



THE URSULINE SCHOOL

Summer 2018 Assignments Social Studies

10th grade Global History and Geography Honors

Assignment: Read the memoir, “A Long Way Gone” by Ishmael Beah

Keep notes as you read focusing on the themes of loss and hope. How are loss and hope portrayed in the book? It does not matter in what format you keep your notes but please make sure they are organized. You will submit your work.

10th grade AP European History

AP EUROPEAN HISTORY READING AND WRITING ASSIGNMENT SUMMER, 2018

Preface: AP Euro is a great course that will challenge and inspire you to new heights of historical understanding. The curriculum is so vast and so rich that it behooves us to get things moving prior to our return in September. To that end, below you will find the reading and writing we want you to focus on this summer, so that September will find us ready to jump right in and make the most of our very precious classtime!

READING INSTRUCTIONS: Please read each section carefully...

Textbook:

You should have received a textbook prior to the start of summer vacation. This textbook is the most basic foundation for your historical knowledge throughout the course. The first chapter (Chapter 11) covers the late Middle Ages, which is the important material immediately before the Renaissance. Read Chapter 11 and outline it in your AP Euro notebook. Your outline should be thorough and handwritten.

Summer Reading Books:

Please read the following two books during the summer. You received these books prior to the start of summer vacation:

Four Princes:

https://www.amazon.com/Four-Princes-Suleiman-Magnificent-Obsessions/dp/0802126634/ref=sr_1_1?ie=UTF8&qid=1528128741&sr=8-1&keywords=four+princes

Game of Queens:

https://www.amazon.com/Game-Queens-Women-Sixteenth-Century-Europe/dp/1541697227/ref=sr_1_1?s=books&ie=UTF8&qid=1528128808&sr=1-1&keywords=game+of+queens

WRITING INSTRUCTIONS: Please read each section carefully...

Mandatory Essay:

Write an essay in response to the prompt below. Rely on the summer reading to inform your work. You **MUST** complete this essay:

Mandatory Prompt:

1. Using examples from three different states, analyze the key features of the “new monarchies” and the factors responsible for their rise in the period 1450 to 1550.

Elective Essay:

Write an essay in response to ONE of the prompts below. Rely on the summer reading to inform your work. Answer only ONE essay:

Elective Prompts:

2. To what extent and in which ways did women participate in the Renaissance?
3. Analyze the factors that contributed to the unification of Spain and the consolidation of Spanish power in the 15th century
4. Analyze the factors that contributed to the increasing centralization of Spain and the factors that contributed to the continuing fragmentation of Italy in the period 1450–1550.
5. Evaluate the extent to which either Henry VIII or Charles V was a successful ruler.
6. Evaluate the extent to which either Isabella of Castile or Catherine de Medici was a successful ruler.

SUGGESTED READING/VIEWING/QUIZZING/LISTENING: The following are recommended but not required. Should you have the time and possess the inclination, feel free to peruse...

Readings:

Europe: Conceptualizing A Continent (pages 33-54)

<http://catdir.loc.gov/catdir/samples/cam031/2001025960.pdf>

Where does Europe begin? Where does it end? A case in point:

http://www.slate.com/articles/news_and_politics/roads/2017/01/georgia_insists_that_it_s_a_european_country_what_does_that_really_mean.html

A map of Europe in which the respective national flags are superimposed:

https://upload.wikimedia.org/wikipedia/commons/b/bc/Europe_flags.png

Videos:

Niall Ferguson TED-Talk: In twenty minutes the famous historian basically breaks down the entire course into key organizing principles. Well worth a watch:

<https://www.youtube.com/watch?reload=9&v=xpnFeyMGUs8>

Can you name the countries on a blank map of Europe? They can't:

https://www.youtube.com/watch?v=XoF_cRSBSs4

A sleek drone video that swerves and curves across the roof of Europe (the Alps):

<https://www.youtube.com/watch?v=tSRg5cFIxI0>

An artful drone video showcasing a diverse array of Europe's physical beauty:

<https://www.youtube.com/watch?v=1WxL1fIIFKU>

Quizzes:

Can you name the European cities? Given only the first and last letter of each?

<http://mentalfloss.com/article/530967/begins-and-ends-european-cities>

Passport To Europe: Fact or Fiction?

<https://www.britannica.com/quiz/passport-to-europe-fact-or-fiction>

Journey Through Europe: Fact or Fiction?

<https://www.britannica.com/quiz/journey-through-europe-fact-or-fiction>

Destination Europe: Fact or Fiction?

<https://www.britannica.com/quiz/destination-europe-fact-or-fiction>

Exploring Europe: Fact or Fiction?

<https://www.britannica.com/quiz/exploring-europe-fact-or-fiction>

Uncover Europe

<https://www.britannica.com/quiz/uncover-europe>

European Atlas

<https://www.britannica.com/quiz/european-atlas>

Passport to Europe (different from one above)

<https://www.britannica.com/quiz/passport-to-europe>

A Visit to Europe

<https://www.britannica.com/quiz/a-visit-to-europe>

Traveler's Guide to Europe

<https://www.britannica.com/quiz/travelers-guide-to-europe>

The Europe Quiz: Part I

<http://www.dw.com/en/the-europe-quiz-part-i/a-41262429>

The Europe Quiz: Part II

<http://www.dw.com/en/the-europe-quiz-part-ii/a-42198435>

Italian Renaissance Art:

<https://www.britannica.com/quiz/italian-renaissance-art>

Henry VIII and His Wives

<https://www.britannica.com/quiz/henry-viii-and-his-wives>

European Exploration: Fact or Fiction?

<https://www.britannica.com/quiz/european-exploration-fact-or-fiction>

Podcasts:

The Origins of Civilization:

<https://www.historyextra.com/period/prehistoric/the-origins-of-civilisation/>

A Global View of History:

<https://www.historyextra.com/period/ancient-greece/a-global-view-of-history/>

Money:

<https://www.bbc.co.uk/programmes/p00547ch>

Medicine:

<https://www.historyextra.com/period/tudor/500-years-of-medicine/>

The Medici:

<https://www.historyextra.com/period/renaissance/the-medici/>

The Borgias:

<https://www.bbc.co.uk/programmes/b01nzzgjz>

The Reformation:

<https://www.historyextra.com/period/tudor/the-reformation/>

Weber's The Protestant Ethic:

<https://www.bbc.co.uk/programmes/b03yqj31>

The History of History: Historiography Explained

<https://www.bbc.co.uk/programmes/b00gryrx>

Writing History in the Twentieth Century:

<https://www.historyextra.com/period/writing-history-in-the-21st-century/>

11th Grade AP United States History

Summer Assignment 2018

Welcome to APUSH. Your summer assignment will cover most of Period 1 as outlined by AP Collegeboard. Period 1 covers topics from Pre-Columbian to colonial North America.

Required Text:

Zinn, Howard, *A People's History of the United States*, HarperCollins Publishers: New York, NY, 2015.

****Students should pick up book from The Ursuline School before the end of the school year.**

Review Book (*Strongly Recommended*): Any edition after 2015 would suffice.

United States History: Preparing for the Advanced Placement Examination, John J. Newman & John M. Schmalbach, 3rd Edition, AMSCO School Publications, 2016.

Optional Book: Very helpful extra text for in depth, but brief summaries of American History that very closely follow the Collegeboard periods.

Boyer, Paul, *American History, A Very Short Introduction*, Oxford University Press: New York, NY, 2013.

Assignment:

1. Read Chapters 1 and 2 in Zinn. You should take your own notes on your reading of these chapters. Get a large notebook. It is an APUSH policy that notes must be handwritten. Laptops may not be used during class time to take notes.
2. Read the attached primary source documents and complete an analysis of each document by identifying the source's point of view, historical context, purpose, and intended audience. Guiding questions for analysis are provided below with the documents. Your analysis does not have to be formal (Can be done in note form)

3. Essay:

You must choose one of the following questions and write an essay. Your essay should have a clear thesis with appropriate historical context and supporting evidence.

The essay must be typed in Times New Roman in size 12 font. Please double-space the essay and have a hard copy to hand in on the first day of classes. The maximum page limit is 4 pages. You must have a hard copy printed to hand in on the first day of class (9/10).

- How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?
- How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?
- How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America?

Notes:

This class requires a lot of outside work and independent study. The AP US History exam is scheduled on Friday May 10th, 2019.

Looking forward to seeing you all in the fall!

-Ms. Welch and Mr. Ledley

Analyzing Primary Source Documents

Point of View	Who is the author? What perspective is he/she writing from? What information do you know about the author that would help your understanding?
Historical Context	What period of time was this source written in? Are there events going on that influences the author's writing?
Intended Audience	Who is this author writing for? Does the author's perspective influence his/her audience? Is the author trying to persuade his/her audience?
Purpose	Why would the author write this? What was the goal of the document by the author?

Complete an analysis of each of the three primary source documents below. Use the guiding questions to help you. Your analysis does not have to formally respond to each of the guiding questions. You may complete analysis in note form.

Columbus reports on his first voyage, 1493

I have determined to write you this letter to inform you of everything that has been done and discovered in this voyage of mine.

On the thirty-third day after leaving Cadiz I came into the Indian Sea, where I discovered many islands inhabited by numerous people. I took possession of all of them for our most fortunate King by making public proclamation and unfurling his standard, no one making any resistance. The island called Juana, as well as the others in its neighborhood, is exceedingly fertile. It has numerous harbors on all sides, very safe and wide, above comparison with any I have ever seen. Through it flow many very broad and health-giving rivers; and there are in it numerous very lofty mountains. All these island are very beautiful, and of quite different shapes; easy to be traversed, and full of the greatest variety of trees reaching to the stars. . . .

In the island, which I have said before was called *Hispana*, there are very lofty and beautiful mountains, great farms, groves and fields, most fertile both for cultivation and for pasturage, and well adapted for constructing buildings. The convenience of the harbors in this island, and the excellence of the rivers, in volume and salubrity, surpass human belief, unless one should see them. In it the trees, pasture-lands and fruits differ much from those of Juana. Besides, this *Hispana* abounds in various kinds of species, gold and metals. The inhabitants . . . are all, as I said before, unprovided with any sort of iron, and they are destitute of arms, which are entirely unknown to them, and for which they are not adapted; not on account of any bodily deformity, for they are well made, but because they are timid and full of terror. . . . But when they see that they are safe, and all fear is banished, they are very guileless and honest, and very liberal of all they have. No one refuses the asker anything that he possesses; on the contrary they themselves invite us to ask for it. They manifest the greatest affection towards all of us, exchanging valuable things for trifles, content with the very least thing or nothing at all. . . . I gave them many beautiful and pleasing things, which I had brought with me, for no return whatever, in order to win their affection, and that they might become Christians and inclined to love our King and Queen and Princes and all the people of Spain; and that they might be eager to search for and gather and give to us what they abound in and we greatly need

THE DEVASTATION OF THE INDIES: A BRIEF ACCOUNT

by Bartolome de Las Casas

1552

THE INDIES were discovered in the year one thousand four hundred and ninety-two. In the following year a great many Spaniards went there with the intention of settling the land. Thus, forty-nine years have passed since the first settlers penetrated the land, the first so-called being the large and most happy isle called Hispaniola which is six hundred leagues in circumference. Around it in all directions are many other islands, some very big, others very small, and all of them were, as we saw with our own eyes, densely populated with native peoples called Indians. This large island was perhaps the most densely populated place in the world. There must be close to two hundred leagues of land on this island, and the seacoast has been explored for more than ten thousand leagues, and each day more of it is being explored. And all the land so far discovered is a beehive of people; it is as though God had crowded into these lands the great majority of mankind.

The common ways mainly employed by the Spaniards who call themselves Christian and who have gone there to extirpate those Pitiful nations and wipe them off the earth is by unjustly waging cruel and bloody wars. Then, when they have slain all those who fought for their lives or to escape the tortures they would have had to endure, that is to say, when they have slain all the native rulers and young men (since the Spaniards usually spare only the women and children, who are subjected to the hardest and bitterest servitude ever suffered by man or beast), they enslave any survivors. With these infernal methods of tyranny they debase and weaken countless numbers of Indian nations.

Their reason for killing and destroying such an infinite number of souls is that the Christians have an ultimate aim, which is to acquire gold, and to swell themselves with riches in a very brief time and thus rise to a high estate disproportionate to their merits. It should be kept in mind that their insatiable greed and ambition, the greatest ever seen in the world, is the cause of their villainies. And also, those lands are so rich and felicitous, the native peoples so meek and patient, so easy to subject, that our Spaniards have no more consideration for them than beasts. And I say this from my own knowledge of the acts I witnessed. But I should not say "than beasts" for, thanks be to God, they have treated beasts with some respect; I should say instead like excrement on the public squares. And thus they have deprived the Indians of their lives and souls, for the millions I mentioned have died without the Faith and without the benefit of the sacraments. This is a wellknown and proven fact which even the tyrant Governors, themselves killers, know and admit. And never have the Indians in all the Indies committed any act against the Spanish Christians, until those Christians have first and many times committed countless cruel aggressions against them or against neighboring nations. For in the beginning the Indians regarded the Spaniards as angels from Heaven.' Only after the Spaniards had used violence against them, killing, robbing, torturing, did the Indians ever rise up against them.

A Critique of the Slave Trade

1587

Fray Tomas de Mercado

It is public opinion and knowledge that no end of deception is practiced and a thousand acts of robbery and violence are committed in the course of bartering and carrying off Negroes from their country and bringing them to the Indies and to Spain.... Since the Portuguese and Spaniards pay so much for a Negro, they go out to hunt one another without the pretext of a war, as if they were deer; even the very Ethiopians, who are different, being induced to do so by the profit derived. They make war on one another, their gain being the capture of their own people, and they go after one another in the forests where they usually hunt.... In this way, and contrary to all justice, a very great number of prisoners are taken. And no one is horrified that these people are ill-treating and selling one another, because they are considered uncivilized and savage. In addition to the pretext, of parents selling their children as a last resort, there is the bestial practice of selling them without any necessity to do so, and very often through anger or passion, for some displeasure or disrespect they have shown them.... The wretched children are taken to the market place for sale, and as the traffic in Negroes is so great, there are Portuguese, or even Negroes themselves, ready everywhere to buy them. There are also among them traders in this bestial and brutal business, who set boundaries in the interior for the natives and carry them off for sale at a higher price on the coasts or in the islands. I have seen many acquired in this way. Apart from these acts of injustice and robberies committed among themselves, there are thousands of other forms of deception practiced in those parts by the Spaniards to trick and carry off the Negroes finally as newly imported slaves, which they are in fact, to the ports, with a few bonnets, gewgaws, beads and bits of paper under which they give them. They put them aboard the ships under false pretenses, hoist anchor, set sail, and make off towards the high seas with their booty.... I know a man who recently sailed to one of those Islands and, with less than four thousand ducats for ransom, carried off four hundred Negroes without license or registration.... They embark four and five hundred of them in a boat which, sometimes, is not a cargo boat. The very stench is enough to kill most of them, and, indeed, very many die. The wonder is that twenty percent of them are not lost.

Source: J.A. Saco, *Historia de la Escalvitud de la Raza Africana*, Tomo II, pp. 80-82.

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