






Welcome to AP United States History, a.k.a. APUSH!!

It is my honor, privilege and pleasure to begin a journey with you that is as rewarding as it is demanding. Over the course of the next year, we will become partners in accomplishing many things, the most important being you passing the national AP U.S. History exam taken in early May 2023. Among the many things that make you special will be accepting the challenge of taking a college-level class while still in high school. As a result, you have my respect and admiration, as well as my commitment to help you master the standards of our class. The summer assignment is given as a preview into the various different activities we will use throughout the course as well as introduction into the content knowledge that you must master.

The AP Student Knows...

- If you are focused on mastery of the historical knowledge and the historical thinking skills, the grades will follow.
- APUSH is NOT an honors course. Habits that work for many in “typical” honors courses will help you little in APUSH.
- A commitment is not something you say; it is something that is revealed in your actions. That commitment begins with this summer assignment.
- Plagiarism (copying the work of another) is unacceptable and will result in referral to administration. This takes effect immediately with this assignment.

Summer Assignment(s)

1. Watch the attached youtube clips from Heimler’s History and complete a **hand-written** Cornell Notes page for each video. We will use the “Heimler’s History” channel throughout the year as a way to master content knowledge.
 - i.  Native American Societies BEFORE 1492 [APUSH Unit 1 Topic 2] 1.2
 - ii.  European Exploration in the AMERICAS [APUSH Unit 1 Topic 3] 1.3
 - iii.  The COLUMBIAN EXCHANGE, Spanish Exploration, and Conquest [APUSH Unit 1 Topic 4] 1.4
 - iv.  Labor, Slavery, and Caste in Spanish America [APUSH Unit 1 Topic 5] 1.5
 - v.  Cultural Interactions Between Europeans, Native Americans, and Africans [APUSH Review Unit 1.6]
2. Analyze the three Period 1 documents that are included.
 - a. Fill in the “HIPP” charts that are underneath the source.
 - b. Being able to “HIPP” documents will be critical in your ultimate success on the AP Exam in May, 2023.
3. Complete the following AP Style SAQ (Short Answer Question): (Must be **hand-written**.)
 - a. **Question:** Answer a, b, and c.
 - 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 change brought by contact with Europeans in the same period.

Communication

A google classroom page will be set up at some point during late June or early July for us to communicate. If you have any questions prior to that please reach out via email (ksmith@barnegatschools.com).

I am looking forward to a challenging, yet very rewarding school year. Remember, we are invested in this APUSH journey together!!

Mr. K. Smith

AP United States History	Name _____
Podcast Title _____	Unit/Curriculum Standard _____
<p data-bbox="115 304 186 336">Cues</p> <p data-bbox="115 367 511 535">1. Jot down one to two words that are the main idea/vocab/etc of a passage. Leave space between each one.</p> <p data-bbox="115 567 511 976">2. Questions: As soon after the reading as possible, formulate questions based on the notes in the right-hand column. Write one under each cue word. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.</p>	<p data-bbox="544 304 787 336">Notetaking Column</p> <p data-bbox="544 367 1469 472">1. Record: While reading use the notetaking column to record the supporting facts, ideas, dates, etc using telegraphic sentences.</p> <p data-bbox="544 535 1453 672">3. Recite: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.</p> <p data-bbox="544 766 1437 913">4. Reflect: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"</p> <p data-bbox="544 1039 1437 1144">5. Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.</p>
<p data-bbox="115 1795 251 1837">Summary</p>	<p data-bbox="544 1795 1437 1869">Use this space to write a two or three sentence summary of what you just read.</p>

Overview: The ability to analyze primary sources is one of the most important skills in APUSH. Not only are primary sources used as the basis for multiple choice and short answer questions, but they are the backbone of the Document-Based essay question, which makes up 25% of the score on the APUSH exam you will take in May. If you've taken AP World History you are very familiar with these skills.

☞ Our Template or Blueprint: The template or blueprint we used helps you target the four basic skills of analyzing primary sources. These are:

€ Historical Context – Context simply refers to the many larger developments happening at the time the source was written. For example, consider the context of the terrorist attack on the United States on September 11, 2001: Republican George W. Bush had been in office less than a year; it happened as the U.S. economy was recovering from a “dot com” crash; there was already a global manhunt underway for Osama Bin Laden, mastermind of several attacks before 9/11; cell phones were still not widely used and Facebook and Twitter did not exist.

So the first step of any primary source analysis template, you will list, describe and/or explain as many developments about the larger historical context related to the source. Got it?

€ Intended Audience – As you read the source, consider WHO the source might have been written for; who might have been the intended reader(s). Also consider the type of source. For example, a diary entry might be more reliable because a writer might be more truthful if it were not going to be shared with a larger audience.

€ Purpose – Take time to explain the overall purpose of the author's source. What were they hoping to accomplish? What is the author's intent? What outcomes does the author hope to achieve? For example, most slave narratives were written in hopes of getting more people involved in the movement to stop slavery.

€ Point of View – Point of view can also be described as the author's perspective. The author's point of view has taken time to develop. Consider the following to help determine point of view: the author's social class, ethnicity, ideology, occupation, gender, even childhood. For example: President Andrew Jackson's actions in defense of the “common man” was strongly influenced by his Scots-Irish background and experiences growing up in the backcountry.

Document 1: Bartolome de las Casas, "A Short Account of the Destruction of the Indies," 1542

"It was upon these gentle lambs, imbued by the Creator with all the qualities we have mentioned, that from the very first day they clapped eyes on them the Spanish fell like ravening wolves upon the fold, or like tigers and savage lions who have not eaten meat for days. The pattern established at the outset has remained unchanged to this day, and the Spaniards still do nothing save tear the natives to shreds, murder them and inflict upon them untold misery, suffering and distress, tormenting, harrying and persecuting them mercilessly. We shall in due course describe some of the many ingenious methods of torture they have invented and refined for this purpose, but one can get some idea of the effectiveness of their methods from the figures alone. When the Spanish first journeyed there, the indigenous population of the island of Hispaniola stood at some three million; today only two hundred survive. The island of Cuba, which extends for a distance almost as great as that separating Valladolid from Rome, is now to all intents and purposes uninhabited;" and two other large, beautiful and fertile islands, Puerto Rico and Jamaica, have been similarly devastated. Not a living soul remains today on any of the islands of the Bahamas... The native population, which once numbered some five hundred thousand, was wiped out by forcible expatriation to the island of Hispaniola, a policy adopted by the Spaniards in an endeavour to make up losses among the indigenous population of that island... On the mainland, we know for sure that our fellow-countrymen have, through their cruelty and wickedness, depopulated and laid waste an area which once boasted more than ten kingdoms, each of them larger in area than the whole of the Iberian Peninsula. The whole region, once teeming with human beings, is now deserted over a distance of more than two thousand leagues: a distance, that is, greater than the journey from Seville to Jerusalem and back again."

Historical Context:	Audience:	Purpose:	Author's Point of View:

Document 2: King Charles V of Spain and the Holy Roman Emperor, "New Laws of the Indies for the Good Treatment and Preservation of the Indians," 1542

"...We command that with regard to the lading of the said Indians the Audiencias take especial care that they be not laden, or in case that in some parts this cannot be avoided that it be in such a manner that no risk of life, health and preservation of the said Indians may ensue from an immoderate burthen; and that against their own will and without their being paid, in no case be it permitted that they be laden, punishing very severely him who shall act contrary to this. In this there is to be no remission out of respect to any person.

We command that from all those persons who hold Indians without proper title, having entered into possession of them by their own authority, such Indians be taken away and be placed under our Royal Crown.... And because we are informed that other persons, although possessing a sufficient title, have had an excessive number of Indians allotted to them, We order that the Audiencias, each in its jurisdiction diligently inform themselves of this, and with all speed, and reduce the allotments made to the said persons to a fair and moderate quantity, and then place the rest under our Royal Crown... So also, The said Audiencias are to inform themselves how the Indians have been treated by the persons who have held them in encomienda, and if it be clear that in justice they ought to be deprived of the said Indians for their excesses and the ill-usage to which they have subjected them, We ordain that they take away and place such Indians under our Royal Crown."

Historical Context:	Audience:	Purpose:	Author's Point of View:

Document 3: Juan Gines de Sepulveda, "The Nature of Natives," 1550

"Now compare these [Spanish] traits of prudence, intelligence, magnanimity, moderation, humanity, and religion with the qualities of these little men (hombrecillos) in whom you will scarcely find even vestiges of humanity; who not only are devoid of learning but do not even have a written language; who preserve no monuments of their history, aside from some vague and obscure reminiscence of past events, represented by means of certain paintings; and who have no written laws but only barbaric customs and institutions. And if we are to speak of virtues, what moderation or mildness can you expect of men who are given to all kinds of intemperance and wicked lusts, and who eat human flesh?"

And do not believe that before the coming of the Christians they lived in that peaceful reign of Saturn that the poets describe; on the contrary, they waged continuous and ferocious war against each other, with such fury that they considered a victory hardly worth while if they did not glut their monstrous hunger with the flesh of their enemies...

Could one give more convincing proof of the superiority of some men to others in intelligence, spirit, and valor, and of the fact that such people are slaves by nature? For although some of them display a certain talent for craftsmanship this is not proof of human intelligence, for we know that animals, birds, and spiders do certain work that no human industry can completely imitate...

<p>Historical Context:</p>	<p>Audience:</p>	<p>Purpose:</p>	<p>Author's Point of View:</p>
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