts (all primary sources) on a separate sheet(s) of paper you will provide a *brief* written analysis that addresses the (1) Historical Context, (2) Intended Audience, (3) Point of view and (4) Purpose OF EACH DOCUMENT.

Thus, document 1 will have 4 brief analyses addressing H-I-P-P. You will do the same for documents #2 through #7.

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HIPPO Document Analysis

H	Historical Context	<ul style="list-style-type: none">• Where and when was the source created?• What SPECIFICALLY was going on at the time?• What has just happened?• Is the document a reaction to some event?• How does this source represent the period?• <i>Example: "After the passage of the Stamp Act in 1764..."</i>
I	Intended Audience	<ul style="list-style-type: none">• To whom is the piece directed?• Does it identify a person or a group of persons the author expects to inform or influence?• A certain person or certain people?• How might this affect the reliability or accuracy of the source?• <i>Example: "By appealing to fellow mill workers..."</i>
P	Point of View	<ul style="list-style-type: none">• What is the main idea?• What point is the author trying to make?• What is the author's tone?• What is the author's bias?• How does the author's background or position impact the message? (Race, class, gender, age, region, occupation, values, motives)• <i>Example: "As a slaveholder himself..."</i>
P	Purpose	<ul style="list-style-type: none">• Why was the source produced?• What was the author trying to accomplish?• Did he/she have ulterior motives?• <i>Examples: Persuade, Urge, Demand, Establish, Expose, Question, Discredit, Justify, Warn, (Despite..)</i>
O	Organization	<ul style="list-style-type: none">• How does your analysis of the document answer the prompt?• How will you use this source as evidence to support your thesis?• Does it provide a counter-argument?

Document 1

Source: The Mayflower Compact, 1620

This day before we came to harbor, observing some not well affected to unity and concord, but gave some appearance of faction, it was thought good there should be an association and agreement that we should combine together in one body, and to submit to such government and governors as we should be common consent agree to make and choose, and set out hands to this that follows word for word. . . . [We] do by these present, solemnly and mutually, in the presence of God and one another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, offices from time to time as shall be thought most meet and convenient for the general good of the colony.

Document 2

Source: Fundamental Orders of Connecticut, 1639

As it has pleased the Almighty God . . . we, the inhabitants and residents of Windsor, Hartford, and Wethersfield are now cohabiting and dwelling in and upon the river of Conectecotte [Connecticut] and the lands thereunto adjoining; and well knowing where a people are gathered together the Word of God requires that, to maintain the peace and union of such a people, there should be an orderly and decent government established according to God, to order and dispose of the affairs of the people at all seasons as occasion shall require; do therefore associate and conjoin ourselves to be as one public state or commonwealth, and do, for ourselves and our successors and such as shall be adjoined to us at any time hereafter, enter into combination and confederation together, to maintain and preserve the liberty and purity of the Gospel of our Lord Jesus which we now profess.

Document 3

Source: The New England Confederation, 1643

The Articles of confederation between the Plantations under the Government of the Massachusetts . . . New Plymouth . . . Connecticut and . . . New Haven with the Plantations in Combination therewith. . . .

The said United Colonies . . . hereby enter into a firm and perpetual league of friendship and amity for offence and defence, mutual advice . . . upon all just occasions . . . and for their own mutual safety and welfare. . . .

It is by these Confederates agreed that the charge of all just wars, whether offensive or defensive, upon what part or member of this Confederation soever they fall . . . be borne by all the parts of this Confederation . . .

It is further agreed that if any of these Jurisdictions or any Plantation under or in combination with them, be invaded by any enemy whatsoever, upon notice and request of any three magistrates of that Jurisdiction so invaded, the rest of the Confederates without any further meeting or exposition shall forthwith send aid to the Confederate in danger.

Document 4

Source: William Penn, Plan of Union, 1697

A brief and plain scheme how the English colonies in the North parts of America... Boston, Connecticut, Rhode Island, New York, New Jerseys, Pennsylvania, Maryland, Virginia, and Carolinas—may be made more useful to the crown and one another's peace and safety. . . .

1. That the several colonies before mentioned do meet . . . at least once in two years in times of peace . . . to debate and resolve of such measures as are most advisable for their better understanding and the public tranquillity and safety.
2. That, in order to it, two persons . . . be appointed by each province as their representatives or deputies, which in the whole make the congress. . . .
6. That their business shall be to hear and adjust all matters of complaint or difference between province and province . . . to consider the ways and means to support the union and safety of these provinces against the public enemies.

Document 5

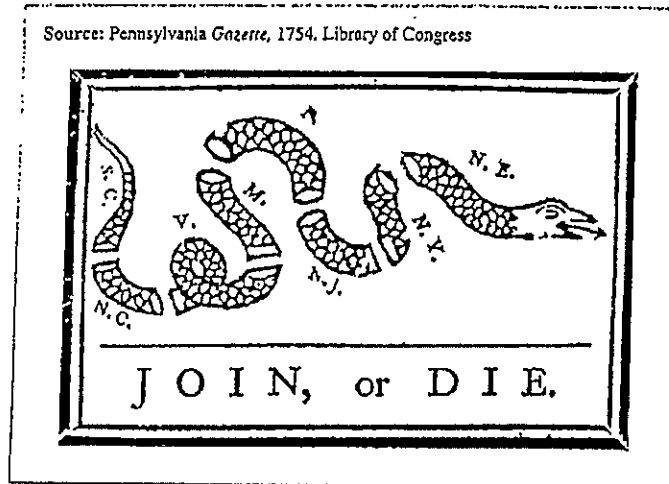
Source: The Albany Plan of Union, 1754

It is proposed that humble application be made for an act of Parliament of Great Britain, by virtue of which one general government may be formed in America, including all the said colonies, within and under which government each colony may retain its present constitution, except in the particulars wherein a change may be directed by the said act, as hereafter follows:

1. That the said general government be administered by a President-General, to be appointed and supported by the crown; and a Grand Council, to be chosen by the representatives of the people of the several Colonies met in their respective assemblies. . . .
15. That they raise and pay soldiers and build forts for the defense of any of the colonies. . . .
16. That for these purposes they have power to make laws, and lay and levy such general duties, imposts, or taxes, as to them shall appear most equal and just.

Document 6

Source: *Pennsylvania Gazette*, 1754. Library of Congress



Document 7

Source: Ben Franklin, "The Problem of Colonial Union," 1754

[On] the subject of uniting the colonies more intimately with Great Britain by allowing them representatives in Parliament, I have something further considered that matter and am of opinion that such a union would be very acceptable to the colonies, provided they had a reasonable number of representatives allowed them; and that all the old acts Parliament restraining the trade or cramping the manufacturers of the colonies be at the same time repealed. . . .

I should hope, too, that by such a union the people of Great Britain and the people of the colonies would learn to consider themselves as not belonging to different community with different interests but to one community with one interest, which I imagine, would contribute to strengthen the whole and greatly lessen the danger of future separations.

PART 4

MOVIE ANALYSIS

PART 4: Movie Analysis. Using Hollywood movies, American History can be more exciting than text book reading. Pick 2 of the following movies to watch. *Movie Choices:*

- *Last of the Mohicans*
- *The Patriot*
- *Gangs of New York* (rated R)
- *Twelve Years A Slave* (rated R)
- *Lincoln*
- *Dances with Wolves*
- *13 Days*

After watching, prepare a 2 page typed double spaced paper that includes a 1 page summary and 1 ½ -2 page reflection for both movies, a total of 5-6 pages. **USE YOUR OWN WORDS.**

The summary and reflection should take into consideration HIPP-O:

- Be TYPED double spaced summary
- Reflection of what you learned—you may consider the following questions to assist with your thought process:
 - How does the movie draw parallels or connect to other political, economic or social situations?
 - Does it lay a foundation or build upon other events that you are familiar with?
 - How did the movie affect you?
 - How did the movie, if at all, provide you further understanding or clarity of the time period? The subject matter? U.S History?

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