

## A.P. United States History

### Mrs. Zbranek's Summer Assignment -2017

Welcome to APUSH! The summer assignment for this course is designed to give us a jump start on the school year. The following work will need to be completed **BEFORE** the start of the 2017-2018 school year. You will receive daily grades for the completed summer work and you will be tested over chapter one for a major grade. **This assignment must be turned in on the first day of school!** Failure to turn in the summer work will result in removal from the course.

The summer assignments and required readings can also be found on Google Classroom. Your username is last name, first initial @needvilleisd.com and password is 00+your ID number. The class code is yjjbtw

### **Directions:**

1. Please read chapter one of *American History: Connecting with the Past*, 15<sup>th</sup> edition. As you read, keep in mind the terms listed below. **You will need to register to access the text book online. Instructions to do this are below.** It is recommend that you take notes as you read for your personal use as study guide for exams or as an aid for reading quizzes.
2. Terms: For each attached term write a brief description that explains the historical significance of each term as it relates to U.S. History. **DO NOT JUST DEFINE THE TERM.** Make sure you answer the Who, What, When, and Why Significant for each term. Use complete sentences. Hand written. (Will typically take 3-6 sentences per term if done correctly.)
3. Read *The Columbian Exchange* article by John F. Richards. Answer the Following questions in complete sentences over the document. **\*\*\*YOU MUST LOG ON TO GOOGLE CLASSROOM TO ACCESS THE ARTICLE NEEDED TO COMPLETE THIS PORTION OF THE ASSIGNMENT\*\*\***
  - a. Historical Context: Describe the time period this article is discussing. What do you already know about that would help you further understand the source?
  - b. Audience: For whom was the source created, and how might this affect the reliability or accuracy of the source?
  - c. Purpose: Why or for what reason, was the source produced at the time it was produced? What was the author's goal?
  - d. Point of View: Can you identify an important aspect of WHO the author is, and explain HOW this might have impacted what they wrote? Can you identify an influence that shaped the author or source, and EXPLAIN HOW THAT INFLUENCE specifically affected the document's content?  
The main idea: What point is the author trying to convey?
4. Create a Trifold Brochure comparing and contrasting Spanish, English, and French reasons for exploration, successes and failures, and how each group responded to the Native Americans. See the attached information sheet for more instructions.

If you have any questions concerning the summer assignment please e-mail me at [zbraneks@needvilleisd.com](mailto:zbraneks@needvilleisd.com). I will try to answer any questions in a timely manner. Have a great summer and enjoy deepening your understanding of U.S. History!

## Instructions to Access the Textbook Online

1. Go to the following website: <https://connect.mheducation.com/class/s-zbranek-apush-2017-2018>
2. Click the "Register Now" button
3. Enter your personal e-mail address
4. Enter the following registration code: NA79-N4GS-L3FF-IF29-W7BH
5. Complete account information and click "complete my registration"  
\*if Needville High School does not show up on the list of schools you will just type it in.
6. Make sure you write down your e-mail address and password. **I WILL NOT HAVE ACCESS TO RECOVER THIS INFORMATION!**
7. Once logged in you can access the text book by clicking on the link under eBooks.  
American History: Connecting with the Past-AP

You are responsible for reading chapter 1.

## Period 1 ID Terms

### Chapter 1

**Complete the following ID Terms in COMPLETE Sentences. You must answer the Who, What, When, Where, and most importantly WHY SIGNIFICANT.**

Maize Cultivation

Tenochtitlan

Encomienda System

Roanoke

Racial Hierarchy

Great Basin

Conquistadores

Great Plains

Christopher Columbus

Columbian Exchange

Iroquois

Feudalism

Mercantilism

Slave Labor

Meso-Americans

Plantation-Based Agriculture

Mestizos

Juan Sepulveda

Pueblo Revolt

Bartolome de las Casas

Smallpox

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Trifold Brochure Assignment

Directions: Please use information gained from chapter one of *American History: Connecting with the Past*, internet, or various other sources to develop an Indian brochure as described below.

Your assignment is as follows:

Create a trifold brochure (in which you will analyze and “expose” the **social/cultural and economic reasons of the British, French, and Spanish interest in the Western Hemisphere and how each group responded and interacted with the Native Population in the New World.**

Your analysis should be detailed with factual information that:

- Shows the social/cultural and economic reasons of the British, French and Spanish interest in the New World
- Shows how each respond to the Native Population
- Establishes a time frame for each of the “conquering groups” and shows approximate dates in which exploration and events occurred
- Attempts to cover the entire length of the time period 1491-1607
- Presents the groups in chronological order of their contact with indigenous people
- Describes the geographic area(s) in which each occurred.

### **The trifold will need:**

1. A title Page
2. A page for each of the three groups (British, French, and Spanish) that addresses the responses of each group
3. A conclusion on the reverse side of the trifold where you evaluate the responses of each country’s explorers/settlers as – favorable/unfavorable/or a combination of the two – toward the native peoples and rank order the three countries as to which response was the most favorable and which was the least favorable.
4. Maps and/or other visual graphics are most welcome on the brochure.
5. Use either plain white paper 8 ½ x 11 inches or a half sheet poster board if you feel too limited on space.

Name : \_\_\_\_\_ Date: \_\_\_\_\_

### Indian Tri-fold Rubric

Category	4	3	2	1	Total
Neatness	1. Tri-fold is neat and presentable	1. Tri-fold is mostly neat and presentable	1. Tri-fold is somewhat neat and presentable	1. Tri-fold is minimally neat and presentable	X 1 =
Creativity	1. Very Creative	1. Mostly creative	1. Somewhat Creative	1. Minimally creative	X 1 =
Information	<p>Must include all of the following:</p> <ol style="list-style-type: none"> <li>Shows what the responses were</li> <li>Shows how the responses occurred (include dates of individual events)</li> <li>Establishes a time frame for each of the “conquering groups” and shows approximate dates in which the responses occurred</li> <li>Attempts to cover the entire length of the time period 1491-1607</li> <li>Presents the groups in chronological order of their contact with indigenous people</li> <li>Describes the geographic area(s) in which each of the responses occurred.</li> </ol>	<p>Missing one (1) of the following:</p> <ol style="list-style-type: none"> <li>Shows what the responses were</li> <li>Shows how the responses occurred (include dates of individual events)</li> <li>Establishes a time frame for each of the “conquering groups” and shows approximate dates in which the responses occurred</li> <li>Attempts to cover the entire length of the time period 1491-1607</li> <li>Presents the groups in chronological order of their contact with indigenous people</li> <li>Describes the geographic area(s) in which each of the responses occurred.</li> </ol>	<p>Missing two (2) of the following:</p> <ol style="list-style-type: none"> <li>Shows what the responses were</li> <li>Shows how the responses occurred (include dates of individual events)</li> <li>Establishes a time frame for each of the “conquering groups” and shows approximate dates in which the responses occurred</li> <li>Attempts to cover the entire length of the time period 1491-1607</li> <li>Presents the groups in chronological order of their contact with indigenous people</li> <li>Describes the geographic area(s) in which each of the responses occurred.</li> </ol>	<p>Missing three (3) or more:</p> <ol style="list-style-type: none"> <li>Shows what the responses were</li> <li>Shows how the responses occurred (include dates of individual events)</li> <li>Establishes a time frame for each of the “conquering groups” and shows approximate dates in which the responses occurred</li> <li>Attempts to cover the entire length of the time period 1491-1607</li> <li>Presents the groups in chronological order of their contact with indigenous people</li> <li>Describes the geographic area(s) in which each of the responses occurred.</li> </ol>	<p>Bri</p> <p>X 5 =</p> <p>French</p> <p>X 5 =</p> <p>Spain</p> <p>X 5 =</p>
Tri-Fold Format	<p>Includes all of the following:</p> <ol style="list-style-type: none"> <li>A title Page</li> <li>A page for each of the three groups (British, French, and</li> </ol>	<p>Includes at least three (3) of the following:</p> <ol style="list-style-type: none"> <li>A title Page</li> <li>A page for each of the three groups</li> </ol>	<p>1. Includes at least two (2) of the following:</p> <ol style="list-style-type: none"> <li>A title Page</li> <li>A page for each of the three groups</li> </ol>	<p>Includes at least one (1) of the following:</p> <ol style="list-style-type: none"> <li>A title Page</li> <li>A page for each of the three groups (British, French, and</li> </ol>	

	<p>Spanish) that addresses the responses of each group</p> <p>3. A conclusion on the reverse side of the trifold where you evaluate the responses of each country's explorers/settlers as – favorable/unfavorable/or a combination of the two – toward the native peoples and rank order the three countries as to which response was the most favorable and which was the least favorable.</p> <p>4. Historically correct</p>	<p>(British, French, and Spanish) that addresses the responses of each group</p> <p>3. A conclusion on the reverse side of the trifold where you evaluate the responses of each country's explorers/settlers as – favorable/unfavorable/or a combination of the two – toward the native peoples and rank order the three countries as to which response was the most favorable and which was the least favorable.</p> <p>4. Historically correct</p>	<p>(British, French, and Spanish) that addresses the responses of each group</p> <p>3. A conclusion on the reverse side of the trifold where you evaluate the responses of each country's explorers/settlers as – favorable/unfavorable/or a combination of the two – toward the native peoples and rank order the three countries as to which response was the most favorable and which was the least favorable.</p> <p>4. Historically correct</p>	<p>Spanish) that addresses the responses of each group</p> <p>3. A conclusion on the reverse side of the trifold where you evaluate the responses of each country's explorers/settlers as – favorable/unfavorable/or a combination of the two – toward the native peoples and rank order the three countries as to which response was the most favorable and which was the least favorable.</p> <p>4. Historically correct</p>	<p>X 8 =</p>
Size	<p>1. It must be presented on <u>at least</u> the size of standard white computer paper (8 ½" x 11")</p>			<p>1. Created on a size smaller than (8 ½" x 11")</p>	<p>X</p>
Total					<p>/104</p>