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## Apush summer reading assignment answers

AP U.S. history students are expected to complete summer reading and video assignments before a first-class session. These assignments will focus on the content of the pre-Revolutionary American period (APUSH 1 and 2 courses). Completing APUSH summer assignments will assess students on a test that is scheduled to be administered during the first week of class. While you are expected to turn on some things on the first day of class, much of your degree will come from summer assignments from your test, so please keep this in mind while you are completing these assignments. APUSH teachers who are interested in using these summer assignments may call me for a password for copyright material. You need to make sure to share this password with your students so that they can complete the assignment. APUSH students who do not enroll in Tom Ritchie's class should contact their teachers directly for questions about summer assignments. The so-called Period 1 of the AP U.S. History Outline period focuses on the period from 1491 (general designation for the Continental United States before contact) to 1607 (founded the Jamestown Colony). In this video lecture for AP Students of U.S. History, I describe and contrast various Native American cultures over the geographic regions of North America. After watching the speech, the successful APUSH student should be able to tag a map of pre-contact North America and be able to identify key tribal groups and describe lifestyles in every region of North America. Students are expected to turn in the following cases completed by hand (not TYPED) on the first day of class: Native American culture graphics organizer Native American tribes map before learning about European colonies, it is necessary to map them within the Atlantic trading system where it existed. The permanent system of contact and trade between the old and new worlds founded by Columbus Voyages is known as the Colombian Stock Exchange. The best place to start learning about the Colombian exchange is Wikipedia. Wikipedia's article on the Colombian Stock Exchange is titled The widespread transfer of animals, plants, culture, human populations, technology and ideas between the U.S. and African-Eurasian hemispheres in the 15th and 16th centuries. With this framework put up by the article, I have designed a graphic organizer to help you organize the features of the Colombian Stock Exchange in each of these areas. You may use the Wikipedia article and any other online resources you find useful – just be sure to take a note of what other resources you end up using. Please prepare the graphic organizer to turn on the first day of the class completed by hand (not typing). A complex system of Atlantic commerce was developed during the 16th and 17th centuries, and became the basis for permanent colonies that produced raw materials for export while importing manufactured goods from their respective mother countries. The Atlantic slave trade was the most notorious part of the triangular trade developed between Europe, Africa and the continental United States. This video from TED-Ed is useful for understanding the impact the African slave trade had on Europe, the Americas and especially African community in the short and long term. For a very short and fun explanation of the triangular trade, you might want to take a look at this video from my BFF YouTube, HipHughes, which has taught US history for a few years. HipHughes History has video lectures on a plethora of topics in U.S. history that you may find useful from time to time. You can take a look at HipHughes' playlists' US History Explained here: APUSH Key Concepts 1.3 & 2.1 It is important that APUSH students know the key characteristics of Spanish, French, Dutch and British colonists and are able to compare and contrast the different goals of any colonial power (APUSH Key Concept 2.1). In these video presentations, I detail the key characteristics and objectives of Spanish, French and Dutch colonialists in addition to comparing and contrasting their pursuits and economic methods in dealing with native Americans they faced. I have designed a graphical organizer that will be useful for organizing this information. Please prepare the graphic organizer to turn on the first day of the class completed by hand (not typing). APUSH Key Concepts 1.3 & 2.1 The following primary and secondary sources focus on each of the colonial powers (Spanish, French, Dutch, and British) and their relationships with Native Americans and their environments. In addition to actual information, be sure to read for point of view (POV) and purpose when reading primary sources and for author dissertations when reading secondary sources. Bartolomé de las Casas Brief Account of the Devastation of the Indies (1542) Bartolomé de las Casas wrote a thorough account detailing how the Spanish treated Native Americans in New Spain. While this is the best resource we have available on this issue, it is a resource written by a human being for a particular purpose. Watch out for his purpose and vision (POV) while you sing. Fr. Paul Le Jeune, SJ The Jesuit Relations (1634) Fr. Le Jeune's accounts of his life among the Montagnais Indians are a valuable account of Native American life and culture in New France. His writing also informs us of the cultural differences European colonialists and natives faced. In this secondary source reading, Matthew Dennis Kolotiuung describes the relationship between Dutch immigrants in the new Netherlands and the Iroquois. Students may want to do some quick background reading about Iroquois before reading this excerpt. In this secondary reading source, William Cronon Changes in The Land (1983) describes the changes in the Northeast ecosystem that occurred between 1600 and 1800 due to English colonialism. The following assignment has links to readings and questions to complete. In my speech on thirteen colonies, I outline the key traits of the colonial regions (New England, Middle, and South). Students should be able to identify the key traits of each region and the key colonies of each region, as well as the comparison and contrast of the political, economic, social and religious atmosphere in each colonial region. Please prepare the following graphic organizer to turn on the first day of the class completed by hand (not TYPED): Thirteen colony graphics organization APUSH key concepts 2.1 & 2.2 In my speech at the Virginia Colony, I discuss the primary problems that the British have in creating a permanent settlement, renting a Virginia company, the hardships endured by Jamestown immigrants, and the emergence of tobacco as a cash product. The second part of the speech focuses on the labor forces employed in Chesapeake tobacco farming (dense servants and slaves) and the strained relations between the colonies and the Indians of the Poochons, which culminated in the 1622 massacre in India. AP U.S. history is somewhat popular about challenging sqths. One of these popular docks is that pilgrims and other immigrants from the Massachusetts colony came to the New World for religious freedom. In reality, they came only to create a religious commonwealth that was spicy in a culture of conformity. Roger Williams and Anne Hutchinson challenged that culture of conformity and began a tradition of religious tolerance that would later be in the First Amendment. A dedicated colony founded by William Penn, Pennsylvania implemented the Quaker Principles with the most generous policy of religious tolerance that existed in each of the Thirteen Colonies. Pennsylvania's economy was based on original crop farming, so (completely unfolded with Quakers) the brand's Quaker Yuff is actually somewhat appropriate. For additional contexts, it might be helpful to take a look at my speech on Quakers. This lecture is included here for students who want a deep understanding especially of William Penn's religion. AP U.S. history students are expected to complete summer reading and video assignments before a first-class session. These assignments will focus on the content of the pre-Revolutionary American period (APUSH 1 and 2 courses). 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