

Friday, September 4

DJ:

HW: 1) Chapter 5 T 9/8

Ann: Bring Notebook on Tuesday

Today:

1) Colonial Unit Test

Section I: Multiple-Choice Questions

Questions 1 - 4 refer to the excerpt below.

“Their world, quite literally, changed before the Indians’ eyes as European colonists transformed the forest into farmland. . . . In the Southeast, hogs ran wild. Sheep and goats became permanent parts of the economy and culture of Pueblo and Navajo peoples in the Southwest. Horses transformed the lives and cultures of Indian peoples on the plains. Europeans also brought honeybees, black rats, cats, and cockroaches to America.”

— Colin G. Calloway, historian, *First Peoples: A Documentary Survey of American Indian History*, 2012

1. The excerpt describes effects of the
2. (A) Columbian Exchange
3. (B) Great Awakening
4. (C) Middle Passage
5. (D) European Enlightenment

“English expectations of the New World and its inhabitants died hard. America was supposed to be a land of abundance, peopled by natives who would not only share that abundance with the English but increase it under English direction. Englishmen simply did not envisage a need to work for the mere purpose of staying alive. The problem of survival as they saw it was at best political and at worst military.

“Although Englishmen long remained under the illusion that the Indians would eventually become useful English subjects, it became apparent fairly early that Indian labor was not going to sustain the founders of Jamestown [Virginia].”

— Edmund S. Morgan, historian, “The Labor Problem at Jamestown, 1607–18,” published in 1971

1. In the first half of the 1600s, American Indians in Virginia and Maryland most typically responded to the English colonization described in the excerpt by
2. (A) organizing communities to adopt English customs
3. (B) defending their territory against the English
4. (C) voluntarily moving farther west, away from the English
5. (D) allying with the French to counter English encroachment

Thesis: clear claim: justified
• categories

E/A

To what extent was democracy developed in either
Puritanism, the Great Awakening, or the Enlightenment?

Thesis Statement:

1st Body Paragraph

Topic Sentence:

Evidence #1:

Analysis:

Evidence #2:

Analysis:

Evidence #3:

Analysis:

Concluding Statement:

2nd Body Paragraph

Topic Sentence:

Evidence #1:

Analysis:

Evidence #2:

Analysis:

Evidence #3:

Analysis:

Concluding Statement: