

AP United States History Summer Assignment

Welcome to AP US History! This course offers a comprehensive study of American History at a college-level intensity. Throughout the year, students will engage in extensive reading, writing assignments, and historical analysis both in and out of the classroom.

To ensure that we cover all required content before the APUSH exam in May, a summer assignment focused on Period 1 (Exploration and Colonization) is necessary. This will allow us to dive into Period 2 (The British Colonies) when the school year begins. Completing these assignments will help students grasp the key themes and concepts of Period 1, setting a strong foundation for the rest of the course. The entire summer assignment will be due Friday, August 16th, and students can expect a quiz on Period 1 early in the second week of school.

Summer Assignments:

- 1. Read the APUSH Course Overview**
- 2. Read the AMSCO Textbook Part 1 (1491-1607) and complete the Reading Guide**
- 3. Complete the following Short Answer Questions from Part 1 (1491-1607) on loose-leaf paper.**
- 4. Read the Primary Source Analysis Tutorial and complete the Primary Source Analysis Tutorial sheets for each of the two primary sources.**

APUSH Course Overview

APUSH is divided into nine time periods. The content for Period 1 is covered through this assignment.

Period	Timespan	Description
1	pre-1491-1607	Pre-Columbian Era & Age of Exploration <i>(As previously mentioned, this is the period covered in this Summer Assignment)</i>
2	1607-1754	Colonialism
3	1754-1800	American Revolution
4	1800-1848	Early Republic and Democracy
5	1848-1877	Civil War & Reconstruction
6	1865-1898	Industrialization, Urbanization, Westward Movement, and the Gilded Age
7	1898-1945	Progressivism, Imperialism, WWI, Twenties, Depression, and WWII
8	1945-1980	Postwar World- Cold War, Fifties, Sixties, and Seventies
9	1980-Present	Reagan Era, Nineties, and 2000s

APUSH also emphasizes the following themes: **MAGPIES**

Themes	Concept Questions
M igration and Settlement	How and why various people moved to/within the U.S. and adapted to/transformed their new social and physical environments.
A merica in the World	Interactions between nations that affected North American history in the colonial period, and on the influence of the US on world affairs.
G eography and the Environment	The role of geography and both the natural and human-made environments on social and political developments in what would become the U.S.
P olitics and Power	How different social and political groups have influenced society and government in the U.S. AND how political beliefs and institutions have changed over time.
I dentify: American & National	How and why the definitions of American/national identity and values have developed. Includes: citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
E xchange, Work, and Technology	The factors behind the development of systems of economic exchange: technology, economic markets, and government.
S ociety and Culture	How ideas, beliefs, social mores, and creative expression have shaped the U.S. AND how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

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Short Answer Questions

Question 1. Answer parts (a) and (b)

- a. Identify and explain the primary motives that led Europe to engage in the Age of Exploration? Offer a specific historical example of an instance when one of the motives was achieved through exploration.
- b. Though both first person accounts by Las Casas and Columbus address the promise of the New World for Spain, they are very different in tone and purpose. Compare the tone and purpose of the two accounts in the context of their historical setting.

Question 2. Answer parts (a) (b) and (c)

- a. Briefly explain ONE important similarity between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1691.
- b. Briefly explain ONE important difference between the goals of the Spanish and the English in establishing colonies in the Americas prior to 1691.
- c. Briefly explain ONE way in which the difference you indicated in (b) contributed to a difference in the development of Spanish and English colonial societies.

Primary Source Analysis Tutorial

Overview: The ability to analyze primary sources is one of the most important skills in APUSH. Not only are primary sources used as the basis for multiple choice and short answer questions, but they are the backbone of the Document-Based essay question, which makes up 25% of the score on the APUSH exam you will take in May. If you've taken AP World History you are very familiar with these skills.

☞ Our Template or Blueprint: The template or blueprint we used helps you target the four basic skills of analyzing primary sources (Context, Audience, Point of View, Purpose – **CAPP**) as described below.

- C**ontext – Context simply refers to the many larger developments happening at the time the source was written. For example, consider the context of the terrorist attack on the United States on September 11, 2001: Republican George W. Bush had been in office less than a year; it happened as the U.S. economy was recovering from a “dot com” crash; there was already a global manhunt underway for Osama Bin Laden, mastermind of several attacks before 9/11; cell phones were still not widely used and Facebook and Twitter did not exist.

So the first step of any primary source analysis template, you will list, describe and/or explain as many developments about the larger historical context related to the source. Got it?

- A**udience – As you read the source, consider WHO the source might have been written for; who might have been the intended reader(s). Also consider the type of source. For example, a diary entry might be more reliable because a writer might be more truthful if it were not going to be shared with a larger audience.
- P**oint of View – Point of view can also be described as the author's perspective. The author's point of view has taken time to develop. Consider the following to help determine point of view: the author's social class, ethnicity, ideology, occupation, gender, even childhood. For example: President Andrew Jackson's actions in defense of the “common man” was strongly influenced by his Scots-Irish background and experiences growing up in the backcountry.
- P**urpose – Take time to explain the overall purpose of the author's source. What were they hoping to accomplish? What is the author's intent? What outcomes does the author hope to achieve? For example, most slave narratives were written in hopes of getting more people involved in the movement to stop slavery.

**Extended contact with Native Americans and Africans fostered 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.

☞ Now over the next two pages, read and analyze primary source #1 and complete it on the template provided!

Primary Source #1 – Bartholome de Las Casas, *“A Short Account of the Destruction of the Indies”*, 1542.

. . . Into and among these gentle sheep, endowed by their Maker and Creator with all the qualities aforesaid, did creep the Spaniards, who no sooner had knowledge of these people than they became like fierce wolves and tigers and lions who have gone many days without food or nourishment. And no other thing have they done for forty years until this day,¹ and still today see fit to do, but dismember, slay, perturb, afflict, torment, and destroy the Indians by all manner of cruelty ¶ new and divers and most singular manners such as never before seen or read of heard of ¶ some few of which shall be recounted below, and they do this to such a degree that on the Island of Hispaniola, of the above three millions souls that we once saw, today there be no more than two hundred of those native people remaining. The island of Cuba is almost as long as from Valladolid to Rome; today it is almost devoid of population. The island of San Juan [Puerto Rico] and that of Jamaica, large and wellfavoured and lovely islands both, have been laid waste. On the Isles of the Lucayos [Bahamas] . . . where there were once above five hundred thousand souls, today there is not a living creature. All were killed while being brought, and because of being brought, to the Island of Hispaniola where the Spaniards saw that their stock of the natives of that latter island had come to an end. . . . Two principal and general customs have been employed by those, calling themselves Christians, who have passed this way, in extirpating and striking from the face of the earth those suffering nations. The first being unjust, cruel, bloody, and tyrannical warfare. The other ¶ after having slain all those who might yearn toward or suspire after or think of freedom, or consider escaping from the torments that they are made to suffer, by which I mean all the native-born lords and adult males, for it is the Spaniards’ custom in their wars to allow only young boys and females to live ¶ being to oppress them with the hardest, harshest, and most heinous bondage to which men or beasts might ever be bound into. . . . The cause for which the Christians have slain and destroyed so many and such infinite numbers of souls, has been simply to get, as their ultimate end, the Indians’ gold of them, and to stuff themselves with riches in a very few days, and to raise themselves to high estates ¶ without proportion to their birth or breeding, it should be noted ¶ owing to the insatiable greed and ambition that they have had, which has been greater than any the world has ever seen before. . . [A]ll the Indians of all the Indies never once did aught hurt or wrong to Christians, but rather held them to be descended from heaven, from the sky, until many times they or their neighbours received from the Christians many acts of wrongful harm, theft, murder, violence, and vexation. . . .

Primary Source Analysis Template

Source Title: _____

Source Author(s): _____ Date Written/Drawn: _____

1. **CONTEXT** – below, list as many details as you know and/or can find that are related to the *historical* context in which the source was created.

2. **Audience** – below, identify who you feel the audience for this source. Give at least one piece of evidence from the historical context, if possible.

3. **Point of View** – below, explain in sentence form the point of view revealed by the source and give one piece of evidence to defend your claim.

4. **Purpose** – below, write one sentence that captures what you believe is the overall purpose of the document.

Primary Source #2: Excerpts from “*Richard Hakluyt Makes the Case for English Colonization*”, 1584

A particular discourse concerning the great necessity and manifold commodities that are like to grow to this Realm of England by the Western discoveries lately attempted...

That this western discoverie will be greatly for the enlargement of the gospel of Christ whereunto the Princes of the reformed religion are chiefly bound amongst whom her Majestie is principally...

That this western voyage will yield unto us all the commodities of Europe, Africa, and Asia, as far as we were wont to travel, and supply the wants of all our decayed trades...

That this voyage will be a great bridle to the Indies of the king of Spaine and a means that we may arrest at our pleasure for the space of time weeks or three months every year, one or two hundred sail of his subjects shipped at the fishing in Newfoundland...

That the mischiefs that the Indian Treasure wrought in time of Charles the late Emperor father to the Spanish king, is to be had in consideracion of the Queens most excellent Majesty, least the continually coming of the like treasure from thence to his son, work the unrecoverable annoyance of this Realm, whereof already we have had very dangerous experience...

That the Spaniards have executed most outrageous and more than Turkish cruelties in all the west Indies, whereby they are everywhere there, become most odious unto them, who would join with us or any other most willingly to shake of their most intolerable yoke, and have begun to do it already in diverse places where they were Lords heretofore...

That the Queen of England title to all the west Indies, or at the least to as much as is from Florida to the Circle arctic, is more lawful and right then the Spaniards or any other Christian Princes...

A note of some things to be prepared for the voyage which is set down rather to draw the takers of the voyage in hande to the present consideration then for any other reason for that diverse things require preparation long before the voyage, without which the voyage is maimed.

Richard Hakluyt, *A Discourse Concerning Western Planting, Written in the Year 1584*, Charles Deane, ed. (Cambridge: 1877), 1-5.

Primary Source Analysis Template

Source Title: _____
Source Author(s): _____ Date Written/Drawn: _____

1. **Context** – below, list as many details as you know and/or can find that are related to the historical context in which the source was created.
2. **Audience** – below, identify who you feel the audience for this source. Give at least one piece of evidence from the historical context, if possible.
3. **Point of View** – below, explain in sentence form the point of view revealed by the source and give one piece of evidence to defend your claim.
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