

## SUMMER ENRICHMENT 2020

*Barrow and Kindred make APUSH splendid.*



Welcome to AP U.S. History! We look forward to a great year with you. In this course, we will be covering the history of the United States from 1491 to present day and it is essential to get a head start this summer. Our curriculum is organized into 9 Periods. The activities provided will target Period 1, assisting you in building your fundamental knowledge of early American History from 1491-1607. They will also prepare you for the expectations and standards set before you in AP U.S. History. To be successful in this class, you will need to stay focused, work hard, and read your textbook. During the school year we will not only be learning historical events, but also practicing critical thinking and writing skills that will prepare you for the AP U.S. History Exam in the May 2021.

The AP U.S. History team is excited for a productive and rigorous year with you! Please do not hesitate to reach out to any of us if you have any questions or concerns.

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### **Learning Activities:**

- Part 1: Video Guides
  - Watch the videos (links below) and complete the video guides for each chapter provided on pages 2-6.
    - Chapter 1: <https://www.youtube.com/watch?v=OG7CemhSizw>
    - Chapter 2: [https://www.youtube.com/watch?v=nSwHrZBvK1o&feature=emb\\_logo](https://www.youtube.com/watch?v=nSwHrZBvK1o&feature=emb_logo)
- Part 2: Short Answer Questions
  - Using the information gathered in Part 1, answer the questions provided on page 7. Each response must be in the following format:
    - 2-3 complete sentences
    - Incorporate the APE (or ACE) writing structure
      - A – Answer the question (assertion)
      - P – Cite specific, factual evidence (proof)
      - E – Explain how proof answers question (explanation)

## **Chapter 1 Video Guide**

### ***The Native American Experience***

- The First Americans
  - Many people came to the Americas via the \_\_\_\_\_ Straight
  - 6000 B.C.E. – Indians began raising crops – \_\_\_\_\_
    - Helped encourage population growth, especially in present-day \_\_\_\_\_
- American Empires:
  - Aztec Empire – Tenochtitlán was the capital
    - Established trading routes throughout the empire
    - Used \_\_\_\_\_ – payment (taxes)
- Chiefdoms and Confederacies
  - Maize became a major crop throughout Central and North America
    - Mississippi Valley
    - Eastern Woodlands – villages were built around maize fields; also \_\_\_\_\_
      - \_\_\_\_\_ were in charge of crops and played instrumental roles in community affairs
      - Iroquois were a \_\_\_\_\_ society – power based on female families
    - Great Plains and Rockies - hunted \_\_\_\_\_; lack of natural resources made many Indians nomadic
      - The \_\_\_\_\_ (introduced by Europe) drastically changed life of Plains Indians
    - Arid Southwest – based on agriculture (maize) and built elaborate irrigation systems (Pueblo Indians – see video in description)
    - Pacific Coast – Chinooks were strong warriors, relied heavily on \_\_\_\_\_; built elaborate canoes
- Patterns of Trade
  - Many Indians traded with each other throughout the Americas
    - Trade fairs between nomadic Navajos and Pueblos in the Southwest
    - Maize would be traded for meat, furs, and other supplies
- Sacred Power:
  - \_\_\_\_\_ – religion associated with nature
    - Indians respected animals they hunted by performing rituals

### ***Western Europe: The Edge of the Old World***

- Hierarchy and Authority:
  - European families were \_\_\_\_\_ – property and wealth was based on male families
  - Females gave up many rights when married – name, \_\_\_\_\_, expected to submit to husband
  - Primogeniture – eldest son inheriting most of \_\_\_\_\_ ○ Later encouraged immigration to colonies
- Peasant Society:
  - Poor individuals, mostly farmers; made up most of the immigrants to Americas

- Half of the children died before \_\_\_\_\_!
- Expanding Trade Networks:
  - Merchant cities began to grow drastically
  - Guilds helped regulate trade
- Myths, Religions, and Holy Warriors
  - Roman Catholic Church had tremendous power in Western Europe
  - Individuals involved in \_\_\_\_\_ (ideas inconsistent with Christianity) were persecuted
  - Reformation:
    - Martin Luther and his 95 Theses – protested the sale of \_\_\_\_\_
    - John Calvin and Predestination
    - England became a Protestant nation
    - The Reformation weakened the strength of Catholicism in Europe

### ***West and Central Africa: Origins of the Atlantic Slave Trade***

- Empires, Kingdoms, and Ministates:
  - Most of the African Slave Trade was based out of West Africa
  - Kings and Princes were regarded as divine
  - Ghana, Mali, and Songhai Empires – used extensive trade routes
    - Used the military to control trade routes – \_\_\_\_\_!
- The Spirit World:
  - \_\_\_\_\_ spread over trade routes in Africa
  - Many Africans still practiced versions of Animism and were polytheistic

### ***Exploration and Conquest***

- Portuguese Expansion:
  - Portugal had an extensive role in exploration and \_\_\_\_\_
  - Trading posts were established in \_\_\_\_\_
  - Europeans had little luck exploring the interior of the African Continent:
    - Disease – malaria, the interior was well defended
- The African Slave Trade:
  - Slavery was widespread throughout Europe and Africa
  - Slaves were used on \_\_\_\_\_ plantations
  - In the mid-16th century, the African Slave Trade expanded drastically and used in South America
- Sixteenth-Century Incursions:
  - Reconquista – Spanish Catholics tried to get rid of Muslims in Europe
  - Inquisition against alleged Christian heretics
- Spain in the Western Hemisphere:
  - \_\_\_\_\_ – Spanish conquerors
    - Hernán Cortés: led 600 men to defeat the Aztecs at Tenochtitlán
      - Many of the Aztecs were defeated due to disease, especially smallpox
      - Francisco Pizarro: defeated the \_\_\_\_\_
    - Effects of the Spanish Invasions:
      - \_\_\_\_\_ and war killed many Indians
        - 20 million Indians in 1500 -> 3 million in 1650
- Portugal focused on conquering \_\_\_\_\_

## **Chapter 2 Video Guide**

### ***Chattel Slavery***

- Virginia and Maryland – 1660s
  - Legally defined chattel slavery
  - The status of the child would be determined based on the \_\_\_\_\_ and not the \_\_\_\_\_
- Ran contradictory to English law
  - Children born to slave owners and slave mothers were automatically slaves

### ***Spain's Tribute Colonies***

- A New American World:
  - Encomienda System – Spanish conquistadors received land from the crown
    - Based almost entirely on \_\_\_\_\_
    - Very harsh, yet profitable
  - \_\_\_\_\_:
    - Mestizos, Mulattos, and Zambos emerged
    - Many Spanish priests sought to convert Indians
- The Columbian Exchange
  - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
    - New crops were introduced to Europe – potato, maize
    - \_\_\_\_\_ had large impact on Indian life
  - In some areas, \_\_\_\_% of Indian population decreased
- The Protestant Challenge to Spain
  - England began to build up its navy in the 16th century
  - \_\_\_\_\_ – purpose was to benefit the Mother Country (England) by \_\_\_\_\_ more goods than \_\_\_\_\_

### ***Plantation Colonies***

- Plantations in the Americas grew as a result of increased demand for \_\_\_\_\_
- Brazil's Sugar Plantations:
  - Very arduous labor, milling was done on site
  - As Indian populations declined, \_\_\_\_\_ was introduced
- England's Tobacco Colonies:
  - Jamestown: (1607)
    - \_\_\_\_\_ (investors shared in profits and losses of colony)
    - Originally all men, hoped to gain \_\_\_\_\_
    - Eventually, tobacco became a major cash crop, but \_\_\_\_\_ the land -> encroach on Indian land
    - House of Burgesses – first \_\_\_\_\_ government in US (1619)
  - The Indian War of 1622: •
    - 1/3 of Jamestown population was killed by Indian attacks, English retaliated
    - Jamestown became a \_\_\_\_\_ colony in 1624 – colonists had to pay taxes to support the Church of England

- Lord Baltimore Settles Catholics in Maryland:
  - \_\_\_\_\_ colony – royal grant of land granted by the King
  - Maryland Acts of Toleration (1649) – granted religious freedom to \_\_\_\_\_ only, particularly Catholics
  - Maryland relied heavily on \_\_\_\_\_, like the other Chesapeake colony, Virginia
- The Caribbean Islands:
  - Like Brazil, these colonies focused on \_\_\_\_\_ production
- Plantation Life:
  - Planation's grew in part, due to the \_\_\_\_\_ System:
    - Gave 50 acres of land to someone who paid for an immigrant's passage – benefited the rich
  - Indentured Servitude:
    - In return for passage, individuals would work \_\_\_\_\_ years, then could be free
    - \_\_\_\_ of all servants died before they became free
    - Used extensively in the \_\_\_\_\_ colonies in 17th century
  - African Laborers:
    - Used more heavily in the Caribbean originally (\_\_\_\_\_)
    - Used more in the Chesapeake due to \_\_\_\_\_ and it was cheaper than indentured servants
    - Strict laws developed that promoted \_\_\_\_\_ and regulated behavior of blacks

### *New-European Colonies*

- New France:
  - Expanded into the North American interior (\_\_\_\_\_)
  - \_\_\_\_\_ was established as a trading post (fur)
  - Established Jesuit priests sought to convert Indians
  - Coureurs de bois – French fur traders
- New Netherland:
  - New Amsterdam (Manhattan) was a small colony, but engaged in significant \_\_\_\_\_
  - Like the French, the Dutch traded furs
- The Rise of the Iroquois:
  - Located in central and Western \_\_\_\_\_
  - Traded weapons and goods with the Dutch and the French
  - Remained a strong force in NY
- New England:
  - The Pilgrims
    - Separatists that wanted to break away from the Church of England
    - Plymouth's climate was not as harsh as the Chesapeake
      - Representative self-government was established
  - Puritans – wanted to \_\_\_\_\_ the English Church, NOT separate from it
  - John Winthrop and Massachusetts Bay:
    - Sought to establish a “\_\_\_\_\_”
    - Believed in \_\_\_\_\_
    - Church members had tremendous power – only ones that could vote; not religiously tolerant

- Roger Williams and Rhode Island:
  - Advocated \_\_\_\_\_, religious \_\_\_\_\_, and friendly relations with Indians
  - Banished to \_\_\_\_\_ by Winthrop
    - No legally established church in RI
- \_\_\_\_\_:
  - Seen as a major threat to Puritans
  - Challenged \_\_\_\_\_ roles in Church
  - Claimed to have direct revelations with God
  - Banished from MBC
- Puritanism and Witchcraft:
  - Salem Witch Trials:
    - Hysteria throughout MA in late 17th century
    - Accused tended to be \_\_\_\_\_, widowed, and middle-ages
    - Reflected religious and social tensions
      - Most of the accused were “independent” which challenged Puritan society
      - After the hysteria ended, prosecution for witchcraft declined
      - Many colonists started to embrace ideas of the \_\_\_\_\_

### ***Instability, War, and Rebellion***

- New England’s Indian Wars:
  - Puritan-Pequot War:
    - Pequots were allied with the \_\_\_\_\_, had conflicts with English settlers
      - 500 men, women, and children were massacred by Indians, New England retaliated harshly and gained land
    - Some settlers saw smallpox and other diseases that decimated Indians as doing “God’s work” (John Winthrop)
  - Metacom’s War, 1675 – 1676:
    - Metacom (\_\_\_\_\_) was a leader of the Wampanoags
    - Metacom was eventually killed and Natives were rarely a threat in \_\_\_\_\_ after
  - Bacon’s Rebellion:
    - Gov. \_\_\_\_\_ did not allow settlement past a line
    - In the “\_\_\_\_\_” many farmers were underrepresented in the House of Burgesses
    - Conflict between Natives and “westerners” like Bacon
    - Bacon almost took control, died suddenly
    - Significance?
      - Movement towards \_\_\_\_\_ for labor
      - Shows tensions between \_\_\_\_\_

### **Chapter 1 Short Answer Question**

- A. Briefly describe one difference between the societies of the eastern woodlands of North America with the kingdoms of Western Europe.
- B. Briefly describe one similarity between the societies of the eastern woodlands of North America with the kingdoms of Western Europe.
- C. Briefly describe one reason for the difference between the societies of the eastern woodlands of North America with the kingdoms of Western Europe.

### **Chapter 2 Short Answer Questions**

- A. Briefly describe one reason for English settlement in North America from 1607 to 1700.
  - B. Briefly describe one consequence of English settlement in North America from 1607 to 1700.
  - C. Briefly describe ANOTHER consequence of English settlement in North America from 1607 to 1700.
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- A. Briefly describe one difference between the role of religion in Spanish colonization and in the colonization of New England.
  - B. Briefly describe one similarity between the role of religion in Spanish colonization and in the colonization of New England.
  - C. Briefly explain one effect of religion on the development of society in either the Spanish colonies or the New England colonies.