UConn Early College Experience/AP United States History Summer Assignment- Ludlowe

Congratulations on your enrollment in UConn Early College Experience/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 first day of class to be adequately prepared and to effectively participate in the program. A content-specific essay and/or a multiple choice test will be administered the first week of class. These tests will be your first grades of the marking period.

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 the course information in this packet and through the links (Google Doc version is available on Google Classroom).
- Read and take notes on Chapters 1-3 ("Old Worlds and New," "European Colonies and Native Nations, 1600-1660," "Creating Anglo-America") in Give Me Liberty 7th Edition and take notes in the proper format ("see how to take notes" handout).
    - You will receive a hardy copy of this book in June from the school. If you want a digital copy, you can also access these chapters by logging into the ebook.
        - Visit: https://digital.wwnorton.com/givemeliberty7ap
        - Click the "Sign in, register a code, or purchase access" button
        - Choose "No, I need to register," then click the "Register, purchase..." button
        - Fill in the required fields. The system may not think your email address is your official school one. Just choose OK.
        - Enter your registration code (attached card found on the inside of your text) and click "Register my code." If the system previously questioned your email address, a red window will appear with a similar message. Just choose "Register my code" again.
        - Be sure to choose "high school student," then your state and school
        - Once registration is done, click the big "Ebook" icon
        - A VitalSource window will pop up and will prompt you to register for a Bookshelf ID. Please be sure to temporarily disable pop-blockers so that you may view this window.
            - Once you have completed VitalSource registration and have opened the ebook, you can read it online.
            - For offline access:
                - Click "Bookshelf" in the upper left corner.
                - Download and install the correct Bookshelf app for your device.
                - If you have any technical questions, please email Colleen Sousa (csousa@fairfieldschools.org)
- Complete the Secondary and Primary Sources Activity Packet.
- Complete the Test Study Guide.

The use of AI is prohibited. Please note that the school's policies against plagiarism and cheating will be strictly upheld. Please see the Student Handbook for details. All Summer Work will be submitted on Google Classroom.

Join the class using the following code: jonguz2q **Late work will not be accepted.**

How can I receive college credit?

1. Take the AP US History Exam

Early May

Review the specific course and exam description here.

2. Through the UConn Early College Experience Program

UConn ECE Website

1. Sign up for the following two courses:
    - Fall- History 1501 United State History to 1877 (3 credits-$125 total)
        - Syllabus
    - Spring-History 1502 United State History 1877 to Present (3 credits-$125 total)
        - Syllabus
2. Maintain a C average or higher in order to earn UConn credit which can be transferred to most other colleges and universities.

No extra work is required if you choose to take the course as an AP AND ECE course. It only increases your likelihood of earning more credits and your future college accepting said credits.

If you need help signing up for either program, contact Mrs. Delmonico at jdelmonico@fairfieldschools.org or Ms. Montorsi at vmontorsi@fairfieldschools.org.

Document-Based Question (DBQ) Rubric

Target	Beginning	Approaching	Meeting/Exceeding
Introduction: Contextualization The introduction relates the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.	The introduction references an event or time period outside that under consideration. ***0 points awarded***	The introduction mentions, in a phrase or sentence, the broader historical context of the historical events, processes, or developments under consideration. ***0 points awarded***	The introduction not only provides specific and relevant historical context for the historical events, processes, or developments under consideration but also clearly connects the context with the argument made (thesis). ***1 point awarded***
Introduction: Thesis Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	Thesis statement is vague, or does not respond to all parts of the question. ***0 points awarded***	Thesis statement responds to the prompt and is historically defensible, but does not establish a line of reasoning. ***0 points awarded***	Thesis statement responds to the prompt, is historically defensible, and establishes a clear line of reasoning by addressing the relevant historical thinking skill called for by the prompt (comparison, change and continuity, or causality). ***1 point awarded***
Documents To earn one point, the response must use the content of at least three documents to address the topic of the prompt. To earn two points, the response must support an argument in response to the prompt using at least four documents.	The response includes less than the required number of documents, OR, uses documents incorrectly, OR, the response may contain enough documents, but does not analyze/describe the docs, but merely quotes them. ***0 points awarded***	The response accurately describes — rather than simply quotes — the content from at least 3 of the documents in response to the prompt. ***1 point awarded***	The response accurately describes — rather than simply quotes — the content from at least 4 documents. In addition, the response uses the content of the documents to support an argument in response to the prompt. ***2 points awarded***
Analysis/Reasoning To earn the first point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the two documents sourced. To earn the second point, the response must demonstrate a complex understanding.	Response fails to explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument for at least four documents. It may identify, rather than explain. ***0 points awarded***	For at least 2 documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument. ***1 point awarded***	**You may earn .5 if** The response extends the analysis for at least four documents *or* The response uses all seven documents to craft an argument *or* The response includes additional documents that show a different perspective. --- **You may earn an additional .5 if your response demonstrates a** complex understanding of the historical development or process under consideration through one or more of the following: ❏ Explaining nuance of an issue by analyzing multiple variables ❏ Explaining both similarity & difference, both continuity & change, multiple causes, or both causes & effects ❏ Explaining relevant and insightful connections within and across periods ❏ Confirming the validity of an argument by corroborating multiple perspectives across themes ❏ Qualifying or modifying an argument by considering diverse or alternative views or evidence ***1.5 - 2 points awarded***
Outside Example Uses at least one additional piece of the specific historical evidence relevant to an argument about the prompt.	Includes no mention of outside evidence ***0 points awarded***	The response includes a phrase or a passing reference to another historical example, but it is not developed. ***0 points awarded***	The response describes the evidence and must use more than a phrase or reference. There is an argument to show how the new evidence proves the thesis. ***1 point awarded***

Long-Essay Question (LEQ) Rubric

Target	Beginning	Approaching	Meeting/Exceeding
Contextualization The introduction relates the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.	The introduction references an event or time period outside that under consideration. *0 points awarded*	The introduction mentions, in a phrase or sentence, the broader historical context of the historical events, processes, or developments under consideration. *0 points awarded*	The introduction not only provides specific and relevant historical context for the historical events, processes, or developments under consideration but also clearly connects the context with the argument made (thesis). *1 point awarded*
Thesis Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	Thesis statement is vague, or does not respond to all parts of the question. *0 points awarded*	Thesis statement responds to the prompt and is historically defensible, but does not establish a line of reasoning. *0 points awarded*	Thesis statement responds to the prompt, is historically defensible, and establishes a clear line of reasoning by addressing the relevant historical thinking skill called for by the prompt (comparison, change and continuity, or causality). *1 point awarded*
Evidence To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.	The argument includes reference to general historical evidence. *0 points awarded*	The argument includes specific historical evidence that is relevant to the topic of the prompt. *1 point awarded*	The argument includes multiple pieces of specific historical evidence throughout the essay that are accurate and relevant to the prompt. The evidence is tied explicitly back to the thesis statement through discussion of how the evidence introduced supports the argument being made. *2 points awarded*
Analysis/Reasoning To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding.	Argument summarizes accurate historical information relevant to the prompt. *0 points awarded*	The argument is clearly framed or structured around an appropriate historical reasoning skill (comparison, change and continuity over time, or causality). *1 point awarded*	The argument is clearly framed or structured around an appropriate historical reasoning skill *and* demonstrates a complex understanding of the historical development or process under consideration through one or more of the following: ❏ Explaining nuance of an issue by analyzing multiple variables ❏ Explaining both similarity & difference, both continuity & change, multiple causes, or both causes & effects ❏ Explaining relevant and insightful connections within and across periods ❏ Confirming the validity of an argument by corroborating multiple perspectives across themes ❏ Qualifying or modifying an argument by considering diverse or alternative views or evidence *2 points awarded*

How to take notes for APUSH

You are expected to read the textbook on your own and to take notes. By the end of the unit, you are expected to have read and completed the notes for the corresponding chapters in *Give Me Liberty. The amount of class periods each unit is only an estimate.*

- Unit One: Contact and Exploration (1491-1607) (Summer)
  - *Give Me Liberty* Chapter: 1
- Unit Two: Settlements (1607-1754) (Summer plus 7 Days)
  - *Give Me Liberty* Chapters: 2-4
- Unit Three: Revolution (1754-1800) (10 Days)
  - *Give Me Liberty* Chapters: 5-8
- Unit Four: Expansion & Reform (1800-1848) (7 Days)
  - *Give Me Liberty* Chapters: 9-11
- Unit Five: Civil War & Reconstruction (1844-1877) (9 Days)
  - *Give Me Liberty* Chapters: 12-15
- Unit Six: Industrialization (1865-1898) (9 Days)
  - *Give Me Liberty* Chapters: 16-17
- Unit Seven: War, Prosperity & Depression (1890-1945) (12 Days)
  - *Give Me Liberty* Chapters: 18-22
- Unit Eight: Expanding Democracy at Home and Abroad (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. 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.
- 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. To submit them to Google Classroom, you can submit the Google Document or a picture of hand-written notes.

Columbus: Hero or Villain?

Analyzing Secondary Sources

Using the excerpts, analyze them 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 on your background knowledge or their description?					
Before you read, is there a title? Make predictions?					
What year was the document created? What was going on in America at that time?					
Is Columbus a hero or villain according to this document?					
What specific details help prove your position above?					

Is the argument presented strong? Why or why not?					

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.

Columbus: Hero or Villain?....Analyzing Secondary Sources

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:

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 situation- 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 into 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					
Purpose					
Historical Situation					

Author's Point of View					
Analysis					

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?

Are there any similar attitudes evident in all the documents?

What were the consequences of European domination in the Americas?

Different Points of View Primary Source Documents

Document 1

Juan Ginés de Sepúlveda (b.1494)

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 barbarons 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 Gaspesians 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 Gaspesian 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

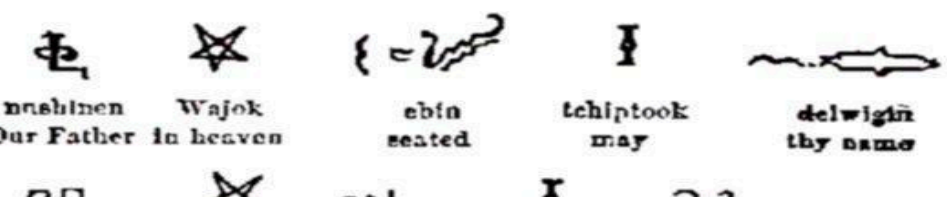
Document 3

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 immoovable 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 <u>First Establishment of the Faith in New France</u> by Father Chrétien Le Clercq (b.1640)



Document 5

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



Period 1: 1491-1607~Test Study Guide

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" or "Class Link" 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	

Comprehensive Orders for New Discoveries	
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: