

AMSCO Reading Guide

Chapter 1

A New World of Many Cultures

2014-2015 Edition of Richardson Reading Guide Collection

This reading guide was written in 2014 to support student reading and comprehension of the 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination* by John J. Newman and John M. Schmalbach. It was aligned with the APUSH framework implemented for the redesigned course in 2014. Since then, College Board has revised the redesigned framework. Throughout the 2015-2016 school year, reading guides will be amended and updated to better align with the 2015 College Board® revisions of the APUSH framework. As these guides are amended, they will be posted on ffapush.com.

A Note to Teachers:

Utilizing reading guides has been one of my most successful strategies in APUSH. This 2014-2015 edition reading guide was utilized by many teachers across the country last year, and their feedback along with my own data supports the value of this strategy. Although my students have a college level textbook and other supplements for this course, I strongly encourage my students to use the AMSCO guide regularly throughout the year. It is an optional purchase, and approximately 60-70% of my students will rely on it more than their textbook. It is more manageable than a long, detailed textbook; this is important as many of my students are in multiple advanced classes and extracurricular activities. More information about this recommended resource can be [found here](#).

Many of my colleagues require all students to complete reading guides, and that may be a choice you make as well; however, I would like to share my rationale for making them optional. In my experience, many students who enroll in APUSH have strong reading comprehension skills. This means that a percentage of students do not need reading guides to help them take notes and/or process content. By making reading guides mandatory, in my opinion, the teacher is creating busy work for higher level students. Also, making them mandatory increases the likelihood that students will simply “do” the activity, often accompanied by increased rates of copying others’ work. In addition, this strategy does not match with all learning styles; for example, students who are audio-visual may learn and progress better by relying more on video lectures or podcasts rather than reading a book.

I incentivize the guides by making them worth bonus points and/or recovery points. I also inform my students that over the years, this strategy has helped students maintain high averages, earn high test scores, and prepare for the AP exam. Each year, 90% (or higher) of students who complete them regularly maintain high grades and pass the exam.

Below are my basic purpose and directions included for each guide, but of course feel free to use this guide in whatever way serves your students’ needs best. In this copy, I have removed my personal directions in order to make it simpler for other teachers to utilize.

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading. This guide, **if completed *in its entirety* BOP (Beginning of Period) by the due date** will earn up to 10 bonus points. The benefits, however, go far beyond bonus points. ☺ **Mastery of the course and AP exam await all who choose to process the information as they read/receive.** This is an optional assignment, but remember that 92% of students who completed reading guides regularly last year maintained an A average and passed the AP exam!

Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. **Highlight key events and people as you read.** Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Write** Write your notes and analysis in the spaces provided. Print the guide and complete in **INK** or use pdfescape or similar program to create your own digital guide which will be saved in your course online notebook.

The average student will require 60-90 minutes to read and complete each guide effectively. Students who process information more slowly or struggle to comprehend what they read are encouraged to create a study group where discussion of the text accompanies reading, note taking, and analyzing. These students will likely spent 90-120 minutes per chapter. If you have students who struggle in this way, I suggest having students read and complete the note taking portion on their own (center column of the guide in most cases), then meet with other students the next morning to discuss and complete the analysis questions. Students often completed this step in morning tutoring where I can help coach them in thinking more critically about what they read.

I also recommend that you provide your students with a copy of the newly revised framework to accompany their reading. Remind them that the framework is the skeleton of the course, providing many basic concepts as well as explicit terms they must know for success in the course. The new framework can also be used as a simpler guide for note taking and review or for those relying on audio – visual resources. You can access this new framework [here](#).



Guided Reading & Analysis: A New World

Chapter 1- A New World of Many Cultures, 1491-1607, pp 1-13

Reading Assignment:

Ch. 1 AMSCO; If you do not have the AMSCO text, use the corresponding chapter(s) in your textbook and/or online resources.

Key Concepts FOR PERIOD 1:

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Key Concept 1.1 Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.



(Image Source: AdventureTales.com)

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for *reflections and analysis* using higher level thinking skills with new knowledge gained from the reading.

Basic Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note the titles and subtitles. Look at images and their read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Write** Write your notes and analysis in the spaces provided.

SECTION 1 - Period Perspectives, p.1

Consider the data in the chart at right as well as page 1 of the text when completing this section.

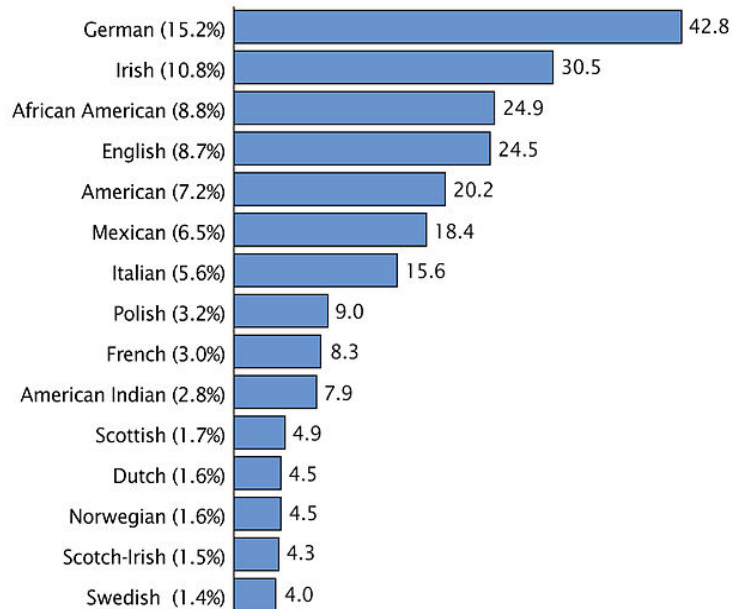
1. Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

2. Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2.

Fifteen Largest Ancestries: 2000

(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/prod/cen2000/doc/sf3.pdf)



Source: U.S. Census Bureau, Census 2000 special tabulation.

SECTION 2 Guided Reading, pp 2-13

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish reading the section and taking notes, process and analyze what you read by answering the question in the right hand column. You do not need to write in complete sentences.

3. Cultures pp 2-5

Key Concepts & Main Ideas	Notes	Analysis
<p>Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.</p> <p>As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.</p>	<p>Cultures of Central and South America...</p> <p>Cultures of North America...</p> <p>Language...</p> <p>Southwest Settlements...</p> <p>Northwest Settlements...</p> <p>Great Plains...</p> <p>Midwest Settlements...</p> <p>Northeast Settlements...</p> <p>Atlantic Seaboard Settlements...</p>	<p><i>In what ways</i> did native peoples <i>transform</i> North American environment before European colonization? (list)</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>Identify one <i>key similarity</i> and one <i>key difference</i> between societies that developed in Central and South America to those that developed in North America.</p> <p>Similarity:</p> <p>Difference:</p> <p>Explain the significance of the <i>difference</i> between Central /South America and North America.</p>

4. Europe Moves Toward Exploration, pp 5-6

Key Concepts & Main Ideas	Notes	Analysis
<p>New technology, new knowledge, and new goals spurred European exploration.</p>	<p>Improvements in technology...</p> <p>Religious conflict...</p>	<p>Identify the <i>key difference</i> between Viking voyages of the 12th century to that of Columbus in the 15th century.</p> <p><i>How</i> did new technology enable Christopher Columbus to dominate the "New World?"</p> <p>What was the <i>impact</i> of the Catholic victory in Spain and the European Reformation on North America?</p>

5. **Expanding Trade**, pp 6-7

Key Concepts & Main Ideas	Notes	Analysis
<p>Economic motives drove exploration, and “discovery” altered the European, African, and America economically, politically, and culturally.</p>	<p>New Routes...</p> <p>Slave Trading...</p> <p>African Resistance...</p> <p>Developing Nation-States...</p>	<p>List <i>three main effects</i> of Europe’s expanding trade in the 15th century.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which effect was <i>most significant</i>? Explain your answer.</p>

6. **Early Explorations**, pp 7-10

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</p> <p>The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.</p> <p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Christopher Columbus...</p> <p>Columbus’s Legacy...</p> <p>Exchanges...</p> <p>Dividing the Americas...</p> <p>Spanish Exploration and Conquest...</p> <p>English Claims...</p> <p>French Claims...</p> <p>Dutch Claims...</p>	<p><i>How did European expansion impact European society?</i></p> <p><i>How did European expansion impact Native American society?</i></p> <p>Which of these consequences were the most significant? Explain your answer.</p>

7. Spanish Settlements in North America, pp 10-11

Key Concepts & Main Ideas	Notes	Analysis
<p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Florida...</p> <p>New Mexico...</p> <p>Texas...</p> <p>California...</p>	<p>What were <i>three chief features</i> of the Spanish empire in America?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Identify <i>one cause</i> and <i>one effect</i> of Spanish settlement in North America.</p> <p>Cause:</p> <p>Effect:</p>

8. European Treatment of Native Americans, pp 11-12

Key Concepts & Main Ideas	Notes	Analysis
<p>Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.</p> <p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples</p>	<p>Spanish Policy...</p> <p>English Policy...</p> <p>French Policy...</p> <p>Native American Reaction...</p>	<p>Identify <i>three major consequences</i> of European contact with American Indians?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which of these were the <i>most significant</i>? Explain your answer.</p> <p>In what ways was English policy toward Native Americans different from those of France and Spain?</p> <p><i>Different from France in that...</i></p> <p><i>Different from Spain in that...</i></p> <p><i>How effective</i> were Native Americans in overcoming the negative aspects of European policies?</p>

9. Historical Perspectives: Was Columbus a Great Hero? p.13

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.</p>	<p>Washington Irving...</p> <p>President Franklin Roosevelt...</p> <p>Revisionists...</p> <p>Arthur Schlesinger...</p> <p>Fact and fiction...</p>	<p>Support or refute the following statement: Christopher Columbus was a hero.</p> <p>List 3 pieces of evidence to support your answer.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>List 3 pieces of evidence that support the alternate view.</p> <p>a.</p> <p>b.</p> <p>c.</p>

10. Explain the HIPP of the image below.

Image Source: Public Domain, Library of Congress, *First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492*, Dióscoro Teófilo Puebla Tolín



HIPP+:

Historical Context:

Intended Audience:

Author's Purpose:

Author's Point of View:

+Other Context (similar in kind, from a different time...give an example of similar theme in a different place/time period):

Section 3 MAP

The College Board framework for the course includes specific places and locations significant to the development of North America and the United states. This section provides you with the opportunity to locate and review these items.

Directions:

1. Read the framework excerpts located to the right of the map, and ensure you *understand & know* where/what is referenced.
2. Circle or highlight the following groups: Pueblo, Chinooks, Iroquois, Algonquian, Wampanoags, Pequot, Powhatan
3. Label/Trace the starting point and expansion of maize cultivation.



On a **North American continent...** The spread of **maize** cultivation from **present-day Mexico** northward into the **American Southwest** and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the **Northwest** and areas of **California**.

Societies responded to the lack of natural resources in the **Great Basin** and the **western Great Plains** by developing largely mobile lifestyles.

In the **Northeast** and along the **Atlantic Seaboard** some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

European overseas expansion resulted in the **Columbian Exchange**, a series of interactions and adaptations among societies across the **Atlantic**. The arrival of Europeans in the **Western Hemisphere** in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the **Atlantic**.

Source: North American Continent; Western Hemisphere Indian Culture Map, <http://lochgary.wordpress.com/2011/11/27/ancient-winds-and-memories-of-a-time-long-ago/>