

8th Grade Summer Homework 2021

Name _____

Instructions:

This homework packet is due when you come back to school in the fall. Be sure not to wait until the last week of summer to complete the packet. This will help prepare you for what you will learn at the beginning of the year. Read all instructions carefully. Try your best. You will turn this into your 8th grade social studies teacher at the beginning of the school year. If you need a new copy of the packet, extra copies are posted to the CCPSG website. Have a wonderful summer!

Part 1: Vocabulary

_____/ **8 Points:** Define and describe each word below. Use the internet to help you, then translate the definitions into your own words.

#	Key Term	Definition/Description
1	Christopher Columbus	
2	Colonization	
3	Atlantic Ocean	
4	Exploration	
5	Trade	
6	Columbian Exchange	
7	Economic	
8	Resources	

Part 2: Map

_____/ 7 Points: On the map below, label the following items. You may use the internet to help you.

- Atlantic Ocean
- North America
- South America
- The Bahamas
- Spain
- England
- Africa



Part 3: Article



_____ / 10 Points: Highlights and annotations

As you read the article below, highlight in GREEN information about Columbus and his crew. Highlight in BLUE information about the people native to the Americas.

In addition to highlighting, annotate 3 questions you have, and anything that surprises or confuses you.

Columbus discovered the Taíno people, then tried to erase them

By Bill Bigelow, Zinn Education Project, adapted by Newsela staff

Early in my high school U.S. history classes, I would ask students about "that guy some people say discovered America." All my students knew that the correct answer was Christopher Columbus. Every time I asked this question, some student would break

into the sing-song rhyme, "In fourteen hundred and ninety-two, Columbus sailed the ocean blue." Then others would join in.

"Right. So who did he supposedly discover?" I asked.

In almost 30 years of teaching, the best answer anyone could come up with was: "Indians."

I brushed that answer away: "Yes, but be specific. What were their names? Which nationality?" I never had a student say, "The Taínos."

"So what does this tell us?" I asked. "What does it say that we all know Columbus' name, but none of us knows the nationality of the people who were here first? And there were millions of them."

This erasure of huge groups of humanity is a key feature of the school curriculum. We usually think about the curriculum as what is taught in school, but just as important — perhaps more important — is what is not taught. This includes the people whose lives have been made invisible.

An Attempt To Erase Indigenous People

For the Taíno people of the Caribbean, their erasure began almost immediately with Columbus' arrival. It was not curricular, it was flesh and blood.

"With 50 men we could subjugate them all and make them do whatever we want," Columbus wrote in his journal. In 1494, Columbus launched the trans-Atlantic slave trade, sending at least two dozen enslaved Taínos to Spain. The next year, he launched massive raids, rounding up 1,600 Taínos. Columbus sent more than 500 Taínos, including children, to Spain and kept the rest as slaves in the Caribbean.

My students and I read and talked about this erasure — these horrific attacks on Taínos. Columbus' practices of enslavement, terrorism and ultimately mass murder are shocking. For that reason, it is tempting to focus only on Taíno deaths. However, those deaths can seem abstract and distant unless we learn something about Taíno lives.

Columbus Praised, Then Punished The Taínos

The Taínos were not literate in the traditional sense, and so wrote nothing about themselves. However, Columbus' journal offers some intriguing details. After a little more than three months traveling from island to island, Columbus concluded that the Taíno people are "the best people in the world, and beyond all the mildest... a people so full of love and without greed."

Columbus' descriptions of the mild and gentle Taíno might conceal that they also strongly resisted him. This resistance has been called the first anti-colonial guerrilla war in the Americas. It began as early as Columbus' first trip back to Spain, when he left 39 Spaniards at his La Navidad settlement, in present-day Haiti. In response to their greed and violence, the Taínos killed all 39 Spaniards and burned their fort.

Columbus' first trip to the Americas, with three ships and maybe 100 men, was mostly an exploratory mission. His second trip, however, with 17 ships and more than 1,200 men, was a full-scale invasion. Columbus started a tribute system for the Taínos, demanding they give him certain amounts of gold and cotton. Those who refused were brutally punished.

The Taínos fought back, raiding Spanish forts and killing defenders. They continually resisted the Spaniards for almost a year, from May 1495 to March 1496.

Textbook Version Of History Has Holes

Textbook writers have tried to create a happy ending to this grim first chapter in European colonialism in the Americas. In the process, they have ignored the Taíno resistance. Most textbooks focus instead on how Columbus' travels introduced new foods to Europe from the Americas.

Despite textbook attempts to conclude the story with a smiley-face, there is no happy ending. However, there is a hopeful one — found in the remarkable resilience of the

Taíno people. Contrary to some scholarship, the Taínos were not all killed off by Columbus or later occupiers. Today, members of the Taíno along with people who claim Taíno ancestry are reviving and celebrating their culture.

Columbus' treatment of the Taíno people meets the definition of genocide. There has also been a curricular genocide — erasing the memory of the Taíno from our nation's classrooms. How else can we explain students' knowledge of Columbus and ignorance of the name Taíno?

As we work to replace Columbus Day with Indigenous Peoples Day, let's work to remember the people who were here first. Their lives mattered 500 years ago, and they matter today.

Bill Bigelow is an editor of Rethinking Schools magazine and co-director of the Zinn Education Project.

_____ / **4 Points: After Reading Multiple Choice Questions**

- 1.) Read the section "Textbook Version Of History Has Holes." What does this section explain that other sections do not?
 - a.) that students have knowledge about Columbus but not about the Taíno people
 - b.) that some people are working to replace Columbus Day with Indigenous Peoples Day
 - c.) that Columbus and his men killed many of the Taíno people who lived in the area where Columbus landed
 - d.) that the Taíno people did not like how Columbus treated them and fought against him and his men

- 2.) Read the paragraph from the section "An Attempt To Erase Indigenous People."

"With 50 men we could subjugate them all and make them do whatever we want," Columbus wrote in his journal. In 1494, Columbus launched the trans-Atlantic slave trade, sending at least two dozen enslaved Taínos to Spain. The next year, he launched massive raids, rounding up 1,600 Taínos. Columbus sent more than 500 Taínos, including children, to Spain and kept the rest as slaves in the Caribbean."

How does this paragraph contribute to the article's MAIN argument?

- a.) It shows that Columbus kept a descriptive journal of what he did when he arrived in the Americas.
 - b.) It suggests that Columbus had very few men with him when he arrived in the Americas and imprisoned Taínos.
 - c.) It shows one way that Columbus was directly responsible for the suffering and erasure of the Taíno people.
 - d.) It suggests that Columbus was entirely responsible for centuries of misery caused by the trans-Atlantic slave trade.
- 3.) What is the author's MAIN purpose in including information about a conversation he had with students in his history classes?
- a.) He wants to establish that he asks the students in his classes a variety of questions about Columbus and the Taínos.
 - b.) He wants to establish that the questions he asks his students about Columbus and the Taínos are easy ones.
 - c.) He wants to point out that students need to be specific when they are talking about Columbus and his actions.
 - d.) He wants to point out that students lack knowledge about the people whom Columbus encountered, enslaved and killed.

4.) Based on the article, which option BEST describes the author's point of view about the Taíno people?

- a.) Their lives and culture matter; they were treated horribly by Columbus and his men and they did their best to fight back.
- b.) They were the people whom Columbus described as the best people in the world and should be treated as heroes and saints.
- c.) They were a kind but ultimately weak people whom Columbus was able to easily punish and kill for refusing his demands.
- d.) They were a people that few people know about because Columbus did not record details about them before he took them as slaves.

_____ **5 Points: Journal Entry**

Imagine what life may have been like for the Taino people. Write a journal entry that imagines their thoughts and emotions as the Europeans settled in the Americas. What might have been their hopes and thoughts as their lives changed with the colonization of their lands?

_____ / 5 Points: Writing Prompt

Columbus Day is still celebrated by many people. Our nation's capital, the District of Columbia, has a name inspired by Columbus. How do you feel about this? Should Columbus still be regarded positively, or should we move away from recognizing him in that way? Support your thinking with details from the text.
