

## Honors US History I Summer Reading Assignment

- Step 1: Students will need to read the attached scanned document. Please note: STUDENTS ARE NOT REQUIRED TO PURCHASE ANY TEXT.
  
- Step 2: Students need to be prepared to respond to the essay prompt below on the first day of class. The rubric on which this (and all other essay assignments for the year) will be scored is attached to this assignment. This will be used as an assessment of the reading comprehension and writing skills required in this course.
  - **Prompt- Discuss the social, economic, and political factors that led to the de-population of Native groups in the Americas. Be sure to use general and specific statements to support your point.**

## FRQ Scoring Rubric

**The 8 - 9 Essay:** (9=49, 8=47 for our class grading scale out of 50 points)

Content and Organization:

- A. Contains a clear, well-developed thesis that evaluates the statement
- B. Develops the thesis with considerable, relevant information
- C. Provides effective analysis, answers the question with considerable thought
- D. Body paragraphs begin with clear, general topic sentences to support the thesis
- E. May contain minor errors that do not detract from the overall quality of essay
- F. Is well structured, well organized, fluid, cohesive and persuasive
- G. Compositional risks successful
- H. Firm conclusion with simple restatement of major points – reconnect!
- I. If opinion development attempted – successful with evidence to back

Usage: Very few, if any errors

Sentence Construction: Precision and/or sophistication in syntax  
very few, if any, errors

Mechanics: Very few, if any, errors

**The 5 - 7 essay:** (7=45, 6=43, 5=41)

Content and Organization:

- J. Contains a clear thesis that may only be partially developed
- K. Supports thesis with some accurate information regarding topic
- L. Provides some analysis of information to the thesis
- M. Topic sentences may be too specific or too general, but still support thesis
- N. May contain errors that do not seriously detract from the quality of the essay
- O. Has acceptable organization - moderately fluid and cohesive
- P. May attempt compositional risks
- Q. Conclusion attempted
- R. If opinion developed, may lack evidence

Usage: Few errors

Sentence Construction: Variety in syntax appropriate and effective, few errors

Mechanics: Few errors

**The 2 - 4 essay:** (4=39, 3=37, 2=35)

Content and Organization:

- S. May lack opening and/or closing, or simply restate the question, or may contain a confused or unfocused thesis
- T. Provides few relevant facts, or relies too heavily on generalizations – (lack of depth and details, repetitious)
- U. Topic sentences delve directly into facts/ are overly specific, do not address the thesis/ question, or are lacking altogether
- V. Has little or no analysis or simply restates facts- STORYTELLING
- W. May contain major factual errors
- X. May be poorly organized – lacking fluidity, cohesion

Usage: Errors/ patterns of errors evident

Sentence Construction: Little variety in syntax, some errors

Mechanics: Patterns of errors evident

**The 0 - 1 essay**: (1=33)

Content and Organization

Y. May lack opening and/or closing

Z. May demonstrate an incomplete or inappropriate response

AA. Has little or no understanding of the question

BB. Contains substantial factual errors or little or no factual information

CC. (Depth or details barely, if at all, present)

DD. May be poorly organized, uncertain or drifting focus

EE. Overall effort may be questioned

Usage: Numerous errors, no apparent control

Sentence Construction: Excessive monotony, assortment of incomplete and/or questionable sentence structures

Mechanics: Numerous errors, may detract from meaning

**Content/Organization**

\*communicates intended message

to intended audience

\*relates to topic

\*opening and closing

\*focused

\*logical progression of ideas

\*transitions

\*appropriate depth and details

**Sentence Construction**

\*Variety of type, structure and length

\*Correct construction: no run-ons or incomplete sentences

**Usage**

\*tense formation

\*subject-verb agreement

\*pronouns: usage agreement

\*word choice

\*proper modifiers

**Mechanics**

\*spelling

\*punctuation

\*capitalization

\*LEGIBILITY!

!

# YES

Colin G. Calloway

## New Worlds for All: Indians, Europeans, and the Remaking of Early America

### Healing and Disease

North American Indians did not inhabit a disease-free paradise prior to European invasion. The great epidemic diseases and crowd infections that ravaged Europe and Asia—smallpox, diphtheria, measles, bubonic and pneumonic plague, cholera, influenza, typhus, dysentery, yellow fever—were unknown in America. Indian peoples faced other, less devastating, problems. Bioarchaeological studies reveal evidence of malnutrition and anemia resulting from dietary stress, high levels of fetal and neonatal death and infant mortality, parasitic intestinal infections, dental problems, respiratory infections, spina bifida, osteomyelitis, nonpulmonary tuberculosis, and syphilis. Indian people also suffered their share of aches and pains, breaks and bruises, digestive upsets, arthritis, wounds, and snakebites. To deal with these things, Indian doctors employed a rich knowledge of the healing properties of plants and what today we would call therapeutic medicine. They combined knowledge of anatomy and medicinal botany with curative rituals and ceremonies.

Traditional Native American and contemporary Western ways of healing are not necessarily in conflict, and are often complementary, as evidenced when Navajo medicine men and Navajo oral traditions helped investigators from the Indian Health Service and the Centers for Disease Control identify deer mice as the source of the "mystery illness" that struck the Southwest in 1993. So too in early America, European and Indian cures could work together. Contrary to the popular modern stereotype that all Indians were and are attuned to plant life, all Europeans totally out of touch with nature, many early explorers and colonists possessed an extensive knowledge of plants and their properties, knowledge that modern urban Americans have lost. Europeans in the seventeenth century generally believed that for every sickness there were natural plant remedies, if one only knew where to find them. Indian healers, many of them women, knew where to find them, and Europeans were receptive to the cures they could provide. . . .

Unfortunately, traditional Indian cures offered little protection against the new diseases that swept the land after Europeans arrived in North America. Separated from the Old World for thousands of years, the peoples of America escaped great epidemics like the Black Death, which killed perhaps a third of the population in fourteenth-century Europe. But they were living on borrowed time. Lack of exposure to bubonic plague, smallpox, and measles allowed Indian peoples no opportunity to build up immunological resistance to such diseases. From the moment Europeans set foot in America, hundreds of thousands of Indian people were doomed to die in one of the greatest biological catastrophes in human history.

Imported diseases accompanied Spanish conquistadors into Central and South America at the beginning of the sixteenth century, wreaking havoc among the great civilizations of Mexico, Peru, and Yucatán, and facilitating their conquest by the invaders. It was not long before the unseen killers were at work among the Indian populations of North America.

Established and well-traveled trade routes helped spread disease. Indians who came into contact with Europeans and their germs often contaminated peoples farther inland who had not yet seen a European; they in turn passed the disease on to more distant neighbors. It is likely that most Indian people who were struck down by European diseases like smallpox died without ever laying eyes on a European. In tracing the course of imported plagues among Indian populations in colonial America, many scholars describe them not as epidemics but as pandemics, meaning that the same disease occurred virtually everywhere.

As many as 350,000 people lived in Florida when the Spaniards first arrived, but the populations of the Calusa, Timucua, and other tribes plummeted after contact. Calusas who canoed to Cuba to trade may have brought smallpox back to the Florida mainland as early as the 1520s. When Hernando de Soto invaded the Southeast in 1539, the Spaniards found that disease had preceded them. In the Carolina upcountry, they found large towns abandoned and overgrown with grass where, said the Indians, "there had been a pest in the land two years before." In 1585, Sir Francis Drake's English crew, returning from plundering Spanish ships in the Cape Verde Islands, brought a disease that was probably typhus to the Caribbean and Florida. Indians around St. Augustine died in great numbers, "and said amongst themselves, it was the Inglishe God that made them die so faste." The population collapse continued in the seventeenth century. Governor Diego de Rebolledo reported in 1657 that the Guale and Timucua Indians were few "because they have been wiped out with the sickness of the plague and smallpox which have overtaken them in past years." Two years later the new governor of Florida said 10,000 Indians had died in a measles epidemic. According to one scholar, the Timucuan numbered as many as 150,000 people before contact; by the end of the seventeenth century, their population had been cut by 98 percent. The Apalachee Indians of northern Florida numbered 25,000–30,000 in the early seventeenth century; by the end of the century, less than 8,000 survived. Two and a half centuries after contact with the Spaniards, all of Florida's original Indian people were gone.