

Summer Work for Advanced Placement United States History

2017

Dear Student,

Welcome to APUSH! Hope you enjoy your summer and take some time to prepare for this exciting and fast-paced course.

The course is divided into 9 Time Periods of study. Your job over the summer is to prepare for the 1st time period (1491-1607) which covers chapters 1 & 2 in your textbook. There is a study guide packet that will accompany your reading. The supplemental work, in addition to the reading, is in the packet.

1. Read chapters 1 & 2 in the textbook.
2. Prepare answers for the "Questions for Class Discussion." Your responses should be 1-2 paragraphs and supported with examples and information from the text and outside of the textbook, where applicable. (For chapters 1 & 2)
3. For chapter 2, please complete additional "Questions for Class Discussion," from the section called **MAKERS OF AMERICA: THE IROQUOIS**
4. The assignment is worth 60 points. 5 points for each response. Late work will receive 10 points off.

It is always recommended to watch as many history related films and documentaries that you can over the summer, to enhance your knowledge of history and the world.

See you in August! Best of Luck!

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CHAPTER 1

New World Beginnings, 33,000 B.C.E.–1769 C.E.

FOCUS QUESTIONS

1. What was Native American society like before European contact? What similarities and differences existed?
2. What factors led to Europe's increased exploration and to the discovery of the New World?
3. What is the Columbian Exchange? What are some of the results of the Columbian Exchange?
4. What was the role of *conquistadores* and *encomienda* in establishing a Spanish Empire in the New World?
5. What was the geographic extent of the Spanish Empire in the New World? What nations were challenging Spain's dominance in the New World and where?

CHAPTER THEMES

Theme: The first discoverers of America, the ancestors of the American Indians, were small bands of hunters who crossed a temporary land bridge from Siberia and spread across both North and South America. They evolved a great variety of cultures, which ranged from the sophisticated urban civilizations in Mexico and Central and South America to the largely seminomadic societies of North America.

Theme: Europe's growing demand for Eastern luxuries prompted exploration in the hopes of reducing the expense of those goods with new trade routes. Exploration occurred incrementally, beginning with the Portuguese moving around the coast of Africa and establishing trading posts. Awareness of the New World and its wealth pushed exploration across the Atlantic. Spanish exploration continued in the same fashion, first in the Caribbean islands then expanding into South and North America.

Theme: Portuguese and Spanish explorers encountered and then conquered much of the Americas and their Indian inhabitants. This "collision of worlds" deeply affected all the Atlantic societies—Europe, the Americas, and Africa—as the effects of disease, conquest, slavery, and intermarriage began to create a truly "new world" in Latin America, including the borderlands of Florida, New Mexico, and California, all of which later became part of the United States.

CHAPTER SUMMARY

Millions of years ago, the two American continents became geologically separated from the Eastern Hemisphere land masses where humanity originated. The first people to enter these continents came across a temporary land bridge from Siberia about 35,000 years ago. Spreading across the two continents, they developed a great variety of societies based largely on corn agriculture and hunting. In North America, some ancient Indian peoples like the Pueblos, the Anasazi, and the Mississippian culture developed elaborate settlements. But on the whole, North American Indian societies were less numerous and urbanized than those in Central and South America, though equally diverse in culture and social organization.

The impetus for European exploration came from the desire for new trade routes to the East, the spirit and technological discoveries of the Renaissance, and the power of the new European national monarchies. The European encounters with Africa and America, beginning with the Portuguese and Spanish explorers, convulsed the entire world. Biological change, disease, population loss, conquest, African slavery, cultural change, and economic expansion were just some of the consequences of the commingling of the Old World and the New World.

After they conquered and then intermarried with Indians of the great civilizations of South America and Mexico, the Spanish *conquistadores* expanded northward into the northern border territories of Florida, New Mexico, and California. There they established small but permanent settlements in competition with the French and English explorers who also were venturing into North America.

DEVELOPING THE CHAPTER: SUGGESTED LECTURE OR DISCUSSION TOPICS

- Using globes and maps, examine the impact of geology and geography on the prehistory and history of the Americas. Point out the areas of relatively dense Indian population and civilization before 1492 and emphasize the ways in which geography shaped the subsequent pattern of European exploration and conquest—in both South and North America.

REFERENCE: D. W. Meinig, *The Shaping of America: A Geographical Perspective on 500 Years of Atlantic America* (1986).

- Explore what has been learned from history, anthropology, and archaeology regarding the life of American Indians before 1492. Emphasize that these societies were varied and dynamic, and had undergone significant conflicts and changes over many centuries. Perhaps select one North American Indian culture that had disappeared by the time of the Columbian encounter (e.g., the Anasazi culture that built Mesa Verde and Chaco Canyon in the Southwest) and compare their ways of life with those of the Indians that the Europeans first met when they arrived.

REFERENCE: Brian M. Fagan, *Kingdoms of Gold, Kingdoms of Jade: The Americas Before Columbus* (1991).

- Analyze, in more depth, the condition of European societies at the beginning of the age of exploration. Consider, for example, the ways in which Europe was still medieval in its outlook around 1500 or so, and the ways in which it was being affected by more modern developments. Point out the changes in Europe that were occurring almost simultaneously with the age of discovery—particularly, the Protestant Reformation and Catholic Counter-Reformation, the Italian Renaissance, the unification of Spain, and the reign of Henry VIII—and consider their impact on the Americas.

REFERENCE: Immanuel Wallerstein, *The Modern World-System* (1974).

- Discuss the exchanges involved in the encounter of Europeans, Native Americans, and Africans in the New World. Focus particularly on the ways in which all parties in the process—the conquerors as well as the conquered—were changed. The emphasis could be on issues of population, intermarriage, agriculture, and the like, or on the new forms of society that developed in both Hispanic America and North America as a result of the events of 1492 and after.

REFERENCES: Karen Ordahl Kupperman, *Settling with the Indians: The Meeting of English and Indian Cultures in America, 1580–1640* (1980); Ramon A. Gutierrez, *When Jesus Came, The Corn Mothers Went Away* (1991).

FOR FURTHER INTEREST: ADDITIONAL CLASS TOPICS

- What is history? Can history change? Is there a difference between history and the past? How do you learn history? How do you learn about the past? What makes something (a piece of writing or an artifact) a good piece of information about the past? What role does bias play in recording, learning, and understanding history?
- Consider the whole story of the settlement and discovery of America from the Indians' point of view. Examine the controversies over Columbus's role in the discovery and the actions of subsequent Spanish *conquistadores*.
- Compare the development and subsequent history of the Spanish in Mexico with that of the English in North America. Consider, particularly, the impact of the *mestizo* factor in Mexican history (a result of the intermarriage of Spanish and Indians), compared with the quite different pattern of English relations with the Indians in North America.
- Discuss the different historical perspective obtained by considering the role of the Spanish borderlands of Florida, New Mexico, and California as part of the history of colonial America (as distinct from examining only the later English settlements along the Atlantic coast). How does our understanding of American history alter if we consider developments in these areas to be of equal importance?

CHARACTER SKETCHES

Christopher Columbus (1451–1506)

Although his encounter with continents and peoples previously unknown to Europeans transformed world history, Columbus, the Genoese sailor who discovered America for the Spanish monarchy, never really understood the nature or significance of his accomplishment.

Having sailed under the flags of many nations, including Portugal, Columbus was already a well-known, successful voyager when he became obsessed with the idea of reaching Cathay (China) and the Indies by sailing west. His frustrating inability to gain backing for the venture ended when Ferdinand and Isabella agreed to supply him with three ships.

The great achievement of Columbus's first voyage was not only to navigate unknown waters under unprecedented conditions but also to keep his crews from mutiny—especially when the ships were becalmed after nearly sixty days. Although well aware, during all his voyages, that he was not in China or India, Columbus became firmly convinced that he had found islands just off the Asian coast and that the rich cities of Japan and China were not far away. This notion was reinforced by his desperate need to obtain continuing funding from the Spanish rulers, who pressed ever harder for concrete economic gains from the voyages.

Quote: “The inhabitants of this and of all the other islands I have found or gained intelligence of, both men and women, go as naked as they were born, with the exception that some of the women cover one part only with a single leaf or grass with a piece of cotton, made for that purpose.... I gave away a thousand good and pretty articles which I had brought with me in order to win their affection, and that they might be led to become Christians, and be well inclined to love and serve their highnesses and the whole Spanish nation....” (Letter on the first voyage, 1493)

REFERENCE: John Stewart Wilford, *The Mysterious History of Columbus* (1991).

Moctezuma II (1466–1520)

Moctezuma II (also called Montezuma II) was the Aztec ruler who succumbed to Cortés's invasion of Mexico.

He was the tenth in the line of Aztec emperors who controlled the vast regions and diverse peoples of Mexico from their rich capital at Tenochtitlán. Like other members of the royal aristocracy, he lived in luxury and served as a high priest of the elaborate but cruel Aztec religion. He succeeded to the throne in 1502, on the death of his uncle Ahuitzotl.

Before Cortés arrived, Moctezuma had expanded the Aztec realm, yet controlling the increasingly restless subordinate peoples of the empire demanded more and more of his energy. He was particularly devoted to the god Huitzilpochtli, but also came under the influence of astrologers and readers of portents. Their pessimistic predictions about his fate evidently weakened his will to resist the Spanish invaders.

After Cortés and his men seized Moctezuma and held him under house arrest, the people of Tenochtitlán became increasingly hostile to their leader. When Moctezuma appeared in public for the first time in nearly a year in early 1520, the angry populace showered him with stones before he could retreat indoors. The Spanish claimed that the wounded ruler died shortly thereafter from the stoning, but many Aztecs believed that the Spanish killed him. The truth remains unknown.

Quote: “I have in truth seen you and have now set eyes upon your force. You have come between mists and clouds, and now it has come to pass. Now you have arrived, with much fatigue and toil. Come to our land, come and repose.” (Message to Cortés as he approached Tenochtitlán, 1519)

REFERENCE: Hugh Thomas, *Conquest: Montezuma, Cortes, and the Fall of Old Mexico* (1994).

Hernán Cortés (1485–1547)

Like many *conquistadores*, Cortés was born into a noble family, but as a younger son failed to inherit extensive lands and wealth. As a youth, he was restless, ambitious, and nearly uncontrollable. In 1504, at age nineteen, he sailed for the island of Hispaniola (today's Dominican Republic and Haiti), at that time the headquarters of Spanish activity in the New World.

Cortés farmed and worked as a minor town official for six years, but he longed for greater adventures. In 1511, he joined a successful expedition to Cuba and then used a commission from the governor of Cuba, Velazquez, to assemble an expedition of eleven ships, five hundred soldiers, and sixteen horses. Although Velazquez soon changed his mind, Cortés had already sailed for Mexico. Cortés's brilliant, if treacherous, combination of military, political, and psychological tactics overcame Aztec resistance and gained him an empire larger than Spain. His reports of his conquests, contained in five lengthy letters to King Charles V of Spain, are full of fascinating detail, as well as much boasting and exaggeration.

Cortés was a talented administrator, but peaceful pursuits did not suit him, and in 1524, he headed for Honduras in search of further glory. There, he succeeded only in ruining his health and undermining his position in Mexico City. He retired to his estate in Cuernavaca, Mexico, in 1528, and in 1540, returned to Spain to die, a broken man.

Quote: “Touching Montezuma's palace and all that was remarkable in his magnificence and power, there is so much to describe that I do not know how to begin... There could be nothing more magnificent than that this barbarian lord should have all the things of heaven to be found under his domain, fashioned in gold and silver and jewels and feathers.” (Second letter to King Charles V, 1521)

REFERENCE: Jon White, *Cortés and the Downfall of the Aztec Empire: A Study in the Conflict of Cultures*, rev. ed. (1989).

QUESTIONS FOR CLASS DISCUSSION

1. How did Indian societies of South and North America differ from European societies at the time the two came into contact? In what ways did Indians retain a worldview different from that of the Europeans?
2. What role did disease and forced labor (including slavery) play in the early settlement of America? Is the view of the Spanish and Portuguese as especially harsh conquerors and exploiters valid—or is this image just another version of the English black legend concerning the Spanish role in the Americas?
3. Are the differences between Latin America and North America due primarily to the differences between the respective Indian societies that existed in the two places, or to the disparity between Spanish and English culture? What would have happened if the English had conquered densely settled Mexico and Peru, and the Spanish had settled more thinly populated North America?
4. In what ways are the early (pre-1600) histories of Mexican and the present-day American Southwest understood differently now that the United States is being so substantially affected by Mexican and Latin American immigration and culture? To what extent should this now be regarded as part of our American history?
5. Why was the Old World able to dominate the New World? What were the strengths and weaknesses of the Old World? What were the strengths and weaknesses of the New World?

MAKERS OF AMERICA: THE *CONQUISTADORES*

Questions for Class Discussion

1. Should the Spanish *conquistadores* be especially blamed for the cruelties and deaths (including those by disease) inflicted on the original Indian populations of the Americas? Is it possible to make such criticisms without falling into the traditional English fallacies of the black legend?
2. What is the long-term significance for Latin America of the immortality achieved by the *conquistadores* through intermarriage with Indian women?

Suggested Student Exercises

- Examine the careers of Hernán Cortés and Francisco Pizarro in both Spain and the New World, and assess the reasons for their success.
- Examine some visual portrayals of the conquests of Mexico and Peru from the past and present, and compare how, over time, artists of various political outlooks have depicted the *conquistadores* and their victims.

CHAPTER 2

The Planting of English America, 1500–1733

FOCUS QUESTIONS

1. What international events and domestic changes prompted England to begin colonization?
2. What was it like for the early settlers of Jamestown?
3. Why were Native Americans unable to repel the English colonization of North America?
4. What crops were important to the English colonies in the south of North America? How did the cultivation of those crops shape those colonies?
5. How did the English sugar plantations of the Caribbean differ from the English colonies in the south of North America?
6. How did slavery develop in North America during colonization?
7. What features were shared by Virginia, Maryland, South Carolina, North Carolina, and Georgia? What distinguished them from one another?

CHAPTER THEMES

Theme: The English hoped to follow Spain's example of finding great wealth in the New World, and that influenced the financing and founding of the early southern colonies. The focus on making the southern colonies profitable shaped colonial decisions, including choice of crops and the use of indentured and slave labor. This same focus also helped create economic and cultural ties between the early southern colonies and English settlements in the West Indies.

Theme: The early southern colonies' encounters with Indians and African slaves established the patterns of race relations that would shape the North American experience—in particular, warfare and reservations for the Indians and lifelong slave codes for African Americans.

Theme: After a late start, a proud, nationalistic England joined the colonial race and successfully established five colonies along the southeastern seacoast of North America. Although varying somewhat in origins and character, all these colonies exhibited plantation agriculture, indentured and slave labor, a tendency toward strong economic and social hierarchies, and a pattern of widely scattered, institutionally weak settlements.

CHAPTER SUMMARY

The defeat of the Spanish Armada and the exuberant spirit of Elizabethan nationalism finally drew England into the colonial race. After some early failures, the first permanent English colony was established at Jamestown, Virginia. Initially it faced harsh conditions and Indian hostility, but tobacco cultivation finally brought prosperity and population growth. Its charter also guaranteed colonists the same rights as Englishmen and developed an early form of representative self-government.

The early encounters of English settlers with the Powhatans in Virginia established many of the patterns that characterized later Indian-white relations in North America. Indian societies underwent their own

substantial changes as a result of warfare, disease, trade, and the mingling and migration of Indians from the Atlantic coast to inland areas.

Other colonies were established in Maryland and the Carolinas. South Carolina flourished by establishing close ties with the British sugar colonies in the West Indies. It also borrowed the West Indian pattern of harsh slave codes and large plantation agriculture. North Carolina developed somewhat differently, with fewer slaves and more white colonists who owned small farms. Latecomer Georgia served initially as a buffer against the Spanish and a haven for debtors.

Despite some differences, all the southern colonies depended on staple plantation agriculture for their survival and on the institutions of indentured servitude and enslaved Africans for their labor. With widely scattered rural settlements, they had relatively weak religious and social institutions and tended to develop hierarchical economic and social orders.

DEVELOPING THE CHAPTER: SUGGESTED LECTURE OR DISCUSSION TOPICS

- Examine the condition of England at the time of the nation's early colonization efforts. Focus especially on the rise of the Elizabethan monarchy and the spirit of the English renaissance (for example, Shakespeare or Sir Walter Raleigh) in London and other commercial centers, as well as the social upheaval in the countryside (enclosure). Show how these factors—as well as religious rivalry with Spain—lay behind the colonization effort.

REFERENCE: Carl Bridenbaugh, *Vexed and Troubled Englishmen, 1590–1642* (1968).

- Consider the traditional Indian cultures of the south Atlantic coastal regions, and examine the transformations they underwent in response to English colonization. Explain the particular changes that affected the Powhatans of Virginia in relation to the larger patterns of English-Indian encounters that shaped subsequent American history.

REFERENCE: Helen Rountree, *The Powhatans of Virginia: Their Traditional Culture* (1989).

- Examine the issue of race relations in the early southern colonies, showing how the early patterns established there set a course for subsequent American history. Focus particularly on the policies of driving out the Indians and of importing African slaves as a solution to the labor shortages in the New World.

REFERENCE: Timothy Silver, *A New Face on the Countryside: Indians, Colonists, and Slaves in South Atlantic Forests 1500–1800* (1990).

FOR FURTHER INTEREST: ADDITIONAL CLASS TOPICS

- Contrast the pattern of English colonization with that of Spain described in Chapter 1 (or perhaps, with that of France described in Chapter 6). Examine similarities and differences in motivation, population patterns, race relations, economic development, and the like.
- Compare the legends of early English colonization with the often harsh realities: for example, the tale of John Smith and Pocahontas with the actual patterns of relations between whites and Indians in Virginia. Consider why many early settlers tried to paint a rosier portrait of the colonies than their actual conditions warranted (to satisfy investors and lure new colonists).
- Contrast other English New World settlements, particularly in the West Indies, with those on the North American mainland. Note especially how in the West Indies, many white plantation owners became absentees who spent much of their time in England, whereas the North American colonies

developed as more complete, autonomous societies. (South Carolina can be used as an example of a partially West Indian pattern in North America.)

CHARACTER SKETCHES

John Smith (1580–1631)

The adventures that are popularly identified with Captain John Smith—having his life saved by Pocahontas and Smith’s own rescue of the infant Jamestown colony from ruin—were first recorded by Smith himself. Whether these events were invention or fact, one thing is certain: Smith lived an extraordinarily dramatic life.

According to Smith’s autobiography, he left England at an early age to become a soldier of fortune. His many escapades included being enslaved, murdering his master, and being seduced by the wife of the pasha of Turkey. The trouble with these and other of Smith’s tales is that their only source is Smith himself; in fact, historians have shown that some of his stories were made up. He was, however, a talented soldier and administrator, whose efforts in organizing the Jamestown colonists and in obtaining corn from the Indians clearly helped save the colony from starvation in the winter of 1608–1609.

Smith’s writings, including *The Generall Historie of Virginia, New-England, and the Summer Isles* (1624), are fascinating, even if they are more fiction than history. Actually, most historians today believe that the core of his narrative is true, but that Smith simply embellished and altered particular events to increase their dramatic effect.

Quote: “Pocahontas, the King’s most dear and well-beloved daughter, being but a childe of twelve or thirteen years of age, whose compassionate, pitiful heart, of my desperate estate, gave me much cause to respect her.... After some six weeks fattening amongst those savage courtiers, at the minute of my execution, she hazarded the beating out of her own brains to save mine; and not only that, but so prevailed with her father that I was safely conducted to Jamestown, where I found about eight and thirty miserable, poor and sick creatures.... Such was the weakness of this poor Commonwealth, as had the savages not fed us, we directly had starved.” (1624)

REFERENCE: Philip Barbour, *The Three Worlds of Captain John Smith* (1964).

Pocahontas (1595–1617)

Although the story of Pocahontas’s rescue of John Smith from death, at the hands of her father, the great chief Powhatan, may or may not be true (most likely not), it is certain that she played an important role in the Virginia colony’s early years as a kind of ambassador between the English and the Powhatan Indians—a role that Powhatan himself likely arranged. The children of powerful chiefs frequently played such intermediary roles in eastern Indian cultures. It is also known that she visited Jamestown often, sometimes to negotiate prisoner releases.

Her formal tribal name was Matoaka, meaning playful. (Pocahontas [“frolicsome”] was a pet name.) In 1613 she was kidnapped by Captain Samuel Argall and taken to live with a clergyman, though it may be that she collaborated in this arrangement as well. Shortly after, she was instructed in Christianity and baptized. She married John Rolfe, the promoter of tobacco, in 1614.

Rolfe took her to England in 1616, where she was badly affected by the climate and urban environment of London. She was presented to King James I at court, but as she boarded ship to return to Virginia, she became ill and died. Many later writers and poets—including Stephen Vincent Benét—have celebrated her brief but romantic life.

REFERENCE: Peter Lampe, *Pocahontas* (1995).

John Rolfe (1585–1622)

Rolfe was born in the county of Norfolk, England. Unhappy with his economic prospects, he sailed for Virginia in 1609 with his first wife but was shipwrecked in Bermuda, where his wife died. Rolfe pushed on to Virginia and arrived the following year. In 1612, he began experimenting with a sweeter variety of tobacco from the West Indies. (The native leaf smoked by the Powhatans of Virginia was too bitter for English tastes.) Despite the strong hostility to smoking felt by many English authorities, including King James I, the new tobacco caught on quickly and saved the colony's economy.

In 1614, Rolfe's status as the promoter of tobacco persuaded Pocahontas's father and Virginia governor Thomas Dale to grant Rolfe permission to marry the Indian princess. Before her death in England, Pocahontas gave birth to a son, Thomas, who was raised by an uncle in England.

Rolfe returned to Virginia, married again, and served on the colony's Council of State. He was killed by Indians in the Second Anglo-Powhatan War (1622). In 1640, his son, Thomas, returned to Virginia, where his many descendants continued to live.

Quote: "Likewise, add hereunto her great appearance of love to me, her desire to be taught and instructed in the knowledge of God, her capableness of understanding, and her aptness and willingness to receive any good impression, besides her own incitements stirring me up." (Letter to Governor Thomas Dale, 1614, explaining reasons for wanting to marry Pocahontas)

REFERENCE: Philip Barbour, *Pocahontas and Her World* (1970).

QUESTIONS FOR CLASS DISCUSSION

1. What did England and the English settlers really want from colonization? Did they want national glory, wealth, adventure, a solution to social tensions, and/or new sources of goods and trade? Did they get what they wanted?
2. How did Spanish success in the New World influence the English colonial efforts? How did England's earlier experience in Ireland influence its colonial efforts in the New World? How did different events in England (and Europe) affect England's southern colonies in the New World?
3. Were the English colonizers crueler or more tolerant than the Spanish *conquistadores*? Why did the Spanish tend to settle and intermarry with the Indian population, whereas the English killed the Indians, drove them out, or confined them to separate territories? How did this pattern of interaction affect both white and Indian societies?
4. Was the development of enslaved Africans in the North American colonies inevitable? (Consider that it never developed in some other colonial areas, for example, Mexico and New France.) How would the North American colonies have been different without slavery? What role did the Spanish *encomienda* system and British sugar colonies play in introducing slavery to the southern colonies?
5. How did the reliance on plantation agriculture affect the southern colonies? Were their societies relatively loose because they were primarily rural or because they tended to rely on forced labor systems?

MAKERS OF AMERICA: THE IROQUOIS

Questions for Class Discussion

1. It is sometimes suggested that the Iroquois Confederacy may have provided a model for the union of states into the United States of America. What similarities and differences are there between the two confederations?
2. What role did the Iroquois play in the politics and warfare of British North America? Was the decision of most Iroquois to side with the British in the Revolutionary War the most decisive moment in their history? Why or why not?

Suggested Student Exercises

- Use a map of upstate New York to locate the traditional Iroquois lands as well as present-day areas of settlement. Examine materials on the efforts of today's Iroquois to recover lands and obtain governmental recognition in both New York state and Canada.
- Look at the conflict between Britain and the American colonies from an Iroquois perspective. Ask students to consider how subsequent history might have been different had the British defeated the Americans in the Revolution.