

Website: <http://historybyherrick.wordpress.com/>

Contact info first semester: nathanloftis@cusd.com

Contact info second semester: jennyherrick@cusd.com

Remind Number: 81010 Text: @herrick18

AP U.S. History Summer Assignment 2017-18

Due date: First day of school

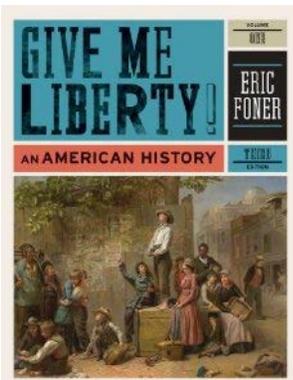
Hello! For those of you who do not know me my name is Mrs. Jenny Herrick and I am the AP U.S. History teacher at CE. I will be on maternity leave for the first semester and Mr. Nathan Loftis will be your teacher during that time.

In order to be successful, you need to get off on the right foot and make sure to complete the following assignment by the first day of school. We look forward to a challenging, intriguing, and fun school year as we all face the world of AP and we hope to help guide you through a great learning experience. Good luck!

The following assignment is designed to cover material from the first three chapters of the textbook in order to give us a running start when the year begins. In AP US History we are required to cover a large curriculum and to do so adequately, especially in the first month of school, it is important for you to have background knowledge of the topics that will be discussed. The summer work aims to give you that information while also introducing you to the expectations for the class.

****IMPORTANT NOTE:** While the Internet is a useful tool for research, it can also be used by students to get around actually having to complete work on their own. With that said, students found plagiarizing information from any website or any other source will receive an automatic **zero** on the assignment and will not be allowed to make it up.

INSTRUCTIONS: Make sure to check out the book, *Give Me Liberty* from the CEHS library prior to the end of the school year in order to complete the assignment. This will be your textbook for the up-coming year and will be used to complete the summer work. Follow the instructions carefully and be prepared to take a **chapter quiz on the first day of school**. Your assignment is as follows:



Required text: *Give Me Liberty!: An American History*, 3rd ed.

Authors: Eric Foner, Gregory Marshall

Publisher: Norton

ISBN: 0393935426, 9780393935424

Period 1: 1491-1607Ch. 1&2 Quiz: First day of school

DIRECTIONS: Outline chapters 1-3 in Cornell note form and then plug in the following essential questions and vocab terms (for further instruction on how to complete, please go to <http://historybyherrick.wordpress.com/ap-u-s-history-documents/> and view the instructional power point). Your notes must be handwritten in **blue or black ink** (*failure to write in ink will result in an automatic deduction of 5 points per assignment*), need to cover the entire chapter, and be sure to include vocabulary terms (failure to do so will result in a point deduction). Only thorough, complete work deserves full credit. Please email Mrs. Herrick if you have any questions. Due: first day of school at the beginning of class.

After completing the textbook assignment, read the article entitled "The Columbian Exchange" and answer the six corresponding questions in short answer form (3-5 complete sentences each). Your answers must be handwritten in **blue or black ink** (*failure to write in ink will result in an automatic deduction of points on the assignment*). Due: first day of school at the beginning of class.

Chapter 1: A New World

1. What were the major patterns of Native American life in North America before Europeans arrived?
2. How did Indian and European ideas of freedom differ on the eve of contact?
3. What impelled European explorers to look west across the Atlantic?
4. What happened when the peoples of the Americas came in contact with Europeans?
5. What were the chief features of the Spanish empire in America?
6. What were the chief features of the French and Dutch empires in North America?

Vocabulary:

1. Iroquois
2. "Christian Liberty"
3. *Reconquista*
4. Columbian Exchange
5. mestizos
6. encomienda system
7. Pueblo Revolt
8. Pope
9. Huguenots
10. joint stock company

Period 2: 1607-1754

Ch. 2: Beginnings of English America, 1607-1660

1. What were the main contours of English colonization in the seventeenth century?
2. What obstacles did the English settlers in the Chesapeake overcome?
3. How did Virginia and Maryland develop in their early years?
4. What made the English settlement of New England distinctive?
5. What were the main sources of discord in early New England?
6. How did the English Civil War affect the colonies in America?

Vocabulary

1. Virginia Company
2. Roanoke colony
3. enclosure movement
4. indentured servant
5. John Smith
6. headright system
7. House of Burgesses
8. Puritans
9. John Winthrop
10. Pilgrims
11. Mayflower Compact
12. Pequot War
13. Half-Way Covenant

Ch. 3: Creating Anglo-America, 1660-1750

1. How did the English empire in America 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 seventeenth century?
4. What were the directions of social and economic change in the eighteenth-century colonies?
5. How did patterns of class and gender roles change in eighteenth-century America?

Vocabulary:

1. King Philip's War
2. Mercantilist system
3. Navigation Acts
4. Society of Friends (Quakers)
5. Bacon's Rebellion
6. slave code
7. Anglicanism
8. English Bill of Rights
9. Dominion of New England
10. Salem Witch Trials
11. English Toleration Act
12. Walking Purchase

1-9 The Columbian Exchange (1590)

Coined by historian Alfred W Crosby, Jr., the phrase "Columbian exchange" refers to the global redistribution of plants, animals, and diseases that occurred in the sixteenth century following the initial contacts between European colonizers and the indigenous people of the Americas. In his scientific and historical work, *Natural and Moral History of the Indians* (1590), Father Jose de Acosta described for the curious Spanish crown the agricultural exotica of the New World as well as the Spanish attempts to introduce new plants to the Americas.

Source: Jose de Acosta, *Historian natural y moral de las Indias* (1590)
<http://www.sc.edu/library/pubserv/reserve/scardaville/hist420/doc7.htm> and
<http://www.sc.edu/library/pubserv/reserve/scardaville/hist420/doc8.htm>

[This document has been previously edited by DR. MICHAEL C. SCARDAVILLE, Associate Professor of History and Director of the Latin American Studies Program at the University of South Carolina, Columbia, SC]

Turning to plants, I shall speak first of those which are more peculiar to the Indies and afterwards of those which are common both to those lands and to Europe. And because plants were created principally for the maintenance of man, and man sustains himself above all on bread, I should speak first of their bread. . . . The Indians have their own words to signify bread, which in Peru is called tanta and in other parts is given other names. But the quality and substance of the bread the Indians use is very different from ours, for they have no kind of wheat, barley, millet, panic grass, or any grain such as is used in Europe to make bread. Instead they have other kinds of grains and roots, among which maize, called Indian wheat in Castile and Turkey grain in Italy, holds the first place.

And just as wheat is the grain most commonly used by man in the regions of the Old World, which are Europe, Asia, and Africa, so in the New World the most widely used grain is maize, which is found in almost all the kingdoms of the West Indies; in Peru, New Spain, the New Kingdom of Granada, Guatemala, Chile, and in all the Tierra Firme. In the Windward Isles, which are Cuba, Hispaniola, Jamaica, Puerto Rico, it does not seem to have been used in earlier times; to this day they prefer to use yucca and cassava, of which more later. I do not think that maize is at all inferior to our wheat in strength and nourishment; but it is stouter and hotter and engenders more blood, so that if people who are not accustomed to it eat it in excess they swell up and get the itch.

Maize grows on canes or reeds; each one bears one or two ears, to which the grains are fastened, and though the grains are big they hold a large number of them, and some contain seven hundred grains. The seeds are planted one by one. Maize likes a hot and humid soil. It grows in many parts of the Indies in great abundance; a yield of three hundred fanegas from a sowing is not uncommon. There are various kinds of maize, as of wheat; one is large and nourishing; another, called moroche, is small and dry. The leaves of the maize and the green cane are a choice fodder for their beasts of burden, and when dry are also used as straw. The grain gives more nourishment to horses than barley, and therefore it is customary in those countries to water their horses before giving them maize to eat, for if they drank after feeding they would swell up and have gripes, as they do when they eat wheat.

Maize is the Indian bread, and they commonly eat it boiled in the grain, hot, when it is called mote. . . ; sometimes they eat it toasted. There is a large and round maize, like that of the Lucanas, which the Spaniards eat as a delicacy; it has better flavor than toasted chickpeas. There is another and more pleasing way of preparing it, which consists in grinding the maize and making the flour into pancakes, which are put on the fire and are later placed on the table and eaten piping hot; in some places they call them arepas. . . .

Maize is used by the Indians to make not only their bread but also their wine; from it they make beverages which produce drunkenness more quickly than wine made of grapes. They make this maize wine in various ways, calling it azua in Peru and more generally throughout the Indies chicha. The strongest sort is made like beer, steeping the grains of maize until they begin to break, after which they boil the juice in a certain way, which makes it so strong that a few drinks will produce intoxication. In Peru, where it is called

sora, its use is forbidden by law because of the terrific drinking it occasions. But the law is little observed, for they use it anyway, and stay up whole days and nights, dancing and drinking. . . .

The cacao tree is most esteemed in Mexico and coca is favored in Peru; both trees are surrounded with considerable superstition. Cacao is a bean smaller and fatter than the almond, and when roasted has not a bad flavor. It is so much esteemed by the Indians, and even by the Spaniards, that it is the object of one of the richest and largest lines of trade of New Spain; since it is a dry fruit, and one that keeps a long time without spoiling, they send whole ships loaded with it from the province of Guatemala. Last year an English corsair burned in the port of Guatulco, in New Spain, more than one hundred thousand cargoes of cacao. They also use it as money, for five cacao beans will buy one thing, thirty another, and one hundred still another, and no objections are made to its use. They also use it as alms to give to the poor.

The chief use of this cacao is to make a drink that they call chocolate, which they greatly cherish in that country. But those who have not formed a taste for it dislike it, for it has a froth at the top and an effervescence like that formed in wine by dregs, so that one must really have great faith in it to tolerate it. In fine, it is the favorite drink of Indians and Spaniards alike, and they regale visitors to their country with it; the Spanish women of that land are particularly fond of the dark chocolate. They prepare it in various ways: hot, cold, and lukewarm. They usually put spices and much chili in it; they also make a paste of it, and they say that it is good for the chest and the stomach, and also for colds. Be that as it may, those who have not formed a taste for it do not like it.

The tree on which this fruit grows is of middling size and well-made, with a beautiful top; it is so delicate that to protect it from the burning rays of the sun they plant near it another large tree, which serves only to shade it; this is called the mother of the cacao. There are cacao plantations where it is raised as are the vine and the olive in Spain. The province of Guatemala is where they carry on the greatest commerce in this fruit.

The cacao does not grow in Peru; instead they have the coca, which is surrounded with even greater superstition and really seems fabulous. In Potosi alone the commerce in coca amounts to more than 5,000,000 pesos, with a consumption of from 90 to 100,000 hampers, and in the year 1583 it was 100,000. . . . This coca that they so greatly cherish is a little green leaf which grows upon shrubs about one estado high; it grows in very warm and humid lands and produces this leaf, which they call *trasmistas*, every four months. Being a very delicate plant, it requires a great deal of attention during cultivation and even more after it has been picked. They pack it with great care in long, narrow hampers and load it on the sheep of that country, which carry this merchandise in droves, bearing one, two, and three thousand hampers. It is commonly brought from the Andes, from valleys of insufferable heat, where it rains the greater part of the year, and it costs the Indians much labor and takes many lives, for they must leave their highlands and cold climates in order to cultivate it and carry it away. Hence there have been great disputes among lawyers and wise men about whether the coca plantations should be done away with or no—but there they still are.

The Indians prize it beyond measure, and in the time of the Inca kings plebeians were forbidden to use coca without the permission of the Inca or his governor. Their custom is to hold it in their mouths, chewing and sucking it; they do not swallow it; they say that it gives them great strength and is a great comfort to them. Many serious men say that this is pure superstition and imagination. To tell the truth, I do not think so; I believe that it really does lend strength and endurance to the Indians, for one sees effects that cannot be attributed to imagination, such as their ability to journey two whole days on a handful of coca, eating nothing else, and similar feats. . . . All would be well, except that its cultivation and commerce endanger and occupy so many people. . . .

The maguey is the tree of wonders, to which the newly-come Spaniards, or *chapetones* (as they call them in the Indies), attribute miracles, saying that it yields water and wine, oil and vinegar, honey, syrup, thread, needles, and a thousand other things. The Indians of New Spain value it greatly, and they commonly have one or several of these trees near their homes to supply their needs. It grows in the fields, and there they

cultivate it. Its leaves are wide and thick, with strong, sharp points which they use as fastening pins or sewing needles; they also draw a certain fiber or thread from the leaves.

They cut through the thick trunk when it is tender; there is a large cavity inside, where the sap rises from the roots; it is a liquor which they drink like water, since it is fresh and sweet. When this liquor is boiled it turns into a kind of wine, and if it is left to sour it becomes vinegar. But when boiled for a longer time it becomes like honey, and cooked half as long it turns into a healthful syrup of good flavor, superior in my judgment to syrup made of grapes. Thus they boil different substances from this sap, which they obtain in great quantity, for at a certain season they extract several azumbres a day.

The Indies have been better repaid in the matter of plants than in any other kind of merchandise; for those few that have been carried from the Indies into Spain do badly there, whereas the many that have come over from Spain prosper in their new homes. I do not know whether to attribute this to the excellence of the plants that go from here or to the bounty of the soil over there. Nearly every good thing grown in Spain is found there; in some regions they do better than in others. They include wheat, barley, garden produce and greens and vegetables of all kinds, such as lettuce, cabbage, radishes, onions, garlic, parsley, turnips, carrots, eggplants, endive, salt-wort, spinach, chickpeas, beans, and lentils—in short, whatever grows well here, for those who have gone to the Indies have been careful to take with them seeds of every description. . . .

The trees that have fared best there are the orange, lemon, citron, and others of that sort. In some parts there are already whole forests and groves of orange trees. Marveling at this, I asked on a certain island who had planted so many orange trees in the fields. To which they replied that it might have happened that some oranges fell to the ground and rotted, whereupon the seeds germinated, and, some being borne by the waters to different parts, gave rise to these dense groves. This seemed a likely reason. I said before that orange trees have generally done well in the Indies, for nowhere have I found a place where oranges were not to be found; this is because everywhere in the Indies the soil is hot and humid, which is what this tree most needs. It does not grow in the highlands; oranges are transported there from the valleys or the coast. The orange preserve which is made in the islands is the best I have ever seen, here or there.

Peaches and apricots also have done well, although the latter have fared better in New Spain. . . . Apples and pears are grown, but in moderate yields; plums give sparingly; figs are abundant, chiefly in Peru. Quinces are found every- where, and in New Spain they are so plentiful that we received fifty choice ones for half a real. Pomegranates are found in abundance, but they are all sweet, for the people do not like the sharp variety. The melons are very good in some regions, as in Tierra Firme and Peru. Cherries, both wild and cultivated, have not so far prospered in the Indies. . . . In con- clusion, I find that hardly any of the finer fruits is lacking in those parts. As for nuts, they have no acorns or chestnuts, nor, as far as I know, have any been grown over there until now. Almonds grow there, but sparingly. Almonds, walnuts, and fil- berts are shipped there from Spain for the tables of epicures.

By profitable plants I mean those plants which not only yield fruit but bring money to their owners. The most important of these is the vine, which gives wine, vinegar, grapes, raisins, verjuice, and syrup—but the wine is the chief con- cern. Wine and grapes are not products of the islands or of Tierra Firme; in New Spain there are vines which bear grapes but do not yield wine. The reason must be that the grapes do not ripen completely because of the rains which come in July and August and hinder their ripening; they are good only for eating. Wine is shipped from Spain and the Canary Islands to all parts of the Indies, except Peru and Chile, where they have vineyards and make very good wine. This industry is expanding continually, not only because of the goodness of the soil, but because they have a better knowledge of wine- making.

The vineyards of Peru are commonly found in warm valleys where they have water channels; they are watered by hand, because rain never falls in the coastal plains, and the rains in the mountains do not come at the proper time. . . . The vineyards have increased so far that because of them the tithes of the churches are now five and six times what they were twenty years ago. The valleys most fertile in vines are Victor, near Arequipa; Yca, hard by Lima; and Caracaro, close to Chuquiavo. The wine that is made there is shipped to Potosi and Cuzco and various other parts, and it is sold in great quan- tities, because since it is produced so

abundantly it sells at five or six ducats the jug, or arroba, whereas Spanish wine (which always arrives with the fleets) sells for ten and twelve. . . . The wine trade is no small affair, but does not exceed the limits of the province.

The silk which is made in New Spain goes to other provinces—to Peru, for example. There was no silk industry before the Spaniards came; the mulberry trees were brought from Spain, and they grow well, especially in the province called Misteca, where they raise silkworms and make good taffetas; they do not yet make damasks, satins, or velvets, however.

The sugar industry is even wider in scope, for the sugar not only is consumed in the Indies but is shipped in quantity to Spain. Sugar cane grows remarkably well in various parts of the Indies. In the islands, in Mexico, in Peru, and elsewhere they have built sugar mills that do a large business. I was told that the Nasca [Peru] sugar mill earned more than thirty thousand pesos a year. The mill at Chicama, near Trujillo [Peru], was also a big enterprise, and those of New Spain are no smaller, for the consumption of sugar and preserves in the Indies is simply fantastic. From the island of Santo Domingo, in the fleet in which I came, they brought eight hundred and ninety-eight chests and boxes of sugar. I happened to see the sugar loaded at the port of Puerto Rico, and it seemed to me that each box must contain eight arrobas. The sugar industry is the principal business of those islands—such a taste have men developed for sweets!

Olives and olive trees are also found in the Indies, in Mexico, and in Peru, but up to now they have not set up any mills to make olive oil. Actually, it is not made at all, for they prefer to eat the olives, seasoning them well. They find it unprofitable to make olive oil, and so all their oil comes from Spain.

Response Questions

**Answers should be between 5-7 sentences in length*

1. Briefly summarize the excerpt in your own words.
2. According to Father Acosta, what was the most widely used grain in the New World? What were some of its uses?
3. What is cacao? Where was it found and what were its various uses?
4. Father Acosta notes that the Spanish had some success in transplanting Old World plants to the Americas. Evaluate the extent to which these “transplants” were successful citing at least TWO specific examples.
5. Using information from the textbook, briefly explain ONE negative impact of the Columbian exchange.
6. Using information from both the textbook and the excerpt, briefly explain the difference between the impact of the Columbian exchange on Native Americans and the impact on Europeans.