

APUSH SUMMER ASSIGNMENT

ASSIGNMENT TABLE OF CONTENTS:

MAP OF UNITED STATES_____

AMSCO Period 1 _____

AMSCO Period 2_____

CRASH COURSE NOTES GUIDES_____

GUIDED DBQ_____

CONFLICTING PERSPECTIVES_____

PERIOD 1&2 TIMELINE_____

PERIOD 1&2 LEARNING TARGETS_____

***Follow ALL directions are in the guide.**

NAME:

**THIS ASSIGNMENT IS DUE TO MRS. PICKARD ON
AUGUST 7, 2026.**

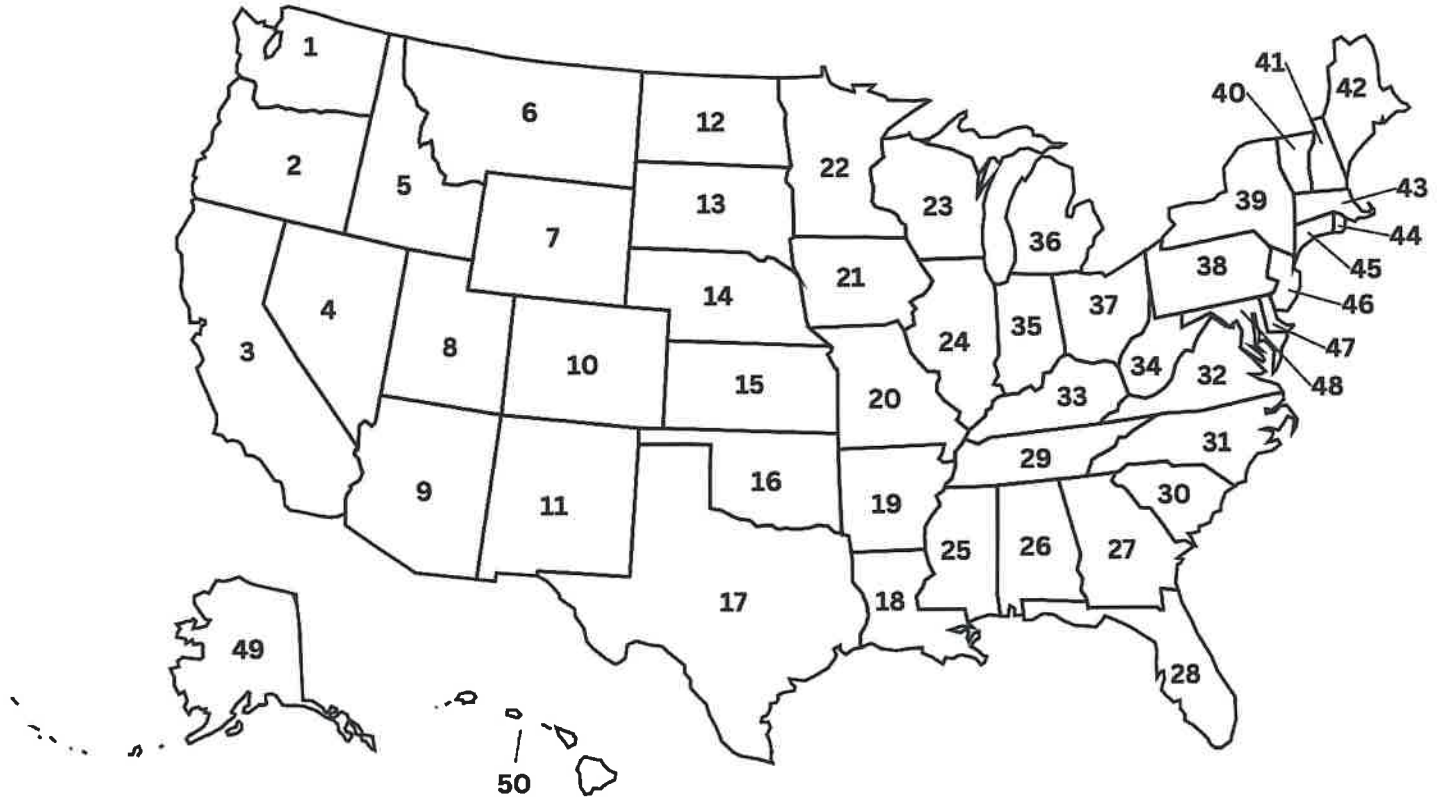
No late assignments will be accepted.

Name: _____

Date: _____

United States Map

Name each of the numbered states.



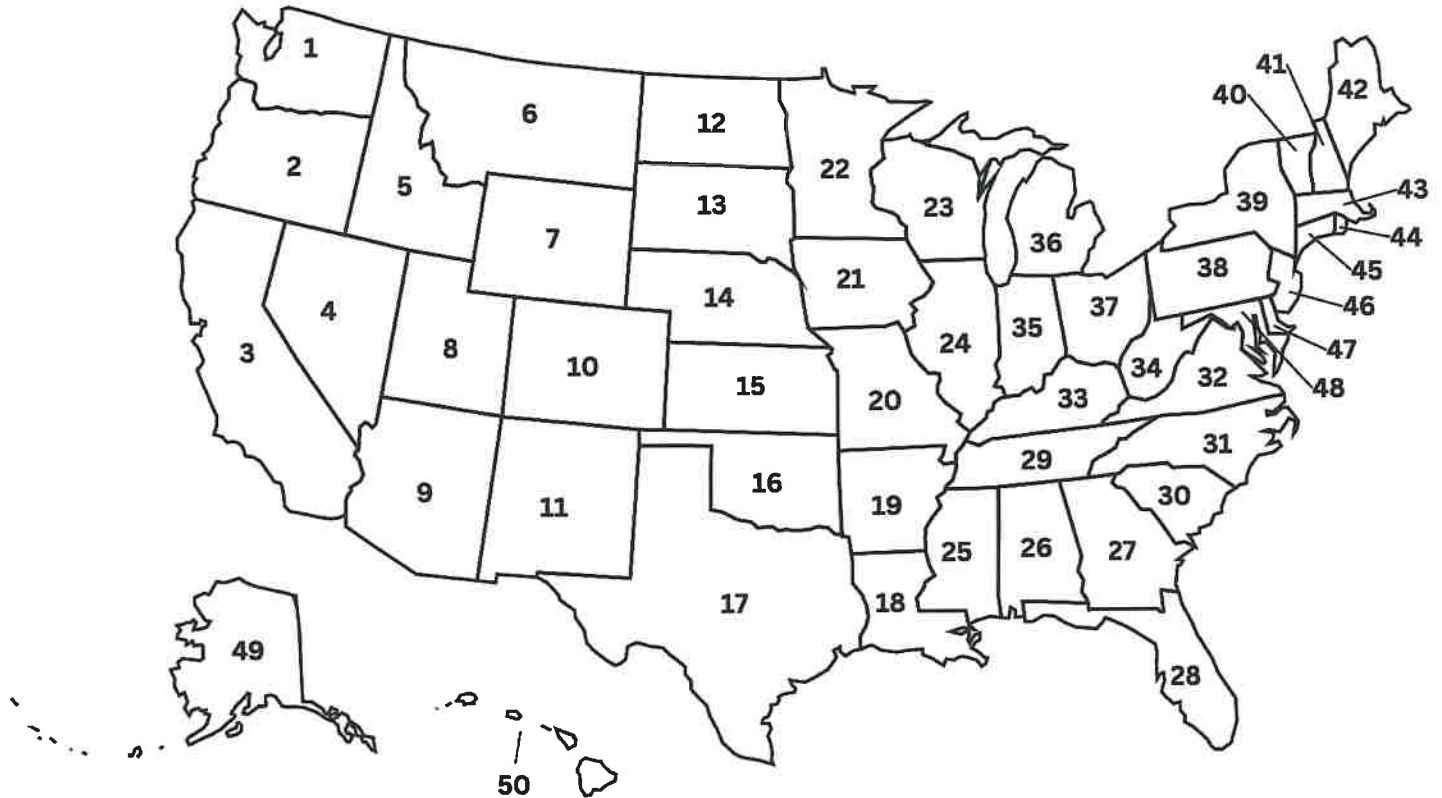
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Name: _____

Date: _____

United States Map

Name each of the numbered capitals.



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| 11. _____ | 24. _____ | 37. _____ | 50. _____ |
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| 13. _____ | 26. _____ | 39. _____ | |

LEARNING OBJECTIVE

Explain the context for European encounters in the Americas from 1491 to 1607.

CULTURAL DIVERSITY

MOTIVES FOR EXPLORATION

TRANSATLANTIC EXCHANGES

ADDITION OF ENSLAVED AFRICANS

EUROPEAN COLONIES

TOPIC 1.2: NATIVE AMERICAN SOCIETIES BEFORE EUROPEAN CONTACT

LEARNING OBJECTIVE

Explain how various native populations interacted with the natural environment in North America in the period before European contact.

LAND BRIDGE

CULTURES OF CENTRAL & SOUTH AMERICA

MAYA,
AZTEC &
INCA

MAIZE

CULTURES OF NORTH AMERICA

GENERAL PATTERNS

LANGUAGE DIFFERENCES

REGIONAL IDENTITIES OF NORTH AMERICAN NATIVES

NORTHWEST

SOUTHWEST

GREAT
BASIN &
GREAT
PLAINS

MISSISSIPPI
RIVER
VALLEY

NORTHEAST

ATLANTIC
SEABOARD

LIST 3 WAYS NATIVE AMERICANS CULTURE & LIFESTYLE WERE AFFECTED BY THE NATURAL ENVIRONMENT

TOPIC 1.3: EUROPEAN EXPLORATION IN THE AMERICAS

LEARNING OBJECTIVE

Explain the causes of exploration and conquest of the New World by various European nations.

THE EUROPEAN CONTEXT FOR EXPLORATION

CHANGES IN THOUGHT & TECHNOLOGY	RELIGIOUS CONFLICT

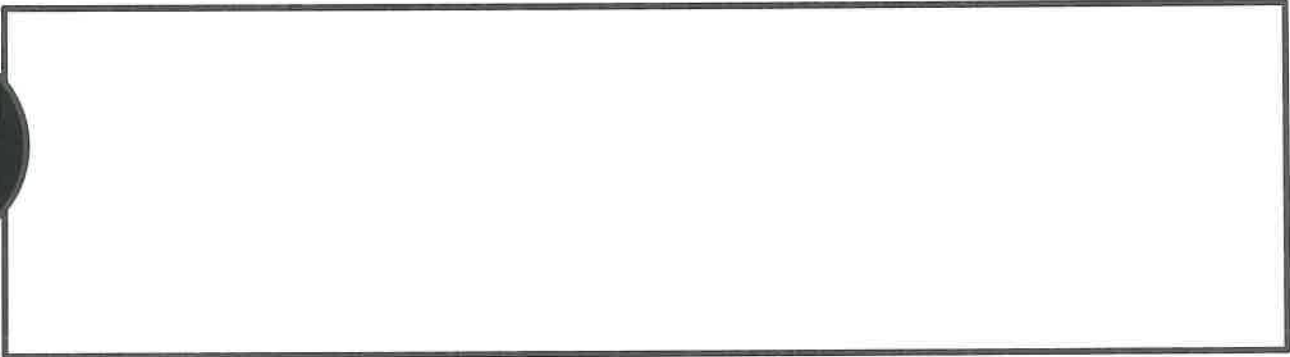
EXPANDING TRADE

ECONOMIC
MOTIVES

NEW
ROUTES

SLAVE
TRADING

**DEVELOPING
NATION-
STATES**

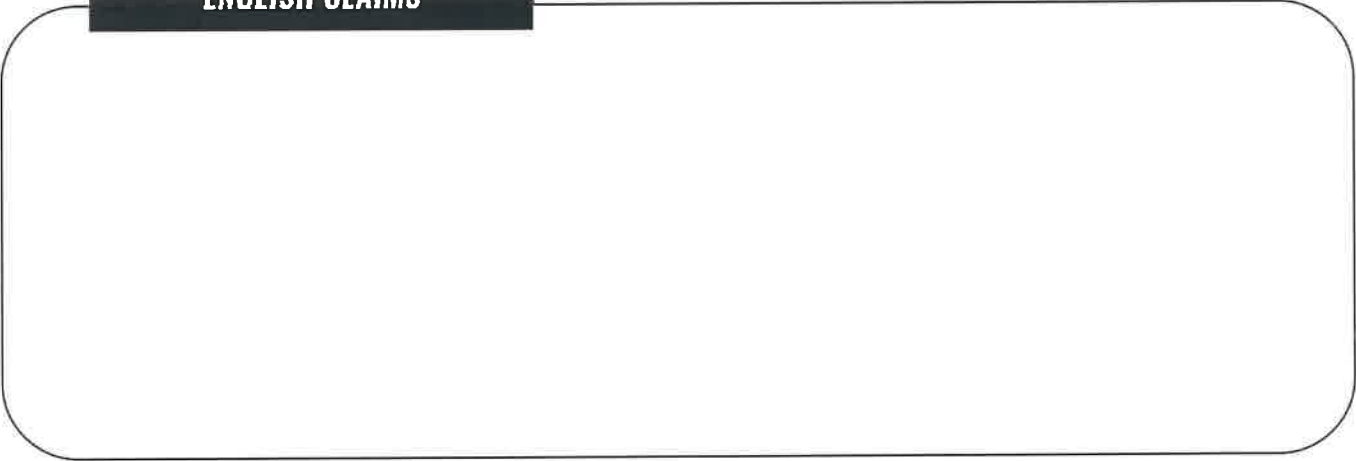


DIVIDING THE AMERICAS

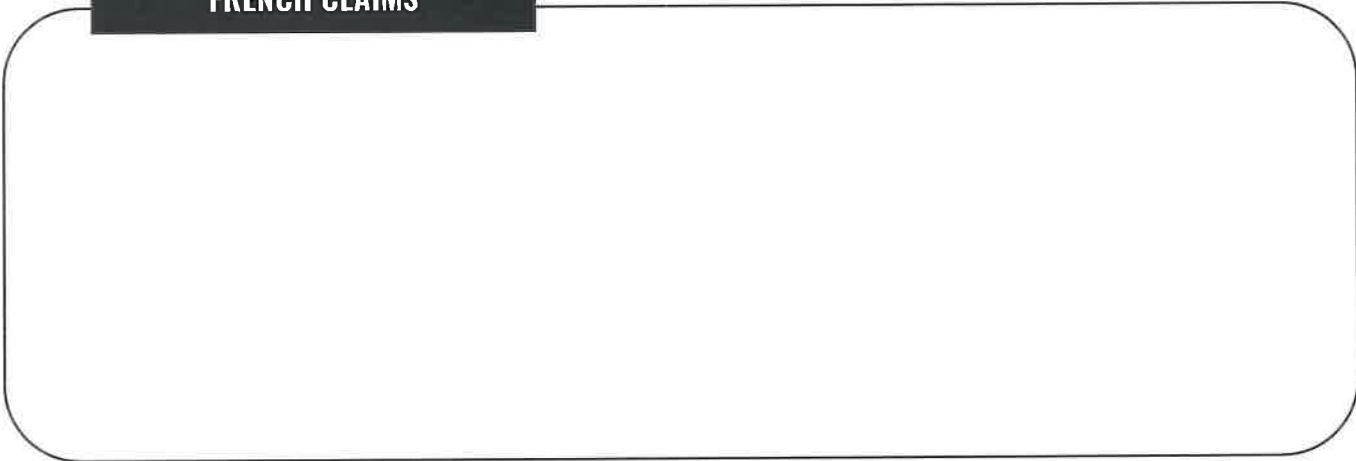
TREATY OF TORDESILLAS



ENGLISH CLAIMS



FRENCH CLAIMS



TOPIC 1.4: COLUMBIAN EXCHANGE, SPANISH EXPLORATION & CONQUEST

LEARNING OBJECTIVE

Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

CHRISTOPHER COLUMBUS

1492 VOYAGE: GOALS & OUTCOME

THE COLUMBIAN EXCHANGE

THE RISE OF CAPITALISM

JOINT STOCK COMPANIES

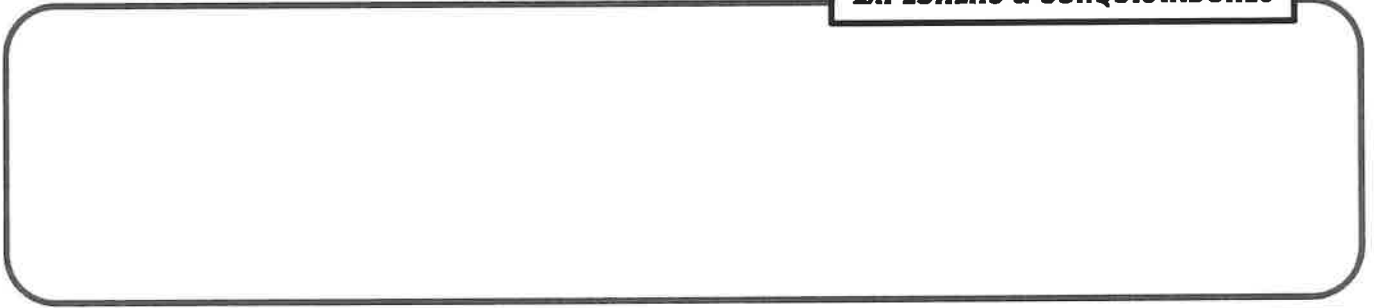
TOPIC 1.5: LABOR, SLAVERY & CASTE IN THE SPANISH COLONIAL SYSTEM

LEARNING OBJECTIVE

Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

SPANISH EXPLORATION & CONQUEST

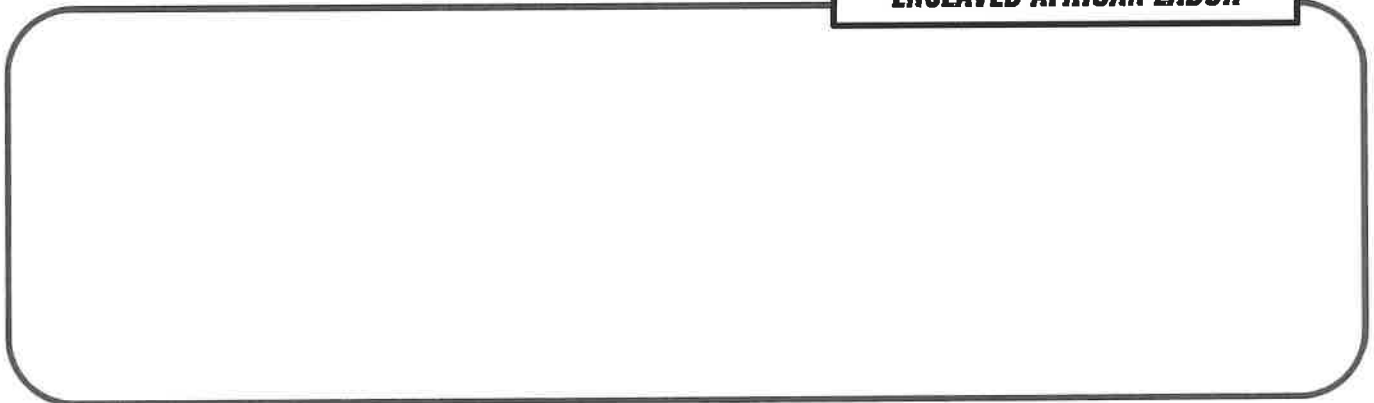
EXPLORERS & CONQUISTADORES



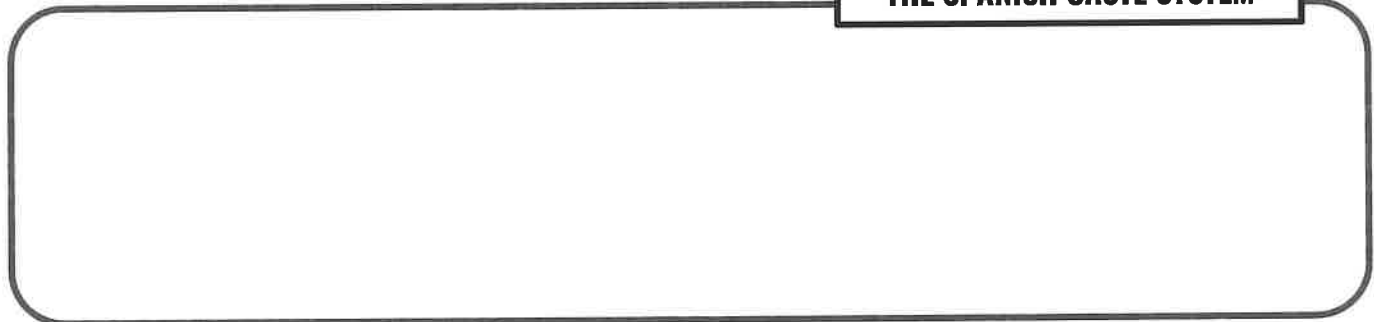
THE ENCOMIENDA SYSTEM



ENSLAVED AFRICAN LABOR



THE SPANISH CASTE SYSTEM



TOPIC 1.6: CULTURAL INTERACTIONS IN THE AMERICAS

LEARNING OBJECTIVE

Explain how and why European and Native American perspectives of others developed and changed in the period.

CONFLICTING WORLDVIEWS

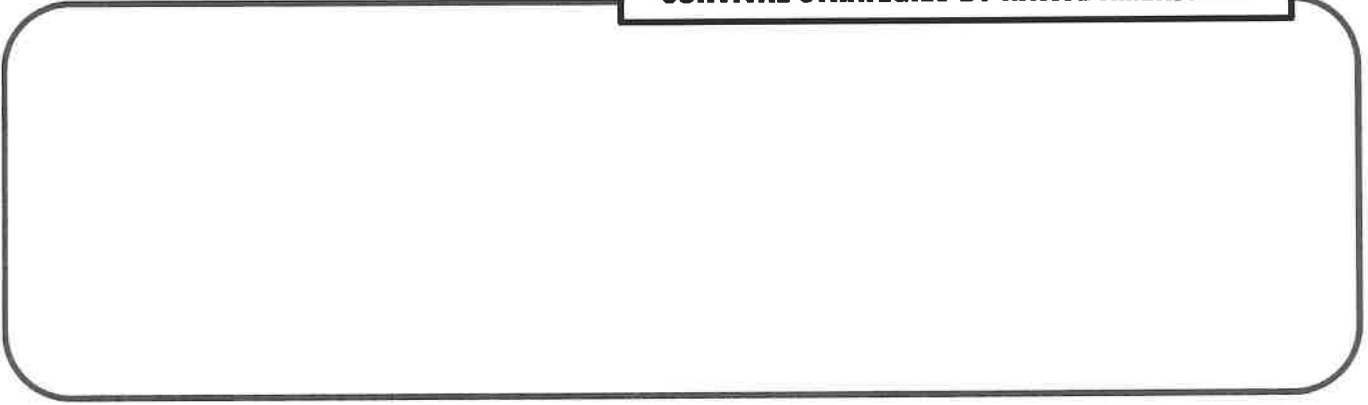
EUROPEAN TREATMENT OF NATIVE AMERICANS

BARTOLOME DE LAS CASAS & THE VALLADOLID DEBATE

ENGLISH POLICY

FRENCH POLICY

SURVIVAL STRATEGIES BY NATIVE AMERICANS



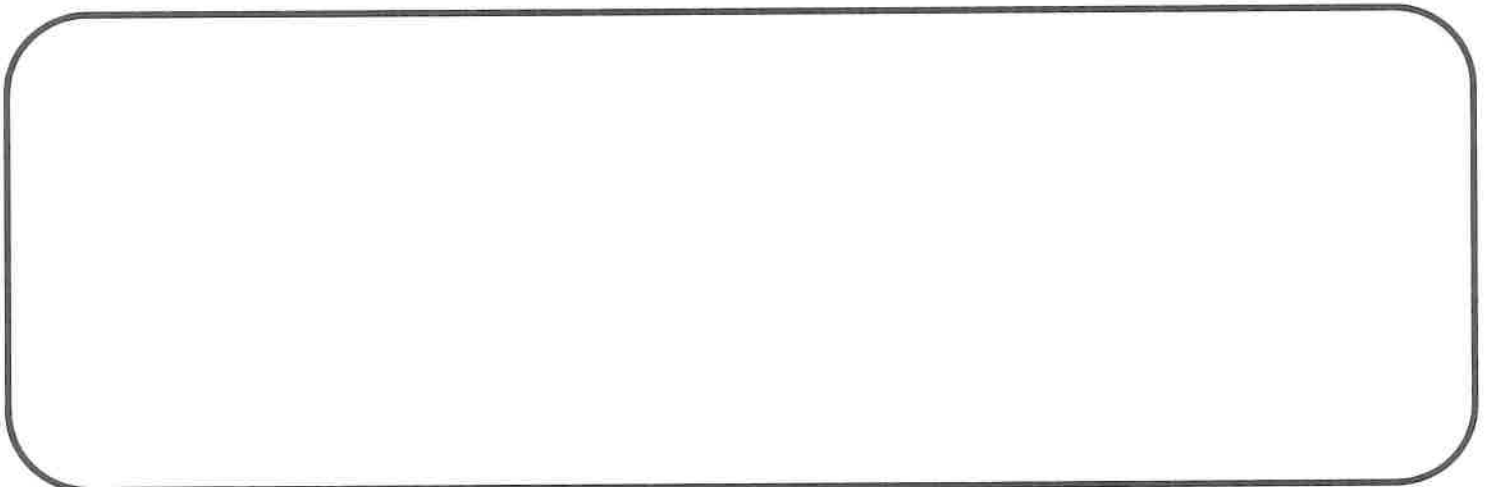
THE ROLE OF AFRICANS IN AMERICA



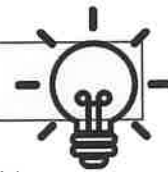
TOPIC 1.7: CAUSATION

ANSWER ONE OF THE FOLLOWING:

1. Explain the factors that resulted in various Native American groups developing their own unique cultures.
2. Explain a significant development in Europe by the 15th and 16th centuries that caused a surge in exploration.
3. Explain the extent to which the Columbian Exchange had beneficial effects on both the Native Americans and Europeans.



SAQ PRACTICE



HOW TO APPROACH THE SHORT ANSWER QUESTION (SAQ): THE TEA METHOD



TOPIC SENTENCE - directly answer the question & introduce the evidence you will use



EXPLAIN - describe your evidence, providing the most relevant detail to answer the question



ANALYZE - tie back to the question and/or to larger themes



Answers should be no more than 3 - 4 sentences for each part.
On the AP Exam, you will have limited space and around 13.5 minutes for each SAQ (all 3 parts: a, b & c)

- A. Explain one similarity between the colonies of 2 European countries.
- B. Explain one difference between the colonies of 2 European countries
- C. Explain one difference in the relationship that developed between Native Americans and Europeans.

LEARNING OBJECTIVE

Explain the context for the colonization of North America from 1607 to 1754.

FROM EXPLORATION TO COLONIZATION

Empty rounded rectangular box for notes under the 'FROM EXPLORATION TO COLONIZATION' header.

EARLY SETTLEMENTS

Empty rounded rectangular box for notes under the 'EARLY SETTLEMENTS' header.

TRADE

Empty rounded rectangular box for notes under the 'TRADE' header.

SOURCES OF LABOR

Empty rounded rectangular box for notes under the 'SOURCES OF LABOR' header.

TOPIC 2.2: EUROPEAN COLONIZATION IN NORTH AMERICA

LEARNING OBJECTIVE

Explain how and why various European colonies developed and expanded from 1607 to 1754.

SPANISH COLONIES

FLORIDA

NEW
MEXICO &
ARIZONA

TEXAS &
CA

FRENCH COLONIES

GENERAL INFO

1608

1673

1718

DUTCH COLONIES

GENERAL INFO

[Empty rounded rectangular box for general information]

HENRY HUDSON

[Empty rectangular box for Henry Hudson notes]

DUTCH WEST INDIA CO.

[Empty rectangular box for Dutch West India Co. notes]

BRITISH COLONIES

GENERAL INFO

[Empty rounded rectangular box for general information]

JOHN CABOT

[Empty rectangular box for John Cabot notes]

JOINT STOCK COMPANY

[Empty rectangular box for Joint Stock Company notes]

TOPIC 2.3: REGIONS OF BRITISH COLONIES

LEARNING OBJECTIVE

Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754

CORPORATE COLONIES

[Dashed box for notes]

ROYAL COLONIES

[Dashed box for notes]

PROPRIETARY COLONIES

[Dashed box for notes]

EARLY ENGLISH SETTLEMENTS

JAMESTOWN

[Large rounded box for notes]

PLYMOUTH

[Large rounded box for notes]

MASSACHUSETTS BAY

[Large rounded box for notes]

THE CHESAPEAKE

MARYLAND

ACT OF TOLERATION

DEVELOPMENT OF NEW ENGLAND

GENERAL INFO

RHODE ISLAND

ROGER WILLIAMS

ANNE HUTCHINSON

CONNECTICUT

Include the FUNDAMENTAL ORDERS

**NEW
HAMPSHIRE**

THE HALFWAY COVENANT

THE RESTORATION COLONIES

**THE
CAROLINAS**

THE MIDDLE COLONIES

GENERAL INFO

NEW YORK

NEW JERSEY

PENNSYLVANIA

[Empty rectangular box for Pennsylvania notes]

QUAKERS

[Empty dashed rounded rectangular box for Quakers notes]

DELAWARE

[Empty rectangular box for Delaware notes]

THE LAST MAINLAND COLONY

GEORGIA

[Empty rectangular box for Georgia notes]

EARLY POLITICAL INSTITUTIONS

VIRGINIA HOUSE OF BURGESSES

[Empty dashed rounded rectangular box for Virginia House of Burgesses notes]

MAYFLOWER COMPACT

[Empty dashed rounded rectangular box for Mayflower Compact notes]

LIMITS TO COLONIAL DEMOCRACY

[Empty rounded rectangular box for Limits to Colonial Democracy notes]

TOPIC 2.4: TRANSATLANTIC TRADE

LEARNING OBJECTIVE

Explain the causes and effects of transatlantic trade over time.

THE TRIANGULAR TRADE

A TYPICAL VOYAGE

MERCANTILISM & EMPIRE

GENERAL INFO

THE NAVIGATION ACTS

EFFECTS ON THE COLONIES

POSITIVE

NEGATIVE

SALUTARY NEGLECT

WERE THE NAVIGATION ACTS NECESSARY?

THE DOMINION OF NEW ENGLAND

ONGOING TRADE TENSION

TOPIC 2.5: INTERACTIONS BETWEEN AMERICAN INDIANS & EUROPEANS

LEARNING OBJECTIVE

Explain how and why interactions between various European nations and American Indians changed over time

GENERAL INFO

CONFLICT IN NEW ENGLAND

THE NEW ENGLAND CONFEDERATION

METACOM'S WAR

CONFLICT IN VIRGINIA

BACON'S REBELLION & ITS EFFECTS

CONFLICT IN THE SPANISH COLONIES

THE PUEBLO REVOLT

TOPIC 2.6: SLAVERY IN THE BRITISH COLONIES

LEARNING OBJECTIVE

- Explain the causes and effects of slavery in the various British colonial regions.
- Explain how enslaved people responded to slavery.

DEMAND FOR LABOR

GENERAL INFO

INDENTURED SERVANTS & THE HEADRIGHT SYSTEM

THE INSTITUTION OF SLAVERY

GENERAL INFO

3 REASONS THE DEMAND FOR SLAVES INCREASED:

- 1
- 2
- 3

SLAVE LAWS

RESISTANCE TO SLAVERY

TOPIC 2.7: COLONIAL SOCIETY & CULTURE

LEARNING OBJECTIVE

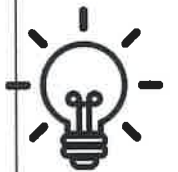
- Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.
- Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

POPULATION GROWTH

WHITE POPULATION

AFRICAN AMERICANS

BAR GRAPH



1701

1775

1701

1775

EUROPEAN IMMIGRANTS

DESCRIBE THE EUROPEAN IMMIGRANTS BY COUNTRY OF ORIGIN

**ENSLAVED
AFRICANS**

--

**AMERICAN
INDIANS**

--

DESCRIBE THE THE EXTENT OF LIBERTY & OPPORTUNITY IN THE COLONIES

Three large empty rectangular boxes stacked vertically for writing.

THE FAMILY

GENERAL INFO

A large rounded rectangular box for general information about the family.

MEN

WOMEN

A rectangular box for information about men.

A rectangular box for information about women.

THE ECONOMY

GENERAL INFO

A large rounded rectangular box for general information about the economy.

THE ECONOMY BY REGION

NEW ENGLAND	MIDDLE COLONIES	THE SOUTH

MONETARY SYSTEM

TRANSPORTATION

RELIGION

GENERAL INFO

ESTABLISHED CHURCHES

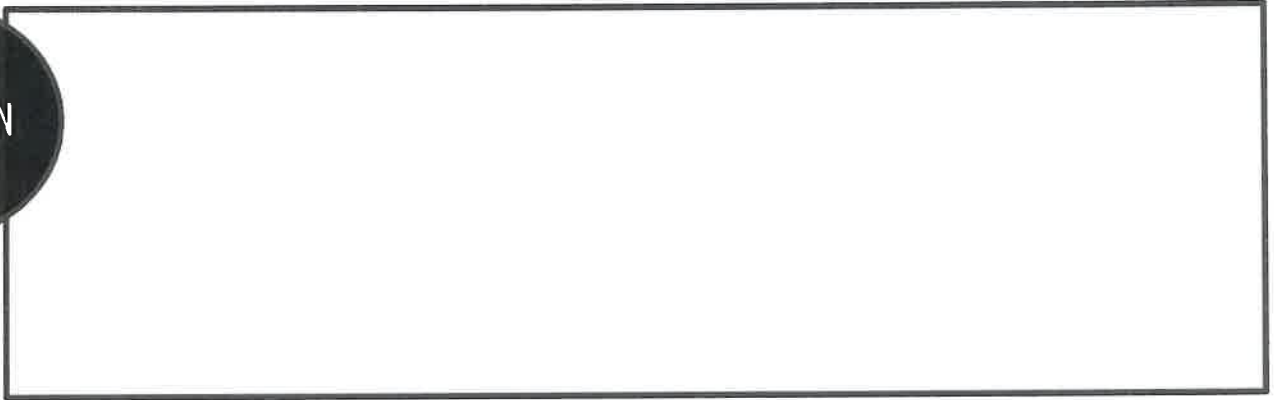
THE GREAT AWAKENING

**RELIGIOUS
IMPACT**

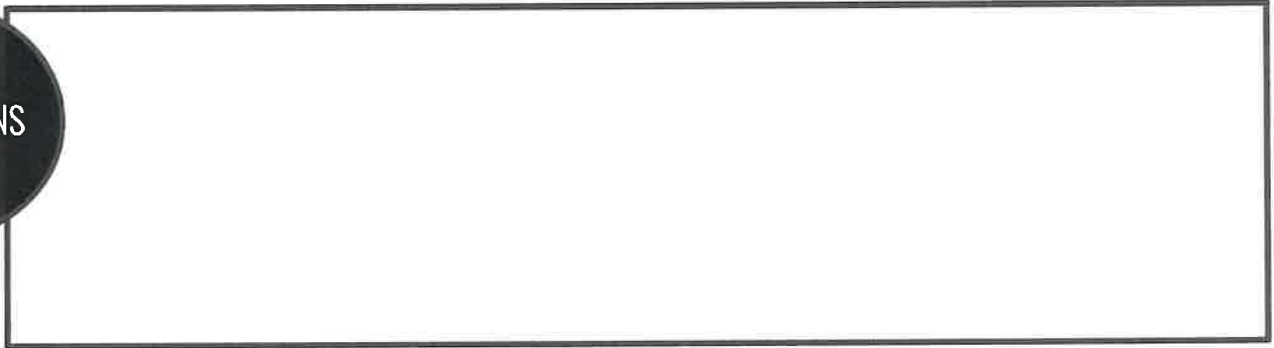
**POLITICAL
IMPACT**

ACHIEVEMENTS IN ARTS & SCIENCES

EDUCATION



PROFESSIONS



THE PRESS



THE ZENGER CASE



THE ENLIGHTENMENT



THE COLONIAL RELATIONSHIP WITH BRITAIN

GENERAL INFO

COLONIAL IDENTITY

MISTRUST OF THE BRITISH

POLITICS & GOVERNMENT

LOWER
HOUSE

UPPER
HOUSE

GOVERNOR

LOCAL GOVERNMENT

Empty rounded rectangular box for notes on Local Government.

VOTING

Empty rounded rectangular box for notes on Voting.

STOP & REFLECT: TO WHAT EXTENT WERE THE COLONIES TRULY DEMOCRATIC?

Empty rectangular box for reflection on the democratic nature of the colonies.



TOPIC 2.8: COMPARISON IN PERIOD 2

OVERVIEW: EXPLAIN SIMILARITIES AND DIFFERENCES BETWEEN THE COLONIES

Empty rectangular box for an overview of similarities and differences between the colonies.





T **TOPIC SENTENCE** - directly answer the question & introduce the evidence you will use

E **EXPLAIN** - describe your evidence, providing the most relevant detail to answer the question

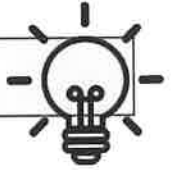
A **ANALYZE** - tie back to the question and/or to larger themes

Answers should be no more than 3 - 4 sentences for each part.

On the AP Exam, you will have limited space and around 13.5 minutes for each SAQ (all 3 parts: a, b & c)



- A. Explain one way that religion shaped the politics of a colony.
- B. Explain one way that economic interests shaped the politics of a colony.
- C. Explain one significant change that occurred in the English colonies from 1607 - 1700



Use the excerpt below and your knowledge of US history to answer the questions below.

He's the best physician that knows the worthlessness of the most medicines.

A fine genius in his own country, is like gold in the mine.

God works wonders now & then; Behold! a Lawyer, an honest Man!

No man e'er was glorious, who was not laborious.

All things are easy to Industry, All things difficult to Sloth.

God helps them that help themselves.

Reading makes a full Man, Meditation a profound Man, discourse a clear Man.

The Poor have little, Beggars none; the Rich too much, enough not one.

You will be careful, if you are wise; How you touch Men's Religion, or Credit, or Eyes.

Those who are fear'd, are hated

SOURCE: Excerpts from *Poor Richard's Almanack*, Benjamin Franklin 1733 - 1744

Using information from the American colonies (1607 - 1754), answer the following questions:

- A. Select one line and explain a historical development or example that illustrates the truth of that line.**
- B. Select a second line and explain a historical development or example that illustrates the truth of that line.**
- C. Select a third line and explain a historical development or example that illustrates the truth of that line.**

**Answer on the
next page**

SAQ PRACTICE



Answers should be no more than 3 - 4 sentences for each part.
On the AP Exam, you will have limited space and around 13.5 minutes for each SAQ (all 3 parts: a, b & c)

T **TOPIC SENTENCE** - directly answer the question & introduce the evidence you will use

E **EXPLAIN** - describe your evidence, providing the most relevant detail to answer the question

A **ANALYZE** - tie back to the question and/or to larger themes

The Black Legend, Native Americans, and the Spanish: Crash Course US History #1



1. Describe native North Americans before the arrival of Europeans.

2. What happened to native populations due to disease?

3. Describe characteristics of most native groups and distinct groups mentioned in the Thought Bubble (Historical Thinking Skills: Comparison)

4. How did many Europeans perceive Native Americans?

5. Describe Spanish colonization of Florida & New Mexico

6. Describe **Pope's Rebellion** & its effects. (Historical Thinking Skills: Causation)

7. Summarize the message of the "Mystery Document." (include the author's name)

8. Explain the ideas of the "**Black Legend**" & how it was used by the English.

9. What point does John Green make about **primary sources** at the end of this video?

When is Thanksgiving? Colonizing America: Crash Course US History #2



1. What were the first settlers looking for?

2. What happened to the English colony on **Roanoke** Island?

3. Explain the purpose behind the creation of **Jamestown** & what happened to the first colonists

4. Explain the purpose of the **headright system**

5. How did **tobacco** change the Jamestown colony?

6. Describe the **Maryland Colony**

7. Describe the differences between Pilgrims & Puritans. [HISTORICAL THINKING SKILL: Comparison]

8. Explain the significance of the Mayflower Compact

9. Who was Squanto?

10. Describe the "Sermon Upon the Hill" and its significance.

11. Why were Roger Williams and Anne Hutchinson banished? What does this show about religious policies of the colonies, especially in New England? [HISTORICAL THINKING SKILL: Causation]

The Natives & the English: Crash Course US History #3



1. Who was “Powhatan”? What did he realize?

2. Describe how the natives and English developed a positive relationship initially through trade. What conflicts emerged?

3. Describe the uprising that occurred in 1622. What were the effects?

4. What did settlers believe about Native Americans in regard to land?

5. Describe the Puritan's conflicting views on Native Americans? What did they do as a result?

6. What happened during the **Pequot War**? What were reactions to the “war”

7. What happened during and after **King Philip's War**?

8. Describe the ideas conveyed in the mystery document

9. What was the purpose of telling these stories, according to John Green?

The Quakers, The Dutch and the Ladies: Crash Course US History #4



1. Describe the **Dutch Colonies**

2. Explain the founding of the colony of **Pennsylvania**

3. Describe the values of the **Quakers**

4. Explain the complaints against governor **Berkeley** in the "mystery document"

5. Describe **Bacon's Rebellion** and its effects (Historical Thinking Skill: Causation)

6. What did King **James II** attempt to do in 1686? What was the outcome of these policies? (Historical Thinking Skill: Causation)

7. What was the **Toleration Act** of 1690?

8. Describe the **Salem Witch Trials**.

9. Describe the colonial economy and society. (Be sure to include **indentured servants** and women)

The Seven Years War and the Great Awakening: Crash Course US History #5

1. Define and explain mercantilism

2. Why was slavery so essential to the colonies?

3. Explain the causes of the Seven Years War

4. Describe the results of the war (you do not need to worry about details of battles)

5. How did the Seven Years War and its outcome affect Native Americans?

6. What was the purpose of the Proclamation of 1763? How did colonists respond?

7. Explain the ideas of Republicanism and how they were interpreted in the colonies.

8. Describe the Great Awakening.

9. How did this event lead to the American Revolution?

VIDEO SUMMARY

Key Concept 1.3 – Explain the causes of exploration and conquest of the New World by various European nations.

Suggested Reading period: 15 minutes

Suggested writing time: 45 minutes

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use additional, specific historical evidence (beyond that found in the documents) relevant to an argument in the prompt.
- For at least three documents, explain how or why the documents point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

1. Evaluate the extent to which economic goals were the primary motive for the European powers expanding their empires into the New World from 1492 - 1607.

Document 1

Source: Journal of Christopher Columbus upon his first encounter with the Arawak people of the Bahamas, 1492.

They...brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks' bells. They willingly traded everything they owned...They were well built, with good bodies and handsome features...They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane...They would make fine servants...With fifty men we could subjugate them all and make them do whatever we want.

Document 2

Source: Letter from the Milanese ambassador in England to Ludovico Sforza, Duke of Milan reporting on John Cabot's Voyage, 1497

Having obtained the royal privileges which gave him the use of the land found by him, provided the right of possession was reserved to the Crown, he departed in a little ship from the port of Bristol, in the western part of this kingdom, with eighteen persons, who placed their fortunes with him. Passing Ireland more to the west, and then ascending towards the north, he began to navigate the eastern part of the ocean.

Leaving, for some days, the north to the right hand, and having wandered enough, he came at last to main land, where he planted the royal banner, took possession for his Highness, made certain marks and returned. The said Messer Joanne [John Cabot], as he is a foreigner and poor, would not be believed, if his partners, who are all Englishmen and from Bristol, did not testify to the truth of what he tells... And they say that the land is fertile and temperate, and think that the red wood grows there, and the silks, and they affirm that there the sea is full of fish that can be taken not only with nets, but with fishing-baskets, a stone being placed in the basket to sink it in the water, and this, as I have said, is told me by the said Messer Joanne.

Document 3

Source: account of Portuguese explorer Vasco da Gama, 1498

They asked what he sought so far away from home, and he told them that we came in search of Christians and of spices. They said: "Why does not the King of Castile, the King of France, or the Signoria of Venice send thither?" He said that the King of Portugal would not consent to their doing so, and they said he did the right thing. After this conversation they took him to their lodgings and gave him wheaten bread and honey. When he had eaten he returned to the ships, accompanied by one of the Moors, who was no sooner on board, than he said these words: "A lucky venture, a lucky venture! Plenty of rubies, plenty of emeralds! You owe great thanks to God, for having brought you to a country holding such riches!" We were greatly astonished to hear his talk, for we never expected to hear our language spoken so far away from Portugal.

Document 4

Source: Dominican friar and priest Bartolome de Las Casas, *Brief Account of the Devastation of the Indies*, 1542.

Some of the secular Spaniards who have been here for many years say that the goodness of the Indians is undeniable and that if this gifted people could be brought to know the one true God they would be the most fortunate people in the world.

Yet into this sheepfold, into this land of meek outcasts there came some Spaniards who immediately behaved like ravening wild beasts, wolves, tigers, or lions that had been starved for many days. And Spaniards have behaved in no other way during the past forty years, down to the present time, for they are still acting like ravening beasts, killing, terrorizing, afflicting, torturing, and destroying the native peoples, doing all this with the strangest and most varied new methods of cruelty, never seen or heard of before, and to such a degree that this Island of Hispaniola once so populous (having a population that I estimated to be more than three million), has now a population of barely two hundred persons.

Document 5

Source: Sir Humphrey Gilbert, the founder of the first English colony in North America, 1583.

And although we cannot precisely judge (which only belongeth to God) what have been the humours of men stirred up to great attempts of discovering and planting in those remote countries, yet the events do shew that either God's cause hath not been chiefly preferred by them, or else God hath not permitted so abundant grace as the light of His word and knowledge of Him to be yet revealed unto those infidels before the appointed time. But most assuredly, the only cause of religion hitherto hath kept back, and will also bring forward at the time assigned by God, an effectual and complete discovery and possession by Christians both of those ample countries and the riches within them hitherto concealed; whereof, notwithstanding, God in His wisdom hath permitted to be revealed from time to time a certain obscure and misty knowledge, by little and little to allure the minds of men that way, which else will be dull enough in the zeal of His cause, and thereby to prepare us unto a readiness for the execution of His will, against the due time ordained of calling those pagans unto Christianity.

Document 6

Source: Richard Hakluyt, *Discourse Concerning Western Planting* written to Queen Elizabeth I, 1584.

...the Spaniard pierced the Indies and planted here and there very thinly and slenderly without having the Indian multitude in subjection, or in their towns and forts any number to hold any of them against the meanest force of a prince: so as in truth the Spaniard is very weak there. . . . If you touch him in the Indies, you touch the apple of his eye, for take away his treasure which is nervus belli [sinew (strength) of war], and which he has almost out of his West Indies, his old bands of soldiers will soon be dissolved, his purposes defeated, his power and strength diminished, his pride abated, and his tyranny utterly suppressed.

Document 7

Source: Detail from an engraving by Theodore de Bry, from 1592, which formed part of his "America-series", showing Christopher Columbus landing on the Caribbean island of Hispaniola in 1492.



DOCUMENT BASED QUESTION ANALYSIS SHEET

Document 1

What is the message of the document?

What motive for exploration is revealed? How?

How is Columbus's idea of European superiority apparent?

Document 2

What is the message of the document?

What motive for exploration is revealed? How?

Document 3

What is the message of the document?

What motive for exploration is revealed? How?

Document 4

What is the message of the document?

What motive for exploration is revealed? How?

How and why is De las Casas's message different from most of the other documents

Document 5

What is the message of the document?

What motive for exploration is revealed? How?

Document 6

What is the message of the document?

What motive for exploration is revealed? How?

Document 7

What motive for exploration is revealed? How?

BACKGROUND READING: CONFLICTING PERSPECTIVES

The islands of the Caribbean Sea—the West Indies as they came to be called, in yet another perpetuation of Columbus’s geographic confusion—served as offshore bases for the staging of the Spanish invasion of the mainland Americas. Here supplies could be stored, and men and horses could be rested and acclimated, before proceeding to the conquest of the continents. The loosely organized and vulnerable native communities of the West Indies also provided laboratories for testing the techniques that would eventually subdue the advanced Indian civilizations of Mexico and Peru. The most important such technique was the institution known as the **encomienda**. It allowed the government to “commend,” or give, Indians to certain colonists in return for the promise to try to Christianize them. In all but name, it was slavery. Spanish missionary **Bartolomé de Las Casas**, appalled by the encomienda system in Hispaniola, called it “a moral pestilence invented by Satan.”

The Spanish settlers in New Mexico found a few furs and precious little gold, but they did discover a wealth of souls to be harvested for the Christian religion. The Roman Catholic mission became the central institution in colonial New Mexico until the **missionaries’** efforts to suppress native religious customs provoked an Indian uprising called **Popé’s Rebellion** in 1680. The Pueblo rebels destroyed every Catholic church in the province and killed a score of priests and hundreds of Spanish settlers. In a reversal of Cortés’s treatment of the Aztec temples more than a century earlier, the Indians rebuilt a **kiva**, or ceremonial religious chamber, on the ruins of the Spanish plaza at Santa Fe. It took nearly half a century for the Spanish fully to reclaim New Mexico from the insurrectionary Indians.

For some two centuries, California slumbered undisturbed by European intruders. Then in 1769 Spanish missionaries led by **Father Junipero Serra** founded at San Diego the first of a chain of twenty-one missions that wound up the coast as far as Sonoma, north of San Francisco Bay. Father Serra’s brown-robed Franciscan friars toiled with zealous devotion to Christianize the three hundred thousand native Californians. They gathered the semi-nomadic Indians into fortified **missions** and taught them horticulture and basic crafts. These “mission Indians” did adopt Christianity, but they also lost contact with their native cultures and often lost their lives as well, as the white man’s diseases doomed these biologically vulnerable peoples.

The misdeeds of the Spanish in the New World obscured their substantial achievements and helped give birth to the “**Black Legend**.” This false concept held that the conquerors merely tortured and butchered the Indians (“killing for Christ”), stole their gold, infected them with smallpox, and left little but misery behind. The Spanish invaders did indeed kill, enslave, and infect countless natives, but they also erected a colossal empire, sprawling from California and Florida to Tierra del Fuego. They grafted their culture, laws, religion, and language onto a wide array of native societies, laying the foundations for a score of Spanish-speaking nations.

Source: Kennedy, David M., and Lizabeth Cohen. *The American Pageant: A History of the American People*. Wadsworth Cengage Learning, 2013.

A new society took shape on the conquered lands. Between 1500 and 1650, at least 350,000 Spaniards migrated to Mesoamerica and the Andes. About two thirds were males drawn from a cross section of Spanish society, many of them skilled tradesmen. Also arriving were 250,000–300,000 Africans. Racial mixture was widespread, and such groups as **mestizos** (Spaniard-Indian) and **mulattos** (Spaniard-African) grew rapidly. **Zambo** (Indian-African) populations developed gradually as well. Over time, a system of increasingly complex racial categories developed — the “casta system”—buttressed by a legal code that differentiated among the principal groups. Indians were always in the majority in Mexico and Peru, but profound changes came as their numbers declined and peoples of Spanish and mixed-race descent grew in number. Spaniards initially congregated in cities, but gradually they moved into the countryside, creating large estates (known as haciendas) and regional networks of market exchange. Most Indians remained in their native communities, under the authority of native rulers and speaking native languages. However, Spanish priests suppressed religious ceremonies and texts and converted natives to Christianity en masse. Catholicism was transformed in the process: Catholic parishes took their form from Indian communities; indigenous ideas and expectations reshaped Church practices; and new forms of Native American-Christianity emerged.

Source: *America’s History for the AP* Course*. Bedford St Martin’s, 2014.

SHORT ANSWER QUESTION: THE COLUMBIAN EXCHANGE

Directions: Read the question below carefully and write your response on the free-response answer sheet.

“The Columbian connection had a devastating effect on the indigenous human societies of the Americas. . . . New disease vectors suddenly introduced into the vulnerable populations of the New World began a sequence of horrific pandemics. Rapidly spreading infectious disease devastated indigenous peoples of the New World. It thinned their numbers, destroyed their institutions, and broke their resistance to Spanish aggression. . . . Demographic recovery after major pandemics was hindered by reduced fertility, stillbirths, and other physical effects, as well as by cultural depression, hopelessness, and malaise resulting from Spanish colonial domination.”

John R. Richards, *The Unending Frontier*, 2006.

“The New World provided soils that were very suitable for the cultivation of a variety of Old World products, . . . The increased supply lowered the prices of these products significantly, making them affordable to the general population for the first time in history. The production of these products also resulted in large inflows of profits back to Europe, which some have argued fueled the Industrial Revolution and the rise of Europe. The Old World gained access to new crops that were widely adopted. . . . The improvement in agricultural productivity . . . had significant effects on historic population growth and urbanization.”

Nathan Nunn and Nancy Qian, “The Columbian Exchange,” 2010

Using the excerpts above, answer parts a, b, and c.

- Briefly explain ONE specific difference between Richards’s and Nunn and Qian’s interpretations.
- Briefly explain how ONE specific historical event or development not explicitly mentioned in the excerpts could be used to support Richards’s interpretation.
- Briefly explain how ONE specific historical event or development not explicitly mentioned in the excerpts could be used to support Nunn and Qian’s interpretation.

HOW TO APPROACH THE SHORT ANSWER QUESTION (SAQ): THE TEA METHOD

T

TOPIC SENTENCE - directly answer the question & introduce the evidence you will use

E

EXPLAIN - describe your evidence, providing the most relevant detail to answer the question

A

ANALYZE - tie back to the question and/or to larger themes

ANSWER DOCUMENT: SAQ – THE COLUMBIAN EXCHANGE

Answers should be no more than 3 - 4 sentences for each part.
On the AP Exam, you will have limited space and around 13.5 minutes
for each SAQ (all 3 parts: a, b & c)



CONFLICTING PERSPECTIVES

Key Concept 1.5 – Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

Key Concept 1.6 – Explain how and why European and Native American perspectives of others developed and changed in the period.

Directions: Define each historical trend in the space provided. Then, explain how Europeans & Natives would perceive that trend differently.

THE ENCOMIENDA SYSTEM

EUROPEAN VIEW

NATIVE VIEW

MISSIONS & CONVERSION TO CHRISTIANITY

EUROPEAN VIEW

NATIVE VIEW

SPANISH TREATMENT OF NATIVES

EUROPEAN VIEW

NATIVE VIEW

THE SOCIAL CLASS SYSTEM

EUROPEAN VIEW

NATIVE VIEW



Everyone's opinions and worldview are shaped by who they are, their goals/desires and what their experiences have been.

On the AP Exam, you will be asked to consider **SOURCING** when interpreting primary source documents. On the DBQ, you will be asked to explain the point of view, purpose, historical situation, and/ or audience of a source.

SPANISH TREATMENT OF NATIVES

EUROPEAN VIEW

NATIVE VIEW

THE SOCIAL CLASS SYSTEM

EUROPEAN VIEW

NATIVE VIEW



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PERIOD 1 & 2 TIMELINE

1492 - Columbian Exchange begins with Columbus's discovery of the New World

1512 - Encomienda system created

1520 - Smallpox begins to decimate native population

1552 - Bartolome De las Casas popularizes the idea of the "Black Legend" (google it)

1607 - Jamestown est. (include John Smith & John Rolfe)

1609 - 1613 - Anglo-Powhatan War

1618 - Headright system created

1619 - Virginia House of Burgesses created

1620 - Plymouth Est. (include Mayflower Compact)

1632 - colony of Maryland est.

1635 - Roger Williams exiled

1637 - Anne Hutchinson banished

1639 - Fundamental Orders created (google it)

1643 - New England Federation est.

1651 - Navigation Laws/Mercantilism

1676 - Bacon's Rebellion

1686 - Dominion of New England est. (include Sir Edmund Andros)

1693 - Salem Witch Trials

1730s and 1740s - Great Awakening

1733 - Zenger Trial (google it)

1754 - Ben Franklin publishes "Join or Die" cartoon & Albany Congress

1754 - 1763 - Seven Years War

1763 - Proclamation of 1763

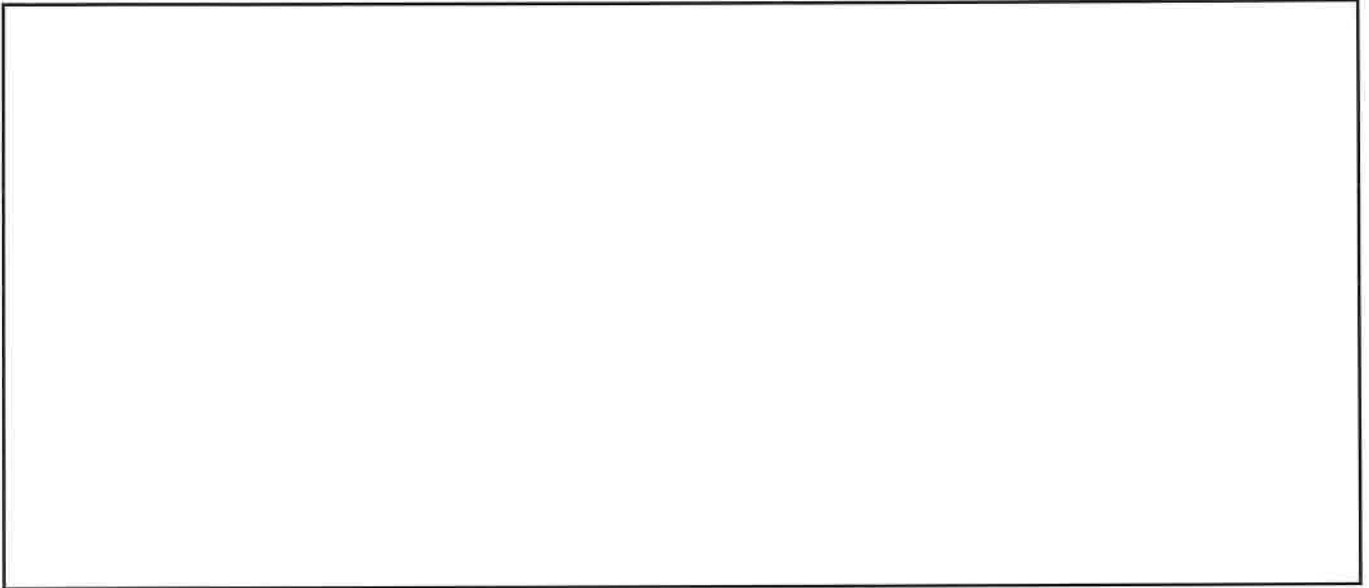
PERIOD 1 & 2 LEARNING TARGETS

1. I can explain the effects of the initial European contact with the Americas, including the Columbian Exchange.

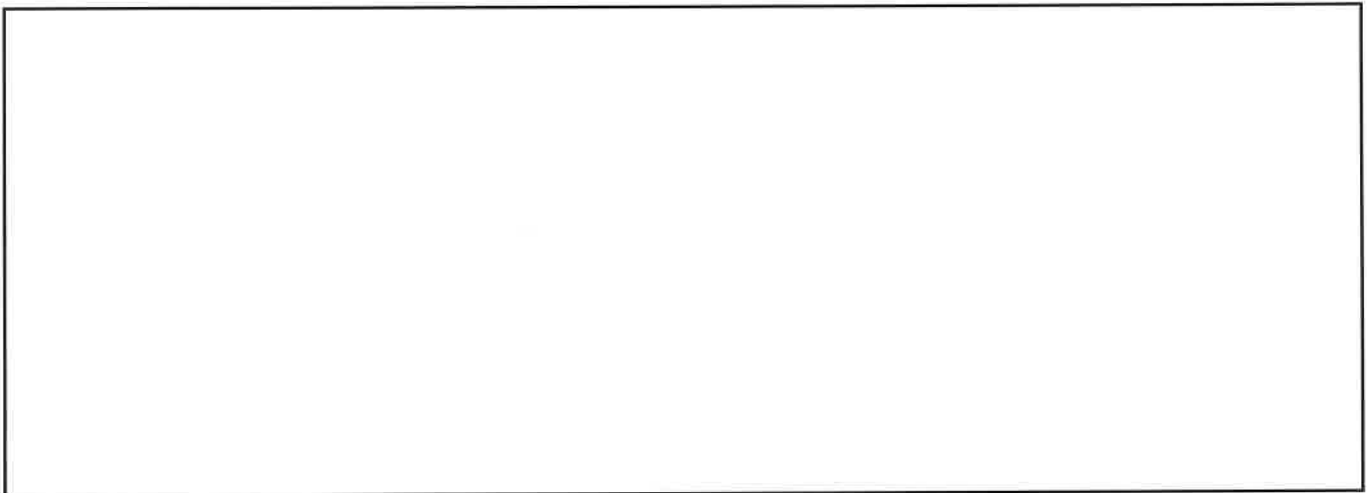
2. I can describe the encomienda system and both native & European responses to Spanish colonization.

3. I can compare the goals of Europeans in exploration and conquest and analyze how that affected their interactions with natives.

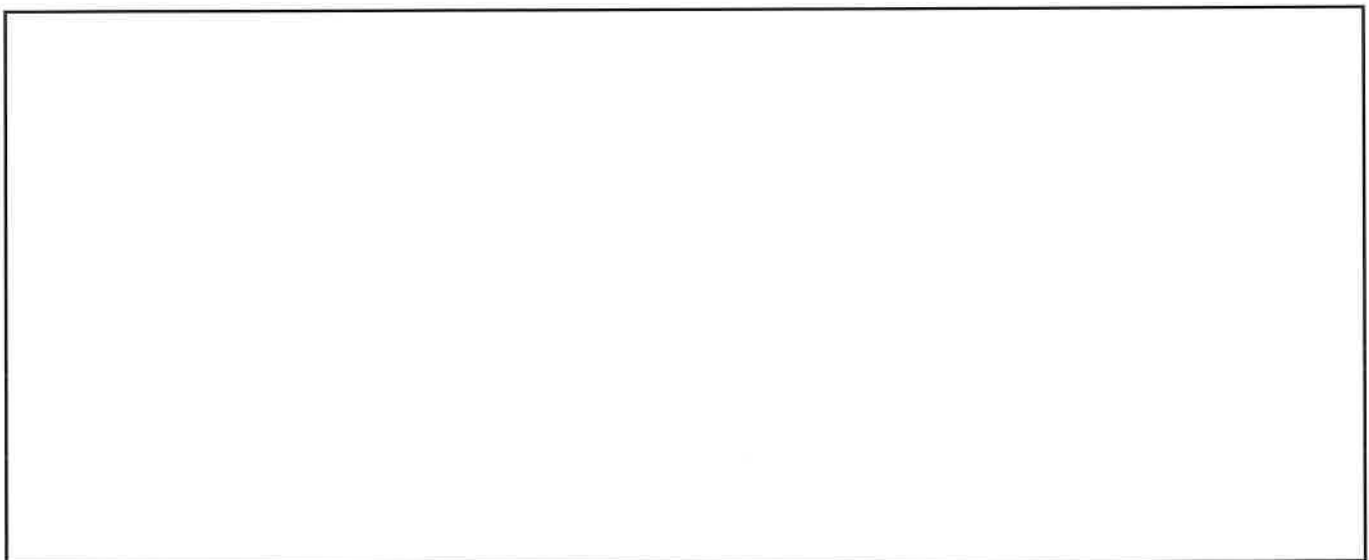
4. I can discuss the unique characteristics of the British colonies on the Atlantic seaboard by region and by colony.



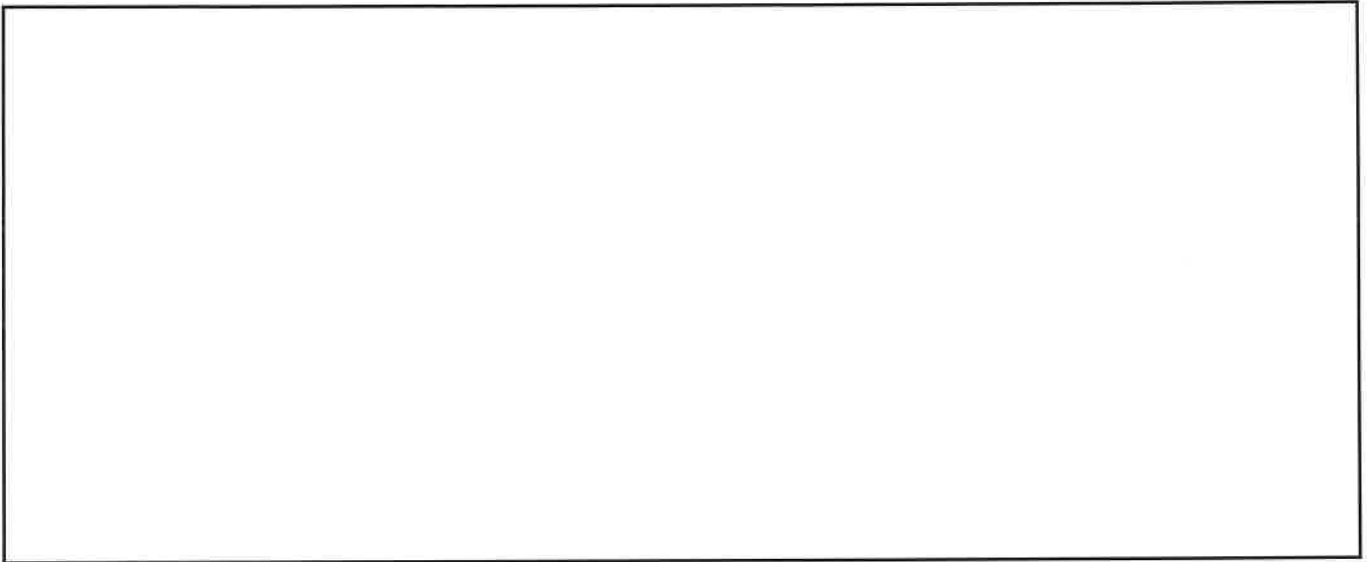
5. I can describe the transatlantic trade system that developed and how it advanced mercantilist goals



6. I can identify examples of cooperation & conflict between natives and Europeans



7. I can track the causes and effects of the rise of slavery in the colonies.



8. I can explain the context and cause of the French and Indian War.

