

A Peoples Education Skillbook for

AP*/Honors

U.S. History Skillbook

With Thinking Skills, Essay Skills,
and Document Analysis

Second Edition

Michael Henry, Ph.D.

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Preface

For a student, an advanced course in United States History offers a daunting challenge: how to master an entire year's work in American history and demonstrate a proficiency of that knowledge on an examination at the end of the course. This book is designed to make that task easier by providing a complement to your existing textbook. While it is not intended to cover all the factual information found in a primary text, it will provide a concise overview of the major themes explored in the course and organize them in a comprehensible fashion to assist with preparation for the test. It will also help you improve thinking and writing skills in ways that you can use in other advanced high school courses and in college.

As the chapters examine the chronological periods of United States history, they outline major trends, provide a conceptual summary, and highlight important terms, people, and events associated with each era. Equally important, the book provides practice in the skills of **essay writing** and **document analysis**. The early chapters address basic skills such as what an essay question is asking, and what a document is saying. Progressing through the book, you will be introduced to increasingly complex skills so that by the last chapters, you can write analytical essays and sophisticated document-based essays.

Along with the essay and document skills, you will find a **historical thinking skill** component in each chapter. These sections will be useful to you not only in your AP or Honors History course, but in other phases of your

academic career as well. The sixteen skills presented will help you weigh evidence, expand the meaning of information, and analyze prompts more effectively. Collectively these activities define critical inquiry, which is a process that will serve you well in your AP classes and throughout your high school and college career. By developing these "habits of the mind," you will enhance your abilities as a thinker and writer in all aspects of your academic life.

This book has several instructional applications. It can serve in classrooms as a companion to the textbook and reading book used in the course. With this arrangement, you can review content and build thinking, writing, and analytical skills as you progress through the course. The book can also serve as a writing and skill tutorial, helping to prepare you for your work on primary sources as you move toward writing Document-Based Questions (DBQ).

You may want to form study groups and work through the materials and skill exercises as the final exam, or end-of-course exam approaches. For an individual student, the book is useful to review content you have forgotten and to reinforce essay writing and primary source analytical skills. Overall, the book offers a concise review on the knowledge presented in the course and strengthens historical thinking and writing skills. With its easy-to-use format, you will find it to be an effective tool when you are preparing essays, analyzing documents, or studying for an exam.

Chapter 1

The Atlantic World

1420–1607

Summary

The Atlantic world is a historical construct that defines how four landmasses that border the Atlantic Ocean—Africa, Europe, North America, and South America (including the Caribbean and Central America)—interacted and influenced each other from the 1420s until the middle of the seventeenth century. It serves as a means for examining European contact as well as exploration and settlement in Africa and in the Western Hemisphere. The rise of the Atlantic world created new global economies and social systems that expanded markets, redistributed wealth, and transformed cultures in the four regions.

Europe Looks Outward

Europe in the mid-fifteenth century was divided linguistically, politically, and economically. Most people lived in small villages organized in a patriarchal manner. The continent was slowly recovering from the Black Death, a plague that had decimated as much as one-third of the European population in the mid-fourteenth century.

As the nations grew in population and economic strength, they became more urbanized and affluent. Moreover, strong leaders emerged in Spain, England, France, and Portugal. All these factors promoted a desire for commercial expansion and zeal to spread European power and the Christian religion. Fueling this outlook was the desire to reach the riches of Asia by avoiding the long and dangerous trade routes of North Africa and Southwest Asia controlled by Muslim groups.

Portugal was first to act on these impulses. Under the leadership of **Prince Henry**, Portuguese sailors made contact with the native peoples and began mapping the west coast of Africa in the 1420s. Over the next 60 years, they established trading posts along the coast and in 1441 began taking African slaves to work on sugar plantations on the islands of Madeira, the Azores, and the Canaries. It is estimated that in the last half of the fifteenth century more than 40,000 Africans were carried off to work on these islands.

The Europeans encountered a variety of African cultures, economic systems, and religions. The peoples inhabited vast deserts, grasslands, and tropical forests. Although most were rural residents, some Africans lived in towns and cities that rivaled those in Europe. Farming predominated, but there were also artisans who worked in metals and ceramics. Africans practiced many religions, although the Islamic faith was dominant in the Upper

Guinea region. While slavery existed in Africa before the Portuguese arrived, African slavery differed greatly from the European system of exploitation and cruelty. Under the African system of slavery, slaves had few opportunities, yet they had some legal protections and the institution was neither permanent nor hereditary.

Widespread European settlement of the Western Hemisphere began after 1492, when **Christopher Columbus** made a series of voyages for Spain. Although Columbus did not discover the **Northwest Passage**, he began what is known as the Columbian Exchange, which transformed the Atlantic world. This transfer of plants, animals, and, regrettably, diseases among the four regions of the Atlantic world altered world history. The Europeans introduced crops such as wheat, rye, and rice to the Americas. In return, the indigenous peoples contributed maize, chocolate, and peanuts to the European diet. In addition, the Spanish brought horses with them and they discovered new species of animals as they explored the land.

Most tragically, the exchange spread disease throughout the Atlantic world. Interacting with the peoples of the Western Hemisphere, the Europeans and Africans carried the germs of smallpox, typhus, measles, and malaria with catastrophic results. Because they had never encountered these diseases, the native people had no immunity from them. It is estimated that as many as 80 million people perished in the first 150 years of contact among the various groups.

Spanish Ascendancy in the Western Hemisphere

The Spanish built on Columbus's voyages by conquering the peoples of Mexico, Peru, and what is now the American Southwest. The Native Americans exhibited vast diversity in the size and complexity of their societies. In Mexico, the Aztec were a warlike people who built great cities such as Tenochtitlán, with a population of 300,000 and imposing pyramids, temples, and palaces. The Inca of Peru had a well-trained army, great quantities of gold and silver, and intricate networks of roads and bridges. The Pueblo, Hopi, and Zuni of the American Southwest were simpler people who lived in villages and survived by farming, hunting, and gathering.

These groups worshipped multiple gods, allowed women some political influence, and believed in communal property. Part of their downfall was their inability to

unite against the invaders. Often the conquistadors turned one Indian group against another, and by the middle of the sixteenth century, Spain controlled most of the Caribbean, the American Southwest, and South America.

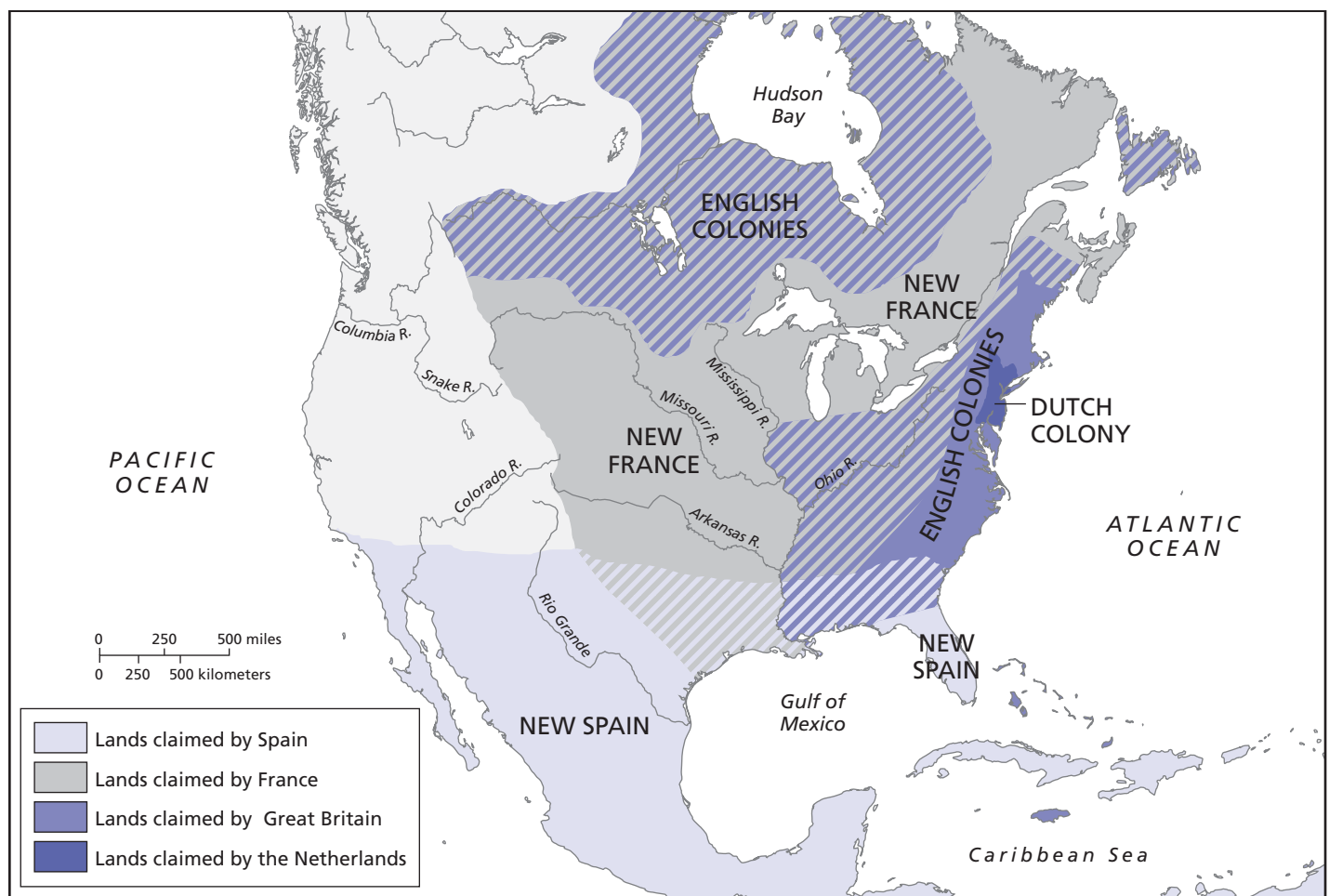
Spain ruled, but did not settle, its vast empire. In the first century of colonization, only 250,000 Spaniards came to the widespread colonies. While marriage between the conquerors and conquered was discouraged, a people of mixed white and Indian heritage, known as mestizos, grew rapidly in Spanish America. In 1502, to overcome labor shortages, the Spanish began to import African slaves to work their mines and sugar fields.

After the Treaty of Tordesillas (1494) gave papal approval to Spanish claims to much of the Caribbean and South America, conquests began with the destruction of the Aztec empire in Mexico by **Hernán(do) Cortés**. Between 1519 and 1521, Cortés destroyed the capital city of Tenochtitlán and caused the death of the Aztec leader, **Montezuma**. Following in the footsteps of Cortés, **Francisco Pizarro** brutally conquered the Inca of Peru in 1533. Although the Inca had a powerful army and a far-flung empire, they were no match for the technology and ruthlessness of Pizarro and his forces. Pizarro's invasion set the stage for further Spanish expansion into present-day Chile and Columbia.

To shore up its northern borders against French and British expansion, Spain sent Hernando de Soto to explore Florida and what is today the southeastern United States. Between 1539 and 1541, he mapped the area from the Savannah River to what is today Mobile, Alabama. In 1565, the Spanish established St. Augustine, Florida, as the first permanent European settlement in North America.

Other conquistadors were active in the American Southwest. In 1540, **Francisco Coronado** embarked on a search for the fabled "Seven Cities of Gold." While he did not find gold, he claimed the areas of what are today New Mexico and the American Southwest for Spain. In addition, by the early seventeenth century, Spain had sparsely settled outposts such as Santa Fe (1610) in parts of New Mexico.

Spain exercised tight control over its empire. It established a House of Trade and the Council of the Indies that regulated trade, made laws, and appointed governors. At the local level, the Spanish employed the **encomienda** system, which rewarded the conquistadors and exploited the natives. Officials extracted labor and tribute from the Indians in return for protecting and Christianizing them. By the 1550s, people such as **Bartolomé de las Casas** became appalled by the system's cruelty and denounced it



as a form of slavery. His writings helped end the arrangement by midcentury.

The abuses of the indigenous peoples triggered the **Pueblo Revolt** in 1680 in New Mexico. A San Juan Indian and holy man named Popé led an uprising that captured Santa Fe, drove the Spanish from New Mexico, and destroyed the Catholic Church in the colony. Only fourteen years later did the Spanish suppress the revolt. The brutality of the Spanish rule created the **Black Legend**, which depicted the empire as murderous, cruel, and tyrannical.

England and France Join the Race for Empire

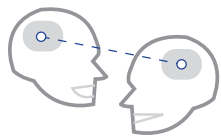
Neither England nor France challenged Spain's sixteenth-century colonial dominance. Throughout most of the 1500s, England grappled with internal problems. John Cabot explored Newfoundland in the 1490s, but no settlements resulted from his journey. Only in the 1580s did England embark on colonization. **Richard Hakluyt's** writings helped promote expansion, and between 1585 and 1587, England established a short-lived colony at Roanoke Island, North Carolina. Beginning in the first half of the seventeenth

century, however, England successfully created colonies throughout North America and the Caribbean.

France also came late to colonization. Samuel de Champlain settled Quebec in 1608, but there was little royal support and the colony did not grow. The French sought furs and good relations with Native Americans, and few French settlers came to Canada. In the mid-seventeenth century, **Jean-Baptiste Colbert**, minister to Louis XIV, renewed France's efforts in Canada as well as in the Caribbean area. Colbert populated Quebec with indentured servants and criminals and saw the value of the sugar islands in the Caribbean.

Summary

All European countries had difficulty populating their colonies. Life was hard and dangerous. Europeans quickly enslaved the native peoples and Africans to solve their labor problems. Although France attempted to coexist with the Indians, England and Spain took the natives' land and destroyed their way of life. European expansion laid the foundation of the modern Atlantic world as it destroyed native peoples and cultures in its wake.



Ideas for Discussion

1	What factors prompted Portugal and Spain to expand in the fifteenth and sixteenth centuries?
2	Why did the Europeans have an interest in Africa in the late fifteenth century?
3	How was slavery a different institution in Africa, Europe, and the Western Hemisphere?
4	In what ways was Christopher Columbus a hero and a villain?
5	Who benefited most from the Columbian Exchange? Who benefited the least?
6	What role did religion play in shaping the Atlantic world?
7	Why were the Incas and the Aztecs unable to defend their civilizations from the conquistadors?
8	How did the encomienda system reflect Spanish colonial values and motives in colonizing the Western Hemisphere?
9	How did the Black Legend provide motivation to Spain's colonial rivals?
10	In what ways were the Spanish, French, and English colonies similar to each other? In what ways were they different?
11	How did the development of the Atlantic world change sixteenth- and seventeenth-century Europe, Africa, and the Western Hemisphere?

Bartolomé de las Casas — Dominican priest who in the early 1500s criticized the cruelty of Spanish policy toward Indians; denounced Spanish actions for their brutality and insensitivity. His criticism helped end the encomienda system.

Black Legend — myth that Spanish rule in America was fiendish and cruel; pictured empire as tyrannical and backward. In part, used by Spain's rival to challenge its colonial superiority.

Christopher Columbus — claimed islands in the Caribbean for Spain 1492–1504. He established Spanish empire as he sought a western passage to the Indies. A poor administrator, he died disgraced in 1506.

Encomienda system — early Spanish colonial system where officials provided protection to Indian populations in return for their labor and production; really a form of slavery that lasted until the mid 1500s; stopped because of exploitation and inefficiency.

Francisco Pizarro — Spanish conquistador who destroyed and conquered the Inca civilization in Peru in the 1530s.



Francisco Coronado — conquistador who explored the American Southwest between 1539 and 1542, searching for the fabled Seven Cities of Gold.

Hernán(do) Cortés — conquered Aztecs in Mexico. He captured the capital of Tenochtitlán, with its leader Montezuma in 1521; pillaged and destroyed the Aztec civilization.

Jean-Baptiste Colbert — Louis XIV's minister who rejuvenated the French empire in the Western Hemisphere. In 1660s, he reorganized and strengthened the colonies of New France.

Montezuma — leader of the Aztecs at time of Cortés's invasion. He was tricked by the Spanish and killed by his own people.

Northwest Passage — mythical water route to Asia. The search for the western path to India and China propelled the encounters and exploration of the Western Hemisphere in the fifteenth and sixteenth centuries.

Prince Henry — sponsored the first Portuguese explorations of Africa in the 1420s. His vision made Portugal an early colonial power.

Pueblo Revolt — Indian uprising in New Mexico in 1680 against Spain and the Catholic Church. Rebels killed 400 colonists, destroyed mission around Santa Fe; held off the Spanish for 14 years.

Richard Hakluyt — British writer who, in the 1580s, encouraged England to explore and settle in North America. His writings prompted England to embark on its North American empire.



Historical Thinking *Skill*

Separating Fact from Opinion

An essential historical thinking skill is the ability to distinguish between facts and opinions. Too often, you might depend on personal beliefs as the only support for a historical event. You might mistakenly accept your opinion as a self-evident truth that is indisputable and accurate. As you learn the differences between facts and opinions, however, you become more open-minded to alternative points of view and a better evaluator of what you read, hear, or write. Ultimately, as you use facts rather than opinions in arguments, you strengthen your verbal and written abilities.

When you recognize and use factual information in your answers to discussion questions and essay prompts, you employ specific, verifiable evidence for your positions. This specificity adds credibility to your work. Thus, recognizing what is fact and what is opinion helps you become better a thinker and writer.

A fact is something that is known with certainty. In other words, it is true or really happened and can be proven or documented. It conveys information that may be interpreted, but it can always be authenticated. An opinion, on the other hand, is something that someone thinks is true. It is often a point of view or bias held by a person, but it cannot be documented. If it could be proven, it would be a fact. Opinions are always debatable and may contain judgmental words such as *bad*, *good*, *great*, *beautiful*, *most*, *least*, and so on.

There are several sections in this book that deal with differentiating between facts and opinions and utilizing specific, provable information in discussions and written responses. In this chapter, you will work on identifying facts to answer several questions from the “Ideas for Discussion” section. Later in Chapters 10 and 15, you will practice using facts, rather than generalizations and opinions, to support written arguments.

Practicing the Skill

Look at the question below about the Atlantic world and determine which of the three answers that follow are factual and verifiable. Then review the statements that say why the answers are opinions or points of view. Discuss all three answers and the statements with your class or study group.

“What role did religion play in shaping the Atlantic world?”

Answer 1 Religion played an important role in the Atlantic world because native religions were superstitious rather than spiritual and had to be changed.

Is this a FACT or OPINION? Why?

Opinion. Native American religions were spiritual in nature.

Answer 2 Religion played an important role in the Atlantic world as priests and missionaries converted one million Indians to Catholicism.

Is this a FACT or OPINION? Why?

Fact. This statement can be verified.

Answer 3 Religion played an important role in the Atlantic world when Pope Alexander VI gave his blessing to Spanish and Portuguese exploration and conquest.

Is this a FACT or OPINION? Why?

Opinion. The pope's blessing had no effect on Dutch, French, or British exploration and conquest.

Study the two questions that follow. Determine which of the answers given are factual and verifiable, and which of the answers are opinions or points of view. Explain your reasoning for labeling each answer as either fact or opinion. Write your explanations in your notebook.

Applying the Skill

1. "Why were the Inca and Aztec unable to defend their civilization from conquest by the conquistadors?"

Answer 1 The Inca and the Aztec faced internal divisions that kept them from defeating the Spanish.

Is this a FACT or OPINION? Why?

Answer 2 The Inca and the Aztec were unable to defend their way of life because the Spanish superior culture appealed to many of their subjects.

Is this a FACT or OPINION? Why?

Answer 3 The Inca and the Aztec were outsmarted by the Spanish and manipulated into surrender.

Is this a FACT or OPINION? Why?

2. "Why did the Europeans have an interest in Africa in the late fifteenth century?"

Answer 1 Africans were backward people unable to defend their valuable natural resources.

Is this a FACT or OPINION? Why?

Answer 2 Africans did not care about their fellow Africans and allowed them to be easily enslaved by the Europeans.

Is this a FACT or OPINION? Why?

Answer 3 Africa was an attractive source of trade goods, including slave labor, which Europeans wanted to have.

Is this a FACT or OPINION? Why?



Essay *Skill*

Identifying Types of Essays

Practicing the Skill

Factual Recall

One of the primary skills in writing an essay is to identify the purpose of a question. You must decide what type of prompt you are confronting and determine what it requires you to do to answer it successfully. There are several types of essay prompts that are likely to appear on your classroom examinations and on the annual Advanced Placement Exam.

Some common categories of prompts are:

While this prompt is uncommon on the AP free-response section, you may find your teacher uses it to test your comprehension of lecture notes or textbook readings. This type of question requires you to name, list, summarize, or outline facts and organize them either chronologically or thematically in an answer.

Example “Summarize the major factors that allowed Portugal to rise as a fifteenth- and sixteenth-century colonial power.”

Change Over Time

Almost all essays have an element of change in them, but some ask you specifically to account for change within a time frame and to explain the factors that brought about this transformation.

Example “Between 1492 and 1540, how and why did Spain alter its colonial system of administration?”

Definition and Application

These essays ask you to define characteristics, traits, ideas, labels, or terms and then use specific examples to demonstrate how the definition affected a historical event. These prompts call for dealing with such ideas as liberal, conservative, and democratic ideals, imperialism, and nationalism and explaining their role in a historical issue. It is important to delineate the terms clearly because the definitions help to you outline and form your argument in this type of essay.

Example “Discuss the Black Legend and how it provided motivation to Spain’s European rivals.”

Cause and Effect

These essays are prevalent on the AP Examination and require you to identify causes of events and to LINK them to historical outcomes. You should always consider short- and long-term cause-and-effect relationships with this type of prompt and make sure to rank the causes in terms of their relative importance.

Example “How did the need for labor in the Western Hemisphere transform trade relations in the Atlantic world?”

These essays involve an analysis of similarities and differences between events and topics. When you see this type of prompt, make sure you analyze both the pros and cons of the issues. Remember that when you draw contrasts between topics, you are also comparing them.

Compare and Contrast

Example “In what ways were Native Americans’ lives changed by their encounters with French, Spanish, and English colonizers?”

These prompts call for you to assess the relative importance of events and/or personalities involved in a historical happening. Usually the prompt provides a choice of several factors to evaluate and weigh.

Evaluation

Example “Evaluate the importance of THREE of the following individuals in changing the economic relationships in the Atlantic world.”

- Christopher Columbus
- Prince Henry
- Hernando Cortés
- Jean-Baptiste Colbert

This type of prompt is not a question; rather, it is a point of view about a historical problem. It asks you to judge whether the statement accurately reflects the historical record. The prompt may end with the instruction to assess its validity, or it may begin with the phrase “To what extent did . . . ”

Evaluation of a Statement

Example “The greatest benefit of the Columbian Exchange was the civilizing influence it brought to Native Americans.”

Assess the validity of this statement.

Working in small groups, develop an essay prompt for each of the following subjects in your notebook. When you have finished, discuss your work with the entire class.

Applying the Skill

1. An evaluation prompt about the role the conquistadors played in developing the Atlantic world
2. A comparison-and-contrast prompt about the ways Spain and England ruled their colonies
3. A cause and-effect-prompt about the impact of slavery in the Atlantic world
4. A change-over-time prompt about French colonial motivations between 1500 and 1650
5. An evaluation of a statement about the role of religion in the creation of the Atlantic world



Document *Skill*

Identifying Sources of Evidence

A good starting point for working with historical documents in an AP course is developing an understanding about the sources of evidence upon which the historical record is based. History is recreated by looking at the records that are left from the past. It is useful to recognize and establish the broad categories of data you are likely to work with throughout the year. Later, in Chapter 3, you will expand this skill by examining the differences between a primary and secondary source in determining the credibility of information. In this chapter, you will be introduced to three broad sources of evidence that are used to reconstruct the past.

Categories of Historical Evidence

1. **Direct evidence** — This is written information that comes from eyewitnesses to an event. This type of evidential material comes from a participant who actually saw the action or took part in the event. It is highly valued by historians and is likely to be the most reliable in reconstructing an event.
2. **Indirect evidence** — This is written information created some time after the event happened and is generated by individuals who were not directly involved in the actual happening. The author may have lived through the event but did not directly participate in it.
3. **Artifact evidence** — These are objects and images that may have been created at the time the event took place or after the fact. They are the author's renditions of the action and/or represent an interpretation of what happened. These sources are of value to the historian but may not have the same accuracy and reliability as direct evidence.

Practicing the Skill

Below is a list of ten sources of evidence, followed by headings for a chart. Copy the chart into your notebook. Then place each one of the sources of evidence in the proper category in the chart. For example, newspaper stories are written after the fact and are indirect sources.

Now you should place the other nine sources of evidence in the chart. When you have completed the chart, share your answers with your classmates.

- | | |
|-------------------------|---------------------------|
| 1. newspaper stories | 6. conquistador's letters |
| 2. a ship captain's log | 7. local arrest records |
| 3. tombstones | 8. stamps |
| 4. soldier's uniform | 9. person's will |
| 5. recipes | 10. minutes from court |

Direct Evidence

Indirect Evidence

Artifact Evidence

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