

# NGHS Advanced Placement United States History Summer Reading Assignment 2018-2019

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

\*There are 2 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 Overview Reading

A. In addition to the textbook (*Out of Many: A History of the American People*, which will be issued the first day of class in August) students also need a copy of the supplemental text for our course. We ask that all students please purchase their own copy of **Amsco's "United States History: Preparing for the Advanced Placement Examination" 2018 Edition**. ISBN- 10: 153116922 ISBN-13: 9781531116927

To purchase from Amazon:

<https://www.amazon.com/United-States-History-Preparing-Examination/dp/1531116922>

To purchase directly from the publisher:

<https://www.amscopub.com/united-states-history-preparing-for-the-advanced-placement-examination-2018-edition-61150.html>

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.

B. In this course, it will be very important to learn how to read the textbook and our supplemental text (Amsco) 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>

C. Once you have looked through these tips for success, please read Chapter 1 (p. 1-13) of the Amsco book. This chapter provides an overview of the content for Period One of the course. You must take notes in **YOUR OWN** handwriting and be prepared to turn these in on Wednesday, August 8, 2018. You must also be prepared to complete a short quiz on this reading using your notes on that day. This will help you to prepare for the class activities on this time period during the first two weeks of school.

D. Additional Information on Period One:

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

[https://www.youtube.com/watch?v=\\_p\\_dNOpqdI0](https://www.youtube.com/watch?v=_p_dNOpqdI0)

Here are some additional resources from Gilder Lehrman covering Period 1:

<https://ap.gilderlehrman.org/period/1>

## **\*Part Two: 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 or APA 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://oa.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:

<https://nmai.si.edu/explore/collections/>

**\*Both elements of this assignment will be due on Wednesday, August 8<sup>th</sup>.**

**There will be an online “drop box” on our eClass page for part two of the assignment- we will let you know how to access them when they have been created once school begins.**

### **IMPORTANT INFORMATION!**

Please sign up **now** for **APUSH Remind 101**: Text @ngapush18 to **81010** to receive assignment reminders and updates for our course this summer and during the school year. Mrs. Mullis will also be able to respond to any questions you may have over the summer through Remind.

\* 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).

Students in this course will take the national APUSH exam on **Friday, May 10, 2019**.

## Rubric for APUSH Period One 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 the 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 or APA format on a credits page.	Most source information documented in MLA or APA format on a credits page.	Limited source information documented (one or two sources) or not in MLA or APA format.	No source information included on a credits page.