“The Columbian discovery was of greater magnitude than any other discovery or invention in human history. Europeans realized that in the sixteenth century. In the centuries since then, the importance of Columbus’s discovery has continued to swell, both because of the prodigious development of the New World and because of the numerous other discoveries that have stemmed from it. It was after Columbus’s voyages that the task of integrating the American continents into Greco-Roman-Christian-European-culture was carried out. Notwithstanding errors, egoism, and unheard-of violence, the discovery was essential, in many ways, determining, factor in ushering the modern age. It was brought about first and above all by the Spanish and then by the Portuguese, French, English, Italians, Irish—to some extent by all of the peoples of Europe. But this recognition cannot diminish the value of the inception of that task, which was Columbus’s discovery.”

—Paolo Emilio Taviani, *Columbus, The Great Adventure*, 1991

“Thus began the history, five hundred years ago, of the European invasion of the Indian settlements of the Americas...When we read the history books given to children in the United States, it all starts with heroic adventure—there is no bloodshed—and Columbus Day is a celebration. To emphasize the heroism of Columbus and his successors as navigators and discoverers, and to deemphasize their genocide, is not a technical necessity but an ideological choice. It serves—unwittingly—to justify what was done. ...The treatment of heroes (Columbus) and their victims (the Arawaks)—the quiet acceptance of conquest and murder in the name of progress—is only one aspect of a certain approach to history, in which the past is told from the point of view of government, conquerors, diplomats, leaders...Was all this bloodshed and deceit—from Columbus to Cores, Pizarro, the Puritans—a necessity for the human race to progress from savagery to civilization?”


1. Using the excerpts above, answer (a), (b), and (c).
   a. Briefly explain ONE major difference between Taviani’s and Zinn’s historical interpretations of the discoveries of Christopher Columbus.
   b. Briefly explain how ONE specific historical event or development during the period 1491 to 1607 that is not explicitly mentioned in the excerpts could be used to support Taviani’s interpretation.
   c. Briefly explain how ONE specific historical event or development during the period 1491 to 1607 that is not explicitly mentioned in the excerpts could be used to support Zinn’s interpretation.
Period 2: 1607-1754 (LE)

★Suggested writing time: 30 minutes★

Essay Directions
- Write your response on loose leaf paper in dark blue or black ink
- **Do not** write on the back of your paper
- **Do not** write across the left or right margin

- Include the following in your essay:
  - Contextualization
  - Thesis
  - One body paragraph that includes **two or more** pieces of evidence that support your argument

2. Evaluate the extent to which the First Great Awakening impacted culture in the New England colonies from 1730-1754.
★Suggested writing time: 30 minutes★

Essay Directions

- Write your response on loose leaf paper in dark blue or black ink
- **Do not** write on the back of your paper
- **Do not** write across the left or right margin

- Include the following in your essay:
  - Thesis
  - One body paragraph that addresses **similarities** between the topics of the prompt
  - One body paragraph that addresses the **differences** between the topics of the prompt
  - Each body paragraph should include **two or more** pieces of evidence that support your argument

3. Evaluate the similarities between the causes of the French and Indian War (1754-1763) and the American Revolution (1775-1783).
Period 4, 5, & 6 Writing Review

Period 4: 1800-1848 (LE)

★ Suggested writing time: 30 minutes ★

Essay Directions
- Write your response on loose leaf paper in dark blue or black ink
- Do not write on the back of your paper
- Do not write across the left or right margin

- Include the following in your essay:
  - Contextualization
  - Thesis
  - One body paragraph that includes two or more pieces of evidence that support your argument

4. Evaluate the extent to which the “Revolution of 1800” fostered political change in United States society from 1800-1848.
Period 5: 1844-1877 (DBQ)

★ Suggested reading and writing time: 40 minutes ★

Essay Directions
- Write your response on loose leaf paper in dark blue or black ink
- Do not write on the back of your paper
- Do not write across the left or right margin

- Include the following in your essay:
  - Contextualization
  - Thesis
  - Use at least four documents to support your argument
  - HIPP three documents
  - Minimum of two body paragraphs that support your argument

5. Evaluate the extent to which immigration from 1844-1877 impacted United States society.

Document 1

Source: Ellis Island, European Chart

<table>
<thead>
<tr>
<th>MAIN SOURCES OF EUROPEAN IMMIGRATION TO THE UNITED STATES, 1841–1860</th>
<th>1841–1850</th>
<th>1851–1860</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>5,074</td>
<td>4,738</td>
</tr>
<tr>
<td>Denmark</td>
<td>539</td>
<td>3,749</td>
</tr>
<tr>
<td>France</td>
<td>77,262</td>
<td>76,358</td>
</tr>
<tr>
<td>Germany</td>
<td>434,626</td>
<td>951,667</td>
</tr>
<tr>
<td>Great Britain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>England</td>
<td>32,092</td>
<td>247,125</td>
</tr>
<tr>
<td>Scotland</td>
<td>3,712</td>
<td>38,331</td>
</tr>
<tr>
<td>Not Specified</td>
<td>229,979</td>
<td>132,199</td>
</tr>
<tr>
<td>Ireland</td>
<td>780,719</td>
<td>914,119</td>
</tr>
<tr>
<td>Netherlands</td>
<td>8,251</td>
<td>10,789</td>
</tr>
<tr>
<td>Norway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
<td>13,903</td>
<td>20,931</td>
</tr>
<tr>
<td>Switzerland</td>
<td>4,644</td>
<td>25,011</td>
</tr>
</tbody>
</table>
Document 2

**Source:** Excerpt from the American (Know Nothing) Party Platform, 1856

Resolved, That the American democracy place their trust in the intelligence, the patriotism, and the discriminating justice of the American people. ...

3. *Americans must rule America*; and to this end *native*-born citizens should be selected for all state, federal, and municipal offices of government employment, in preference to all others. *Nevertheless,*

4. Persons born of American parents residing temporarily abroad, should be entitled to all rights of *native*-born citizens.

5. No person should be selected for political station (whether of native or foreign birth), who recognizes any allegiance or obligation of any description to any foreign prince, potentate, or power, or who refuses to recognize the federal and state constitution (each within its sphere) as paramount to all other laws, as rules of political action. ...

Document 3

**Source:** Swedish Immigrant, August 15, 1856

“I like this country very much. It is a beautiful land. We have peace at the present time [in Kansas], but how long it will last is difficult to say. That depends upon the North, on which our hope for help is based.”

Document 4

**Source:** 1864 Republican Platform

"Foreign immigration which in the past has added so much to the wealth, resources, and increase of power to the nation...should be fostered and encouraged."
Document 5

Source: Thomas Nast cartoon depicting violent Irish mobs attacking police officers, 1867

Top caption: To Whom It May Concern: This is a Liquid Washing Compound and is FULLY GUARANTEED BETTER THAN ANYTHING EVER OFFERED TO THE PUBLIC; its constant use will not injure the cloths or turn them yellow. For sale by half gallon and quart.

Try a sample and be surprised

Bottom caption: We have no use for them since we got this WONDERFUL WASHER: What a blessing to tired mothers: It costs so little and don’t injure the clothes.
Period 6: 1865-1898 (DBQ)

★Suggested reading and writing time: 40 minutes★

Essay Directions
• Write your response on loose leaf paper in dark blue or black ink
• Do not write on the back of your paper
• Do not write across the left or right margin
• Include the following in your essay:
  o Thesis
  o Use at least four documents to support your argument
  o HIPP three documents
  o Minimum of two body paragraphs that support your argument

6. Evaluate the extent to which government policy towards Native Americans fostered change in United States society between 1865-1898.

Document 1
Source: Engraving, 1868

Original caption: “Enlightened Christian warfare in the 19th century. Massacre of Indian women and children in Idaho by white scouts and their red allies.”
ARTICLE XI.
In consideration of the advantages and benefits conferred by this treaty and the many pledges of friendship by the United States, the tribes who are parties to this agreement hereby stipulate that they will relinquish all right to occupy permanently the territory outside their reservations as herein defined, but yet reserve the right to hunt on any lands north of North Platte, and on the Republican Fork of the Smoky Hill river, so long as the buffalo may range thereon in such numbers as to justify the chase. And they, the said Indians, further expressly agree:

1st. That they will withdraw all opposition to the construction of the railroads now being built on the plains.

2d. That they will permit the peaceful construction of any railroad not passing over their reservation as herein defined.

3d. That they will not attack any persons at home, or travelling, nor molest or disturb any wagon trains, coaches, mules, or cattle belonging to the people of the United States, or to persons friendly therewith.

4th. They will never capture, or carry off from the settlements, white women or children.

5th. They will never kill or scalp white men, nor attempt to do them harm.

This war was brought upon us by the children of the Great Father who came to take our land from us without price.

—Spotted Tail

There is not among these three hundred bands of Indians [in the United States] one which has not suffered cruelly at the hands either of the Government or of white settlers. The poorer, the more insignificant, the more helpless the band, the more certain the cruelty and outrage to which they have been subjected.
Document 5

Source: National Anthropological Administration, Smithsonian Institute

Lakotas Receiving Rations at Standing Rock Reservation, circa 1881

Document 6

Source: Dawes Severalty Act, 1887

Forty-Ninth Congress of the United States of America; At the Second Session,

An Act to provide for the allotment of lands in severalty to Indians on the various reservations, and to extend the protection of the laws of the United States and the Territories over the Indians, and for other purposes.

Be it enacted by the Senate and House of Representatives ..., That in all cases where any tribe or band of Indians has been, or shall hereafter be, located upon any reservation created for their use, either by treaty stipulation or by virtue of an act of Congress or executive order setting apart the same for their use, the President of the United States be, and he hereby is, authorized, whenever in his opinion any reservation or any part thereof of such Indians is advantageous for agricultural and grazing purposes, to cause said reservation, or any part thereof, to be surveyed, or resurveyed if necessary, and to allot the lands in said reservation in severalty to any Indian located thereon in quantities as follows:

To each head of a family, one-quarter of a section;

To each single person over eighteen years of age, one-eighth of a section;

To each orphan child under eighteen years of age, one-eighth of a section; and

To each other single person under eighteen years now living, or who may be born prior to the date of the order of the President directing an allotment of the lands embraced in any reservation, one-sixteenth of a section . . .
Period 7, 8, & 9 Writing Review

Period 7: 1898-1945 (DBQ)

★ Suggested reading and writing time: 40 minutes ★

Essay Directions

• Write your response on loose leaf paper in dark blue or black ink
• Do not write on the back of your paper
• Do not write across the left or right margin

• Include the following in your essay:
  o Contextualization
  o Thesis
  o Use at least four documents to support your argument
  o HIPP three documents
  o Minimum of two body paragraphs that support your argument

7. Evaluate the extent to which the Great Depression impacted United States society from 1929-1941.

Document 1


“Promptly at 10 a.m. on Thursday Oct. 24, sounded the gong of the New York Stock Exchange and 6,000 shares of Montgomery Ward changed hands at 83—it's 1929 high having been 156.

For so many months so many people had saved money and borrowed money and borrowed on their borrowings to possess themselves of the little pieces of paper by virtue of which they became partners in U.S. industry. Now they were trying to get rid of them even more frantically than they tried to get them. Stocks bought without reference to their earnings were being sold without reference to their dividends.”
I SHALL approve the tariff bill. This legislation has now been under almost continuous consideration by Congress for nearly 15 months. It was undertaken as a result of the pledges given by the Republican Party. ... Its declarations embraced these obligations:

“The Republican Party believes that the home market built up under the protective tariff belongs to the American farmer. ...”

“There are certain industries which cannot now successfully compete with foreign producers because of lower foreign wages and a lower cost of living abroad. ...”
“Some of the writers are having a little trouble scraping up a reason for Thanksgiving this year. Some think we ought to skip a year and put on a big one in ’31.

The original idea of the day was to give thanks for a “bountiful harvest.” Well, the “bountiful harvest” is the very thing that’s the matter with us. Too much wheat, too much corn, too much cotton, too much beef, too much production of everything.

So we are going through a unique experience. We are the first nation to starve to death in a storehouse that’s overfilled with everything we want.”
MORE SECURITY FOR
THE AMERICAN FAMILY

WHEN AN INSURED WORKER DIES,
LEAVING DEPENDENT CHILDREN
AND A WIDOW, BOTH MOTHER
AND CHILDREN RECEIVE MONTHLY
BENEFITS UNTIL THE LATTER
REACH 18.

FOR INFORMATION WRITE OR CALL AT THE NEAREST FIELD OFFICE OF THE

SOCIAL SECURITY BOARD
Period 8: 1945-1980 (DBQ)

★ Suggested reading and writing time: 40 minutes ★

Essay Directions
- Write your response on loose leaf paper in dark blue or black ink
- Do not write on the back of your paper
- Do not write across the left or right margin

- Include the following in your essay:
  - Thesis
  - Use at least four documents to support your argument
  - HIPP three documents
  - Minimum of two body paragraphs that support your argument

8. Evaluate the similarities between the African American Civil Rights Movement of the late 19th and early 20th centuries with that of the 1950s and 1960s.

Document 1

Source: W.E.B. DuBois, The Souls of Black Folk, 1903

“Daily the Negro is coming more and more to look upon law and justice, not as protecting safeguards, but as sources of humiliation and oppression. The laws are made by men who have little interest in him; they are executed by men who have absolutely no motive for treating the black people with courtesy or consideration; and finally, the accused law-breaker is tried, not by his peers, but too often by men who would rather punish ten innocent Negroes than let one guilty one escape.”

Document 2

Source: Booker T. Washington, My Larger Education, Being Chapters from My Experience, 1911

“There is another class of coloured people who make a business of keeping the troubles, the wrongs, and the hardships of the Negro race before the public. Having learned that they are able to make a living out of their troubles, they have grown into the settled habit of advertising their wrongs — partly because they want sympathy and partly because it pays. Some of these people do not want the Negro to lose his grievances, because they do not want to lose their jobs.”
Document 3


Document 4

Source: Malcolm X, “Message to the Grass Roots” speech, November 10, 1963

“Revolution is bloody, revolution is hostile, revolution knows no compromise, revolution overturns and destroys everything that gets in its way. And you, sitting around here like a knot on the wall, saying “I’m going to love these folks no matter how much they hate me.”...Whoever heard of a revolution where they lock arms ...singing “We shall overcome”? You don’t do that in a revolution. You don’t do any singing, you’re too busy swinging.”
Document 5

Source: Martin Luther King, Jr., *Nobel Prize Acceptance Speech*, December 11, 1964

“Violence as a way of achieving racial justice is both impractical and immoral. I am not unmindful of the fact that violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace.

Document 6

Directions: You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided. In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable.

9. Using the above cartoon, answer (a), (b), and (c).
   a. Briefly describe ONE perspective about politics during the 1980s that is expressed in the cartoon.
   b. Briefly explain ONE specific historical event or development that led to the perspective in the cartoon.
   c. Briefly explain ONE specific effect of the political developments referenced by the cartoon.

Source: Dana Summers, *Orlando Sentinel*, 1987