

APUSH Summer Homework Resources

Everything MUST be handwritten and NOT typed! Typed work will result in NO CREDIT.

Assignment #1: Native American Cultures

Video: <http://bit.ly/NativeAmericanCultures>

Graphic Organizer: <http://bit.ly/NACGraphicOrganizer>

Assignment #2: Columbian Exchange & Atlantic Trade

Video: <http://bit.ly/AtlanticSlaveTrade>

Graphic Organizer: <http://bit.ly/CEGraphicOrganizer>

Assignment #3: Colonial Encounters Video Lectures

Video #1: <http://bit.ly/SpanishColonization>

Video #2: <http://bit.ly/FrenchColonization>

Video #3: <http://bit.ly/DutchColonization>

Video #4: <http://bit.ly/EnglishColonization1>

Video #5: <http://bit.ly/ColonizationNativeAmericans>

Graphic Organizer: <http://bit.ly/ECGraphicOrganizer>

Assignment #4: Reading Assignment

**These links provide on-line access to the textbooks.*

Read chapters 1 & 2 in [American Yawp](#) or chapters 1-2 in (from Brinkley library book)

AND

Read [chapter 1](#) & [chapter 2](#) in AMSCO (use this one to help with multiple choice and short answer questions)

Advanced Placement United States History
Summer Assignment for the 2024-2025 School Year

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Welcome to AP U.S. History! A.P.U.S.H. is a course that is meant to emulate an entry-level course in history and is meant to help prepare you for college.

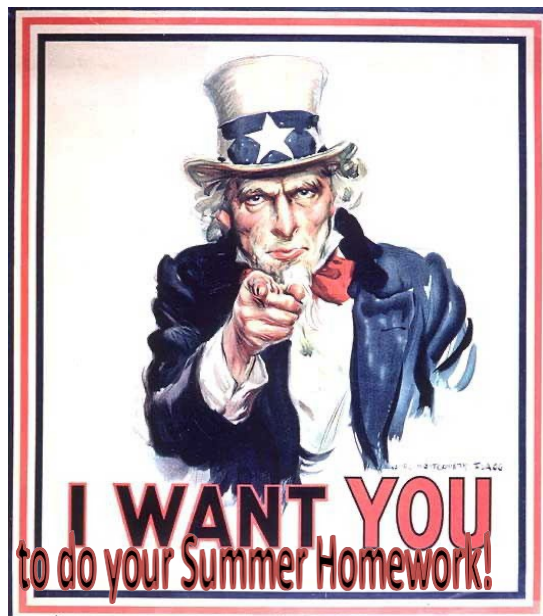
This class is extremely fast paced so that we can grasp everything in order to prepare you for the AP Exam in May of 2025. Due to the limited time that we have, a summer assignment is required to help you get a handle on things and to help prepare you for this class. This preparation is to be done before you arrive on August 15, 2024. The goal of these assignments will be to introduce you to the pace of this class, the level of work that will be expected, and keep your minds fresh with historical thought. **The expectation is that these assignments will be completed and turned in the first day of class in August.** The activities on those first days of school will be connected to the summer material. Any student who has not completed the summer homework packet will be transferred to a College Prep U.S. History class.

The Summer Homework assignment is also available on the Righetti website:

<https://www.righetti.us/academics>

Directions: Complete the following assignments in the order that they are listed. **Make sure to read the directions for each section.** Each assignment will build off information from the previous section. You will be responsible for reading Chapters 1-2 in the AMSCO textbook **as well as** the American History textbook (see link below for online texts) and respond to the questions in this packet. Once you select an answer for the Multiple Choice portion, you must provide a detailed analysis that supports why you chose that specific answer. For the Short Answer portion, you must use the information you've gained from the Summer Reading (Chapters 1-2) and write a brief (3-4 sentence) response. This must be handwritten and NOT typed. This entire packet is to be turned in on the first week of school.

*Link for online text is below under assignment #4 reading if you don't have the books from the library.



*If any issues should arise, please email me and we can make optional arrangements.

Summer Homework Assignment – AP U.S. History, Mr. Graack

Directions: Complete each assignment, including all *components* to each assignment. All components can be found on the website below. All assignments ***must*** be completed by hand, **NOT TYPED**. You may print the graphic organizers and hand write the information, OR you can copy the graphic organizer on paper. Either is fine as long as the information is handwritten. **If it is typed, you will not receive credit!** If the links below don't work, the resources are also available on this page:

Assignment #1: Native American Cultures

The so-called "Period 1" of the AP US History course outline focuses on the period from 1491 (a generic designation for the Americas pre-contact) to 1607 (the establishment of the Jamestown Colony).

In the video lecture for AP US History students, the lecturer describes and contrasts different Native American cultures over geographical regions of North America. After watching the lecture, the successful APUSH student should be able to identify key tribal groups and describe the way of life in each region of North America.

Students are expected to turn in the following items completed by hand (NOT TYPED) on the first day of class:

Components of Assignment #1	Check Box when Complete
1. Watch Lecture Video on Native American Cultures	D
2. Complete the Native American Cultures Graphic Organizer	D



<http://bit.ly/NativeAmericanCultures>

A graphic organizer form titled "NATIVE AMERICAN CULTURES US History Graphic Organizer". It includes a name field and a table with five rows for different regions: ARCTIC, PLAINS INDIANS, NORTHEAST / GREAT LAKES, SOUTHWEST, and SOUTHEAST. Each row has a small text box for notes and a larger empty box for drawing or writing.

<http://bit.ly/NACGraphicOrganizer>

Assignment #2: Columbian Exchange & Atlantic Trade

Before learning about the European colonies, it's necessary to place them within the system of Atlantic trade in which they existed. The permanent system of contact and trade between the Old and New Worlds that was established by Columbus' voyages is known as the Columbian Exchange. A complex system of Atlantic trade developed over the course of the sixteenth and seventeenth centuries, becoming the basis for establishing permanent colonies that would produce raw materials for export while importing manufactured goods from their respective mother countries. The Atlantic slave trade was the most infamous part of the "triangular trade" that developed between Europe, Africa, and the Americas. This video from Ted-Ed is helpful for understanding the impact that the African slave trade had on Europe, the Americas, and especially on African society in the short and long term.

Please have the graphic organizer ready to turn in on the first week of class completed by hand (NOT TYPED).

Components of Assignment #2	Check Box when Complete
1. Watch the video on the Atlantic Slave Trade	D
2. Complete the Columbian Exchange Graphic Organizer	D



<http://bit.ly/AtlanticSlaveTrade>



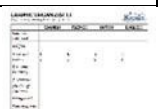
<http://bit.ly/CEGraphicOrganizer>

Assignment #3: Colonial Encounters Video Lectures

It is important that APUSH students know the key characteristics of Spanish, French, Dutch, and British colonizers and be able to compare and contrast the differing goals of each colonial power (APUSH Key Concept 2.1).

In these video lectures, the lecturer details the key characteristics and goals of Spanish, French, and Dutch colonizers in addition to comparing and contrasting their economic pursuits and methods in dealing with the Native Americans they encountered.

Components of Assignment #3	Check Box when Complete
1. Watch the Video Lecture on Spanish Colonization of the Americas	D
2. Watch the Video Lecture on French Colonization	D
3. Watch the Video Lecture on New Netherland (Dutch) Colonization	D
4. Watch the Video Lecture on English Colonization	D
5. Watch the Video Lecture on the Colonists and the Indians	D
6. Complete Comparing & Contrasting the European Colonizers Graphic Organizer	D



<http://bit.ly/SpanishColonization> <http://bit.ly/FrenchColonization> <http://bit.ly/DutchColonization> <http://bit.ly/EnglishColonization1> <http://bit.ly/ColonizationNativeAmericans> <http://bit.ly/ECGraphicOrganizer>

Assignment #4: Reading Assignment

Link for the online text: <https://bit.ly/3HSA5VL>

Directions: Read Chapters 1-2 from the AMSCO textbook **as well as** the American History textbook (online texts in the above link) and respond to the Multiple Choice and Short Answer Questions in this packet. Once you select an answer for the Multiple Choice portion, you must provide a detailed analysis that supports why you chose that specific answer. For the Short Answer portion, you must use the information you've gained from the Summer Reading and write a brief (3-4 sentence) response. You may print this out or write on a separate paper. When writing on a separate paper, write the question number, your answer choice, and then have your analysis next to your answer choice (Ex. #1- D Analysis:).

Students are expected to turn in the following items completed by hand (NOT TYPED) on the first week of class:

Chapter 1 – The Collision of Cultures – Pages 1-34 Part 1: Multiple Choice + Analysis

Questions 1–2 refer to the excerpt below.

“To oppose those hordes of northern tribes, singly and alone, would prove certain destruction. We can make no progress in that way. We unite ourselves into one common band of brothers. We must have but one voice. Many voices makes confusion. We must have one fire, one pipe and one war club. This will give us strength. If our warriors are united they can defeat the enemy and drive them from our land; If we do this, we are safe

“And you of the different nations of the south, and you of the west, may place yourselves under our protection, and we will protect you. We earnestly desire the alliance and friendship of you all”

—Chief Elias Johnson, *Legends, Traditions, and Laws of the Iroquois, or Six Nations, and History of the Tuscarora Indians*, 1881

1. According to Johnson, which of the following was the primary reason for the tribes to unite?
 - (A) To increase trade
 - (B) To provide for self-defense
 - (C) To gain additional land
 - (D) To make the Tuscarora leaders
2. Which of the following factors best explains why Native American efforts to unite were rare?
 - (A) Most tribes were isolated from each other
 - (B) Europeans discouraged tribes from uniting
 - (C) People had different foods and cultures
 - (D) Tribes had traditions of independence

Circle / Highlight
your answer.

Analysis for Question #1 -

Analysis for Question #2 -

Questions 3–5 refer to the excerpt below.

“Concerning the treatment of Native American workers:

When they were allowed to go home, they often found it deserted and had no other recourse than to go out into the woods to find food and to die. When they fell ill, which was very frequently because they are a delicate people unaccustomed to such work, the Spaniards did not believe them and pitilessly called them lazy dogs, and kicked and beat them; and when illness was apparent they sent them home as useless, giving them some cassava for the twenty- to eighty-league journey. They would go then, falling into the first stream and dying there in desperation; others would hold on longer, but very few ever made it home. I sometimes came upon dead bodies on my way, and upon others who were gasping and moaning in their death agony, repeating ‘Hungry, hungry.’”

—Bartolomé de Las Casas, priest and social reformer,
In Defense of the Indian, c. 1550

3. Which of the following best explains the underlying cause of the Spanish actions described by Las Casas?
 - (A) Racism
 - (B) Religion
 - (C) Desire for wealth
 - (D) Fear of native power
4. The primary audience that Las Casas hoped to influence by his writing was
 - (A) the monarchs of Spain
 - (B) the Roman Catholic Church
 - (C) the conquistadores
 - (D) the Native Americans
5. Which of the following factors that affected Native Americans is directly implied but not stated in this excerpt?
 - (A) Many Spaniards were sympathetic to the Native Americans
 - (B) The Catholic Church was trying to help the Native Americans
 - (C) European diseases were killing millions of Native Americans
 - (D) The Spanish faced strong resistance from Native Americans

Analysis for Question #3 -

Analysis for Question #4 -

Analysis for Question #5 -

Questions 6–7 refer to the excerpt below.

“Apart from his navigational skills, what most set Columbus apart from other Europeans of his day were not the things that he believed, but the intensity with which he believed in them and the determination with which he acted upon those beliefs. . . .

“Columbus was, in most respects, merely an especially active and dramatic embodiment of the European—and especially the Mediterranean—mind and soul of his time: a religious fanatic obsessed with the conversion, conquest, or liquidation of all non-Christians; a latter-day Crusader in search of personal wealth and fame, who expected the enormous and mysterious world he had found to be filled with monstrous races inhabiting wild forests, and with golden people living in Eden.”

—David E. Stannard, historian, *American Holocaust: Columbus and the Conquest of the New World*, 1992

6. Which of the following European nations would be the least likely to share the characteristics Stannard uses in describing Columbus?
 - (A) England
 - (B) France
 - (C) Portugal
 - (D) Spain

7. Which of the following is a reason historians are most likely to criticize the view of Columbus expressed in this excerpt?
 - (A) It ignores the period in which Columbus lived
 - (B) It displays a bias against Christians
 - (C) It skips over the progress brought by Columbus
 - (D) It uses highly charged language

Analysis for Question #6 -

Analysis for Question #7 -

Questions 8–9 refer to the excerpt below.

“The province of Quivira is 950 leagues from Mexico. Where I reached it, it is in the fortieth degree [of latitude]. . . . I have treated the natives of this province, and all the others whom I found wherever I went, as well as was possible, agreeably to what Your Majesty had commanded, and they have received no harm in any way from me or from those who went in my company. I remained twenty-five days in this province of Quivira, so as to see and explore the country and also to find out whether there was anything beyond which could be of service to Your Majesty, because the guides who had brought me had given me an account of other provinces beyond this. And what I am sure of is that there is not any gold nor any other metal in all that country.”

—Francisco Coronado, Spanish conquistador, *Travels in Quivira*, c. 1542

8. Based on Coronado’s observations, which of the following best describes Spanish efforts in Mexico in the mid-16th century?
- (A) Exploring lands new to them
 - (B) Establishing colonies
 - (C) Warring with Native Americans
 - (D) Spreading the Christian faith
9. The activities of Coronado and other Spanish and Portuguese explorers in the Americas in the 16th century primarily depended on the support of
- (A) merchants and fur traders
 - (B) the Catholic Church
 - (C) the monarchs
 - (D) enslaved Europeans

Analysis for Question #8 -

Analysis for Question #9 -

Question 2 is based on the following excerpt.

“I marvel not a little, right worshipful, that since the first discovery of America (which is now full four score and ten years), after so great conquests and plantings of the Spaniards and Portuguese there, that we of England could never have the grace to set fast footing in such fertile and temperate places as are left as yet unpossessed of them. But . . . I conceive great hope that the time approacheth and now is that we of England may share and part stakes . . . in part of America and other regions as yet undiscovered. . . .

“Yea, if we would behold with the eye of pity how all our prisons are pestered and filled with able men to serve their country, which for small robberies are daily hanged up in great numbers, . . . we would hasten . . . the deducting [conveying] of some colonies of our superfluous people into these temperate and fertile parts of America, which being within six weeks’ sailing of England, are yet unpossessed by any Christians, and seem to offer themselves unto us, stretching nearer unto Her Majesty’s dominions than to other part of Europe.”

—Richard Hakluyt, English writer, *Divers Voyages Touching the Discovery of America and the Islands Adjacent*, 1582

2. Using the excerpt, answer a, b, and c.
- a) Briefly explain ONE reason not in this passage for why England was so far behind Spain and Portugal in colonization.
 - b) Briefly explain ONE source where the author believes England can find an excellent source to supply potential colonists for the Americas.
 - c) Briefly explain ONE development of the late 16th century that challenges or supports the point of view expressed by the writer.

Response for Questions 2(a) -

Response for Questions 2(b) -

Response for Questions 2(c) -

Question 3 is based on the following excerpt.

“I want the natives to develop a friendly attitude toward us because I know that they are a people who can be made free and converted to our Holy Faith more by love than by force. I therefore gave red caps to some and glass beads to others. They hung the beads around their necks, along with some other things of slight value that I gave them. . . . I warned my men to take nothing from the people without giving something in exchange.”

—Christopher Columbus, *Log*, October 12, 1492

3. Using the excerpt, answer a, b, and c.
- a) Briefly explain the point of view expressed by Columbus in the excerpt.
 - b) Briefly explain what powerful group in Spain, other than the monarchy, Columbus would be appealing to in the above passage.
 - c) Provide an example of contact between Europeans and the first inhabitants of America that is not consistent with the above passage.

Response for Questions 3(a) -

Response for Questions 3(b) -

Response for Questions 3(c) -

Question 4. Answer a, b, and c.

- a) Briefly explain ONE common trait in the policies of two of these European nations toward Native Americans:
 - England
 - France
 - Spain
- b) Briefly explain ONE difference between the policies of two European nations toward Native Americans.
- c) Briefly explain ONE reaction of Native Americans to European policies.

Response for Questions 4 (a) -

Response for Questions 4 (b) -

Response for Questions 4 (c) -
