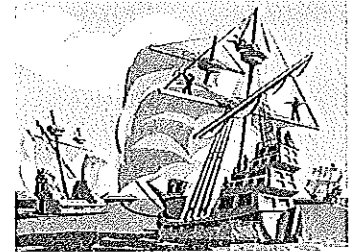


Advanced Honors



United States History I



Summer Assignment 2021

- Answer both essays.
- Answer the ten multiple choice questions that pertain to the following four passages.
- Everything is due the first day of school.
- You will be able to submit everything on the first day of school in your new google classroom.

1. Evaluate the extent to which Christopher Columbus's discovery of the Americas affected the lives of the Native Americans, Europeans, and Africans from 1492-1700.

2. Evaluate the extent to which the environment of the New England and Chesapeake regions affected the development of the British colonies in those regions from 1607-1750.

QUESTIONS 1-3 REFER TO THE FOLLOWING PASSAGE:

“The gold and silver mined with forced labor in Mexico and what is now Bolivia constituted a windfall that could have been used to develop Spanish agriculture, industry, and commerce. It could have helped the country catch up with northwestern Europe’s more developed economies...

“But Spain [in the 1500s] was in the grip of a tiny ruling class of royalty, Catholic Church hierarchy, and landed aristocracy. Two or three per cent of the population owned 97 percent of the land in Castile, Spain’s heartland. The great landowners had no incentive to modernize Spain. They just wanted to raise more sheep and sell more wool. The environmental degradation that overgrazing vast numbers of sheep entailed seems to have bothered the ruling class no more than the cutting of forests for timber to build ships and provide charcoal to smelt domestic Spanish silver ore. And so, what if the wool went to Holland to be manufactured into cloth rather than being produced in Spain itself?

“Meanwhile, successes in the New World swelled the Spanish monarchy’s ambitions in the Old. The bonanza bullion from the Americas encouraged Spain’s rulers to build up the army into Europe’s largest military force, setting off an arms race that forced rivals to multiply their armed forces as well. Spain hired German, Italian, and Irish mercenaries, building and buying vast fleet of heavily armed ships. Hegemonic wars against the French, Dutch, and English followed....

“The most lasting and far-reaching effect of the increase of money in circulation was to set off a long wave of inflation that spread throughout Western Europe. To be sure, deficit spending on unproductive armies, navies, and wars as well as debasement of coinage by monarchs in search of additional royal revenue contributed to the run-up in prices.”

-A. Kent MacDougall, University of California, Berkeley, March 1992.

- 1) Which of the following best describes a central point of A. Kent MacDougall’s argument?
 - a) during the age of exploration and conquest, a growing divide developed in Spain between the catholic church and the monarchy over the treatment of American Indians.
 - b) the large-scale migration of Spanish
 - c) Spanish conquest of the New World led Spain to focus its military and diplomatic efforts toward subduing resistance in the New World and removing itself from the conflicts of Europe
 - d) the successes of Spanish conquest in the New World did not result in a general economic improvement in Spain itself

- 2) The description of Spanish actions by A. Kent MacDougall, contributes to an understanding of which of the following developments beyond the 1500s?
 - a) the industrial growth of Spain in the seventeenth century
 - b) the growing gap between the wealthy and the poor in the seventeenth century
 - c) Spanish military domination over its European rivals in the seventeenth century
 - d) the success of independence movements in Spanish America in the seventeenth century

- 3) Concerns raised in Spain in the 1540s about “forced labor in Mexico and what is now Bolivia,” mentioned in the first paragraph of A. Kent MacDougall’s article, led to which of the following changes?
 - a) limits being placed on the *encomienda* system and a shift toward African slavery
 - b) the growth of the Spanish abolitionist movement and a royal decree ending slavery in the New World
 - c) a shift in Spanish economic activities in the New World from export-oriented activities toward production for local consumption
 - d) the establishment of a line of demarcation in Spanish-held territories in the New World between areas for American Indians and areas for Spanish colonists

QUESTIONS 4-6 REFER TO THE FOLLOWING PASSAGE:

“Concerning the treatment of Native American workers:

When they were allowed to go home, they often found it deserted and had no other recourse than to go into the woods to find food and to die. When they fell ill, which was very frequently because they are a delicate people unaccustomed to such work, the Spaniards did not believe them and pitilessly called them lazy dogs, and kicked and beat them; and when illness was apparent they sent them home as useless, giving the some cassava for the twenty- to eighty league journey. They would go on then, falling into the first stream and dying there in desperation; others would hold on longer, but very few ever made it home. I sometimes came upon dead bodies on my way, and upon others who were gasping and moaning in their death agony, repeating “Hungry, hungry.”

-Bartolome de Las Casas, priest and social reformer
In Defense of the Indian, c.1550

4) Which of the following best explains the underlying cause of the Spanish actions described by Las Casas?

- a) Racism
- b) Religion
- c) Desire for wealth
- d) Fear of native power

5) The primary audience that Las Casas hoped to influence by his writing was

- a) the monarchs of Spain
- b) the Roman Catholic Church
- c) the conquistadores
- d) the Native Americans

6) Which of the following factors that affected Native Americans is directly implied but not stated in this excerpt?

- a) Many Spaniards were sympathetic to the Native Americans
- b) The Catholic Church was trying to help the Native Americans
- c) European diseases were killing millions of Native Americans
- d) The Spanish faced strong resistance from Native Americans

QUESTIONS 7-8 REFER TO THE FOLLOWING PASSAGE:

“There is little doubt that *Puritanism* was closer to medieval theory than the material goals and values of a growing middle class that was becoming prominent in England and western Europe after the fifteenth century. While the Puritan never thought of his religion in economic terms, he did emphasize the fact that man could serve God not by withdrawing from the world, but rather by following an occupation or calling that served the world.

“In spite of the proximity of certain Puritan values to the rising capitalistic ethic, Puritanism was more medieval than modern in its economic theory and practice. The idea of unrestrained economic individualism would have seemed a dangerous notion to any self-respecting Puritan. The statute books and court records of seventeenth-century Massachusetts abound in examples of price and wage controls instituted by the government of the colony. The Puritans, furthermore, always looked upon wealth as a gift from God given in the form of a trust; and they emphasized not only the benefits that accrued from work and wealth, but also their duties and responsibilities. In 1639, for example, one of the richest merchants in the colony was fined by the General Court (the highest legislative body) for excessive profiteering, despite the fact that there was no statute against the practice. The Puritans could never separate religion and business, and they often reiterated the medieval conception of the ‘just price’.

“In the long run, however, the Puritan ethic, when divorced from its religious background, did serve to quicken and stimulate the spirit of capitalism. The limitations placed by the Puritans on the individual and the freedom of movement within society were subordinated as the time went on in favor of the enterprising and driving individual who possessed the ability and ambition to rise through his own exertions.”

-Gerald N. Grob and Robert N. Beck, *American Ideas*, 1963, p.63

7) In the second paragraph, the authors discuss the 1639 legal proceedings against “one of the richest merchants in the colony,” in order to show that

- a) impoverished New Englanders used the legal system to vent class frustrations against the wealthy
- b) political corruption was common in Puritan New England
- c) Puritan magistrates were evenhanded in that they prosecuted anyone – rich or poor – who expressed heretical religious views
- d) the Puritans attempted to enforce economic values that emphasized communal notions of fairness over free-market individualism

8) Which of the following reflects the main point that Gerald N. Grob and Robert N. Beck are making in the passage above?

- a) Puritan restraints on economic activity prevented the economy of New England from growing, leading it to fall behind the South and the middle colonies during the colonial period
- b) the economy of Puritan New England came to resemble the feudal economy of medieval Europe, dominated by large estates passed on from father to son over several generations
- c) the economy of New England only began to thrive when non-Puritan immigrants began to move into New England after the 1640s
- d) As the seventeenth century progressed, the decline of Puritan orthodoxy, combined with Puritan patterns of work, allowed for the emergence of a market-oriented economy.

QUESTIONS 9-10 REFER TO THE FOLLOWING PASSAGE:

“It is to be understood, that the people which now inhabit the regions of the coast of Guinea, and the middle parts of Africa, as Libya the inner, and Nubia, with diverse other great and large regions about the same, were in old time called Ethiopians and Nigritae, which we now call Moores, Moorens, or Negros, a people of beastly living, without a god, law, religion, or common wealth, and so scorched and vexed with the heat of the sun, that in many places they curse it when it rises....There are also other people of Libya called Garamantes, whose women are common: for the contract on matrimony, neither have respect to chastity.”

Jon Lok, *Second Voyage to Guinea*, 1554

“The Second Voyage of M. John Lok to Guinea, Anno 1554,” in Richard Hakluyt, *The Principal*

- 9) The passage above from a 16th-century British source best demonstrates
- a) debates over how to “civilize” these groups to European standards.
 - b) the relationship of people to the natural environment.
 - c) the extensive demographic and social change during this time.
 - d) European belief in white superiority to justify subjugation of Africans.
- 10) In the British North American colonies at the end of the 17th century, the ideas expressed in the passage above led to the emergence of significant
- a) racially mixed populations.
 - b) racial stereotyping and the development of strict racial categories.
 - c) problems of slavery and the slave trade.
 - d) labor-intensive production based on white indentured servants.