

## **AP US HISTORY OUTSIDE and SUMMER READING ASSIGNMENTS 2018-2019**

Welcome to AP US History: This will be a very busy year and our goal is to be prepared for the AP US History exam which takes place in May 2019.

AP US History is a *college-level* course and that is the way I will teach the course, and the level at which you are expected to perform. The AP US History test will require you to have *extensive background knowledge* in US History. We will cover US history from the 1400's-present day. In order to cover this vast amount of material in the time frame allowed, it is essential that all students are prepared to begin work on the first day of school. I do not write this to scare you, but rather to make sure you are fully aware of the challenges of this course.

Therefore, every APUSH student will be required to complete a summer reading assignment. This assignment will count as a **major grade!**

**YOU SHOULD HAVE THIS DONE BEFORE SCHOOL STARTS! However, I would not start this assignment until August as the material will be on your first test AND A QUIZ WITHIN THE FIRST WEEK OF SCHOOL.**

### **Directions:**

1. Read Ch 1 from American Pageant and complete guided reading (**I would print the Guided Reading and write on it. However, if you want to type your answers you may**)
2. Identify the meaning and/or significance of each of the key terms relating to the chapter. **Sometimes there will be terms included that are not included in the text.** It is your responsibility to research these terms for identification as well. **(THIS MUST BE TYPED)** I SUGGEST YOU LOOK FOR THE WORDS IN THE TEXT FIRST!!! INCOMPLETE OR OVERLY SIMPLISTIC DEFINITIONS WILL NOT BE ACCEPTABLE. **PLEASE REMEMBER AS THESE ARE NOT WORDS FROM A GLOSSARY STUDENTS SHOULD NOT HAVE THE SAME WORDING FOR YOUR ANALYSIS OF TERMS.**
3. Watch "America before Columbus" and complete viewing guide  
<https://www.youtube.com/watch?v=4zr46zBwySw>

**Watch the clips below and take notes as needed:**

4. <https://www.youtube.com/watch?v=rSS9Y53jVI&list=PL-69ThEyf7-BOS9pplm3mpVxnuvclVVKz>
5. [https://www.youtube.com/watch?v=E5HV8d461Po&list=PL-69ThEyf7-DKzRanL0ZAL\\_MeO5CAyR6R&index=4](https://www.youtube.com/watch?v=E5HV8d461Po&list=PL-69ThEyf7-DKzRanL0ZAL_MeO5CAyR6R&index=4)

**FAILURE TO FOLLOW DIRECTIONS WILL RESULT IN A REDUCED GRADE! YES, I AM GRADING THIS FOR CORRECTNESS.**

If you have any questions about the assignment or text over the course of the summer please do not hesitate to contact Mrs. Thompson: [lthompson@parrottacademy.org](mailto:lthompson@parrottacademy.org)

**Identification Terms:**

1. Amerigo Vespucci
2. Aztecs
3. Balboa
4. Christopher Columbus
5. Columbian Exchange
6. Conquistadores
7. Cortes
8. Encomienda (system)
9. Ferdinand Magellan
10. Inca
11. Iroquois Culture
12. Isabella and Ferdinand
13. Jesuit missionaries
14. John Cabot
15. Lost Colony at Roanoke
16. maize
17. Maya
18. mercantilism
19. mestizos
20. missions
21. New France
22. Northwest Passage
23. Phillip II of Spain
24. Pizarro
25. Pueblo Revolt (Pope's Rebellion)
26. Quebec
27. Renaissance
28. smallpox
29. Spanish Armada (1588)
30. Treaty of Tordesillas
31. Vasco da Gama
32. Walter Raleigh

\*Please note for this assignment I am only asking you to do a brief definition for each term. I expect that each ID will be 1-3 sentences that addresses the most important information about the term. When class starts I will instruct you on a different format for our Identifications\*

**Example:**

Amerigo Vespucci: He was an Italian explorer who in 1503 published about his voyages near what is today North America. North and South America are named in honor of his explorations.

## **National Geographic – America Before Columbus (Part 1)**

Directions: Answer the following questions while viewing the video.

- 1) What are the names of Columbus' ships?
- 2) What was the purpose of Christopher Columbus' voyage?
- 3) What goods were being sold through the Silk Road?
- 4) What were some of the reasons (or innovations) that allowed Europe's population to reach over 100 million people?
- 5) What is the name of great city, built by the mound builders? What is known about them?
- 6) What staple crop, developed by genetic engineering, helped the mound builders to prosper?
- 7) What crop helped the Inca to prosper without corn, as it would not grow in the high altitudes?
- 8) How were they able to grow this crop? (How did they alter the landscape?)
- 9) What is the biggest domestic mammal in the Americas, before Columbus?
- 10) Why were there no domesticated animals in North America?
- 11) What is the most important animal to the Native Americans?
- 12) How did the Native Americans hunt these animals?
- 13) How was hunting different for the Europeans?
- 14) What happened to the fish stocks in Europe?
- 15) How is fishing different in the Americas?
- 16) Why did the Anasazi, the civilization located in present day New Mexico, disappear?

17) How was wood important to the Europeans? (What were they using wood for?)

18) What object was invented that allowed the spread of new ideas and information?

### Video Review – Part 1

Directions: Using your answers from the video questions, fill in the chart below comparing Europe to America in 1491.

Europe America

	<b>Europe</b>	<b>America</b>
<b>Civilizations/ Countries</b>	Ex. Spain	Ex. Inca
<b>Domesticated Animals</b>		
<b>Fishing</b>		
<b>Wood</b>		
<b>Staple Crops</b>		
<b>Tools/Inventions</b>		
<b>Population</b>		

Name: \_\_\_\_\_

Period: \_\_\_\_\_

## **National Geographic – America Before Columbus (Part 2)**

### **I. Columbus reaches the Americas, impact:**

1. How many million people live in the Americas in 1491?
2. How are the cultures and people of the Americas different than Europe?
3. Why could one call the Spanish arrival a ‘stampede’?
4. What does the narrator say is a ‘perfect source of food’?
5. How is that animal seen as a staple food for some and a curse for others?
6. Who was the hidden passenger on board European ships and what were the consequences?

### **II. The Great Dying:**

1. What did Europeans attribute the disease and death of native Americans?
2. What was the impact of native American deaths?
3. How many years did it take for the Europeans to have a “garden of Eden without humans”?
4. What is the evidence of God’s 2nd creation that Europeans send back home?
5. What is the unwelcomed passenger and unintentional gift with deadly consequences in Europe?

### **III. A New Wave of Settlement in the 17th Century:**

1. Who is the new “superpower of Europe?”
2. There was no gold in the rivers, but what did Europeans find there that amazed them?
3. How long does it take for European settlements to create ‘*overfishing*’?
4. Why were American trees ‘doomed’?

5. Other than the man's head who is chopping down a tree, what other areas of the Americas are 'completely bald'?
6. Europeans create the new world in the image of \_\_\_\_\_.

#### **IV. A "New" New World:**

1. What new items do Europeans bring to the new world?
2. What less welcome guests do the Europeans bring with them in their bags of seeds?
3. How do these new items impact the Americas?
4. What is the Columbian Exchange and its impact on the world?
5. What impact does the potato have and why does it thrive in Europe?
6. Only one animal ends up in Europe, what is it?
7. Why did Columbian exchange impact European environment so much less than the reverse?

#### **V. To exploit the resources of the new world, an explosion of exploitation of humans results:**

1. What made the creation of the 'new world' possible?
2. What is the 'accident of ecology'?
3. 500 years later, what do you believe Columbus and Isabella would say if they could see The New World today?

11. Spanish gold and silver from the Americas fueled inflation and economic growth in Europe.
12. The Spanish *conquistadores* had little to do with the native peoples of Mexico and refused to intermarry with them.
13. The province of New Mexico was first settled by French colonizers from the North.
14. Spain expanded its empire into Florida and New Mexico partly to block French and English intrusions.
15. The Spanish empire in the New World was larger, richer, and longer-lasting than that of the English.

**B. Multiple Choice**

Select the best answer and write the proper letter in the space provided.

1. The geologically oldest mountains in North America are
- the Appalachians.
  - the Rockies.
  - the Cascades.
  - the Sierra Nevada.
2. The Indian peoples of the New World
- developed no advanced forms of civilization.
  - were divided into many diverse cultures speaking more than two thousand different languages.
  - were all organized into the two large empires of the Incas and the Aztecs.
  - relied primarily on nomadic herding of domesticated animals for their sustenance.
3. The Iroquois Confederacy remained a strong political and military influence until
- the Spanish conquest of the Americas.
  - the fur trade was wiped out in the early 1700s.
  - King Philip's War
  - the American Revolution.
4. Among the important forces that first stimulated European interest in trade and discovery was
- the Christian crusaders who brought back a taste for the silks and spices of Asia.
  - the Arab slave traders on the east coast of Africa.
  - the Scandinavian sailors who had kept up continuous trade contacts with North America.
  - the division of Spain into small kingdoms competing for wealth and power.
5. Among the most important American Indian products to spread to the Old World were
- animals such as buffalo and horses.
  - technologies such as the compass and the wheel.
  - economic systems such as plantation agriculture and livestock raising.
  - foodstuffs such as maize, beans, and tomatoes.

Chapter 1 (American Pageant)

6. The primary staples of Indian agriculture were
  - a. potatoes, beets, and sugar cane.
  - b. rice, manioc, and peanuts.
  - c. maize, beans, and squash.
  - d. wheat, oats, and barley.
  
7. The number of Indians in North America at the time Columbus arrived was approximately
  - a. one million.
  - b. four million.
  - c. twenty million.
  - d. two hundred and fifty million.
  
8. Before Columbus arrived, the only Europeans to have temporarily visited North America were
  - a. the Greeks.
  - b. the Irish.
  - c. the Norse.
  - d. the Italians.
  
9. The Portuguese were the first to enter the slave trade and establish large-scale plantations using slave labor in
  - a. West Africa.
  - b. the Atlantic sugar islands.
  - c. the West Indies.
  - d. Brazil.
  
10. Much of the impetus for Spanish exploration and pursuit of glory in the early 1500s came from Spain's recent
  - a. successful wars with England.
  - b. national unification and expulsion of the Muslim Moors.
  - c. voyages of discovery along the coast of Africa.
  - d. conversion to Roman Catholicism.
  
11. A crucial political development that paved the way for the European colonization of America was
  - a. the rise of Italian city-states like Venice and Genoa.
  - b. the feudal nobles' political domination of the merchant class.
  - c. the rise of the centralized national monarchies such as that of Spain.
  - d. the political alliance between the Christian papacy and Muslim traders.
  
12. The primary reason for the drastic decline in the Indian population after the encounter with the Europeans was
  - a. the rise of intertribal warfare.
  - b. the Indians' lack of resistance to European diseases such as smallpox and malaria.
  - c. the sharp decline in the Mexican birthrate.
  - d. the sudden introduction of the deadly disease syphilis to the New World.

- \_\_\_ 13. Cortés and his men were able to conquer the Aztec capital Tenochtitlán partly because
  - a. they had larger forces than the Aztecs.
  - b. the Aztec ruler Montezuma believed that Cortés was a god whose return had been predicted.
  - c. the Aztecs were peace-loving people who did not believe in war or conquest.
  - d. the city of Tenochtitlán already had been devastated by a disease epidemic.
  
- \_\_\_ 14. The primary early colonial competitor with Spain in the New World was
  - a. Portugal.
  - b. Italy.
  - c. France.
  - d. England.
  
- \_\_\_ 15. The belief that the Spanish only killed, tortured, and stole in the Americas while doing nothing good is called
  - a. the *encomienda*.
  - b. the mission of civilization.
  - c. the Evil Empire.
  - d. the Black Legend.

**C. Identification**

Supply the correct identification for each numbered description.

- \_\_\_\_\_ 1. Extended period when glaciers covered most of the North American continent
- \_\_\_\_\_ 2. Staple crop that formed the economic foundation of Indian civilizations
- \_\_\_\_\_ 3. Important Mississippian culture site, near present East St. Louis, Illinois
- \_\_\_\_\_ 4. First European nation to send explorers around the west coast of Africa
- \_\_\_\_\_ 5. Flourishing West African kingdom that had its capital and university at Timbuktu
- \_\_\_\_\_ 6. Mistaken term that European explorers gave to American lands because of the false belief that they were off the coast of Asia
- \_\_\_\_\_ 7. Animal introduced by Europeans that transformed the Indian way of life on the Great Plains
- \_\_\_\_\_ 8. Among the major European diseases that devastated Native American populations after 1492 (name two)
- \_\_\_\_\_ 9. Disease originating in Americas that was transmitted to Europeans after 1492
- \_\_\_\_\_ 10. Treaty that secured Spanish title to lands in Americas by dividing them with Portugal
- \_\_\_\_\_ 11. Wealthy capital of the Aztec empire
- \_\_\_\_\_ 12. Person of mixed European and Indian ancestry
- \_\_\_\_\_ 13. Indian uprising in New Mexico caused by Spanish efforts to suppress Indian religion
- \_\_\_\_\_ 14. Indian people of the Rio Grande Valley who were cruelly oppressed by the Spanish conquerors

\_\_\_\_\_ 15. Roman Catholic religious order of friars that organized a chain of missions in California

#### D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- |                                 |  |
|---------------------------------|--|
| _____ 1. Ferdinand and Isabella | A. Female Indian slave who served as interpreter for Cortés  |
| _____ 2. Cortés and Pizarro     | B. Legendary founder of the powerful Iroquois Confederacy  |
| _____ 3. Lake Bonneville        | C. Wealthy capital of the Aztec empire   |
| _____ 4. Díaz and da Gama       | D. Financiers and beneficiaries of Columbus's voyages to the New World   |
| _____ 5. Columbus               | E. Portuguese navigators who sailed around the African coast   |
| _____ 6. Malinche               | F. Founded in 1565, the oldest continually inhabited European settlement in United States territory              |
| _____ 7. Montezuma              | G. Italian-born navigator sent by English to explore North American coast in 1498                                |
| _____ 8. Hiawatha               | H. Italian-born explorer who thought that he had arrived off the coast of Asia rather than on unknown continents |
| _____ 9. Tenochtitlán           | I. Powerful Aztec monarch who fell to Spanish conquerors   |
| _____ 10. St. Augustine         | J. Spanish conquerors of great Indian civilizations  |
| _____ 11. John Cabot            | K. Franciscan missionary who settled California  |
| _____ 12. Junípero Serra        | L. Inland sea left by melting glaciers whose remnant is the Great Salt Lake                                      |

#### E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

- \_\_\_\_\_ The wealthy Aztec civilization falls to Cortés.
- \_\_\_\_\_ Portuguese navigators sail down the west coast of Africa.
- \_\_\_\_\_ The first human inhabitants cross into North America from Siberia across a temporary land bridge.
- \_\_\_\_\_ The once-strong Iroquois confederacy divides and collapses.
- \_\_\_\_\_ Spanish conquerors move into the Rio Grande valley of New México.

**F. Matching Cause and Effect**

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
___ 1. The Great Ice Age	A. Rapid expansion of global economic commerce and manufacturing
___ 2. Cultivation of corn (maize)	B. European voyages around Africa and across the Atlantic attempting to reach Asia
___ 3. New sailing technology and desire for spices	C. Establishment of Spanish settlements in Florida and New Mexico
___ 4. Portugal's creation of sugar plantations on Atlantic coastal islands	D. Exposure of a "land bridge" between Asia and North America
___ 5. Columbus's first encounter with the New World	E. Formation of a chain of mission settlements in California
___ 6. Native Americans' lack of immunity to smallpox, malaria, and yellow fever	F. A global exchange of animals, plants, and diseases
___ 7. The Spanish conquest of large quantities of New World gold and silver	G. The formation of large, sophisticated civilizations in Mexico and South America
___ 8. Aztec legends of a returning god, Quetzalcoatl	H. Cortés relatively easy conquest of Tenochtitlán
___ 9. The Spanish need to protect Mexico against French and English encroachment	I. A decline of 90 percent in the New World Indian population
___ 10. Franciscan friars' desire to convert Pacific coast Indians to Catholicism	J. The rapid expansion of the African slave trade

**G. Developing Historical Skills****Connecting History with Geology and Geography**

Because human history takes place across the surface of the earth, both the physical science of geology and the social science of geography are important to historians. Answer the following questions about the geological and geographical setting of North American history.

1. What are the two major mountain chains that border the great mid-continental basin drained by the Mississippi River system?