

AP United States History Course Outline
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Bishop Grimes
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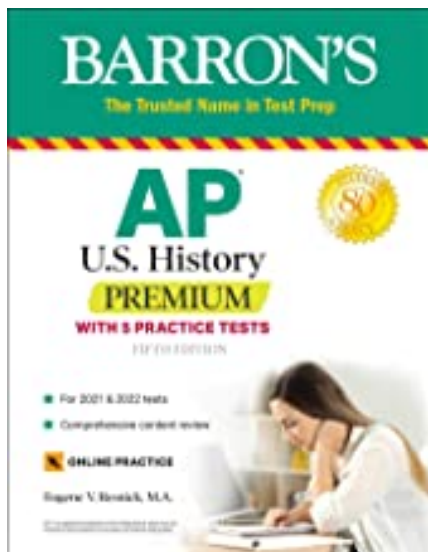
Textbook: *American History*, by Alan Brinkley

Barron's AP U.S. History Premium, 5th Edition

Course Description:

AP U.S. History is being offered to a limited number of juniors. The course is a demanding curriculum that requires a high level of scholarship and motivation. The course is similar to an introductory U.S. History course for first-year college students. Due to the nature of the course, the workload is demanding. Students need to enter the course with a thorough understanding of United States History. Students need to be able to connect the events of the past to what is presently happening in the United States. Students will be learning a significant amount of information and concepts. Throughout that process they will be interpreting multiple primary and secondary sources. Students will need to learn the AP U.S. History writing format and complete dozens of essays. Throughout the course students will complete several projects. The topics include but are not limited to, life and thought in colonial America, revolutionary ideology, 19th century reform movements, and Manifest Destiny. The students are required to use their analytical, writing, and reading skills and to improve on them to help prepare them for college and life beyond. The course is divided into periods of time and focuses on various themes including national identity, economic transformation, and United States actions on the world stage.

Each unit will also include discussion of and writings about related historiography. Students will discuss how interpretations of events have changed over time, how one event/issue can have an impact on the experiences and decisions of future generations, and how one can reevaluate the past and use that information in understanding the United States and the world today.



Students are required to purchase the pictured review book. This will also serve as their textbook.

1. Amazon tends to have it for the lowest cost. It is Barron's AP U.S. History Premium Edition, 5th edition.

2. It is also highly recommended that students create an account with <https://www.gilderlehrman.org/> The site is filled with valuable resources and review!

3. Students are required to create an account with College Board- Make sure when setting your account up that you record your username/password information. In addition, do not use your diocesan email as it will block emails from the College Board to you.
4. Students are required to pick up their textbooks for the end of the current school year.

Students will take the AP Exam in May and then prepare for the New York State Regents Exam in June. Fee is approx. \$94.

Your AP US History summer assignments: Assignments are due on or before the first day of school. NO EXCEPTIONS! You are to email me your completed work.

These are from your AP United States Textbook

1. Read pages 2-155 and outline the key information.
2. Complete the following short answer questions.
 - i. “Several women came to this province of the Río de la Plata [in South America] along with its first governor Don Pedro de Mendoza, and it was my fortune to be one of them. On reaching the port of Buenos Aires, our expedition contained 1,500 men, but food was scarce, and the hunger was such that within three months 1,000 of them died. . . . The men became so weak that all of the tasks fell on the poor women, washing the clothes as well as nursing the men, preparing them the little food there was, keeping them clean, standing guard, patrolling the fires, loading the crossbows when the Indians came sometimes to do battle, [and] even firing the cannon. . . . Your highness will readily believe that our contributions were such that if it had not been for us, all would have perished. . . . “I wanted to write this and bring it to your highness’s attention to let you know how ungratefully I have been treated . . . because recently most of [the land] was distributed among the Spaniards here, . . . and I was left out without being given the service of a single Indian. . . . So I beg you to order that my encomienda be granted to me in perpetuity.” Isabel de Guevara, wife of a Spanish conquistador, petition to the Spanish monarch, 1556

1. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.
2. Using the excerpt, answer (a) and (b).
 - a. Briefly describe ONE claim made in the excerpt.
 - b. Briefly describe ONE historical development illustrated by the excerpt.

Short Answer 2

“I have long since learned who you Spanish are through others of you who came years ago to my land; and I already know very well what your customs and behavior are like. To me you are professional vagabonds who wander from place to place, gaining your livelihood by robbing, sacking, and murdering people who have given you no offense. I want no manner of friendship or peace with people such as you, but instead prefer mortal and perpetual hostility. . . . I promise to maintain war upon you so long as you wish to remain in my land. . . .

“I am king in my land, and it is unnecessary for me to become the subject of a person who has no more subjects than I. I regard men as vile and contemptible when they subject themselves to the yoke of someone else when they could instead live as free men. . . . I do not wish to know what your sovereign demands. . . . All of you should go away as quickly as you can if you do not want to perish at my hands.”

Chief of the Acuera Indians of present-day Florida, Spanish account of his response after the conquistador Hernando de Soto demanded his obedience to the Spanish king, 1539

In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list are not acceptable

Using the excerpt, answer (a) and (b).

- A. Briefly describe ONE claim made in the excerpt.
- B. Briefly describe ONE historical development illustrated by the excerpt.

3. Your petitioners beg leave humbly to inform your Majesty, that the lands, to the west of the [Appalachian] mountains, are extremely fertile, the climate very fine and healthy, and the waters of the Mississippi [River], and those of the Potomack [River in Virginia], are only separated by one small ridge of mountains. . . ; British goods may be carried at little expense, and afforded reasonably to the Indians in those parts, [if] the lands to the west of the said mountains were settled, and a fort erected in some proper place there. . . ; if your petitioners meet with that success they have the greatest reason to expect, it will . . . extend your Majesty's empire in America; . . . and, in a short space of time very considerably increase your Majesty's revenue. . . .”

“Your petitioners, for these great and national ends and purposes . . . have entered into partnership, by the name of the Ohio company, to settle these [lands] to the west of the said mountains. . . . Your petitioners . . . most humbly pray that your Majesty will be graciously pleased to encourage this their said undertaking, by giving instructions to your governor of Virginia to grant to your petitioners a tract . . . of 500,000 acres of land.”

John Hanbury, London merchant, and colonial Virginian investors, petition to King George II of Great Britain, delivered to the king's ministers in 1748

In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Using the excerpt, answer (a), (b), and (c).

- A. Briefly identify ONE cause of the development depicted in the petition.
- B. Briefly describe ONE argument made in the petition.
- C. Briefly describe ONE similarity between the British-Native American relations described in the petition and French-Native American relations.

4. What warrant [right] have we to take that land, which is and hath been of long time possessed [by] others . . . ?

“That which is common to all is proper to none. [Native Americans] ruleth over many lands without title or property; for they enclose [fence in] no ground, neither have they cattle to maintain it. . . . And why may not Christians have liberty to go and dwell amongst them in their waste[d] lands and woods (leaving them such places as they have [fertilized] for their corn) . . . ? For God hath given to the sons of men a twofold right to the earth; there is a natural right and a civil [political] right. The first right was natural when men held the earth in common, every man sowing and feeding where he pleased. Then, as men and cattle increased, they appropriated some parcels of ground by enclosing [them as property] . . . and this in time got them a civil right.”

John Winthrop, future governor of the Massachusetts Bay Colony, “General Considerations for the Plantation in New England,” 1629

In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Using the excerpt, answer (a), (b), and (c).

- A. Briefly identify ONE historical situation in which the excerpt was produced.
- B. Briefly describe ONE argument made in the excerpt.
- C. Briefly identify ONE historical effect of the development described in the excerpt.