UCONN History 1501 And 1502 /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.

Please register for UCONN ECE American History 1501 (American History to 1877) and American History since 1877. You will get SIX credits (TWO UCONN classes!) from our courses.

Click HERE for : UCONN ECE Registration

AP textbook pick-up will take place over finals week (6/11 – 6/16) and books can be picked up outside of T-24

Summer Assignments

1. *GIVE ME LIBERTY* Directions.
2. Read Chapters 1- 3 in *Give Me Liberty* carefully
3. Label and concisely complete focus questions below in NO MORE THAN 2/3 PAGES per chapter in *Give Me Liberty.* (Reactions, analysis, interpretations, questions, include pg.

#s. DO NOT merely COPY FACTS) Submit the reading notes to turnitin.com. Please use the guiding questions listed below.

4. We will begin the year with Chapter 4- Feel free to get a head start reading and answering those focus questions too!

GML Chapter 1 Focus Questions. Please answer each in paragraph form.

1. What were the major patterns of Native American life in North America before Europeans arrived?

2. How did Native Americans and European ideas of Freedom differ on the eve of Contact?

3. What happened when peoples of the Americas came in contact with the Europeans?

4. What were the chief features of Spanish, French, and Dutch empires in America?

GML Chapter 2 Focus Questions. Please answer each in paragraph form.

1. What were the main features of English colonization in the 17th century?

2. What obstacles did English settlers in the Chesapeake overcome?

3. What made the English settlement of New England distinctive?

4. What were the main sources of discord in early New England?

GML Chapter 3 Focus Questions. Please answer each in paragraph form.

1. How did the English empire expand in the mid seventeenth century?

2. How was slavery established in the Western Atlantic world?

3. What major social and political crises rocked the colonies in the late 17th century?

4. What were the directions of social and economic change in the eighteenth century colonies?

5. How did patterns of gender roles change in eighteenth century America?

We will begin the year with Chapter 4- Feel free to get a head start reading and answering those focus questions!

Students must submit Give Me Liberty notes responses to www.turnitin.com before **August 17, 2021 by 7:30** . Please click HERE <u>Turnitin.com registration</u> to register using your school email address.

- Class Id: 29273262
- Enrollment key: chocolate

Summer Assignment #2 Columbus Debate : Second day of Class

1. Read Columbus Documents and Prepare Organizer for Day 2 Debate: *Is Columbus a hero, villain, or somewhere in between?*
2. For *The Landing of Columbus painting, you may find it more helpful to view the image in color:* <u>*https://www.aoc.gov/explore-capitol-campus/art/landing-columbus*</u>
3. Use the documents from the packet as well as knowledge gained from Give Me liberty to create a research organizer, including evidence for all 3 views (hero, villain, in between). Be sure to create a thesis, anticipate and refute counterclaims.
4. Sample organizer: <u>https://docs.google.com/document/d/1HoYYcbq2x9Z3ZEVliztOBXXiaoKLLLi13I99YOMlcic /edit?usp=sharing</u>
5. Submit your completed organizer to turnitin.com BEFORE Day 2 class debate.
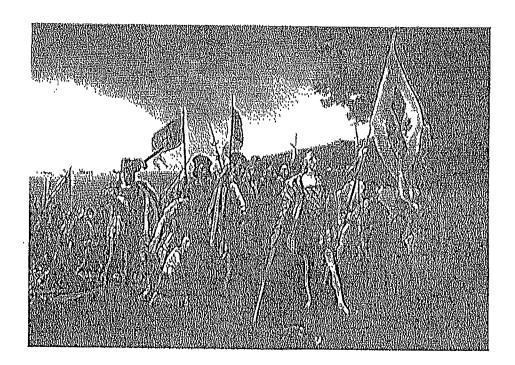
Columbus Documents:

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)

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            RubiStar (http://rubistar.4teachers.org)

Class Debate : Columbus Debate

Teacher Name: **Mr. Flynn**

Student Name: _____

CATEGORY	A	B	C	D
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly undestood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.

Date Created: **Sep 03, 2019 08:02 am (CDT)**