

APUSH Summer Reading Assignments

AP US History students are expected to complete the summer reading and video assignments before the first class meeting. These assignments will focus on course content preceding the American Revolution (APUSH Periods 1 & 2) Students' completing of the APUSH summer assignments will be graded and information will be included in the first unit test.

Assignment #1: Native American Cultures- APUSH Key Concept 1.1

This assignment focuses on "Period 1" from 1491 (a generic designation for the Americas pre-contact) to 1607 (the establishment of the Jamestown Colony).

You will watch the following video on Native American cultures in a lecture delivered by Tom Richey.

https://www.youtube.com/watch?time_continue=3&v=zG_Q50JDeLo

This video contrast the different Native American cultures over geographical regions of North America. After watching the lecture, you 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. You are expected to turn in the Native American Cultures Graphic Organizer and the Native American Tribes Map **completed by hand (NOT TYPED)** on the first day of class.

Assignment #2: Columbian Exchange and 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 New Worlds that was established by Columbus' voyages is known as the Columbian Exchange.

Using the Wikipedia article (https://en.wikipedia.org/wiki/Columbian_Exchange) and other sources, fill in the graphic organizer- just be sure to make a note of what other sources you end up using.

NATIVE AMERICAN CULTURES

US History Graphic Organizer

Name: _____

Fill out the following graphic organizer while consuming the following lecture on Native American Cultures on YouTube:
https://www.youtube.com/watch?v=zG_Q50jDeLo

ARCTIC Tribal Groups:	
PLAINS INDIANS Tribal Groups:	
NORTHEAST / GREAT LAKES Tribal Groups:	
SOUTHWEST Tribal Groups:	
SOUTHEAST Tribal Groups:	

Native American Tribes

US History Map Exercise

Name: _____



Map Credit: d-maaps.com

Complete the following tasks using reliable internet maps:

1. Label and *lightly* shade in the following areas of cultural influence:
Arctic, Subarctic, Great Plains, Southwest, Southeast, Northeast
2. Label the domains of the following Native American tribes:
Algonquin, Aztec, Cherokee, Comanche, Creek, Eskimo,
Hopi, Inuit, Iroquois, Pueblo, Sioux, Wichita
3. Label the map based on whether food was primarily procured by (H)unting, (A)griculture, or (F)ishing in each region by marking the appropriate letter on the map.

For more instructional materials, visit www.tomrichey.net.

The Columbian Exchange

Graphic Organizer

Name: _____

In the years following Columbus' voyages to the Americas, the world witnessed an unprecedented permanent exchange of people, products, and ideas known as the **Columbian Exchange**. You are to use the Wikipedia article on the Columbian Exchange and any other online resources you find helpful in order to note significant exchanges of animals, plants, populations, technology, culture, and ideas that took place during the fifteenth and sixteenth centuries. Your general goal should be to come up with at least three (3) entries for each box, but you will realize when this will not be possible. It is best to leave this to your judgment in order to encourage thorough research on your part.

This will be part of your assignments that you will turn in on the first day of class.
Your responses are to be *handwritten* – NOT TYPED (i.e., cut and pasted).

	New World to Old -->	<-- Old World to New
Animals		
Plants		
Populations		
Technology		
Culture & Ideas		
Diseases		

Other Sources Consulted (no set citation format – just be descriptive enough so that I can find them):

Assignment #3: Colonial Encounter Lectures- APUSH Key Concept 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, English, and Dutch colonizers in addition to comparing and contrasting their economic pursuits and methods in dealing with the Native Americans they encountered. Fill in the graphic organizer provided. **Please have the graphic organizer ready to turn in on the first day of class *completed by hand* (NOT TYPED).**

<https://www.youtube.com/watch?v=IhWMMEKNdQ>- Spanish Colonization

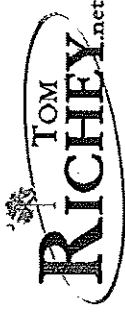
<https://www.youtube.com/watch?v=UqUSY59Kilk>- French Colonization

<https://www.youtube.com/watch?v=rH1uGY16WJM>- New Netherlands

<https://www.youtube.com/watch?v=ecFVogu0H2w>- English Colonies

GRAPHIC ORGANIZER 1.1

Comparing and Contrasting the European Colonizers



	SPANISH	FRENCH	DUTCH	ENGLISH
<i>Region(s) Colonized</i>				
<i>Religion</i>				
<i>Interested Parties</i>	1. 2.	1. 2.	1. 2.	1. 2.
<i>Economic Pursuit(s)</i>				
<i>Settlements</i>				
<i>Number of Colonists</i>				
<i>Evangelism?</i>				
<i>Relationship with Native Americans</i>				

Assignment #4: Document Analysis- APUSH Key Concept 1.3 & 2.1

William Cronon, *Changes in the Land*

Name:

As part of your summer assignment, you will look at four excerpts from William Cronon's *Changes in the Land*, a very influential work in the field of environmental history. Cronon's work examines the effect of European patterns of land use on the New England landscape in the 17th and 18th centuries.

In preparation for the Document-Based Questions (DBQs) you will have to write as an APUSH student this year, you will answer each question using evidence from the text. Where you see (____), you are to note the page number where you found the piece of evidence you are using to answer the question. As with all of our summer assignments, this assignment should be turned in handwritten (NOT typed) on the first day of class.

Controlling the Environment (Contrast) Answer the following questions using this from Chapters 2-4, & 7 of Cronon.

In what ways did Indians in New England interact with and control their environment?

Contrast this with how the English interacted with and controlled their environment using two (2) pieces of evidence to represent each group.

Indians (New World)	English (Old World)
(____)	(____)
(____)	(____)

Food and Gender Roles (Contrast) Answer the following questions using Chapters 2-4, & 7 of Cronon.

Contrast Indian agriculture with English agriculture:

Indians (New World)	English (Old World)
(____)	(____)
(____)	(____)

How did the Indians and the English differ when it came to men's work and women's work when it came to agriculture, hunting, and fishing?

Indians (New World)	English (Old World)
()	()
()	()

How did the English and the Indians regard each other's division of labor between men and women?

()

How does Cronon explain the difference in the division of labor between men and women in the Old World and the New World?

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Property and Ownership (Comp/Cont) Answer the following questions using Chapters 2-4 & 7 from Cronon.

How did Indians and Europeans differ in their ideas of property ownership?

Indians (New World)	English (Old World)
()	()
()	()

Are there any commonalities in the way that Indians and Europeans looked at the idea of property?

()

How did these differing ideas of property ownership come into conflict in colonial New England?

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Power and Wealth (Contrast)

How did relationships between power and wealth differ in European and Indian culture?

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What does Cronon mean when he uses the term, capitalism? This is a word with many nuances and it is important to know what idea someone is expressing when they use the term.

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Does Cronon seem supportive of this idea of capitalism as he presents it? Present evidence to support your answer.

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