

AP United States History Summer Assignment: Warde

Congratulations on your enrollment in Advanced Placement United States History. We would like to welcome you to this rigorous and rewarding program.

The College Board guidelines steer our course outline, topics, pace, assessment models, and scoring rubrics. As such, we have an ambitious agenda ahead of us. Our commitment to this rich curriculum necessitates preparation and study over the summer.

Below you will find the summer assignment for this course. All work must be completed in advance of the first day of class to be adequately prepared and to effectively participate in the program. A content-specific test on this material will be administered the first week of class.

Since this is a college level course, high grades on early assessments indicate that your reading for information and construction of thoughtful persuasive essays are at the collegiate level. Low grades reflect either a lack of motivation or a need for skill-building in these areas. The main purpose of the summer assignment is to get an early clear evaluation of your academic motivation and skills level. Skill development can be something fostered during the course, motivation is not.

Clearly, you must commit yourself to a significant amount of independent reading and analytical writing to achieve success in this course, not only during the summer but throughout the year. Through this challenge you will gain tremendous insight into the American experience as well as into your own scholarly potential. We look forward to a thought provoking and productive experience with you.

Summer Reading Assignment:

1. Read Chapters 1- 3 carefully and concisely complete reading notes **NO MORE THAN 2/3 PAGES** per chapter in *Inventing America*. (paraphrases, reactions, analysis, questions, include pg. #s)
 2. You are to read the assigned primary source documents from ***For the Record, Volume 1****. Answer the following four questions for ALL articles: 1. **Intended Audience: Who is supposed to see this source?** 2. **Purpose- What is the author's reason for creating the source?** 3. **Historical context: What was happening in the world when the source was created? Before? After?**
 3. **Read Columbus Documents and Prepare Organizer for Day 2 Debate: *Is Columbus a hero, villain, or somewhere in between?***
 4. **Be prepared for summer reading test on all assigned work on the first day of class. Use study guide and long essay rubric to focus efforts.**
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***For the Record* Readings Required: Chapter 1: Columbus Pg. 3, Cortes P.5 Aztec Accounts P. 7 De Albernöz 12 , Chapter 2: Capt. John Smith pg. 19 Maryland Toleration Act P. 26 John Winthrop P. 31,**

Warde students must submit BOTH *Inventing America* notes and *For the Record*** responses to www.turnitin.com by **August 14, 2015 by 7:30 am.****

Your Turnitin.com class id #: 10045544. Password: chocolate

AP U.S. History Long Essay Rubric

Maximum Possible Points: 6

A. Thesis 0–1 point

Skills assessed: Argumentation + targeted skill

States a thesis that directly addresses all parts of the question. The thesis must do more than restate the question 1 point
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B. Support for argument: 0–2 points

Skills assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence 1 point	OR	Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument 2 points
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C. Application of targeted historical thinking skill: 0–2 points

Skill assessed: Targeted skill

For questions assessing CONTINUITY AND CHANGE OVER TIME		
Describes historical continuity AND change over time 1 point	OR	Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time 2 points

For questions assessing COMPARISON		
Describes similarities AND differences among historical developments 1 point	OR	Describes similarities AND differences among historical developments, providing specific examples AND Analyzes the reasons for their similarities AND/OR differences OR, DEPENDING ON THE PROMPT, Evaluates the relative significance of the historical developments 2 points

Appendix: Scoring Rubrics

For questions assessing CAUSATION		
Describes causes AND/OR effects of a historical development	OR	Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effects of a historical development
1 point		2 points

For questions assessing PERIODIZATION		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed	OR	Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis
1 point		2 points

D. Synthesis: 0–1 point

Skill assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question.						
Appropriately extends or modifies the stated thesis or argument	OR	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race/ethnicity, gender) beyond that called for in the prompt	OR	The argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances	OR	(World and European History) Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the argument
1 point		1 point		1 point		1 point

Name:

Period 1: 1491-1607~Test Study Guide

Your essay test will be in the form of a long essay and will take place on the first day of school. You will also take a multiple choice test that contains questions from this study guide, your textbook, and your summer work.

To complete this study guide, use your textbook and the school databases (ABC-Clio American History, U.S. History in Context, Encyclopedia Britannica). You may need to sign into "Destiny" in order to use the databases at home. (Contact the LMC if you need help signing in.)

Identify these terms and people:

sextant	
mestizo	
mulatto	
Zambo	
Pueblo (structure)	
Maize	
smallpox	
conquistadores	
mission system	
encomienda	
maroon communities	
joint-stock companies	
capitalism	

<i>Comprehensive Orders for New Discoveries</i>	
Juan de Oñate	
Juan de Sepulveda	
Bartolome de Las Casas	
Christopher Columbus	
Isabella and Ferdinand	

Fill in the chart for the Native American Tribes:

	Location	Hunting/Farming Methods	Housing	Adaptations to their environment	Political and/or family organization
Cahokia					
Pueblo					
Algonquian					
Iroquois					
Creek					
Chinook					

Compare and contrast the motivations, methods, and effects of each European country's exploration between 1491 and 1607:

Spain:

Portugal:

Holland:

France:

England:

Fill in the following chart and highlight anything that harmed either Europe or the New World. Circle the most important new crops and/or livestock for each side:

Columbian Exchange	
Introduced to Europe	Introduced to New World

Answer the following questions:

How did the first people arrive in North America?

Describe the treatment of Native Americans and Africans by the Europeans.

What was the effect of Christianity on the New World?

How did views of landownership differ between Native Americans and Europeans?

What were the major causes for the increase in the demand for African slaves in the Caribbean?

How did Africans respond to the introduction of slavery in the New World?

Other important notes:

Columbus Documents:

Document 1

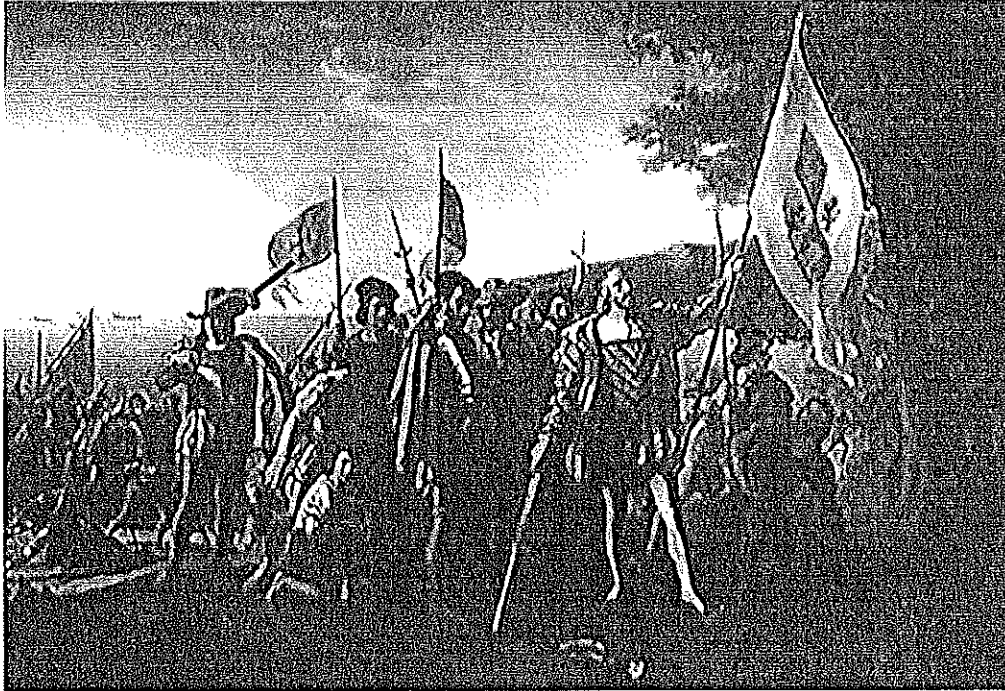
Joel Barlow was an early American poet who lived from 1754 to 1812. The following is an excerpt from his poem *The Vision of Columbus*.

This extraordinary man, who was now about twenty-seven years of age, appears to have united in his character every trait, and to have possessed every talent, requisite to form and execute the greatest enterprises. He was early educated in all the useful sciences that were taught in that day. He had made great proficiency in geography, astronomy and drawing, as they were necessary to his favorite pursuit of navigation. He had now been a number of years in the service of the Portuguese, and had acquired all the experience that their voyages and discoveries could afford. His courage and perseverance had been put to the severest test, and the exercise of every amiable and heroic virtue rendered him universally known and respected.

Such was the situation of Columbus, when he formed and thoroughly digested a plan, which, in its operation and consequences, unfolded to the view of mankind one half of the globe, diffused wealth and dignity over the other, and extended commerce and civilization through the whole.

--Joel Barlow, *The Vision of Columbus* (1787)

Document 2



The Landing of Columbus (1847) by John Vanderlyn portrays the Age of Discovery. Commissioned by Congress, the work hangs in the Capitol Building in Washington, D.C.

Document 3

The following is an excerpt of an online petition asking Congress to change the name of Columbus Day to "First Americans Day."

The "Columbus Day" holiday is the only national holiday that is overtly insulting to millions of Americans. It is now universally understood that Christopher Columbus did not "discover" the American continent. That concept is a "Euro-centric" one that is deeply insulting to American Indians and many native-born Americans of all cultures. It is also historically incorrect. American Indian people have been on this continent at least 10,000 years, and scientists have proven that numerous other explorers had arrived on this continent from other parts of the world long before Columbus. It is also now known that many of the things we once believed about Christopher Columbus were myths, and that much of what we did not know about him would seriously tarnish his image, to say the least. This petition, however, is not meant to be an attack on Christopher Columbus, but rather an appeal for a holiday that is not insulting to any American. American national holidays should be days that bring a sense of pride and togetherness for ALL Americans, and stem from an "American perspective." "Columbus Day" fails that test on all counts.

--from an online "Petition to Abolish Columbus Day"
(1995)

Document 4

Howard Zinn is a professor of history at Boston University. He received a Ph.D. in history from Columbia University and is the author of more than 20 books. In the excerpt below, Zinn cites the writing of Bartolomé de las Casas, a Catholic priest who moved from Spain to the New World in 1508. De las Casas witnessed and opposed the harsh treatment of the natives by Spanish settlers.

When he arrived on Hispaniola in 1508, Las Casas says, "there were 60,000 people living on this island, including the Indians; so that from 1494 to 1508, over three million people had perished from war, slavery, and the mines. Who in future generations will believe this? I myself writing it as a knowledgeable eyewitness can hardly believe it..."

Thus began the history, five hundred years ago, of the European invasion of the Indian settlements in the Americas. That beginning, when you read Las Casas--even if his figures are exaggerations (were there 3 million Indians to begin with, as he says, or less than a million, as some historians have calculated, or 8 million as others now believe?)--is conquest, slavery, death. When we read the history books given to children in the United States, it all starts with heroic adventure--there is no bloodshed--and Columbus Day is a celebration.

--Howard Zinn, *A People's History of the United States* (1980)

Document 5

Dr. Warren H. Carroll is a leading Catholic historian and author, and the founder of Christendom College. He received his Ph.D. in history from Columbia University. The following excerpt is from an article he wrote for The Catholic Social Science Review.

Let us begin, therefore, by defining the word "discovery" in the context of history. A discovery is made when an individual or a nation finds something or someone or some people or some places of special importance, not previously known to them. When any previously unknown people is first found by another people, that people may be said to have been discovered. People as well as places can be discovered. The fact that people live in places unknown to another people does not mean that they, and the places where they live, cannot be discovered. No people from any other part of the world ever discovered Europe; but Europeans discovered all other parts of the world.

In all of history, only the Europeans and the Polynesians of the south Pacific have been true discoverers, sailing for the explicit purpose of finding new lands, trading with their people, and colonizing them. And of all discoverers, Christopher Columbus was the greatest, because he accomplished the most against the highest odds. Before Columbus' time all European voyages had followed coastlines, or crossed open seas to lands previously known or at least sighted by storm-driven ships. Only Columbus set off directly across a broad, unknown sea with no specific knowledge of how far it extended or what lay on the other side.

--Warren Carroll, *Honoring Christopher Columbus* (1992)