

AP US HISTORY: SUMMER ASSIGNMENT 2021

If you have any questions, please contact Mrs. Aseltyne via email. (paula.aseltyne@fayette.kyschools.us)

Directions: Your summer assignment will be to do research on the Age of Exploration and Colonization in the New World. To get the information, you will need to go to <http://bit.ly/2wOwJzp> (it is case sensitive) There you will find your textbook broken down by chapters. Please use chapters 1 to complete the questions for Period 1 review packet. Make sure to read all of the information in the packet, not just the answers you provide, because you will need that for the first summative test. There are 2 questions that direct you to use the internet. Then **use chapter 2** to complete the chart and questions on Colonization.

This is your first **Summative grade** for AP US. Your research is **due the first day your class meets at the beginning of that block. (NOT later that same day).** Your research needs to be **ready to turn it in that block.** I will walk you through where in Canvas and how you need to turn it in. Please print out the following pages and **handwrite (do not type)** your information in the space provided. Make sure to answer each question thoroughly. If you do not have access to a printer, then on notebook paper number each answer according to the prompt. Some answers could be a short fragment/word or two or it might need to be longer to be thorough. *If it says a specific length, make sure you follow the directions.*

Period Review Packet: PERIOD 1: 1491–1607

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

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.

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

<p>A. The spread of maize cultivation from present day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.</p>	<ol style="list-style-type: none"> 1. What are the effects of the cultivation of corn (maize) on civilizations in Mexico and America? (pages 8-10) 2. How did the arrival of corn lead to different areas developing at different paces? (pages 8-10) 3. What were the primary three staples of Indian agriculture and describe how they were farmed? (pages 8-10)
<p>B. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.</p>	<p>Lack of cultivation of crops due to arid land led to no dense population in a settled area and less tribes. The impact of the horse on Plains Indians will be dramatic. Spanish introduction of the horse transformed Plains Indians, allowing them to become better warriors, raiders, and hunters; Comanche and Sioux exerted control over large territories as a result; Bison herds more easily hunted, increasing food and supplies;</p>
<p>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.</p>	<p>Stable food supplies lead to large permanent settlements.</p> <ol style="list-style-type: none"> 4. Describe the mound-builders at Cahokia (near present-day St. Louis). (page 8 & 10) 5. What did Hiawatha organize? Was it successful? (page 10)

	<p>8. Juan de Onate (1550–1626) (pages 21-22)</p>
<p>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.</p>	<p>9. Define the Columbian Exchange: (page 15)</p> <p>10. List items that went in each direction. (page 15)</p> <p>New World to Old World:</p> <p>Material goods:</p> <p>Food:</p> <p>Disease:</p> <p>Old World to New World:</p> <p>Food:</p> <p>Animals:</p> <p>Disease:</p> <p>Africa to New World</p> <p>One item:</p> <p>New crops from the Americas stimulated European population growth (1/3 of Europe had died from the plague in the mid-300s), while new sources of mineral wealth facilitated the European shift from feudalism to capitalism. New wealth from the Americas, of sugar and silver, impacted Europe. Instead of wealth in Europe being determined by land, now silver and sugar became standards of wealth for trade. Also, gold and silver created enough surplus to allow for the development of capitalism in Europe and China, facilitating a global trading network – first true money supply since Roman Empire.</p> <p>11. What were the factors that led to European interest in trade and discovery? Why? (page 11)</p>
<p>C. Improvements in maritime technology and more organized methods for conducting international trade, helped drive changes to economies in Europe and the Americas.</p>	<p>Sextant- It is an astronomical instrument used to determine latitude and longitude at sea by measuring angular distances, especially the altitudes of the sun, moon, and stars.</p> <p>Caravel-The Caravel was a ship that had many uses. These ships were from small to medium. They could be used as cargo ships, warships, patrol or dispatch boats and also pirate ships. They were mainly used for fishing. The Caravel was from 50 to 200 tons. These ships were cheap and you could get them in shape for working very easily. Caravels were known for their speed and maneuverability, so they were used by explorers to explore the world.</p> <p>Astrolabe- The Astrolabe is an angle and altitude measuring tool. The Astrolabe was first used for astronomy and astrology. It could have been invented by <u>Hipparchus</u> (Greek astronomer and mathematician). It was later used by sailors. The first use at sea was recorded to be in 1481. It was used on a voyage down the African coast by Portuguese explorers. So this tool helped sailors measure the angle of the sun which could then be converted to find latitude. This tool was more accurate at land than at sea.</p>

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

<p>A. Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations <i>and</i> by the introduction of crops <i>and</i> animals not found in the Americas.</p>	<p>Deadly epidemics- The population was decimated by diseases such as smallpox and cholera, typhus, measles, typhoid, diphtheria, plague, and influenza. These killed thousands due the fact that the natives had no immunities to these diseases.</p> <p>Introduction of crops- Increase in population; permanent settlements; etc. (Negative: European weeds infested Native American fields, making agriculture more difficult)</p> <p>Introduction of animals- Horse: Its effects, especially on western tribes, were truly revolutionary. It altered their material lives, rearranged their relations with their environments, and fed a burst of power and affluence. Ironically, over time horses contributed also to American Indians' mounting difficulties as the tide of white settlement rolled over them. Cow: They provided milk, cheese, and other dairy products as well as another meat source to sustain the population.</p>
<p>B. In the <i>encomienda</i> system, Spanish colonial economies marshaled Native American labor to support plantation based agriculture and extract precious metals and other resources.</p>	<p>12. Define the <i>encomienda</i> system. (page 17)</p> <p style="text-align: center;">a. What was its purpose?</p> <p>13. Define Conquistador.</p>
<p>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.</p>	<p>Type of agriculture: Sugarcane</p> <p>Location: South America and the Caribbean.</p> <p>Type of mining: Silver</p> <p>Location: Mexico</p>
<p>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.</p>	<p>The caste system is established. As a result of the conquest in the new world by the Spaniards, a European style caste system was imposed on the culture. The conquest produced four overall racial categories: Europeans (Spaniards), Mestizos, Indians and Slaves. A Spaniard born in Spain had a higher social standing than a person with Spanish parents born in the New World, they were referred to as Creoles.</p>

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

<p>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.</p>	<p>A misconception by Columbus was that he thought Native Americans were Indians or that he had reached India. A misconception about Cortes was that Montezuma thought Cortés was the god Quetzalcoatl.</p> <p>Over time...</p> <ul style="list-style-type: none"> • Native Americans didn't understand the concept of owning the land; when they "sold" the land, they didn't think it was permanent (Manhattan sold to the Dutch); Europeans insisted the sales were permanent • Native American men hunted, while women often did the farming; Europeans appalled by this division of labor • Europeans adopted the Three Sisters, particularly in New England and the Chesapeake, which allowed them to stay alive • Native Americans adopted European technology, including knives, pots, and weapons <p>Native Americans often learned European languages and converted to Christianity, particularly in the Spanish empire</p>
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<p>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.</p>	<p>The interactions between the following native groups and Europeans:</p> <p>Aztecs Aztecs fought Conquistador, Hernan Cortes. After initial victory over Spaniards, Aztecs succumbed to disease, Cortes and his men came back to finish off Aztecs. He held and killed Montezuma II.</p> <p>Incas Incas fought against the Conquistador, Francisco Pizarro. Captured and ransomed Emperor Atahualpa for a room filled with gold, but still killed him.</p>
<p>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.</p>	<p>14. Who was Juan Gines de Sepulveda and what were his views on the natives? (use the internet)</p> <p>15. Who was Bartolome de Las Casas and what were his views on the natives? (use the internet)</p>

Chapter 2 (Please read the entire chapter and use it to answer the questions and complete the chart.)

- 16. Who founded Jamestown and why? How did the Virginia Charter impact colonists?
- 17. Describe Jamestown's troubles in the early years?
- 18. Describe what two of the three people did who saved the colony.
- 19. Describe the First Anglo-Powhatan war and its outcome.
- 20. What was the impact of the Second Anglo-Powhatan War on the relationship between the natives and the settlers?

21. Why did the Barbados slave code have an impact the Carolinas? Describe the code allowed for.

22. How were North Carolina's inhabitants thought of by Virginia and South Carolina?

*Complete the chart using the textbook. Virginia is done as an example for you. Information that is not in your book has been provided. Be sure to give as much detail as you can.

Colony	Founded	Economics	Religion	Political
Plantation: Virginia (Also Chesapeake Colony) 1607	Who: The Virginia Company Why? Profit (hoping to find gold)	Type of economy: Plantation- tobacco Labor Source: White indentured servants (penniless people who bound themselves to work for a number of years to pay their passage.)	Members of the Anglican of England	Representative self-government; (House of Burgesses)- later it became a royal colony under the King's control;
Maryland (Also Chesapeake Colony) 1634	Who: Why?	Type of economy: Labor Source:		
The Carolinas (splits to North and South in 1712) 1670	Who: The Lords Proprietors (8 of Charles II 's favorites at court) Why?	Type of economy: Labor source:	Religious toleration; French Protestant refugees; *After the split, North Carolina will be considered irreligious;	
Georgia 1733	Who: Why?	Type of economy: Labor Source:		Colonial Georgia was originally under a trustee system. The Board of Trustees served in humanitarian roles, and they elected 15 members, called the Common Council, to conduct business for the colony.