

AP United States History Summer Assignment- Ludlowe

Congratulations on your enrollment in Advanced Placement United States History. I 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 by the due date below to be adequately prepared and to effectively participate in the program. A content-specific essay and a multiple choice test will be administered on the first day of school. These tests will be your first two summative grades of the marking period and your summer work will be your first formative grade.

Since this is a college level course, high grades on early assessments indicate that your reading for information and construction of thoughtful 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. I look forward to a thought-provoking and productive experience with you.

Summer Reading Assignment:

- Read “AP US History Exam Description” and “How to take notes for APUSH.”
- Read Chapters 1-2 (A New World, Beginnings of English America) in *Give Me Liberty* and take notes in the proper format. The E-Book can be found at http://wwnorton.com/ebooklite/givemelibAP3e_chs0_4/welcome.asp.
You will receive a textbook during the first week of school.
- Complete the Secondary and Primary Sources Activity Packet.
- Complete the Test Study Guide.

A hard-copy of ALL work must be submitted on the first day of school at the start of your class period. The work should be stapled together in the following order:

- **Completed Activity Packet (answers only, do not include the documents)**
 - **Study Guide**
 - **Chapters 1-2 Notes**

Please note that the school's policies against plagiarism and cheating will be strictly upheld. Please see the Student Handbook for details.

Late work will not be accepted. I can be reached by email during the summer with questions regarding the summer work at anewberg@fairfieldschools.org. Please note that I will be out of the country without email access several times over the summer so last-minute emails are discouraged.

How to take notes for APUSH

You are expected to read the textbook on your own and to take notes. During the year, I will post a calendar for each unit online. By the end of the unit, you are expected to have read and completed the notes for the corresponding chapters in *Give Me Liberty*. After the unit is over, I may collect and assess your notes. *The amount of days in each unit is only an estimate and is based on this year's block schedule.*

- Unit One: Contact and Exploration (1491-1607) (Summer)
 - *Give Me Liberty* Chapters: 1-2
- Unit Two: Settlements (1607-1754) (7 Days)
 - *Give Me Liberty* Chapters: 3-4
- Unit Three: Revolution (1754-1800) (10 Days)
 - *Give Me Liberty* Chapters: 5-8
- Unit Four: Crafting a Nation(1800-1848) (7 Days)
 - *Give Me Liberty* Chapters: 9-12
- Unit Five: Civil War & Reconstruction (1844-1877) (9 Days)
 - *Give Me Liberty* Chapters: 13-15
- Unit Six: Industrialization (1865-1898) (9 Days)
 - *Give Me Liberty* Chapters: 16
- Unit Seven: War, Prosperity & Depression (1890-1945) (12 Days)
 - *Give Me Liberty* Chapters: 17-22
- Unit Eight: Fears, Joys, and Limits (1945-1980) (11 Days)
 - *Give Me Liberty* Chapters: 23-26
- Unit Nine: New Beginnings (1980-Present) (3 Days)
 - *Give Me Liberty* Chapters: 27-28

Your notes should be formatted as follows:

- Throughout the book, there are focus questions at the beginning of each chapter and in the left margin of the page. Your notes should answer these questions for each chapter.
- Your notes should not be in complete sentences.
- Your notes should be paraphrases and you should avoid pulling direct phrases from the book. (Look at the LMC page for help with paraphrasing.)
- You can include page numbers to help you reference specific textbook sections later.
- Notes should not be more than 2-3 pages per chapter.
- You may type or hand-write your notes but it would be a good idea to bring them to class each day so you can reference them. Beginning on the last day of the unit, you are **REQUIRED** to bring them to class each day. (Remember, they may be collected!)

AP US History Exam Description

Test Date: Friday 5 May 2017 (8am)

Total time: 3 hours 15 minutes

Section 1: 105 minutes

Section 2: 90 minutes

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55	55 min.	40%
	Part B: Short-answer Questions	4	50 min.	20%
II	Part A: Document-based question	1	55 min.	25%
	Part B: Long essay question	1 (Chosen from a pair)	35 min.	15%

Percentage of Exam:

1491-1607	.05	.05
1607-1754	.10	.45
1754-1800	.12	
1800-1848	.10	
1844-1877	.13	
1865-1898	.13	.45
1890-1945	.17	
1945-1980	.15	
1980-Present	.05	.05

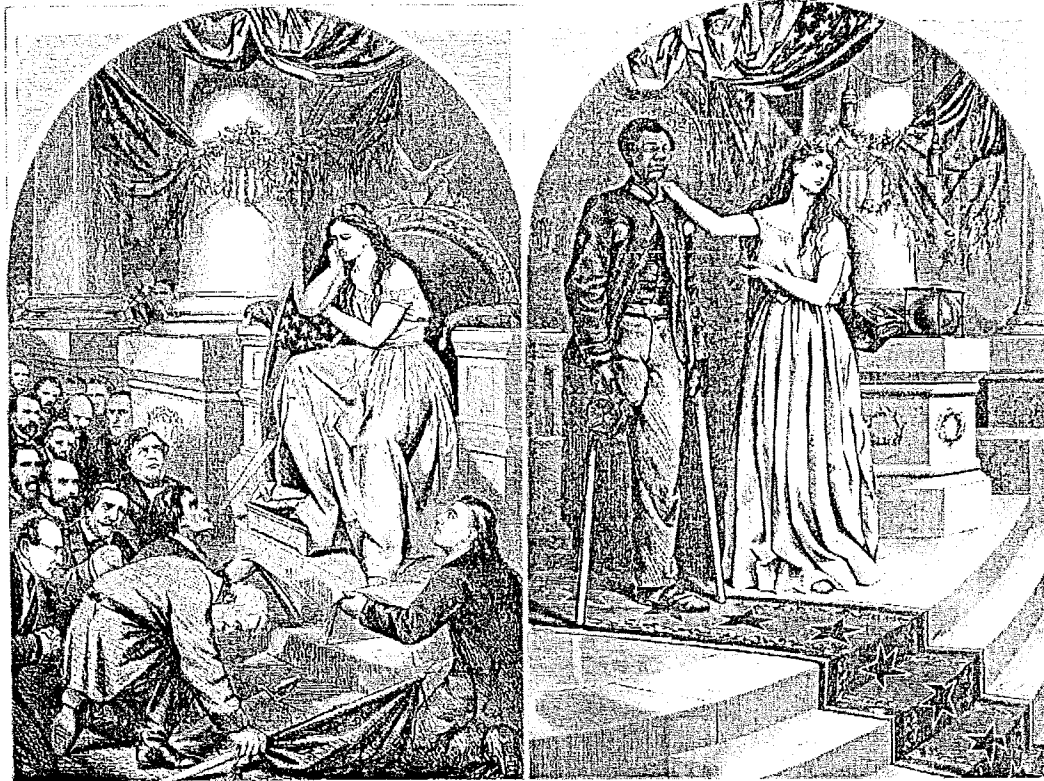
No document-based question or long essay will focus exclusively on events prior to 1607 (Period 1) or after 1980 (Period 9). However, they may be combined with another period (ex. Explain the sources of labor in the colonies from 1550 to 1800...).

Section I A: Multiple-Choice Questions

The multiple choice section of the exam will have 55 questions. As demonstrated in the following example, sets will be organized around 2-6 questions that focus on a primary source, secondary source, or other historical issue. While a set may focus on one particular period of U.S. history, the individual questions within that set may ask students to make connections to thematically linked developments on other periods.

Multiple Choice Example

Questions 2.1–2.4 refer to the political cartoon.



PARDON.
Columbia—"Shall I Trust These Men,

FRANCHISE.
and Not This Man?"

- 2.1. Which of the following groups would be most likely to support the perspective of the cartoon?
- (A) Southern politicians
 - (B) Radical Republicans**
 - (C) Northern opponents of the war
 - (D) Veterans of the Confederate Army
- 2.2. The sentiments expressed in the cartoon above most directly contributed to which of the following?
- (A) The passage of the Fourteenth and Fifteenth Amendments**
 - (B) The movement of African Americans away from the farms where many had been held as slaves
 - (C) The prevalence of the sharecropping system
 - (D) The passage of segregation laws in Southern states
- 2.3. The controversy highlighted in the cartoon above most directly led to the
- (A) emergence of more vigorous Southern resistance to African American rights**

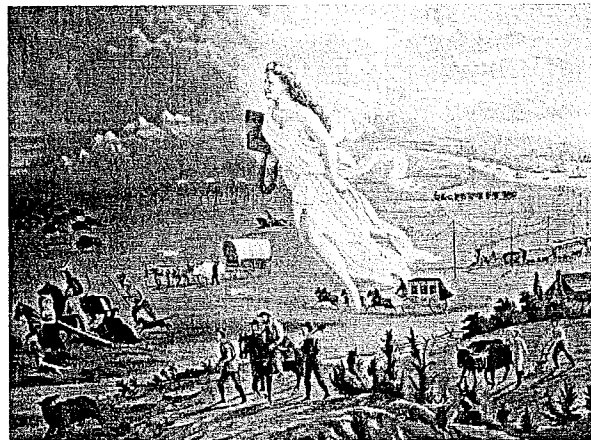
- (B) industrialization of some segments of the Southern economy
 - (C) issuance of court rulings such as *Plessy v. Ferguson* sanctioning racial segregation
 - (D) development of African American efforts to support vocational education
- 2.4. The ideas expressed in the cartoon above most directly reflect which of the following continuities in United States history?
- (A) Debates about federalism and states' rights
 - (B) Debates about access to voting rights**
 - (C) Debates about the role of the federal government in the economy
 - (D) Debates about the proper role of political parties
- 2.5. Which of the following 20th-century issues most closely parallels the controversy depicted in the cartoon above?
- (A) The opposition to the Vietnam War in the 1960s and 1970s
 - (B) The growth of conservatism in the 1960s, 1970s, and 1980s
 - (C) The Civil Rights movement of the 1950s and 1960s**
 - (D) The expansion of migration to the United States after 1965

Section I B: Short-Answer Questions

This section will have 4 questions, and students will have 50 minutes to write their answers. All of the short answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, non-textual sources such as data or maps, or general propositions about U.S. history. Note that the short-answer questions **do not** require students to develop and support a thesis statement.

Short-Answer Example

Question 1 is based on the following image.



1. Use the image on the previous page and your knowledge of United States history to answer parts A, B, and C.
 - A) Explain the point of view reflected in the image above regarding ONE of the following:
 - Migration
 - Technology
 - American
 - Indians
 - B) Explain how ONE element of the image expresses the point of view you identified in Part A.
 - C) Explain how the point of view you identified in Part A helped to shape ONE specific United States government action between 1845 and 1900.

Section II A: Document-Based Question

There will be one document-based question on the exam, and students will have 55 minutes to write their answer. The DBQ will have one of the following historical thinking skills as its main focus: **causation, change and continuity over time, comparison, interpretation, or periodization**. All document based questions will always assess the historical thinking skills of historical argumentation, appropriate use of relevant historical evidence, contextualization, and synthesis. For this question, the main historical thinking skill being assessed is **continuity and change over time**, although other document-based questions may focus on other skills.

The response should do the following:

- State a relevant thesis that directly addressed all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- Incorporate analysis of all, or all but one, of the documents in to your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents.
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements into a persuasive essay.

DBQ Example

Question: **Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910-1930.**

Document 1

Source: Southern African American folk saying, 1910s

De white man he got ha'f de crop

Boll-Weevil took de res'.

Ain't got no home,

Ain't got no home.

Document 2

Source: Letter from a prospective African American migrant, April 27, 1917

New Orleans, La., 4/27/17

Dear Sirs:

Being desirous of leaving the South for the betterment [sic] of my condition generally [sic] and seeking a Home Somewhere in Ill' Chicago or some other prosperous town I am at sea about the best place to locate having a family dependent upon me for

support. I am informed by the *Chicago Defender* a very valuable paper which has for its purpose the Uplifting of my race, and of which I am a constant reader and real lover, that you were in position to show some light to one in my condition.

Seeking a Northern Home. If this is true Kindly inform me by next mail the next best thing to do Being a poor man with a family to care for, I am not coming to live on flowry [sic] Beds of ease for I am a man who works and wish to make the best I can out of life I do not wish to come there hoodwinked not know where to go or what to do

so I Solicite [sic] your help in this matter and thanking you in advance for what advice you may be pleased to Give I am yours for success.

Document 3

Source: Dwight Thompson Farnham, a northern White efficiency expert, article titled "Negros as a Source of Industrial Labor", *Industrial Management*, August 1918

A certain amount of segregation is necessary at times to preserve the peace. This is especially true when negroes are first introduced into a plant. It is a question if it is not always best to have separate wash rooms and the like. In places where different races necessarily come into close contact and in places where inherited characteristics are especially accentuated, it is better to keep their respective folkways from clashing wherever possible.

Document 4

Source: Jackson (Mississippi) *Daily News*, a southern white-owned newspaper, on the race riot in Chicago, July 28, 1919

The only surprising feature about the race riot in Chicago yesterday is that it did not assume larger proportions.

Trouble has been brewing in that city for several months, and nothing short of exceptionally good work by the police department can prevent further clashes.

The native white population of Chicago bitterly resents the influx of negro labor, and especially the housing of blacks in white neighborhoods.

. . . . the decent, hard-working, law-abiding Mississippi negroes who were lured to Chicago by the bait of higher wages, only to lose their jobs, or forced to accept lower pay after the labor shortage became less acute, are hereby notified that they will be welcomed back home and find their old positions waiting for them.

Mississippi may lynch a negro when he commits the most heinous of all crimes, but we do not blow up the innocent with bombs, or explode sticks of dynamite on their doorsteps.

Document 5

Source: Lizzie Miles, African American singer, lyrics to the song "Cotton Belt Blues," 1923

Look at me. Look at me.

And you see a gal,

With a heart bogged down with
woe. Because I'm all alone,

Far from my Southern home.
Dixie Dan. That's the man.

Took me from the Land of Cotton

To that cold, cold minded North.
Threw me down. Hit the town.

And I've never seen him henceforth.

Just cause I trusted. I'm broke and
disgusted,

I got the Cotton Belt Blues.

Document 6

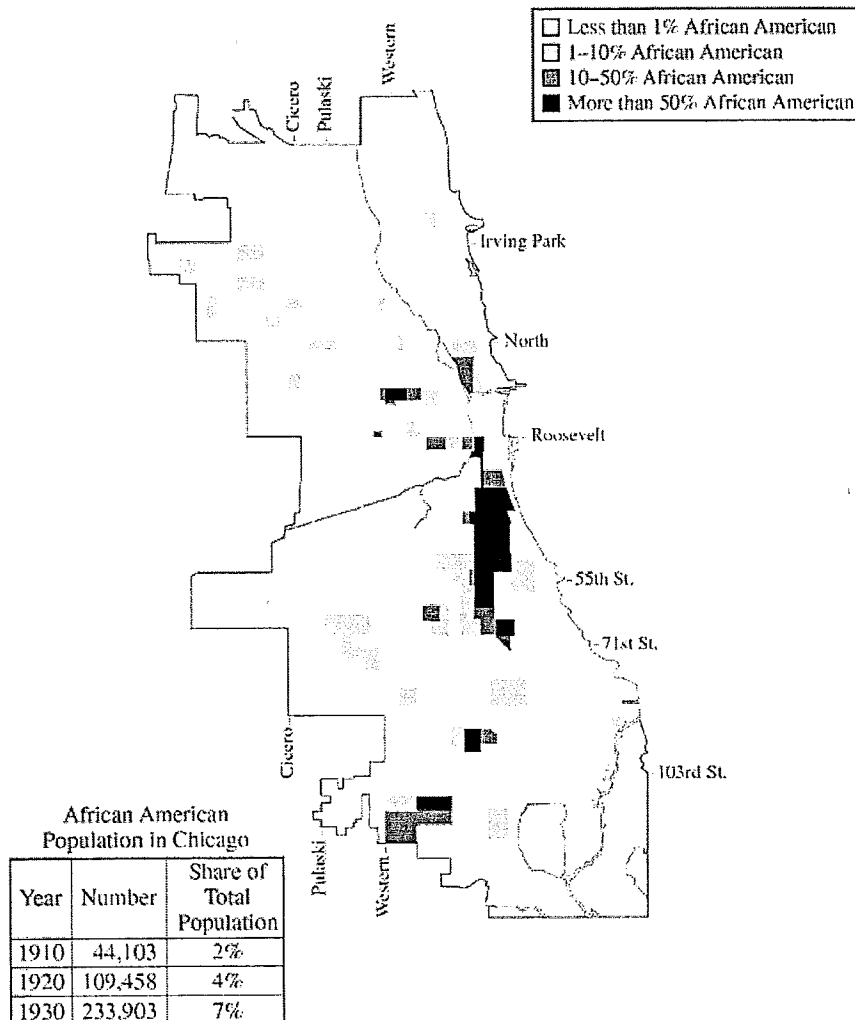
Source: George Schuyler, an African American journalist, article in *The Messenger*, a political and literary magazine for African Americans, August 1925

It is generally thought by both Negroes and whites that Negroes are the chief strikebreakers in the United States. This is far from the truth. The Negro workers' part in strikes has been dramatized by virtue of the striking contrast of race which invariably provoked race riots. But the fact is that there are many more scabs among

the white than black workers, partially because there are numerous industries in which Negroes are not permitted to work, which, too, are by no means one hundred percent organized. Out of twenty or more millions of workers in the United States, less than five million are organized. Note the potential for scabs!

Document 7

DISTRIBUTION OF AFRICAN AMERICAN POPULATION IN CHICAGO, 1930



Section II B: Long-Essay Question

In this section, students will choose between one of two long-essay questions, and they will have 35 minutes to answer one of them in writing. The following questions are meant to illustrate an example of a question pairing that might appear in this section of the exam, in which both questions focus on the same historical thinking skill (in this case, **periodization**) but apply it to different time periods. Therefore, the question pairing allows the student to make a choice concerning which time period and historical perspective the student is best prepared to write about.

Strong answers include:

- Thesis and organization.
 - Knowledge of relevant chronology
 - Detailed understanding of historical events, arguments, and circumstances
 - Specific examples!
1. Some historians have argued that the Spanish-American War in 1898 marked a turning point in United States foreign policy. Support, modify, or refute this contention using specific evidence.

 2. Some historians have argued that the development of the policy of containment after the Second World War marked a turning point in United States foreign policy. Support, modify, or refute this contention using specific evidence.

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:

Activity Packet-Student Responses

Name:

Columbus: Hero or Villain?

Analyzing Secondary Sources

Analyze the excerpts using the chart below. Then, answer the questions at the end.

	Doc.1	Doc.2	Doc.3	Doc.4	Doc.5
Before you read, who is the author? What predictions can you make based of your background knowledge or their description?					
Before you read, is there a title? Make predictions.					

Activity Packet-Student Responses

<p>What year was the document created? What was going on in America at that time?</p>	<p>Is Columbus a hero or villain according to this document?</p>	<p>What specific details help prove your position above?</p>

Activity Packet-Student Responses

Is the argument presented strong? Why or why not?					
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1. Respond to the following quote. What does he mean? Do you agree or disagree and to what extent?

“Societies in fact reconstruct their pasts rather than faithfully record them...and do so with the needs of contemporary culture clearly in mind.”
--Michael Kammen, *Mystic Chords of Memory* (1993)¹

2. Was Columbus a hero, villain, or somewhere in between? Create a single-sentence thesis statement to respond to this question.

¹ Michael Kammen earned a Ph.D. in history from Harvard University and is currently a professor of American cultural history at Cornell University.

Different Points of View:

Analyzing Primary Sources

When you write a Document Based Question (DBQ) essay for your AP exam, you will be required to examine the sources from many perspectives. The four main things you should pay attention to are:

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 the source? After the source?)
4. Author's point of view- What opinion is being expressed in the document and why might the author have that opinion? What might be the cause for any bias shown in the source?

You can use this information to provide an analysis of the document. An analysis explains not only what the source says but also what it represents in the larger story.

For each of the documents, fill in the chart. Some of the categories may be easier than others to answer but do your best to use your historical imagination. (Note: Some of the sources don't exactly fall in to the time frame of 1491-1607. However, the ideas presented were influenced by the events between 1491 and 1607.)

	Doc. 1	Doc. 2	Doc. 3	Doc. 4	Doc. 5
Intended Audience					

Activity Packet-Student Responses

Purpose	Historical Context	Author's Point of View

Activity Packet-Student Responses

Analysis					
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Answer the following questions:

What are some of the cultural differences that caused misunderstanding between the cultures?

Why would some of the Europeans make such assumptions?

Activity Packet-Student Responses

Are there any similar attitudes evident in all the documents?

What were the consequences of European domination in the Americas?

Columbus Documents:

Document 1

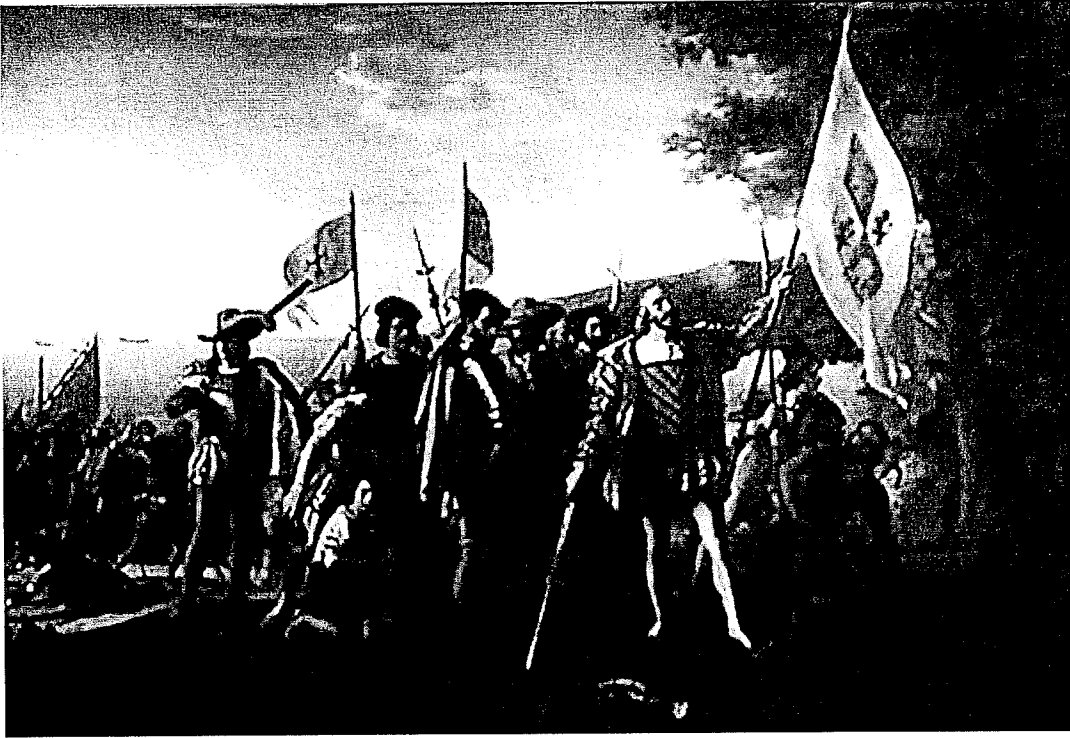
Joel Barlow was an early American poet who lived from 1754 to 1812. The following is an excerpt from his poem *The Vision of Columbus*:

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)

Different Points of View Primary Source Documents

Document 1

Juan Ginés de Sepúlveda (b.1489)

The man rules over the woman, the adult over the child, the father over his children. That is to say, the most powerful and most perfect rule over the weakest and most imperfect. This same relationship exists among men, there being some who by nature are masters and others who by nature are slaves. Those who surpass the rest in prudence and intelligence, although not in physical strength, are by nature the masters. On the other hand those who are dim-witted and mentally lazy; although they may be physically strong enough to fulfill all the necessary tasks, are by nature slaves. It is just and useful that it is this way. We even see it sanctioned in divine law itself, for it is written in the Book of Proverbs: "He who is stupid will serve the wise man." And so it is with the barbarous and inhumane people [the Indians] who have no civil life and peaceful customs. It will always be just and in conformity with natural law that such people submit to the rule of more cultured and humane princes and nations. Thanks to the virtues and the practical wisdom of their laws, the latter can destroy barbarism and educate these [inferior] people to a more humane and virtuous life. And if the latter reject such rule, it can be imposed upon them by force of arms. Such a war will be just according to natural law....

Now compare these natural qualities of judgment, talent, magnanimity; temperance, humanity; and religion [of the Spanish] with those of these pitiful men [the Indians], in whom you will scarcely find any vestiges of humanness. These people possess neither science nor even an alphabet, nor do they preserve any monuments of their history except for some obscure and vague reminiscences depicted in certain paintings, nor do they have written laws, but barbarous institutions and customs. In regard to their virtues, how much restraint or gentleness are you to expect of men who are devoted to all kinds of intemperate acts and abominable lewdness, including the eating of human flesh? And you must realize that prior to the arrival of the Christians, they did not live in that peaceful kingdom of Saturn [the Golden Age] that the poets imagine, but on the contrary they made war against one another continually and fiercely, with such fury that victory was of no meaning if they did not satiate their monstrous hunger with the flesh of their enemies. ... These Indians are so cowardly and timid that they could

scarcely resist the mere presence of our soldiers. Many times thousands upon thousands of them scattered, fleeing like women before a very few Spaniards, who amounted to fewer than a hundred...

Document 2

Chrétien Le Clercq (b.1641)

I am greatly astonished that the French have so little cleverness. . . . Thou reproachest us, very inappropriately, that our country is a little hell in contrast with France, which thou comparest to a terrestrial paradise, inasmuch as it yields thee, so thou sayest, every kind of provision in abundance. Thou sayest of us also that we are the most miserable and most unhappy of all men, living without religion, without manners, without honour, without social order, and, in a word, without any rules, like the beasts in our woods and our forests, lacking bread, wine, and a thousand other comforts which thou hast in superfluity in Europe. . . . I beg thee now to believe that, all miserable as we seem in thine eyes; we consider ourselves nevertheless much happier than thou in this, that we are very content with the little that we have; and believe also once for all, I pray, that thou deceives thyself greatly if thou thinkest to persuade us that thy country is better than ours. For if France, as thou sayest, is a little terrestrial paradise, art thou sensible to leave it? And why abandon wives, children, relatives, and friends? Why risk thy life and thy property every year, and why venture thyself with such risk, in any season whatsoever, to the storms and tempests of the sea in order to come to a strange and barbarous country which thou considerest the poorest and least fortunate of the world? Besides, since we are wholly convinced of the contrary, we scarcely take the trouble to go to France, because we fear, with good reason, lest we find little satisfaction there, seeing, in our own experience, that those who are natives thereof leave it every year in order to enrich themselves on our shores. We believe, further, that you are also incomparably poorer than we, and that you are only simple journeymen, valets, servants, and slaves, all masters and grand captains though you may appear, seeing that you glory in our old rags and in our miserable suits of beaver which can no longer be of use to us, and that you find among us, in the fishery for cod which you make in these parts, the wherewithal to comfort your misery and the poverty which oppresses you. As to us, we find all our riches and all our conveniences among ourselves, without

trouble and without exposing our lives to the dangers in which you find yourselves constantly through your long voyages....Now tell me this one little thing, if thou hast any sense: Which of these two is the wisest and happiest-he who labours without ceasing and only obtains, and that with great trouble, enough to live on, or he who rests in comfort and finds all that he needs in the pleasure of hunting and fishing? It is true that we have not always had the use of bread and of wine which your France produces; but, in fact, before the arrival of the French in these parts, did not the Gaspeians live much longer than now? And if we have not any longer among us any of those old men of a hundred and thirty to forty years, it is only because we are gradually adopting your manner of living, for experience is making it very plain that those of us live longest who, despising your bread, your wine, and your brandy, are content with their natural food of beaver, of moose, of waterfowl, and fish, in accord with the custom of our ancestors and of all the Gaspeian nation. Learn now; my brother, once fat all, because I must open to thee my heart: there is no Indian who does not consider himself infinitely more happy and more powerful than the French.

Document 3

Nicholas V, Papal Bull: Romanus Pontifex (1455)

...[S]ince we [Pope Nicholas V] had formerly by other letters of ours granted among other things free and ample faculty to the aforesaid King Alfonso- to invade, search out, capture, vanquish, and subdue all Saracens and pagans whatsoever, and other enemies of Christ wheresoever placed, and the kingdoms, dukedoms, principalities, dominions, possessions, and all movable and immovable goods whatsoever held and possessed by them and to reduce their persons to perpetual slavery; and to apply and appropriate to himself and his successors the kingdoms, dukedoms, counties, principalities, dominions, possessions, and goods, and to convert them to his and their use and profit-by having secured the said faculty, the said King Alfonso, or, by his authority, the aforesaid infante, justly and lawfully has acquired and possessed, and doth possess, these islands, lands, harbors, and seas, and they do of right belong and pertain to the said King Alfonso and his successors, nor without special license from King Alfonso and his successors themselves has any other even of the faithful of Christ been entitled hitherto, nor is he by any means now entitled lawfully to meddle therewith....

Document 4

From *First Establishment of the Faith in New France* by Father Chrétien Le Clercq (b.1640)

nashinen Our Father	Wajok in heaven	ebin seated	tchiptook may	delwigin thy name	
meguldedemek be respected	Wajok in heaven	n'telldanen to us	tchiptook may	lguelnwiek grant	uls thee
nemulek to sea	uldeehinen. in staying.	Natel There	wajok in heaven	dell as	ehkedoik thou art obeyed
tchiptook may	dell so	be	elkodulek obeyed	makiwignek on earth	eimek where we are
Delamukabenigun As thou hast given it to us	ehomieguel in the same manner	apch also	neguech now	kichkoak to-day	
delamaaktech give it	penegunnenwin our nourishment	n'ünen; to us;	dell abikch-ktakachik we forgive those		
wegalwinametrak who have offended us	ep kel so	nixkam thou O God	abikchiktwin forgive	elwenülek our faults	
makkeninrech Hold us strong	w'anchudil by the hand	mu not	k'tygalhaen to fall	keginakamkel keep far from us	
winneliguol sufferings	twaktwin. evils.	N'jofetch. Amen.			

Fig. 1083.—The Lord's Prayer in Micmac hieroglyphics.

Document 5

*Illustration from the Franciscan missionary Bernardino de Sahagun's sixteenth-century treatise
General History of the Things of New Spain*

