

To prepare for your extensive study of U.S. History, please purchase the AMSCO 2016 United States History APUSH review book. It is available at Barnes and Noble as well as online sites amazon.com and perfectionlearning.com. It is \$18.95. You will use this book throughout the school year. It will be an invaluable resource to supplement your textbook and primary source reading.

1. Read Chapter 1 in the AMSCO book and complete the attached reading guide. Place the completed reading guide in a 3 ring binder, behind a divider with “Period 1: 1491-1607” written on it. You will have a quiz on the first day of class based on this work and will be able to use your notes, but not the book.

Reading Tips

- 1. Pre-Read:** Read the prompts/questions on the reading guide before you read the chapter.
- 2. Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
- 3. Read/Analyze** Read the chapter. Highlight key events and people as you read. The goal is not to “fish” for a specific answer(s) to reading guide questions but to consider questions in order to **understand what you read!** This is true for your entire study of U.S. History.
- 4. Write** Write your notes and analysis in the spaces provided on the reading guide.

2. Watch “Rebels,” the first episode of the History Channel documentary *America: The Story of Us*. You can view this on Netflix or on the History Channel website: history.com. Use the attached viewing guide to help you pay attention to the key points and make notes as you watch. Place this guide in the Period 1 section of your APUSH binder along with the notes you take.

3. In your AMSCO book, read “Answering The Long Essay Question” (pgs. xxiv-xxxii). Then, using what you learned from reading Chapter 1 and viewing “Rebels” write an essay that responds to the following prompt:

Identify and describe ONE characteristic that defines this period of time (1491-1607). Why is 1607 considered the ending point of this time period? In your answer consider government, the economy, and/or society.

This essay must be handwritten and is due on the first day of class.

Name _____

Guided Reading & Analysis: A New World

Chapter 1 – “A New World of Many Cultures,” 1491-1607

APUSH Key Concepts for Period 1(1491-1607):

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas and West Africa created a new world.

Key Concept 1.1 Before the arrival of Europeans, native populations in North America developed a wide variety of social, political and economic structures based in part on interactions with the environment and each other.

Key Concept 1.2 European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

Key Concept 1.3 Contacts among American Indians, Africans and Europeans challenged the worldviews of each group.

SECTION 1 - Period Perspectives, p.1

Consider the data in the chart at right as well as page 1 of the text when completing this section.

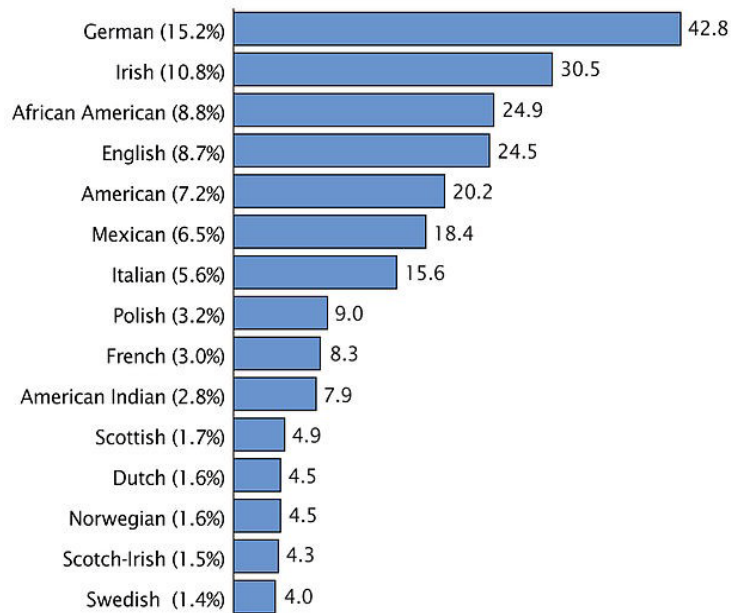
1. Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

2. Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2.

Fifteen Largest Ancestries: 2000

(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/prod/cen2000/doc/sf3.pdf)



Source: U.S. Census Bureau, Census 2000 special tabulation.

SECTION 2 Guided Reading, pp 2-13

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish reading the section and taking notes, process and analyze what you read by answering the question in the right hand column. You do not need to write in complete sentences.

3. Cultures pp 2-5

Key Concepts & Main Ideas	Notes	Analysis
<p>Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.</p> <p>As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.</p>	<p>Cultures of Central and South America...</p> <p>Cultures of North America...</p> <p>Language...</p> <p>Southwest Settlements</p> <p>Northwest Settlements...</p> <p>Great Plains...</p> <p>Midwest Settlements...</p> <p>Northeast Settlements...</p> <p>Atlantic Seaboard Settlements...</p>	<p>In what ways did native peoples transform North American environment before European colonization? (list)</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>Identify one <i>key similarity</i> and one <i>key difference</i> between societies that developed in Central and South America to those that developed in North America.</p> <p>Similarity:</p> <p>Difference:</p> <p>Explain the significance of the <i>difference</i> between Central/South America and North America.</p>

4. Europe Moves Toward Exploration, pp 5-6

Key Concepts & Main Ideas	Notes	Analysis
<p>New technology, new knowledge, and new goals spurred European exploration.</p>	<p>Improvement in technology...</p> <p>Religious conflict...</p>	<p>Identify the <i>key difference</i> between Viking voyages of the 12th century to that of Columbus in the 15th century.</p> <p><i>How did new technology enable Christopher Columbus to dominate the “New World?”</i></p> <p>What was the <i>impact</i> of the Catholic victory in Spain and the European Reformation on North America?</p>

5. Expanding Trade, pp 6-7

Key Concepts & Main Ideas	Notes	Analysis
<p>Economic motives drove exploration, and “discovery” altered the European, African, and America economically, politically, and culturally.</p>	<p>New Routes...</p> <p>Slave Trading...</p> <p>African Resistance...</p> <p>Developing Nation-States...</p>	<p>List <i>three main effects</i> of Europe’s expanding trade in the 15th century.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which effect was <i>most significant</i>? Explain your answer.</p>

6. Early Explorations, pp 7-10

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</p> <p>The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.</p> <p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Christopher Columbus...</p> <p>Columbus’s Legacy...</p> <p>Exchanges...</p> <p>Dividing the Americas...</p> <p>Spanish Exploration and Conquest...</p> <p>English Claims...</p> <p>French Claims...</p> <p>Dutch Claims...</p>	<p>How did European expansion impact European society?</p> <p><i>How</i> did European expansion <i>impact</i> Native American society?</p> <p>Which of these consequences were the most significant? Explain your answer.</p>

7. Spanish Settlements in North America, pp 10-11

Key Concepts & Main Ideas	Notes	Analysis
<p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Florida...</p> <p>New Mexico...</p> <p>Texas...</p> <p>California...</p>	<p>What were <i>three chief features</i> of the Spanish empire in America?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Identify <i>one cause</i> and <i>one effect</i> of Spanish settlement in North America.</p> <p>Cause:</p> <p>Effect:</p>

8. European Treatment of Native Americans, pp 11-12

Key Concepts & Main Ideas	Notes	Analysis
<p>Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.</p> <p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples</p>	<p>Spanish Policy...</p> <p>English Policy...</p> <p>French Policy...</p> <p>Native American Reaction...</p>	<p>Identify <i>three major consequences</i> of European contact with American Indians?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which of these were the <i>most significant</i>? Explain your answer.</p> <p>In what ways was English policy toward Native Americans different from those of France and Spain?</p> <p><i>Different from France in that...</i></p> <p><i>Different from Spain in that...</i></p> <p>How effective were Native Americans in overcoming the negative aspects of European policies?</p>

9. Historical Perspectives: Was Columbus a Great Hero? p.13

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.</p>	<p>Washington Irving...</p> <p>President Franklin Roosevelt...</p> <p>Revisionists...</p> <p>Arthur Schlesinger...</p> <p>Fact and fiction...</p>	<p>Support or refute the following statement: Christopher Columbus was a hero.</p> <p>List 3 pieces of evidence to support your answer.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>List 3 pieces of evidence that support the alternate view.</p> <p>a.</p> <p>b.</p> <p>c.</p>

10. Explain the HIPP of the image below.

Image Source: Public Domain, Library of Congress, *First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492*, Dióscoro Teófilo Puebla Tolín



HIPP+:

Historical Context:

Intended Audience:

Author's Purpose:

Author's Point of View:

+Other Context (*similar in kind, from a different time...give an example of similar theme in a different place/time period*):

Section 3 MAP

The College Board framework for the course includes specific places and locations significant to the development of North America and the United States. This section provides you with the opportunity to locate and review these items.

Directions:

1. Read the framework excerpts located to the right of the map, and ensure you *understand & know* where/what is referenced.
2. Circle or highlight the following groups: Pueblo, Chinooks, Iroquois, Algonquian, Wampanoags, Pequot, Powhatan
3. Label/Trace the starting point and expansion of maize cultivation.



On a North American continent... The spread of maize cultivation from present-day Mexico northward into the American Southwest and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the Northwest and areas of California.

Societies responded to the lack of natural resources in the Great Basin and the western Great Plains by developing largely mobile lifestyles.

In the Northeast and along the Atlantic Seaboard some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.

Source: North American Continent; Western Hemisphere Indian Culture Map, <http://lochgarry.wordpress.com/2011/11/27/ancient-winds-and-memories-of-a-time-long-ago/>

America- The Story of Us

Episode 1: “Rebels”

Name _____

(You can find this episode on Netflix as well as the History Channel website history.com)

Introduction

In 1607 a small group of English travelers lands in Jamestown. Thirteen years later, religious Puritans settle in New England. These men and women are all driven by the promise of a new life; they face the perils of disease, starvation and war with native groups.

They are very different, yet in time both grow. One man’s entrepreneurial dream, tobacco, and the backbreaking work of the first African slaves, turn the disease-ridden swamps of the South into a land of opportunity. The hardworking and resourceful Puritans forge the North into a trading powerhouse with shipbuilding at its core. Yet success and wealth prompt British jealousy, taxation, resistance and then war.

Terms to know:

Alluvial
Aristocratic
Coercion
Contraband
Fledgling
Infringements
Labyrinth
Pre-emptive
The Proclamation Line
Wampanoag

Questions:

1. What was the Powhatan Confederacy and how did this group interact with the British settlers?
2. What were the most difficult challenges faced by the Plymouth and Jamestown settlers? Do you think they could have done anything to prepare more adequately for life in the Americas?
3. What role did disease play in encounters between native groups and the first British settlers?
4. Who was Prince Estabrook and what was his contribution to American history?
5. In this episode, America is referred to as a “social experiment.” What do you think this phrase means? Do you think the “experiment” is still ongoing?