AP U.S. History Summer Assignment

How to Contact Mr. Shockey- kshockey@lakecatholicapps.org

DUE ON THE FIRST DAY OF CLASS: *Place all THREE PARTS of your assignment together into a* ***FOLDER with your FIRST and LAST name*** *on the front to turn in on the first day of school. This is equivalent to approximately 4 nightly homework assignments.*

1.) ***BREATHE!*** I want you to enjoy your summer! Go have fun, hang out with friends and family, rest up, etc. Do not let this assignment dominate your summer or discourage and intimidate you! Go be a kid! Mr. Shockey also understands that this is most likely your first AP level assignment- there will be more grace in grading this time.
2.) Complete the summer assignment. This does not have to be done all in one sitting, and I encourage you NOT to attempt to do it all in one sitting. Break it up into smaller segments for yourself.
3.) Any forms of academic dishonesty on this assignment, including but not limited to the use of AI, plagiarism, or copying from another student, will result in an automatic ZERO (0) for this assignment.
4.) I will not be glued to my email over the summer, but if you have questions, feel free to email me anytime and I will respond as soon as possible.
5.) Chapters 1-3 in your textbook will help you complete the summer assignment.

Part 1- Vocabulary (DO FIRST!):
1. The learning objective of part 1 is to collect a student writing sample that demonstrates critical thinking through historical argumentation and to practice one of the 3 types of writing that are on the May AP U.S. History Exam.
2. **HANDWRITE** the significance (2-3 complete and complex sentences) in the box provided on the chart below for terms from Chapters 1-3.
******Must be handwritten and must use the textbook as your source of information (Internet search only for clarification); If you need more room, feel free to use notebook paper***

Part 2- Native American Map (DO SECOND!):
1. Label and shade the map provided. Please use colored pencils if possible. This map will be a reference map that you can use in class and study for your APUSH Exam.

Part 3- Short Answer Question (SAQ) (DO THIS LAST! You need context from the previous activities first!):
1. Respond to the SAQ prompt below on a sheet of lined paper. This must be **HANDWRITTEN!**
-The question has 3 parts; label each part of the question with its letter: A, B, and C. Each part of the question (A, B, and C) should be answered in approximately 3-4 sentences, 9-12 sentences total between questions A, B, and C.
-Answers must be **handwritten**, using **complete and complex** sentences, **this is NOT an essay or thesis statement (look at the previous bullet point).**
2. Use the textbook, Chapters 1-3, to help give you context to answer the SAQ questions.

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Part 1: Vocabulary:

Handwrite the significance of each term using the definition provided and information from your textbook.

Chapter 1: The World Before 1492 (pg. 2-25; Chapter Summary on pg. 26-27)		
Term	**Definition**	**Significance (Why is this important/Why do we care? Go beyond the definition.)**
Native Americans: Evidence of a Civilized Society	Mayans & Aztecs were very sophisticated; Built cities (Tenochtitlan- the Aztec capital), trading networks, religious systems, farming (maize/corn), irrigation networks, transportation systems,and govt, etc.	
Native Americans: Adaptation to Environments	Plains- nomadic; followed the buffalo for food, clothing, and houses Pacific- hunting, fishing, farming Southwest, dry farming, irrigation, adobe brick homes	
Views on Religion, Property, Gender (Native Americans VS Europeans)	Religion- Natives believed in a god(s); Euro. felt the need to Christianize Property- Natives view property as communal (no ownership; Euro. believes in land ownership Gender- Natives had a matrilineal view; Euro. had a patrilineal view	
Portuguese Exploration & Explorers Dias & da Gama	Bartholomeu Dias sailed to the tip of Africa; Vasco da Gama sailed around the tip; Both took advantage of new techniques in sailed such as the caravel	

Chapter 2: First Encounters, First Conquests (pg. 28-54; Chapter Summary on pg. 55-56)		
Term	**Definition**	**Significance (Why is this important/Why do we care? Go beyond the definition.)**
King Ferdinand & Queen Isabella & Spanish Goals	The king and queen of Spain in the late 15th and early 16th centuries. They united their country, completed the Reconquista, and sponsored the exploration of the New World by Christopher Columbus Goals of wealth, national glory, and spreading the Catholic faith	

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Christopher Columbus	Sailed for Spain under the Nina, Pinta, and Santa Maria. Thought he had reached the East Indies (India) and called the Native Americans "Indians"	
Amerigo Vespucci	1499- Italian who wrote a letter about his voyage to the South American coast describing "a new world"	
Johann Guenberg	Created the idea of movable type or printing press	
John Cabot	Completed the first transatlantic voyage by the English, trying to find a northwest passage to Asia. Settled Newfoundland	
Ferdinand Magellan	c. 1480-1521, Portuguese navigator; discoverer of the Straits of Magellan (1520) and the Philippines (1521) Also made the first voyage around the world	
Hernando Cortés	(Spanish- 1519) He set out to conquer the Aztecs and their leader, Montezuma. Gained the upper hand because of guns and horses. The natives also thought that at first they were gods, and the disease brought by Europeans devastated the tribe	
Francisco Pizarro	Spanish conquistador who conquered the Incas in what is now Peru	
Columbian Exchange	The exchange of Old World and New World items, including disease, horses, food products, metals, etc.	
Conquistadores	A conqueror, especially one of the 16th-century Spanish soldiers who defeated the Indian civilizations of Mexico, Central America, or Peru. Men eager for personal glory & material gain	
Mestizo	Mixed Spanish/Native Americans; Because most of the Spanish who came to the Americas were single men who married and had children with Native American women	

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Treaty of Tordesillas	1494- The Pope negotiated a treaty between Spain & Portugal, drawing a line of demarcation that divided up the world. Any lands discovered West of the line belonged to Spain (claiming N & S America) Portugal could colonize & trade with lands east of the line (controlled trade w/China and East Indies)	
Bartolomé de Las Casas	Spanish priest who published an account of the decimation of the Indian population in *A Very Brief Account of the Destruction of the Indies*	
Encomienda System	The monarchs rewarded the leaders of the conquests with Indian villages. People who lived in the village provided the ecomenderos with labor tribute in exchange for legal protection and religious guidance	
Spanish Explorers: Juan Ponce de León, Cabeza de Vaca, Francisco Coronado	In 1513, de Leon discovered Florida while searching for the legendary Fountain of Youth (1460-1521); They will all search for the 7 Golden Cities of Cibola; explored the interior Great Plains	
Chapter 3: Settlements, Alliances, and Resistance (pg. 62-91; Chapter Summary on pg. 92-93)		
Term	**Definition**	**Significance (Why is this important/Why do we care? Go beyond the definition.)**
Pueblo Revolt/Pope's Rebellion	Pope's Rebellion was a revolt staged by the Pueblo Indians in 1680 against the Spaniards who were enslaving them to dig in mines for gold and silver (legitimized by a system called encomienda) & also fought against the imposition of religion (Catholicism) that was being forced on them. They rebelled in order to retain their own unique religion and culture. Pope was a Pueblo religious leader who encouraged this rebellion.	
Samuel de Champlain; Marquette & Joliet; de La Salle	Sailed for the French and discovered Quebec, creating a fur trading company; found the Mississippi River; explored the river down to the Gulf of Mexico	

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Huguenots	In France, people of Calvinist view or French Protestants were known as the Huguenots	
Henry Hudson	Employed by the Dutch East India Company, he searched for a NW passage to Asia, finding the river that now bears his name in NY (the Hudson River)	
New Netherland/New Amsterdam	The area around New York; claimed by the Dutch. New Amsterdam is actually Manhattan Island. Settled by the Dutch East India Company and Dutch West India Company (joint stock companies)	
Acts of Supremacy 1534	Declared the king of England the Supreme Head of the Church of England, breaking from the Catholic Church, and forming the Anglican Church	
Roanoke	Two attempts were made to settle this North Carolina settlement for the English. Both attempts failed. The second attempt ended with a mystery. When John White returned to his settlement, they were gone, with only the word "CROTOAN" written on a tree. Did they get killed by Indians? Did they assimilate with a tribe? Did they move? Still remains a mystery today…	
Richard Hakluyt	Created propaganda to encourage continued English exploration in the New World, citing 23 reasons why the Queen should support Catholic tyranny, power & glory, profit from trade, and refuge for England's surplus population	
Indentured Servants	Voluntarily surrendered their freedom for a period of about 7 years in exchange for paid passage to the New World. Like slaves, they could be bought, sold, could not marry without permission, were subject to punishment, and labor that could be enforced by courts. But received "freedom dues" upon the end of their service. The ability to purchase land meant liberty & the right to vote in most areas.	
Joint Stock Company	Several investors pull their money to invest in a colony in hopes for profit. This is how the English often financed their colonies rather than the crown (Ex. the Virginia Company)	

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Jamestown	1606- King James I issues the first Virginia Charter near the James River. Marshy peninsula became the site of Jamestown; Criticized for its location because the low-lying ground tended to be a disease-ridden death trap, and even the drinking water was contaminated with salt. But the settlers built a fort here because it protected them from Native American attacks. Financed by the Virginia Company	
The Starving Time	1609-1610- lacking proper leadership, Jamestown fell into bad habits, and then there was a bad winter, which became known as the "starving time." (Some were even driven to cannibalism and eating cats, dogs, and horses.) Only 65 settlers survived.	
House of Burgresses (1619)	Created in Virginia; the first elected representative assembly	
Headright System	Used to encourage settlement in Virginia; those who paid own transportation across the Atlantic were given a 50-acre lot of which they paid a small annual rent & granted another 50 if they paid for another's journey (indentured servant for example)	
Chief Powhatan & Pocahontas *(Not the Disney version…)*	Tribal leader named by settlers for the Powhatan tribe he represented. Captain John Smith of Jamestown depended on trade and peace with the tribe for survival. At one point, Pocahontas "saves" Smith from her father. (There is still speculation on how much of this story is true or an exaggeration) Eventually, Pocahontas became an intermediary, but is held prisoner when conflict arose in 1610.	
John Rolfe	Married Pocahontas; developed a milder blend of tobacco that became a popular export for Jamestown colonists (popular in England)	

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Maryland and the Act of Toleration (1649)	Act of Toleration (also known as the Act Concerning Religion)- extended religious toleration to all who accepted Christ. Although many Catholics came to Maryland because it was a haven for Catholics, Protestants also came, creating religious division.	
Puritans	Radical reformers who helped spark the English Civil War; Came out of the Protestant Reformation; They accepted Calvinism (predestination) and wanted to eliminate unscriptural elements (purify) the Church of England of Catholic practices ("popery")	
Pilgrims	Originally lived in Scrooby Manor (150 miles N of London) and felt the Church of England still had too many Catholic practices. They moved to Holland but left because they felt there was too much Dutch influence on their kids. Set out for the New World on the Mayflower. They formally left the state church, becoming "separatists."	
Mayflower Compact	The Pilgrims had a patent to land in Virginia, but landed in New England, which meant the patent had no Validity. Therefore they would not be able to set up a civil government. To prevent anarchy, they signed the Mayflower Compact, agreeing on a democratic civil society with governmental authority	
John Winthrop and the Great Migration to Massachusetts Bay	Governor of the Massachusetts Bay Colony, a colony established by the Purtans. Came mostly in families for reasons of escaping religious persecution, anxiety over England's future & economic reasons. The population grew due to a healthy climate.	
"City Upon a Hill" (John Winthrop)	Mass. Bay was run by Puritans; Believed that it would stand as a beacon of righteousness for the rest of the Christian World	
Congregationalism	Mass. Bay colonists accepted an innovative form of church government called Congregationalism; under this system, each village church was independent of outside interference; A type of church government in which each local congregation is self-governing	

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Roger Williams	An extreme separatist who believed the Mass. Bay colonists needed to separate from the church. Also, questioned the validity of the charter since they did not purchase the land from the Indians and believed the rulers of the colony should not be able to punish settlers for their religious beliefs. It was God's responsibility to judge, not theirs.	
Fundamental Order of Connecticut (1639)	Created by Puritan dissenter Thomas Hooker, who eventually created this frame of govt. in founding Connecticut. No church membership required for voting.	
Anne Hutchinson & Antinomianism	Follower of Puritan minister John Cotton; denounced for Antinomianism, putting one's own judgment above human law & teaching of the church. She claimed that since faith itself alone is sufficient to attain salvation, adherence to religious law is not necessary; she questioned the teachings of the ministers. Her theological interpretations offended church leadership, especially as a woman. She claimed she experienced divine inspiration (God talked to her). This could not be tested by the Bible.	
Pequot War 1637	Fought because tensions grew between Puritans and the Indians. (Started due to the death of a fur trader) Puritans ally themselves with Pequot tribal enemies (the Narragansett and Mohegan tribes) & decimate the tribe.	
Halfway Covenant	Compromise allowed the grandchildren of persons in full communion to be baptized even though their parents could not demonstrate full conversion. Ministers assumed that "God cast the line of election in the loins of Godly parents."	

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Part 2- Native American Map:

DIRECTIONS: *On the next page, color and label the following on the map provided to you.*

Shade and Label the Following Regions in Different Colors (Use pg. 9 in Your Textbook, Your Color Choices Do Not Need to Match the Colors in the Book):

Arctic, Subarctic, Northwest Coast, Plateau, Great Basin, California, Southwest, Plains, Eastern Woodlands (Northeast), Eastern Woodlands (Southeast), Mesoamerica, Circum-Caribbean

Geographic Location of American Indian Nations:

Cherokee, Seminole, Iroquois Confederacy, Ute, Apache, Comanche, Aztecs, Nez Peres, Sioux

Geographic Location of Conflicts:

Powhatan War, Pequot War, King Philip's War, Pope's Rebellion, Pontiac's Rebellion

Do the shading first! I recommend using colored pencils and a skinny marker/sharpie. Color/shade LIGHTLY so you can write on the map and read it.

I do not expect perfection, but get the shading of the regions as closely as you can to the map in your book.

If you need to write in the margins and draw arrows to label some pieces, that is ok too!

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Section 3- Short Answer Question (SAQ):

What is an SAQ?:

- The SAQ is a portion of the APUSH Exam in May in which students respond to 3 SAQ prompts.
- 20% of the APUSH Exam Score

WHAT THE SAQ SECTION IS NOT:

- This is **NOT** an essay. It is simply a series of formulaic tasks that can each be completed by writing 3-4 complete sentences.
- This is **NOT** about right vs wrong answers, but instead it is about **valid vs invalid** answers. Your days of history tests where you are searching for a single correct answer are OVER. In APUSH, there are only two types of answers: 1.) Those that are backed by sound argument and evidence, and 2.) Those that are not. When you are given options, none of the options will be any more valid or invalid than the others. Make sure that you understand what the question is asking, and **answer the question directly**, providing valid evidence and analysis to support your answer.

Format to Answer SAQs:

Think ACE!

A- Clearly **ANSWER** the question.

C- **CITE** a specific piece of evidence to support your answer. The more specific, the better. There is no such thing as too specific when writing for APUSH!

E- **EXPAND** your answer by providing further analysis or historical context.

Historical Significance:

- When identifying and explaining the historical significance of any event/person/situation featured in this class, keep the following in mind:
    - How did the event/person/situation **impact** what followed afterward?
    - What **specific** trends, patterns, and/or developments emerged as a result of this event/person/situation?
    - Essentially, **what came next** that would not have happened without this event/person/situation?
- **DO NOT** simply restate the provided description or make vague, ambiguous, or generalized statements. Neither should you offer merely your opinion. Rather, provide specific, detailed, evidence-based remarks that clearly demonstrate you have read and comprehend the content.

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MORE WORDS OF ADVICE:

- **TIME MATTERS-** Any evidence you discuss in your response **MUST** be in the appropriate time span specified in the question. If you are even one year off- **NO POINTS!**
- Answer the question **DIRECTLY**. Don't beat around the bush or try to dress up your answer; simply answer the question.
- If the question asks for **ONE** piece of evidence, there are no extra points for giving more than that.
- Each task (A, B, C) is graded separately. If you can do A but not B or A and B but not C, then **GO FOR IT! (3-4 sentences per question- 9-12 sentences total between A, B, and C)**

On a Piece of Notebook Paper, Respond to the Following SAQ Prompt- All Answers MUST Be HANDWRITTEN

******Pay Attention to Your Time Period- 1492-1700***

A. Briefly explain **ONE example** of how contact between Native Americans and Europeans brought changes to Native American societies in the period **1492 to 1700**.

B. Briefly explain **a SECOND example** of how contact between Native Americans and Europeans brought changes to Native American societies in the **same period**.

C. Briefly explain **ONE example** of how Native American societies resisted changes brought by contact with Europeans in the **same period.**