

Colton High School

Advanced Placed United States History



Summer assignment

Considering AP US History??

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1. Take the course for the right reasons.
2. It is about the journey, not the destination.
3. The pace is fast, but the course work is **predictable and manageable**.
4. The summer assignment is an **excellent indicator** of student performance.
5. I create opportunities for success – take them!!!

Expectations: Students enrolled in Colton's Advanced Placement U.S. History course should think ahead about the goals and challenges of the course. This is a college-level course that will require an extensive amount of reading, essay writing, and critical analysis of primary and secondary sources. My philosophy in assigning summer work is to get you acquainted with some of the resources we will be utilizing during the 2015-2016 academic year.

Summer Assignment: There are a few of assignments you will need to complete prior to the start of the school year. These assignments are designed to help jump start your exploration of US History and also start to understand what will be required of you during the year.

1. **Complete the 3 map identification activities** The instructions are with the maps later in this packet (There are 3 maps and 3 different things you need to do and learn from the maps)
2. **Listen to "1491" podcast from NPR.** You will be required to listen to podcasts at various times throughout the course of the class. Sometimes you will be given a prompt to respond to and other times you will be required to participate in discussions dealing with the content of the podcast
3. **Watch episodes 1 of Crash Course US History on YouTube and complete the viewing guides** John Green teaches a weekly course on American history that can be fun and interesting... students in the past have said this was one of the best tools used in preparing for the National Exam
4. **Read annotate and respond to a news article.** The Article comes from ABC News and deals with what we will call the "Columbian Exchange" the exchange of really everything between "old" and "New" worlds once Columbus and the rest of Europe reached the Americas

Map Assignment

Instructions: Using the following maps, fill in the information below. Use colored pencils for all of the coloring and colored pens/markers for all of the outlining. Include a map key/legend for each map. These maps will be used as a resource periodically throughout the school year

Map #1 The States (I have this map on the next page)

1. States
 - a. Label each state using CAPITAL LETTERS and your best handwriting
 - b. Write the year the state was admitted to the United States
 - c. Color each state a different color from those bordering it

Map #2 Regions and Acquisitions (you will have to download and print a blank map for this activity)

1. Use a purple pen/pencil to outline the borders of the original 13 colonies
2. Use a green pen/pencil to outline the area acquired from France in 1803 (Louisiana Purchase)
3. Use an orange pen/pencil to outline the area acquired by the 1848 Mexican Cession
4. Use a yellow pen/pencil to outline the borders of the Oregon Country
5. Use a brown pen/pencil to outline the area acquired in the Gadsden Purchase
6. Use a pink pen/pencil to outline the borders of the Independent Republic of Texas
7. Use a blue pen/pencil to outline the Union states during the Civil War
8. Use a red pen/pencil to outline the Confederate States during the Civil War

****If outline colors overlap, make sure that you can see all colors!**

Map #3 Physical Geography (you will have to download and print a physical map of the US for this activity)

Rivers

- Ohio
- St. Lawrence
- Missouri
- Hudson
- Sacramento
- Columbia
- Colorado
- Snake
- Mississippi
- Rio Grande
- Delaware

Mountains

- Rocky
- Appalachian
- Cascade
- Sierra Nevada
- Coast Range

Lakes and bodies of water

Great Salt Lake
Lake Tahoe
Chesapeake Bay
San Francisco Bay
Bering Strait
Strait of Florida

Islands

Long Island
Florida Keys
Aleutian Islands
Hawaii, Maui, Oahu

Other physical Features

Grand Canyon
Atlantic Coastal Plain
Great Basin
The Everglades
The Great Plains
Mississippi Delta

United States of America

Name the State!



- | | | | |
|----------|----------|----------|----------|
| 1 _____ | 13 _____ | 25 _____ | 37 _____ |
| 2 _____ | 14 _____ | 26 _____ | 38 _____ |
| 3 _____ | 15 _____ | 27 _____ | 39 _____ |
| 4 _____ | 16 _____ | 28 _____ | 40 _____ |
| 5 _____ | 17 _____ | 29 _____ | 41 _____ |
| 6 _____ | 18 _____ | 30 _____ | 42 _____ |
| 7 _____ | 19 _____ | 31 _____ | 43 _____ |
| 8 _____ | 20 _____ | 32 _____ | 44 _____ |
| 9 _____ | 21 _____ | 33 _____ | 45 _____ |
| 10 _____ | 22 _____ | 34 _____ | 46 _____ |
| 11 _____ | 23 _____ | 35 _____ | 47 _____ |
| 12 _____ | 24 _____ | 36 _____ | 48 _____ |

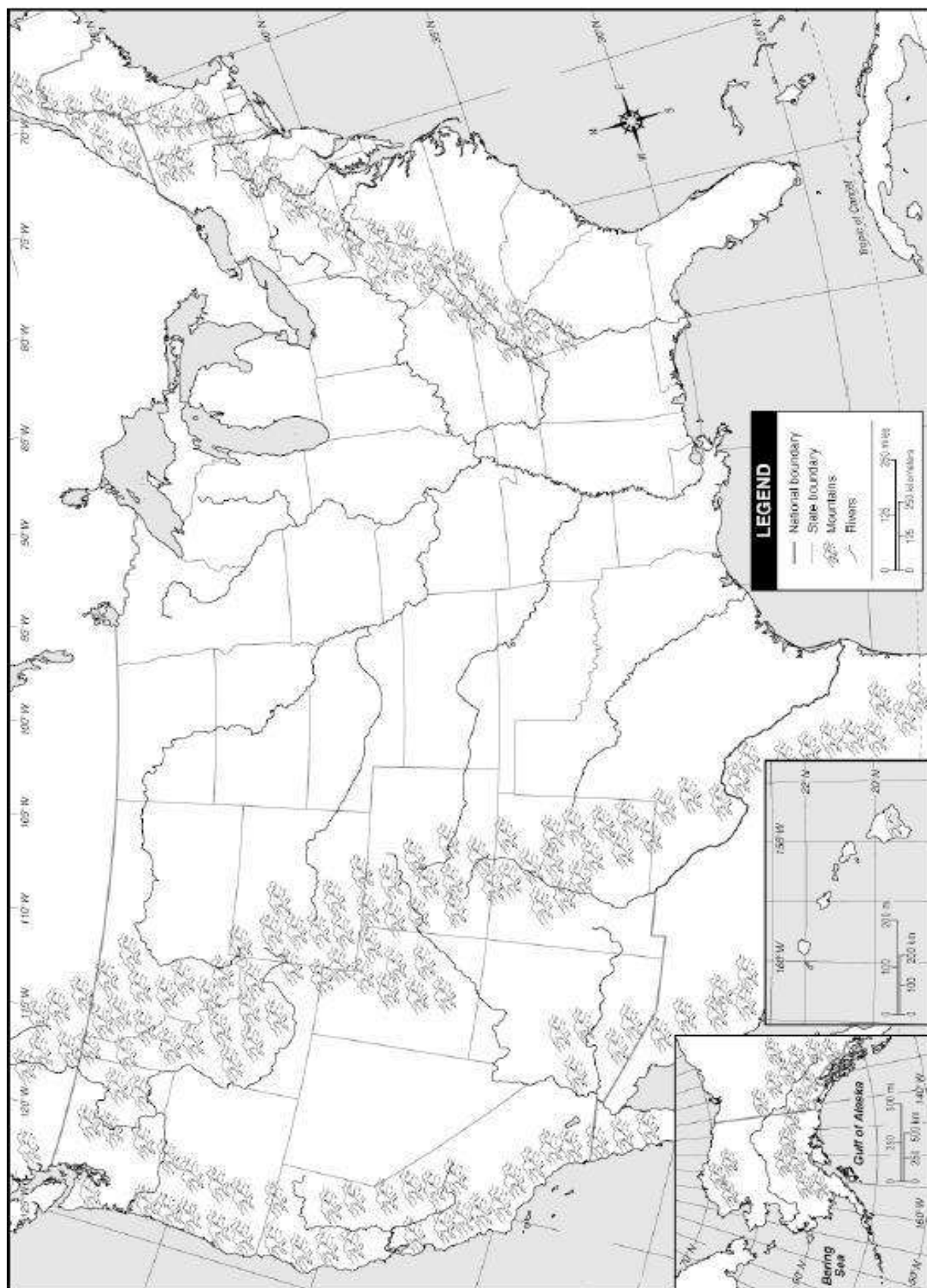
49 _____

50 _____

United States of America



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version of this map please visit www.bjdesign.com or www.mapsfordesign.com.
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Podcast Assignment

The First podcast is from NPR. National Public Radio is an American privately and publicly funded non-profit membership media organization that serves as a national syndicator to a network of 900 public radio stations in the United States. We begin in Historical time period #1 which deals with Native Civilizations before European contact. This only comprises 5% of the overall exam, but we have seen short answer questions dealing with this content. You are required to listen to the podcast (link provided below) you can also google "1491 podcast" if you don't want to listen the transcript is on the same page. Then you will respond to the prompt below in just 1 page.

<http://www.npr.org/2005/08/21/4805434/1491-explores-the-americas-before-columbus>

Prompts:

- Describe what Native Cultures were like in 1491 (the year before European contact)
- How did disease play a role in the helping Europeans to gain a stronghold in the Americas
- Take one part of the conversation and respond with your opinion

Crash Course US History 1:

The Black Legend, Native Americans, and Spaniards

1. What were the attributes that Mr. Green indicates are the qualities of a “classical civilization” (there are five, though he numbers them as 1 & 2)?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
2. What are the two words that Green would like us to refrain from using in the study of history (p.s. Mr. Moore is also not a fan of these words as comparisons)?
 - a. _____
 - b. _____
3. Worse than decimation, approximately what ratio of native peoples were killed by diseases like small pox and influenza? _____
4. What is a bad habit historians have? _____
5. What did West Coast tribal groups rely upon for their survival (yes, I know this is a generalization)?

6. What was the best known league of trading tribal groups? _____
7. How was property viewed by most native peoples of the Americas?

8. Juan Ponce De Leon came to the Americas in search of what? _____
9. Though the first explorers from Europe that reached the Americas never found gold, what did they do to make exploration and colonization easier for others?

10. Where the first permanent Spanish settlement in what is the modern Southwest? _____
11. So this site was important not only as the first settlement but also the first uprising of native peoples, though the Spanish did regain control they did end the practice of *encomienda*, which was what?

12. How was de las Casas different from the majority of Spaniard opinions on the subject of Native Americans?

13. How is “the Black Legend” problematic in the study of history?

Summary:

Article Reading Assignment:

Read the article:

Mark any areas of confusion by highlighting or underlining in one color

Mark the Authors claims in another color

Annotate the text by making notes in the margin

Write a 1 page response to the prompts at the bottom of the article

The 'Columbian Exchange': How Discovering the Americas Transformed the World

• BY JOHANN GROLLE & SPIEGEL

Columbus' arrival in the Americas sparked the globalization of animals, plants and microbes. A recent book takes a closer look at how items from the New World, such as potatoes, guano and rubber, quickly and radically transformed the rest of the planet.

Tobacco, potatoes and turkeys came to Europe from America. In exchange, Europeans brought wheat, measles and horses. But who ever thinks about earthworms? Yet they, too, were brought to America by Europeans, and hardly with fewer consequences than those of other, more famous immigrants.

Extinct in large parts of North America since the Ice Age, earthworms began spreading there once again following Christopher Columbus' voyage. Wherever this species appeared in American forests, it changed the landscape, aerating the soil, breaking down fallen foliage and accelerating erosion and nutrient exchange. Earthworms make it easier for some plants to grow, while robbing others of habitat. They take away living space from other bugs, while providing a new source of food for some birds.

In short, a forest with worms is a different one from a forest without them. As a result, the earthworm started transforming America.

This surprising anecdote is just one of many compiled by journalist Charles Mann in his latest book, "1493: Uncovering the New World Columbus Created," now available in German translation. Where Mann's previous best-seller, "1491: New Revelations of the Americas Before Columbus," focused on the history of the pre-Columbian Americas, he now turns his attention to the changes brought about by Europeans' discovery of this continent.

No other person, Mann suggests, changed the face of the Earth as radically as Columbus did. Columbus' crossing of the Atlantic, Mann says, marked the start of a new age, not only for the Americas but also for Europe, Asia and Africa.

It was the dawn of the era of global trade. Oceans no longer represented barriers to people, goods, animals, plants and microbes. It was as though Pangaea, the supercontinent that broke apart some 150 million years ago, had been reunited in a geological blink of the eye.

Before the ships Niña, Pinta and Santa Maria set sail in 1492, not only was the existence of the Americas unknown to the rest of the world, but China and Europe also knew little about one another. A century later, the world looked very different. Spanish galleons sailed into Chinese harbors bearing silver mined by Africans in South America. Spanish cloth merchants received Chinese silk in exchange, delivered by middlemen in Mexico. And wealthy people looking for relaxation -- whether in Madrid, Mecca or Manila -- lit up tobacco leaves imported from the Americas.

Rousingly told and with a great deal of joy in the narrative details, Mann tells the story of the creation of the globalized world, offering up plenty of surprises along the way. Who among us knew the role the sweet potato played in China's population explosion? Who knew that improving agricultural yield with bird droppings as fertilizer began in Peru? Certainly few know what a decisive role malaria-carrying mosquitoes played in the fate of the United States.

The 'Columbian Exchange'

The author takes his readers on a journey of discovery around the post-Columbian globe. The story begins in Jamestown, a British colony in what is now the US state of Virginia, where a Dutch pirate ship turned up in August 1619 with nearly two dozen black slaves onboard, captured when the pirates attacked a Portuguese slave ship. As it was harvest time, the Jamestown colonists seized the opportunity to buy the slaves.

That purchase set the seal on slavery in America. But what the Virginia tobacco farmers didn't realize was that by buying the labor of slaves from Africa, they also acquired the disease these Africans carried in their blood. *Plasmodium falciparum*, a parasite that causes malaria, now gained a foothold in North America. Attacks of this fever were a high price the colonial farmers paid for their exploitation of African slaves.

Mann argues that this had far-reaching consequences. In the north, where the cold climate made it hard for malaria-carrying mosquitoes to survive, he says, European immigrants made for an inexpensive alternative to African slaves. In the American South, however, Caucasians fared much more poorly in the mosquito-infested cotton and tobacco fields. Only the slaves from Africa brought with them a certain degree of resistance.

In this way, Mann argues, malaria cemented the system of slavery in the American South. White plantation owners withdrew to their mansions in breezy locations that offered partial protection from the disease, leaving black slaves to toil in the fields.

When he first saw a map of malaria's range, Mann says it was as if the scales had fallen from my eyes. That range extends almost precisely to the Mason-Dixon Line, along which the American Civil War broke out in 1861, between the slave-holding states of the South and the Union soldiers of the North.

The "Columbian Exchange" -- as historians call this transcontinental exchange of humans, animals, germs and plants -- affected more than just the Americas. In China, for example, the new era began when sailors reported the sudden appearance of Europeans in the Philippines in 1570. The astonishing thing about this was that they had come across the ocean from the east.

Until this point, China had shown little interest in Europe, in the belief that its inhabitants had little to offer China's blooming civilization. This time, though, the new arrivals brought something from America that electrified China -- silver.

This precious metal was the most important form of currency, in which all business was transacted, during the Ming Dynasty. Thus, in the eyes of the Chinese, the galleons from South America arrived loaded with nothing less than pure money.

No wonder, then, that a brisk trans-Pacific trade quickly developed. To the chagrin of the Spanish crown, much of the silver mined in the Andes was delivered not to Spain but to far-away China. In exchange, silk, porcelain and other Chinese luxury goods made their way eastward toward Mexico.

The Silver Rush

Mann uses the example of two 17th-century boomtowns to illustrate the change that gripped the globe during this period. Showy, aggressive and teeming with energy, these cities represented the spirit of a new era.

One of them, perhaps the wildest city in the history of the world, was established high in the Andes Mountains. The silver-mining city of Potosí, surrounded by nothing but snow and bare rock, ballooned to the size of London in the space of just a few decades. While fortune-seekers from Europe indulged themselves at the city's high-end brothels, thousands of indigenous people toiled and fought for their lives in the darkness of the world's largest silver mines.

Parián, the world's first Chinatown, hardly comes across as less bizarre. Located just outside Manila, Parián quickly grew more populous than the Spanish colonial city itself, as a labyrinth of shops, teahouses and restaurants grew up around a couple of large warehouses. Spanish agents came here to make their deals, and good silver from Potosí could buy almost anything, from leather boots to ivory chests to tea sets. Even skillfully carved marble figures of Jesus as a baby were on offer.

For China's rulers, though, this flood of silver proved a curse. The more of the precious metal Spanish galleons shipped to Manila, the more its value dropped. The result: inflation, tax deficits, bloody unrest and, ultimately, the collapse of the regime. The last Ming emperor was succeeded by the Qing Dynasty.

American Crops in China

But even more than the silver itself, what played a key role in China's fate were three crops that arrived in the wake of the silver -- potatoes, sweet potatoes and corn. These hardy and unusually high-yield non-indigenous plants were able to grow even in soil that would not have supported rice cultivation.

These three American crops would transform entire swaths of land in the south and west of the Chinese empire, where the mountainous terrain had seemed unsuited to agriculture because the soil was either already depleted or too infertile to be farmed. The new plants from the Americas, though, transformed once barren land into arable land. With the Chinese government aggressively pushing agriculture, millions established a new livelihood as potato or corn farmers in the mountains.

Today, these imported crops from the Andes form a considerable part of the diet of China's billion-plus population. China is the world's second-largest producer of corn, after the US, and by far the largest producer of potatoes.

But this agricultural revolution had its downsides, as many mountain forests fell victim to the new cropland. These slopes, now cleared of trees, had no protection against the rain, and mudslides began to occur in many places. The areas around the Yangtze and Yellow rivers were now plagued nearly every year by massive flooding.

At China's central meteorological office in Beijing, Mann was able to examine maps that documented how the number and scale of floods changed over the course of the centuries. "Flipping through the maps ... was like watching an animated movie of environmental collapse," he recalls.

Changing Winners and Losers

Increasing contact between the continents certainly led to progress, but it brought suffering and exploitation, as well. There is almost nothing that people haven't had to sweat and die for, Mann writes, adding that his research taught him one thing above all: If we were forced to give up everything that was tainted with blood, we wouldn't have much left.

The emergence of modern agriculture demonstrates this dramatically. It all began with discoveries by two Germans. World traveler Alexander von Humboldt was the first to take an interest in the indigenous people who broke stinking chunks off the rocky cliffs where birds perched along the Peruvian coast. Chemist Justus von Liebig then recognized that the resulting powder, thanks to its high nitrogen and phosphorus content, made an excellent fertilizer.

Guano, as the local people called this substance made of hardened bird droppings, soon became one of the most significant imported products in the up-and-coming continent of Europe. Mann calculates that the total value of natural fertilizer exports from Peru would equal \$15 billion (€11 billion) in today's terms.

This time, the Chinese were among the ones who suffered, forced to labor amid the ammonia stench of the guano. A total of around 100,000 Chinese people were enticed to far-away South America under the lure of false promises.

Just as Europe's agriculture became dependent on a natural product from South America, so did its industry, as rubber -- whether in the form of car tires, cable insulation or sealing rings for pipes -- became an indispensable part of modern technology.

Tapped from the bark of the rubber tree, natural rubber was shipped across the Atlantic in ever greater quantities. No matter how rapidly Brazil's rubber exports increased, demand grew even more quickly and prices continued to climb.

But a sudden end to the boom came when South American leaf blight, a fungus, decimated nearly all of South America's rubber plantations. Thailand, Indonesia and Malaysia now became rubber-producing superpowers, replacing Brazil, Venezuela and Suriname. This was possible because of a British man named Henry Wickham, who became something of a hero of the "Columbian Exchange" when he smuggled Brazilian rubber tree seeds out of the country in 1876.

Just how easily a second Wickham could come along -- this time spreading not the rubber tree, but its leaf blight, around the world -- became clear to Mann during a research trip, when he found himself standing in the middle of an Asian rubber plantation, wearing the same boots he had worn just months before on a tromp through the Brazilian rainforest. What if a few spores of the fungus were still stuck to his boots?

At some point the Columbian Exchange will come full circle, Mann writes, and then the world will have another problem.

Possible prompts:

- What was the Columbian exchange?
- What role did Silver play in the Columbian exchange and international trade?
- How have American crops played a role in Chinese agriculture and economy?
- Respond to any part of the article by giving your opinion