

AP US History Summer Assignment

Dear Students/Parents/Guardians:

Welcome to AP US History. Attached you will find a copy of the Summer Independent Study Assignment. This summer assignment highlights content from Period 1 of AP US History and covers important events from 1491-1607. Since this course will cover history between 1491-present in a limited time frame, students are expected to learn some content outside of class. Thus, Period 1 will be taught briefly in class, and this summer assignment will help students learn the material. Should students need faculty support on the summer assignment, they may contact Ms. Jeffers (kristi.jeffers@knoxschools.org). This assignment will be due the third day of the course. **This will ensure that students have time to ask questions if needed before submitting the assignment.** Students will be tested on the material on the first unit test.

My goal is to make this course interesting while preparing students for the AP US History Test as well as future classes. This means that this course will often be challenging, but I will be supportive throughout the process.

Instructions: Complete Parts 1 and 2 for a grade. Parts 3 and 4 will be extra credit.

Part 1: Watch the videos to complete the graphic organizer.

Part 2: Read the documents and complete the table.

Part 3: Use the picture to answer the questions.

Part 4: Read the article and answer the questions.

Want more information/practice? Check out Khan Academy!

Part 1

NAME

APUSH PERIOD 1: 1491-1607

Instructions: Watch the key concept [review video](https://www.youtube.com/watch?v=rhHecE9st7U) <https://www.youtube.com/watch?v=rhHecE9st7U> and use the graphic organizer to take notes. **Highlight** and look up the definition of any words you do not know. When finished with the key concepts take notes from the [chapter videos](https://www.youtube.com/watch?v=rSS9Y53jVI) <https://www.youtube.com/watch?v=rSS9Y53jVI> In the last column record any questions you have or connections to other time periods.

NATIVE AMERICAN SOCIETIES BEFORE EUROPEAN CONTACT

KC-1.1 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.

Notes:

Connections & Questions

KC-1.1.I Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure. it

Notes:

Connections & Questions

KC-1.1.I.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.

Notes:

Connections & Questions

KC-1.1.I.B Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyle

<u>Notes:</u>	<u>Connections & Questions</u>
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KC-1.1.I.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.

<u>Notes:</u>	<u>Connections & Questions</u>
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KC-1.1.I.D Societies in the Northwest 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.

<u>Notes:</u>	<u>Connections & Questions</u>
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EUROPEAN EXPLORATION IN THE AMERICAS

KC-1.2.I.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.

<u>Notes:</u>	<u>Connections & Questions</u>
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COLUMBIAN EXCHANGE, SPANISH EXPLORATION, AND CONQUEST

KC-1.2.I.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.

<u>Notes:</u>	<u>Connections & Questions</u>
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KC-1.2.I.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

Notes:

Connections & Questions

KC-1.2.II.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.

Notes:

Connections & Questions

LABOR, SLAVERY, AND CASTE IN THE SPANISH COLONIAL SYSTEM

KC-1.2.II.B In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

Notes:

Connections & Questions

KC-1.2.II.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.

Notes:

Connections & Questions

KC-1.2.II.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.

Notes:

Connections & Questions

CULTURAL INTERACTIONS BETWEEN EUROPEANS, NATIVE AMERICANS, AND AFRICANS

KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

Notes:

Connections &
Questions

KC-1.2.III.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.

Notes:

Connections &
Questions

KC-1.2.III.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.

Notes:

Connections &
Questions

KC-1.2.III.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.

Notes:

Connections &
Questions

Part 2

Spain, France, and Netherlands Colonization – Secondary Source Document

Directions: Use the document below to complete the companion table.

Source: <https://www.history.com/topics/exploration/exploration-of-north-america> (modified)

Spain

Spain was the leading explorer and colonizer of the America's through the 16th and 17th centuries, though most of their efforts had focused on Central and South America where they had created rich and prosperous colonies. Spain's colonial efforts were focused on finding gold and other valuable minerals they could send back to Europe. Two expeditions led directly to Spain's emergence as 16th century Europe's wealthiest and most powerful country. The first was headed by Hernando Cortes, who in 1519 led a small army of Spanish and Native Americans against the Aztec Empire of Mexico. Completing the conquest in 1521, Cortes took control of the Aztecs' fabulous old and silver mines. Ten years later, an expedition under Francisco Pizarro defeated the Inca Empire of Peru, securing their great silver mines. Spain notoriously exploited and abused the Native American populations they came into contact with. Native Americans were often enslaved for their labor and forced to convert to Catholicism. If they refused they would be killed.

Spain chose to expand their empire to North America in an effort to weaken their rivals and protect their own possessions. In North America, Spain's holdings were primarily focused around present day Florida and the south-western part of the continent. In 1536, Spain added the North American Southwest to its New World empire. They cruelly abused the Pueblo peoples of the region, killing thousands and fanatically trying to convert the survivors to Catholicism. Their empire in the west would eventually extend all the way to California. About the same time, Hernando de Soto explored southeastern North America from Florida to the Mississippi River and established settlements there. These settlements served to block French ambitions in the region.

France

While Spain was building its New World empire, France was also exploring the Americas. In 1524, Giovanni da Verrazano was commissioned to locate a northwest passage around North America to India. He was followed in 1534 by Jacques Cartier, who explored the St. Lawrence River as far as present-day

Montreal. In 1562 Jean Ribault headed an expedition that explored the St. Johns River area in Florida. But the Spanish soon pushed the French out of Florida, and thereafter, the French directed their efforts north and west. In 1608 Samuel de Champlain built a fort at Quebec and explored the area north to Port Royal, Nova Scotia, and south to Cape Cod. They established control along the Mississippi River (which they named Louisiana after their king) and present-day Canada.

Unlike Spain's empire, "New France" produced no caches of gold and silver. Instead the French traded with inland tribes for furs and fished off the coast of Newfoundland (present day Canada). New France was sparsely populated by trappers and missionaries and dotted with military forts and trading posts. Although the French sought to colonize the area, the growth of settlements was stifled by inconsistent policies so they never produced large populations like other European countries. Initially, France encouraged colonization by granting charters to fur-trading companies. In 1663, the king took direct control of New France. Although more prosperous under this administration, the French empire failed to match the wealth of New Spain or the growth of neighboring British colonies.

Unlike Spain, the French did not focus on trying to force Christianity on the Native Americans. Their Catholic missionaries, called Jesuits, established some missions in North America but were tolerant of Native American religious beliefs. They established alliances with Native American tribes, often intermarrying and trading with them. French fur traders were particularly prosperous under this arrangement, exporting beaver pelts back to Europe.

The Netherlands

The Dutch were also engaged in the exploration and colonization of America. Formerly a Protestant province of Spain, the Netherlands was determined to become a commercial power and saw exploration as a means to that end. Many of them were also looking for more religious form to practice their Protestant faith in the New World. In 1609, Henry Hudson led an expedition to America for the Dutch East India Company and laid claim to the area along the Hudson River as far as present-day Albany, New York. In 1614 the newly formed New Netherland Company obtained a grant from the Dutch government for the territory between New France and Virginia. About ten years later, another trading company, the West India Company, settled groups of colonists on Manhattan Island and at Fort Orange.

New Netherlands was based around Manhattan Island, which the Dutch named New Amsterdam after their capital. They focused their efforts on fur trading, where they were in competition against France. Like the French, they had good relations with Native American tribes who they allied with, married, and traded with. They also did not force their religion on them.

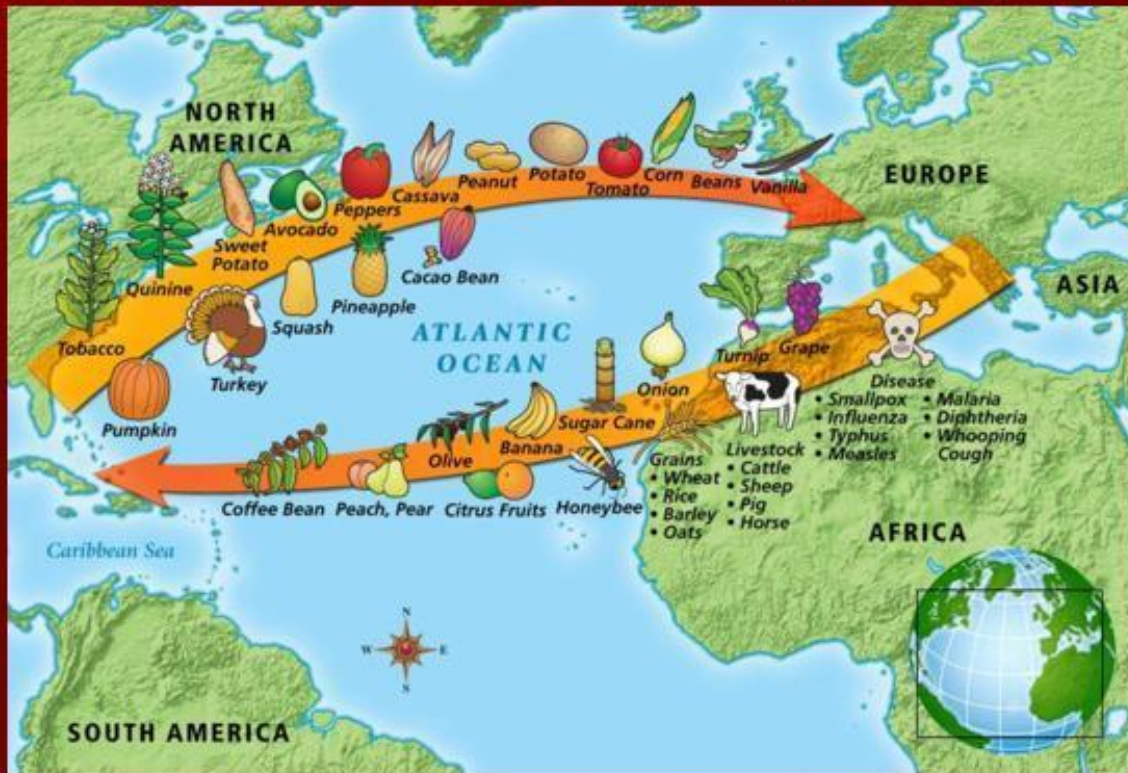
Spanish, Dutch, and French Colonization

Directions: Identify the similarities and differences between Spain, the Netherlands, and France on colonizing the New World by completing the table below.

	Spain	Netherlands	France
Region of North America Colonized			
Main Purpose for Colonization			
Protestant or Catholic			
Relationship with Native Americans			

Part 3

The Columbian Exchange: Map V.



<http://blog.slowfoodyouth.ch/?p=144>

Drawing inferences:

1. How did the Columbian Exchange affect diets across the world? Do you think the Columbian Exchange would increase or decrease life expectancy? Justify your response.

a. The Columbian Exchange affected diets across the world because people were getting to try new foods from all over the world. The people would incorporate the new foods into their diets on a daily basis. Without the Columbian Exchange, places like Europe would not have had as many fruits and vegetables to aid in the health of its people.

b. The Columbian Exchange would increase life expectancy. The expansion of food types would allow people to gain different types of nutrients. Additionally, the gain of resources would help people learn how to better grow certain foods which would pave the way for cultural livelihoods.

2. Who were the primary beneficiaries of the Columbian Exchange? Provide at least two statements of supporting evidence.

a.

b.

c.

3. Who experienced the greatest loss via the Columbian Exchange? Provide at least two statements of supporting evidence.

a.

b.

c.

4. Please define Columbian Exchange in your own words.

5. Provide one piece of evidence of the Columbian Exchange in America today.

Part 4

The Pueblo Uprising – Article and Questions

Objective: Explain how Spanish encroachment and intolerance towards native peoples led to uprisings and changing group identities.

Directions: Read the article on the Pueblo Uprising and answer the questions that follow.

Overview

- The Pueblo people, Native Americans living in what is now New Mexico, rose up against Spanish conquistadores in the wake of religious persecution, violence, and drought.
- The uprising aimed to reclaim Pueblo religious practices, culture, and land, which had been stripped away by Spanish conquistadores.
- Although the Pueblo uprising ultimately failed to take back Santa Fe from Spanish colonizers, the Pueblo people made a lasting impact on the dominant culture of the Southwest.

Pueblo uprising in Santa Fe

Having found wealth in Mexico, the Spanish looked north to expand their empire into the land of the **Pueblo** people. The Spanish expected present-day New Mexico to yield gold and silver, but they were mistaken. Instead, they established a political base in Santa Fe in 1610, naming it the capital of the **Kingdom of New Mexico**. It became an outpost of the larger Spanish Viceroyalty of New Spain, headquartered in Mexico City.

As they had in other Spanish colonies, missionaries built [churches](#) and forced the Pueblos to convert to **Catholicism**, requiring native people to discard their own religious practices entirely. They focused their conversion projects on young Pueblos, drawing them away from their parents and traditions.

The Spanish demanded corn and labor from the Pueblos, but a long period of drought impeded production, escalating tension in Santa Fe. The Pueblo also suffered increased attacks on their villages by rival native groups, which they attributed to the Spanish presence.

Popé, a Pueblo leader and medicine man led a response to the persecution and violence—a return to native customs. He popularized the idea that “when Jesus came, the Corn Mothers went away.” This was a succinct way of describing the displacement of native traditions by the culture and religion of the Spanish.



Taos Pueblo served as a base for Popé during the uprising. Image credit: [Wikimedia Commons](#)
In 1680, the Pueblo launched a coordinated attack on the Spanish. Pueblos, Navajos, and Apaches from the region congregated and planned to strike Santa Fe when the Spaniards were low on supplies. They laid siege to the city for nine days and cut off the Spanish water supply.

The uprising, also known as **Popé's Rebellion**, killed over 400 Spaniards and drove the remaining 2,000 Spanish settlers south toward Mexico. Participants in the rebellion also destroyed many mission churches in an effort to diminish Catholic physical presence on Pueblo land. Pueblo historian Joe S. Sando calls the movement “the first American revolution.”

The Pueblo reestablished their religious institutions and a government of their own for the next 12 years of independence. However, as droughts and attacks by rival tribes continued, the Spanish sensed an opportunity to regain their foothold. In 1692, the Spanish military returned and reasserted their control of the area.

Longterm effects of Native American resistance

Although the Spanish regained Santa Fe from the Pueblos, their missionary vision was somewhat compromised by the sentiment stirred up during the uprising. Many Pueblo quietly resisted Catholicism and folded their own cultural practices into norms instituted by the Spanish. This produced religious **syncretism**—the amalgamation of the distinct religious cultures of the Pueblos and the Spanish. The Spanish also slowly decreased their labor demands and the harsh practices of the [encomienda system](#). Over the course of the next few centuries, Pueblo and Spaniards intermarried. Pueblo customs started to shape—and continue to heavily influence—New Mexican culture.



This statue of Popé at the US Capitol building is one of two statues representing the state of New Mexico. Image credit: [Wikimedia Commons](#)

1. Explain the role of religion in causing the Pueblo Uprising.
2. Did the Spanish succeed in suppressing Pueblo culture? Why or why not?
3. How did the Pueblo uprising contribute to the formation of new religious customs and a new ethnic identity in the Southwest?