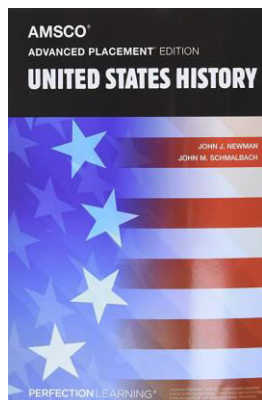


# AP US HISTORY 2023-2024

## SUMMER ASSIGNMENT - DUE 1<sup>st</sup> CLASS

*This page serves as a checklist of items that need to be accomplished before the start of the 2023-2024 school year.*

**1. REQUIRED PURCHASE: AMSCO Review Book for APUSH (\$22 or negotiate with a senior):**



Newman, John J. and Schmalbach, John M., *United States History: Preparing for the Advanced Placement Examination*, 4<sup>th</sup> Edition, Amsco School Publication.

Be sure to only purchase the 4<sup>th</sup> Edition of this book. (This edition has been significantly revised to support the redesigned APUSH curriculum. It has a Betsy Ross-like flag for a front cover.) Do not spend over \$30 for this version of the book.

You can order the Student Edition Soft cover (4<sup>TH</sup> Edition) for \$21.95 at [Perfection Learning\\*\\*](#)

2. Read the tips for taking notes and outlining on the page 2 of this document. Consider that there are multiple ways for taking notes in APUSH and this summer assignment will introduce *three* methods that have been successful for students in the past.
3. Complete the attached Reading Assignment, *The Columbian Exchange* (*Note taking strategy #1*). On pages 3-6 of this packet, be sure to follow the instructions for taking margin notes and complete the activity on the back. We will use this in class the first day and it will be collected. This will teach you content and essential skills.
4. Outline/Take Notes on Units 1 & 2, using the graphic organizers or taking traditional notes (*Note taking strategy #2 or #3*). You do not have to wait for your textbook to arrive; here is a link to an [AMSCO Virtual Textbook](#) for units 1 & 2. I would highly recommend using the graphic organizers on pages 7-34 of this packet, or you can outline your notes. Either way, they are to be handwritten and should be your own work. Your notes will be graded and a test/quiz will be given the first week of school on the material. I don't lecture on what you should already know from your reading assignment, I spend class time discussing and clarifying concepts, working together on skills, and applying what you've learned from the reading assignments. I recommend that you have a binder with loose-leaf paper to take notes and to keep handouts organized. (\*See below for printed copies of this.)
5. Text the message @westapush7 to number 81010 to sign up for Remind.  
Once signed up on remind, we will be sending updates throughout the summer. (Optional: There is an app available for download for your phone if you are interested.)



***There will be a TEST on the summer assignments the second time we meet as a class. Be sure to start the new school year prepared!!***

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*\*If you want a printed out copy of the summer assignment, stop by the main office this summer and I will have available copies in my mailbox.*

*\*\*If you have a need for a donated copy of the textbook, please stop by West Forsyth this summer to pick up a copy. I will leave my copies with the main office staff.*

# NOTE TAKING STRATEGIES INCLUDED IN SUMMER ASSIGNMENT:

**\*\*We will be using various strategies throughout the school year.  
I would like you to practice 2 of the following methods this summer.\*\***

**STRATEGY #1:** "Cornell-Note Taking Method" - Will be used in the Reading Assignment, *The Columbian Exchange*. You are probably familiar with this method.

**STRATEGY #2:** "Graphic Organizers" - Will be used for taking notes on Units 1 and 2. Take notes using the reading guides to guide your note taking. Complete all parts of the graphic organizers.

**STRATEGY #3:** "Traditional Outlining" - Can be used instead of using the graphic organizers and can be custom-tailored to your learning style. Some general guidelines for this style is listed below.

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## GENERAL GUIDELINES FOR TAKING NOTES AND OUTLINING FOR APUSH

Your APUSH note-taking and outlines should focus on main ideas, the specific evidence that supports them, and the significance of key terms, people, places or events. Your outlines will serve as both a study guide for these key terms as well as a data source to help you think critically, discuss, and formulate arguments about history.

The hardest part of outlining from the textbook is knowing how much to write and how to tell important stuff from minor details. Let the reading guides and the book itself help you. **Before you begin outlining, read the introduction and focus questions at the beginning of each chapter, and the conclusion section at the end of the chapter (spoilers are good!). Look over the concepts, terms and questions on the unit overviews that your teacher will provide. Now you know what to focus on.**

**To make sure your outlines will be useful to you in May 2024 as well as in the next day's class, do the following:**

- Be neat (or at least neat-ish). Illegible notes are useless.
- Follow the headings and subsections in the book. Use the reading guides and key terms.
- Use indenting, highlighting, underlining, or different colors to make sections clear.
- Draw diagrams and pictures. Use arrows and webs. Turn section headings into questions. Whatever works for you. Sometimes we will provide charts that you can glue in your notes.
- Make sure your notes include the key terms and answer the questions on the reading guides.
- **The more you process the info while you outline, the better prepared you will be to USE the info in your essays and class discussions.** (See the handwritten notes that follow, they keep relating back to a central theme of the fear of centralization.)

**\*\*Our textbook is not the only source of content for this class. We will have access to our Canvas pages next year, and there are many excellent video lectures and PowerPoints available online. Explore them and figure out what works best for you to master the required content. Regardless of what combination of materials you use to learn the content, what you put in is what you get out.\*\***

# The Columbian Exchange *by Alfred W. Crosby*

*Detail from a 1682 map of North America, Novi Belgii Novaeque Angliae, by Nicholas Visscher. (Gilder Lehrman Collection)*



Millions of years ago, continental drift carried the Old World and New Worlds apart, splitting North and South America from Eurasia and Africa. That separation lasted so long that it fostered divergent evolution; for instance, the development of rattlesnakes on one side of the Atlantic and vipers on the other. After 1492, human voyagers in part reversed this tendency. Their artificial re-establishment of connections through the commingling of Old and New World plants, animals, and bacteria, commonly known as the Columbian Exchange, is one of the more spectacular and significant ecological events of the past millennium.

When Europeans first touched the shores of the Americas, Old World crops such as wheat, barley, rice, and turnips had not traveled west across the Atlantic, and New World crops such as maize, white potatoes, sweet potatoes, and manioc had not traveled east to Europe. In the Americas, there were no horses, cattle, sheep, or goats, all animals of Old World origin. Except for the llama, alpaca, dog, a few fowl, and guinea pig, the New World had no equivalents to the domesticated animals associated with the Old World, nor did it have the pathogens associated with the Old World's dense populations of humans and such associated creatures as chickens, cattle, black rats, and *Aedes aegypti* mosquitoes. Among these germs were those that carried smallpox, measles, chickenpox, influenza, malaria, and yellow fever.

The Columbian exchange of crops affected both the Old World and the New. Amerindian crops that have crossed oceans—for example, maize to China and the white potato to Ireland—have been stimulants to population growth in the Old World. The latter's crops and livestock have had much the same effect in the Americas—for example, wheat in Kansas and the Pampa, and beef cattle in Texas and Brazil. The full story of the exchange is many volumes long, so for the sake of brevity and clarity let us focus on a specific region, the eastern third of the United States of America.

As might be expected, the Europeans who settled on the east coast of the United States cultivated crops like wheat and apples, which they had brought with them. European weeds, which the colonists did not cultivate and, in fact, preferred to uproot, also fared well in the New World. John Josselyn, an Englishman and amateur naturalist who visited New England twice in the seventeenth century, left us a list, "Of Such Plants as Have Sprung Up since the English Planted and Kept Cattle in New

*Old World (OW)=*

*New World (NW)=*

*Define Colombian Exchange in your own words:*

## Crops

*from OW:*

*from NW:*

## Critters

*from OW:*

*from NW:*

## Germs

*from OW:*

*What is the thesis of this paragraph? (§) hint: it's more than the first sentence...*

*Examples to support the thesis?*

*What is the take-away point of this ¶? If you were outlining, what one idea would you note? You will need to put it in your own words to be useful.*

England,” which included couch grass, dandelion, shepherd’s purse, groundsel, sow thistle, and chickweeds. One of these, a plantain (*Plantago major*), was named “Englishman’s Foot” by the Amerindians of New England and Virginia who believed that it would grow only where the English “have trodden, and was never known before the English came into this country.” Thus, as they intentionally sowed Old World crop seeds, the European settlers were unintentionally contaminating American fields with weed seed. More importantly, they were stripping and burning forests, exposing the native minor flora to direct sunlight and to the hooves and teeth of Old World livestock. The native flora could not tolerate the stress. The imported weeds could, because they had lived with large numbers of grazing animals for thousands of years.

Cattle and horses were brought ashore in the early 1600s and found hospitable climate and terrain in North America. Horses arrived in Virginia as early as 1620 and in Massachusetts in 1629. Many wandered free with little more evidence of their connection to humanity than collars with a hook at the bottom to catch on fences as they tried to leap over them to get at crops. Fences were not for keeping livestock in, but for keeping livestock out.

Native American resistance to the Europeans was ineffective. Indigenous peoples suffered from white brutality, alcoholism, the killing and driving off of game, and the expropriation of farmland, but all these together are insufficient to explain the degree of their defeat. The crucial factor was not people, plants, or animals, but germs. The history of the United States begins with Virginia and Massachusetts, and their histories begin with epidemics of unidentified diseases. At the time of the abortive Virginia colony at Roanoke in the 1580s the nearby Amerindians “began to die quickly. The disease was so strange that they neither knew what it was, nor how to cure it.”[1] When the Pilgrims settled at Plymouth, Massachusetts, in 1620, they did so in a village and on a coast nearly cleared of Amerindians by a recent epidemic. Thousands had “died in a great plague not long since; and pity it was and is to see so many goodly fields, and so well seated, without man to dress and manure the same.”[2]

Smallpox was the worst and the most spectacular of the infectious diseases mowing down the Native Americans. The first recorded pandemic of that disease in British North America detonated among the Algonquin of Massachusetts in the early 1630s: William Bradford of Plymouth Plantation wrote that the victims “fell down so generally of this disease as they were in the end not able to help one another, no not to make a fire nor fetch a little water to drink, nor any to bury the dead.”[3]

The missionaries and the traders who ventured into the American interior told the same appalling story about smallpox and the indigenes. In 1738 alone the epidemic destroyed half the

*Does this ¶ have a new thesis, or is it evidence supporting an earlier argument?*

*Capture the main argument and evidence of this ¶ in outline format:*

- *Main idea*
  - *Evidence*
  - *Evidence*
    - 
    -

*Now write a one-sentence summary of this paragraph that presents the main idea and previews key supporting evidence:*

*What info would you note from this ¶? Specific names and #'s or an overall idea?(that's a hint)*

Cherokee; in 1759 nearly half the Catawbans; in the first years of the next century two-thirds of the Omahas and perhaps half the entire population between the Missouri River and New Mexico; in 1837–1838 nearly every last one of the Mandans and perhaps half the people of the high plains.

European explorers encountered distinctively American illnesses such as Chagas Disease, but these did not have much effect on Old World populations. Venereal syphilis has also been called American, but that accusation is far from proven. Even if we add all the Old World deaths blamed on American diseases together, including those ascribed to syphilis, the total is insignificant compared to Native American losses to smallpox alone.

The export of America's native animals has not revolutionized Old World agriculture or ecosystems as the introduction of European animals to the New World did. America's grey squirrels and muskrats and a few others have established themselves east of the Atlantic and west of the Pacific, but that has not made much of a difference. Some of America's domesticated animals are raised in the Old World, but turkeys have not displaced chickens and geese, and guinea pigs have proved useful in laboratories, but have not usurped rabbits in the butcher shops.

The New World's great contribution to the Old is in crop plants. Maize [corn], white potatoes, sweet potatoes, various squashes, chiles, and manioc have become essentials in the diets of hundreds of millions of Europeans, Africans, and Asians. Their influence on Old World peoples, like that of wheat and rice on New World peoples, goes far to explain the global population explosion of the past three centuries. The Columbian Exchange has been an indispensable factor in that demographic explosion.

All this had nothing to do with superiority or inferiority of biosystems in any absolute sense. It has to do with environmental contrasts. Amerindians were accustomed to living in one particular kind of environment, Europeans and Africans in another. When the Old World peoples came to America, they brought with them all their plants, animals, and germs, creating a kind of environment to which they were already adapted, and so they increased in number. Amerindians had not adapted to European germs, and so initially their numbers plunged. That decline has reversed in our time as Amerindian populations have adapted to the Old World's environmental influence, but the demographic triumph of the invaders, which was the most spectacular feature of the Old World's invasion of the New, still stands.

*This ¶ presents a counter-argument, but then argues why it is not so persuasive. In your essays, you need a topic sentence for a paragraph like this. Write one here:*

*Main idea of this ¶ in a few words:*

*Is the first or last sentence the thesis in this ¶?  
Outline the key idea and evidence:*

*Does this ¶ present new info or does it summarize the thesis of the whole article?*

***Complete the activity on the next page.***

DO THIS:

1. Making pictures, or charts, is a great way to take notes or summarize key points from your notes. Draw a picture or diagram and annotate with key facts from the article. (What was exchanged between Old and New and what were the impacts?)
2. Imagine this article was your answer to the essay prompt: *“Analyze the relative impact of the Columbian Exchange on the Old and New Worlds.”* (You can thank Dr. Crosby for writing the essay for you.)

Write a one sentence thesis statement for this essay that presents the main argument (thesis) and previews the key sub-arguments that back up the thesis. If you can do this, you can do APUSH.

References: [1] David B. Quinn, ed. *The Roanoke Voyages, 1584–1590: Documents to Illustrate the English Voyages to North America* (London: Hakluyt Society, 1955), 378. [2] Edward Winslow, Nathaniel Morton, William Bradford, and Thomas Prince, *New England's Memorial* (Cambridge: Allan and Farnham, 1855), 362. [3] William Bradford, *Of Plymouth Plantation, 1620–1647*, ed. Samuel E. Morison (New York: Knopf, 1952), 271. **Alfred W. Crosby** is professor emeritus of history, geography, and American studies at the University of Texas at Austin. In addition to his seminal work on this topic, *The Columbian Exchange: Biological and Cultural Consequences of 1492* (1972), he has also written *America's Forgotten Pandemic: The Influenza of 1918* (1989) and *Ecological Imperialism: The Biological Expansion of Europe, 900–1900* (1986).

## TOPIC 1.1 CONTEXTUALIZING PERIOD 1

### LEARNING OBJECTIVE

Explain the context for European encounters in the Americas from 1491 to 1607.

### CULTURAL DIVERSITY

### MOTIVES FOR EXPLORATION

### TRANSATLANTIC EXCHANGES

### ADDITION OF ENSLAVED AFRICANS

### EUROPEAN COLONIES

## TOPIC 1.2: NATIVE AMERICAN SOCIETIES BEFORE EUROPEAN CONTACT

### LEARNING OBJECTIVE

Explain how various native populations interacted with the natural environment in North America in the period before European contact.

### LAND BRIDGE

### CULTURES OF CENTRAL & SOUTH AMERICA

MAYA,  
AZTEC &  
INCA

MAIZE

### CULTURES OF NORTH AMERICA

#### GENERAL PATTERNS

#### LANGUAGE DIFFERENCES



## REGIONAL IDENTITIES OF NORTH AMERICAN NATIVES

NORTHWEST

SOUTHWEST

GREAT  
BASIN &  
GREAT  
PLAINS

MISSISSIPPI  
RIVER  
VALLEY

NORTHEAST

ATLANTIC  
SEABOARD

**LIST 3 WAYS NATIVE AMERICANS CULTURE & LIFESTYLE WERE AFFECTED BY THE NATURAL ENVIRONMENT**

TOPIC 1.3: EUROPEAN EXPLORATION IN THE AMERICAS

LEARNING OBJECTIVE

Explain the causes of exploration and conquest of the New World by various European nations.

THE EUROPEAN CONTEXT FOR EXPLORATION

CHANGES IN THOUGHT & TECHNOLOGY	RELIGIOUS CONFLICT

EXPANDING TRADE

ECONOMIC MOTIVES	
NEW ROUTES	
SLAVE TRADING	

**DEVELOPING  
NATION-  
STATES**

**DIVIDING THE AMERICAS**

**TREATY OF TORDESILLAS**

**ENGLISH CLAIMS**

**FRENCH CLAIMS**

## TOPIC 1.4: COLUMBIAN EXCHANGE, SPANISH EXPLORATION & CONQUEST

### LEARNING OBJECTIVE

Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

### CHRISTOPHER COLUMBUS

#### 1492 VOYAGE: GOALS & OUTCOME

#### THE COLUMBIAN EXCHANGE

#### THE RISE OF CAPITALISM

#### JOINT STOCK COMPANIES

## TOPIC 1.5: LABOR, SLAVERY & CASTE IN THE SPANISH COLONIAL SYSTEM

### LEARNING OBJECTIVE

Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

### SPANISH EXPLORATION & CONQUEST

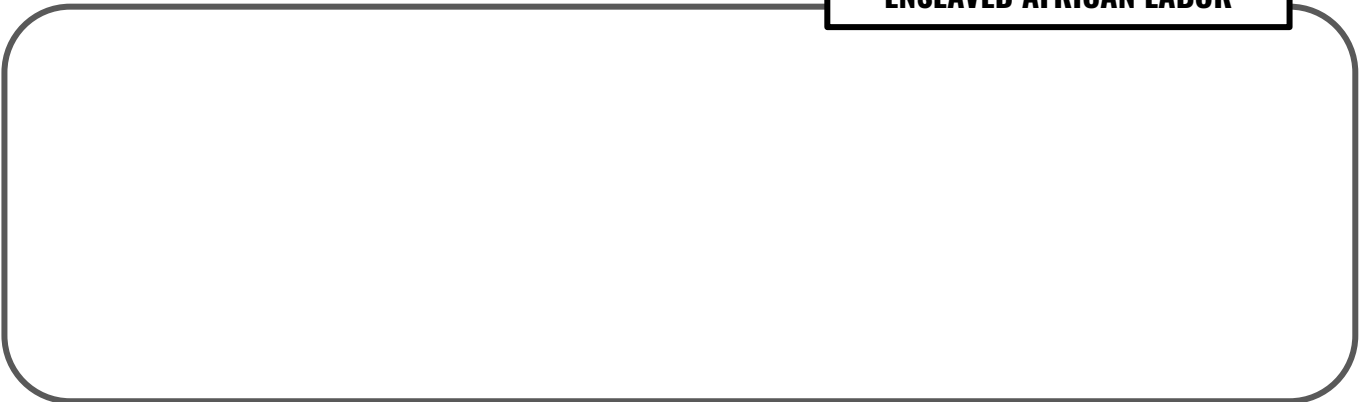
#### EXPLORERS & CONQUISTADORES



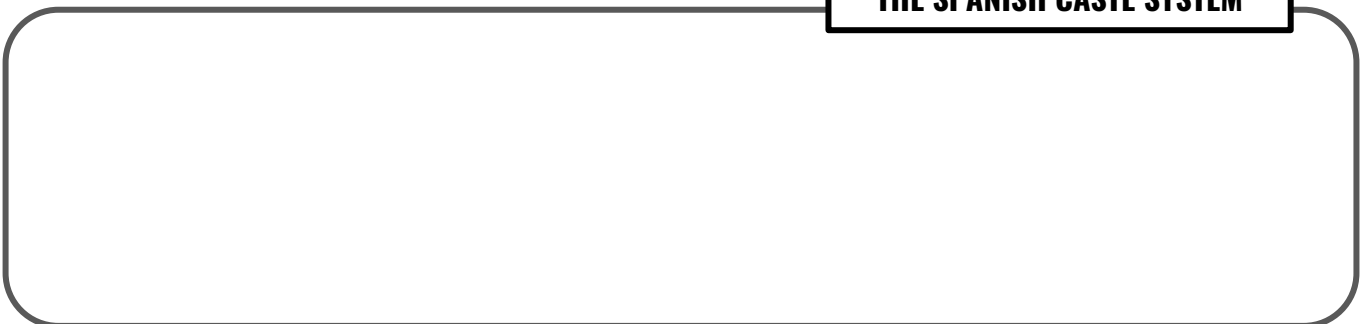
#### THE ENCOMIENDA SYSTEM



#### ENSLAVED AFRICAN LABOR



#### THE SPANISH CASTE SYSTEM



## TOPIC 1.6: CULTURAL INTERACTIONS IN THE AMERICAS

### LEARNING OBJECTIVE

Explain how and why European and Native American perspectives of others developed and changed in the period.

### CONFLICTING WORLDVIEWS

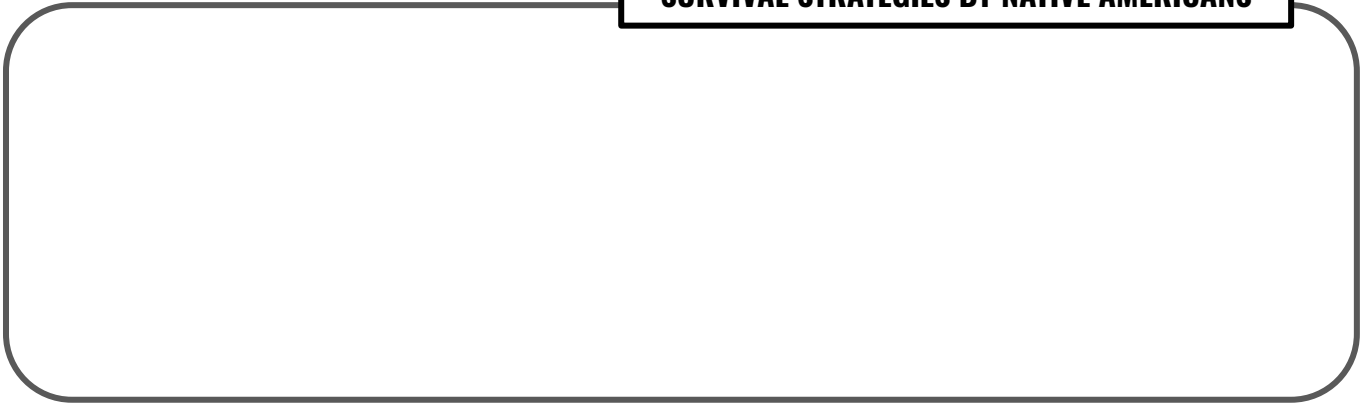
## EUROPEAN TREATMENT OF NATIVE AMERICANS

### BARTOLOME DE LAS CASAS & THE VALLADOLID DEBATE

### ENGLISH POLICY

### FRENCH POLICY

### **SURVIVAL STRATEGIES BY NATIVE AMERICANS**



### **THE ROLE OF AFRICANS IN AMERICA**



## **TOPIC 1.7: CAUSATION**

### **ANSWER ONE OF THE FOLLOWING:**

1. Explain the factors that resulted in various Native American groups developing their own unique cultures.
2. Explain a significant development in Europe by the 15th and 16th centuries that caused a surge in exploration.
3. Explain the extent to which the Columbian Exchange had beneficial effects on both the Native Americans and Europeans.



## TOPIC 2.1 CONTEXTUALIZING PERIOD 2

### LEARNING OBJECTIVE

Explain the context for the colonization of North America from 1607 to 1754.

### FROM EXPLORATION TO COLONIZATION

### EARLY SETTLEMENTS

### TRADE

### SOURCES OF LABOR



## TOPIC 2.2: EUROPEAN COLONIZATION IN NORTH AMERICA

### LEARNING OBJECTIVE

Explain how and why various European colonies developed and expanded from 1607 to 1754.

### SPANISH COLONIES

FLORIDA

NEW  
MEXICO &  
ARIZONA

TEXAS &  
CA

### FRENCH COLONIES

#### GENERAL INFO

1608

1673

1718

## DUTCH COLONIES

### GENERAL INFO

HENRY  
HUDSON

DUTCH  
WEST INDIA  
CO.

## BRITISH COLONIES

### GENERAL INFO

JOHN  
CABOT

JOINT STOCK  
COMPANY

## TOPIC 2.3: REGIONS OF BRITISH COLONIES

### LEARNING OBJECTIVE

Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754

### CORPORATE COLONIES

### ROYAL COLONIES

### PROPRIETARY COLONIES

### EARLY ENGLISH SETTLEMENTS

#### JAMESTOWN

#### PLYMOUTH

#### MASSACHUSETTS BAY

## THE CHESAPEAKE

MARYLAND

ACT OF TOLERATION

### DEVELOPMENT OF NEW ENGLAND

GENERAL INFO

RHODE  
ISLAND

ROGER WILLIAMS

ANNE HUTCHINSON

CONNECTICUT

Include the FUNDAMENTAL ORDERS

**NEW  
HAMPSHIRE**

**THE HALFWAY COVENANT**

**THE RESTORATION COLONIES**

**THE  
CAROLINAS**

**THE MIDDLE COLONIES**

**GENERAL INFO**

**NEW YORK**

**NEW JERSEY**

PENNSYLVANIA

QUAKERS

DELAWARE

**THE LAST MAINLAND COLONY**

GEORGIA

**EARLY POLITICAL INSTITUTIONS**

VIRGINIA HOUSE OF BURGESSES

MAYFLOWER COMPACT

LIMITS TO COLONIAL DEMOCRACY

## TOPIC 2.4: TRANSATLANTIC TRADE

### LEARNING OBJECTIVE

Explain the causes and effects of transatlantic trade over time.

### THE TRIANGULAR TRADE

#### A TYPICAL VOYAGE

### MERCANTILISM & EMPIRE

#### GENERAL INFO

#### THE NAVIGATION ACTS

#### EFFECTS ON THE COLONIES

POSITIVE

NEGATIVE

**SALUTARY NEGLECT**

**WERE THE NAVIGATION ACTS NECESSARY?**

**THE DOMINION OF NEW ENGLAND**

**ONGOING TRADE TENSION**



## TOPIC 2.5: INTERACTIONS BETWEEN AMERICAN INDIANS & EUROPEANS

### LEARNING OBJECTIVE

Explain how and why interactions between various European nations and American Indians changed over time

### GENERAL INFO

### CONFLICT IN NEW ENGLAND

#### THE NEW ENGLAND CONFEDERATION

#### METACOM'S WAR

### CONFLICT IN VIRGINIA

#### BACON'S REBELLION & ITS EFFECTS

### CONFLICT IN THE SPANISH COLONIES

#### THE PUEBLO REVOLT

## TOPIC 2.6: SLAVERY IN THE BRITISH COLONIES

### LEARNING OBJECTIVE

- Explain the causes and effects of slavery in the various British colonial regions.
- Explain how enslaved people responded to slavery.

### DEMAND FOR LABOR

#### GENERAL INFO

### INDENTURED SERVANTS & THE HEADRIGHT SYSTEM

### THE INSTITUTION OF SLAVERY

#### GENERAL INFO

### 3 REASONS THE DEMAND FOR SLAVES INCREASED:

1

2

3

## SLAVE LAWS

## RESISTANCE TO SLAVERY

## TOPIC 2.7: COLONIAL SOCIETY & CULTURE

### LEARNING OBJECTIVE

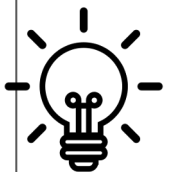
- Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.
- Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.

### POPULATION GROWTH

#### WHITE POPULATION

#### AFRICAN AMERICANS

BAR  
GRAPH



1701

1775

1701

1775

EUROPEAN  
IMMIGRANTS

DESCRIBE THE EUROPEAN IMMIGRANTS BY COUNTRY OF ORIGIN

ENSLAVED  
AFRICANS

AMERICAN  
INDIANS

**DESCRIBE THE THE EXTENT OF LIBERTY & OPPORTUNITY IN THE COLONIES**

**THE FAMILY**

**GENERAL INFO**

**MEN**

**WOMEN**

**THE ECONOMY**

**GENERAL INFO**

## THE ECONOMY BY REGION

NEW ENGLAND	MIDDLE COLONIES	THE SOUTH

**MONETARY  
SYSTEM**

**TRANSPORTATION**

**RELIGION**

**GENERAL INFO**

**ESTABLISHED CHURCHES**

## THE GREAT AWAKENING

### RELIGIOUS IMPACT

### POLITICAL IMPACT

### ACHIEVEMENTS IN ARTS & SCIENCES

**EDUCATION**



**PROFESSIONS**



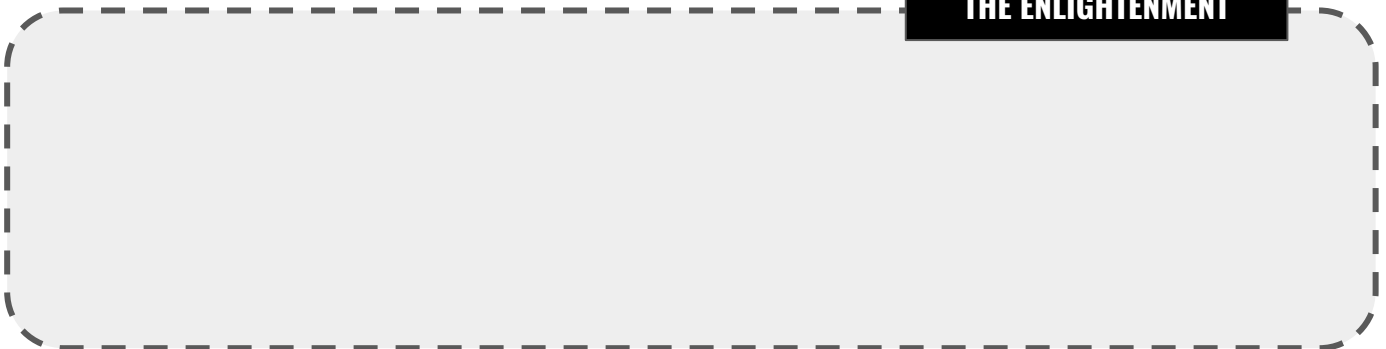
**THE PRESS**



**THE ZENGER CASE**



**THE ENLIGHTENMENT**





**THE COLONIAL RELATIONSHIP WITH BRITAIN**

**GENERAL INFO**

**COLONIAL IDENTITY**

**MISTRUST OF THE BRITISH**

**POLITICS & GOVERNMENT**

**LOWER  
HOUSE**

**UPPER  
HOUSE**

**GOVERNOR**

**LOCAL GOVERNMENT**

**VOTING**

**STOP & REFLECT: TO WHAT EXTENT WERE THE COLONIES TRULY DEMOCRATIC?**



## **TOPIC 2.8: COMPARISON IN PERIOD 2**

**OVERVIEW: EXPLAIN SIMILARITIES AND DIFFERENCES BETWEEN THE COLONIES**

