



APUSH Summer Homework (DUE DURING THE SUMMER)

Part 1: Mid-June (Assessment June 26th)

CHAPTER 1: The Americas, Europe, and Africa Before 1492

Goal: Students should completely read and prepare for a standard Multiple Choice/Essay Test to be administered through Canvas on **Thursday, June 30 from 10 AM to 11:00 AM**. The Learning Objectives and Critical Thinking Questions below are for your benefit. You Do Not answer them for any sort of submission.

Learning Objectives:

Section 1:

- Explain how Ice Age hunters may have crossed the Bering Straits and began settling North America.
- Can you explain other theories for the peopling of North America throughout pre-history and history? i.e. Vikings, Welsh, late stone age, Chinese etc...
- How did the domestication of flora and fauna affect the human condition? i.e. maize, ducks, turkey, dogs, etc.
- Are you familiar with ancient Meso-America sites i.e. Teotihuacan, *La Venta*, *Copan*, *Tikal*, *Chichen Itza* etc.
- Discuss the sophistication of the cultures of the Olmec, Mayans, Aztecs, Incas, Mogollon, Hohokam, and Anasazi Hopewell, Cahokia, Iroquois, Lenape, Muscogee, and Cherokee.
- Show the impact of the Columbian Exchange on the Native Americans.

Section 2:

- Describe the European societies that engaged in conversion, conquest, and commerce
- Discuss the motives for and mechanisms of early European exploration
- Discuss the statement "Europe's feudal society was a mutually supportive system."
- How involved was the Catholic Church in Medieval Society?
- What motivated Knights and others to fight in the Crusades?
- The Crusades had lasting effects, both positive and negative what were they?
- Look into another source: Explain why the Norse discovery of America was ineffective.
- How integral was Portugal to the birth of European Exploration of the Atlantic?
- List the changing social conditions and new scientific discoveries that resulted in European voyages of discovery.

Section 3:

- Be able to locate the major West African empires on a map.
- Discuss the roles of Islam and Europe in the slave trade
- How did the institution of Slavery affect the new Mercantilist Economic System? Discuss the beginnings of racial slavery.

Critical Thinking Questions

1. The Inca were able to control an empire that stretched from modern Colombia to southern Chile. Which of their various means for achieving such control do you think were most effective, and why?

2. How did the Olmec, Aztec, Inca, Maya, and North American Indians differ in their ways of life and cultural achievements? How did their particular circumstances—geography, history, or the accomplishments of the societies that had preceded them, for example—serve to shape their particular traditions and cultures?
3. What were the lasting effects of the Crusades? In what ways did they provide opportunities—both negative and positive—for cross-cultural encounters and exchanges?
4. Was race identified with slavery before the era of European exploration? Why or why not? How did slavery's association with race change the institution's character?
5. What are the differences between the types of slavery traditionally practiced in Africa and the slavery that developed in the New World? How did other types of servitude, such as European serfdom, compare to slavery?

Zoom Teacher Lecture for Chapter 1 will be available on Monday, June 27 from 10:00 AM to 11:30 AM for those who wish to attend (not mandatory)

ASSESSMENT: Thursday, June 30 from 10 AM to 11:00 AM

Part 2: Early July (Assessment July 14th)

CHAPTER 2: Early Globalization: The Atlantic World, 1492–1650

Goal: Students should completely read and prepare for a standard Multiple Choice/Essay Test to be administered through Canvas on **Thursday, July 14 from 10 AM to 11:00 AM**. The Learning Objectives and Critical Thinking Questions below are for your benefit. You Do Not answer them for any sort of submission.

Learning Objectives:

Section 2.1:

- Describe Portuguese exploration of the Atlantic and Spanish exploration of the Americas, and the importance of these voyages to the developing Atlantic World.
- On a map provided of the Atlantic Ocean, be prepared to know where the Portuguese were able to colonize.
- Where *Elmina Castle* and what was its purpose?
- How was Spain finally able to afford their extensive exploration efforts in the fifteenth and subsequent centuries?
- How was Columbus an infamous player in the start of these voyages?
- Explain how Columbus “opened the floodgates” to Spanish exploration.
- Explain *Hernan Cortes*’ and *Francisco Pizarro*’s participation in this “exploration?”
- How did gold and silver from the Americas help to fuel a Spanish golden age?
- Explain the importance of Spanish exploration of the Americas in the expansion of Spain’s empire and the development of Spanish Renaissance culture

Section 2.2

- Explain the changes brought by the Protestant Reformation and how it influenced the development of the Atlantic World
- Explain the rise of the Protestant reformation through the teachings of Martin Luther and John Calvin.
- Summarize the rise of the Protestantism in England through King Henry VIII. The Puritans and Queen Elizabeth.
- How important is the defeat of the Spanish Armada important to European exploration of the New World and beyond?

- Describe Spain's response to the Protestant Reformation

Section 2.3:

- On a map, be able to identify regions where the English, French, and Dutch explored and established settlements.
- Explain the statement "Queen Elizabeth favored England's advance into the Atlantic World, though her main concern was blocking Spain's effort to eliminate Protestantism."
- Who were John Cabot and Sir Walter Raleigh?
- What happened to Roanoke?
- What is a joint-stock Company?
- According to George Percy's account, what were the major problems the Jamestown settlers encountered? What kept the colony from complete destruction?
- In what ways did the Puritans differ from the Pilgrims?
- Who were *Jacques Cartier* and *Samuel de Champlain*?
- Explain and cite examples of how the French were primarily interested in establishing commercially viable colonial outposts, and to that end, they created extensive trading networks in New France."
- Explain how the Dutch entrance into the Atlantic World is part of the larger story of religious and imperial conflict in the early modern era.
- What was the Dutch East India Company?
- Describe the differences among the early colonies.
- Explain the role of the American colonies in European nations' struggles for domination

Section 2.4

- What was the *encomienda* system?
- Who was *Bartolomé de Las Casas*? What were the New Laws?
- Why did the Portuguese trade or sell slaves to Spanish, Dutch, and English colonists in the Americas, particularly in South America and the Caribbean, where sugar was a primary export?
- Describe how Europeans solved their labor problems?
- Describe the theory of mercantilism and the process of commodification?
- Be familiar with the products that were traded in the Columbian Exchange.
- Analyze the effects of the Columbian Exchange

Critical Thinking Questions

- What does this Columbus' *Probanza de mérito* of 1493 show us about Spanish objectives in the New World? How do you think it might have influenced Europeans reading about the New World for the first time?
- What were the consequences of the religious upheavals of the sixteenth and seventeenth centuries?
- What types of labor systems were used in the Americas? Did systems of unfree labor serve more than an economic function?
- What is meant by the Columbian Exchange? Who was affected the most by the exchange?
- What were the various goals of the colonial European powers in the expansion of their empires? To what extent were they able to achieve these goals? Where did they fail?
- On the whole, what was the impact of early European explorations on the New World? What was the impact of the New World on Europeans?

Zoom Teacher Lecture for Chapter 2 will be available on Monday, July 11 from 10:00 AM to 11:30 AM for those who wish to attend (not mandatory)

ASSESSMENT: Thursday, July 14 from 10 AM to 11:00 AM through Canvas