

# AP US History Summer Assignment

Name:	Student Number:
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**Directions:**

1. Download and save a copy of the following document and save as...**APUSH SUMMER ASSIGNMENT\_LAST NAME, FIRST NAME**
2. **This will be submitted to Canvas the first week of class, (August 21st -25th)**
3. Using the **provided resources**, **write a complete example** that applies to each **Key Concept**.
4. Highlight the **proper nouns** in each KC.
5. Underline the general ideas of the key concept.
6. Develop a response that uses **proper nouns**, reflecting a **specific example** of the concept.
7. Cite the **source and textbook pages** that the information was found on.
8. Watch the following **video to show how to complete these Key Concept examples**.

**Period 1: 1491–1607**

**1.2 Native American Societies Before European Contact**

**Learning Objective:** Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.

**Resources**

- 1.2 Native American Societies Be...
- Pre Contact Indians.pdf
- [The Americas-Openstax](#)
- [APUSH-Study-Guide-Topic](#)
- [World map of spread of corn](#)

**Video Guides:**

- ▶ Native American Societies BEFORE 1492 [APUSH U...

**KC-1.1.I.A: (example)**

The spread of **maize** cultivation from present day **Mexico** northward into the present-day **American Southwest** and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.

Beginning about 600 CE in Arizona, the Hohokam built an extensive irrigation system of canals to irrigate the desert and grow fields of **corn**, beans, and squash. By 1300, their crop yields were supporting the most **highly populated settlements** in the southwest. The Hohokam decorated pottery with a red-on-buff design and made jewelry of turquoise, which they **traded** with other tribes in the Southwest.

Openstax (Native Americans, paragraph 3)

<p><b><u>KC-1.1.I.B:</u></b>  <b>Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.</b></p>	
<p><b><u>KC-1.1.I.C</u></b>  <b>In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies (Which ones?) developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.</b></p>	
<p><b><u>KC-1.1.I.D:</u></b> <b>Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.</b></p>	

<b>Period 1: 1491–1607</b>	
<b>1.3 European Exploration in the Americas</b>	
<b>Learning Objective:</b> Explain the causes of exploration and conquest of the New World by various European nations.	
<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>■ Henretta Ch. 1 p. (17-29).pdf</li> <li>■ 1.3 European Exploration of the ...</li> </ul> <p><a href="#">Europe on the Brink of Change</a></p> <p><a href="#">The Spanish Conquistadors and Colonial Empire</a></p>	<p><b><u>Video Resources:</u></b></p> <ul style="list-style-type: none"> <li>▶ European Exploration in the AMERICAS [APUSH Unit 1 Topic</li> </ul>

<p><b>KC-1.2.I.A</b>  European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity</p>	

<b>Period 1: 1491–1607</b>	
<b>1.4 Columbian Exchange, Spanish Exploration, and Conquest</b>	
<p><b>Learning Objective:</b> Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>■ 1.4 Columbian Exchange, Spanis...</li> <li>☰ Early European Technological Inn...</li> <li>☰ Joint-Stock Companies</li> </ul> <p><a href="#">The Columbian Exchange</a></p>	<p><b>Video Resources:</b></p> <ul style="list-style-type: none"> <li>▶ The COLUMBIAN EXCHANGE, Spanish Exploration, and Con...</li> </ul>
<p><b>KC-1.2.I.B</b>  The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism</p>	

<p><b><u>KC-1.2.I.C</u></b></p> <p>Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.</p>	
<p><b><u>KC-1.2.II.A</u></b></p> <p>Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.</p>	

<p><b>Period 1: 1491–1607</b></p>	
<p><b>1.5 Labor, Slavery, and Caste in the Spanish Colonial System</b></p>	
<p><b>Learning Objective:</b> Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>■ 1.5 Labor, Slavery, and Caste, in...</li> <li><a href="#">African societies and the beginning of the Atlantic slave trade</a></li> <li><a href="#">Spanish Caste System</a></li> <li><a href="#">Life in the Spanish Colonies</a></li> </ul>	<p><b>Video Resources:</b></p> <ul style="list-style-type: none"> <li>▶ Labor, Slavery, and Caste in Spanish America [APUSH Unit 1</li> </ul>

<p><b><u>KC-1.2.II.B</u></b> In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources</p>	
<p><b><u>KC-1.2.II.C:</u></b> European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining</p>	
<p><b><u>KC-1.2.II.D</u></b> The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.</p>	

Period 1: 1491–1607

1.6 Cultural Interactions Between Europeans, Native Americans, and Africans

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

**Resources:**

■ 1.6 Cultural Interactions in the A...

[Pre Colonization European Society](#)

[The Impact of Colonization](#)

[European Exploration and Colonization](#)

■ thenativeamericanworldview.pdf

[VALLADOLID DEBATE](#)

**Video Resources:**

▶ [Comparing European and Native American cultures | US hist](#)

▶ [Cultural Interactions Between Europeans, Native Americans,](#)

**KC-1.2.III**

In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

**KC-1.2.III.A**

Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

**KC-1.2.III.B**

As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic

<p>negotiations and military resistance.</p>	
<p><b>KC-1.2.III.C</b>  <b>Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.</b></p>	

<p align="center"><b>Period 2 1607-1754</b></p>	
<p align="center"><b>2.2 European Colonization</b></p>	
<p><b>Lesson Objective:</b> Explain how and why various European colonies developed and expanded from 1607 to 1754.</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>■ 2.1 Contextualization; 2.2 Europe...</li> <li>■ Henretta Ch. 2, p. (41-49).pdf</li> </ul> <p><a href="#">Spanish Labor Systems</a></p> <p><a href="#">The Spanish Mission System</a></p> <p><a href="#">Spanish Exploration and Colonial Society</a></p> <p><a href="#">Rivalries: Dutch and French Colonial Ambitions</a></p> <p><a href="#">Timeline of Colonial Settlement</a></p>	<p><b>Video Resources</b></p> <ul style="list-style-type: none"> <li>▶ EUROPEAN Colonization in the Americas [APUSH Review Un..</li> </ul>

**KC-2.1.1.A**

Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society.

**KC-2.1.1.B**

French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.



**KC-2.1.I.C** English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately

**Period 2 1607-1754**

**2.3 The Regions of British Colonies**

**Lesson 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.

**Resources:**

2.3 The Regions of the British Colo...

[English Settlements in America](#)

**Video Resources:**

The Regions of the BRITISH COLONIES [APUSH Review Unit...

**KC-2.1.II.A**  
The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—a labor intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

**KC-2.1.II.B**  
The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

**KC-2.1.II.C**

The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

**KC-2.1.II.D**

The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy

**KC-2.1.II.E**

Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

Period 2 1607-1754

2.4 Transatlantic Trade

**Lesson Objective:** Explain causes and effects of transatlantic trade over time.

**Resources:**

📄 2.4 Transatlantic Trade.pdf

**Video Resources:**

▶ Trans-Atlantic TRADE [APUSH Unit 2 Topic 4] 2.4

**KC-2.1.III.A**

An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

**KC-2.1.III.B**

Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

**KC-2.2.I.C**

The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economic aims, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

Period 2 1607-1754

2.5 Interactions Between American Indians and Europeans

**Learning Objective:** Explain how and why interactions between various European nations and American Indians changed over time.

**Resources**

■ 2.5 Interactions with Native Ameri...

**Video Resources**

▶ Interactions Between AMERICAN INDIANS and EUROPEAN...

**KC-2.1.III.C**

Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.

**KC-2.1.III.E**

British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.

**KC-2.1.III.F**

American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

Period 2 1607-1754

2.6 Slavery in the British Colonies

**Learning Objective:**

Explain the causes and effects of slavery in the various British colonial regions

**Resources:**

📖 2.6 Slavery in the English Colo...

[Slavery in the British Colonies \(Khan Academy\)](#)

**Video Resources:**

📺 SLAVERY in the British Colonies [APUSH Review Unit 2 T.

**KC-2.2.II.A**

All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

**KC-2.2.II.B**

As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity

**KC-2.2.II.C**

Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintaining their family and gender systems, culture, and religion.

<b>Period 2: 1607-1754</b>	
<b>2.7 Colonial Society and Culture</b>	
<b>Lesson Objective:</b> 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.	
<b>Resources:</b> <ul style="list-style-type: none"> <li>■ <a href="#">2.7 Colonial Society and Culture...</a></li> </ul>	<b>Video Resources</b> <ul style="list-style-type: none"> <li>▶ <a href="#">Colonial SOCIETY and CULTURE [APUSH Review Unit 2 ...</a></li> </ul>
<b><u>KC-2.2.I.A</u></b> The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.	
<b><u>KC-2.2.I.B</u></b> The British colonies experienced a gradual Anglicization over time, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.	

<b>2.7 Colonial Society and Culture</b>	
<b>Lesson Objective:</b> Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.	
<b><u>KC-2.1.III.D</u></b> The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self rule, and trade.	

**KC-2.2.I.D**

**Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.**

