

2022 APUSH Summer Assignment

Welcome to APUSH! You may be taking this course combined with AP Language or as your first AP course, you may really like history or still be learning to love it! Regardless of why you are here, this class is challenging, rigorous, and often fun.

Students are expected to complete regular reading assignments, both within the traditional textbook and by exploring primary and secondary sources, throughout the course. Your summer assignment will help you to start practicing this reading format and also allow us to “hit the ground running”. Students should anticipate an assessment over this material near the start of the school year.

Assignment: Chapters 1 & 2

Textbook Details - The Knox County textbook is *America’s History* (Henretta) but many students also choose to read from *The American Pageant*. (The history is the same for both books but the Pageant is older and, therefore, more readily available in pdf online. Though, both are a pretty easy google search - if you have trouble just type the name of the book and then “pdf” after it.) You may choose either book for now. A third option, that will work for now but not for the entirety of the class, is The American Yawp - this is an open source textbook that is hosted by Stanford University. Regardless of what you choose, just make sure the topic you are reading is lined up with the assignment and you should be fine.

1. Reading Rate

Write down how long it takes you to read each chapter. It is strongly recommended that you do not read the entire chapter in one sitting. You need to find a reading strategy that works best for you. Ideally, you’ll be in a quiet spot without interruptions. You need to know your reading rate so you can estimate how long each chapter will take you to read through the school year.

2. Notes

As you read, take some form of notes on the reading. You’ll do this all semester so you want to find a format that works for you in order to be efficient at reading, and reviewing. I highly recommend Cornell notes or an outline form of notes. Find a structure that works to give you guidance and keep you on track. Don’t copy the entire chapter over but don’t write just a few sentences either. You want to be able to reference these for exam prep in May.

3. IDing Key Terms

For the following Key Terms, choose an “ID” format and write an “ID” for each. Should be a short paragraph. Do as much as you can from memory from the reading, then look up what you need to. This is good practice for your recall for the school year.

ID Format Options:	
Subject	Who
Causes	What
Actions	When
Results	Where
SIGNIFICANCE	Why does it matter?

Period 1 Key Terms			
Aztecs	Incas	Joint-stock companies	Roanoke
Columbian Exchange	Indentured servants	Mestizos	Royal (colonial) charter
Conquistadors	Iroquois Confederation	Montezuma	Samuel de Champlain
Encomienda	Jacques Cartier	Moundbuilders	Spanish Mission System
Henry Hudson	John Rolfe	Pueblo	Treaty of Tordesillas
Hernan Cortes	John Smith	Powhatan’s Confederacy	Walter Raleigh (sea dogs)

Optional Above & Beyond Assignment

This is not required, but it is highly suggested.

A study of history is not often about your individual beliefs, but instead is about facts that then guide your opinions. Because of this, many students believe that history is without bias. All historians write from their own perspectives, however, and therefore can introduce their own slant/standpoint/angle into the mix. An important skill for this class, and

for life in general, is to be able to analyze sources to determine a well-argued viewpoint. To practice this skill, you have the option to read two opposing narratives of US history. In 1980, Howard Zinn published his *A People's History of the United States*. In 2004, Larry Schweikart and Michael Allen countered with *A Patriot's History of the United States*.

Both texts can currently be found for free online. Of course, links online tend to change from time to time but Zinn's is currently available at <http://www.historyisaweapon.com/ziinapeoplehistory.html>. You may also choose to purchase the paperback. We will likely revisit this book later in the course.

Schweikart's is currently available in text form at

https://www.sciencetheearth.com/uploads/2/4/6/5/24658156/a_patriots_history_of_the_us_-_ytsewolf.pdf

Step 1. Read Chapter 1 of both books.

Step 2. Answer the following questions from each chapter.

A People's History of the United States, Zinn Chapter 1: Columbus, the Indians, and Human Progress	A Patriot's History of the United States, Schweikart Chapter 1: The City on the Hill
<ol style="list-style-type: none"> 1. According to Zinn, what is his main purpose for writing this book? 2. How, according to Zinn, is Columbus portrayed in traditional history books? 3. What is Zinn's basic criticism of Morison's book? 4. What major issue(s) does de las Casas bring up regarding Spanish expeditions to the Caribbean? 5. Identify one early and one subsequent motive that drove Columbus to oppress indigenous peoples. 6. What was the ultimate fate of the Arawak Indians? 7. What was the significance of Quetzalcoatl? 8. Compare strategies and motives underlying the conquest of the Aztecs by Cortez and the Incas by Pizarro. 9. What were the major causes of war between the Powhatans and the English settlers? 10. Explain Governor Winthrop's legal and biblical justification for seizing Indian land. 11. Explain the main tactic of warfare used by the English against the Indians. 12. According to Roger Williams, how did the English usually justify their attacks on the Indians? 13. What ultimately happened to the estimated 10 million Indians living in North America at the time of Columbus' arrival? 14. Evaluate the statement: "If there are sacrifices to be made for human progress, is it not essential to hold to the principle that those to be sacrificed must make the decision themselves?" 	<ol style="list-style-type: none"> 1. According to the authors, what is their main purpose for writing this book? 2. What (3) factors do they say led to the European search for Cathay? Do you agree? 3. What argument do they make about the discovery of America? Who discovered the new continent, according to the authors? 4. According to the text, how did Europeans differ from other cultures in their practices and effectiveness toward conquest? 5. "Did Columbus kill most of the Indians?" (pg 7) - Use text references to respond to this question. 6. Explain the motivators and pathways that lead the Spanish to the New World. 7. Why did the Spanish and French colonies grow so slowly? Why did European ones grow rapidly? 8. Give details regarding the interactions between the Europeans and American Indians. 9. What knowledge and capabilities would contribute to survival in the early colonies? 10. What gains would be achieved by England establishing colonies? 11. What factors are involved in the Pilgrims establishing a colony in North America? How are the Puritans different than Pilgrims? 12. Why were indentured servants in the colonies? 13. Evaluate the statement "The Americans were more radicalized by the Glorious Revolution than the English". 14. What characterizations had the English colonies taken on by the early 1700s?
<ol style="list-style-type: none"> 1. What perspective does Zinn take with regard to Columbus? What evidence does he cite and how does he support his position? What perspectives do Schweikart/Allen take with regard to Columbus? What evidence do they cite and how do they support their position? What would they say about each other's approach to the study of history in general? Is it fair to judge the past by our present standards? 2. What are the primary arguments for Schweikart and Zinn in the discussions of the Declaration of Independence and the Constitution? Who are the respective heroes and villains? On what facts/issues do they agree/ Which narrative do you find yourself most agreeing with? Why? 	