

Summer Reading /Homework 2023

Use the PDF reading packet to complete this assignment. Read Chapters 1 & 2 in *The American Pageant* (the PDF packet). As you read, look for examples of the broader concepts listed on the concept outline below. Don't worry about the numbering – this is College Board's creation. I've given you an example below. I'm not expecting more than that, so don't go overboard on this assignment. However, I am expecting as much as you see below. You can print this and hand-write the assignment on to the document, or you can type directly on to the digital copy. Either way, it is due on the second day of school. If you have any questions, my email is jody.petersen@chca-oh.org. You may not find all answers in the text. Use Google to look up what you don't know. You will also take a reading quiz on these chapters on day 2 and 3 of class.

Period 1

Topic 1.1 Contextualizing

Unit 1: Learning Objective A

Explain the context for European encounters in the Americas from 1491 to 1607.

Key Concept-1.1

As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

KC-1.1.I

Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

Example	Definition/description	How does this prove the thesis (KC)
<i>Three Sister Farming</i>	<i>Beans grew on the corn stalks and squash served as a ground cover retaining moisture in the soil</i>	<i>Native Americans adapted their farming methods as cultivation of corn, beans and squash reached the southeastern seaboard.</i>

KC-1.2

Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

KC-1.2.I

European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.II

The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.III

In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

Example	Definition/description	How does this prove the thesis (KC)

TOPIC 1.2

Native American Societies Before European Contact

Unit 1: Learning Objective B

Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

KC-1.1.I.A

The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.

KC-1.1.I.A

Example	Definition/description	How does this prove the thesis (KC)

KC-1.1.I.B

Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.1.I.C

In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.1.I.D

Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

KC-1.1.I.D

Example	Definition/description	How does this prove the thesis (KC)

TOPIC 1.3

European Exploration in the Americas

Unit 1: Learning Objective C

Explain the causes of exploration and conquest of the New World by various European nations.

KC-1.2.1.A

European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

Example	Definition/description	How does this prove the thesis (KC)

TOPIC 1.4

Columbian Exchange, Spanish Exploration, and Conquest

Unit 1: Learning Objective D

Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

KC-1.2.1.B

The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

KC-1.2.1.B

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.1.C

Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.II.A

Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

Example	Definition/description	How does this prove the thesis (KC)

TOPIC 1.5

Labor, Slavery, and Caste in the Spanish Colonial System

Unit 1: Learning Objective E

Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

KC-1.2.II.B

In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.II.C

European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.II.D

The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

KC-1.2.II.D

Example	Definition/description	How does this prove the thesis (KC)

TOPIC 1.6

Cultural Interactions Between Europeans, Native Americans, and Africans

Unit 1: Learning Objective F

Explain how and why European and Native American perspectives of others developed and changed in the period.

KC-1.2.III

In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.III.A

Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

KC-1.2.III.A

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.III.B

As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.III.C

Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans

Example	Definition/description	How does this prove the thesis (KC)

TOPIC 1.7

Causation in Period 1

Unit 1: Learning Objective G

Explain the effects of the development of transatlantic voyages from 1491 to 1607.

KC-1.2

Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.I

European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.II

The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

Example	Definition/description	How does this prove the thesis (KC)

KC-1.2.III

In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

Example	Definition/description	How does this prove the thesis (KC)