

Hello Future AP Students! I am ecstatic about our upcoming year. I personally promise that if you make time for this course and apply yourself you are going to be an American History guru as well as becoming far more prepared for college in general. This is going to be an amazing year. I look forward to starting the year off hearing your ideas in regards to the following project. It will be worth your first test grade in class when you return. Make it good and have fun!! Mr. Rivera

Unit Question

How should we interpret the civilizations, interactions and aftermath of Aztec, Inca, Mayan, Anasazi, North American Mound Builders, Portuguese, Spanish and African settlers in the New World? When looking at the clash between Europe and the Americas, who's perspective should we take??!!

Assignment 1: Read through chapter one of your textbook Liberty, Equality and Power as well as the primary documents from chapter 1 from Voices of the American Past and assume the identity of two of the groups mentioned in the Unit question (The roles have been assigned on page two). Come to class on the first day of school prepared to justify, in a Socratic circle, the answer to this question from the perspective of the groups you have been assigned. **Be sure to justify your answer in regards to each of the twelve thematic statements below.** These are the new test based themes of our AP exam in 2015. Your notes should include a bare minimum of ½ page of information for each of the twelve themes that relate to your assigned groups. The discussion itself, along with an interactive project we are doing afterward during the first week of class, will comprise your first test grade! :)

Identity

1. Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial period

Work, Exchange, Technology

2. Explain how patterns of exchanging commodities, peoples, diseases and ideas around the Atlantic World developed after European contact and shaped North American colonial era societies.

3. Explain the development of labor systems such as slavery, indentured servitude, and free labor during the colonial period

Politics and Power

4. Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.

People

5. Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)

6. Analyze the effects that migration, disease and warfare had on the American Indian population after contact with Europeans
7. Explain how free and forced migration to and within different parts of N. America caused regional development, cultural diversity and blending and political and social conflicts through the 19th century

Politics

8. Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.

World

9. Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.

Environment and Geography

10. Explain how the introduction of new plants, animals and technologies altered the natural environment of N. America and affected interactions among various groups in the colonial period
11. Explain how the natural environment contributed to the development of distinct regional group identities, institutions and conflicts in the pre-contact period prior to independence

Culture

12. Compare the cultural values and attitudes of different European, African American and Native peoples in the colonial period and explain how contact affected intergroup relationships and conflict

Assignment 2: Founding Brothers (The Revolutionary Generation) - Joseph Ellis. You do not have to do this assignment over the summer, but it will be course reading during the first two months of the upcoming school year. It is advised that you read this book over the summer to minimize your course reading when the school year begins. The assignment is to read and annotate the book Founding Brothers. This means you will have to take notes on post-its (questions, interesting points, etc.) over all the main ideas and put them on the pages of the book. The ideas you place on post-its in your book should cover the following ideas as well as your own

Political ideas: The Duel, Slavery, Washington's Farewell Address. Political Rivalry and Collaboration among the Framers. Jay's Treaty

Economic ideas: Debt Assumption, Banking vs. Farming

Ideological ideas: Pure Republicanism vs. Practical Republicanism. Historical Revisionism (You might have to look more up on this point.)

About this Book: This book is about the revolutionary leaders and future presidents that founded our country, Washington, Adams, Jefferson, Madison, Hamilton, Burr and

Franklin. This book has a few tough words and the opening chapter is theoretical as opposed to narrative. You should have a dictionary handy when you are reading it. I have a fairly good vocabulary and had to look a lot of words up, like palpable for instance. If you know what this word means, you are doing better than I was when I first started :) Most students understand stories easier than political theory. Do not worry, it gets easier after the first chapter. A story line develops that is infused with political ideas as it progresses. I would like you to do your best to learn the ideas of this book however. Understanding the economic and social differences between Federalism and Democratic Republicanism establishes the political foundation for the rest of the course. All political ideas since and contemporary politics itself, is easy to understand in relation to the ideas of these early leaders.

Description: The preface, The Generation, explains the political difference between **Pure Republicanism**, supported by Thomas Jefferson and **Practical Republicanism** supported by John Adams. Pure Republicans tend to stress the importance of individual rights. They are weary of allowing any institution, like the Federal government, from gaining too much power. They believe that America's true origins reside in the Declaration of Independence as a symbol of rebellion against all forms of power. Economically, they envisioned a society of small virtuous farmers working together to combat the consolidation of power. Those who believe in Practical Republicanism tend to believe that they are overly idealist or politically naive.

Practical Republicans tend to stress the importance of a strong Federal government that can protect and ensure American liberties. They are weary of the ignorance of the masses and a society based on anarchy that could weaken America and endanger the principles it upholds. They believe that America's true origins reside in the writing of the Constitution that empowered the Federal government approximately ten years after the Declaration of Independence. Economically, they envisioned a commercial society with an advanced banking system that creates prosperity within America. Those who believe in Pure Republicanism associate this camp with a form of political elitism that endangers American freedoms.

Chapter One, the Duel, highlights the principles of **Alexander Hamilton** and the unprincipled life of **Aaron Burr**. For Joseph Ellis, Aaron Burr seems to symbolize corruption and the lack of character among some politicians. Unlike the other framers, despite their vast differences and political rivalry, he lacked any consistent set of principles or beliefs. Chapter Two, the Dinner, deals with the political and economic differences between Hamilton and **Thomas Jefferson** in their battle over Hamilton's controversial economic plan of **assumption**. Chapter three, The Silence, highlights **Benjamin Franklin**, the **Quakers** and an early, but failed attempt to end slavery. Chapter four, The Farewell, is about **George Washington's Farewell Address** as a symbol of early U.S. foreign policy. Chapter Five, The Collaborators, is about the political battle between the **Democratic Republicans** and the **Federalists**. Chapter Six, The Friendship, covers political events in early American history and the ideological legacy of **John Adams** and Thomas Jefferson.

Political Ideology: Founding Brothers is based upon the traditional idea of historical narrative or historical modernism. It emphasizes the importance of our early political leaders and national events in the formation of authentic history. Ellis respects the rise of

postmodern history (a new philosophy of history that emphasizes multiple perspectives and the lack of a true and central story or history of the world), but makes an active attempt to tell a real life story without undermining the complexities of historical reality or overemphasizing the importance of the politically elite. He believes in the idea of a story and cherishes the role that the Framers of America played in the creation of that story and does his best to tell it as creatively and authentically as possible. In order to understand this story however, one must understand the political differences between all the framers, which is outlined in the preface.

Assignments for Project:

David Alexander - Portugal & Aztecs
India Alfonso – Spain & Mayans
Ashton Brock – Portugal & Incas
Coleman Brock - Spain & Anasazi
Conner Brock - Portugal & Africa
Rachael Causse – Spain & Mound Builders
Paige Charlick – Portugal & Aztecs
Lilyanna Delgado – Spain & Mayans
Tiana Diaz – Portugal & Incas
Jarrod Finora – Spain & Anasazi
Brendan Foley – Portugal & Africa
Carlos Garcia – Spain & Mound Builders
David Guadarrama – Portugal & Aztecs
Robert Jennings – Spain & Mayas
Michael Landry – Portugal & Incas
Eric Martinez – Spain & Anasazi
Gonzalo Martinez – Portugal & Africa
Johnathan McKeen-Chaff – Spain & Mound Builders
Joshua Morris – Portugal & Aztecs
Samuel Newlon – Spain & Mayans
Deaven Phillips – Portugal & Incas
Edgar Ramos – Spain & Anasazi
Kaitlynn Roberts – Portugal & Mound Builders
Noah Tran – Spain & Aztecs
James Wilson – Portugal & Mayans
Rebecca Taylor – Spain & Incas
Savannah Pierce – Portugal & Africa

- If you are not on this list choose either Spain or Portugal and any Native America civilization or African
- If you do not stay in this class, please return all books on the first day of school

If you have any questions, email me at arivera@pasco.k12.fl.us or arivera7719@yahoo.com I look forward to seeing all of you next year!!!!!!!

