
AP U. S. History

Summer Reading 2022



The AP U. S. History summer assignment is to read several works to prepare you for our opening discussion of the history of the Americas from 1491 to 1607. You will be reading excerpts from a secondary source on American Indians prior to contact and the Spanish, French, and Dutch expeditions in the Americas as well as three primary sources concerning the Spanish expedition in the Americas. These works will allow us to delve into this time period with greater depth when classes begin in the fall.

Your first assignment is to read the **Introduction and Part I (Encounters)** of *American Colonies* by Pulitzer Prize-winning historian Alan Taylor. The second assignment is to read three primary sources by Christopher Columbus, Bartolome de Las Cases, and Juan Gines de Sepulveda, which are available on the APUSH Google Classroom (code below). Read these sources carefully; you will have a short answer exam on this reading on the second day of school. This exam will count for roughly 10% of your first semester grade. Study questions to guide your secondary source reading follow. These questions are to encourage you to reflect upon broader themes of the period and assist you in critically analyzing the text. They will greatly aid you in preparing for the exam if answered thoughtfully and independently. However, you **may not** use your notes on the exam nor will I collect your notes for a grade. They are simply to serve as a study guide for the exam.

Advanced Placement U. S. History is a college-level survey class; therefore, students are expected to accept the intellectual challenges that come with the course. Every student is expected to complete the assigned text and prepare their **own** analysis of the reading. On the exam, depth of analysis and a strong use of evidence will be the keys to success. Superficial answers lacking either analytical depth or supporting evidence from the texts will be graded accordingly.

I look forward to working with you next year. Please sign up for the APUSH Google Classroom by August 1 for access to the primary source readings. The code is qzpb36z. If you have any questions about your reading over the summer, please e-mail me at jcollins@bmchs.org. I hope you have a great summer and enjoy your reading!

American Colonies Reading Guide

Introduction

Taylor begins his work by noting that writing a history of Colonial America “used to be easier.” Why is this? How has colonial American historical scholarship changed in the modern period? What once-ignored groups are now included in the story of colonial America? Why does he argue that this change has taken place?

How does Taylor describe the 3 major themes of his work? Why are these themes significant?

Part I: Encounters

Chapter 1: Natives, 13,000 B. C.- A. D. 1492

According to Taylor, what are the problems with forming a historical understanding of pre-Columbian American history? Why are assumptions made about pre-1492 America “highly speculative”?



Explain how and why people moved to the Americas (according to existing evidence).

What impact did the first settlers have on the environment of the Americas, and what impact did the environment have on them? How was the diversity of Native American life related to climate and environmental diversity?

Compare and contrast Native American and European culture on the eve of contact.

Chapter 2: Colonizers, 1400-1800

One of the major themes of this chapter is the ecological impact of the so-called “Columbian Exchange.” Be prepared to explain (with great depth) how the exchanging peoples, animals, plants, diseases, and ideas shaped both North American and European societies.

What changes in European life and culture aided exploration? How did changes in Europe provide both motives and means for exploration?

How does the myth of Christopher Columbus’s voyage conflict with the historical reality?

Who were the European predecessors of Columbus? Why were these voyages a “dead end”?

What was the significance of the Treaty of Tordesillas?

Chapter 3: New Spain, 1500-1600

What was the “Black Legend” and, in your estimation, how deserved was this reputation?

Define and explain the significance of *conquistadores*, *encomiendas*, and *requerimientos*.

Describe the role and tactics of missionary friars in Spanish settlements. How successful were conversion attempts in the Spanish colonies?

Discuss the themes of Spanish emigrants to the New World.

Assess the political leadership Spain exercised over its new empire.

Assess the role precious metals played in Spanish expansion.

Chapter 4: The Spanish Frontier, 1530-1700

Compare the Spanish frontier to the core region of Spanish control. How was Northern New Spain similar to and different from the heart of the Spanish empire?

Define and describe the significance of the *adelanto system*.

Assess the role of missions in New Mexico.

Analyze the factors behind the competition, cooperation, and conflict among the Spanish and the Pueblo. Assess the legacies of the Pueblo Revolt.

Chapter 5: Canada and Iroquoia, 1500-1600

How did the French colonies differ from the Spanish colonies? The Dutch colonies?

How were the two indigenous groups of the area culturally different from one another?

Why was the fur trade critical to the economic development of New France?

Who were the *Five Nations* and what is significant about their presence in the region?

Assess the role of disease in French expansion efforts.

How did French conversion efforts differ from Spanish conversion efforts?