

Course Information

The purpose of this course is to provide a college-level survey of United States History from the pre-Columbian period to the present day. This course and the work involved meets all requirements set forth by the College Board and covers the content necessary for success on the national AP® United States History Examination.

Due to the advanced nature of this course, participation and success require commitment to the following tasks:

- **Reading before class each day** – This requirement makes class discussions more productive and will help you fully understand what is being discussed.
- **Studying on a consistent basis, not simply the night before a test.**
- **Active class participation in discussions, debates and collaborative activities in-class and online.**
- **Good work ethic.**

As a student in this course, you will develop the following skills:

- The ability to analyze historical information and make historical arguments through **effective writing** (in-class essays and quarterly research papers).
- The ability to interpret and understand the significance of **primary sources**, such as documents, political cartoons and other items that originate in the time period.
- The ability to interpret **maps, charts and data.**
- The ability to understand **cause and effect**, as well as **historical significance.**

Summer Preparation – Part One

To make our first week of school more efficient, I am asking that you pre-enroll in the online resources that we will use for this class.

Go to our class website, <http://www.broachweb.com/classes>, click on **APUSH**, then **Beginning Survey and Online Enrollment.**

Follow all instructions carefully.

Summer Preparation – Part Two

In order to better prepare for our first unit on the Colonial Period, please prepare answers to the following discussion questions (simple notes only): **Answers will be checked on Monday, August 15th**

- What led Europeans to explore distant places? (Think about the events and ideas that developed in Western Europe since the Crusades that led to expansion in trade and eventually the discovery of the New World)
 - Long term causes, ideas, events?
 - Short term causes, ideas, events, inventions?
- What trade routes developed in this period with Asia and Africa? How is this significant to the discovery of the Americas?
- What developments in West Africa later contributed to economic development in the New World?

- What were civilizations like in the New World and why was North America conquered with more relative ease than Central and South America?
- What events led the English in particular to settle in America? Make a brief timeline of events that led to the settlement of British North America.

These questions are intended to help you understand the early colonial period. They are also good examples of the critical thinking skills required in this class and the types of concepts that you should identify when reading for class.

You only need to bring simple notes to class on **Monday, August 15th**.

Summer Preparation – Part Three

One of the skills that will be developed in this course is the ability to interpret primary and secondary source documents. You will utilize this skill throughout the course, and especially in document-based question essays. To help orient you to this type of activity, please review the following documents. For each document, determine:

- What historical events or information from World History can be related to this document?
- What is the main message?
- **What is the historical significance of this document? (to World and American History?)**

For each document, type your responses to the last question (historical significance). When finished, submit your work to Turnitin.com **before the start of school**. (You will need to be enrolled in our class in Turnitin.com to complete this step)

Grading Rubric:

Responses scored 0 – 5 points based on the completeness and effectiveness of the answer given.
Total points / points possible (25) = % score (**recorded as a writing grade**)

Document 1

Thomas Mun, “England’s Treasure by Forraign Trade” (1664)

Internet Modern History Sourcebook: <http://www.fordham.edu/halsall/mod/1664mun-engtrade.html>

The ordinary means therefore to increase our wealth and treasure is by Forraign Trade, wherein wee must ever observe this rule; to sell more to strangers yearly than wee consume of theirs in value. For suppose that when this Kingdom is plentifully served with the Cloth, Lead, Tin, Iron, Fish and other native commodities, we doe yearly export the overplus to forraign Countreys to the value of twenty-two hundred thousand pounds; by which means we are enabled beyond the Seas to buy and bring in forraign wares for our use and Consumptions, to the value of twenty hundred thousand pounds: By this order duly kept in our trading, we may rest assured that the kingdom shall be enriched yearly two hundred thousand pounds, which must be brought to us in so much Treasure; because that part of our stock which is not returned to us in wares must necessarily be brought home in treasure....

Document 2

Adam Smith, *The Wealth of Nations: Of Colonies* (1776)

Direct Source: <http://www.let.rug.nl/usa/D/1776-1800/adamsmith/wealth01.htm>

The discovery and colonization of America, it will readily be allowed, have contributed to augment the industry, first, of all the countries which trade to it directly; such as Spain, Portugal, France, and England; and, secondly, of all those which, without trading to it directly, send, through the medium of other countries, goods to it of their own produce; such as Austrian Flanders, and some provinces of Germany, which, through the medium of the countries before mentioned, send to it a considerable quantity of linen and other goods. All such countries have evidently gained a more extensive market for their surplus produce, and must consequently have been encouraged to increase its quantity.

Document 3

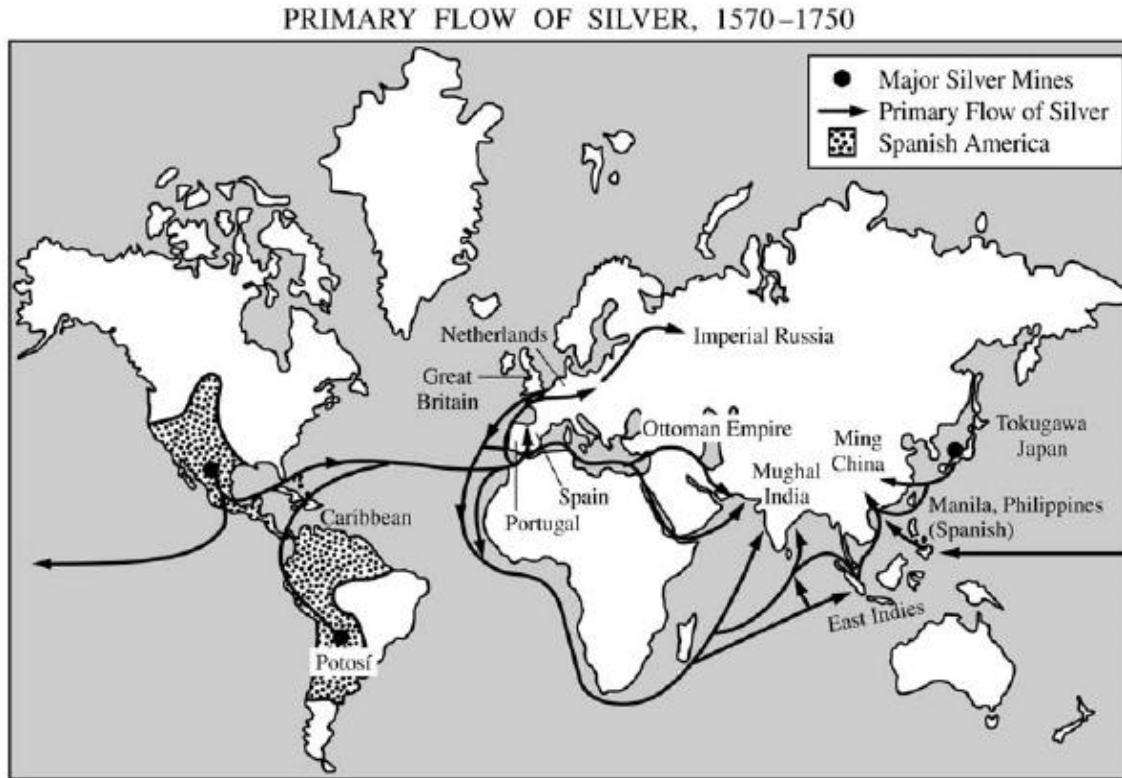
Historia De Las Casas de Nueva Espana, Volume 4, Book 12, Lam. cliii, plate 114. (c. 1575)

Direct Source: <http://history.binghamton.edu/hist130/notes/smallpox.htm>



Document 4

Source: 2006 AP World History Exam, Document-Based Question Essay



Document 5

Sources noted below

**Trans-Atlantic Imports by Region
1450-1900**

| Region | Number of slaves accounted for | % |
|---|--------------------------------|------------|
| Brazil | 4,000,000 | 35.4 |
| Spanish Empire | 2,500,000 | 22.1 |
| British West Indies | 2,000,000 | 17.7 |
| French West Indies | 1,600,000 | 14.1 |
| British North America and United States | 500,000 | 4.4 |
| Dutch West Indies | 500,000 | 4.4 |
| Danish West Indies | 28,000 | 0.2 |
| Europe (and Islands) | 200,000 | 1.8 |
| Total | 11,328,000 | 100 |

Data derived from table II as presented in:
The Slave Trade
 by Hugh Thomas
 Simon and Schuster, 1997,
 ISBN 0-68481063-8

**Trans-Atlantic Exports by Region
1650-1900**

| Region | Number of slaves accounted for | % |
|-----------------|--------------------------------|------------|
| Senegambia | 479,900 | 4.7 |
| Upper Guinea | 411,200 | 4.0 |
| Windward Coast | 183,200 | 1.8 |
| Gold Coast | 1,035,600 | 10.1 |
| Bight of Benin | 2,016,200 | 19.7 |
| Bight of Biafra | 1,463,700 | 14.3 |
| West Central | 4,179,500 | 40.8 |
| South East | 470,900 | 4.6 |
| Total | 10,240,200 | 100 |

Data derived from tables 1.1, 3.2, 3.4, 4.1 and 7.4
 as presented in:
Transformations in Slavery
 by Paul E. Lovejoy
 Cambridge University Press, 2000,
 ISBN 0-521-78430-1