

AP US History Summer Assignment 2016-17

1. Go to the AHS Library and checkout a copy of *America's History*, 8th Edition by Henretta, Hinderaker, Edwards, & Self.
2. Read “Historical Thinking, Reading, and Writing Skills for AP U.S. History” & complete “HT Skills Assignment.” (attached)
3. Read and take handwritten notes on “Chapter 1 – Colliding Worlds.” You may use any format you would like to use to accomplish this, i.e. outline, Cornell Notes.
4. Be prepared for a 30 question multiple choice quiz on the first day of school.
5. Read pp 26-27 – “Thinking Like a Historian” and answer the “Analyzing the Evidence” questions # 1-3.
6. Read and annotate the following documents. Answer the questions below the document to check for understanding. Reference the “How to Annotate” guide (attached) if you need help with annotating. Compare and contrast both documents by completing the Venn Diagram (attached) and the questions below each document. (attached)
 - Bartolomeo de las Casas Defends the Indians (1522)
 - Juan Gines de Sepulveda Belittles the Indians (1547)
7. Watch Historical Thinking Skills: APUSH Explained by Jocz Productions
<https://www.youtube.com/watch?v=E5HV8d461Po>
8. Watch “APUSH Review.com – Period 1 Overview”
<http://www.apushreview.com/new-ap-curriculum/period-1-1491-1607/>
9. Watch “APUSH Review.com – Chapter 1”
<http://www.apushreview.com/textbook-chapter-review-videos-2/chapter-review-videos/>

HT Skills Assignment: Historical Thinking, Reading, and Writing Skills for AP United States History

Directions: Use the “Historical Thinking, Reading and Writing Skills for AP United States History” reading (xxviii—li) at the beginning of the Henretta textbook to complete the questions below. Your answers should be written in complete sentences.

Historical Thinking Skills

1. Explain why the four thinking skills of history are described as “habits of mind.”

Skill 1: Chronological Reasoning

2. Explain why historians are concerned about chronological reasoning.

Historical Causation

3. Explain what is meant by the term ‘historical causation.’
4. Explain the four pieces of historical causation that should be considered in thinking about the events of United States history.

Patterns of Continuity and Change over Time

5. Explain what is meant by the terms ‘change’ and ‘continuity.’
6. Explain what should be considered when identifying changes and continuities in United States history.

Periodization

7. Explain the importance of ‘periodization’ in United States history.

College Board’s periodization of AP United States History

8. Why do you suppose that periodization in United States history can be so controversial for historians?

Skill 2: Comparison and Contextualization

9. Explain why historians do not study historical events and processes in isolation.
10. Explain why historians do not study evidence out of context.

Comparison

11. Explain why historians compare/contrast developments of the past.

Contextualization

12. Explain what is meant by the term ‘context.’
13. Explain why long-term context is just as important as short-term context.

Skill 3: Crafting Historical Arguments from Historical Evidence

14. Explain what is meant by the term ‘argument.’
15. Explain what is meant by the term ‘evidence.’

Historical Argumentation

16. Explain why historical events are interpreted in different ways.

Appropriate Use of Historical Evidence

17. Explain the difference between a primary and secondary source as evidence in history.
18. Explain the role of visual sources as evidence in history.

Interpretation

19. Explain why analyzing a scholar’s/historian’s interpretation of the past is important to our overall understanding of United States History.
20. Explain the importance of not assuming anything about a scholar/historian prior to analyzing their argument.

Synthesis

21. Explain how the skill of synthesis can reflect your ability to make a persuasive argument of your own evidence.
22. Explain one way to make a synthesis.

Name: _____ Period: _____ Date: _____

Directions: Read and annotate both documents. Use the margins for your annotations. Then answer the questions on a separate sheet of paper.

Juan Gines de Sepulveda Belittles the Indians (1547)

*Historical Context: Juan Gines de Sepulveda was an outstanding example of the "Renaissance man". A Spaniard who studied in the cradle of the Renaissance, Italy, he achieved fame as a theologian, philosopher, historian, and astronomer. When Emperor Charles V convened a debate in Valladolid, Spain, in 1550-1551 to determine the future of Spain's relationship with the American aborigines (indigenous people), he naturally turned to Sepulveda as one of the most learned men in his realm. Having learned about Aristotle, Sepulveda relied heavily on the classical distinction between "civilized" Greeks and "barbarians". The selection that follows is not a transcript of the debate at Valladolid but an excerpt from Sepulveda's book *The Second Democrates*, published in 1547, in which he set forth his basic arguments.*

The Spaniards have a perfect right to rule these barbarians of the New World and the adjacent islands, who in prudence, skill, virtues, and humanity are as inferior to the Spanish as children to adults, or women to men, for there exists between the two as great a difference as between savage and cruel races and the most merciful, between the most intemperate and the moderate and temperate and, I might even say, between apes and men.

You surely do not expect me to recall at length the prudence and talents of the Spanish.... And what can I say of the gentleness and humanity of our people, who, even in battle, after having gained the victory, put forth their greatest effort and care to save the greatest possible number of the conquered and to protect them from the cruelty of their allies?

Compare, then, these gifts of prudence, talent, magnanimity, temperance, humanity, and religion with those possessed by these half-men (*homunculi*), in whom you will barely find the vestiges of humanity, who not only possess any learning at all, but are not even literate or in possession of any monument to their history except for some obscure and vague reminiscences of several things put down in various paintings; nor do they have written laws, but barbarian institutions and customs. Well, then, if we are dealing with virtue, what temperance or mercy can you expect from men who are committed to all types of temperance and base frivolity, and eat human flesh? And do not believe that before the arrival of the Christians they lived in that pacific kingdom of Saturn which poets have invented; for, on the contrary, they waged continual and ferocious war upon one another with such fierceness that they did not consider a victory at all worthwhile unless they sated their monstrous hunter with all the flesh of their enemies.... Furthermore these Indians were otherwise so cowardly and timid that they could barely endure the presence of our soldiers, and many times thousands upon thousands of them scattered in flight like women before Spaniards so few that they did not even number one hundred.... Although some of them show certain ingenuity for various works of artisanship, this is no proof of human cleverness, for we can observe animals, birds, and spiders making certain structures which no human accomplishment can competently imitate. And as for the way of life of the inhabitants of New Spain and the province of Mexico, I have already said that these people are considered the most civilized of all, and they themselves take pride in their public institutions, because they have cities erected in a rational manner and

kings who are not hereditary but elected by popular vote, and among themselves they carry on commercial activities in the manner of civilized peoples. But see how they deceive themselves, and how much I dissent from such an opinion, seeing, on the contrary, in these very institutions a proof of the crudity, the barbarity, and the natural slavery of these people; for having houses and some rational way of life and some sort of commerce is a thing which the necessities of nature itself induce, and only serves to prove that they are not bears or monkeys and are not totally lacking in reason. But on the other hand, they have established their nation in such a way that no one possesses anything individually, neither a house nor a field, which he can leave to his heirs in his will, for everything belongs to their masters whom, with proper nomenclature, they call kings, and by whose whims they live, more than by their own, ready to do the bidding and desire of these rulers and possessing no liberty. And the fulfillment of all this, not under the pressure of arms but in a voluntary and spontaneous way, is a definite sign of the servile and base soul of these barbarians. They have distributed the land in such a way that they themselves cultivate the royal and public holdings, one part belonging to the king, another to public feasts and sacrifices, with only a third reserved for their own advantage, and all this is done in such a way that they live as employees of the king, paying, thanks to him, exceedingly high taxes....And if this type of servile and barbarous nation had not been to their liking and nature, it would have been easy for them, as it was not a hereditary monarchy, to take advantage of the death of a king in order to obtain a freer state and one more favorable to their interests; by not doing so, they have stated quite clearly that they have been born to slavery and not domination, but to a servitude a little less harsh, it will not be difficult for them to change their masters, and instead of the ones they had, who were barbarous and impious and inhuman, to accept the Christians, cultivators of human virtues and the true faith....

Questions:

1. What differences does Sepulveda emphasize between Europeans (especially Spaniards) and the Indians?

2. What grounds does he assert the superiority of European culture?

Bartolome de Las Casas Defends the Indians (1552)

*Historical Context: The Dominican friar Bartolome de Las Casas was Sepulveda's great antagonist in the debates of 1550-1551 at Valladolid. As a young man, Las Casas sailed with one of the first Spanish expeditions to the West Indies in 1502. A humane, sensitive priest, he was soon repelled by his own countrymen's treatment of the native peoples of the New World. He eventually became bishop of Guatemala and devoted himself to reforming Spanish colonial policies, for which he was recognized as the "Protector of the Indians." His vivid and polemical account *The Destruction of the Indies* did much to spread the "Black Legend" of Spain's brutal behavior in the New World- a legend not without substance, and eagerly exploited by the rival English.*

Now if we shall have shown that among our Indians of the western and southern shores (granting that we call them barbarians and that they are barbarians) there are important kingdoms, large numbers of people who live settled lives in a society, great cities, kings, judges and laws, persons who engage in commerce, buying, selling, lending, and the other contracts of the law of nations, will it not stand proved that the Reverend Doctor Sepulveda has spoken wrongly and viciously against peoples like these, either out of malice or ignorance of Aristotle's teaching, and, therefore, has falsely and perhaps irreparably slandered them before the entire world? From the fact that the Indians are barbarians it does not necessarily follow that they are incapable of government and have to be ruled by others, except to be taught about the Catholic faith and to be admitted to the holy sacraments. They are not ignorant, inhuman, or bestial. Rather, long before they had heard the word Spaniard they had properly organized states, wisely ordered by excellent laws, religion, and custom. They cultivated friendship and, bound together in common fellowship, lived in populous cities in which they wisely administered the affairs of both peace and war justly and equitably, truly governed by laws that at very many points surpass ours, and could have won the admiration of the sages of Athens....

Now if they are to be subjugated by war because they are ignorant of polished literature, ... I would like to hear Sepulveda, in his cleverness, answer the question: Does he think that the war of the Romans against the Spanish was justified in order to free them from barbarians? And this question also: Did the Spanish wage an unjust war when they vigorously defended themselves against them?

Next, I call the Spaniards who plunder that unhappy people torturers. Do you think that the Romans, once they had subjugated the wild and barbaric peoples of Spain, could with secure right divide all of you among themselves, handing over so many heads of both males and females as allotments to individuals? And do you then conclude that the Romans could have stripped your rulers of their authority and consigned all of you, after you had been deprived of your liberty, to wretched labors, especially in searching for gold and silver lodes and mining and refining the metals??? For God's sake and man's faith in him, is this the way to impose the yoke of Christ on Christian men? Is this the way to remove wild barbarism from the minds of barbarians? Is it not, rather, to act like thieves, cut-throats, and cruel plunderers and to drive the gentlest of people headlong into despair? The Indian race is not that barbaric, nor are they dull witted or stupid, but they are easy to teach and very talented in learning all the liberal arts, and very ready to accept, honor, and observe the Christian religion and correct their sins (as experience has taught) once priests have introduced them to the sacred mysteries and taught them the word of God. They have been endowed with excellent conduct, and before the coming of the

Spaniards, as we have said, they had political states that were founded on beneficial laws.

Furthermore, they are so skilled in every mechanical art that with every right they should be set ahead of all nations of the known world on this score, so very beautiful in their skill and artistry are the things this people produces in the grace of its architecture, its painting, and its needlework. But Sepulveda despises these mechanical arts, as if these things do not reflect inventiveness, ingenuity, industry, and right reason. For a mechanical art is an operative habit of the intellect that is usually defined as “the right way to make things, directing the acts of the reason, through which the artisan proceeds in orderly fashion, easily, and unerringly in the very act of reason.” So these men are not stupid, Reverend Doctor. Their skillfully fashioned works of superior refinement awaken the admiration of all nations, because works proclaim a man’s talent, for, as the poet says, the work commends the craftsman. Also, Prosper [of Aquitaine] says: “See, the maker is proclaimed by the wonderful signs of his works and the effects, too, sing of their author.”

In the liberal arts that they have been taught up to now, such as grammar and logic, they are remarkably adept. With every kind of music they charm the ears of their audience with wonderful sweetness, They write skillfully and quite elegantly, so that most often we are at a loss to know whether the characters are handwritten or printed.....

The Indians are our brothers, and Christ has given his life for them. Why, then, do we persecute them with such inhuman savagery when they do not deserve such treatment? The past, because it cannot be undone, must be attributed to our weakness, provided that what has been taken unjustly is restored.

Finally, let all savagery and apparatus of war, which are better suited to Moslems than Christians, be done away with. Let upright heralds be sent to proclaim Jesus Christ in their way of life and to convey the attitudes of Peter and Paul. [The Indians] will embrace the teaching of the gospel, as I well know, for they are not stupid or barbarous but have a native sincerity and are simple, moderate, meek, and, finally, such that I do not know whether there is any people readier to receive the gospel. Once they have embraced it, it is marvelous with what piety, eagerness, faith, and charity they obey Christ’s precepts and venerate the sacraments. For they are docile and clever, and in their diligence and gifts of nature, they excel most peoples of the known world....

Questions:

1. How are his views of the Indians different from those of Sepulveda?

2. What ideas did the two debaters share?

Annotating a Text

1. Pick up a pencil or a pen.

2. Read everything at least twice.

The first time, read quickly to get a sense of what the text is about.

The second and subsequent times read carefully.

Mark anything that you think is:

- A. confusing,
- B. interesting
- C. surprising, or
- D. important.

Mark anything that is unfamiliar and keep going.

3. Begin to annotate.

- A. Circle, underline, or stick on a post-it for important ideas and explain their significance.
- B. Mark repetitions or rhetorical signals.
- C. Circle confusing words or phrases. Define from context or dictionary if possible.
- D. Note passages that seem inconsistent.
- E. Note passages that generate a strong positive or negative response.

4. Write questions where you made annotations. These questions can be for the instructor to answer, for the class to discuss, for you to use in future writing assignments, or for you to keep as a reminder of what you were thinking.

5. Think about the connections between this text and other texts you have read, information from other classes, and personal experiences.

Name: _____ Date: _____ Period: _____

VENN DIAGRAM (2 Circle)

