

## US History I Summer Assignment



Welcome to United States History I!

Your summer assignment for this course is due the FIRST DAY OF SCHOOL, in print to your teacher. It will count as a grade for the first marking cycle.

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This type of assignment is known as a Document Based Question (DBQ for short). A DBQ assignment usually has the following format:

- A series of documents, usually with short response questions that follow each. The point of the short response questions is to direct your attention to certain aspects of the document and to aid in your understanding of it.
- An essential question which must be answered in an essay (usually 1-3 pages) in which you refer to specific documents in the packet to support your viewpoint.

YOUR ASSIGNMENT is to:

1. Analyze the DBQ documents and answer the short response questions for each document in this packet (this part is **mandatory**).
2. For *extra credit*, you may choose to write a 1-2 page essay responding to the topic of the DBQ. (This part is **optional**)

Typed responses are preferred, neatly written responses are acceptable.

## Part I: DBQ Responses

### Historical Context:

*The Age of Exploration was a time period that brought two previously isolated worlds together. European explorers caused great and lasting changes for both the Old and the New Worlds. Most would agree that European exploration of the Americas had both beneficial and harmful effects.*

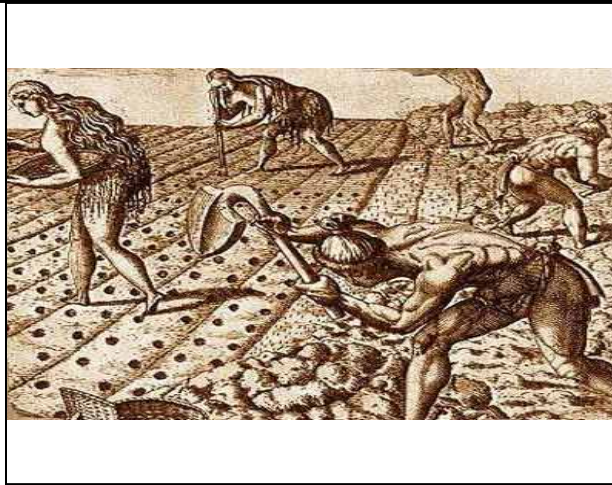
Rubric for Short Answers	
<b>4</b> - The student has a complete and detailed understanding of the information important to the topic.	
<b>3</b> - The student has a complete understanding of the important information to the topic but not in great detail.	
<b>2</b> - The student has an incomplete understanding of the topic and/or misconceptions about some of the information. However, the student maintains a basic understanding of the topic.	
<b>1</b> - The student's understanding of the topic is so incomplete or has so many misconceptions that the student cannot be said to understand the topic.	
<b>0</b> - No judgment can be made about the student's understanding of the topic.	

### Document 1:

Spaniards are cutting off the hands of Natives for not meeting their gold quota.



1. Why did the Spanish cut the hands off of the Natives?
2. What is the relationship between the Spaniards and the Natives at the time of this image?

**Document 2:**

3. How does this image show the change in lifestyle experienced by the Native population when the Europeans declared the America's as a colony?

**Document 3:**

From *Disease and Catastrophe* (David Walbert, LearnNC, no date):

“But even the Black Death can’t compare to the devastation of the [indigenous](#) (native) peoples of North and South America. Hit by wave after wave of multiple diseases to which they had utterly no resistance, they died by the millions. Disease spread from the paths of explorers and the sites of colonization like a stain from a drop of ink on a paper towel.

In fact, in North America, disease spread *faster* than European colonization. When Hernando de Soto explored the Mississippi Valley in the early 1500s he found large, thriving cities connected by networks of trade. By the time Rene-Robert de La Salle followed de Soto’s footsteps in the 1680s, those cities had evaporated.”

4. Why did so many native people die in the Americas after contact with European explorers?

5. What evidence is offered by the author to show that millions of native Americans died from disease?

**Document 4:**

From *Coronado's Report to Viceroy Mendoza – August 3, 1540*

“Three days after I captured this city, some of the Indians who lived here came to offer to make peace. They brought me some turquoises and poor mantles, and I received them in His Majesty’s name with as good a speech as I could, making them understand the purpose of my coming to this country, which is, in the name of His Majesty and by the commands of Your Lordship, that they and all others in this province should become Christians and should know the true God for their Lord . . .”

6. According to Coronado’s Report, what was the purpose of his coming to North America?

**Document 5:**

From *a letter by Christopher Columbus, October 12, 1492\**

“ I gave to them some red caps, and to others glass beads, which they hung about their necks, and many other things of slight value, in which they took much pleasure...They all go quite naked as their mothers bore them. None of them more than 30 years old, very well built, of very handsome bodies and very fine faces. They ought to be good servants and of good skill, for I see that they repeat very quickly whatever is said to them.”

*\*Has been modified.*

7. What qualities does Christopher Columbus describe in the Natives?

8. How does Columbus view his future relationship with “them”?

**Document 6:**

From *The Columbian Exchange at a Glance* (David Walbert, LearnNC, no date):

	Old World → New World	New World → Old World
<b>Domestic animals</b>	<ul style="list-style-type: none"> <li>• horses</li> <li>• cattle</li> <li>• pigs</li> <li>• sheep</li> <li>• goats</li> <li>• chickens</li> </ul>	<ul style="list-style-type: none"> <li>• turkeys</li> <li>• llamas</li> <li>• alpacas</li> <li>• guinea pigs</li> </ul>
<b>Crops</b>	<ul style="list-style-type: none"> <li>• rice</li> <li>• wheat</li> <li>• barley</li> <li>• oats</li> <li>• coffee</li> <li>• sugar cane</li> <li>• citrus fruits</li> <li>• bananas</li> <li>• melons</li> <li>• Kentucky bluegrass</li> </ul>	<ul style="list-style-type: none"> <li>• maize (corn)</li> <li>• potatoes</li> <li>• sweet potatoes</li> <li>• cassava</li> <li>• peanuts</li> <li>• tobacco</li> <li>• squash</li> <li>• peppers</li> <li>• tomatoes</li> <li>• pumpkins</li> <li>• cacao (the source of chocolate)</li> <li>• sunflowers</li> <li>• pineapples</li> <li>• avocados</li> <li>• vanilla</li> </ul>
<b>Diseases</b>	<ul style="list-style-type: none"> <li>• smallpox</li> <li>• measles</li> <li>• mumps</li> <li>• malaria</li> <li>• yellow fever</li> <li>• influenza</li> <li>• whooping cough</li> <li>• typhus</li> <li>• chicken pox</li> <li>• the common cold</li> </ul>	<ul style="list-style-type: none"> <li>• syphilis (possibly)</li> </ul>

9. According to the chart, what are two things that moved from the Old World to The New World?

10. According to the chart, what are two things that moved from the New World to the Old World?

Part II: DBQ ESSAY (Optional Extra Credit)**Directions:**

1. Based on your knowledge and on the information found in the documents, formulate a thesis that directly answers the topic:

*Topic:* Describe two effects, positive and/or negative, resulting from European exploration of the Americas.

***NOTE:* A thesis statement is included towards the beginning of your paper and is a summary of the main point of your paper, a summary of the argument a paper contains, or a summary of the position that the paper is going to take.**

2. Organize supportive and relevant information into a brief outline.
3. Write a well-organized 1-2 page essay proving your thesis. The essay should be logically presented and should include information from the documents and from your own outside knowledge. *Refer to at least 4 of the attached documents to support your ideas.*

## Rubric for the essay:

Characteristic	Score 8-9  93 or above	Score 5-7  78 or above	Score 2-4  67 or above	Score 0-1  66 or below
<b>Thesis</b>	Clear, well developed thesis	Contains a clear thesis with limited development	Lacks a thesis, or thesis may be confused or underdeveloped	No thesis
<b>Understanding of the Question</b>	Understands complexity of the question; deals with all parts of the question in depth	Limited or lack of understanding of complexity; may deal with one part of the question in some depth, or in a more general way	Ignores complexity; may deal with one part of the question, or all elements of the question in a superficial way	May simply paraphrase or restate the question
<b>Analysis</b>	Provides effective analysis of the question; some imbalance permissible	Limited analysis, mostly describes	Weak or inappropriate analysis	No analysis
<b>Documentary Evidence</b>	Effectively uses a substantial number of documents. Documents supplement analysis and are balanced with outside information	Effectively uses some of documents; may only restate information found in documents	Poor use of documents with only brief citation or paraphrase; not enough documents used to support analysis	Almost no use of or inappropriate attempts to use documents
<b>Supportive Information</b>	Supports thesis with substantial, relevant information. Outside information is balanced with use of documents in the analysis of the question	Supports thesis with some factual information	Lacks supporting information, or information given is minimal	Incompetent, inappropriate responses
<b>Grammar and Structure</b>	May contain insignificant errors	May contain minor errors that do not detract from overall essay	May contain major errors	Contains many major or minor errors
<b>Organization and Writing Style</b>	Well organized and well written	Clearly organized and written, but not exceptional	Weak organization and writing	Disorganized and poorly written