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RE: Advanced Placement United States History

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Dear Parents/Guardians and AP United States History Students,

Welcome to Advanced Placement United States History (APUSH)! This is an extremely rigorous course that will cover all topics in American History ranging from the Rise of the Atlantic World (1400-1625) to the present Administration. I am very excited to meet you in the fall.

Enclosed, please find your summer assignment, due the first day of the 2017 school year. You will be required to define the significance of the terms in Module 1: The Rise of the Atlantic World, Module 2: Expansion and Diversity: The Rise of Colonial America 1625-1700, and Module 3: The Bonds of Empire 1660-1750. You will also be required to answer the corresponding questions for each module. Additionally, you will complete the attached reading, *A New World of Many Cultures, 1491-1607*, and answer the three short answer questions pertaining to the reading.

If there are any questions, please feel free to email me over the summer at SLeibert@yonkerspublicschools.org. I look forward to meeting you in September.

Warmest Regards,

Ms. Stephanie Leibert
AP United States History
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ADVANCED PLACEMENT UNITED STATES HISTORY

Summer Assignment ~~2016~~ 2017

Directions: Using the online resources available to you, please define the following terms and answer the following questions.

Module 1: The Rise of the Atlantic World 1400-1625

Define and give the significance of the following Key Terms:

Joint-stock company
Protestant Reformation
Catholic or Counter-Reformation
Church of England/Anglicans
Conversion experience
Puritans
Separatists
"new slavery"
Ecomiendas
English "sea dogs"
Jamestown
Headright System
Mayflower Compact

Short-Answer Questions:

1. Which countries were attempting to settle the New World? Where did each country focus its efforts? In your opinion, which appeared to be the most successful by 1630 and why?
2. How did the religious events in England affect the colonization efforts in the New World?
3. Compare and contrast the early colonies of Jamestown and Plymouth. What seemed to be similar problems each colony faced?
4. What was the Columbian Exchange and what were the effects (on colonists, natives and slaves) of the Columbian Exchange?
5. How did European relations with Native Americans affect the success of early European colonizing efforts?

Module 2: Expansion and Diversity: The Rise of Colonial America 1625-1700

Define and give the significance of the following Key Terms:

Royal colony
Proprietary colony
Lord Baltimore
John Winthrop
Roger Williams
Anne Hutchinson
Third Anglo-Powhatan War
Iroquois "Beaver Wars"
Restoration
Pequot War
King Philip's War
William Penn & Quakers
Pueblo Revolt
Half-Way Covenant
King Philip's War

Maryland Act for Religious Toleration

Virginia House of Burgesses and Governor's Council

****Fundamental Orders of Connecticut 1639 (you will need to find this in another source)**

Short-Answer Questions:

1. What did John Winthrop mean when he spoke of his "city upon a hill"? To what extent were the Puritans successful in building a model community? How and why did the market economy threaten and ultimately transform the "city"?
2. How did religion shape New England society? What were the importance---and the fundamental weakness---of the "conversion experience"? Why did New England's religious institutions and political institutions become far more democratic than those in England?
3. Why did African slavery develop in the Chesapeake colonies in the 17th century? How did the gradual shift from a plantation labor force of indentured servants to one of African slaves affect life in Virginia and Maryland?
4. What were the causes of Bacon's Rebellion? How did the rebellion end? What were the consequences of the rebellion in terms of race and class relations in Virginia?
5. What were the general causes of conflict between European settlers and Native Americans in the 17th century English colonies? How did the conflicts impact settlers and Native Americans?

Module 3: The Bonds of Empire 1660-1750

Define and give the significance of the following Key Terms:

The Dominion of New England

Glorious Revolution

English Bill of Rights

Leisler's Rebellion

Mercantilism and the Navigation Acts

James Oglethorpe

Stono Rebellion

Middle passage

Enlightenment

Deists

Jonathan Edwards

George Whitefield

Benjamin Franklin

Short-Answer Questions:

1. What factors contributed to the relative strengths of the British, French, and Spanish empires in North America?
 2. Discuss the racial and ethnic makeup and the social class structure of the mid-eighteenth-century America.
 3. What were the most significant results of the Enlightenment and Great Awakening in the British colonies?
 4. In what ways did mercantilism benefit the colonies? If there were benefits, then why did the colonists oppose the Navigation Acts?
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A New World of Many Cultures, 1491-1607

Thirty-three days after my departure from [the Canary Islands] I reached the Indian Sea, where I discovered many islands, thickly peopled, of which I took possession without resistance in the name of our most illustrious monarch, by public proclamation and with unfurled banners.

Christopher Columbus, *Select Letters*, 1493.

The original discovery, exploration, and settlement of North and South America occurred at least 10,000 years before Christopher Columbus was born. Some archeologists estimate that the first people to settle North America arrived as many as 40,000 years ago. Waves of migrants from Asia may have crossed a land bridge that once connected Siberia and Alaska (and now submerged under the Bering Sea). Over a long period of time, successive generations migrated southward from the Arctic Circle to the southern tip of South America. The first Americans adapted to the varied environments of the regions that they found. They evolved into hundreds of tribes, spoke different languages, and practiced different cultures. Estimates of the native population in the Americas in the 1490s vary from 50 million to 100 million people.

Cultures of Central and South America

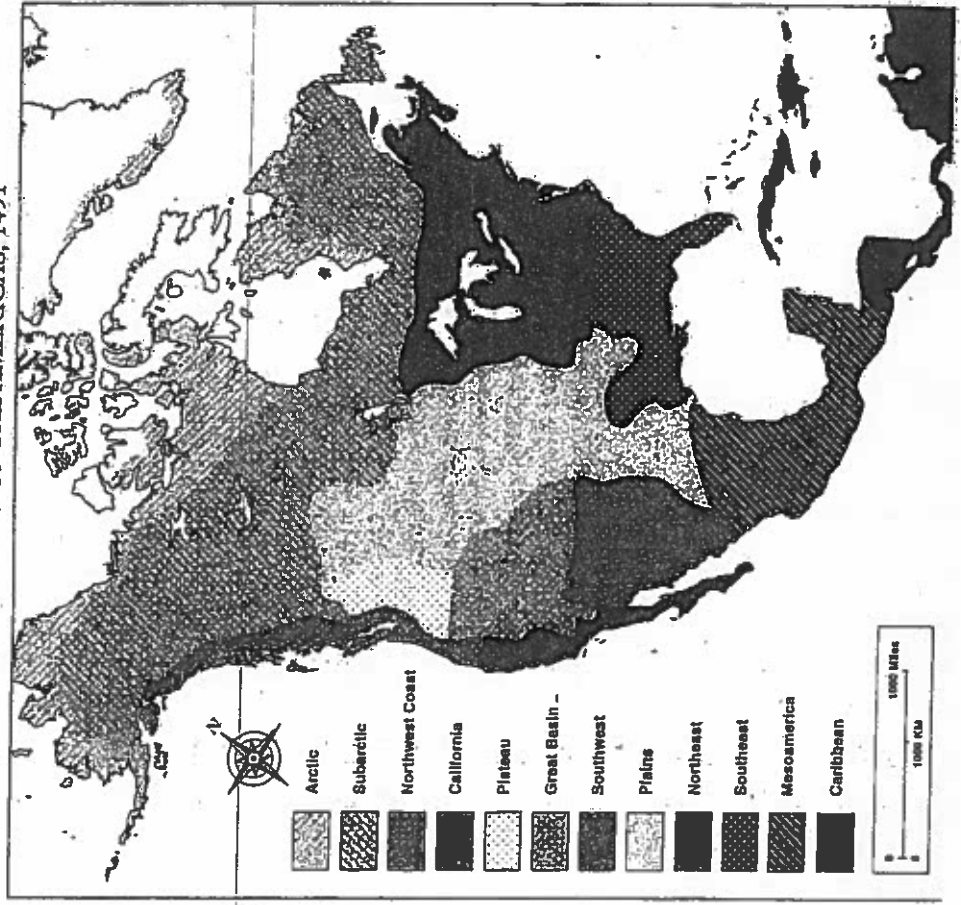
The native population was concentrated in three highly developed civilizations. Between A.D. 300 and 800, the Mayas built remarkable cities in the rain forests of the Yucatán Peninsula (present-day Guatemala, Belize, and southern Mexico). Several centuries after the decline of the Mayas, the Aztecs from central Mexico developed a powerful empire. The Aztec capital, Tenochtitlán, had a population of about 200,000, equivalent in population to the largest cities of Europe. While the Aztecs were dominating Mexico and Central America, the Incas based in Peru developed a vast empire in South America. All three civilizations developed highly organized societies, carried on an extensive trade, and created calendars that were based on accurate scientific observations. All three cultivated crops that provided a stable food supply, particularly corn for the Mayas and Aztecs and potatoes for the Incas.

Cultures of North America

The population in the region north of Mexico (present-day United States and Canada) in the 1490s may have been anywhere from under 1 million to more than 10 million. In general, the native societies in this region were smaller and less sophisticated than those in Mexico and South America. One reason for this was the slowness of the northward spread of corn cultivation from Mexico.

Some of the most populous and complex societies in North America had disappeared by the 15th century, for reasons not well understood. By the time of Columbus, most people in the Americas in what is now the United States and Canada lived in semipermanent settlements in groups seldom exceeding 300 people. The men spent their time making tools and hunting for game, while the women gathered plants and nuts or grew crops such as corn, beans, and tobacco.

NATIVE PEOPLES OF THE AMERICAS, 1491



Language Beyond these similarities, the cultures of American Indians were very diverse. For example, while English, Spanish, and almost all other European languages were part of just one language family (Indo-European), American Indian languages constituted more than 20 language families. Among the largest of these were Algonquian in the Northeast, Siouan on the Great Plains, and Athabaskan in the Southwest. Together, these 20 families included more than 400 distinct languages.

Southwest Settlements In the dry region that now includes New Mexico and Arizona, groups such as the Hohokam, Anasazi, and Pueblos evolved multifaceted societies supported by farming with irrigation systems. In large numbers they lived in caves, under cliffs, and in multistoried buildings. By the time Europeans arrived, extreme drought and other hostile natives had taken their toll on these groups. However, much of their way of life was preserved in the arid land and their stone and masonry dwellings.

Northwest Settlements Along the Pacific coast from what is today Alaska to northern California, people lived in permanent longhouses or plank houses. They had a rich diet based on hunting, fishing, and gathering nuts, berries, and roots. To save stories, legends, and myths, they carved large totem poles. The high mountain ranges in this region isolated tribes from one another, creating barriers to development.

Great Plains Most people who lived on the Great Plains were either nomadic hunters or sedentary people who farmed and traded. The nomadic tribes survived on hunting, principally the buffalo, which supplied their food as well as decorations, crafting tools, knives, and clothing. They lived in tepees, frames of poles covered in animal skins, which were easily disassembled and transported. While the farming tribes also hunted buffalo, they lived permanently in earthen lodges often along rivers. They raised corn, beans, and squash while actively trading with other tribes. Not until the 17th century did American Indians acquire horses by trading or stealing them from Spanish settlers. With horses, tribes such as the Lakota Sioux moved away from farming to hunting and easily following the buffalo across the plains. The plains tribes would at times merge or split apart as conditions changed. Migration also was common. For example, the Apaches gradually migrated southward from Canada to Texas.

Midwest Settlements East of the Mississippi River, the Woodland American Indians prospered with a rich food supply. Supported by hunting, fishing, and agriculture, many permanent settlements developed in the Mississippi and Ohio River valleys and elsewhere. The Adena-Hopewell culture, centered in what is now Ohio, is famous for the large earthen mounds it created, some as large as 300 feet long. One of the largest settlements in the Midwest was Cahokia (near present-day East St. Louis, Illinois), with as many as 30,000

and farming. However, their farming techniques exhausted the soil quickly, so people had to move to fresh land frequently. Among the most famous groups of American Indians in this region was the Iroquois Confederation, a political union of five independent tribes who lived in the Mohawk Valley of New York. The five tribes were the Seneca, Cayuga, Onondaga, Oneida, and Mohawk. Multiple families related through a mother lived in longhouses, up to 200 feet long. From the 16th century through the American Revolution, the Iroquois were a powerful force, battling rival American Indians as well as Europeans.

Atlantic Seaboard Settlements In the area from New Jersey south to Florida lived the people of the Coastal Plains. Many were descendants of the Woodland mound builders and built timber and bark lodgings along rivers. The rivers and the Atlantic Ocean provided a rich source of food.

Europe Moves Toward Exploration

Until the late 1400s, Americans and the people of Europe, Africa, and Asia had no knowledge of the people on the other side of the Atlantic Ocean. While Vikings from Scandinavia had visited Greenland and North America around the year 1000, these voyages had no lasting impact. Columbus's voyages of exploration finally brought people into contact across the Atlantic. Several factors made an oceanic crossing and exploration possible in the late 15th century.

Improvements in Technology

In Europe, a rebirth of classical learning prompted an outburst of artistic and scientific activity in the 15th and 16th centuries known as the Renaissance. Several of the technological advances during the Renaissance resulted from Europeans making improvements in the inventions of others. For example, they began to use gunpowder (invented by the Chinese) and the sailing compass (adopted from Arab merchants who learned about it from the Chinese). Europeans also made major improvements in shipbuilding and mapmaking. In addition, the invention of the printing press in the 1450s aided the spread of knowledge across Europe.

Religious Conflict

The later years of the Renaissance were a time of intense religious zeal and conflict. The Roman Catholic Church that had once dominated Western Europe was threatened from without by Ottoman Turks who were followers of Islam and from within by a revolt against the pope's authority.

Catholic Victory in Spain In the 8th century, Islamic invaders from North Africa, known as Moors, rapidly conquered most of what is now Spain. Over the next several centuries, Spanish Christians reconquered much of the land and set up several independent kingdoms. Two of the largest of these king-

first voyage. The uniting of Spain under Isabella and Ferdinand, the conquest of Granada, and the launching of Columbus signaled new leadership, hope, and power for Europeans who followed the Roman Catholic faith.

Protestant Revolt in Northern Europe In the early 1500s, certain Christians in Germany, England, France, Holland, and other northern European countries revolted against the authority of the pope in Rome. Their revolt was known as the Protestant Reformation. Conflict between Catholics and Protestants led to a series of religious wars. The conflict also caused the Catholics of Spain and Portugal and the Protestants of England and Holland to want to spread their own versions of Christianity to people in Africa, Asia, and the Americas. Thus, a religious motive for exploration and colonization was added to political and economic motives.

Expanding Trade

Economic motives for exploration grew out of a fierce competition among European kingdoms for increased trade with Africa, India, and China. In the past, merchants had traveled from the Italian city-state of Venice and the Byzantine city of Constantinople on a long, slow, expensive overland route that reached all the way to the capital of the Chinese empire. This land route to Asia had become blocked in 1453 when the Ottoman Turks seized control of Constantinople.

New Routes So the challenge to finding a new way to the rich Asian trade appeared to be by sailing either south along the West African coast east to China, or sailing west across the Atlantic Ocean. The Portuguese, who realized the route south and east was the shortest path, thought this option seemed more promising. Voyages of exploration sponsored by Portugal's Prince Henry the Navigator eventually succeeded in opening up a long sea route around South Africa's Cape of Good Hope. In 1498, the Portuguese sea captain Vasco da Gama was the first European to reach India via this route. By this time, Columbus had attempted what he mistakenly believed would be a shorter route to Asia.

Slave Trading Since ancient times people in Europe, Africa, and Asia had enslaved people captured in wars. In the 15th century, the Portuguese began trading for slaves from West Africa. They used the slaves to work newly established sugar plantations on the Madeira and Azores islands off the African coast. Producing sugar with slave labor was so profitable that when Europeans later established colonies in the Americas, they used the slave system there.

African Resistance Enslaved Africans resisted slavery in whatever ways they could. Though transported thousands of miles from their homelands and brutally repressed, they often ran away, sabotaged work, or revolted. And for generations they maintained aspects of their African culture, particularly in music, religion, and folkways.

Developing Nation-States

Europe was also changing politically in the 15th century. Small kingdoms, such

as breaking up. Replacing the small kingdoms and the multiethnic empires were nation-states, countries in which the majority of people shared both a common culture and common loyalty toward a central government. The monarchs of the emerging nation-states, such as Isabella and Ferdinand of Spain; Prince Henry the Navigator of Portugal; and similar monarchs of France, England, and the Netherlands; depended on trade to bring in needed revenues and on the church to justify their right to rule. They used their power to search for riches abroad and to spread the influence of their version of Christianity to new overseas dominions.

Early Explorations

Changing economic, political, and social conditions in Europe shaped the ambitions of the Italian-born Christopher Columbus.

Christopher Columbus

Columbus spent eight years seeking financial support for his plan to sail west from Europe to the "Indies." Finally, in 1492, he succeeded in winning the backing of Isabella and Ferdinand. The two Spanish monarchs were then at the height of their power, having just defeated the Moors in Granada. They agreed to outfit three ships and to make Columbus governor, admiral, and viceroy of all the lands that he would claim for Spain.

After sailing from the Canary Islands on September 6, Columbus landed on an island in the Bahamas on October 12. His success in reaching lands on the other side of the ocean brought him a burst of glory in Spain. But three subsequent voyages across the Atlantic were disappointing—he found little gold, few spices, and no simple path to China and India.

Columbus's Legacy Columbus died in 1506, still believing that he had found a western route to Asia. However, many Spaniards viewed Columbus as a failure because they suspected that he had found not a valuable trade route, but a "New World." Today, some people scoff at Columbus for having erroneously giving the people he encountered the name "Indians." Even the land that he had explored was named for someone else, Amerigo Vespucci, another Italian sailor. Columbus's critics also point out the many problems and injustices suffered by the natives of the Americas after Europeans arrived and took over their land.

Nevertheless, most historians agree on Columbus's importance. Modern scholars have recognized his great skills as a navigator and his daring commitment in going forth where nobody else had ever dared to venture. Furthermore, Columbus's voyages brought about, for the first time in history, permanent interaction between people from all over the globe. He changed the world forever.

Exchanges Europeans and the original inhabitants of the Americas had developed vastly different cultures over the millennia. The contact between them resulted in the Columbian Exchange, a transfer of plants, animals, and germs from one side of the Atlantic to the other for the first time. Europeans learned about many new plants and foods, including beans, corn, sweet and

white potatoes, tomatoes, and tobacco. They also contracted a new disease, syphilis. Europeans introduced to the Americas sugar cane, bluegrasses, pigs, and horses, as well as the wheel, iron implements, and guns. Deadlier than all the guns was the European importation of germs and diseases, such as smallpox and measles, to which the natives had no immunity. Millions died (there was a mortality rate of more than 90 percent), including entire tribal communities. These exchanges, biological and cultural, would permanently change the entire world.

Dividing the Americas

Spain and Portugal were the first European kingdoms to claim territories in the Americas. Their claims overlapped, leading to disputes. The Catholic monarchs of the two countries turned to the pope in Rome to resolve their differences. In 1493, the pope drew a vertical, north-south line on a world map, called the *line of demarcation*. The pope granted Spain all lands to the west of the line and Portugal all lands to the east.

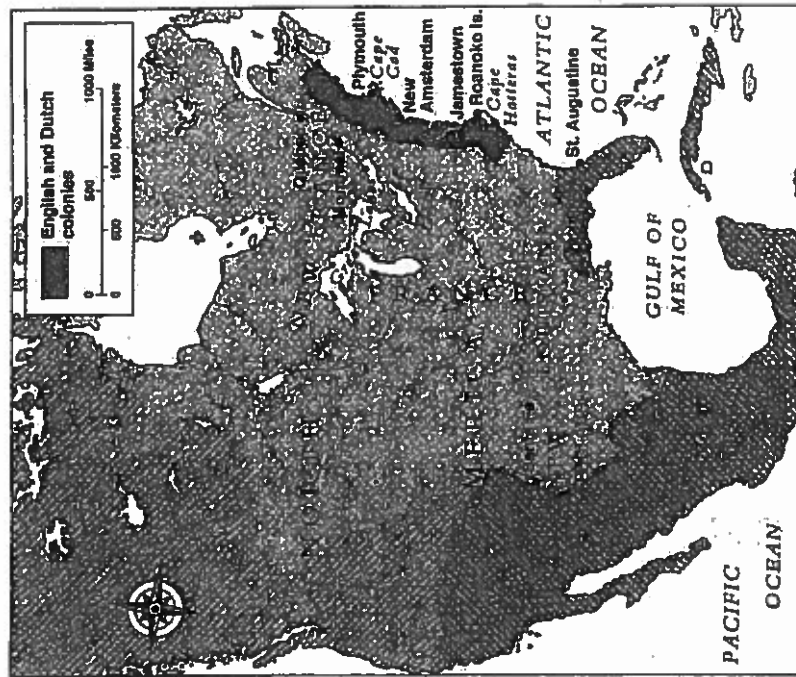
In 1494, Spain and Portugal moved the pope's line a few degrees to the west and signed an agreement called the Treaty of Tordesillas. The line passed through what is now the country of Brazil. This treaty, together with Portuguese explorations, established Portugal's claim to Brazil. Spain claimed the rest of the Americas. However, other European countries soon challenged these claims.

Spanish Exploration and Conquest

Spanish dominance in the Americas was based on more than a papal ruling and a treaty. Spain owed its expanding power to its explorers and conquerors (called *conquistadores*). Feats such as the journey across the Isthmus of Panama to the Pacific Ocean by Vasco Núñez de Balboa, the circumnavigation of the world by one of Ferdinand Magellan's ships (Magellan died before completing the trip), the conquests of the Aztecs in Mexico by Hernán Cortés, and the conquest of the Incas in Peru by Francisco Pizarro secured Spain's initial supremacy in the Americas.

The conquistadores sent ships loaded with gold and silver back to Spain from Mexico and Peru. They increased the gold supply by more than 500 percent, making Spain the richest and most powerful nation in Europe. Spain's success encouraged other nations to turn to the Americas in search of gold and power. After seizing the wealth of the Indian empires, the Spanish instituted an *encomienda* system, with the king of Spain giving grants of land and natives to individual Spaniards. These Indians had to farm or work in the mines. The fruits of their labors went to their Spanish masters, who in turn had to "care" for them. As Europeans' diseases and brutality reduced the native population, the Spanish brought enslaved people from West Africa under the *asiento* system. This required the Spanish to pay a tax to their king on each slave they imported.

EARLY SETTLEMENTS IN NORTH AMERICA
1600s



English Claims

England's earliest claims to territory in the Americas rested on the voyages of John Cabot, an Italian sea captain who sailed under contract to England's King Henry VII. Cabot explored the coast of Newfoundland in 1497.

England, however, did not follow up Cabot's discoveries with other expeditions of exploration and settlement. Other issues preoccupied England's monarchy in the 1500s, including Henry VIII's break with the Roman Catholic Church. In the 1570s and 1580s, under Queen Elizabeth I, England challenged Spanish shipping in both the Atlantic and Pacific Oceans. Sir Francis Drake, for example, attacked Spanish ships, seized the gold and silver that they carried, and even attacked Spanish settlements on the coast of Peru. Another English adventurer, Sir Walter Raleigh, attempted to establish a settlement at Roanoke Island off the North Carolina coast in 1587 but the venture failed.

French Claims

The French monarchy first showed interest in exploration in 1524 when it sponsored a voyage by an Italian navigator, Giovanni da Verrazano. Hoping to find a northwest passage leading through the Americas to Asia, Verrazano explored part of North America's eastern coast, including the New York harbor. French claims to American territory were also based on the voyages of Jacques Cartier (1534–1542), who explored the St. Lawrence River extensively.

Like the English, the French were slow to develop colonies across the Atlantic. During the 1500s, the French monarchy was preoccupied with European wars as well as with internal religious conflict between Roman Catholics and French Protestants known as Huguenots. Only in the next century did France develop a strong interest in following up its claims to North American land.

The first permanent French settlement in America was established by Samuel de Champlain in 1608 at Quebec, a fortified village on the St. Lawrence River. Champlain's strong leadership won him the nickname "Father of New France." Other explorers extended French claims across a vast territory. In 1673, Louis Jolliet and Father Jacques Marquette explored the upper Mississippi River, and in 1682, Robert de La Salle explored the Mississippi basin, which he named Louisiana (after the French king, Louis XIV).

Dutch Claims

During the 1600s, the Netherlands also began to sponsor voyages of exploration. The Dutch government hired Henry Hudson, an experienced-English sailor, to seek westward passage to Asia through northern America. In 1609, while searching for a northwest passage, Hudson sailed up a broad river that was later named for him, the Hudson River. This expedition established Dutch claims to the surrounding area that would become New Amsterdam (and later New York). The Dutch government granted a private company, the Dutch West India Company, the right to control the region for economic gain.

Spanish Settlements in North America

Spanish settlements developed slowly in North America, as a result of limited mineral resources and strong opposition from American Indians.

Florida After a number of failed attempts and against the strong resistance of American Indians in the region, the Spanish established a permanent settlement at St. Augustine in 1565. Today, St. Augustine is the oldest city in North America founded by Europeans.

New Mexico Santa Fe was established as the capital of New Mexico in 1610. Flash efforts to Christianize the American Indians caused the Pueblo people to revolt in 1680. The Spanish were driven from the area until 1692.

Texas In between Florida and New Mexico, the Spanish established settlements in Texas. These communities grew in the early 1700s as Spain attempted to resist French efforts to explore the lower Mississippi River.

California In response to Russian exploration from Alaska, the Spanish established permanent settlements at San Diego in 1769 and San Francisco in 1776. By 1784, a series of missions or settlements had been established along the California coast by members of the Franciscan order. Father Junípero Serra founded nine of these missions.

European Treatment of Native Americans

Most Europeans looked down upon Native Americans. The Europeans who colonized North and South America generally viewed Native Americans as inferior people who could be exploited for economic gain, converted to Christianity, and used as military allies. However, Europeans used various approaches for controlling Native Americans and operating their colonies.

Spanish Policy

The Spanish who settled in Mexico and Peru encountered the highly organized Aztec and Inca empires. Even after diseases killed most natives, millions remained in these empires that the Spanish could incorporate as laborers in their own empire. Many natives who did not die from disease died from forced labor. Because few families came from Spain to settle the empire, the explorers and soldiers intermarried with natives as well as with Africans. The latter were captured in Africa and forced to travel across the ocean to provide slave labor for the Spanish colonists. A rigid class system developed in the Spanish colonies, one dominated by pure-blooded Spaniards.

Bartolomé de Las Casas One European who dissented from the views of most Europeans toward Native Americans was a Spanish priest named Bartolomé de Las Casas. Though he had owned land and slaves in the West Indies and had fought in wars against the Indians, he eventually became an advocate for better treatment for Indians. He persuaded the king to institute the New Laws of 1542. These laws ended Indian slavery, halted forced Indian labor, and began to end the encomienda system which kept the Indians in serfdom. Conservative Spaniards, eager to keep the encomienda system, responded and successfully pushed the king to repeal parts of the New Laws.

Valladolid Debate The debate over the role for Indians in the Spanish colonies came to a head in a formal debate in 1550–1551 in Valladolid, Spain. On one side, Las Casas argued that the Indians were completely human and morally equal to Europeans, so enslaving them was not justified. On the other side, another priest, Juan Ginés de Sepúlveda, argued that Indians were less than human. Hence, they benefited from serving the Spaniards in the encomienda system. Neither side clearly won the debate. Though Las Casas was unable to gain equal treatment for Native Americans, he established the basic arguments on behalf of justice for Indians.

HALSTORICAL PERSPECTIVES: WAS COLUMBUS A GREAT HERO?

Over the centuries, Columbus has received both praise for his role as a discoverer and blame for his actions as a conqueror. In the United States, he has traditionally been viewed as a hero. As early as 1828, Washington Irving wrote a popular biography extolling the explorer's virtues. The peak of Columbus's heroic reputation was reached in 1984 when the House of Representatives passed legislation declaring October 12 a national holiday.

STAND SOMEONE

as the first of a series of minor triumphs for the first conqueror. They were followed by the conquest of the European Christian expedition who fought against the Muslim empire in the early 13th century, and liquidated the Islamic empire in the early 14th century.

[illegible]

Historians will continue to debate the nature of Columbus's achievement. As with other historical questions, distinguishing between fact and fiction and separating a writer's personal biases from objective reality is difficult. One conclusion is inescapable. As a result of Columbus's voyages, world history took a sharp turn in a new direction. His explorations

established a permanent point of contact between Europeans and the first Americans, and soon between both groups and Africans. People are still living with the consequences of this interaction.

KEY TERMS BY THEME

Exchange and Interaction (WXT, ENV)
corn
horses
disease

Labor Systems (WXT)
encomienda system
asiento system
slavery

Migration (PEO)
land bridge
Adena-Hopewell
Hokokam, Anasazi, and Pueblos
Woodland mound builders
Lakota Sioux

Identity and Politics (ID, POL)
Mayas
Incas
Aztecs
conquistadores
Hernan Cortés
Francisco Pizarro
New Laws of 1542
Roanoke Island

Atlantic Trade (WOR)
compass
printing press
Ferdinand and Isabella
Protestant Reformation
Henry the Navigator
Christopher Columbus
Treaty of Tordesillas
slave trade
nation-state

American Indians (PEO, POL)
Algonquian
Siouan
Iroquois Confederation
longhouses

Search for Resources (ENV)
John Cabot
Jacques Cartier
Samuel de Champlain
Henry Hudson

Values and Attitudes (CUL)
Bartolomé de Las Casas
Valladolid Debate
Juan Ginés de Sepúlveda

MULTIPLE CHOICE QUESTIONS

Questions 1-2 refer to the excerpt below.

"To oppose those hordes of northern tribes, singly and alone, would prove certain destruction. We can make no progress in that way. We unite ourselves into one common band of brothers. We must have but one voice. Many voices makes confusion. We must have one fire, one pipe and one war club. This will give us strength. If our warriors are united they can defeat the enemy and drive them from our land; If we do this, we are safe"

"And you of the different nations of the south, and you of the west, may place yourselves under our protection, and we will protect you. We earnestly desire the alliance and friendship of you all"

—Chief Elias Johnson, *Legends, Traditions, and Laws of the Iroquois, or Six Nations, and History of the Tuscarora Indians*, 1881

1. According to Johnson, which of the following was the primary reason for the tribes to unite?

- (A) To increase trade
- (B) To provide for self-defense
- (C) To gain additional land
- (D) To make the Tuscarora leaders

2. Which of the following factors best explains why Native American efforts to unite were rare?

- (A) Most tribes were isolated from each other
- (B) Europeans discouraged tribes from uniting
- (C) People had different foods and cultures
- (D) Tribes had traditions of independence

Questions 3–5 refer to the excerpt below.

“Concerning the treatment of Native American workers:

When they were allowed to go home, they often found it deserted and had no other recourse than to go out into the woods to find food and to die. When they fell ill, which was very frequently because they are a delicate people unaccustomed to such work, the Spaniards did not believe them and pitilessly called them lazy dogs, and kicked and beat them; and when illness was apparent they sent them home as useless, giving them some cassava for the twenty- to eighty-league journey. They would go then, falling into the first stream and dying there in desperation; others would hold on longer, but very few ever made it home. I sometimes came upon dead bodies on my way, and upon others who were gasping and moaning in their death agony, repeating ‘Hungry, hungry.’”

—Bartolomé de Las Casas, priest and social reformer,
In Defense of the Indian, c. 1550

3. Which of the following best explains the underlying cause of the Spanish actions described by Las Casas?

- (A) Racism
- (B) Religion
- (C) Desire for wealth
- (D) Fear of native power

4. The primary audience that Las Casas hoped to influence by his writing was

- (A) the monarchs of Spain
- (B) the Roman Catholic Church
- (C) the conquistadores
- (D) the Native Americans

5. Which of the following factors that affected Native Americans is directly implied but not stated in this excerpt?

- (A) Many Spaniards were sympathetic to the Native Americans
- (B) The Catholic Church was trying to help the Native Americans
- (C) European diseases were killing millions of Native Americans
- (D) The Spanish faced strong resistance from Native Americans

Questions 6–7 refer to the excerpt below.

“Apart from his navigational skills, what most set Columbus apart from other Europeans of his day were not the things that he believed, but the intensity with which he believed in them and the determination with which he acted upon those beliefs. . . .

“Columbus was, in most respects, merely an especially active and dramatic embodiment of the European—and especially the Mediterranean—mind and soul of his time: a religious fanatic obsessed with the conversion, conquest, or liquidation of all non-Christians; a latter-day Crusader in search of personal wealth and fame, who expected the enormous and mysterious world he had found to be filled with monstrous races inhabiting wild forests, and with golden people living in Eden.”

—David E. Stannard, historian, *American Holocaust: Columbus and the Conquest of the New World*, 1992

6. Which of the following European nations would be the least likely to share the characteristics Stannard uses in describing Columbus?

- (A) England
- (B) France
- (C) Portugal
- (D) Spain

7. Which of the following is a reason historians are most likely to criticize the view of Columbus expressed in this excerpt?

- (A) It ignores the period in which Columbus lived
- (B) It displays a bias against Christians
- (C) It skips over the progress brought by Columbus
- (D) It uses highly charged language

Questions 8–9 refer to the excerpt below.

"The province of Quivira is 950 leagues from Mexico. Where I reached it, it is in the fortieth degree [of latitude]. . . . I have treated the natives of this province, and all the others whom I found wherever I went, as well as was possible, agreeably to what Your Majesty had commanded, and they have received no harm in any way from me or from those who went in my company. I remained twenty-five days in this province of Quivira, so as to see and explore the country and also to find out whether there was anything beyond which could be of service to Your Majesty, because the guides who had brought me had given me an account of other provinces beyond this. And what I am sure of is that there is not any gold nor any other metal in all that country."

—Francisco Coronado, Spanish conquistador, *Travels in Quivira*, c. 1542

8. Based on Coronado's observations, which of the following best describes Spanish efforts in Mexico in the mid-16th century?

(A) Exploring lands new to them
(B) Establishing colonies
(C) Warring with Native Americans
(D) Spreading the Christian faith

9. The activities of Coronado and other Spanish and Portuguese explorers in the Americas in the 16th century primarily depended on the support of

(A) merchants and fur traders
(B) the Catholic Church
(C) the monarchs
(D) enslaved Europeans

SHORT-ANSWER QUESTIONS

Briefly answer the questions in complete sentences. A thesis is not required.

Question 1. Answer a and b.

- a) Briefly explain, with reference to TWO of the factors listed below, how there came together in Europe in the early 16th century both the motivation and the means to explore and colonize land across the seas.
- religion
 - trade
 - technology
- b) Briefly explain how ONE of the three factors listed above became either more or less important in colonization by the end of the 16th century.

Question 2 is based on the following excerpt.

"I marvel not a little, right worshipful, that since the first discovery of America (which is now full four score and ten years), after so great conquests and plantings of the Spaniards and Portuguese there, that we of England could never have the grace to set fast footing in such fertile and temperate places as are left as yet unpossessed of them. But . . . I conceive great hope that the time approacheth and now is that we of England may share and part stakes . . . in part of America and other regions as yet undiscovered. . . .

"Yea, if we would behold with the eye of pity how all our prisons are pestered and filled with able men to serve their country, which for small robberies are daily hanged up in great numbers, . . . we would hasten . . . the deducting [conveying] of some colonies of our superfluous people into these temperate and fertile parts of America, which being within six weeks' sailing of England, are yet unpossessed by any Christians, and seem to offer themselves unto us, stretching nearer unto Her Majesty's dominions than to other part of Europe."

—Richard Hakluyt, English writer, *Divers Voyages Touching the Discovery of America and the Islands Adjacent*, 1582

2. Using the excerpt, answer a, b, and c.

- a) Briefly explain ONE reason not in this passage for why England was so far behind Spain and Portugal in colonization.
- b) Briefly explain ONE source where the author believes England can find an excellent source to supply potential colonists for the Americas.
- c) Briefly explain ONE development of the late 16th century that challenges or supports the point of view expressed by the writer.

Question 3 is based on the following excerpt.

"I want the natives to develop a friendly attitude toward us because I know that they are a people who can be made free and converted to our Holy Faith more by love than by force. I therefore gave red caps to some and glass beads to others. They hung the beads around their necks, along with some other things of slight value that I gave them. . . . I warned my men to take nothing from the people without giving something in exchange."

—Christopher Columbus, *Log*, October 12, 1492

3. Using the excerpt, answer a, b, and c.
 - a) Briefly explain the point of view expressed by Columbus in the excerpt.
 - b) Briefly explain what powerful group in Spain, other than the monarchy, Columbus would be appealing to in the above passage.
 - c) Provide an example of contact between Europeans and the first inhabitants of America that is not consistent with the above passage.

Question 4. Answer a, b, and c.

- a) Briefly explain ONE common trait in the policies of two of these European nations toward Native Americans:
 - England
 - France
 - Spain
- b) Briefly explain ONE difference between the policies of two European nations toward Native Americans.
- c) Briefly explain ONE reaction of Native Americans to European policies.

THINK AS A HISTORIAN: QUESTIONS ABOUT A QUESTION

Tests often ask students to explain why one event or trait is more significant than another, or resulted from another. Which THREE prompts below would best be answered with an essay that emphasizes causation?

1. Explain why American Indians were so diverse in 1492.
2. How did Spanish colonies differ from English colonies?
3. How did the growth of the transatlantic trade influence American colonization?

PERIOD 1 Review: Answering an Essay Question

Writing an Essay: Stating Your Thesis

The AP U.S. History exam includes questions that should be answered with long essays. While no Long-Essay question on the AP US History exam will come exclusively from Period 1, below is an essay question that both helps review the period and initiate the practice of essential essay writing skills. Two aspects of these essays are particularly important to the readers who will be grading them:

1. How clearly does the writer present a thesis (the idea or argument around which the essay is organized) in the essay's introductory paragraph?
2. How well does the writer support his or her thesis with relevant evidence from a historical period?

Sample Question

Writing an essay without a thesis statement would be like attempting to build a house without first laying the foundation. In the same way, practicing the skill of writing the thesis statement is absolutely essential not only to doing well on an AP exam but also to writing a clear and convincing paper on any topic in any subject. Consider three attempts to answer the following essay question:

With the dawn of the 16th century, there came together in Europe both the motivation and the means to explore and colonize territory across the seas. Discuss this statement with reference to two of the following:

- religion
- trade
- technology

Sample Answers

In your view, which of the following THREE introductory paragraphs contains the strongest thesis statement?

- A. By the beginning of the 16th century, Columbus had already explored parts of Central and South America. Immediately following his four voyages, other explorers for Spain were strongly motivated to seek gold and glory in the Americas. Explorers and conquistadores such as Cortés in Mexico, Balboa in Panama, and Pizarro in Peru were quick to

- B. In the 16th century, Spain's success in conquering and colonizing American lands was based upon fundamental changes that had already occurred in the culture, economy, and technology of Europe in the preceding century. In religious terms, Spain in the late 1490s had unified itself as a Roman Catholic state by defeating the Moors (or Muslims). In economic terms, the desire for increased trade with Asia provided powerful motivation for voyages of exploration. In technological terms, improvements in navigation in the 1400s made it possible for European ship captains to make the long transatlantic crossing to the Americas and back to return home safely.
- C. Columbus's first voyage of discovery in 1492 was followed by other voyages by Spanish, Portuguese, and Italian navigators. Of course, Spanish explorers such as Cortés, Pizarro, Coronado, de Soto, and others were the most successful in establishing claims to American land. Motivated by "God, gold, and glory," Cortés conquered the Aztecs of Mexico while Pizarro conquered the Incas of Peru. Cabot's voyage for Portugal helped to establish that nation-state's claim to Brazil. Henry Cabot's 1497 voyage for England was motivated by a desire to find a northwest passage to Asia. Cabot's voyage, however, did not really have important consequences until more than a 100 years later when England under Queen Elizabeth tried unsuccessfully to found colonies in North America.

Evaluating the Answers

Of course, an essay consists of more than just the first paragraph. But if graders had only these introductions to evaluate, then they would probably rank B as the most effective, C as the least effective, and A in the middle.

Why is paragraph B the strongest of the three? It is the only paragraph that addresses all aspects of the question. It mentions trade as a motivating factor in technology as a means, and religious change as another factor in explaining Spain's success in the early 16th century. Thus, a foundation is laid for the detailed paragraphs that follow: one on religious change, a second on economic change, and a third on technological change.

Paragraphs A and C, on the other hand, fall short of the mark because they are not focused on a main idea. Notice that both consist of specific facts that are only loosely related to the question. Paragraph A ranks higher than C because it addresses both motivation and means, whereas C deals with motivation only. Also, C's information about Cabot in the last sentence, while accurate, is far from the subject of the question. Avoid the temptation to overload your paragraph with information. Concentrate instead on stating a general thesis, making sure that it ties directly to key phrases in question.