

# A.P. US History 2024-2025: Summer Assignment

## The Course

The AP United States History course is described very well here, so take some time this summer to take a look at the link below:

<https://apstudent.collegeboard.org/apcourse/ap-united-states-history>

## Course Description

AP US History is a college-level course that aims to survey a period roughly from 1491 to the present. It is one of the challenging courses offered at St. John's. Success requires a self-discipline in the face of a high volume of reading and writing. This course is a serious time commitment and it is your responsibility to manage your own schedule to make certain you complete assigned work on time.

## Goals

- Demonstrate comprehensive knowledge of American history from 1500-Present.
- Critically analyze and interpret primary and secondary sources for relevance, reliability, and significance in the evaluation of historical questions.
- Understand the importance of historiography and the influence of various schools of thought on the study of US History.
- Write clear, persuasive, and detailed essays.
- **Prepare for and successfully complete the AP Exam offered by the College Board**

## Expectations

- APUSH students can expect **homework every day, weekend and extended vacation**.
- You will have at least one project and large assessment every quarter, and during the second semester, write bi-weekly essays that include analysis of primary and secondary sources.
- All tests and quizzes will be **comprehensive** (includes all previous material). Students must continually add to their base of knowledge and reinforce prior learning in order to succeed on the College Board Exam. *E.g. Tests from Unit 8 may require knowledge from Unit 6.*
- The key to success in AP US combines detailed memorization with the ability to wield historical thinking skills to assess information and construct well-reasoned, fact-based historical essays. Successful students review for months prior to the AP Exam.
- Completion of the Summer Project is **mandatory!**

## Questions? E-mail us!

Mr. Ballenger: [tballenger@stjohnschs.org](mailto:tballenger@stjohnschs.org) Dr. Richier [lrichier@stjohnschs.org](mailto:lrichier@stjohnschs.org)

## APUSH SUMMER PROJECT

1. Purchase the textbook: AMSCO Advanced Placement edition United States History – Fourth Edition – Physical copy required (you can get the online one as a bonus if you like)
  - <https://www.perfectionlearning.com/advanced-placement-united-states-history-4th-edition-t1688-g.html>
2. Read and Outline Unit 1– Period 1: 1491-1607 in the A.P. AMSCO United States History Textbook. ([Here is a helpful example of an outline](#)).
3. Complete the SUMMER ESSAY following the directions.
  - a. This video could be helpful - [https://www.youtube.com/playlist?list=PLfzs\\_X6OQBOWSpg-KzIbVSYhtlsF9-WJL](https://www.youtube.com/playlist?list=PLfzs_X6OQBOWSpg-KzIbVSYhtlsF9-WJL)
4. Define the vocabulary terms from Historical Period Unit 1 (1491-1607), listed below. Provide both the definition and the historical significance of each term. You should also connect each term to an element of SPICE-T. S(Social) P (Political) I (Interaction with the Environment) C (Culture) E (Economic) T (Technology/Innovations)

### SUMMER VOCABULARY

Land Bridge	Mayas	Algonquian
Hohokam, Anasazi and Pueblos	Aztecs	Siouan
Adena-Hopewell	Incas	Longhouses
Woodland Mound Builders	Corn (Maize)	Iroquois Confederation
Gunpowder	Henry the Navigator	Small pox
Sailing Compass	Treaty of Tordesillas	Joint Stock Company
Printing Press	Roanoke Island	Capitalism
Christopher Columbus	Protestant Reformation	Encomienda
Slavery	Nation-states	Asiento
Conquistadores	Slave Trade	Bartolome de las Casas
Hernan Cortes	Middle Passage	Valladolid Debate
Francisco Pizarro	New Laws 1542	Juan Dines de Sepulveda

## APUSH - SUMMER ESSAY (DBQ)

In your response you should complete the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning. Your thesis should be argumentative, and not presented as a statement of fact.
- In three-to-four sentences describe the broader historical context relevant to the prompt in your introductory paragraph. Use at least two specific pieces of evidence to set the stage.
- Support an argument in response to the prompt using at least six documents. Describe and analyze the documents. Make the connection on how each document proves your thesis. **DO NOT QUOTE THE DOCUMENTS.**
- Use at least one additional piece of specific historical evidence that is not found in the documents, relevant to an argument about the prompt...Look at the vocabulary terms! Identify, define and make the connection on how the outside evidence advances your thesis.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that successfully addresses the prompt.

**Prompt: Evaluate the extent the Columbian Exchange marked a turning point in the Americas.**

### DOCUMENT 1

**Source:** Christopher Columbus, describing his first encounter with the native Arawak men and women.

“They...brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks’ bells. They willingly traded everything they owned...They were well built, with good bodies and handsome features...They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane...They would make fine servants...With fifty men we could subjugate them all and make them do whatever we want.”

### DOCUMENT 2

**Source:** Bartolome de las Casas, a young priest who participated in the conquest of Cuba and transcribed Columbus’ journal

...(the Spaniards) grew more conceited every day and after a while refused to walk any distance...(They) rode the backs of Indians in a hurry or were carried on hammocks by Indians running in relays...(They) thought nothing of knifing Indians by tens and twenties and of cutting slices off them to test the sharpness of their blades...

...They (Indians) suffered and died in the mines and other labors in desperate silence, knowing not a soul in the world to whom they could turn for help...

...(In 1508) there were 60,000 people living on this island (Hispaniola), including the Indians; so that from 1494 to 1508, over three million people had perished from war, slavery, and the mines. Who in future generations will believe this? I myself writing it as a knowledgeable eyewitness can hardly believe it...”

### DOCUMENT 3

**Source:** Howard Zinn, *A People's History of the United States; 1492- Present*. Harper Collins Publisher, 2010. Pg. 7.

Thus began the history, five hundred years ago, of the Europe- an invasion of the Indian settlements in the Americas. That beginning, when you read Las Casas-even if his figures are exaggerations (were there 3 million Indians to begin with, as he says, or less than a million, as some historians have calculated, or 8 million as others now believe?) is conquest, slavery, death. When we read the history books given to children in the United States, it all starts with heroic adventure-there is no bloodshed-and Columbus Day is a celebration.

### DOCUMENT 4

**Source:** Bartolome de las Casas, a young priest who participated in the conquest of Cuba and transcribed Columbus' journal

Thus husbands and wives were together only once every eight or ten months and when they met they were so exhausted and depressed on both sides . . . they ceased to procreate. As for the newly born, they died early because their mothers, overworked and famished, had no milk to nurse them, and for this reason, while I was in Cuba, 7000 children died in three months. Some mothers even drowned their babies from sheer desperation.... In this way, husbands died in the mines, wives died at work, and children died from lack of milk . . . and in a short time this land which was so great, so powerful and fertile ... was depopulated.... My eyes have seen these acts so foreign to human nature, and now I tremble as I write...."

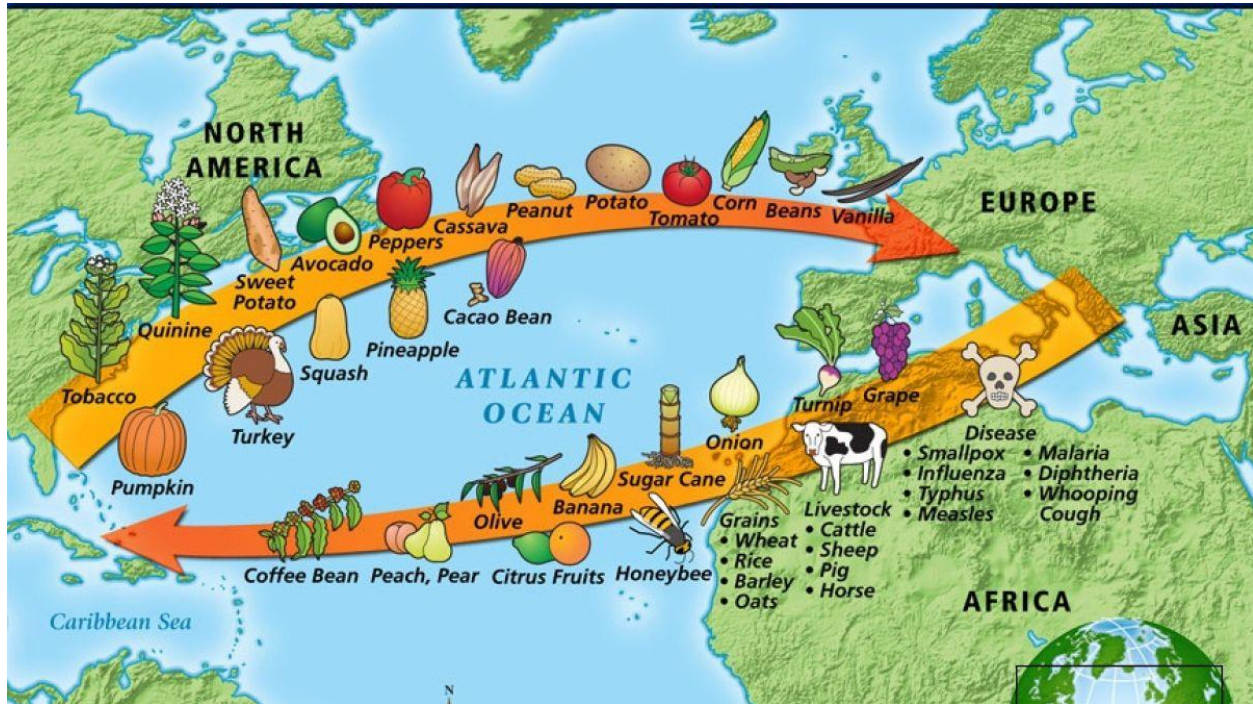
### DOCUMENT 5

**Source:** "The Great Disease Migration" Geoffrey Cowley, in Newsweek Fall 1991

The disaster began almost as soon as Columbus arrived, fueled mainly by smallpox and measles. Smallpox--the disease that so ravaged Tenochtitlan on the eve of Cortes's final siege-- was a particularly efficient killer. Alfred Crosby, author of "The Columbian Exchange," likens its effect on American history to "that of the Black Death on the history of the Old World." Smallpox made its American debut in 1519, when it struck the Caribbean island of Santo Domingo, killing up to half of the indigenous population. From there outbreaks spread across the Antilles islands, onto the Mexican mainland, through the Isthmus of Panama and into South America. The Spaniards were moving in the same direction, but their diseases often outpaced them. "Such is the communicability of smallpox and the other eruptive fevers," Crosby notes, "that any Indian who received news of the Spaniards could also have easily received the infection."

## DOCUMENT 6

**Source:** World History Textbook, Map that illustrates the commodities traded during the Columbian Exchange. McDougal Little, 2007. Pg. 572.



## DOCUMENT 7

**Source:** “Columbian Exchange” March 31, 2006 Lauren Rees.

Exchanging crops proved to be a far more intricate, involved process than ever could have been imagined at the time. Remarkably, the people of the Americas realized that crops with higher caloric value could not only feed more people, but also allowed people to work harder because they were more energized. This led to an adoption of American crops by European peasantries that changed entire cuisines in various cultures and spread rapidly through the Americas, Europe and finally, Africa. An important crop in Europe was potatoes, as they could be left in the ground until they were ready to be eaten and allowed many Europeans to evade taxes, as tax collectors did not go so far as to dig up not yet harvested crops. Similarly, potatoes were also a helpful crop and food source because when armies invaded and rounded up food for themselves, they were similarly unable to steal the potatoes; thereby, leaving food for the European people.

Animals were also a key part of the Columbian Exchange. Horses, pigs, sheep, and cattle were all European animals that flourished rapidly in the Americas because they were able to reproduce without being hindered by predators. Pigs were also a key animal used during ocean travels because they could be dumped on the way to a country or place and then picked up and eaten on the way back. The horse, too, was also a very useful animal as it helped with battle; it allowed for faster travel, it allowed for the surprising of opponents, and allowed people to fight from a higher level.