

Name: _____

Textbook: *The American Pageant*

Chapter 1: *New World Beginnings – 33,000 B.C. to A.D. 1769*

pp. 4-24

Due: Thursday, September 5

Directions

To complete the assignment, *neatly write* in your responses in the spaces provided.

Remember, as you read the chapter, analyze the various resources provided, including primary resources (quotations), artwork, maps, and the timeline of events provided.

We will discuss this assignment in class, so please make note of any additional questions that you have on Chapter One's topics.

Critical Skill - summarizing the information in your words

Summarize the information in complete sentences and **in your words (do not copy from the textbook or use A.I.)** and complete the following assignment in the third person (avoid using: I, me, we, us).

Remember, that *The American Pageant* is a **college-level textbook**, which uses *higher-level wording* (and imagery), which students will be expected to summarize in their words when responding to reading-based questions and assignments throughout the school year (see example below).

Important: in order to improve both your reading comprehension and writing skills in preparation for the United States History - Advance Placement Exam, it is expected that students in the U.S. History Honors class will avoid simply locating correct (accurate) information in the textbook readings, and either copying or using nearly identical wording to complete assignments.

Example - Chapter 1 - page 4 - right column, beginning of the last paragraph reads:

- "Nature laid a chill hand over much of this terrain in the Great Ice Age, beginning about two million years ago."

The underlined phrase, "*nature laid a chill hand*," is describing the massive drop in the Earth's temperature during the last Ice Age, and the effect that it had on the Earth, including North America.

As you complete your chapter readings throughout the U.S. History Honors course, you will notice that the textbook provides "*literary-styled*" phrases, like the one underlined above (unlike the textbooks that you have used in the past). Remember, it is not your goal to locate the correct information and repeat it back in your assignments, but instead, demonstrate your comprehension and writing skills by summarizing the information in your words, and not the textbooks.

If you have any questions, please e-mail Mr. Farrell

Part 1

1. *The Earliest Americans* (pp. 4-10)

- a. List 3 characteristics that you considered new and/or particularly interesting about the Native American societies that existed prior to European exploration of the Americas (pre-1492). **summarize each in 2 complete sentences**

1.
2.
3.

b. **Topic**

While *Europeans* referred to the Americas as “*untouched land*” following their arrival in the fifteenth and sixteenth centuries, people had *already settled* both continents thousands of years earlier.

1. Identify and summarize when and how the *Native Americans* originally arrived *throughout* the Americas.
summarize in 3 complete sentences

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2. At the time of Christopher Columbus’s arrival, summarize how the Native Americans inhabited the Americas based upon the following subcategories in the spaces provided below:

- population and settlement characteristics
- agriculture
- technology
- who/what were some of the dominant tribes (civilizations)

summarize each in 2 to 4 complete sentences

<ul style="list-style-type: none">• population and settlement characteristics (including where)
<ul style="list-style-type: none">• agriculture (examples of and methods/production)
<ul style="list-style-type: none">• technology (including examples of and importance)
<ul style="list-style-type: none">• Indigenous Tribes and Civilizations (including examples, where, achievements)

2. *Indirect and Direct Discovery of America* (pp. 10–14)

- a. What impact (direct or indirect) did each of the following have on the *Europe's eventual exploration of the Americas*, summarize?
summarize each in 2 to 3 complete sentences

1. the Crusades
2. Marco Polo
3. European <i>demand and taste</i> for goods from Asia by the 1400s

- b. List the factors (developments/events in Europe) that led to the Christopher Columbus's *voyage of 1492*.
summarize both in 2 to 3 complete sentences

Factor #1
Factor #2

- c. How did the *Age of Exploration and Conquest* affect the African slave trade, explain?

Include, who (which Europe nation) was originally involved and where the trade was established?

*before it was instituted in the Americas

summarize in 3 to 4 complete sentences

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3. *Two Worlds Collide* (pp. 14–11)

a. **Columbian Exchange (1492 to 2016): list** three of the most important plants and animals introduced from:

America (New World) -to- Europe/Africa (Old World)

1.		2.		3.	
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Europe/Africa (Old World) -to- America (New World)

1.		2.		3.	
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b. While European military victories between 1492 through the 1700s, would contribute to the downfall of most Native

American civilizations, it was (1) _____ that caused the decimation of up to

(2) _____ percent (%) of the indigenous population.

c. Summarize **why and how** the answer to question 1 (from b–2) *decimated* the Native Americans population following 1492. **summarize in 3 complete sentences**

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d. Ultimately, based upon history, whose *way of life* prevailed in the Americas: the *Old World's* (Europe) or the *New World's* (Native Americas), and support how? **summarize in 3 to 4 complete sentences**

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e. How did gold and silver from the *New World* (the Americas) affect the economies of the *Old World* of Europe, summarize (include detail – where)? **summarize in 3 complete sentences**

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4. *European Conquest and Colonization of the New World* (pp. 21-24)

- a. When analyzing the impact that the *Old World* had on the *New World*, some historians have referenced the “*Black Legend*.” Summarize what the “*Black Legend*” was and *whether-or-not* it was *entirely* historically accurate.

summarize in 3 to 4 complete sentences

- b. “Due to the United States colonial ancestry to Great Britain, Americans sometimes assume that the English were more superior in ‘empire building’ than their Spanish counterparts.”

How is the above historical descriptive quote was inaccurate, explain and support how (provide examples)?

summarize in 3 to 4 complete sentences

Part 2 - Identifications (pp. 4-24)

In 2 to 4 complete sentences, identify and summarize in your words the following information for the following people and terms from the *Age of Discovery and Conquest* (1400s-1700s):

- who or what were they (including country of origin)?
- when and where did they occur?
- why were they significant during the *Age of Exploration and Conquest* (1492 -through- late-1700s)?

1. **Bartolomeu Dias and Vasco da Gama**

2. **Treaty of Tordesillas**

3. **Conquistadors**

4. **Encomienda**

5. **Hernan(do) Cortes**

6. **Malinche**

7. **Moctezuma (Montezuma)**

8. **Mestizos**

9. **Pope's Rebellion**

Part 3 - Geography (pp. 4-22)

Refer to the reading and visual resources from Chapter One to complete the following on both the attached map and the chart below.

1. Locate and label the following on the map:

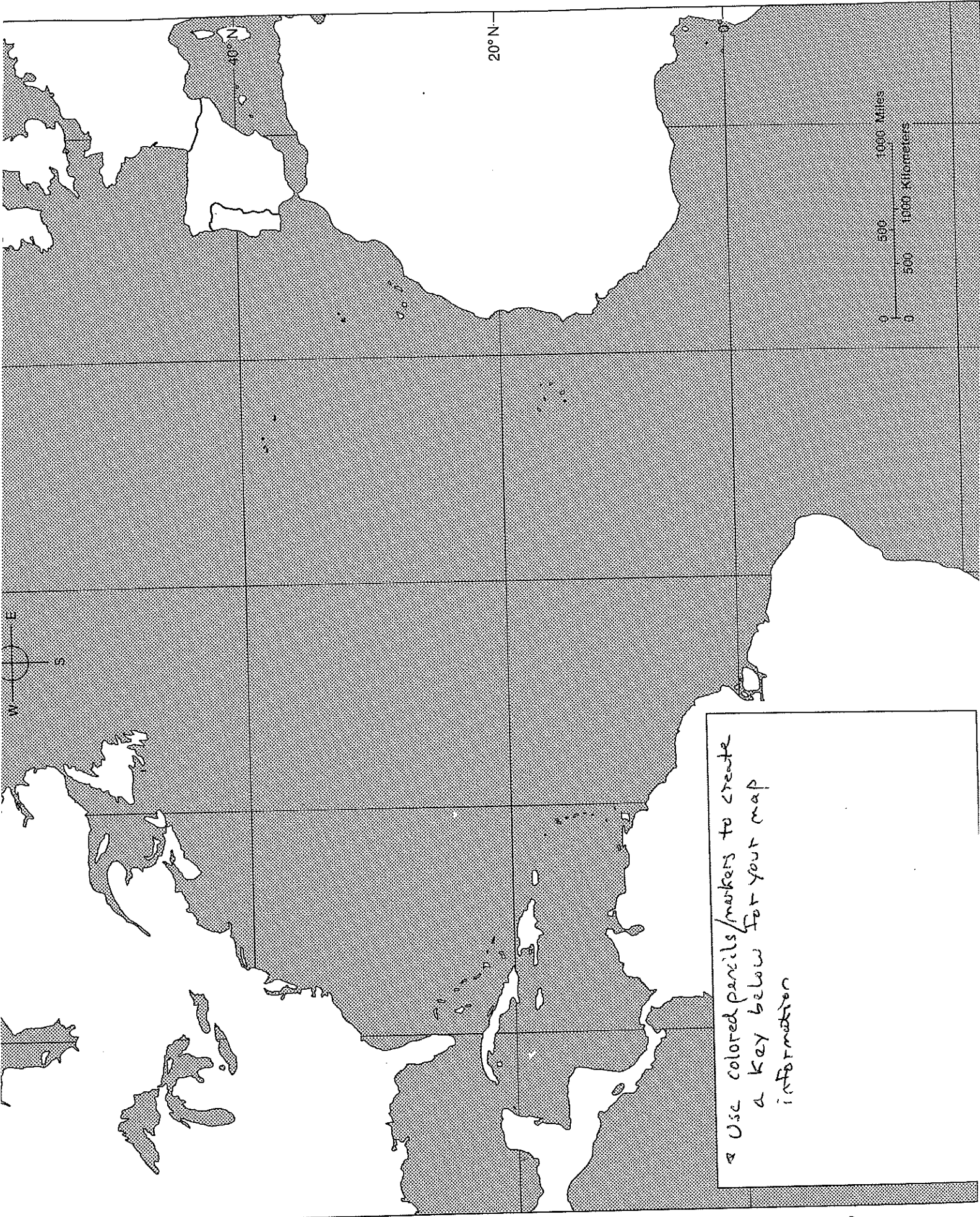
- | | | | | |
|------------------|----------------|---------------|---------------|----------------|
| Portugal | Spain | England | France | Africa |
| Cuba | Atlantic Ocean | Pacific Ocean | West Indies | Canary Islands |
| <i>New Spain</i> | Hispaniola | North America | South America | St. Augustine |

2. Using colored pencils, locate and label the areas explored, conquered, and colonized by each of the following:

- | | | | | | | |
|----------|--------|---------------|---------|--------|----------|---------|
| Columbus | Balboa | Ponce de Leon | de Soto | Cortez | Coronado | Pizarro |
|----------|--------|---------------|---------|--------|----------|---------|

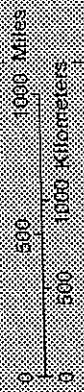
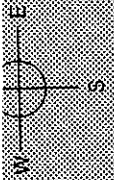
3. Complete the following chart based upon the Chapter One reading and resources (bullet your responses).

Explorer	<u>Years of Exploration -and- the Country Each Explored For</u>	Area(s) Explored/Settled and Importance of (*achievements?)
Christopher Columbus		
Vasco Balboa		
Ferdinand Magellan		
Juan Ponce de Leon		
Francisco Coronado		
Hernando de Soto		
Francisco Pizarro		
Giovanni (John) Cabot		
Giovanni da Verrazano		
Father Junipero Serra		



20° N

40° N



Use colored pencils/markers to create a key below for your map information