

**Honors United States History
Summer Assignment 2017**

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Welcome to the fun and exciting world of Honors United States History! The expectations in this course are high and the curriculum is rigorous, but if you dedicate yourself and work hard, the rewards will be worth it. Make sure that you bring in the entire completed summer assignment on the first day of school in August. Failure to complete the summer assignments will result in you being removed from the course.

Assessment:

Upon your return in August, you will have an opportunity to discuss the summer assignment with your teacher and classmates. At the conclusion of these introductory lessons, a graded multiple-choice quiz and an in-class writing assignment will be administered. It is critical that you carefully complete the assignment and bring all materials with you to class on the first day of school. Let your first impression to your teacher in the course be excellent.

1. Your first task is to use the opening chapters of *Give Me Liberty* by Eric Foner (ISBN 9780393920307). It can be purchased used from Amazon, and depending on what condition you want the book, it ranges in price from \$15 to \$50) to create a graphic organizer comparing and contrasting Spanish, Dutch, French and English colonization of the New World in through 1650. Make sure you read and outline Chapter 2 in Foner. (You will start reading and outlining Chapter 3 on the first day of school.) Your outlines will help you get the basics down and be able to consistently participate in class discussions. Get used to doing this; you will end up independently outlining through approximately Chapter 15 by the end of the school year. This outline is yours to keep and will be an invaluable source when it comes to reviewing for the Milestone exam that you will take in April.

2. Your next step is to read and take notes on the Introduction to *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 1* (ISBN 9780078050312) edited by Larray Madaras and James M. SoRelle.

3. In *Taking Sides*, read the article entitled “**Were the first colonists in the Chesapeake Region ignorant, lazy and unambitious?**” After reading both sides, construct a response to that question. Your answer should cite evidence from the articles and be no more than one typed page in length (12-point, Times New Roman).

4. Use your text and any other resources to address the following short answer question. Have a typed (12-point, Times New Roman) answer with you on the first day of school. Your answer should be brief (not more than half a page) and in complete sentences.

Based on the two interpretations below regarding the *encomienda* system, complete the following three tasks:

- a. Briefly explain the main point made by Passage 1.
- b. Briefly explain the main point made by Passage 2.
- c. Provide one piece of evidence from 15th- through 16th-century Spanish colonization that is not included in the passages and explain how it supports the interpretation in either passage.

“The organization of the Caribbean Indians as a labor pool was a matter of immediate and urgent concern for the Spanish colonists. The extremely hard labor necessary for the tasks of construction and subsistence, the unfamiliar and uncomfortable tropical environment, and Spaniards’ abhorrence of physical labor virtually ensured the exploitation of the local population....*Encomienda* was an arrangement by which the inhabitants of a designated region or town were assigned to individual Spaniards as vassals. In exchange for protection and Christian instruction, the Indians were obligated to provide labor and services to their overlord. Relocation of Indians for labor in mines, ranches and farms disrupted and recombined settlements. This probably led also to a general disintegration and breakdown in Hispaniola Arawak society.”

Deagan, Kathleen A. “Spanish-Indian Interaction in Sixteenth-Century Florida and Hispaniola.” In William W. Fitzhugh, ed., *Cultures in Contact: The Impact of European Contacts on Native Cultural Institutions in Eastern North America, A.D. 1000–1800* (Washington: Smithsonian Institution Press, 1985).

“Spaniards who actually went to the new lands, though, had little interest in evangelization. Although often personally pious, they were more concerned with Indian labor than Indian souls. In 1503 the monarchs provided...the *encomienda* system. Individual Spaniards became trustees of indigenous groups, promising to ensure their safety, freedom and religious instruction. In fine protection-racket style, Indians paid for Spanish “security” with their labor. The *encomienda* can be thought of as an attempt to answer the objections to slavery....By restricting the demands on Indians, the monarchs sought to reduce the incentive to revolt. It didn’t work. Both the Indians and the conquistadores disliked the *encomienda* system....Trustees loathed negotiating with the Taino leaders. The Taino came to view the system as...legal justification for slavery.”

Charles C. Mann, *1493*
Charles C. Mann, *1493: Uncovering the New World Columbus Created* (New York: Vintage Books, 2011), 384–385