

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: Answer each of the questions below in as comprehensive and analytic manner as possible. In some cases, sentences are not necessary. A chart is included after the questions for organizational purposes.

A Continent of Villages, to 1500

Chapter Overview: This chapter covers the first settlement of the Western Hemisphere by immigrants from Asia. Over the centuries these immigrants developed a variety of technologies and communities adapted to their physical environments. Europeans coming to the Americas would find a populated continent of many villages, not an empty land. Native Americans had a great deal of diversity in community organization, language and technology. European colonists would profit from these technologies and regional adaptations.

Questions/Read

SETTLING THE CONTINENT

Who Are the Indian People

1. What diversity characterized the Indian people?
2. In what ways did Europeans try to explain the existence of the Indians in America?
3. What are the three theories of transoceanic migration proposed by Acosta, Martin and Cobo?

Migration From Asia

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

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?

NEW WAYS OF LIVING ON THE LAND

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

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

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?

THE DEVELOPMENT OF FARMING

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 Minomini, Paiutes, and Californians specifically demonstrate these limitations?
4. How does the climate connect to the development of cultivation?

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

The Resisted Revolution

1. How are the cultures of hunter-gathering societies and farming societies different?
2. In what ways is the hunter-gatherer society superior to the farming society?
3. What was the effect of climate on the development of farming communities?

Farmers of the Southwest

1. What climatic shifts occurred 5000 to 3000 years ago?
2. What two peoples developed technologies to adapt to the climactic changes and what technologies did they develop?
3. Identify: Mogollon, Kiva, hohokam, Snaketown

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

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

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

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?

CULTURAL REGIONS OF 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?

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?

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

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

The Northeast

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 following chart is supplied to help you organize the information you have studied. Charts are useful for this type of content because they help you to visually focus on the likenesses and differences of peoples.