

AP World History Application

*Student: Complete all components of this application and submit by Friday, March 20th to Mrs. Burless. This application process does not guarantee your position in this course. All final decisions are made by Mrs. Burless, who takes everything into consideration, including the mandatory summer assignments.

Name: _____ Email Address: _____

Parent name and email: _____

Are you frequently absent from school?

_____ yes _____ no If yes, what are your reasons for these absences? _____

Would you consider yourself a strong writer and reader? Why do you think that?

_____ yes _____ no Explain: _____

AP courses are very demanding and rigorous. Are you willing and able to devote 1-2 hours each day outside of school to be successful in this course?

_____ yes _____ no

By taking an AP course you are required to take the AP World History exam at the end of the school year. Passing this exam could result in college credit. Are you willing to do all that you can in order to be successful on this exam?

_____ yes _____ no

Are you planning on taking any other AP courses next year?

_____ yes _____ no If so, what ones? _____

Are you planning on being involved in extracurricular activities and/or sports next year?

_____ yes _____ no If so, what ones? _____

First semester grade in current history class _____

*I understand that AP is a year long, rigorous commitment that requires a lot of attention and work. I am willing to put in the work needed to be successful in this course if I am accepted.

Student Signature: _____

*I have discussed AP World History with my student and we have decided that we are willing to take this journey together.

Parent Signature: _____

AP WORLD HISTORY RECOMMENDATION

* Teachers: please complete this form honestly and return to Mrs. Burless. The student will NOT see this form or be advised as to what you have recommended. Also be aware that the final decision is made by Mrs. Burless, who takes all recommendations into consideration.

Student's Name _____

Please consider the following characteristics of the candidate in making your recommendation:

- Commitment to intellectual pursuits
- Ability to deal with abstract concepts
- Self-expression in writing and speech
- Capacity for independent study
- Ability to accept and apply constructive criticism
- Exemplary attendance
- Overall dedication and commitment to academics
- Always exceeding expectations

Recommendation:

- Highly recommended
 Recommended
 Recommended with reservation
 Not recommended

Comments

History Teacher's Signature: _____

Columbian Exchange DBQ

*You must complete the AP Assessment DBQ. The essay must be typed and stapled to this application when it is turned into Mrs. Burless. Please read the assessment carefully and follow all directions.

Directions: The following question is based on the accompanying Documents 1-8. (Some of the documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with historical documents. As you analyze the documents, **take into account both the sources of the documents and the authors' points of view**. Write an essay on the following topic that integrates your analysis of the documents; in no case should documents simply be cited and explained in a "laundry list" fashion. You may refer to historical facts and developments not mentioned in the documents.

Evaluate the positive and negative effects of the exchange between Europe and the New World.

Document 1

As We have ordered provision to be made that from henceforward the Indians in no way be made slaves, including those who until now have been enslaved against all reason and right and contrary to the provisions and instructions thereupon, We ordain and command that the Audiencias having first summoned the parties to their presence, without any further judicial form, but in a summary way, so that the truth may be ascertained, speedily set the said Indians at liberty unless the persons who hold them for slaves show title why they should hold and possess them legitimately. And in order that in default of persons to solicit the aforesaid, the Indians may not remain in slavery unjustly, We command that the Audiencias appoint persons who may pursue this cause for the Indians and be paid out of the Exchequer fines, provided they be men of trust and diligence.

New Spanish laws of the Indies, 1542

Document 2

The university and Royal schools are so distinguished that they need envy no other in the world... The Professors are in major part natives of the Indies and especially of this city, where it would appear that the skies, as usually in the Indies, train outstanding and unusual intellects...

The lecture halls in the schools are excellent, and the chapel very fine, but the most remarkable feature is the amphitheater...

"Description of the West Indies" by Antonio Vasquez de Espinoza, a Spanish priest describing the University in Lima, Peru in the early 17th century

Document 3

The inhabitants of Lima are composed of whites, or Spaniards, Negroes, Indians, Mestizos, and other casts, proceeding from the mixture of all three.

The Spanish families are very numerous; Lima according to the lowest computation, containing sixteen or eighteen thousand whites, Among these are reckoned a third or fourth part of the most distinguished nobility of Peru; and many of these dignified with the stile of ancient or modern Castilians, among which are no less than 45 counts and marquises. The number of knights belonging to the several military orders is also very considerable. Besides these are many families no less respectable and living in equal splendor; particularly 24 gentlemen of large estates, but without titles, tho' most of them have ancient seats, a proof of the antiquity of their families. One of these traces, with undeniable certainty, his descent from the Incas. The name of this family is Ampuero, so called from one of the Spanish commanders at the conquest of this country, who married a Coya, or daughter of the Inca. To this family the kings of Spain have been pleased to grant several distinguishing honours and privileges, as marks of its great quality: and many of the most eminent families in the city have desired intermarriages with it.

From Jorge Juan and Antonio de Ulloa, *A Voyage to South America* (1748)

Document 4

Above all, it leaves out the fact that this encounter was inevitable. This is not simply to state the obvious: that if Columbus hadn't set sail in 1492, some other European voyager would have made the trip soon afterward. The key point is that whoever made the first crossing and whenever it occurred, the consequences for the people of the Western Hemisphere would not have been much different. To expect otherwise is to ask that history be rolled back long before 1492 and that its course be plotted along other lines entirely.

In particular, European civilization would have to be recast. What drove Columbus westward was not just a search for a lucrative new trade route to Asia. It is too simplistic to picture him and the other European explorers as mere money-grubbers, early real-estate developers who lucked into an entire continent to subdivide. Money was obviously important to them, but they were also animated by a certain restlessness and curiosity. The voyage into the unknown, after all, had been part of European culture since the days of Odysseus. To some degree this questing instinct was bound up with religious zeal: look, for example, at the search for the Holy Grail and the history of the Crusades. On a more mundane level, it was often a social necessity: families were large, houses were small, land was scarce, and so young people were encouraged to leave home and seek their fortune. Missionaries set out to preach the Gospel. Merchants set out to find new goods and new markets to sell them in. Armies sometimes led this process, sometimes followed. The spread of Western civilization was built on intrusion.

Kenneth Auchincloss, *When Worlds Collide* Newsweek Fall/Winter 1991

Document 5

The charge of genocide is largely sustained by figures showing the precipitous decline of the Indian population. Although scholars debate the exact numbers, in Alvin Josephy's estimate, the Indian population fell from between fifteen and twenty million when the white man first arrived to a fraction of that 150 years later. Undoubtedly the Indians perished in great numbers. Yet although European enslavement of Indians and the Spanish forced labor system extracted a heavy toll in lives, the vast majority of Indian casualties occurred not as a result of hard labor or deliberate destruction but because of contagious diseases that the Europeans transmitted to the Indians.

The spread of infection and unhealthy patterns of behavior was also reciprocal. From the Indians the Europeans contracted syphilis. The Indians also taught the white man about tobacco and cocaine, which would extract an incalculable human toll over the next several centuries. The Europeans, for their part, gave the Indians measles and smallpox. (Recent research has shown that tuberculosis predated the European arrival in the new world.) Since the Indians had not developed any resistance or immunity to these unfamiliar ailments, they perished in catastrophic numbers.

"The Crimes of Christopher Columbus" Dinesh D'Souza

Document 6

One of the most significant and visible features of the contemporary United States is its multiethnic and culturally pluralistic character. Scholars describe the United States as one of history's first universal or world nations--its people are a microcosm of humanity with biological, cultural, and social ties to all other parts of the earth. The origin of these critical features of our demographic and our civic life lies in the initial encounters and migrations of peoples and cultures of the Americas, Europe, and Africa.

Another significant feature of the United States is the fact that the nation and its citizens are an integral part of a global society created by forces that began to unfold in 1492. Geographically, the Eastern and Western Hemispheres were joined after millennia of virtual isolation from one another. Economically, the growth of the modern global economy was substantially stimulated by the bullion trade linking Latin America, Europe, and Asia; the slave trade connecting Africa, Europe, and the Americas; and the fur trade joining North America, western Europe, and Russia. Politically, the contemporary worldwide international system was born in the extension of intra-European conflict into the Western Hemisphere, the establishment of European colonies in the Americas, and the accompanying intrusion of Europeans into the political affairs of Native Americans, and the Native Americans' influence on the political and military affairs of European states. Ecologically, the massive transcontinental exchange of

plants, animals, microorganisms, and natural resources initiated by the Spanish and Portuguese voyages modified the global ecological system forever.

"The Columbian Quincentenary: An Educational Opportunity" An official position statement developed by National Council for the Social Studies, October 1991

Document 7

The disaster began almost as soon as Columbus arrived, fueled mainly by smallpox and measles. Smallpox--the disease that so ravaged Tenochtitlan on the eve of Cortes's final siege-- was a particularly efficient killer. Alfred Crosby, author of *"The Columbian Exchange,"* likens its effect on American history to "that of the Black Death on the history of the Old World." Smallpox made its American debut in 1519, when it struck the Caribbean island of Santo Domingo, killing up to half of the indigenous population. From there outbreaks spread across the Antilles islands, onto the Mexican mainland, through the Isthmus of Panama and into South America. The Spaniards were moving in the same direction, but their diseases often outpaced them. "Such is the communicability of smallpox and the other eruptive fevers," Crosby notes, "that any Indian who received news of the Spaniards could also have easily received the infection."

"The Great Disease Migration" Geoffrey Cowley, in *Newsweek* Fall 1991

Document 8

Exchanging crops proved to be a far more intricate, involved process than ever could have been imagined at the time. Remarkably, the people of the Americas realized that crops with higher caloric value could not only feed more people, but also allowed people to work harder because they were more energized. This led to an adoption of American crops by European peasantries that changed entire cuisines in various cultures and spread rapidly through the Americas, Europe and finally, Africa. An important crop in Europe was potatoes, as they could be left in the ground until they were ready to be eaten and allowed many Europeans to evade taxes, as tax collectors did not go so far as to dig up not yet harvested crops. Similarly, potatoes were also a helpful crop and food source because when armies invaded and rounded up food for themselves, they were similarly unable to steal the potatoes; thereby, leaving food for the European people. Animals were also a key part of the Columbian Exchange. Horses, pigs, sheep, and cattle were all European animals that flourished rapidly in the Americas because they were able to reproduce without being hindered by predators. Pigs were also a key animal used during ocean travels because they could be dumped on the way to a country or place and then picked up and eaten on the way back. The horse, too, was also a very useful animal as it helped with battle; it allowed for faster travel, it allowed for the surprising of opponents, and allowed people to fight from a higher level.

"Columbian Exchange" March 31, 2006 Lauren Rees