

# NGHS Advanced Placement United States History Summer Reading Assignment 2017

Please contact Michelle Mullis ([Michelle\\_Mullis@gwinnett.k12.ga.us](mailto:Michelle_Mullis@gwinnett.k12.ga.us)) or Katie Saldarriaga ([Katie\\_Saldarriaga@gwinnett.k12.ga.us](mailto:Katie_Saldarriaga@gwinnett.k12.ga.us)) with questions regarding this assignment.

\*There are 3 components to the AP US History summer reading assignment. Each element of the assignment has been carefully chosen to enhance student achievement in the course and on the AP Exam given in May.

## \*Part One: Period One Textbook Reading Assignment

In this course, it will be very important to learn how to read the textbook for understanding and take notes on what you have read. Please check out these websites and videos for tips on taking notes and for success in this AP level course.

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

<https://www.youtube.com/watch?v=UAhRf3U50IM>

<http://www.wikihow.com/Take-Notes-from-a-Textbook>

Once you have looked through these tips for success, please read Chapter 1 and 2 (p. 4-53) in your AP US History textbook (*Out of Many: A History of the American People*) and take thorough notes on this reading. These chapters cover the content for Period One of the course. You must take notes in **YOUR OWN** handwriting and be prepared to turn these in on the first day of class. You must also be prepared to answer short quiz questions on this reading using your notes.

This video gives you some more information on Period 1 (1492-1607):

<https://www.youtube.com/watch?v=rSS9Y53jVI>

## \*Part Two: Pre-Columbian Societies Article Reaction

Visit Gilder Lehrman's History by Era site at the following address:

<http://gilderlehrman.org/history-by-era/americas-1620>

(You can create a free student account with gilderlehrman.org to access a variety of excellent resources to use throughout the year in our APUSH course).

1. Explore the Timeline. Click on each point and read text for an overview of the era.
2. Read introduction by Christopher L. Miller "The Americas to 1620" (be sure to follow prompts to read the entire essay)
3. Scroll down to "Sub Eras" and click on "American Indians"
4. Read Intro by Elliott West (be sure to follow prompts to read the entire essay)
5. Scroll down to "Essays" and read all of the following three essays:
  - "Cahokia: A Pre-Columbian American City" by Timothy R. Pauketat
  - "Change and Crisis: North America on the Eve of the European Invasion" by Christopher L. Miller
  - "The Columbian Exchange" by Alfred Crosby
6. Choose **one** of the five essays you have read and write a **1-2 page** reaction. Your reaction should do one (or more) of the following:
  - Comment on a new insight you have as a result of the reading.
  - Analyze the article- Explain the purpose of the article, the intended audience for the article, and the author's point of view on the subject.
  - Make a connection between a specific idea in the essay and other readings or ideas you have addressed in other classes and explain the connection (does not need to be Social Studies)
7. You may type this portion of the assignment. (Please be prepared to turn in on the first day of class).

### **\*Part Three: Presentation on Native American Nations**

You will each research the culture of **one** Native American Nation of your choice. You should create a presentation that **answers questions about your chosen culture** and be prepared to share and discuss what you discovered with our class. We will use the information you present to compare and contrast these cultures. Please record your answers to the questions listed here and use them to create a visual presentation (Ex. Power point, Prezi) to share those answers (and any additional information you want to include). Try to support your points with rich **details**. Please include a credits page with a variety of sources in MLA format.

#### **Choose one of the following cultures:**

- a. Natchez
- b. Navajo
- c. Iroquois
- d. Anasazi (Pueblos)
- e. Delaware (Lenape)
- f. Choctaws
- g. Creek
- h. Pequot (Algonquin)
- i. Chinook

#### **Research the Native American culture you have chosen, making certain to focus on their ancient societies (particularly during 1400s and 1500s), and including the following information:**

Examine the following aspects of the Native American nation:

##### a. Social structure:

1. How is the society organized?
2. Is it communal or hierarchical? Explain.
3. Is it matrilineal or patrilineal? Explain.

##### b. Political structure/leadership:

1. Who has power?
2. How are tribal decisions made?
3. What role do religious leaders play in decisions?

##### c. Economic subsistence and trade:

1. How did they survive? Agriculture/hunter-gatherer?
2. Did they trade with other groups? Who?

##### d. Dwellings:

1. Where did they live and why?
2. How were their homes made? Why?

##### e. Interesting or Unique Information:

1. What is something unique or interesting about the tribe?
2. Anything else you would like to share?

##### f. Artifact:

1. Find an artifact from the online exhibit (or other source) and explain what it reveals about the culture.

\*Please see the rubric for the American Indian Presentations on the last page of this assignment.

Suggested Resources: Here are some sources to help you get started on your presentation research. Please use a variety of sources and **cite** all sources that you use in MLA format and include this information in your presentation.

-For a brief overview of the different cultures of Pre-Columbian America:

<http://www.gilderlehrman.org/history-by-era/american-indians/resources/cultures-americas-1200-bc%E2%80%93ad-1600>

-Visit the Virtual Exhibit “The Infinity of Nations” of the Museum of the American Indian:

<http://nmai.si.edu/exhibitions/infinityofnations/>

-Collections Search to look for artifacts:

<http://www.americanindian.si.edu/searchcollections/home.aspx>

-Additional Resources from the Museum of the American Indian:

<http://nmai.si.edu/explore/forfamilies/resources/>

**\*All 3 elements of this assignment will be due on the first day of school (August 7, 2017). There will be online “drop boxes” for part two and part three of the assignment- we will let you know how to access them when they have been created.**

### **IMPORTANT INFORMATION!**

**APUSH Remind 101:** Text @northapush to 81010 to receive assignment reminders and updates for our course this summer and during the school year. (Or see Mullis’ printed directions for push notifications)

\*We also ask that students please purchase a copy of Amsco’s “United States History: Preparing for the Advanced Placement Examination” 2016 Edition. ISBN: 978-1A68240455-3

You can order a print copy or a one-year digital subscription directly from the publisher at

<https://www.amsco.com/social-studies/advanced-placement/united-states-history-ap-exam.html> or find a copy at local bookstores and other websites such as Amazon.

\*Many of our reading assignments for this course will be from this book. Please make sure that you get a copy before school starts in August. Please contact one of the teachers if you have trouble doing so.

Want to learn more about APUSH and what we will learn in this course? Check out

[http://apcentral.collegeboard.com/apc/members/exam/exam\\_information/2089.html](http://apcentral.collegeboard.com/apc/members/exam/exam_information/2089.html) and click on “Course and Exam Description”. Students in this course will take the national APUSH exam on Friday, May 11, 2018.

## Rubric- American Indian Presentations

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Content and Knowledge	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization and Required Information	Content is well organized using headings or bulleted lists to group related material. Includes all of the required information in detail.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. Includes all of the required information.	Content is logically organized for the most part. Does not include some of the required information.	There was no clear or logical organizational structure, just lots of facts. Does not include the required information.
Neatness and Attractiveness	Neatly done and makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Mostly neatly done and makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content, or is not neatly done.	Limited use of font, color, graphics, effects etc. There seems to have been little effort put into the presentation.
Sources	Source information collected for all graphics, facts and quotes. All documented in MLA format on a credits page.	Most source information documented in MLA format on a credits page.	Limited source information documented (one or two sources) or not in MLA format.	No source information included on a credits page.