

Social Studies Department

East Central High School

Summer Suggestions 2019

Dear Students & Parents/ Guardians,

The following suggestions are designed to prepare students for advanced coursework while still in a high school setting. Our goal here at East Central is to create lifelong learners and to do that, we strive to engage in critical thinking on a regular basis. We have provided opportunities to practice skills over the summer that will be helpful in your upcoming AP class. Colloquium courses may require assignments to be due before the first day of school.

We hope you are able to enjoy a well rounded summer and look forward to working with you in the upcoming school year!

Sincerely,

Your Social Studies Teachers

Addendum to Summer Assignments:

The summer assignment is an opportunity to prepare for your upcoming AP course. You are welcome to flex your brain muscles and tackle these thought provoking concepts over the summer, but we will begin working on them when we start back for the school year.

AP United States History Summer Assignment

Hey there! I am so glad that you decided to take APUSH! (pronounced A-PUSH) We are going to have such a fun time next year, I can't wait! There is so much material to cover over the course of the year that I want to make sure we have enough time to do it. Therefore I am having you **do some research over the summer to cover Period 1 (1491-1607)**. I will not be going over the information in class but it will be on the exams for my class and the AP exam so it is in your best interest to spend some solid time on the assignment to teach it to yourself. It is not that long and it should be pretty easy!

The last day I will accept projects is Friday, August 23rd. This is the first Friday we are back, let's start strong! It's really a pretty quick assignment, so just do it!

If you have any questions feel free to email me at kelsey.toms@ecisd.net.

Also, you are welcome to use my website as a resource! It has powerpoints for the whole year, but the one that will best serve you now is the **Period 1 Powerpoint**. I do NOT have a google classroom and I do NOT use the classroom email.

Website: mstomshistory.weebly.com

There are two parts to the assignment:

Part 1: Complete the Period 1 timeline packet

- I don't care where you get the info from just fill it out! Use google, siri, the library, your notes from AP or regular World History, powerpoints from my website etc. Just make sure you are using a credible source, not some guy from Ohio's blog.
- These are going to serve as your notes for Period 1, so be thorough! If you like the timeline I have one for every period you can use!

Part 2: Practice your Historical Thinking Skills

- Fill out the packet titled "Period 1: Historical Thinking Skills Practice"
- Just answer in a few sentences, think of it like one part of a Short Answer Question
- I provided some sentence stems to help you answer. You don't need to follow them exactly but if you are too far off then you probably aren't doing it right.

Have a great summer!!

Ms. Toms

Period 1: Historical Thinking Skills Practice

Causation: What were the effects of the cultivation of maize on Native American communities in North and South America?

[hint: Identify the cause (maize), how it changed society (events), and the effect of maize (what was different about the communities). For Green evaluate the significance of the cultivation of maize on the history of Native societies.]

Comparison: Describe the similarities and describe the differences between the encomienda system and the slavery system.

[hint: Describe the difference between them (apples and oranges are different in their color), list the differences (apples are red and oranges are orange), then describe a similarity (apples and oranges are both fruit). For Green evaluate whether the similarities or differences are more significant and why.]

Continuity and Change over Time: What was one continuity and one change between 1491 and 1607.

[hint: Identify something that stayed the same over that period (I continued to procrastinate on every assignment in APUSH), then identify something that changed (I started to study for the tests in October after I started to fail the class). For Green evaluate whether the continuities or changes are more significant and why.]

Contextualization: What is the historical context for Columbus's discovery of the New World?
[hint: What had just happened? What was going on in the world at the time? For Green explain how the context set up the world to have Columbus's discovery happen.]

Periodization: To what extent did the Columbian Exchange mark a turning point in the lives of the Native Americans?

[hint: Describe what life was like before the exchange, describe what life was like after the exchange. For Green evaluate the extent to which the exchange was a turning point and why.]

Interpretation: What was the Bartolome de Las Casas view on Spanish Colonization?

[hint: identify important information about de Las Casas as a person (nationality, job, feelings, demographics, etc. [CORNPEG]) that might affect his perspective on Spanish Colonization. For Green identify how that information impacted his view on Spanish Colonization.]

Synthesis: What is another person/event/time/etc in history that is thematically (SPICE) similar to the founding of St. Augustine?

[hint: “_____ is similar to _____ because in both instances _____.”]

Evaluation: Evaluate the extent to which the Black Legend was accurate.

[hint: “To a (large/small/no) extent the Black Legend was accurate because...” Include three reasons to support your claim.]

