**Want to Improve Your Grade?**

**This is a Democracy and *you* control *your* destiny….**

Additional Assignments to Advance Your United States History Knowledge while increasing Your Grade…….

Chose one of the Topics

Complete the Assignment (Return Date will be assigned when assignment is requested)

Return the Assignment on Time

Grade will be entered as a Test (Assessment) Score

Choice of Assignment Topics:

1. **Analyzing Primary Sources (Identifying, Describing, Identifying Point of View) – Chapter 2 – Exploring the Americas *[Utilize Attachment 1]***

* Review the background information
  + Remember to focus on the guided questions
* Read the excerpt
  + Number your paragraphs to start
    - This is for reference purposes
  + Highlighting/Underline key points from the guiding questions
    - This could be in **BOLD,** *ITALICS,* etc…
  + Make notes in the margin
* Answer the following questions based on your analysis
  + Ensure you are referencing the text when you provide the answers.
    - As stated in paragraph… “xxxxx”.

1. **Identifying**: According to Montezuma, how do these gods help the Aztec?
2. **Describing**: What materials were used to make the figures of the gods?
3. **Identifying Point of View**: What does Cortés think of the Aztec gods?

Attachment 1 – Primary Source Activity – Exploring the Americas

Background Information

**The Conquest of Mexico**

Bernal Díaz del Castillo was a soldier under Hernán Cortés during what Diaz described as the “discovering, conquering, pacifying, and colonizing” of New Spain. Díaz was born in 1492, the year Columbus made his first voyage to the Americas. He wrote this eyewitness account—The True Story of the Conquest of New Spain—nearly 80 years later. In the passage presented here, Díaz describes how Montezuma, the Aztec ruler, displayed the statues that the Aztec worshipped.

As you read, focus on the writer’s vivid descriptions of the gods.

Think how Cortés, a Christian, reacted.

Think how this encounter may have affected his opinion of Aztec civilization.

Reading Excerpt

**Conquistadors and the Aztec**

On each altar there were two figures, like giants . . . and the first which stood on the right hand they said was the figure of Huichilobos their god of War; it had a very broad face and monstrous and terrible eyes, and the whole of his body was covered with precious stones, and gold and pearls. . .. [I]n one hand he held a bow and in the other some arrows. . .

. . . . [O]n the left hand there stood the other great image the same height as Huichilobos, and it had a face like a bear and eyes that shone, made of their mirrors which they call Tezcat, and the body plastered with precious stones like that of Huichilobos, for they say that the two are brothers; and this Tezcatepuca . . . had charge of the souls of the Mexicans. . .

. . . . In the highest part of the [Aztec temple] there was a recess of which the woodwork was very richly worked, and in it was another image half man and half lizard, with precious stones all over it, and half the body was covered with a mantle. They say that the body of this figure is full of all the seeds that there are in the world, and they say that it is the god of seed time and harvest. . ..

Our captain said to Montezuma . . ., “. . . I do not understand how such a great Prince and wise man as you are has not come to the conclusion, in your mind, that these idols of yours are not gods, but evil things . . .”

Montezuma replied half angrily, . . . “. . . if I had known that you would have said such defamatory things I would not have shown you my gods, we consider them to be very good, for they give us health and rains and good seed times and seasons and as many victories as we desire, and we are obliged to worship them and make sacrifices, and I pray you not to say another word to their dishonor.”

~From The Bernal Díaz Chronicles: The True Story of the Conquest of New Spain, 1581

1. **Analyzing Primary Sources to develop Critical Thinking (Defining and Identifying) – Chapter 3 – Colonial America *[Utilize Attachment 2]***

* Review the background information on Forced Labor and Carolina Rice Plantations
  + Number your paragraphs to start
    - This is for reference purposes
  + Highlighting/Underline key points and words
    - This could be in **BOLD,** *ITALICS,* etc…
  + Make notes in the margin
* Answer the following questions based on your analysis
  + Ensure you are referencing the text when you provide the answers.
    - As stated in paragraph… “xxxxx”.

1. **Defining:** According to economists, what is “labor”?

1. **Identifying:** Who supplied the labor for South Carolina’s rice plantations?

Critical Thinking

1. **Evaluating:** Do you think South Carolina could have become prosperous and successful without slave labor?

Attachment 2 – Primary Source Activity – Colonial America

**Forced Labor and Carolina Rice**

Background Information

You know the word labor means “work,” but to an economist, the word has a different meaning. To an economist, labor is “the total human effort used to produce a good or service.”

In colonial South Carolina, the most important good was rice. And almost all of the labor that produced that rice was slave labor.

Slaves were kidnapped in Africa, often by members of rival tribes. Slave traders would sail to Africa and buy the enslaved people. The traders would then chain them into slave ships for a long, miserable journey to America. There, the enslaved Africans were sold again—to plantation owners to work on the rice plantations.

The value of the labor provided by the enslaved Africans was enormous. Rice required a great deal of labor to grow. Fields had to be cleared. Elaborate irrigation systems had to be constructed and maintained. Only then could the rice be planted, tended, harvested, and processed. The whole process of producing a crop of rice involved huge amounts of human labor.

Moreover, the slaves from Africa provided the knowledge of all of these steps. Most South Carolina plantation owners had no idea how to grow rice properly. But certain groups from the rice-growing areas of Africa did. Thus, enslaved people from Sierra Leone on the west coast of Africa were especially prized. In fact, the area from which they were kidnapped was known as the “Rice Coast.”

Rice growing in South Carolina started in about 1700. Within ten years, the population of African slaves exceeded the population of Europeans there. Half the total wealth of the colony’s white settlers was measured in slaves.

One historian has calculated that, on average, each slave on rice plantations created about $1,000 of income a year. That amount of money in the 1700s would be worth about 30 times that amount today.

Most of South Carolina's rice exports went to England. Rice brought in a great deal of money, and it made South Carolina one of the wealthiest colonies. The city of Charleston (then Charles Town) was a rich and fashionable city. It was also a bustling seaport. Ships loaded with rice for sale in England set sail from Charleston. Ships loaded with an altogether different cargo—kidnapped human beings—sailed to Charleston from Africa.

These enslaved Africans were cruelly treated, and they were forced into a lifetime of using their knowledge and their labor to fill the outbound ships with the source of wealth for the slaveholders.

1. **Text Analysis and Evaluation – Chapter 4 – Life in American Colonies *[Utilize Attachment 3]***

* Read the following excerpt:
  + “Slave Petition to the Governor, Council, and House of Representatives

of the Province of Massachusetts,” 1774

* Take notes as you read
* Answer the following questions with complete thoughts (sentences)
  + Ensure you are answering all the components of each question

1. Explain the writer’s request. Who is the writer speaking for? What is he requesting the officials to do?
2. What “naturel right” is the writer referring to in the first sentence?
3. What does the text tell you about the person who wrote it? Describe the person who wrote this passage citing words or phrases from the passage to support your answer.

Attachment 3 – Primary Source Activity – Life in the American Colonies

**“Slave Petition to the Governor, Council, and House of Representatives of the Province of Massachusetts,” 1774**

“The Petition of a Grate Number of Blackes of this Province who by divine

permission are held in a state of Slavery within the bowels of a free and Christian

Country

“Humbly Shewing

“That your Petitioners apprehind we have in common with all other men a naturel

right to our freedoms without Being depriv’d of them by our fellow men as we are a

freeborn Pepel and have never forfeited this Blessing by aney compact or

agreement whatever.

But we were unjustly dragged by the cruel hand of power from our dearest frinds and sum of us stolen from the bosoms of our tender Parents and from a Populous Pleasant and plentiful country and Brought hither to be made slaves for Life in a Christian land.

Thus we are deprived of every thing that hath a tendency to make life even tolerable, the endearing ties of husband and wife we are strangers to for we are no longer man and wife then our masters or mestreses thinkes proper marred or onmarred.

Our children are also taken from us by force and sent maney miles from us wear we seldom or ever see them again there to be made slaves of for Life which sumtimes is vere short by Reson of Being dragged from their mothers Breest Thus our Lives are imbittered to us on these accounts.”

—“Slave Petition to the Governor, Council, and House of Representatives

of the Province of Massachusetts,” 1774