

Advanced Placement United States History-Mallard Creek High School
Summer Assignment 2017
Period One

United States History: Preparing for the Advanced Placement Examination 2016 Edition
John J. Newman and John M. Schmalbach
An AMSCO Publication (Perfection Learning)

APUSH Summer Assignment Google Classroom Code: pxpixp

The reading and roadmap can be found on Google Classroom.

Each of these tasks must be **handwritten** and in **blue or black ink**. There is no length requirement for the responses, however your answers need to be in complete sentences, well thought out, and based on the historical evidence of the text. The percentage each task is weighted is listed beside the task heading. **IF ANY PART OF THE TASK IS INCOMPLETE, YOU WILL NOT GET ANY CREDIT FOR THE TASK.**

YOU MAY NOT REPLICATE THE TEXT YOU ARE GIVEN AS IT IS ONLY TO BE USED FOR EDUCATIONAL PURPOSES FOR MALLARD CREEK HIGH SCHOOL STUDENTS ENROLLED IN THE AP US HISTORY COURSE.

IF ANY OF THE ASSIGNMENT IS PLAGIARIZED (NOT IN THE STUDENTS' OWN WORDS) THE STUDENT WILL RECEIVE A ZERO.

This assignment is due the first day of class (August 28, 2017 A Day and August 29, 2017 B Day). You need to have your **assignment in a folder**, ready to turn in on the first day of class. The information you study in this chapter will be covered in class during the first week of school and assessed (Period One Assessment) on September 1, 2017 (A Day) and September 5, 2017 (B Day). Be sure to email me at sarahf.powell@cms.k12.nc.us if you have any questions.

Task One (50%)

Complete the Period One Roadmap (IN INK). You must print this off and complete this roadmap using chapter one of the AMSCO reading. This will be graded for accuracy/detail given.

Task Two (20%)

Give the **historical impact** of each of the 41 vocabulary concepts at the end of the chapter (page 14). Each response should be numbered *or* in flashcards. (Hokokam, Anasazi, and Pueblos are counted as separate terms.)

Task Three (10%): Complete the following chart based off of the reading.

<p>France</p> <p>Who were the main explorers?</p> <p>What was the relationship between the Natives and the French explorers?</p> <p>When did French exploration occur?</p> <p>Where did the French settle?</p> <p>Why did the French explore?</p> <p>How did contact impact both societies?</p>	<p>England</p> <p>Who were the main explorers?</p> <p>What was the relationship between the Natives and the English explorers?</p> <p>When did English exploration occur?</p> <p>Where did the English settle?</p> <p>Why did the English explore?</p> <p>How did contact impact both societies?</p>
<p>Spain</p> <p>Who were the main explorers?</p> <p>What was the relationship between the Natives and the Spanish explorers?</p> <p>When did Spanish exploration occur?</p> <p>Where did the Spanish settle?</p> <p>Why did the Spanish explore?</p> <p>How did contact impact both societies?</p>	<p>Portugal</p> <p>Who were the main explorers?</p> <p>What was the relationship between the Natives and the Portuguese explorers?</p> <p>When did Portuguese exploration occur?</p> <p>Where did the Portuguese settle?</p> <p>Why did the Portuguese explore?</p> <p>How did contact impact both societies?</p>

The following link is the AP UNITED STATES HISTORY Curriculum and course description. All class activities and assessments are made based off of this curriculum.

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

Period One Curriculum: Pages 17-25

Historical Thinking Skills: Page 9

Historical Themes: Pages 10-21

Task 4 (10%)

Make a chart (any format of your choice-as long as it is handwritten) that summarizes each of the four historical thinking skills. These will be used as notes throughout the course.

Task 5 (10%)

Make a chart (any format of your choice-as long as it is handwritten) that summarizes each of the seven historical themes covered in APUSH. With each theme, give two examples from the reading that fall under each theme.

ADDITIONAL RESOURCES

It is STRONGLY RECOMMENDED that you purchase the book that the text is pulled from in the summer assignment. You WILL have access to the textbook provided for the course, however, the AMSCO 2016 (and newer) edition prep book is an invaluable resource. The AMSCO 2016 edition prep book condenses and highlights key points from each of the nine time periods of APUSH. Newer versions, such as the 2018 edition will work as well. The 2015 edition is similar to the 2016 and 2018 editions however the 2016 edition is updated for curriculum changes.

You can find this book through the following links:

<http://www.amscopub.com/us-history-preparing-for-ap-exam>

http://www.amazon.com/gp/product/1682404552/ref=pd_lpo_sbs_dp_ss_2?pf_rd_p=1944687682&pf_rd_s=lpo-top-stripe-1&pf_rd_t=201&pf_rd_i=1567656609&pf_rd_m=ATVPDKIKX0DER&pf_rd_r=0KGNCFWZKG2THEPA10X5

Provided are a few links to help you prepare for the Period One Assessment. Use these links as review, only after you have read.

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

<http://www.apushreview.com/new-ap-curriculum/period-1-1491-1607/>

https://www.youtube.com/watch?v=_p_dNOpqdj0