

APUSH Summer Assignments Period 1 (1491 – 1607)

Name: _____
Block: _____

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process
	1.1 Contextualizing Period 1	Continuity and Change
GEO	1.2 Native American Societies Before European Contact	Comparison
WOR	1.3 European Exploration in the Americas	Causation
GEO	1.4 Columbian Exchange, Spanish Exploration, and Conquest	Causation
SOC	1.5 Labor, Slavery, and Caste in the Spanish Colonial System	Causation
WOR	1.6 Cultural Interactions Between Europeans, Native Americans, and Africans	Comparison
	1.7 Causation in Period 1	Causation

There are nine time periods in Advanced Placement United States History. (See your *Time Periods* handout you received from the mandatory APUSH meeting you should have attended in May. If you did not attend this meeting, I will be sending you an email about how to make it up.)

*You will cover Unit 1 or **Period 1 (1491 – 1607)** ^{and part of Unit 2} this summer on your own. *All summer assignments that will be turned in on the first day of school should be handwritten NOT TYPED (i.e., cut and pasted). Reminder: Some of the lectures/videos (Parts G-

We will have a Unit 1 Test the _____ of school. While this Unit only covers 4-6% of the APUSH Exam, it is the foundational unit of all of our time periods, and it

is important that you *thoroughly* complete these assignments. These assignments will be graded. Further directions can be found on the webpage and via emails to APUSH students.

Directions: You can refer to the Summer Assignments tab on my webpage to follow directions for each assignment.

Summer Assignments Parts A-G:

- A. Overview of AP Reasoning Processes and Historical Thinking Skills
- B. Chapter 1 Reading, Notes, and Questions
- C. Columbian Exchange Graphic organizer
- D. Content Charts
- E. European Colonization Notes (Khan Academy)
- F. Short Answer Overview AND writing sample
- G. Primary Source Readings
- H. Secondary Source Readings] on website
- I. Period 2 Videos and Notes



Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

Reasoning Process 1

★ *Comparison*

- 1.i: Describe similarities and/or differences between different historical developments or processes.
- 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.
- 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

Reasoning Process 2

★ *Causation*

- 2.i: Describe causes and/or effects of a specific historical development or process.
- 2.ii: Explain the relationship between causes and effects of a specific historical development or process.
- 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.
- 2.iv: Explain how a relevant context influenced a specific historical development or process.
- 2.v: Explain the relative historical significance of different causes and/or effects.

Reasoning Process 3

★ *Continuity and Change*

- 3.i: Describe patterns of continuity and/or change over time.
- 3.ii: Explain patterns of continuity and/or change over time.
- 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.



AP Historical Thinking Skills



Skill 1

Developments and Processes **1.A**

Identify and explain historical developments and processes.

Skill 2

Sourcing and Situation **2.A**

Analyze sourcing and situation of primary and secondary sources.

Skill 3

Claims and Evidence in Sources **3.A**

Analyze arguments in primary and secondary sources.

Skill 4

Contextualization **4.A**

Analyze the context of historical events, developments, or processes.

Skill 5

Making Connections **5.A**

Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

Skill 6

Argumentation **6.A**

Develop an argument.

SKILLS

1.A Identify a historical concept, development, or process.

1.B Explain a historical concept, development, or process.

2.A Identify a source's point of view, purpose, historical situation, and/or audience.

2.B Explain the point of view, purpose, historical situation, and/or audience of a source.

2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

3.B Identify the evidence used in a source to support an argument.

3.C Compare the arguments or main ideas of two sources.

3.D Explain how claims or evidence support, modify, or refute a source's argument.

4.A Identify and describe a historical context for a specific historical development or process.

4.B Explain how a specific historical development or process is situated within a broader historical context.

5.A Identify patterns among or connections between historical developments and processes.

5.B Explain how a historical development or process relates to another historical development or process.

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence

- Describe specific examples of historically relevant evidence
- Explain how specific evidence of historically relevant evidence support an argument.

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

6.D Corroborate, qualify, or modify an argument using direct and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables
- Explain relevant and insightful connections within and across periods.
- Explain the relative historic significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.



Chapter 1

Direction: Using the *American Pageant* textbook (link on webpage), read about Period 1 (1491—1607). **Part 1:** You will take your own notes as you read (on the page below). **Part 2:** You will thoroughly and in your own words, provide a response for each of the questions. One-word answers will *not* suffice. Write in complete sentences for full credit. Be sure to answer *all* questions within the question sets.

Ch. 1 – New World Beginnings, 33,000 B.C. - A.D. 1769

CHAPTER THEMES

Theme: In the New World, before Columbus, there were many different Native American tribes. These people were very diverse. In what's today the U.S., there were an estimated 400 tribes, often speaking different languages. It's inaccurate to think of "Indians" as a homogeneous group.

Theme: Columbus came to America looking for a trade route to the East Indies (Spice Islands). Other explorers quickly realized this was an entirely New World and came to lay claim to the new lands for their host countries. Spain and Portugal had the head start on France and then England.

Theme: The coming together of two worlds had world changing effects. The biological exchange cannot be underestimated. Food was swapped back and forth and truly revolutionized what people ate. On the bad side, European diseases wiped out an estimated 90% of Native Americans.

Part 1: Chapter 1 Notes – take your own notes as you read using the boxes below.

Student Notes: Graphic Organizer

Intro Section (pgs 4-5)	The Shaping of North America (pg 5)
Peopling the Americas (pgs. 5-8)	Skip Examining the Evidence (pg. 7)

<u>The Earliest Americans (pgs. 8-10)</u>	
<u>Indirect Discoverers of the New World (pg. 10-11)</u>	<u>Europeans Enter Africa (pgs. 11-13)</u>
<u>Columbus Comes upon a New World pgs. 13-14</u>	<u>When Worlds Collide (pgs. 14-16)</u>
<u>The Spanish Conquistadores (pgs. 16-17)</u>	
<u>The Conquest of Mexico (pgs. 20-21)</u>	<u>The Spread of Spanish America pgs. 21-24</u>

* Skip pgs. 18-19

3. Are the differences between Latin America and North America due primarily to the differences between the respective Indian societies that existed in the two places, or to the disparity between Spanish and English culture? What would have happened if the English had conquered densely settled Mexico and Peru, and the Spanish had settled more thinly populated North America?



The Columbian Exchange Graphic Organizer

In the years following Columbus' voyages to the Americas, the world witnessed an unprecedented permanent exchange of people, products, and ideas known as the Columbian Exchange. You are to use your textbook reading, the Khan Academy video on my webpage, and the lectures provided to fill in this organizer and to note significant exchanges of animals, plants, populations, technology, culture, and ideas that took place during the fifteenth and sixteenth centuries. Your general goal should be to come up with at least three (3) entries for each box.

	New World to Old -->	<-- Old World to New
Animals	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
Plants	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
Populations	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
Technology	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
Culture & Ideas	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••
Diseases	<ul style="list-style-type: none">•••	<ul style="list-style-type: none">•••

Era 1 : Content Charts

Directions: As you read through the corresponding chapter for this era, complete the below charts/notes.

Note: These are the content charts for Period 1.

European Colonial Foundations Chart:

(A) Compare and Contrast changes to Native American life before the arrival of Europeans and after.

BEFORE:

AFTER:

(B) Summarize the major causes/reasons why the above changes took place in the Native American cultures after the Europeans arrived (i.e explain why the above changes happened).

CAUSES:

(c) Quick Chart:

Causes of European Exploration

New World

Old World

I
M
P
A
C
T
S

★ SPAIN:

Where?	Why?	Who?	Natives Relationship
<p>What areas (future countries) did this group settle?</p>	<p>What was the purpose and intention of their exploration and colonization?</p>	<p>Who were some of the key people and what were some of their accomplishments?</p>	<p>Describe the relationships this group had with the Natives. Identify key figures on both sides. Conflicts, treaties, etc.</p>

★ FRANCE:

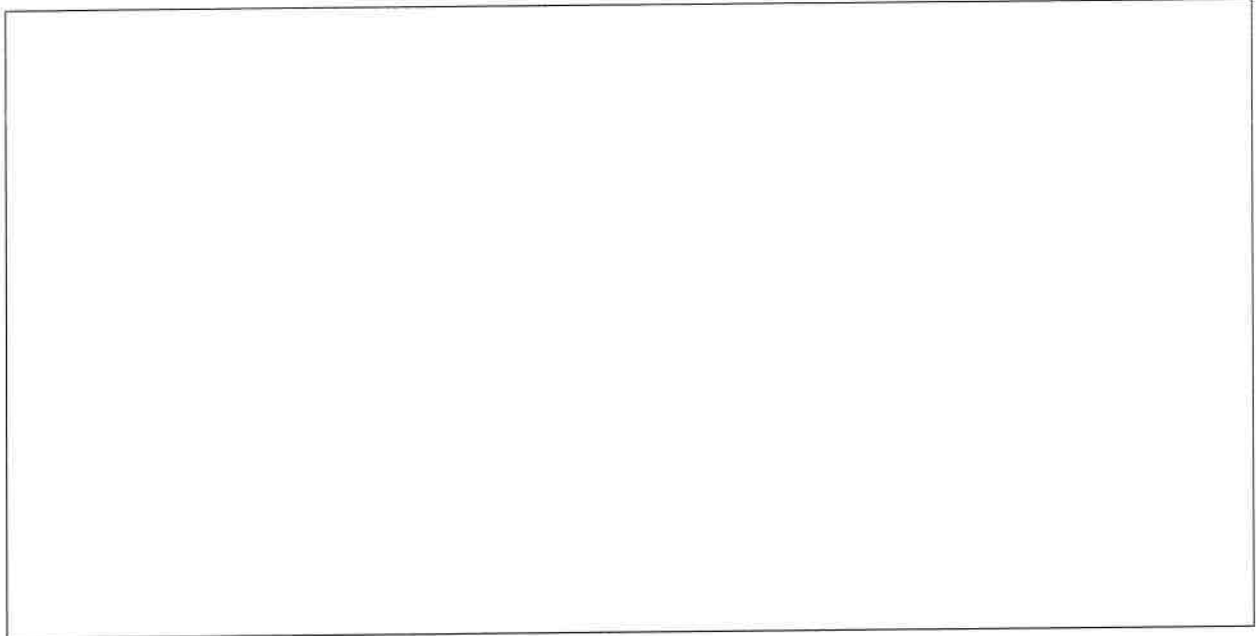
Where?	Why?	Who?	Natives Relationship

E

Khan Academy Notes → Video Links are on my website.

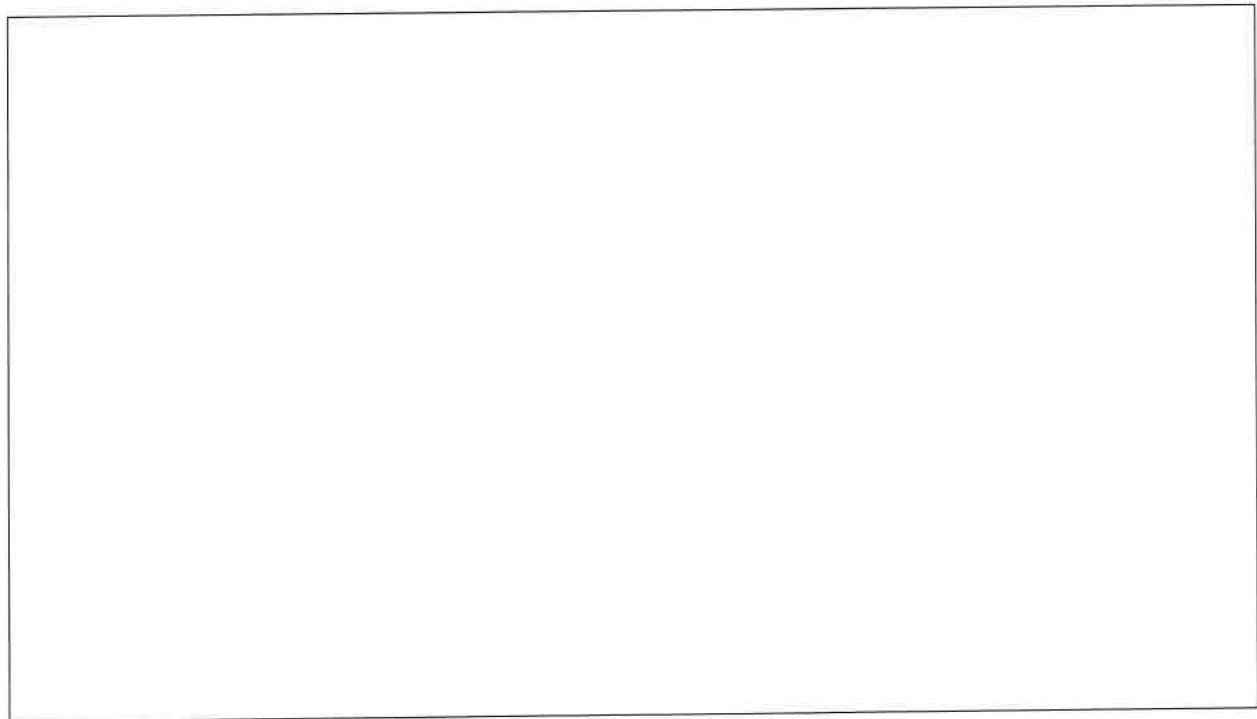
Video #1

French and Dutch Colonization



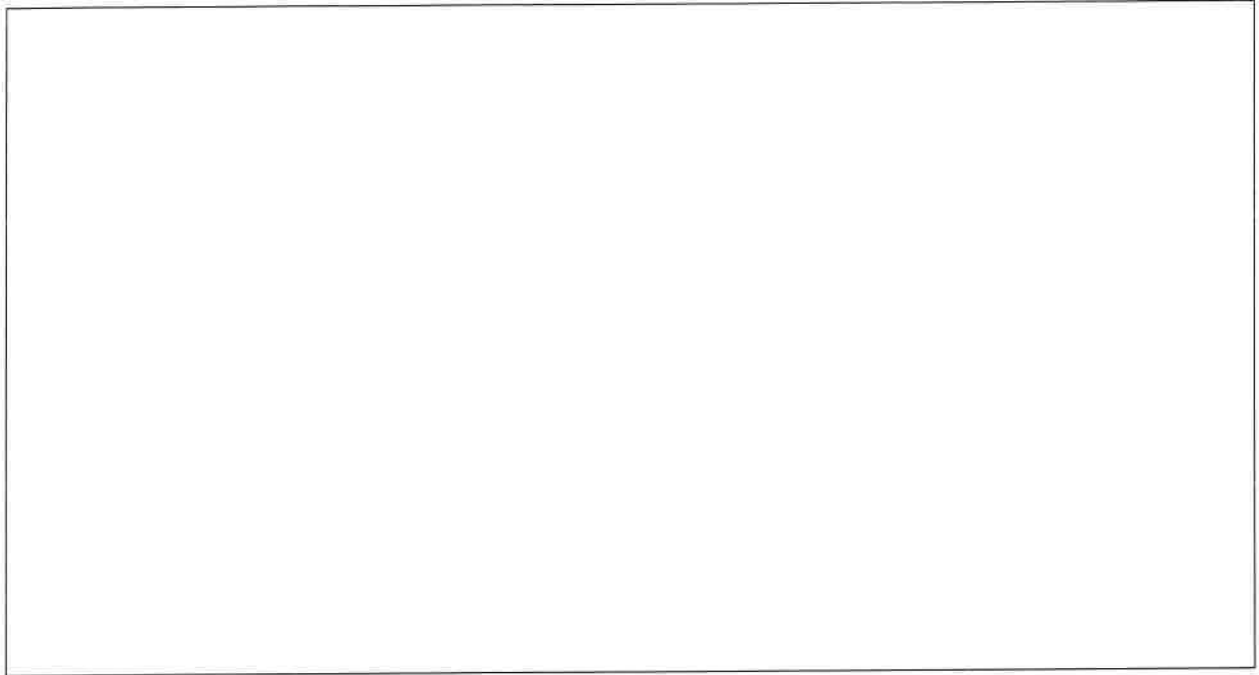
Video #2

England in the Age of Exploration



Video #3

Motivations for English Colonization





Short Answer Overview

Section I, Part B: Short Answer

3 Questions | 40 Minutes | 20% of Exam Score

- Students analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.
- Students choose between 2 options for the final required short-answer question, each one focusing on a different time period:
 - Question 1 is required, includes 1–2 secondary sources, and focuses on historical developments or processes between the years 1754 and 1980.
 - Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years 1754 and 1980.
 - Students choose between Question 3 (which focuses on historical developments or processes between the years 1491 and 1877) and Question 4 (which focuses on historical developments or processes between the years 1865 and 2001) for the last question. No sources are included for either Question 3 or Question 4.

(A) See Ms. Barger's **Short Answer Overview** video on the webpage.

(B) **Timed Short Answer Practice** on the next page. The question will be loaded on my webpage after you have watched the review video.

(F) Short Answer: Timed Practice

Use a blue or black pen only for the short-answer questions. Do NOT write your name. Do NOT write outside the box.

QUESTION 1

A large rectangular box with a black border, containing 25 horizontal lines for writing an answer. The lines are evenly spaced and extend across the width of the box.

I. Period 2 (1607 – 1754)

You will start part of Period 2 to prepare yourself for this Unit that we will be working on in August.

UNIT 2		Period 2: 1607–1754
~14	<small>Class Periods</small>	6–8% <small>AP Exam Weighting</small>
4		2.1 Contextualizing Period 2
MIG		2.2 European Colonization
1		
GEO		2.3 The Regions of British Colonies
3		
WXT		2.4 Transatlantic Trade
5		
WOR		2.5 Interactions Between American Indians and Europeans
2		
WXT		2.6 Slavery in the British Colonies
SOC		
5		
ARC		2.7 Colonial Society and Culture
NAT		
1		
6		2.8 Comparison in Period 2

Directions: Watch the following Khan Academy Videos and take notes on them. The links can be found on Ms. Barger's website.

1. Early English Settlements – Jamestown

2. Jamestown – John Smith and Pocahontas

3. Jamestown – the impact of tobacco

4. Jamestown – life and labor in the Chesapeake

5. Jamestown – Bacon's Rebellion