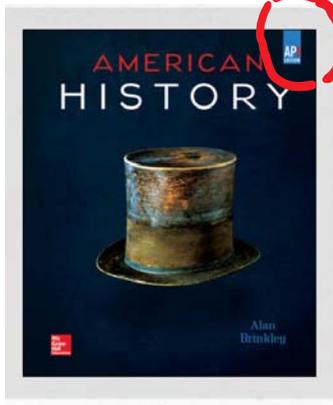


Welcome to AP US History!

The key to success in this class centers on self-managing the acquisition of material. We devote class time to discussing College Board's concepts and themes and the Historical Thinking Skills. In other words, you learn content *not as an end in itself, but as a means to explore the concepts and themes and to master the Thinking Skills.*

Make sure your book is the AP Edition!



In order to get a jump-start to the course please complete the following before the first day of class.

Read Chapters 1 and 2 in the course textbook. Look at the Key Concept Correlations on the first page of each chapter. After completing the reading, you should be able to answer them with selected evidence from the text. We will devote the first 2-3 days going over some sample questions based on the reading and then have test.

Below are some sample multiple choice and essay and short answer questions: (MC answers on last page)

“The colonizers brought along plants and animals new to the Americas, some by design and others by accident. Determined to farm in a European manner, the colonists introduced their domesticated livestock—honeybees, pigs, horses, mules, sheep, and cattle—and their domesticated plants, including wheat, barley, rye, oats, grasses, and grapevines. But the colonists also inadvertently carried pathogens, weeds, and rats. . . . In sum, the remaking of the Americas was a team effort by a set of interdependent species led and partially managed (but never fully controlled) by European people.”

Alan Taylor, historian, *American Colonies*, 2001

34. The export of New World crops to the Old World transformed European society mostly by
- (A) improving diets and thereby stimulating population growth
  - (B) encouraging enclosure of open lands and pushing workers off of farms
  - (C) promoting greater exploration of the interior of the American continents
  - (D) fostering conflicts among major powers over access to new food supplies
35. The patterns described in the excerpt most directly foreshadowed which of the following developments?
- (A) The spread of maize cultivation northward from present-day Mexico into the American Southwest
  - (B) The population decline in Native American societies
  - (C) The gradual shift of European economies from feudalism to capitalism
  - (D) The emergence of racially mixed populations in the Americas
36. The trends described by Taylor most directly illustrate which of the following major historical developments in the Atlantic world?
- (A) The growth of mercantile empires that stretched across the Atlantic
  - (B) The increasing anglicization of the English colonies
  - (C) The phenomenon known as the Columbian Exchange
  - (D) The rise of the trans-Atlantic slave trade

“My purpose is not to persuade children from their parents; men from their wives; nor servants from their masters: only, such as with free consent may be spared: But that each [English] parish, or village, in city or country, that will but apparel their fatherless children, of thirteen or fourteen years of age, or young married people, that have small wealth to live on; here by their labor may live exceeding well: provided always that first there be sufficient power to command them, . . . and sufficient masters (as carpenters, masons, fishers, fowlers, gardeners, husbandmen, sawyers, smiths, spinsters, tailors, weavers, and such like) to take ten, twelve, or twenty, or as is their occasion, for apprentices. The masters by this may quickly grow rich; these [apprentices] may learn their trades themselves, to do the like; to a general and an incredible benefit for king, and country, master, and servant.”

John Smith, English adventurer, *A Description of New England*, 1616

43. The excerpt would be most useful to historians as a source of information about which of the following?
- (A) The interaction of English colonial settlers with native populations in the early seventeenth century
  - (B) The harsh realities of life in the early seventeenth-century American colonies, including illness, high mortality rates, and starvation
  - (C) The role that appeals and advertising played in encouraging men and women to participate in colonization efforts
  - (D) The nature of master and apprentice relationships in England in the early seventeenth century
44. Which of the following was a major contrast between the New England colonies and the colonies of France?
- (A) The New England colonies were based on both agriculture and commerce.
  - (B) The French settled more often in cities and towns.
  - (C) The French had more conflicts with American Indians.
  - (D) New England developed a less rigid racial hierarchy.

Sample Long Essay Questions (LEQ): On a test, you have about 35 minutes to write one.

1. Compare and contrast the impact of the English and Spanish colonization on Native Americans in the Western Hemisphere?
2. Analyze how patterns of exchanging commodities, peoples, ideas and diseases around the Atlantic World developed after European contact and shaped the colonial era societies.
3. Analyze how environmental and economic factors shaped the nature of labor from 1607 to 1700 in English North American colonies.
4. Religious factors were the dominant influence in shaping the regional identities of the Chesapeake and New England societies. Support, modify or refute this statement.
5. Native American societies in North America were unable to withstand European conquest and control during the period after Contact to 1700. Support, modify or refute this statement.
6. By 1700 British North American colonists had developed a separate identity from that of the Great Britain. Support, modify or refute the statement.
7. Analyze how continuity and change characterized the relationship between British North American colonists and the British government during the period from 1607 to 1700. Consider political and economic issues.

Below is a typical Short-Answer-Question. You write the answers on one single-spaced page. You have about 12-14 minutes to compose one.

---

**Short-Answer Question: Period 1**

"The Columbian connection had a devastating effect on the indigenous human societies of the Americas. . . . New disease vectors suddenly introduced into the vulnerable populations of the New World began a sequence of horrific pandemics. Rapidly spreading infectious disease devastated indigenous peoples of the New World. It thinned their numbers, destroyed their institutions, and broke their resistance to Spanish aggression. . . . Demographic recovery after major pandemics was hindered by reduced fertility, stillbirths, and other physical effects, as well as by cultural depression, hopelessness, and malaise resulting from Spanish colonial domination."

John R. Richards, *The Unending Frontier*, 2006.

"The New World provided soils that were very suitable for the cultivation of a variety of Old World products, . . . The increased supply lowered the prices of these products significantly, making them affordable to the general population for the first time in history. The production of these products also resulted in large inflows of profits back to Europe, which some have argued fueled the Industrial Revolution and the rise of Europe. The Old World gained access to new crops that were widely adopted. . . . The improvement in agricultural productivity . . . had significant effects on historic population growth and urbanization."

Nathan Nunn and Nancy Qian, "The Columbian Exchange," 2010.

Using the excerpts above, answer parts a, b, and c.

- a) Briefly explain ONE specific historical difference between Richards's and Nunn and Qian's interpretations.
- b) Briefly explain how ONE specific historical event or development not explicitly mentioned in the excerpts could be used to support Richards's interpretation.
- c) Briefly explain how ONE specific historical event or development not explicitly mentioned in the excerpts could be used to support Nunn and Qian's interpretation.

MC answers: 34 a 35 b 36 c 43 c 44 a