

## Advanced Placement United States History I

### Welcome

Get a new pair of sneakers and start preparing to run a different race. We will be following the development of America beginning with Native American and European cultural exchange, Exploration and colonization, the development and growth of a new nation, Civil War and finishing in Reconstruction.

### Course requirements

- Textbook
- Pen and Pencil
- Notebook – I prefer a 1” three-ring binder...this way, students can place handouts and other ancillary information distributed in class, within the context of the notes. This makes for a much more successful study tool.

### Class Rules

- Be in class on time
- Be prepared with all materials on a daily basis
- Be respectful of the learning environment

### News you (Parents) can use.

- This is a very work-intensive course. Your children had to earn an A in both English and World Civilization in order to win a place in Advanced Honors United States History I. Throughout this course the students will not only learn about the establishment and growth of America, they will also acquire the necessary study skills for academic success. It is imperative that they keep up with the daily assignments. Procrastination is the enemy of success.
- One of those tools is discipline. Students will be given study guides for each chapter. It will be their responsibility to complete the work assigned in a timely manner. These study guide answers will become their success on the AP exam at the end of their junior year.
- There will be an exam for each of the units of study (chapters) with a few exceptions. Each test will have a multiple choice section and an essay section. (40% of each marking period grade) As the test specifications have changed, they will be taught to annotate and answer questions over readings and visuals.
- There will be one essay each marking period. This might include research or DBQ writing. (20% of each marking period grade and includes projects)
- Quizzes are given randomly throughout the year...at least one per week. If students keep up with the work little at a time, they will be able to not only pass these quizzes, but excel at them. (30% of each marking period grade)
- We will be completing several projects this year...approximately one per marking period
- Homework is worth 10% of each marking period grade.

We are a team: Student, Parents, and Teacher. In an effort to keep the lines of communication open, you are invited to email me on Fridays and I will respond to your email with assignments missed that week by your child as well as a “heads up” on upcoming assignments.

As this is an AP class, I expect that each of these young adults will not need you to email me because they are all self-monitoring and intrinsically motivated.

I look forward to working with you.

**Directions:** For this assignment, you will need to **outline the first chapter** of the book entitled “A Continent of Villages”. (A sample outline format is included below. Please make sure you follow the format.) Using the questions in italics for guidance, to fill in information on your outline. After completing the outline, watch the attached powerpoint, taking notes (adding them to your outline in your own handwriting). Finally, you will write an essay for the prompt given, using evidence from the powerpoint for support.

## **A Continent of Villages, to 1500**

### **American Communities: Cahokia: Thirteenth-Century Life on the Mississippi**

( Read the American Communities section on pages 4-5 and summarize in paragraph form)

#### **I. SETTLING THE CONTINENT**

##### **A. Who Are the Indian People**

##### **B. Migration From Asia** (the questions below in italics are for **possible** sub-information)

- 1. What various scientific, linguistic, archeological, and oral tradition evidence supports the theory of Asian origin of the American Indians?*
- 2. When did the Indians migrate from Asia?*
- 3. How were they able to cross from Asia to the Western Hemisphere?*
- 4. What is the controversy of timing?*
- 5. Identify: Pleistocene, Berengia*

##### **C. Clovis: The First American Technology**

- 1. What was the Clovis tradition and how did this technology affect community development?*
- 2. How widespread was it geographically?*

#### **II. THE BEGINNING OF REGIONAL CULTURES**

##### **A. Hunting Traditions**

- 1. What new traditions of the plains and the forests develop?*
- 2. What were the technologies developed and how did this affect community development?*
- 3. Identify: “Pleistocene Overkill”, Folsom, Plano, Athapascans-Inupiat-Aleuts*

##### **B. Desert Culture**

- 1. What new subsistence traditions developed in the desert and Northeast coast?*
- 2. What was the basis of the Desert Culture’s way of life?*
- 3. What specific skills were involved?*
- 4. How did this adjustment to the harsh environment affect the forces of community?*
- 5. What other areas were affected by the innovative practices of the Desert Culture?*
- 6. Identify: Archaic, Shoshones and Utes, “Diggers”, Cordilleran Culture*

##### **C. Forest Efficiency**

1. *What is forest efficiency and where did it develop?*
2. *What types of technologies were involved and how did they affect community?*

### **III. THE DEVELOPMENT OF FARMING**

#### **A. Mexico**

1. *How did farming develop in Mexico and around which food source?*
2. *What are the limitations of the term Neolithic Revolution?*
3. *How do the Minomoni, Paiutes, and Californians specifically demonstrate these limitations?*
4. *How does the climate connect to the development of cultivation?*

#### **B. Increasing Social Complexity**

1. *What types of social complexity developed within farming communities? Wealth? Poverty? Labor? Sexual?*
2. *How did these social complexities compare with Europeans? What were the disadvantages of these to a settled community?*
3. *Identify: clan, tribe, chief, council of elders*

#### **C. The Resisted Revolution**

#### **D. Farmers of the Southwest**

#### **E. The Anasazi**

1. *Who were the Anasazi and why are they significant to farming?*
2. *What was the extent of their culture in location and level of community?*
3. *What caused their decline?*
4. *Identify: Four Corners, pueblo, Pueblo Bonito, Athapascans, Mesa Verde*

#### **F. Farmers of the Eastern Woodlands**

1. *Who were the earliest farmers of the Eastern Woodlands?*
2. *Who were the Adena and Hopewell and what types of technology and community did they develop?*
3. *Identify: Great Serpent Mound, Mortuary cults*

#### **G. Mississippian Society**

1. *Who were the Mississippians?*
2. *On what technological innovations was the society based?*
3. *How was Cahokia significant and what were the other regional centers of this society?*
4. *What transportation system linked them?*
5. *How did Mississippians compare to Anasazi and to European societies?*
6. *Identify: Northern Flint*

#### **H. The politics of Warfare and Violence**

1. *How might both farming and climate have affected warfare and violence among Indian peoples?*
2. *How is Cahokia an example of these developments?*
3. *What happened to Cahokia and other Mississippian communities?*

### **III. NORTH AMERICA ON THE EVE OF COLONIZATION**

*When the Europeans came to North America, what did they find in terms of diversity and size of population?*

#### **A. The Population of Indian America**

1. *What was the Indian population of America north of Mexico and how did scholars determine this?*
2. *Where were the most sparse and most dense populations?*
3. *In what three areas did European explorers, conquerors, and colonists first concentrate their efforts?*

#### **B. The Southwest**

1. *What peoples lived in the Southwest at the time of European colonization?*
2. *How had they adapted to the arid climate?*
3. *What was their communal village life like?*
4. *What is the commonality of Oraibi, Acoma, Laguna and other areas listed?*
5. *What relationship existed between the settled Indians and the nomadic Indians?*
6. *Identify: Pima, Pagago, Yuma, Rancherias, Pueblo peoples, kachinas, Hopi, Navaho, Apache*

#### **C. The South**

1. *What was the climate and terrain like in the South?*
2. *What Indian peoples lived in various areas on the eve of European Colonization?*
3. *What were the cultures of the areas?*
4. *Identify: Fall Line, Natchez, Great Sun, "Stinkards," Florida People, tribal confederacies, Cherokee*

#### **D. The Northwest**

1. *What were the advantages of the climate and lands of the Northwest?*
2. *What peoples lived in the various areas of European colonization? Cultures?*
3. *What groups fall under the terms Iroquois and Algonquian?*
4. *Identify: Deganawida, Iroquois Confederacy, Algonquians*

Throughout your study of the chapters in this course, pay special attention to the illustrations given. They were selected to enhance your understanding of the content. The Powerpoint for this assignment is attached to my web page for the school district.

Also attached to the web page is the graphic organizer for the essay and the sample outline.

(Sample outline for Advanced United States History)

### **Chapter 3 Planting Colonies in North America 1588-1701**

**American Communities:** The Spanish were forcing the Pueblo Indians to convert to Christianity. The Natives were trying to mix their religious traditions with those of Christianity and were severely punished by the Spanish, sparking a rebellion. Pope's Rebellion of 1680, as it became known, was the first organized rebellion against European control of native lands on the North American Continent. Pope, a Pueblo shaman, managed to organize 20 tribes to simultaneously attack Spanish Missions throughout New Spain. Sante Fe refused to surrender, resulting in the slaughter of all the inhabitants. The rebellion was a success, but the Natives did not have the protection that they had from the Spanish and invited their return. A deal was struck between the natives and the Spanish.

#### **I. The Spanish and French in North America**

New Spain and New France not a great deal of attraction for the people to colonize, so resulted in "frontier of INCLUSION"

##### **A. New Mexico**

1. Coronado failed to find "riches"
2. Church sees possibility of "souls"
3. Franciscan Missions 1580's
4. **Onate** takes soldiers, **mestizos** and missionaries to mine gold and souls
  - a. **Acoma**, pueblo village seized by **Onate**
  - b. Town laid waste and 800 men, women, and children killed
  - c. Cut off one foot of each male survivor; the rest to slavery
  - d. **Onate** recalled to Spain 1606
5. New Gov. **Peralta** founded **Santa Fe**
6. Economy based on small farming and herding
7. Spaniards, colonists, enlisted the "services" of the natives for the menial labor
8. Not much interest in migrating north...population growth mostly natural "mixing" of Spanish and native

Powerpoint is attached to the web page. Please have your outline printed in front of you as you go through the powerpoint and take hand-written notes where appropriate, adding them to your outline in the margins. When this is finished, write an essay over the following:

#### **Essay Assignment Transoceanic Migration Theories**

Using evidence from your graphic organizer and your notes from the powerpoint, assess the validity of this statement.

The theories of transoceanic migration brought forth by D'Acosta, Martin and Cobo, prove that man migrated across the Bering Strait between 25,000 and 30,000 years ago.

Introduction = background information and thesis statement. Your intro should begin broad and end with the thesis.

Body Paragraphs = Discussion and proof supporting the thesis

Conclusion = Begin with content and end with a broad statement

Essay should be typed in Times New Roman size 12 and double spaced.

Graphic Organizer for use while viewing the Powerpoint and collection of information for essay

