A.P. US History 2025-2026

Summer Assignment

Ms. Trainor (julia.trainor@k12.dc.gov)

The Course

The Information about the course can be found at the link below. Take some time this summer to read about the curriculum and the exam:

https://apstudent.collegeboard.org/apcourse/ap-united-states-history

Course Description

AP US History is a college-level course that covers 1491 to the present. It is designed to challenge students in their analysis and writing skills. Success in this course requires self-discipline and time management. This is not a course you can successfully complete by waiting until the last day of the term to "catch up" and complete assignments. This course is a serious time commitment, and it is your responsibility to make sure you complete assigned work on time.

The AP Exam in May will consist of:

- 55 multiple choice questions (55 minutes)
- 3 short answer questions (40 minutes)
- One document-based question essay (60 minutes)
- One long essay question (40 minutes)

Expectations

Students should expect to come to class having completed the previously assigned homework (readings, notetaking, AP classroom quizzes, etc). You will have a large assessment at least once per term and a test on every Unit (there are 9 units total). Assessments consist of writing essays and completing projects based on in-class and out-of-class material.

Summer Assignment

1. Go to this link to access the AMSCO AP US History textbook. Read **pages 1-21**: LINK
2. Read and take notes (in the notes outline below) on Unit 1, Period 1: 1491-1607
3. Define the vocabulary terms from Unit 1 (1941-1607), listed below. Provide both the definition and the historical significance of each term (why does it matter?). Additionally,

connect each term to an element of SPICE-T (**S**ocial, **P**olitical, **I**nteraction with **E**nvironment, **C**ulture, **E**conomic, **T**echnology/Innovations).

4. Answer the three short-answer questions.
5. **There will be a quiz on Chapter 1 when we return from summer break!!**

PART 1: GUIDED NOTES

Unit 1, Period 1491-1607 "A New World of Many Cultures" (pages 1-21)

Key Concepts	Guided Notes
1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting and transforming their diverse environments. 1.2: Contacts among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.	Period Perspectives Alternate View Cultures of Central and South America Cultures of North America Language Southwest Settlements Northwest Settlements Great Plains Midwest Settlements Northeast Settlements Atlantic Seaboard Settlements Europe Moves Toward Exploration Improvements in Technology Religious Conflict Catholic Victory in Spain Protestant Revolt in Northern Europe Expanding Trade New Routes Slave Trading

	African Resistance Developing Nation-States Early Explorations Christopher Columbus Columbus's Legacy Exchanges Dividing the Americas Spanish Exploration and Conquest English Claims French Claims Dutch Claims Spanish Settlements in North America Florida New Mexico Texas California European Treatment of Native Americans Spanish Policy Bartolome de Las Casas Valladolid Debate English Policy French Policy Native American Reaction Historical Perspectives: Was Columbus a great hero?

PART 2: VOCABULARY

Provide the definition, historical significance, and connect it to one element of SPICE-T (see above for what that means)

Exchange and Interaction

- Corn (maize)
  - Definition:
  - Significance:
  - Connection to element of SPICE-T:
- Horses
  - Definition:
  - Significance:
  - Connection to element of SPICE-T:
- Smallpox
  - Definition:
  - Significance:
  - Connection to element of SPICE-T:

Labor Systems

- Encomienda System
  - Definition:
  - Significance:
  - Connection to element of SPICE-T:
- Asiento System
  - Definition:
  - Significance:
  - Connection to element of SPICE-T:
- Slavery
  - Definition:
  - Significance:
  - Connection to element of SPICE-T:

Migration

- Land Bridge
  - Definition:
  - Significance:
  - Connection to element of SPICE-T:
- Adena-Hopewell
  - Definition:
  - Significance:
  - Connection to element of SPICE-T:
- Hokokam, Anasazi, and Pueblos
  - Definition:
  - Significance:
  - Connection to element of SPICE-T:
- Woodland mound builders
  - Definition:

    - Significance:
    - Connection to element of SPICE-T:
- Lakota Sioux
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:

Identity and Politics

- Mayas
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Incas
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Aztecs
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Conquistadores
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Hernan Cortes
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Francisco Pizarro
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- New Laws of 1542
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Roanoke Island
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:

Atlantic Trade

- Compass
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Printing Priess
    - Definition:
    - Significance:

    - Connection to element of SPICE-T:
- Ferdinand and Isabella
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Protestant Reformation
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Henry the Navigator
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Christopher Columbus
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Treaty of Tordesillas
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Slave Trade
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Nation-State
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:

American Indians

- Algonquian
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Siouan
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Iroquois Confederation
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Longhouses
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:

Search for Resources

- John Cabot
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Jacques Cartier
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Samuel de Champlain
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Henry Hudson
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Bartolome de Las Casas
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Valladolid Debate
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:
- Juan Gines de Sepulveda
    - Definition:
    - Significance:
    - Connection to element of SPICE-T:

PART 3: SHORT-ANSWER QUESTIONS

In your responses, you should aim for at least two sentences per part (e.g. two sentences for part a, two sentences for part b, and two sentences for part c). Each SAQ response should be 6-9 sentences in total.

Your answer must be supported with factual evidence that directly relates to what the question is asking. Be specific as possible- offer particular names, key terms, and vocabulary words.

Write in complete and complex sentences- do not use bullet points.

SAQ 1: Answer a, b, and c.

a) Briefly explain how ONE of the following factors in Europe in the early 16th century helped bring about a period of exploration and colonization of lands across the seas.

- religion
- trade
- technology

b) Provide ONE example of an event or development that supports your explanation in (a).

c) 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.

a. b. c.

SAQ 2: Answer a, b, and c.

"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 plannings 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

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 place where the author believes England can find a supply of 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.

a.

b.

c.

SAQ 3: 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.

a.

b.

c.