

APUSH Summer Assignment 2021: Due 8/19 or 8/20 (A/B)

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*“Learning is not attained by chance; it must be sought for with ardor and attended to with diligence.  
Abigail Adams, 1780*

Welcome to Advanced Placement United States History, otherwise known as APUSH. I am excited about the course this fall and look forward to getting to know each of you. To get a jumpstart on the course curriculum, you are required to complete the following assignment over the summer. Rest assured that all the summer work will be graded, and it is not busy work.

In order to complete your summer assignment, you will need Internet to access the website listed with the assignments. You don't need a textbook for the assignment, but if you use another source for background information please cite it.

**PERIOD 1:** On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

**Key Concept 1.1** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

**Key Concept 1.2** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.



**Assignment #1 (Key Concept 1.1):**

For this assignment, you will view the video ([https://www.youtube.com/watch?v=zG\\_Q50JDeLo](https://www.youtube.com/watch?v=zG_Q50JDeLo)) and complete the Native American Cultures graphic organizer and answer the questions by hand in black or blue ink. Please DO NOT type your response.

Additional information on the Southwest, Southeast, Northeast, and Plain can be found on Khan Academy:

<https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/a/native-american-culture-of-the-southwest>

This map shows the major cultures of North America's people before contact with Europeans in the late fifteenth century. Native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Native American Cultures

Please handwrite the answers in black or blue ink. Please DO NOT type your response.

Region/Tribal Groups	Food Source and Economy	Impact of geography/Cities
<b>Arctic</b> Tribes:		
<b>Plains Indians</b> Tribes:		
<b>Northeast / Great Lakes</b> Tribes:		
<b>Southwest</b> Tribes:		
<b>Southeast</b> Tribes:		

Answer the two questions below in 3-6 sentences using specific contextual knowledge from the video and Khan Academy (<https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/a/native-american-culture-of-the-southwest>) Please handwrite the answers in black or blue ink. Please DO NOT type your response.

1. What common characteristics can be found among the various Native American tribal groups?
2. What were the major patterns of life in North America (social, economic, political) before Europeans arrived?

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Watch “Illinois Adventures #1308 Cahokia Mounds” at <https://www.youtube.com/watch?v=xt-u9FBBnhc>) and complete the questions by hand in black or blue ink. Please DO NOT type your response. (Mississippians- Native American peoples who lived in modern-day Missouri and Illinois, the Mississippian people of Cahokia lived in the Southeast & lower Northeast)

1. Why was Cahokia an important city?
2. What are mounds? What was the purpose of mounds? What does this differentiation tell us about this society?
3. What was the most important crop of Cahokia? What type of trade network did they have? What does that tell us about the accomplishments of this society?
4. What other accomplishments were made at Cahokia?
5. How would you describe this Amerindian culture/society?
6. What generalizations can you make about Native American societies prior to European contact?

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**Assignment #2: European Nations and Exploration**

Improvements in maritime technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

- Sextant- It is an astronomical instrument used to determine latitude and longitude at sea by measuring angular distances, especially the altitudes of the sun, moon, and stars.
- Caravel-The Caravel was a ship that varied in size and had numerous functions. It could be used as cargo ships, warships, patrol or dispatch boats, and pirate ships. They were mainly used for fishing. These ships were cheap, and you could get them in shape for working very easily. Caravels were known for their speed and maneuverability, so they were used by explorers to explore the world.
- Astrolabe- The Astrolabe is an angle and altitude measuring tool. The Astrolabe was first used for astronomy and astrology. It could have been invented by Hipparchus (Greek astronomer and mathematician). It was later used by sailors. The first use at sea was recorded to be in 1481. It was used on a voyage down the African coast by Portuguese explorers (Prince Henry the Navigator & Vasco da Gama). So, this tool helped sailors measure the angle of the sun which could then be converted to find latitude. This tool was more accurate at land than at sea.

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.

- Trade: European exploration and conquest were fueled by increasingly scarce resources and rivalry between nations to increase trade with Africa, India, and China. By the mid-15th century, the land route to Asia was blocked by the Ottoman Turks causing nations to look for new routes to Asia. Voyages of exploration were sponsored by European nations to find the shortest path to the East Indies (Southeast Asia). Some voyages (English) were facilitated by joint-stock companies in which investors pooled their money to pay for the expenses.
- The Need for Timber: Europe was rebounding from the plague, with populations and commerce rebuilding. Sailing ships acted as the primary vehicles that transported goods and commodities. After centuries of deforestation, the availability of large timbers required not only for ships but also for new buildings was limited. Finding abundant resources of mature timber for building ships and housing was a critical need for all European nation-states. The New World offered an abundance of large timber, making it an appealing source of lumber.
- Human Capital: In addition to natural resources, conquered territories supplied human capital, most frequently in the form of slavery. During the process of European colonization, this process of enslavement and control was repeated throughout the New World. Indigenous peoples were enslaved and set to work producing commodities for export to the Old World.
- Gold: The search for precious metals -- especially gold -- drove expeditions in the 15th and 16th centuries. Gold artifacts and precious metals funded the expensive process of colonization, with explorers searching aggressively for precious metals.
- Glory: Rivalry between European monarchs also drove competition in finding lands to be claimed for the glory of the nation -- and for the glory of the monarch. Most royal families were distantly related through the centuries-old tradition of marriage to create alliances and being the best or wealthiest in terms of resources and achievement drove many monarchs to pay explorers to find new territory for expansion. More land and more resources equated to higher status and more prestige -- and personal glory. The Discovery of new land was followed by rapid and aggressive attempts at colonization.

- God: The Roman Catholic Church which once dominated Western Europe was threatened by the increasing power of the Ottoman Empire whose followers practiced Islam and by the religious conflicts over the pope's authority. After the Protestant Reformation in the early 1500s conflicts between the Catholics and Protestants intensified leading to a series of holy wars. The Catholic nations of Spain and Portugal competed with the Protestant nations of England and Holland to spread their version of Christianity to the people of Africa, Asia, and the Americas.

**How to Write a Short Answer Question (SAQ):** Here are some general guidelines to follow about the SAQ section of the AP U.S. History Exam.

1. The SAQ section of the exam is worth 20% of your total exam score, 6.67% of YOUR APUSH score.
2. The SAQ section is the second section of the exam immediately following the multiple-choice section. Which makes up Part I of the exam.
3. There will be three questions. You are expected to answer all of them within 40 minutes.
4. Each question will ask you to do three tasks. (a, b, c)
5. Use **A.C.E.** strategy when answering each task.
  - Answer the question (this is the assertion or claim)
  - Cite specific factual evidence (name, names !!!)
  - Explain how the evidence proves the assertion
6. You may earn up to three points for each question. That means one point for each of the three tasks you are asked to do in the question. Therefore, you can earn up to 12 points for the entire SAQ.
7. Answer each question in one paragraph of six to nine complete sentences. How many sentences you ultimately write will depend on the quality and content of the sentence. You do not need to write a thesis statement and support it, but you do need to be coherent. Just complete the three tasks.
8. Label each part of your answer with the corresponding letters (a,b,c). Then put a single line through each letter (~~a,b,c~~). (The strikethrough is in the home menu)

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**SAQ-** Label each part of your answer with the corresponding letters (a,b,c). Then put a single line through each letter (~~a,b,c~~). Use **A.C.E.** strategy! Please **handwrite** your answers, **DO NOT** type them.

1. Use the information above and answer a, b, and c
  - a. Briefly explain how **ONE** of the following factors in Europe in the early 16th century helped bring about a period of exploration and colonization of lands across the seas.
    - Religion
    - Trade
    - Technology
  - b. Provide **ONE** example of an event or development that supports your explanation in Part a.
  - c. Briefly explain why **ONE** of the other factors were not as significant in helping to bring about a period of exploration and colonization during the early 16th century.

### Assignment #3: (Key Concept 1.12) Christopher Columbus

Columbus came to the Americas quite by accident in his search for a route west from Europe to Asia. Upon arriving in the Caribbean in 1492, sighting Bahamian islands, and eventually landing in Hispaniola (today Haiti and the Dominican Republic), he believed he had found the islands just southeast of Asia, or the East Indies. According to his own account, the inhabitants, whom he believed were natives of the East Indies, or Indians, brought the Europeans a variety of goods to trade, including parrots, cotton, and spears. The Europeans had brought trinkets such as glass beads and small brass bells. The native populations' lack of understanding of European weaponry, their nearly naked appearance, and their lack of what Europeans would term civilization led Columbus to report announcing his discoveries to King Ferdinand and Queen Isabella, who had helped finance his trip. Columbus stated that the natives are "fearful and timid... guileless and honest..." they "would make fine servants" and that "with fifty men we could subjugate them all."



This 1495 woodcut is from an Italian translation of the letter Columbus sent to the Spanish court after his first voyage.

1. The depiction of the Native Americans in the top right of the woodcut reinforced European perceptions of Native Americans by showing that
  - a. Native American populations were complex societies on equal footing with European nations
  - b. Europeans expected fierce and successful resistance to their exploration efforts
  - c. Native populations were primitive societies that would be easily subjugated by the Spanish
  - d. the Americas were populated by diverse populations and cultures
2. What was the most significant result of Columbus's voyages to the Americas in the late fifteenth century?
  - a. Native Americans adopted Spanish military and agricultural technologies.
  - b. Native Americans' patterns of economic and cultural exchange were fundamentally changed.
  - c. The planting of European crops drove American crops into extinction
  - d. New World diseases spread to Eurasia and decimated the populations there.

3. Columbus described the Natives he first encountered as “timid and full of fear.” Why did he then capture some Natives and bring them aboard his ships?
4. Imagine the thoughts of the Europeans as they first saw land in the “New World.” What do you think would have been their most immediate impression? Explain your answer.
5. Which of the items Columbus described would have been of most interest to King Ferdinand and Queen Isabella? Why?

Watch the video on Columbus (<https://youtu.be/83JI9i8DZbs>) and read Crosby on the Columbian Exchange and then complete the SAQ. Please handwrite your answers, DO NOT type your response.

### **Alfred W. Crosby on the Columbian Exchange**

In 1972, Alfred W. Crosby wrote a book called *The Columbian Exchange*. In it, the historian tells the story of Columbus’s landing in 1492 through the ecological ramifications it had on the New World. This is part of his interview with Megan Gambino on October 4, 2011 (SMITHSONIANMAG.COM)

#### **You coined the term “Columbian Exchange.” Can you define it?**

In 1491, the world was in many of its aspects and characteristics a minimum of two worlds—the New World, of the Americas, and the Old World, consisting of Eurasia and Africa. Columbus brought them together, and almost immediately and continually ever since, we have had an exchange of native plants, animals and diseases moving back and forth across the oceans between the two worlds. A great deal of the economic, social, political history of the world is involved in the exchange of living organisms between the two worlds.

#### **What crops do you consider part of the Columbian Exchange?**

There was very little sharing of the main characters in our two New World and Old World systems of agriculture. So practically any crop you name was exclusive to one side of the ocean and carried across. I am thinking about the enormous ones that support whole civilizations. Rice is, of course, Old World. Wheat is Old World. Maize, or corn, is New World.

The story of wheat is the story of Old World civilization. Thousands of years ago, it was first cultivated in the Middle East, and it has been a staple for humanity ever since. It is one of Europe’s greatest gifts to the Americas. Maize was the most important grain of the American Indians in 1491, and it is one of the most important grain sources in the world right now. It is a standard crop of people not only throughout the Americas, but also southern Europe. It is a staple for the Chinese. It is a staple in Indonesia, throughout large areas of Africa. If suddenly American Indian crops would not grow in all of the world, it would be an ecological tragedy. It would be the slaughter of a very large portion of the human race.

Maize, potatoes and other crops are important not only because they are nourishing, but because they have different requirements of soil and weather and prosper in conditions that are different from other plants.

#### **What ideas about domesticating animals traveled across the ocean?**

American Indians were very, very roughly speaking the equal of Old World farmers of crops. But American Indians were inferior to the Old World raisers of animals. The horse, cattle, sheep and goat are all of Old World origin. The only American domesticated animals of any kind were the alpaca and the llama.

One of the early advantages of the Spanish over the Mexican Aztecs, for instance, was that the Spanish had the horse. It took the American Indians a little while to adopt the horse and become equals on the field of battle.

**You talk about the horse being an advantage in war. What other impacts did the adoption of domesticated horses have on the Americas?**

Horses not only helped in war but in peace. The invaders had more pulling power—not only horses but also oxen and donkeys. When you consider the great buildings of the Old World, starting with the Egyptians and running up through the ages, people in almost all cases had access to thousands of very strong animals to help them. If you needed to move a ton of whatever in the Old World, you got yourself an animal to help you. When you turn to the Americas and look at temples, you realize people built these. If you need to move a ton in the New World, you just got a bunch of friends and told everybody to pull at the same time.

**What diseases are included in the Columbian Exchange?**

The Old World invaders came in with a raft of infectious diseases. Not that the New World didn't have any at all, but it did not have the numbers that were brought in from the Old World. Smallpox was a standard infection in Europe and most of the Old World in 1491. It took hold in areas of the New World in the early part of the next century and killed a lot of American Indians, starting with the Aztecs and the people of Mexico and Peru. One wonders how a few hundred Spaniards managed to conquer these giant Indian empires. You go back and read the records and you discover that the army and, just generally speaking, the people of the Indian empires were just decimated by such diseases as smallpox, malaria, all kinds of infectious diseases.

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**SAQ:** Label each part of your answer with the corresponding letters (a,b,c). Then put a single line through each letter (a,b,c). Use **A.C.E.** strategy!

- Answer the question (this is the assertion or claim)
- Cite specific factual evidence (name, names !!!)
- Explain how the evidence proves the assertion

6. Use the information above and answer a, b, and c

- Explain the meaning of the Columbian Exchange and its importance.
- Identify ONE crop or animal that was introduced to America by the Spanish. Explain how your answer changed the lives of Native Americans socially, politically, or economically.
- Identify ONE crop or animal that was introduced to Europe by the Native Americans. Explain how your answer changed the lives of Europeans socially, politically, or economically.



Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### Assignment #4: Vocabulary

During the year you will be assigned several vocabulary words that correspond with the chapters in your textbook. The vocabulary may be a person, term, or event. To receive full credit for the key terms you MUST handwrite all the terms and you MUST follow the format below.

1. If the word is a **person or group**:
  - a. Write the name of the person or group
  - b. Write the time frame in which they lived/had the most influence
  - c. Describe who they are and be sure to include their achievements
  - d. Explain the significance of their achievements
  
2. If the word is a **term or event**:
  - a. Write the definition of the term
  - b. Write the time frame of the term
  - c. Explain the significance of the term

Example:

- **Iroquois Confederacy**
- **Time:** Established in 1451. Dissolved after the American Revolution (1780s) when they were forced to move onto reservations in Canada.
- **Achievements:** The confederacy was a military and political alliance of five northeastern Iroquois nations (Mohawks, Oneidas, Onondagas, Cayugas, and Senecas) led by Hiawatha. They outlawed warfare among the member nations and established regulated forms of gift exchange and payment to replace revenge. The Confederacy was also able to establish fur trade with several European countries.
- **Significance:** Demonstrated that Amerindians could unite, despite their differences, and fight for their rights against neighboring tribes and colonial colonizers for territorial supremacy.

Key Terms:

1. Iroquois Confederacy
2. Algonquian
3. Pueblo Indians
4. Mound Builders
5. Cahokia
6. Treaty of Tordesillas
7. Christopher Columbus
8. Columbian Exchange
9. Horticulture (three sisters farming)
10. Maize Cultivation (think impact)