

Summer Work for AP United States History

Textbook:

Fraser, James W. *By the People A History of the United States* AP Edition. Pearson

Assignment:

1. Read Chapters 1 and 2. Complete the attached work sheets. For the worksheet labeled Workbook 1, use the attached document describing the Thematic Learning Objectives do help you fill out Workbook 1 Answer all parts of the workbook in complete sentences.
2. Complete the practice test on pages 57-59.

The Diverse Communities of the Americas in the 1400s

Graphic Note Taking: Charting Diversity

The Indians of North America were remarkably diverse. They included 500 to 600 independent societies, each with their own traditions, occupations, beliefs, and institutions. As you read this section, use a table like the one included below to take notes on some of the most important of these societies. You'll use your table to answer a question when you finish this section.

	Economy	Society	Culture and Religion
Pueblo People of the Southwest			
Tribes of the Mississippi Valley			
Tribes of the Pacific Coast			
Iroquois and Tribes of the Atlantic Coast			
Aztecs			
Maya			
Inca			

Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

<p>Northwest Passage</p> <p>WHO Pages () <i>Cartier, Champlain, Drake, Hudson</i></p> <p>WHAT <i>used to describe the waterway located to the west of Europe going through or around N. America that many explorers believed to exist.</i></p> <p>WHEN <i>1500-1700 BCE</i></p> <p>WHERE <i>North America</i></p> <p>WHY SIGNIFICANT <i>It was expected to provide a route between Europe and Asia, rather than going east around Africa. The decision to try and prove the existence of the waterway led to the European discovery of N. and S. America.</i></p> <p>NAT POL WXT CUL <u>MIG</u> <u>GEO</u> WOR</p>	<p>Bering Land Bridge</p> <p>WHO</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>
<p>Cahokia</p> <p>WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>	<p>Pueblo</p> <p>WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>
<p>Eastern Woodland Cultures</p> <p>WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>	<p>Aztecs</p> <p>WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>

<p>Mayas WHO Pages()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>	<p>Incas WHO Pages()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>
<p>Reconquista WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>	<p>Slavery In Africa WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>
<p>Taino WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>	<p>L'Anse Aux Meadows WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>

<p>Meztizos. Mulattos, criollos</p> <p>WHO Pages()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>	<p>Columbian Exchange</p> <p>WHO Pages()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>
<p>Encomienda System</p> <p>WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>	<p>Conquistadores</p> <p>WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>
<p>Bartolome de Las Casas</p> <p>WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>	<p>Roanoke</p> <p>WHO Pages ()</p> <p>WHAT</p> <p>WHEN</p> <p>WHERE</p> <p>WHY SIGNIFICANT</p> <p>NAT POL WXT CUL MIG GEO WOR</p>

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"New Spain was discovered in 1517. ...During the 12 years {from 1518 to 1530} the Spanish killed more than four million men, women, and children with swords and lances, and by burning people alive.... This does not count those who have died, and continue to die every day, from the slavery and oppression that the Spanish impose.... Among other massacres perpetrated by the Spanish was one that took place in Cholula, a city with thirty thousand inhabitants. Dignitaries and priests from the city and the surrounding countryside greeted the Spanish with great solemnity and respect, and escorted them into the city and lodged them in the homes of the local nobility. The Spanish decided to stage a massacre – or a "chastisement" as they call it – in order to terrorize the population. To accomplish this, the Spanish summoned the local dignitaries. As soon as they arrived to hold talks with the Spanish commander, they were taken captive and had no opportunity to warn others. Then the Spanish demanded five to six thousand Indians to carry their loads.Once these poor wretches assembled in the courtyard, guards blocked the gates with the Spanish soldiers slaughtered the Indians with swords and lances. The pretext under which the Spanish invaded these areas, massacred their harmless inhabitants, and depopulated the country was to make the Indians subjects of the king of Spain."

- *Bartolomé de las Casas, Bishop of Chiapas – 1542*

Summarize las Casas' argument.
How is this consistent/inconsistent with the Spanish perspective of colonial identity?

WORKBOOK RUBRIC

SCORE	GRADE	OVERALL	EFFORT	CARE	REFLECTION
5	A	<i>Exceeds Expectations; any student could use to study for AP exam</i>	<i>Highly Factual and Detailed</i>	<i>Very Few or Minor Errors</i>	<i>Shows thorough reflection on historical significance. Gets big idea</i>
4	A-	<i>Exceeds Expectations; will be helpful to study for AP exam</i>	<i>Very Factual and Detailed</i>	<i>A few errors, though minor</i>	<i>Shows reflection on historical significance and context.</i>
3	B+	<i>Meets Expectations; will most likely be helpful to study for AP exam</i>	<i>Factual and Detailed.</i>	<i>Some errors.</i>	<i>Shows reflection. Historical awareness present</i>
2	B	<i>Meets Expectations; will likely be helpful to study for AP exam</i>	<i>Factual. More detail is necessary.</i>	<i>Some errors.</i>	<i>Shows some reflection, though historical significance and context and/or connections need to be stronger.</i>
1	B-	<i>Meets Expectations; will be useful for studying for the AP exam with some additional work.</i>	<i>Factual, but may not contain enough significant information. Needs further work.</i>	<i>Errors, some may be significant. Need to review and edit or amend before relying on to review for AP exam.</i>	<i>Please spend more time on historical significance and context. Historical connections need to be stronger.</i>
INC	C <i>(AFTER re-doing)</i>	<i>Below expectations; is not sufficient for use as a review for AP exam.</i>	<i>Please re-submit for passing grade.</i>		

NOTES: