

# AP U.S. History Summer Assignments

Mrs. Dochnahl

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AP US History students are expected to complete summer reading and video assignments before the first class meeting. These assignments will focus on course content preceding the American Revolution (APUSH Period 1). Students' completion of their APUSH summer assignments will be assessed on a test to be administered during the first week of class.

**While you will be expected to turn in some things on the first day of class, the bulk of your grade for the summer assignments will come from your test, so please keep this in mind while you are completing these assignments.**

# Assignment #1: Native American Cultures

APUSH Key Concept 1.1

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 this video lecture for AP US History students, Tom Richey describes and contrast different Native American cultures over geographical regions of North America. After watching the lecture, the successful APUSH student should be able to [label a map of pre-contact North America](#) and be able to identify key tribal groups and describe the way of life in each region of North America.

**Students will be expected to turn in the following items completed by hand (NOT TYPED) on the first day of class: [Native American Cultures Graphic Organizer](#) and [Native American Tribes Map](#).**



# NATIVE AMERICAN CULTURES

1491-1607

[Here is a link](#) to lecture notes by Tom Richey covering this lecture as well as additional APUSH resources.

## Assignment #2: Columbian Exchange & Atlantic Trade

APUSH Key Concept 1.2

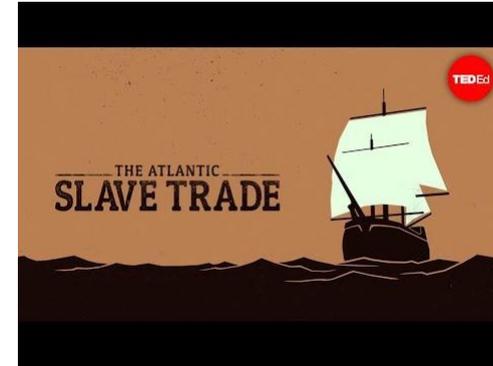
Before learning about the European colonies, it's necessary to place them within the system of Atlantic trade in which they existed. The permanent system of contact and trade between the Old and New Worlds that was established by Columbus' voyages is known as the **Columbian Exchange**. The best place to start learning about the Columbian Exchange is [Wikipedia](#). The [Wikipedia article](#) on the Columbian Exchange as "the widespread transfer of **animals, plants, culture, human populations, technology** and **ideas** between the American and Afro-Eurasian hemispheres in the 15th and 16th centuries."

Using this framework put forward by the article, use this [graphic organizer](#) to help you organize the specifics of the Columbian Exchange in each of these areas. You may use the Wikipedia article and any other online resources that you find helpful - just be sure to make a note of what other sources you end up using. **Please have the graphic organizer ready to turn in on the first day of class completed by hand (NOT TYPED).**

# The Atlantic Slave Trade

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.

For a very brief and entertaining explanation of the Triangular Trade, you may want to take a look at [this video](#) from Tom Richey's YouTube BFF, HipHughes, who has taught US History for several years. [HipHughes History](#) has video lectures on a plethora of topics in US History that you may find helpful from time to time.



**You can take a look at HipHughes' US History Explained playlist here:**

<https://www.youtube.com/playlist?list=PL47F868B521713645>

## Assignment #3: Colonial Encounters Video Lectures

APUSH Key Concepts 1.3 & 2.1

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, Tom Richey 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.

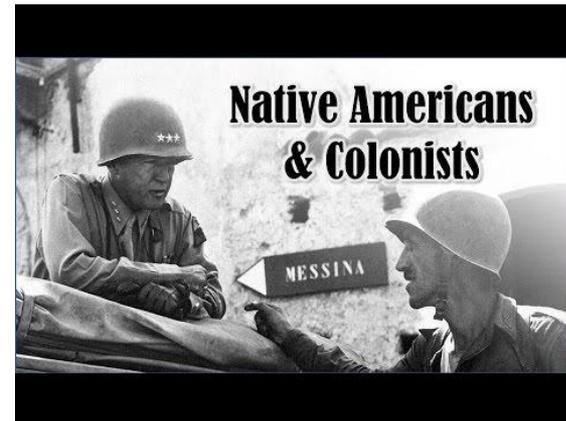
This [graphic organizer](#) that will be helpful for organizing this information. **Please have the graphic organizer ready to turn in on the first day of class *completed by hand* (NOT TYPED).**

# Assignment #3: Colonial Encounters Video Lectures

APUSH Key Concepts 1.3 & 2.1



<p><i>English</i></p> <p><i>Colonization of the Americas</i></p> 		ENGLISH
	REGION(S) COLONIZED	Atlantic Coast, Canada
	RELIGION	Protestant
	INTERESTED PARTIES	1. Settlers 2. Religious Dissidents
	PRIMARY ECONOMIC ACTIVITY	Agriculture Trade
	SETTLEMENTS	Towns / Farms
	NUMBER OF COLONISTS	MANY
	EVANGELISM?	NO
ADVICE TO THE NATIVES	<i>Get out of my way!</i>	



## Assignment #4: Document Analysis (Colonization)

APUSH Key Concepts 1.3 & 2.1

The following primary and secondary sources focus on each of the colonial powers (Spanish, French, Dutch, and British) and their relationships with Native Americans and their environments. In addition to factual information, also be sure to read for **Point of View (POV)** and **purpose** when reading the primary sources and for the author's **thesis** when reading secondary sources.

**For the first three documents, fill [out this handout](#).**

**For the last document, there are 4 different excerpts. Fill out [this handout](#) while reading the excerpts. The links to the excerpts are on the handout.**

## Assignment #4: Document Analysis (Colonization)

APUSH Key Concepts 1.3 & 2.1

# NEW SPAIN

## Bartolomé de las Casas

### [Brief Account of the Devastation of the Indies\(1542\)](#)

Bartolomé de las Casas wrote a thorough account detailing how the Spanish treated Native Americans in New Spain. While this is the best source that we have available on this subject, it is a source written by a human being for a specific purpose. Be mindful of his purpose and point of view (POV) while you read.



## Assignment #4: Document Analysis (Colonization)

APUSH Key Concepts 1.3 & 2.1

# NEW FRANCE



**Fr. Paul Le Jeune, SJ**

[The Jesuit Relations](#) (1634)

Fr. Le Jeune's accounts of his life among the Montagnais Indians are a valuable account of Native American life and culture in New France. His writings also inform us of the cultural differences between European colonists and the Natives they encountered.

## Assignment #4: Document Analysis (Colonization)

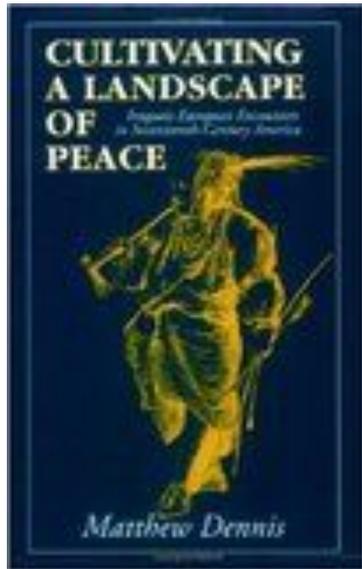
APUSH Key Concepts 1.3 & 2.1

### NEW NETHERLAND

### Matthew Dennis

#### [Cultivating a Landscape of Peace \(1995\)](#)

In this secondary source reading, the author describes the relationship between the Dutch settlers in New Netherland and the Iroquois tribe. Students may want to do some quick background reading about the Iroquois before reading this excerpt.



# Assignment #4: Document Analysis (Colonization)

APUSH Key Concepts 1.3 & 2.1

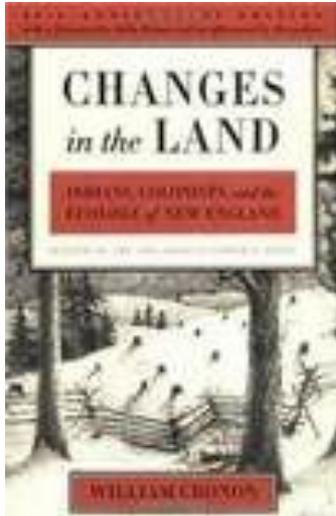
## NEW ENGLAND

### William Cronon

#### [Changes in the Land \(1983\)](#)

In this secondary source reading, the author describes the changes in the ecosystem of the Northeast that took place between 1600 and 1800 as a result of English colonization.

*Fill out the worksheet using the link above. All 4 excerpts can be found as hyperlinks in the worksheet.*



# Assignment Checklist

- [Native American Cultures Graphic Organizer](#)
- [Native American Tribes Map](#)
- [Columbian Exchange Graphic Organizer](#)
- [Comparing & Contrasting the European Colonizers Graphic Organizer](#)
- [Colonization Document Analysis](#)
- [William Cronon Reading Assignment](#)

**These assignments will be turned in to Mrs. Dochnahl the first day of school.**