Advanced Placement United States History (APUSH)  

Mr. Welk

APUSH Summer reading and assignments

Rationale for summer study:

Due to the level of expectancy for this course, summer reading and assignments are necessary to fulfill content requirements. The AP exam for this course occurs in early May of 2017. In order to fit in the knowledge content standards, it is necessary to begin during the summer.

The reading and assignments completed over the summer will prepare students to begin in September ready to learn and progress towards the May exam. Also, the summer work will give me, the teacher, the opportunity to see what a student is capable of and allow intervention early in the school year.

Materials: Alan Brinkley’s American History 12 edition and a composition notebook. Internet resources are optional.

Tasks:

The first activity is reading and content acquisition. You will read the first three chapters of your text and complete the corresponding KBATS assignments. These KBATs (things that you should Know and things that you should Be Able To do) assignments will be regularly occurring in AP US History. Pay attention to the formatting instructions. The KBATs are imperative for building student vocabulary and skill sets needed for being successful in the course. ALL KBATS ARE TO BE HANDWRITTEN IN YOUR COMPOSITION NOTEBOOK.

The second set of activities are primary and secondary sources and questions that accompany. These activities do not require any outside research or particular prior knowledge. It is however helpful to have read the text sections that correspond to the content. When answering the Document Based Questions, make sure to answer in complete sentences and use evidence from the sources provided.

Due Date: All assignments MUST BE completed by the end of the first week of classes.

If you would have any specific questions or need clarification please contact your instructor, Mr. Welk at Kwelk@asd103.org .

**Students that have not completed the summer work are subject to removal from the AP US History program at Anacortes High School.**

Kbats are designed to help you know what to pay attention to while you read the chapter. the K’s are terms that you should **KNOW** and understand the significance of. The **BATs** are things that you should **BE ABLE TO do**. All assessments will be tied to these tasks and concepts. Students should go beyond basic definitions- it is important to understand the historical significance of the term in the context of the chapter. Although resources outside the text are fair game, the significance is grounded in the contextual framework of your textbook.
While reading chapter one of your text, complete the tasks in your composition notebook.

For each of the KNOWS, students address three tasks.

Part A- identify the date or the date range
Part B- explain/define/identify the term
Part C- describe and assess the historical significance. Why is this significant?

Sample:

SIR EDMUND ANDROS
a. 1674-1681
c. Andros is remembered in America for meddling in colonial customs, inhibiting representative government, and his snobby mannerism. Andros symbolized the leadership that many Americans were coming to detest.

KNOWS Chapter 1

1. Iroquois Confederation
2. Agricultural Revolution
3. Ordinances of Discovery
4. Presidios
5. encomiendas
6. Pueblo Revolt 1680
7. Small Pox
8. The Atlantic World
9. mercantilism
10. Puritans
11. Separatists
12. plantation model
13. coureurs de bois
14. Jamestown

BE ABLE TO- Chapter 1

1. Describe how the environment impacts the way of living (economics and society) of native peoples. Be able to provide specific examples.
2. After reading the section titled “Why Do Historians So Often Differ?” be able to explain the varying viewpoints. Why do historians disagree?
3. Describe the American population before Columbus.
4. Identify and describe the positive and negative impact of the Columbian Exchange.
5. Describe the various motives for colonial groups.
6. Describe the origins of the early slave trade.
7. Compare and contrast the colonization patterns of the Spanish, English, and French.
As you read chapter 2 in your text, complete the tasks in your composition notebooks.

For each of the KNOWS, students address three tasks.

Part A- identify the date or the date range
Part B- explain/define/identify the term
Part C- describe and assess the historical significance. Why is this significant?

KNOWS- Chapter 2

1. John Smith
2. Headright System
3. House of Burgesses
4. Corn/maize
5. Maryland Act of Religious Toleration
6. Bacon’s Rebellion
7. Mayflower Compact
8. John Winthrop
9. rice
10. New Amsterdam
11. Quakers
12. Presidios
14. Dominion of New England
15. Glorious Revolution

BE ABLE TO- Chapter 2

1. Describe the early challenges/successes of the Chesapeake colonies.
2. Explain the significance of tobacco in the Southern (Chesapeake) colonies.
3. Describe cause and effect of indentured servitude.
4. Compare and contrast the motives, social makeup, and economic systems of the New England colonies and Chesapeake colonies.
5. Describe the expansion of the New England colonies.
6. Identify the cause and effect of early conflict with native peoples like the Pequot.
7. Identify and describe the proprietary colonies.
8. Describe the conflict between the Dutch and the British in the middle colonies.
9. Identify and describe the significance of the Pennsylvania colony.
10. Explain the impact of Caribbean economics and labor systems.
11. Contrast the founding of Georgia colony with other American colonies.
12. Describe the Spanish organization of their northern colonies (California and the Southwest).
13. List the positive and negative elements of “The Middle Grounds.”
As you read chapter 3 in your text, complete the tasks in your composition notebooks.

For each of the KNOWS, students address three tasks.

Part A- identify the date or the date range
Part B- explain/define/identify the term
Part C- describe and assess the historical significance. Why is this significant?

Knows- Chapter 3

1. Middle Passage
2. Slave codes
3. The Scots Irish
4. Triangular Trade
5. Extractive industries
6. Stono Rebellion
7. Salem Witch Trials
8. The Enlightenment
10. Colonial Almanacs
11. Zenger Trial

Be Able To- Chapter 3

1. Describe/explain the rise and fall of indentured servitude as a labor practice.
2. Compare and contrast Northern (New England) and Southern (Chesapeake) colonies regarding economics, demographics, religion, and politics.
3. Describe the origin and development of early slavery in the US.
4. Describe the various non-English immigration to early America.
5. Explain the impacts of cash cropping on the economy, environment, and culture of the southern colonies.
6. Describe early plantation life.
7. Describe the social, economic, and political organization of the Puritan communities of the 17th century New England.
8. Map early religious organization in colonial America.
9. Identify at least three trends in education in early colonial America.
In the 1570s and 1580s, John White served as an artist and mapmaker to several expeditions around the Carolinas. White made numerous watercolor sketches depicting the Algonquian people and stunning American landscapes. This engraving of Secotan, an Algonquian village on the Pamlico River in present-day North Carolina, is based on a drawing made by John White in July 1585. The artist depicted an agrarian town without defensive fences or stockades. The image was printed in the 1590 edition of Thomas Harriot’s A Briefe and True Report of the New Found Land of Virginia. The key that accompanies the engraving identifies (A) a charnel house “wherin are the tombes of their kings and princes”; (B) a place for prayers; (C) a dance ground; a place to meet after celebrations; (E) two fields of tobacco; (F) a hut where guards are posted to keep birds and animals away from the corn; (G) a field of ripe maize and (H) a field of newly planted maize; (I) a garden of pumpkins; (K) a place for a fire during “solemne feasts”; and (L) a nearby river that supplied water to the village.

In 1587, White became governor of England’s first attempt at colonization, an ill-fated settlement on Roanoke Island, known to history as “the Lost Colony.” White’s daughter Eleanor gave birth to the first English child born in the New World, Virginia Dare, in August 1587. However, a shortage of supplies forced White to return to England later that year for more provisions. The Spanish Armada prevented White from returning to Roanoke until 1590. By the time he got back, his colony, daughter, and granddaughter had disappeared into the wilderness, leaving the name of a nearby island, “CROATOAN,” carved into a tree as the only clue to their fate. The ship’s captain refused to take White to Croatoan to search for the colonists. White’s paintings greatly influenced European attitudes toward the North American coast and provide an important source of information about the Roanoke voyages and European views of Native Americans.

1. John White considered it quite important to depict the lifestyle of the American Indians. Select two of the specific areas in the village that White identified and explain why this would be most interesting to his European readers.

2. Recently, historians have begun to question the motivation behind White’s depiction of Native Americans. What could explain White’s very “positive” view of Native Americans?
This tract, a summary of a debate concerning the subjugation of Indians, contains the arguments of Bartolomé de Las Casas, the Bishop of Chiapas, Mexico, and Juan Gines Sepulveda, an influential Spanish philosopher, concerning the treatment of American Indians in the New World.

Las Casas came to Hispaniola, in the Caribbean, in 1502 with a land grant, ready to seek his fortune. A Dominican friar nurtured Las Casas’s interest in the priesthood as well as his sympathy toward the suffering of the native inhabitants. In 1509, Las Casas renounced his land grant, released his slaves, and returned to Rome to take his religious vows. He returned to Hispaniola in 1512 as the first ordained priest in the Americas and denounced the Spanish exploitation of the Indians and the military conquest of the New World. His efforts to end the encomienda system of land ownership and forced labor culminated in 1550, when Charles V convened the Council of Valladolid in Spain to consider whether Spanish colonists had the right to enslave Indians and take their lands. Sepulveda argued against Las Casas on behalf of the colonists’ property rights. Sepulveda rationalized Spanish treatment of American Indians by arguing that Indians were “natural slaves” and that Spanish presence in the New World would benefit them. Citing the Bible and canon law, Las Casas responded, “All the World is Human!” He contradicted Sepulveda’s assertions that the Indians were barbarous, that they committed crimes against natural law, that they oppressed and killed innocent people, and that wars should be waged against infidels. Las Casas managed to convinced the theologians at Valladolid that the Spanish policy was unjust and had to change. However, his victory had no impact on the colonists, who continued to enslave American Indians. Las Casas has been called the “father of antiimperialism and anti-racism,” and he greatly influenced the drive to abolish the Spanish encomienda system.

Translation of the title page of the collection of arguments- “Here is contained a dispute, or controversy between Bishop Friar Bartolomé de las Casas, or Casaus, formerly bishop of the royal city of Chiapa which is in the Indies, a part of New Spain, and Dr. Gines de Sepulveda, chronicler to the Emperor, our lord, in which the doctor contended: that the conquests of the Indies against the Indians were lawful; and the bishop, on the contrary, contended and affirmed them to have been, and it was impossible for them not to be, tyrannies, unjust and iniquitous. Which question was examined and defended in the presence of many learned theologians and jurists in a council ordered by his Majesty to be held in the year one thousand and five hundred and fifty in the town of Valladolid. Year 1552.”

1. In light of his training and the expectations of his superiors, why was Las Casas taking a very risky stand in supporting the American Indians?

2. If Bartolomé de Las Casas was alive today, to which current people might he direct his concern and attention? Explain your answer.
The following are two views on the role of religion in the new colonial settlements. These perspectives were constructed by modern historians.

“We have no way of knowing how many of the colonists were devoted Calvinists, for no one took a census of beliefs. Yet common sense instructs us that religion (or the church) attracts not only a committed core, but also others who, like “horse-shed” Christians, limit their commitment...New England...had its “dark corners of the land,” the places or the groups of people that were less affected by religion and less likely to want clergy. The fishermen of Gloucester, Massachusetts, made life difficult for Richard Blinman, who arrived as a town minister in 1642. And, as told by Cotton Mather, a minister in some unnamed coastal village urged on his audience a more active practice of religion, lest otherwise they “contradict the main end of planting this wilderness!” Thereupon, a local resident cried out: “Sir, you think you are preaching to the people at the Bay; our main end was to catch fish.”

David D. Hall, Worlds of Wonder, Days of Judgment, 1989

“The Puritan leaders could withstand this rising tide of democracy only by such support as the government would give them—which became increasingly less after the new charter of 1692 took away from the saints all power to select their own governors and divorced the state and church—or else by the sheer force of their personalities. As early as the 1660s and ’70s we can see them beginning to shift their attention from mere exposition of the creed to greater and greater insistence upon committing power only to men of wisdom and knowledge....By the beginning of the eighteenth century the task of buttressing the classified society, maintaining the rule of the well-trained and the culturally superior both in church and society seems to have become the predominate concern of the clergy. Sermon after sermon reveals that in their eyes the cause of learning and the cause of a hierarchical, differentiated social order were one and the same.”

Perry Miller and Thomas H. Johnson, The Puritans, 1938

Based on the two interpretations above regarding challenges to Puritan influence in New England, complete the following three tasks:

a. Briefly explain the main point made in Passage 1.
b. Briefly explain the main point made in Passage 2.
c. Provide ONE piece of evidence from 1630 to 1750 that is not included in the passages and explain how it supports or refutes the interpretation of either passage.
I directed our interpreter to say to our savages that they should cause Bessabez, Cabahis, and their companions to understand that Sieur de Monts [Champlain’s patron] had sent me to see them, and also their country...and moreover that he desired to inhabit their country and show them how to cultivate it, in order that they might not continue to lead so miserable a life as they were doing....This our savages interpreted to them, at which they signified their great satisfaction, saying no greater good could come to them than to have our friendship, and that they desired to live in peace with their enemies, and that we should dwell in their land, in order that they might in the future more than ever before engage in hunting beavers, and give us a part of them in return for our providing them with things which they wanted....All the rest of this day and the following night, until the break of day, they did nothing but dance, sing, and make merry, after which we traded for a certain number of beavers. Then each party returned, Bessabez with his companions on the one side, and we on the other, highly pleased at having made the acquaintance of this people.

Source: Journal of Samuel de Champlain, 1604

Asked whether he know the reason or motives which the Indians of this kingdom had for rebelling...and why they burned images, temples, crosses, rosaries, and things of divine worship, committing such atrocities as killing priests, Spaniards, women, and children...he stated that the said Indian, Popé, came down in person, and with...other captains and leaders and many people who were in his train...ordered in all the pueblos through which he passed that they instantly break up and burn the images of the holy Christ...and everything pertaining to Christianity, and that they burn the temples, break up the bells, and separate from the wives whom God had given them in marriage and take those whom they desired. In order to take away their baptismal names, the water, and the holy oils, they were to plunge into the rivers and wash themselves with amole, which is a root native to the country...with the understanding that there would thus be taken from them the character of the holy sacraments. They did this...given to understand this mandate...that they thereby returned to the state of their antiquity...that this was the better life and the one they desired, because the God of the Spaniards was worth nothing and theirs was very strong, the Spaniards’ God being rotten wood....Asked what arrangements and plans they had made for the contingency of the Spaniards’ return, he said that what he knows concerning the question is that they were always saying they would have to fight to the death, for they do not wish to live any other way than they are living at present...

Testimony of Pedro Naranjo, Indian prisoner, before the Spanish Court of Inquiry, 1681

1. Summarize both document selections.

2. How did Champlain’s experiences with Native peoples differ from that of the Pedro Naranjo’s court testimony?

3. Why do you think the experiences of the Spanish were so different than the French?