2026-2027 AP US History Summer Assignment

The Pre-Columbian Period and Making of the Atlantic World

Introductions and Directions

American History does not really begin with the formation of the English colonies and the Revolution as many people would assume. It really begins even before Columbus fateful voyage. This Period comprises the First Historical Period (1491-1607). The arrival of Europeans and later Africans blended with a culture that was already ancient; Native Americans. This blend created what came to be known as the "Atlantic World." The summer work for this year is designed to accomplish three important goals.

- First, you will research aspects of early history using primary and secondary sources.
- Secondly you will get your first experience analyzing sources using a method called HIPPO that will be used all year (See the document section for more information).
- Finally, this will allow us to move quickly into the Second Historical Period (1607-1754). As part of this process you will construct your first DBQ essay of the year. I have included a very basic rubric that is similar to the one used by College Board graders. Look over the rubric, instructions, and documents before you start writing.

Your summer work will be due in class the first week of school (by mid-week) and will count for you first test grade of the year. *My standard deduction is 30 points off per day late. So, don't procrastinate.* This research must be typed and no larger than 12-font.

Research Questions

Some of the research questions below involve directed links but others will involve you doing a little digging for the answers.

Native American Cultures

Use this link for your responses. http://www.pbs.org/wgbh/nova/ancient/map-of-the-maya-world.html

1.a.. What was the highpoint of Mayan Culture? Would European explorers have encountered the Mayans during the highpoint of their civilization? Why or Why not?

b.. Based upon what you read, what were some characteristics of the political structure found in Mayan cultures?

Use this link for information on Incan Culture https://www.history.com/topics/south-america/inca

2. a. Based upon your reading when did Mayan culture seem to appear and what evidence shows that they were an empire? What was the approximate population of the Incan Empire?

b. Describe briefly Incan Religious beliefs/structure.

c. What were some of the factors that brought about the demise of the Incan Empire

Use this link for your responses http://www.philtar.ac.uk/encyclopedia/latam/aztec.html

3. Examine the nature of Aztec History and Religion and answer the following:

   a. In a few sentences and in your own words describe the nature of Aztec religion.

   b. What were their chief deities?

   c. What practice would have most shocked Europeans?

Use these links to help you with your responses http://www.historycentral.com/Indians/Before.html and http://www.infoplease.com/ipa/A0002130.html

4. Historians trace the lineage of most Native Americans from Asia (particularly Siberia). Using your own examples or other sources, explain the origins of this theory and what factors may have driven this early wave of immigration?

5. Choose THREE of the regions listed on the first link above and complete the following: Explain what role that geography likely played in the development of tribes in the region. Name important tribes in the regions that you chose.

Use these links to help you with your responses http://www.legendsofamerica.com/il-cahokia.html and http://www.washingtonpost.com/wp-srv/national/daily/march/12/cahokia.htm

6. Cahokia, in southwest Illinois was a powerful empire and the largest urban complex in North America (not surpassed until 18th century Philadelphia). It was the closest resemblance to European empires of the 18th century to be found in North America. However, when the Europeans arrived found it, Cahokia had long since been abandoned. What are some of the theories that could account for its demise?

AFRICA IN THE 15TH AND 16TH CENTURIES

1. For your responses use this link http://abolition.nypl.org/essays/us_slave_trade/6/
   a. After consulting a map, where would one find the region known as Senegambia and what percent of slaves in America hailed from this region? What religion were many of the Senegambians?

2. For your responses use this link https://www.youtube.com/watch?v=0IJrhQE6DZk
   a. What was the Middle Passage and why was it so horrendous for its victims?
   b. What was the approximate number of slaves taken from Africa and what factor made this type of slavery so distinct?

3. For your responses use this link http://slaveryandremembrance.org/articles/article/?id=A0011
   a. After reading the section called "Slavery in the Americas" explain how and why the labor system there devolved more and more into slavery.
   b. What products became the main focus of African slave labor?

Europe in the late 15th -17th centuries (This will generally be confined to Western Europe)

The following website will help you with some (but not all) of these questions:
http://www.digitalhistory.uh.edu/era.cfm?eraID=2&smtid=2

1. What impact did the Scientific Revolution have upon sailing and Maritime Exploration? List some of the key innovations and inventions.

2. Why did the rise of nation-states have an impact upon exploration beyond Western Europe? Choose at least TWO powerful nation-states and explain how/why they began to explore the Western Hemisphere?

3. What was the enclosure movement in England and why will this have an impact later colonization in the New World? What was the idea of primogeniture and why will this also impact New World colonization?

4. What religious upheavals occurred in the 16th century and would having a lasting

impact upon migration patterns? What was primogeniture and why will this have an impact upon later migration?

5. Examine the rise of Puritanism in England. What were some of the key tenets of this movement and why did it run counter to the existing Anglican Church? Finally, why this will have an impact on later migration to the New World.

6. What motives did the following powers have in exploring and colonizing in the New World: Portugal, Spain, France, and the Netherlands?

7. Racism and slavery are as old as the human race. But, what was different about the Transatlantic slave system that developed in the 16th century? What European Powers developed the slave trade? What factors combined to make West Africa the primary source of slaves in the Western Hemisphere?

SECTION TWO: Historical Documents Research

Instructions

For this section you will analyze some primary historical documents using an acronym called HIPPO. This will train you in faster document analysis. See the section below to explain the meaning of the acronym. Keep in mind that these are not length responses. Basically 4-7 sentences based upon each letter. The **POV Section** will be the lengthiest as it has multiple parts. Occasionally there will be some overlap between the letters. You can answer these in bullet point format
http://www.tomassonhistory.com/papers/HippoStrategy.pdf

Use the HIPPO method to analyze the Primary Sources Below

Document 1

As We have ordered provision to be made that from henceforward the Indians in no way be made slaves, including those who until now have been enslaved against all reason and right and contrary to the provisions and instructions thereupon, We ordain and command that the Audiencias having first summoned the parties to their presence, without any further judicial form, but in a summary way, so that the truth may be ascertained, speedily set the said Indians at liberty unless the persons who hold them for slaves show title why they should hold and possess them legitimately. And in order that in default of persons to solicit the aforesaid, the Indians may not remain in slavery unjustly, We command that the Audiencias appoint persons who may pursue this cause for the Indians and be paid out of the Exchequer fines, provided they be men of trust and diligence.

New Spanish laws of the Indies,
1542

Document 2

The university and Royal schools are so distinguished that they need envy no other in the world…
The Professors are in major part natives of the Indies and especially of this city, where it would appear that the skies, as usually in the Indies, train outstanding and unusual intellects…

The lecture halls in the schools are excellent, and the chapel very fine, but the most remarkable feature is the amphitheater…

***Source:"Description of the West Indies"* by Antoniio Vasquez de Espinoza, a Spanish priest describing the University in Lima, Peru in the early 17th century**

Document 3

The inhabitants of Lima are composed of whites, or Spaniards, Negroes, Indians, Mestizos, and other casts, proceeding from the mixture of all three.

The Spanish families are very numerous; Lima according to the lowest computation, containing sixteen or eighteen thousand whites, Among these are reckoned a third or fourth part of the most distinguished nobility of Peru; and many of these dignified with the stile of ancient or modern Castilians, among which are no less than 45 counts and marquises. The number of knights belonging to the several military orders is also very considerable. Besides these are many families no less respectable and living in equal splendor; particularly 24 gentlemen of large estates, but without titles, tho' most of them have ancient seats, a proof of the antiquity of their families. One of these traces, with undeniable certainty, his descent from the Incas. The name of this family is Ampuero, so called from one of the Spanish commanders at the conquest of this country, who married a Coya, or daughter of the Inca. To this family the kings of Spain have been pleased to grant several distinguishing honours and privileges, as marks of its great quality: and many of the most eminent families in the city have desired intermarriages with it.

Source: From Jorge Juan and Antonio de Ulloa, *A Voyage to South America (*1748)

Document 4

Above all, it leaves out the fact that this encounter was inevitable. This is not simply to state the obvious: that if Columbus hadn't set sail in 1492, some other European voyager would have made the trip soon afterward. The key point is that whoever made the first crossing and whenever it occurred, the consequences for the people of the Western Hemisphere would not have been much different. To expect otherwise is to ask that history be rolled back long before 1492 and that its course be plotted along other lines entirely.

In particular, European civilization would have to be recast. What drove Columbus westward was not just a search for a lucrative new trade route to Asia. It is too simplistic to picture him and the other European explorers as mere money- grubbers, early real-estate developers who lucked into an entire continent to subdivide. Money was obviously important to them, but they were also animated by a certain restlessness and curiosity. The voyage into the unknown, after all, had been part of European culture since the days of Odysseus. To some degree this questing instinct was bound up with religious zeal: look, for example, at the search for the Holy Grail and the history of the Crusades. On a more mundane level, it was often a social necessity: families were large, houses were small, land was scarce, and so young people were encouraged to leave home and seek their fortune. Missionaries set out to preach the Gospel. Merchants set out to find new goods and new markets to sell them in. Armies sometimes led this process, sometimes followed. The spread of Western civilization was built on intrusion.

Source: Kenneth Auchincloss, *When Worlds Collide* Newsweek Fall/Winter 1991

Document 5

The charge of genocide is largely sustained by figures showing the precipitous decline of the Indian population. Although scholars debate the exact numbers, in Alvin Josephy's estimate, the Indian population fell from between fifteen and twenty million when the white man first arrived to a fraction of

that 150 years later. Undoubtedly the Indians perished in great numbers. Yet although European enslavement of Indians and the Spanish forced labor system extracted a heavy toll in lives, the vast majority of Indian casualties occurred not as a result of hard labor or deliberate destruction but because of contagious diseases that the Europeans transmitted to the Indians.

The spread of infection and unhealthy patterns of behavior was also reciprocal. From the Indians the Europeans contracted syphilis. The Indians also taught the white man about tobacco and cocaine, which would extract an incalculable human toll over the next several centuries. The Europeans, for their part, gave the Indians measles and smallpox. (Recent research has shown that tuberculosis predated the European arrival in the new world.) Since the Indians had not developed any resistance or immunity to these unfamiliar ailments, they perished in catastrophic numbers.

Source: "The Crimes of Christopher Columbus" **Dinesh D'Souza**

Document 6

One of the most significant and visible features of the contemporary United States is its multiethnic and culturally pluralistic character. Scholars describe the United States as one of history's first universal or world nations--its people are a microcosm of humanity with biological, cultural, and social ties to all other parts of the earth. The origin of these critical features of our demographic and our civic life lies in the initial encounters and migrations of peoples and cultures of the Americas, Europe, and Africa.

Another significant feature of the United States is the fact that the nation and its citizens are an integral part of a global society created by forces that began to unfold in 1492. Geographically, the Eastern and Western Hemispheres were joined after millennia of virtual isolation from one another. Economically, the growth of the modern global economy was substantially stimulated by the bullion trade linking Latin America, Europe, and Asia; the slave trade connecting Africa, Europe, and the Americas; and the fur trade joining North America, western Europe, and Russia. Politically, the contemporary worldwide international system was born in the extension of intra- European conflict into the Western Hemisphere, the establishment of European colonies in the Americas, and the accompanying intrusion of Europeans into the political affairs of Native Americans, and the Native Americans' influence on the political and military affairs of European states. Ecologically, the massive transcontinental exchange of plants, animals, microorganisms, and natural resources initiated by the Spanish and Portuguese voyages modified the global ecological system forever.

Source: "*The Columbian Quincentenary: An Educational Opportunity*" An official position statement developed by National Council for the Social Studies, October 1991

Document 7

The disaster began almost as soon as Columbus arrived, fueled mainly by smallpox and measles. Smallpox--the disease that so ravaged Tenochtitlan on the eve of Cortes's final siege-- was a particularly efficient killer. Alfred Crosby, author of "The Columbian Exchange," likens its effect on American history to "that of the Black Death on the history of the Old World." Smallpox made its American debut in 1519, when it struck the Caribbean island of Santo Domingo, killing up to half of the indigenous population. From there outbreaks spread across the Antilles islands, onto the Mexican mainland, through the Isthmus of Panama and into South America. The Spaniards were moving in the same direction, but their diseases often outpaced them. "Such is the communicability of smallpox and the other eruptive fevers," Crosby notes, "that any Indian who received news of the Spaniards could also have easily received the infection."

Source: "The Great Disease Migration" Geoffrey Cowley, in Newsweek Fall 1991

Document 8

Exchanging crops proved to be a far more intricate, involved process than ever could have been imagined at the time. Remarkably, the people of the Americas realized that crops with higher caloric value could not only feed more people, but also allowed people to work harder because they were more energized. This led to an adoption of American crops by European peasantries that changed entire cuisines in various cultures and spread rapidly through the Americas, Europe and finally, Africa. An important crop in Europe was potatoes, as they could be left in the ground until they were ready to be eaten and allowed many Europeans to evade taxes, as tax collectors did not go so far as to dig up not yet harvested crops. Similarly, potatoes were also a helpful crop and food source because when armies invaded and rounded up food for themselves, they were similarly unable to steal the potatoes; thereby, leaving food for the European people.
Animals were also a key part of the Columbian Exchange. Horses, pigs, sheep, and cattle were all European animals that flourished rapidly in the Americas because they were able to reproduce without being hindered by predators. Pigs were also a key animal used during ocean travels because they could be dumped on the way to a country or place and then picked up and eaten on the way back. The horse, too, was also a very useful animal as it helped with battle; it allowed for faster travel, it allowed for the surprising of opponents, and allowed people to fight from a higher level.

Source: "Columbian Exchange" March 31, 2006 Lauren Rees

Document 9

More astonishing than the difference between the length of the lists of Old World's and New World's domesticated animals is the difference between the lengths of the lists of infectious diseases native to the two. The New World had only a few, possibly because humans had been present there and had lived in dense populations, cities, for a short time compared to the Old. Possibly of greater importance is the relative lack of domesticated herd animals in America, one of our richest sources of disease micro-organisms. (For instance, we share influenza with pigs and other barnyard animals).

Source: "The Columbian Exchange, Plants, Animals and Disease between Old World and New" Alfred Wray

