



MOUNT NOTRE DAME

Empowering Young Women

Advanced Placement/ College Credit Plus United States History Summer Assignment: 2021-2022 School Year *Due on the first day of class in August 2021*

This fall, we will begin a study of United States History. The framework for our course will be tied to that recommended by the College Board for success on the AP exam in May. We will cover nine chronological periods from pre-Columbian to the present. Aside from learning the content information, we will also work on building up four important historical thinking skills: creating and supporting a historical argument, analyzing historical sources and evidence, making historical connections, and chronological reasoning. Willingness and ability to complete your summer assignment by the first day of class can be a strong indicator that you can succeed and are willing to put in the work for this class. You are to do the following:

- 1. Download chapters 1&2 of the textbook into a PDF and save it in a new "US History" folder. Do not put it in One Note.** You will receive the actual text book and the full digital copy when we return to school.
- 2. Read and take notes over Chapters 1&2 in the textbook.** You have been provided with an outline for each chapter. Use that to help guide you. You shouldn't need to write more than the available space. We will have a quiz over the material the first week of class, so be sure to write enough info to study from, but not so much that you are overwhelmed.
- 3. Answer the attached reading questions that go along with Chapters 1&2 in your textbook.** Your answers should not extend past the space that is given. Work on saying more with less. Use the attached guides to help you with your note taking!
- 4. Read the attached article, "The Columbian Exchange" by Alfred Crosby and complete the margin notes.** These answers do not need to be in complete sentences, but should be comprehensive enough to help you discuss the article when we come back to school.

If you have any questions, concerns, comments or confusions, don't hesitate to email Miss Blum!! She tries to check her school email once a day in the summer and is always happy to help: kblum@mndhs.org

Chapter 1&2 Reading Questions

1. How did the political and religious systems of Native Americans, Europeans and Africans compare?

2. How did things change as a result of contacts among them?

3. How did the long-distance trade of goods between Native American, European and African societies change each society?

4. How did European migrants transfer familiar patterns and institutions to their colonies in the Americas?

5. How did Native Americans adapt to the growing presence of Europeans among them?

6. What environmental and ecological factors shaped European colonies?

Chapter 1: Colliding Worlds 1450-1600

The Native American Experience

(summarize the first little into to the section, it helps give a lot of important info)

The First Americans

American Empires

Chiefdoms and Confederacies

-The Mississippi Valley

-Eastern Woodlands

-Great Lakes

-The Great Plains and Rockies

-The Arid Southwest

-The Pacific Coast

Patterns of Trade

Sacred Power

Western Europe: The Edge of the Old World

Hierarchy and Authority

Peasant Society

Expanding Trade Networks

Myths, Religions, and Holy Warriors

-The Rise of Christianity

-The Crusades

-The Reformation

?? We are studying American history, why take time to learn about what was going on in Europe???

The West and Central Africa: Origins of the Atlantic Slave Trade

Empires, Kingdoms and Ministates

Trans-Saharan and Coastal Trade

The Spirit World

Exploration and Conquest

Portuguese Expansion

The African Slave Trade

Sixteenth-Century Incursions

-Columbus and the Caribbean

-The Spanish Invasion

-Cabral and Brazil

Summary

Chapter 2: American Experiments 1521-1700

Spain's Tribute Colonies

A New American World

The Columbian Exchange

The Protestant Challenge to Spain

Plantation Colonies

Brazil's Sugar Plantations

England's Tobacco Colonies

-The Jamestown Settlement

-The Indian War of 1622

-Lord Baltimore Settles Catholics in Maryland

The Caribbean Islands

Plantation Life

-Indentured Servitude

-African Laborers

Neo-European Colonies

New France

New Netherland

The Rise of the Iroquois

New England

-The Pilgrims

-John Winthrop and Massachusetts Bay

-Roger Williams and Rhode Island

-Anne Hutchinson

-The Puritan Revolution in England

-Puritanism and Witchcraft

-A Yeoman Society, 1630-1700

?? What did all of the above groups have in common???

Instability, War, and Rebellion

New England's Indian Wars

-Puritan-Pequot War

-Metacom's War, 1675-76

Bacon's Rebellion

-Frontier War

-Challenging the Government

Summary

Part One: Read the article below and take margin notes using the guide. This will help teach you how to take notes in APUSH on key ideas, arguments and evidence. Lesson: Look for big ideas, look for evidence, & DO SOMETHING with the info you learn – don't just copy stuff down.



Detail from a 1682 map of North America, Novi Belgi Novaeque Angliae, by Nicholas Visscher. (Gilder Lehrman Collection)

The Columbian Exchange by Alfred W. Crosby

Millions of years ago, continental drift carried the Old World and New Worlds apart, splitting North and South America from Eurasia and Africa. That separation lasted so long that it fostered divergent evolution; for instance, the development of rattlesnakes on one side of the Atlantic and vipers on the other. After 1492, human voyagers in part reversed this tendency. Their artificial re-establishment of connections through the commingling of Old and New World plants, animals, and bacteria, commonly known as the Columbian Exchange, is one of the more spectacular and significant ecological events of the past millennium.

When Europeans first touched the shores of the Americas, Old World crops such as wheat, barley, rice, and turnips had not traveled west across the Atlantic, and New World crops such as maize, white potatoes, sweet potatoes, and manioc had not traveled east to Europe. In the Americas, there were no horses, cattle, sheep, or goats, all animals of Old World origin. Except for the llama, alpaca, dog, a few fowl, and guinea pig, the New World had no equivalents to the domesticated animals associated with the Old World, nor did it have the pathogens associated with the Old World's dense populations of humans and such associated creatures as chickens, cattle, black rats, and *Aedes aegypti* mosquitoes. Among these germs were those that carried smallpox, measles, chickenpox, influenza, malaria, and yellow fever.

The Columbian exchange of crops affected both the Old World and the New. Amerindian crops that have crossed oceans—for example, maize to China and the white potato to Ireland—have been stimulants to population growth in the Old World. The latter's crops and livestock have had much the same effect in the Americas—for example, wheat in Kansas and the Pampa, and beef cattle in Texas and Brazil. The full story of the exchange is many volumes long, so for the sake of brevity and clarity let us focus on a specific region, the eastern third of the United States of America.

As might be expected, the Europeans who settled on the east coast of the United States cultivated crops like wheat and apples, which they had brought with them. European weeds, which the colonists did not cultivate and, in fact, preferred to uproot, also fared well in the New World. John Josselyn, an Englishman and amateur naturalist who visited New England twice in the

Old World (OW)=

New World (NW)=

Define Columbian Exchange in your own words:

Crops

from OW:

from NW:

Critters

from OW:

from NW:

Germs

from OW:

What is the thesis of this paragraph? (¶) hint: it's more than the first sentence...

Examples to support the thesis?

What is the take-away point of this ¶? If you were outlining, what one idea would you note? You will need to put it in your own words to be useful.

seventeenth century, left us a list, "Of Such Plants as Have Sprung Up since the English Planted and Kept Cattle in New England," which included couch grass, dandelion, shepherd's purse, groundsel, sow thistle, and chickweeds. One of these, a plantain (*Plantago major*), was named "Englishman's Foot" by the Amerindians of New England and Virginia who believed that it would grow only where the English "have trodden, and was never known before the English came into this country." Thus, as they intentionally sowed Old World crop seeds, the European settlers were unintentionally contaminating American fields with weed seed. More importantly, they were stripping and burning forests, exposing the native minor flora to direct sunlight and to the hooves and teeth of Old World livestock. The native flora could not tolerate the stress. The imported weeds could, because they had lived with large numbers of grazing animals for thousands of years.

Cattle and horses were brought ashore in the early 1600s and found hospitable climate and terrain in North America. Horses arrived in Virginia as early as 1620 and in Massachusetts in 1629. Many wandered free with little more evidence of their connection to humanity than collars with a hook at the bottom to catch on fences as they tried to leap over them to get at crops. Fences were not for keeping livestock in, but for keeping livestock out.

Native American resistance to the Europeans was ineffective. Indigenous peoples suffered from white brutality, alcoholism, the killing and driving off of game, and the expropriation of farmland, but all these together are insufficient to explain the degree of their defeat. The crucial factor was not people, plants, or animals, but germs. The history of the United States begins with Virginia and Massachusetts, and their histories begin with epidemics of unidentified diseases. At the time of the abortive Virginia colony at Roanoke in the 1580s the nearby Amerindians "began to die quickly. The disease was so strange that they neither knew what it was, nor how to cure it." [1] When the Pilgrims settled at Plymouth, Massachusetts, in 1620, they did so in a village and on a coast nearly cleared of Amerindians by a recent epidemic. Thousands had "died in a great plague not long since; and pity it was and is to see so many goodly fields, and so well seated, without man to dress and manure the same." [2] Smallpox was the worst and the most spectacular of the infectious diseases mowing down the Native Americans. The first recorded pandemic of that disease in British North America detonated among the Algonquin of Massachusetts in the early 1630s: William Bradford of Plymouth Plantation wrote that the victims "fell down so generally of this disease as they were in the end not able to help one another, no not to make a fire nor fetch a little water to drink, nor any to bury the dead." [3]

The missionaries and the traders who ventured into the American interior told the same appalling story about smallpox and the indigenes. In 1738 alone the epidemic destroyed half the

Does this ¶ have a new thesis, or is it evidence supporting an earlier argument?

Capture the main argument and evidence of this ¶ in outline format:

- *Main idea*
 - Evidence
 - Evidence
 -
 - ...

Now write a one-sentence summary of this paragraph that presents the main idea and previews key supporting evidence:

What info would you note from this ¶? Specific names and #'s or an overall idea?(that's a hint)

Cherokee; in 1759 nearly half the Catawbas; in the first years of the next century two-thirds of the Omahas and perhaps half the entire population between the Missouri River and New Mexico; in 1837–1838 nearly every last one of the Mandans and perhaps half the people of the high plains.

European explorers encountered distinctively American illnesses such as Chagas Disease, but these did not have much effect on Old World populations. Venereal syphilis has also been called American, but that accusation is far from proven. Even if we add all the Old World deaths blamed on American diseases together, including those ascribed to syphilis, the total is insignificant compared to Native American losses to smallpox alone.

The export of America's native animals has not revolutionized Old World agriculture or ecosystems as the introduction of European animals to the New World did. America's grey squirrels and muskrats and a few others have established themselves east of the Atlantic and west of the Pacific, but that has not made much of a difference. Some of America's domesticated animals are raised in the Old World, but turkeys have not displaced chickens and geese, and guinea pigs have proved useful in laboratories, but have not usurped rabbits in the butcher shops.

The New World's great contribution to the Old is in crop plants. Maize [corn], white potatoes, sweet potatoes, various squashes, chiles, and manioc have become essentials in the diets of hundreds of millions of Europeans, Africans, and Asians. Their influence on Old World peoples, like that of wheat and rice on New World peoples, goes far to explain the global population explosion of the past three centuries. The Columbian Exchange has been an indispensable factor in that demographic explosion.

All this had nothing to do with superiority or inferiority of biosystems in any absolute sense. It has to do with environmental contrasts. Amerindians were accustomed to living in one particular kind of environment, Europeans and Africans in another. When the Old World peoples came to America, they brought with them all their plants, animals, and germs, creating a kind of environment to which they were already adapted, and so they increased in number. Amerindians had not adapted to European germs, and so initially their numbers plunged. That decline has reversed in our time as Amerindian populations have adapted to the Old World's environmental influence, but the demographic triumph of the invaders, which was the most spectacular feature of the Old World's invasion of the New, still stands.

This ¶ presents a counter-argument, but then argues why it is not so persuasive. In your essays, you need a topic sentence for a paragraph like this. Write one here:

Main idea of this ¶ in a few words:

Is the first or last sentence the thesis in this ¶? Outline the key idea and evidence:

Does this ¶ present new info or does it summarize the thesis of the whole article?