

DIRECTIONS: The required topics for the APUSH exam are listed on the left. Questions to go with these topics that you need to answer are on the right.

1) **Choose One Method:** Either purchase notecards (3x5 or 4x6) or a single subject spiral bound notebook to answer the following questions. *Notecards are easier to review from than notes in a notebook.* 2)

Use the textbook readings to answer the questions on the right. Answer all the questions in pen. Pencil fades and you won't be able to read what you wrote in April. **If you are doing notecards, put the question on the front and the answers on the back of the card.**

3) These notes will either be a coursework grade for class OR be used on the first quiz/small summative in class (teacher discretion).

DUE DATE: Friday, August 1, 2025

Chapter 1: New World Beginnings

Topics	Notes
1.2(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. Chapter 1: pages 4-10	Explain the impact of maize (corn) on American Indian societies (economic, settlement, irrigation, society).
1.2(B) Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles. *Our textbook does not address this standard. Use this link (Khan Academy): LINK	How did Great Basin/Great Plains Indians adapt and modify their natural environment pre-Columbus?
1.2(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.	How did Mississippian civilizations (Cahokia) and the Northeast Indians adapt and modify their natural environment pre-Columbus?

<p>Chapter 1: page 8-9</p>	
<p>1.2(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. *Our textbook does not address this concept. Use this link (Khan Academy): Link</p>	<p>How did Northwest Coast/California Indians adapt and modify their natural environment pre-Columbus?</p>

<p>1.3(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. Chapter 1: Indirect Discoverers of the New World: pages 10-11 *Makers of America (Spanish Conquistadores-pg. 18-19)</p>	<p>What were the indirect reasons for the discovery of the New World? How did Spanish conquistadores contribute to the exploration and colonization of America (with examples).</p>
<p>1.4(B) 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. *Khan Academy Link *Europe Enters Africa pages 11-13 *joint-stock company Link</p>	<p>Explain how the quadrant, astrolabe, and caraval/carrack led to exploration of the New World. Explain how joint-stock companies will lead to New World exploration/colonization.</p>
<p>1.4(A): 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. Chapter 1: Columbus Comes Upon a New World and When Worlds</p>	<p>Explain HOW/WHY new foods (to Europe-give examples) would create population growth in Europe. Explain how extracting silver and gold would create an economic system change from feudalism to capitalism.</p>

<p><i>Collide pg. 14-15</i> <i>Capitalism-page 18</i></p>	
<p>1.4(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. <i>Chapter 1:Columbus Comes Upon a New World and When Worlds Collide pg. 14-15</i></p>	<p>Explain how/why new cash crops (examples) would impact Europe. Explain the impact of diseases (with examples) on native populations. Explain the impact of horses and other hooved animals on Indian societies.</p>
<p>1.4(B): In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources. <i>*Chapter 1: The Conquest of Mexico and Peru-pages. 15-17</i></p>	<p>Explain HOW/WHY the encomienda system shaped the social and economic structure in the Spanish colonies.</p>
<p>1.5(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. <i>*Khan Academy Link</i> <i>*Chapter 1, page 19 (briefly explained, but not enough detail)</i></p>	<p>Explain how the Spanish caste system created a social structure in the Spanish New World. <i>*Include a social structure pyramid with explanation*</i></p>
<p>1.6(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</p>	<p>Explain how/why the Spanish explored and colonized parts of North America (with examples). Describe the mission system (and purpose) across New Spain (including modern California).</p>

<p>military resistance. Chapter 1: pages. 20-22</p>	
<p>2.5(F): American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest. Chapter 1: pages. 20-22</p>	<p>Explain the reasons for the Battle of Acoma and the Pueblo Revolt (Pope's Rebellion) and impact.</p>
<p>1.6(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. Gilder Lehrman Link: Link</p>	<p>Explain the perspectives of Las Casas and Sepulveda over the treatment of American Indians in the 16th century.</p>
<p>2.2(A) Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them, along with enslaved and free Africans into Spanish colonial society. *Evaluation of Spanish Colonization Efforts (Chapter 1)</p>	<p>Explain how the encomienda system and the mission system created a system of exploitation in the New World.</p>

Chapter Two: The Planting of English America

Topics Notes

<p>2.2(C) English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.</p> <p><i>*Chapter 2 pgs. 25-28</i></p>	<p>Explain the push (negative) and pull (positive) factors for English colonization of the New World.</p>
<p>2.5(C): Interactions between European rivals and American Indian populations fostered both accommodation and conflict. 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.</p> <p><i>*Chapter 2: page 28-31</i></p>	<p>Explain the reasons and problems that the Jamestown colonists faced. Explain the reasons for conflict (and examples) between English colonists in Virginia and American Indian groups.</p>
<p>1.6(A): In their interactions, Europeans and American Indians asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.</p> <p>1.6(B): 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.</p> <p><i>*Chapter 2: pgs. 31-32</i></p>	<p>Evaluate the positives and negatives of the trade relationships between Europeans and the American Indians. In what ways were tribal cultures changed based on trade with Europeans?</p>

Rubric for Summer Notes

4	3	2	1
----------	----------	----------	----------

-Notes are highly detailed and logically organized in notebook or on notecards

-Notes are detailed and information is organized

in notebook -notes are partially

complete and/or include
some explanation

An attempt was made to
complete the questions that
address the key concepts
from the college board