

## Summer assignment instructions

The so-called "Period 1" of the AP US History course outline focuses on the period from 1491 (a generic designation for the Americas pre-contact) to 1607 (the establishment of the Jamestown Colony).

### Columbian Exchange & Atlantic Trade

Before learning about the European colonies, it's necessary to place them within the system of Atlantic trade in which they existed. The permanent system of contact and trade between the Old and New Worlds that was established by Columbus' voyages is known as the **Columbian Exchange**. The best place to start learning about the Columbian Exchange is

**Wikipedia** [https://en.wikipedia.org/wiki/Columbian\\_Exchange](https://en.wikipedia.org/wiki/Columbian_Exchange)

on the Columbian Exchange as "the widespread transfer of **animals, plants, culture, human populations, technology** and **ideas** between the American and Afro-Eurasian hemispheres in the 15th and 16th centuries." Using this framework put forward by the article, I have designed a **graphic organizer** to help you organize the specifics of the Columbian Exchange in each of these areas. You may use the Wikipedia article and any other online resources that you find helpful - just be sure to make a note of what other sources you end up using. **Please have the graphic organizer ready to turn in on the first day of class completed by hand (NOT TYPED).**

A complex system of Atlantic trade developed over the course of the sixteenth and seventeenth centuries, becoming the basis for establishing permanent colonies that would produce raw materials for export while importing manufactured goods from their respective mother countries. The **Atlantic slave trade** was the most infamous part of the "triangular trade" that developed between Europe, Africa, and the Americas. This video from Ted-Ed is helpful for understanding the impact that the African slave trade had on Europe, the Americas, and especially on African society in the short and long term.

[https://youtu.be/zG\\_Q50JDeLo](https://youtu.be/zG_Q50JDeLo)

Native American notes

Graphic organizer Columbian Exchange

<https://www.youtube.com/watch?v=nO2vAY0NYpk>

### Colonial Encounters

It is important that APUSH students know the key characteristics of Spanish, French, Dutch, and British colonizers and be able to compare and contrast the differing goals of each colonial power (APUSH Key Concept 2.1).

European Colonizers graphic organizer

**Please have the graphic organizer ready to turn in on the first day of class completed by hand (NOT TYPED).**

<https://youtu.be/IhWMMEKNxdQ>

<https://www.youtube.com/watch?v=IhWMMEKNxdQ&feature=youtu.be>

<https://youtu.be/rH1uGY16WJM>

<https://www.youtube.com/watch?v=ecFVogu0H2w&feature=youtu.be>

<https://www.youtube.com/watch?v=EdV98rKV5gM&feature=youtu.be>

### **Document Analysis (Colonization)**

The following primary and secondary sources focus on each of the colonial powers (Spanish, French, Dutch, and British) and their relationships with Native Americans and their environments. In addition to factual information, also be sure to read for Point of View (POV) and purpose when reading the primary sources and for the author's thesis when reading secondary sources.

#### **NEW SPAIN**

Bartolomé de las Casas

*Brief Account of the Devastation of the Indies* (1542)

Bartolomé de las Casas wrote a thorough account detailing how the Spanish treated Native Americans in New Spain. While this is the best source that we have available on this subject, it is a source written by a human being for a specific purpose. Be mindful of his purpose and point of view (POV) while you read

#### **De le Casas document**