

Summer Assignment 2019

Welcome to APUSH!

(Please read the packet before you leave for the summer in case you have questions)

This is a demanding but hopefully rewarding course, which will require that you do some preparation before you arrive at the end of July.

The digital packet contains 2 assignments, which will take approximately 6 hours to complete. To do this work you will need a pdf of American Pageant, which can be found on google class (the code is below). I recommend you complete the homework in the last 2 weeks of summer vacation so that you will remember the content when we start school.

There are four general purposes for this preparatory work:

- 1) To get your juices flowing about American history, particularly our first topic of Early America.
- 2) To orient you to the workload you will have this year. Reading is your primary “homework” all year long. As you read you should analyze and ask yourself questions as you sift through main ideas and concepts. If the workload over the summer is overwhelming, imagine doing two chapters a week.
- 3) To help you start thinking like an historian. How do we know what we know about the past? What evidence do we use to understand history, and how reliable is that evidence? What is historiography and why does it matter?
- 4) To get a head start, this year we will try to cover the years 1491-1980 and any work we can do in advance will help keep pace.

Sign up for our Summer Assignment Google Class

Throughout the school year I will use our Google class in a variety of ways. It will be used to post daily assignments and can also be used to turn in digital assignments. Chapter power points and useful videos will be uploaded and we can also use it for discussion beyond the classroom. The directions to sign up for the class are below and there is a document on the website which provides additional directions.

Google Classroom: You must use your Gmail account provided by the school

1. Sign in to Classroom at classroom.google.com
 2. On the Home page, click the + icon
 3. Enter the code: sy7vcx and click **Join**
- } Go to “APUSH Summer 2019”

My contact information: boesterman@lodiUSD.net

APUSH Summer Assignment #1: Key Term definitions and questions

Get ready to read and write A LOT! History is the interpretation of the written record. In many respects, it is the interpretation of someone else's interpretation; it can go on for what seems like forever! You have signed up for a course designed to prepare you for an exam that will demand of you superior knowledge and content mastery. The exam also demands that you demonstrate solid competency in the ability to write analytically in response to challenging historical prompts. Understanding the basic concepts in the chapter will help when we interpret primary sources, examine differing points of view and have discussions in class.

Work step #1: read the chapter summary before reading the actual chapter and highlight main ideas/themes. I have underlined main ideas as a sample in the summary below, do the same for chapter 2

Work step #2: Create a Top Ten list using the directions below. Choose the 10 key terms that you believe best represent the main ideas of the chapter. Use the directions below to define and explain the significance of each term.

Work step #3: Answer the questions after reading the chapter and add any comments or questions you might have so that you can ask them in class.

ALL WORK MUST BE HANDWRITTEN AND MUST BE LEGIBLE

CHAPTER 1 SUMMARY

Millions of years ago, the two American continents became geologically separated from the Eastern Hemisphere landmasses where humanity originated. The first people to enter these continents came across a temporary land bridge from Siberia about 35,000 years ago. Spreading across the two continents, they developed a great variety of societies based largely on corn agriculture and hunting. In North America, some ancient Indian peoples like the Pueblos, the Anasazi, and the Mississippian culture developed elaborate settlements. But on the whole, North American Indian societies were less numerous and urbanized than those in Central and South America, though equally diverse in culture and social organization.

The impetus for European exploration came from the desire for new trade routes to the East, the spirit and technological discoveries of the Renaissance, and the power of the new European national monarchies. The European encounters with Africa and America, beginning with the Portuguese and Spanish explorers, convulsed the entire world. Biological change, disease, population loss, conquest, African slavery, cultural change, and economic expansion were just some of the consequences of the commingling of the Old World and the New World.

After they conquered and then intermarried with Indians of the great civilizations of South America and Mexico, the Spanish conquistadores expanded northward into the northern border territories of Florida, New Mexico, and California. There they established small but permanent settlements in competition with the French and English explorers who also were venturing into North America.

TOP TEN ANALYTICAL JOURNAL

- Keep the summary in your 3 ring binder
- Choose the ten most significant key terms or people from the chapter based upon their importance and relation to the chapter themes.
- Definitions for each key term can be taken in note format (bullet points) or in sentences, however the **significance** of the term to the chapter themes have to be presented in a complete sentence. Significance is an explanation of how the term relates to the chapter themes or why it is essential in understanding themes of the chapter.
- The Top Ten cannot be typed.

Canadian Shield

Incas

Aztecs

Nation-states

Cahokia

Three-sister farming

Middle-man

Caravel

Plantation

Columbian Exchange

Treaty of Tordesillas

Encomienda

Noche triste

Capitalism

Mestizos

Conquistadores

Battle of Acoma

Pope's Rebellion

Black Legend

Questions (must be answered in complete sentences unless otherwise stated):

1. Describe the impact of Europeans on Native American (Indian cultures) and the impact of native cultures on Europeans. Then explain why it was, or was not, a good thing that European culture prevailed.
2. Summarize the motives, expectations, problems, and rewards associated with the age of European expansion.
3. Describe both the positive and negative effects of the Columbian Exchange on the New and Old World.
4. Describe what is meant by the Spanish Black Legend. What is your assessment of the Spanish impact on North American cultures: positive or negative? Why?

CHAPTER 2 SUMMARY

The defeat of the Spanish Armada and the exuberant spirit of Elizabethan nationalism finally drew England into the colonial race. After some early failures, the first permanent English colony was established at Jamestown, Virginia. Initially it faced harsh conditions and Indian hostility, but tobacco cultivation finally brought prosperity and population growth. Its charter also guaranteed colonists the same rights as Englishmen and developed an early form of representative self-government.

The early encounters of English settlers with the Powhatans in Virginia established many of the patterns that characterized later Indian–white relations in North America. Indian societies underwent their own substantial changes as a result of warfare, disease, trade, and the mingling and migration of Indians from the Atlantic coast to inland areas.

Other colonial ties were established in Maryland and the Carolinas. South Carolina flourished by establishing close ties with the British sugar colonies in the West Indies. It also borrowed the West Indian pattern of harsh slave codes and large plantation agriculture. North Carolina developed somewhat differently, with fewer slaves and more white colonists who owned small farms. Latecomer Georgia served initially as a buffer against the Spanish and a haven for debtors.

Despite some differences, all the southern colonies depended on staple plantation agriculture for their survival and on the institutions of indentured servitude and enslaved Africans for their labor. With widely scattered rural settlements, they had relatively weak religious and social institutions and tended to develop hierarchical economic and social orders.

Protestant Reformation	Tuscarora War
Roanoke Island	Yamasee Indians
Spanish Armada	Buffer
Primogeniture	Elizabeth I
Joint stock company	Sir Francis Drake
Virginia Company	James I
Charter	Captain John Smith
Jamestown	Pocahontas
First Anglo-Powhatan War	Powhatan
Second Anglo-Powhatan War	Lord De La Warr
House of Burgesses	John Rolfe
Act of Toleration	Lord Baltimore
Barbados Slave Codes	Oliver Cromwell
Squatters	James Oglethorpe
Iroquois Confederacy	Hiawatha

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Questions (must be answered in complete sentences unless otherwise stated):

1. Rank the items in the following list, starting with the one that had the most important consequences/impact. Then justify the rankings. (think cause and effect)
 - a. The cultivation of tobacco in Virginia
 - b. The introduction of slavery into the plantation colonies
 - c. The “enclosing” of croplands in England
2. Compare and contrast the ways in which tobacco and sugar affected the social and economic development of colonial America.
3. Explain how and why the relationship between European colonists and American Indians (such as the Powhatans) began, developed and then ended.

Summer Assignment #2: Howard Zinn “A People’s History”

Find the Zinn pdf on google class and **read only** Chapter 1: Columbus, the Indians, and Human Progress”. Think ahead, you might want to print it out in our library before we go on break but it is not necessary to have a hard copy. It will make more sense if you read the textbook first then the Zinn chapter.

After reading Chapter 1 **respond to the following questions in complete sentences**. You can answer these on a word document or may handwrite them.

ZINN QUESTIONS – *A People’s History of the United States* by Howard Zinn

Chapter 1 – Columbus, the Indians and Human Progress

1. What major issues does Bartolome de las Casas bring up regarding Spanish expeditions in the Caribbean?
2. According to Zinn, how is Columbus portrayed in traditional history books?
3. What is Zinn’s basic criticism of historian Samuel Eliot Morison’s book, *Christopher Columbus, Mariner*?
4. Identify one early and one subsequent motive that drove Columbus to oppress indigenous peoples.
5. What was the significance of Quetzalcoatl?
6. What were the major causes of war between the Powhatans and the English settlers?
7. Explain Governor John Winthrop’s legal and biblical justification for seizing Indian land.
8. According to Roger Williams, how did the English usually justify their attacks on the Indians?
9. What ultimately happened to the estimated 10 million Indians living in North America at the time of Columbus’ arrival?
10. How does Zinn attempt to prove that the Indians were not inferior? Provide examples.