

AP United States History Summer Assignment

The purpose of the summer assignment in AP US History is to cover a large portion of the information needed for our first period of study. It is also an opportunity to begin practicing the writing and historical thinking skills necessary to be successful in this class and on the AP exam. The reading has a particular focus that covers the 1st Period of study and a particular historical thinking skill. The attached worksheet will assist the students in answering the short-answer question which is the graded portion of the assignment. The assignment will be due on the first day of class and students will be expected to be able to carry a class discussion over the material.

Introduction: *Period One covers the time period from 1491-1607 and focuses on the cultures of the American Indian civilizations in North and South America in the centuries before the introduction of European culture to the continent. It highlights the movement of the people across the land bridge and into regional settlements, as well as the diffusion of their culture.*

*This era also focuses on the arrival of European explorers, the development of trade routes, and exploitation and conversion of native populations by Spanish conquistadors and priests.*²²²

AP Key Concepts Covered:

Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

Period 1 (1491-1607) - Early American Civilizations and Colonization

American Indian Civilizations

The Western Hemisphere was geographically isolated from the events of the Eastern Hemisphere until the arrival of Christopher Columbus in the Caribbean in 1492. In the centuries leading up to this dramatic change, varied civilizations thrived in the Americas creating complex societies that adapted to their environments in order to survive. Many historians agree that settlers from Asia crossed over a land bridge beneath the Bering Strait that now makes up the Aleutian Islands between 35,000 and 15,000 years ago. These nomadic hunters and gatherers then moved down the continent in small groups most likely comprised of members of extended families. A second wave around 9,000 years ago traveled by boats after the ice caps melted over the same path and brought the ancestors of many of the tribes that migrated and settled on the plains of North America. A third wave of Inuits arrived around 5,000 years ago in

North America. It is estimated that by the year 1492 that over 100 million American Indians lived in both North and South America, with the majority of the population centers in Mesoamerica.

Evidence of the first settlements can be found in Mesoamerica (modern day Mexico and Guatemala) dating back to 3000 B.C.E. that were the result of the cultivation of a high yield crop known as maize. The agricultural surpluses allowed for population growth due to more stable food sources. In addition to the abundance of the food supply, the modification of the environment allowed for experimentation with advanced irrigation and a variety of crops such as beans and squash. As the methods were spread throughout Mesoamerica, more crops such as potatoes, tomatoes, peppers and avocados began to be cultivated. This new lifestyle that was no longer dependent on nomadic grazing led to the creation of societal norms

and social diversification. There was the domestication of certain small animals to be used for food, however, large beasts of burden such as horses would not be native to the Western Hemisphere until the arrival of the Spanish.

By 1200 B.C.E. the Olmecs emerged as a civilization along the Gulf of Mexico; they would disappear by 100 B.C.E, but their influence on the Mayan civilization in the lowlands was significant. The Mayan built over 80 religious centers in Mesoamerica that led to the formation of large communities. These settlements were separated by social status with peasants living on the outskirts of the Mayan cities. Simultaneously in the highlands region, the Teotihuacan civilization developed with the building of their own massive religious centers. Both of these cultures would go on to influence the rise of the Toltecs in Central Mexico, and eventually the Aztecs.

The center of Aztec culture was the city of Tenochtitlan with a population of 300,000. They modified the environment by connecting islands in Lake Texcoco through massive draining of swamps, the building of canals, and floating gardens. Built on military strength and the domination of religious leaders, the Aztecs used a system of tribute of conquered people to supply the needs of their city. Human sacrifice of captured enemies to the sun was also a major part of their culture to ensure the continued conditions they would need to sustain agricultural growth. This allowed them to become the dominate power in Mesoamerica at the end of the 15th century

Similarly to the Aztecs, the Inca were successful in the Andes region due to their military might. They were able to connect portions of their empire to each other through an elaborate system of roads that led to their settlement at Cuzco in modern-day Peru. They established a system of ruling other settlements by installing governors that would introduce their language and continue to integrate the empire with the building of roads and other improvements such as irrigation systems.

The growth of maize crops allowed for the large-scale development of American Indian cultures in North America, first in the American Southwest, among a tribe known as the Anasazi or "ancient ones". The Anasazi are believed to be the first group to embrace maize cultivation in North America in 100 A.D. Within five hundred years, tribes in the arid southwest adapted to their environment by creating early dry-farming irrigation methods and building adobe houses developing what became known as pueblo culture. Many of the small

Anasazi villages linked by ancient roads still survived when Europeans arrived to explore the Southwest region of North America.

In the Southeastern region, the Mississippi River Valley culture began to emerge around 1000 A.D. also due to the cultivation of maize and extensive trade networks. The city of Cahokia was built along the Mississippi River and became a major center of Mississippian civilization. Archaeologists have studied the extensive mound structures built in this region and have determined the demise of their power to be fighting among various factions around 1350 A.D. The mounds show that the cities of the Mississippians were densely populated with approximately 120 structures built within a six mile area. As tribes left the Southeastern region, they took elements of the Mississippian culture with them to other parts of North America.

In the Woodlands region in the northeast, the Algonquin and Iroquois tribes both spread the practice of maize cultivation. Although their tribes did not share the cultures of mound building and had distinct social hierarchies, they did share common elements of language that some have traced back to the Mississippians. Around 1500 in the Lake Erie region, the Oneidas,, Seneca, Onondaga, Cayuga and Mohawk tribes combined themselves into the Iroquois League as a way to maintain peace through the representation of tribal leaders. They were initially able to negotiate trades for corn and weapons with colonists, but they eventually split into factions over differing views on alliances with European nations. The organization of the Iroquois into a council of tribal leaders would later be analyzed by American leaders before the Revolutionary Era as a model for cooperation between states.

To the west of the Iroquois the Ottawas, Ojibwas, and Potawatomi tribes flourished as a result of interconnected clans within the various tribes that affiliated with various symbols such as deer and otter. Collectively they identified themselves as the Anishinaabe people and spoke Algonquian dialects. Due to the many rivers and lakes connected to the Great Lakes, the people in this region were incredibly mobile and adapted the use of canoes to reinforce trade and military alliances.

Civilizations on the Great Plains were also incredibly mobile, but their lifestyle reflected the hunter gatherer mentality of earlier tribes. Eventually the introduction of the horse and livestock by the Spanish in the 16th century transformed the way of life of these

tribes. The Comanche and Sioux were able to use horses to dominate large territories of land and they adapted to hunting buffalo across the grasslands of the Great Plains.

Societies in the Pacific Northwest in present-day California also were dependent on hunting and gathering, yet some communities began to develop fishing communities that began to rely on the ocean. These settlements were densely populated, but many of them spoke different dialects which limited intermarriage between tribes. However, many different groups shared very similar social customs and castes. The Chinook was one of the most powerful tribes within the region with an emphasis on warrior culture and the use of dugout canoes with advanced fishing technology.

European Exploration of the Americas and the New Exchange of Goods

European nations involved in the trade of spices with Asian nations began to search for shorter trade routes that would allow them to gain an economic advantage. The King of Portugal known as “Henry the Navigator” developed a school that focused on the development of naval technology and map making. Many of these students became great explorers for Portugal and other European nations. Some Portuguese explorers began to explore down the coast of Africa in the hopes of finding new routes to Asia. Eventually, more daring explorers would brave the open waters away from the coastline; one of these was Christopher Columbus, a Genoese explorer financed by Spain’s monarchs Ferdinand and Isabella.

In 1492, Columbus sailed the first of three voyages to the Americas when he landed in the Bahamas. He incorrectly believed that he had reached the East Indies, so he named the natives there “Indians”. The land was claimed for Spain and Columbus returned to Europe with new goods and stories of gold. Columbus believed that he had discovered a new route to Asia until his death in 1506. The Americas are named after the Italian explorer Amerigo Vespucci who mapped the coastline of North America and claimed that this was indeed a *nuevo mundo* (New World) and not part of the East Indies.

Portugal believed that the land discovered by Columbus had already been claimed by them. In 1494, these disputes were negotiated by Pope Alexander II with the Treaty of Tordesillas that divided the lands to be explored by these two empires. The new boundaries gave Spain territory to the west that would allow them to expand on Columbus’ discoveries; Portugal was given territories in

As various settlements developed in North America, many different tribes began to trade resources along regional networks. Several examples include nomadic hunters from the plains that met for annual trading fairs with pueblo tribes. Evidence of these interregional trades has been studied by archaeologists that have identified artifacts such as seashells hundreds of miles inland. Other items of value such as mica from the Rockies and jasper from Pennsylvania have been found in differing regions. Tribal leaders often would disproportionately control resources and use them as rewards to curry favor among others within the tribe. The redistribution of wealth would vary because of the differing social structures found throughout North America.

Africa and Asia as well as territory that would become modern-day Brazil.

The Spanish quickly set out to establish their dominance in the Western Hemisphere and began to exploit native civilizations in search for gold. Explorer Ponce de Leon claimed the peninsula of Florida for Spain in 1513 and eventually was named the first Governor of Puerto Rico. Vasco Nunez de Balboa explored the isthmus of Panama and was the first European expedition to reach the Pacific Ocean also in 1513. In each of these expeditions, new resources were discovered and Spain expanded their control over the region. This exchange of goods is now known as the Columbian Exchange that brought new foods to Europe such as tomatoes and potatoes that would eventually spur population growth. New goods were also introduced to the Americas such as livestock and horses that would transform the culture of American Indians (see table). However, the spread of European diseases amongst the native populations had a devastating impact on the population. By 1600, ninety percent of the native population of the Americas perished due to the spread of smallpox, yellow fever, malaria, and mistreatment by Spanish conquistadors.

Columbian Exchange

Europe → “New World”	Americas → “Old World”
Apple	Beans
Beet	Bell Pepper
Cabbage	Blueberry
Carrot	Cranberry
Celery	Maize (Corn)
Cucumber	Papaya
Eggplant	Pineapple
Grapefruit	Pumpkin
Lemon	Squash
Peach	Sweet Potato
Plum	Tobacco
Olive	Tomato
Sugarcane	Potato
Horses	Wild Rice
Cattle	Syphilis
Pigs	
Smallpox	
Yellow Fever	
Malaria	

Military expeditions led by Spanish conquistadors began to arrive and interact with the native peoples of Mesoamerica. Led by Hernan Cortes in 1519, a band of soldiers were able to defeat the Aztec Empire gaining control of their extensive mining and trade networks. Their smaller fighting force was able to be successful due to superior weapons and the impact of smallpox on the region. Francisco Pizarro followed a decade later by conquering the Incan Empire when he kidnapped and ransomed the Inca king and gained control of their silver mines. During this period of exploration, colonies existed solely for the benefit of the nation. A colony was valuable as long as large amounts of gold and silver were secured and goods were exported to Europe to be included in the emerging Atlantic Circuit between Europe, Africa, and the Americas (also known as the Triangular Trade).

The time that followed was a period of mutual misunderstanding that led to tremendous change for both continents. Through colonization Spain grew into the richest European country and this led other nations to begin to search for their own empires. This desire to maintain control over the region forced Spanish officials to design administrative systems that would regulate daily affairs in the Americas. The Encomienda System gave Spanish settlers royal permission to enslave American Indians to work on their holdings. The landowners would get free labor and tribute payments from native workers

and in return would be expected to provide food, shelter, and conversion to Christianity.

The Encomienda System introduced a new class system in the Americas. Previous social hierarchies were replaced by divisions between Europeans and Native Americans. However, upon closer examination a caste system emerged that included peninsulares, or people born in Europe, and creoles that had been born in the New World. As soldiers and other colonists intermarried with the American Indians a third class known as mestizos entered into the social dynamic. The large numbers of American Indians that had died from disease and conquest led to a labor shortage to work in the newly acquired mines and fields. The introduction of African slaves further diversified the population of the Americas, and eventually children of European and African descent were known as mulattoes; children of African and American Indian descent were called zambos.

With the expansion of the Encomienda System came the Spanish government's desire to Christianize the native population of the New World. To support this initiative, the Catholic Church began to build missions in the Americas that through conversions replaced religious beliefs and traditions of the native cultures. The debate over the treatment of the American Indians began to take place within Spain. Juan de Sepulveda, a Spanish philosopher, wrote in his book *The Second Democrates* (1547) that, "The Spanish have a perfect right to rule these barbarians...[they] are as inferior to the Spanish as children to adults, or women to men...". These views were countered by Bartolome de las Casas who was known as the "Protector of the Indians". He wrote in 1542 that, "The Indians are our brothers, and Christ has given his life for them. Why, then, do we persecute them with such inhuman savagery when they do not deserve such treatment?"

American Indians also began to question and challenge the authority of the Spanish within the Americas. The most famous incident occurred in what is today New Mexico in an event known as the Pueblo Revolt. Spanish official Juan de Onate had subjugated the Pueblo people in 1609 by severing one foot from each survivor of the Battle of Acoma. The Spanish mission system grew in influence in the southwest until a group of Pueblo rebels in 1680 burned every parish in the province killing large numbers of priests in the process. This temporarily weakened Spanish attempts to permanently settle in this region, but it did influence the missions to

accommodate some aspects of American Indian culture in the Southwest as a result of this uprising. Eventually in the

18th century the Spanish began to establish missions in modern-day Texas as a barrier to French exploration along the Mississippi River.

European Competition

The other European nations were quick to try and capitalize on the colonization of North America. In 1497 John Cabot began the exploration of the northeastern coast in his search for a Northwest Passage -- a non-existent waterway through North America to Asia.

With the ascension in 1558 of Queen Elizabeth, a Protestant, rivalry with Spain increased and England began to look beyond their own borders for their own empire. Tensions over commerce and religion led to a showdown between the British Navy and the Spanish Armada in 1588. The Spanish Armada was badly damaged by a series of storms that allowed the inferior British navy to secure an unlikely victory. This loss at sea was a major turning point establishing England as the dominant sea power allowing them to begin exploring North America more confidently, leading to an era of English nationalism. North America would remain relatively unclaimed until 1604 when a peace treaty between England and Spain was signed.

Motivating factors for English settlement in the new worlds were varied. The system of primogeniture for the inheritance of land for the wealthiest son motivated younger generations and siblings that were interested in obtaining their own lands. The population increases in London caused increased competition for food supplies and jobs which led to inflation. Common lands that had traditionally been open to the public were closed by wealthy landowners. The desire for jobs, a better way of life and land led many people to look towards resettlement in the colonies as well. These homeless and unemployed people provided the labor, many as indentured servants, that would be essential to building colonies in the New World.

Meanwhile, French settlements continued to be established in North America. The French also were on the hunt for the Northwest Passage, sending Jacques Cartier up the St. Lawrence River in 1534. Jesuit priests also began to arrive with the hopes of converting American

Indian to Catholicism. Forts were eventually established along the Ohio and Mississippi Rivers that would support the French interest in the fur trade. To gain an advantage in this market, French traders began exchanging guns, textiles, alcohol and other goods with tribes in North America. This practice eventually led to the overhunting of wildlife and more violent confrontations with American Indians. The harsh weather, danger from American Indian raids, and isolation slowed development of these French settlements because they did not appeal to a lifestyle suitable for families.

The Dutch had recently gained independence from Spain and Portugal and become a major economic force in Europe with the Dutch East India Company (a joint-stock company). The desire for faster and more effective routes to Asia led to their search for the Northwest Passage as well in 1609 by funding the voyages of Henry Hudson. After discovering Hudson Bay and River, the Dutch government established the charter for the West India Company in 1621. They then settled New Amsterdam in modern-day New York and purchased Manhattan Island from local American Indians in exchange for trinkets in 1626.

All European nations involved in establishing colonies in North America began to adapt the economic policy known as mercantilism and provided charters to joint-stock companies. The basic principle of this system relied on a nation exporting more goods than they were importing from other nations. Therefore, resources would be sent only to the mother country and the colonies would only buy goods from there as well. In addition to this, raw materials from the colonies were sent to the homeland to support industrial production. The surplus in revenue due to the favorable balance of trade would allow the nation to gain power and prestige in Europe. The colonization of the Americas that began with the dominance of Spain in Mesoamerica was slowly turning into a competition between the major world powers of Europe for control of North America.

References Used:

Henretta, James A., Eric Foner, Rebecca Edwards, and Robert O. Self. *America's History For the AP Course*. Eighth ed. Boston, MA: Bedford/St. Martin's, 2014.

Kennedy, David M., and Thomas A. Bailey. *The American Pageant*. Tenth ed. Vol. 1. Lexington, MA: D.C. Heath and Company, 1994.

Lucas, Paul R., and John A. Garraty. "Exploration of North America." *The Reader's Companion To American History*. Edited by Eric Foner. Boston, MA: Houghton Mifflin Company, 1991. 372-77.

Wood, Ethel. *AP United States history: an essential coursebook*. 2nd ed. Reading, PA: WoodYard Publications, 2014.

Short Answer Questions

Students should spend about 10 minutes per numbered question to prepare for this timed element of the APUSH exam.

1.
 - A. *Examine the influence of geography on the settlement of Mesoamerica and North America before 1492.*
 - B. *Compare the social structures of two civilizations referenced in the reading.*
 - C. *Of the choices below, choose ONE and explain the effects of that particular development for the American Indians.*
 - i) *The exchange of crops and animals*
 - ii) *The spread of diseases*
 - iii) *The political and social interaction between American Indians and Europeans*

2.
 - A. *Explain how the Columbian Exchange impacted Europe and the Americas.*
 - B. *Describe the impact of the Encomienda System on social structures in the Americas.*
 - C. *Compare the different perspectives surrounding Spanish treatment of American Indians.*

3.
 - A. *Compare French or English settlement goals to those of the Spanish.*
 - B. *Explain how the defeat of the Spanish Armada impacted the settlement of the New World*
 - C. *Describe the economic system of mercantilism in the colonies and its influence on the Americas, Africa, and Europe..*

Short Answer Question 1

A large rectangular box containing 24 horizontal lines, intended for writing a short answer.

Short Answer Question 2

Lined area for writing the answer to Short Answer Question 2.

Short Answer Question 3

Lined area for writing the answer to Short Answer Question 3.

Comparing Spanish & French Colonization in the New World

	<u>Spanish</u>	<u>French</u>
Purpose of Colonies/ Exploration		
Geographic Region Colonized/ Explored		
Contacts & Interactions with Native Americans		
Labor Systems		
Loose or Strict Control by Mother Country		
Degree of "Success" of Colonization/ Exploration		