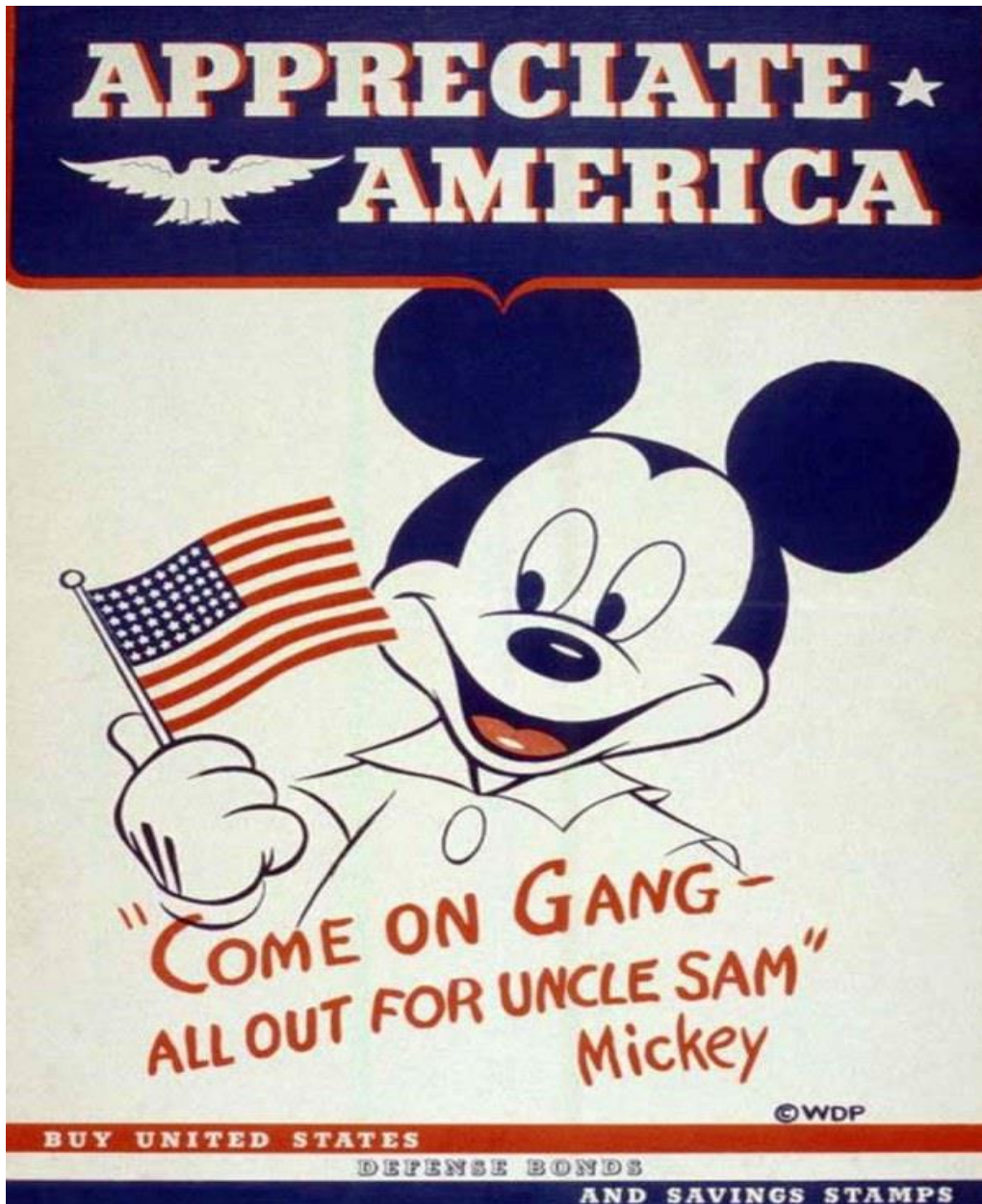


HI-201

# SUMMER WORK



This packet belongs to: \_\_\_\_\_

Dear Dual Enrollment Student,

As a college course, Dual Enrollment United States History is a challenging adventure. Though the year holds countless hours of difficult work and reading, I look forward to tackling it together, and I am so very glad that you're up for it.

In order to make the transition into HI-201 as easy as possible, you will have work to do over the summer. It should not take you all summer, but please do not wait until the last minute to begin the assignments. You will need to keep up with this over the next few months; be prepared to submit these on the first day of school. Your work will be graded regarding the accuracy and quality of your work. Additionally, be prepared for an assessment over this information the first two weeks of school. More information about these assessments will be given as we approach those dates.

If you have any questions as you work on this information, please feel free to email me at [ebarry@princeave.org](mailto:ebarry@princeave.org). I will try my best to respond as quickly as possible. I'm looking forward to working with and getting to know you next year!

Mrs. Barry

# Part 1:

## US STATES

A key to seeing themes and changes throughout US history is having an accurate understanding of US Geography. You will need to be able to...

- Locate and label all fifty US states (current boundaries)
- List postal abbreviations for all fifty states (this makes note taking SO much easier)
- Identify the year each state was admitted to the Union

You may use any reliable resources to complete this activity.

## United States of America

### Name the State!



State	Abbv	Year
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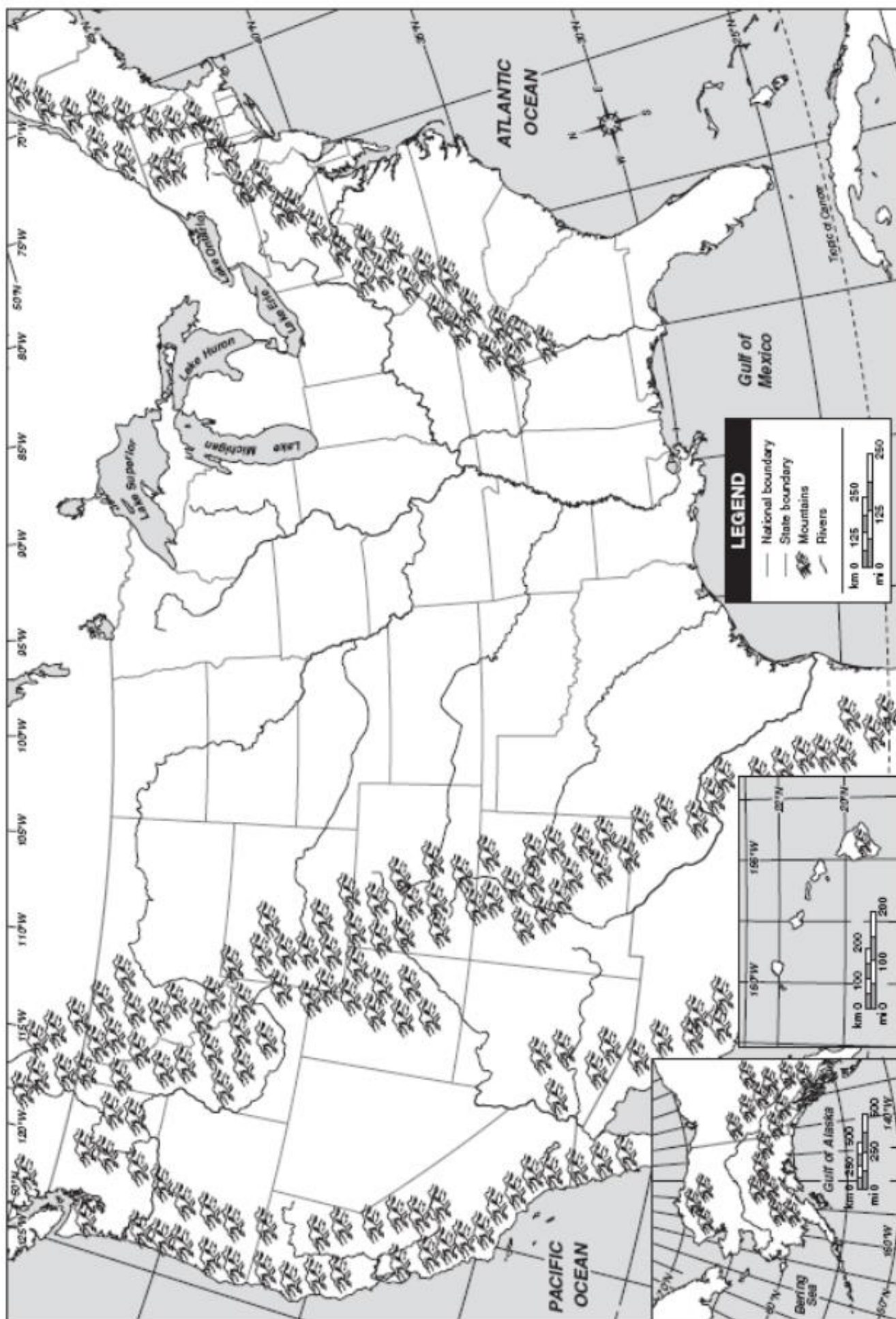
State	Abbv	Year
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# **Part 2:**

## **US PHYSICAL GEOGRAPHY**

Locate and label the following geographical features:

- Appalachian Mountains
- Atlantic Ocean
- Bering Strait
- Chesapeake Bay
- Coast Range
- Colorado River
- Delaware River
- Erie Canal
- Grand Canyon
- Great Basin
- Great Plains
- Great Salt Lake
- Gulf of Mexico
- Hawaii
- Hudson River
- Mississippi River
- Ohio River
- Pacific Ocean
- Rio Grande
- Rocky Mountains
- San Francisco Bay
- Sierra Nevada
- Snake River
- St. Lawrence River
- Yellowstone National Park
- Great Lakes:
  - Erie
  - Superior
  - Michigan
  - Huron
  - Ontario



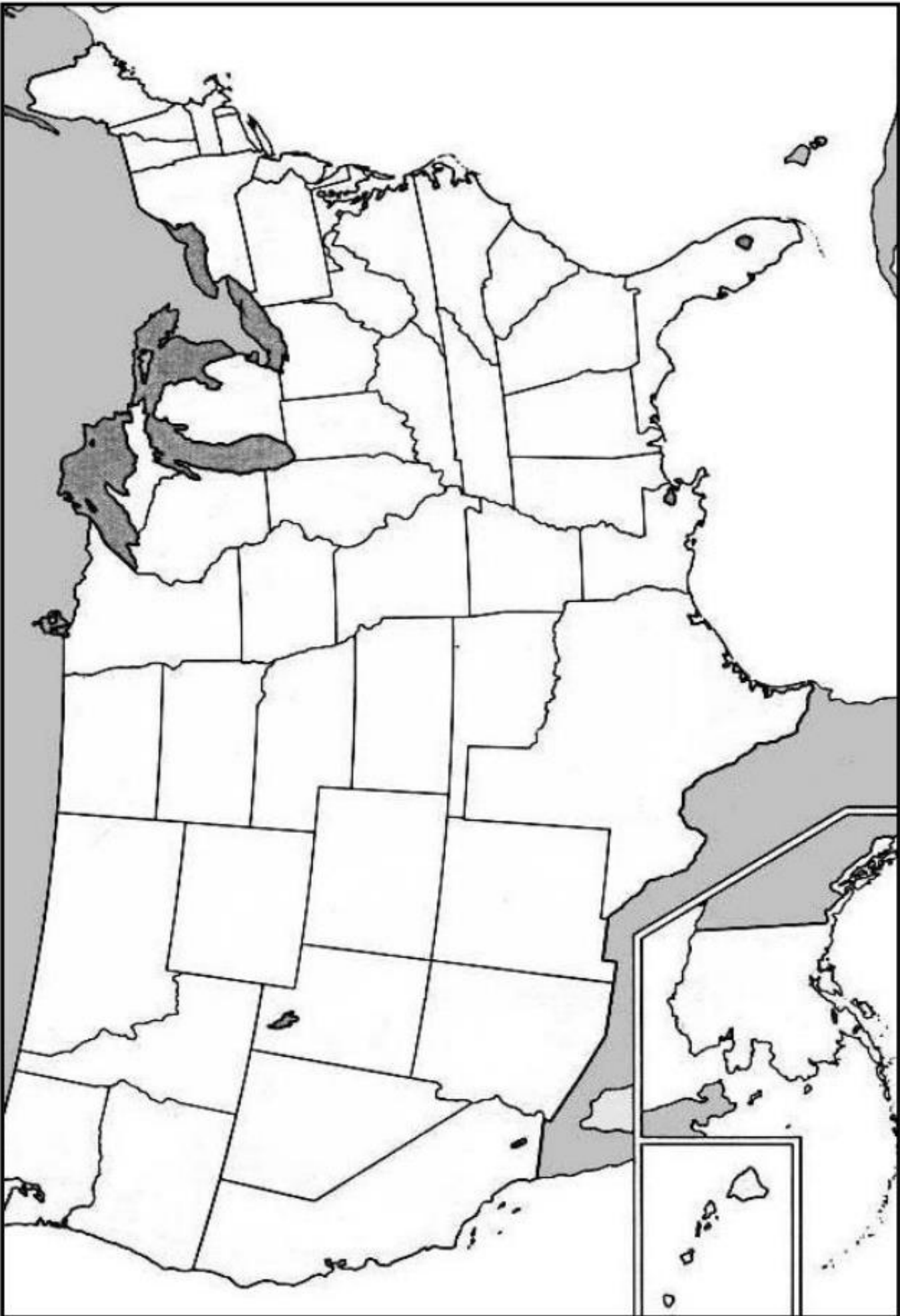
# **Part 3:**

## **US POLITICAL GEOGRAPHY**

Label the following cities on the attached political map:

- Atlanta
- Baltimore
- Boston
- Charleston (SC)
- Chicago
- Dallas
- Denver
- Hartford (CT)
- Honolulu
- Independence (MO)
- Little Rock
- Las Vegas
- Los Angeles
- Memphis
- Montgomery
- New Orleans
- New York City
- Philadelphia
- Pittsburgh
- Providence (RI)
- Richmond
- Sacramento
- Salt Lake City
- San Antonio
- San Francisco
- Savannah
- St. Augustine
- St. Louis
- Washington, DC







# PART 4: America Before Columbus

<https://www.youtube.com/watch?v=whP9RL5huhE>

Watch the National Geographic video 'America Before Columbus' and use it to answer the questions below. Answers do not need to be in complete sentences but should answer the question in its entirety.

- 1) What was the purpose of Christopher Columbus' voyage?
- 2) What goods were being sold through the Silk Road?
- 3) What were some of the reasons (or innovations) that allowed Europe's population to reach over 100 million people?
- 4) What is the name of great city, built by the mound builders? What is known about them?
- 5) What staple crop, developed by genetic engineering, helped the mound builders to prosper?
- 6) What is the biggest domestic mammal in the Americas, before Columbus?
- 7) Why were there no domesticated animals in North America?
- 8) What is the most important animal to the Native Americans?
- 9) How did the Native Americans hunt these animals?

- 10) How was hunting different for the Europeans?
- 11) What happened to the fish stocks in Europe?
- 12) How is fishing different in the Americas?
- 13) Why did the Anasazi, the civilization located in present day New Mexico, disappear?
- 14) How was wood important to the Europeans? (What were they using wood for?)
- 15) What object was invented that allowed the spread of new ideas and information?

Using your answers from above, fill in the chart below comparing Europe to America in 1491.

	Europe	America
<b>Civilizations/ Countries</b>	Ex. Spain	Ex. Inca
<b>Domesticated Animals</b>		
<b>Fishing</b>		
<b>Wood</b>		

<b>Staple Crops</b>		
<b>Tools/Inventions</b>		
<b>Population</b>		

### **I. Columbus reaches the Americas, impact:**

1. How many million people live in the Americas in 1491?
2. How are the cultures and people of the Americas different than Europe?
3. Why could one call the Spanish arrival a 'stampede'?
4. What does the narrator say is a 'perfect source of food'?
5. How is that animal seen as a staple food for some and a curse for others?
6. Who was the hidden passenger on board European ships and what were the consequences?

### **II. The Great Dying:**

1. What did Europeans attribute the disease and death of native Americans?
2. What was the impact of native American deaths?
3. What is the evidence of God's 2nd creation that Europeans send back home?
4. What is the unwelcomed passenger and unintentional gift with deadly consequences in Europe?

### **III. A New Wave of Settlement in the 17th Century:**

1. Who is the new "superpower of Europe?"
2. There was no gold in the rivers, but what did Europeans find there that amazed them?
3. How long does it take for European settlements to create '*overfishing*'?
4. Why were American trees 'doomed'?
5. Europeans create the new world in the image of \_\_\_\_\_.

### **IV. A "New" New World:**

1. What new items do Europeans bring to the new world?
2. What less welcome guests do the Europeans bring with them in their bags of seeds?

3. How do these new items impact the Americas?
4. What is the Columbian Exchange and its impact on the world?
5. What impact does the potato have and why does it thrive in Europe?
6. Only one animal ends up in Europe, what is it?
7. Why did Columbian exchange impact European environment so much less than the reverse?

**V. To exploit the resources of the new world, an explosion of exploitation of humans results:**

1. What made the creation of the 'new world' possible?
2. What is the 'accident of ecology'?