

International Baccalaureate History of the Americas 1
Junior Summer Assignment 2020
Mrs. Woltring

Overview:

When we return to campus, you will be issued a *By the People* textbook that is designed for AP US History. We will use this book as our primary text throughout the junior level history course, but only read the excerpts that directly pertain to our content. You are responsible for this text for the duration of the school year and will need to purchase a replacement if damaged, lost, or stolen. Because of the unprecedented conclusion of the 2019-2020 school year, your summer assignment is available virtually, in our Google classroom.

Google classroom:

Because of the constantly changing nature of the COVID global pandemic, I have created a Google classroom to help manage our summer assignments and a platform for students to contact me. A copy of these directions, a PDF of the textbook chapter, a Google doc with questions, and other course information, such as the syllabus, will all be available in Google classroom. Students, please join our Junior IB History classroom by using the code: **g54w7np**

Assignment directions, part 1:

Join Mrs. Woltring's Remind! Please join by **SATURDAY, JUNE 6th**, so you receive all of the updates and reminders I send over the summer! If you were in my Spanish 3 class, you are already enrolled in the Remind and do NOT need to join! Parents, please feel free to join the Remind as well, to stay up to date with announcements, as well as an additional platform to contact me.

Text: 81010
@ 4d2kae

Assignment directions, part 2:

- 1.) Read the PDF of chapter 1 from the textbook *By the People*, pages 2-25, found in Google classroom.
- 2.) Please type/word process your answers to the tasks below and submit via Google classroom:
 - A.) Please record all bolded vocabulary words, along with their definition
 - Please add any other unfamiliar words you come across in the reading to this list, along with the definition
 - B.) Please record important people/groups of people and include information such as:
 - Where they are from and where they lived/settled
 - Key aspects of their civilization (no more than 2)
 - Dates of existence
 - C.) Answer the questions below using complete sentences. Use details and examples, but be concise in your response—**extra points are not awarded for writing a novel.**
 - 1.) Read the "American Voices" box on page 6 and answer questions 1 & 2.
 - 2.) In what ways did the Anasazi and Cahokia cultures change over time? What unique features did each culture develop? What characteristics did the Anasazi and Cahokia have in common?
 - 3.) Describe the diversity of American Indian cultures in the Americas (North, Central, South) on before their encounter with the Europeans. Choose 3 tribes to include specific examples.
 - 4.) Read the "American Voices" box on page 13 and answer questions 1 & 2.
 - 5.) What common features characterized the world view of most American Indian peoples?
 - 6.) How did the fall of Constantinople affect exploration/trade?
 - 7.) What prompted Portuguese exploration in the 15th century?
 - 8.) Why did Spain take the lead in westward expansion?
 - 9.) How did trade affect the development of Ghana, Mali, and Songhay?
 - 10.) What characterized the African slave trade in the 15th century? (pre-European contact)
 - 11.) Compare and contrast Europe and Asia on the eve of European westward expansion. What is the significance of the differences you note?
 - 12.) Summarize life and culture for: Native Americans, Europeans, and Africans before the encounters of 1492.

****Be prepared to discuss this material and chapter on the first day of school and **take a short quiz!** ☺ ****

Assignment directions, part 3:

You will use the online program, Flipgrid, to create a video in which you will introduce yourself to me. Yes, you must complete this task even if I was your teacher for Spanish! Please carefully follow the directions and link in Google classroom. The video will not be shared with other students! To start brainstorming, here are some ideas to include in your video:

- Your name
- Family information/siblings
- Favorite school subject and WHY
- Extra-curricular activities
- What you enjoy MOST and LEAST about IB (so far)
- Things you enjoy doing outside of school: with friends, family, etc.
- What you did over the summer
- What are you most looking forward to this school year?
- Any other random/fun facts you'd like to share
- Anything you think I should know about you—any allergies, that you're a slow test taker, you hate working in groups, etc.

Deadlines & Submission

Deadlines: ALL work (assignment parts 2 & 3) must be submitted by **SATURDAY, AUGUST 1st at 11:59pm.** Extra credit points will be awarded for submissions by **SATURDAY, JULY 18th at 11:59pm.** Late submissions will NOT be accepted, nor will any excuses as to why your work was not completed by the deadline. Any sort of plagiarism or suspicion of it will NOT be tolerated and be awarded a zero and be referred to IB honor council. If an assignment is copied, all parties involved will receive a zero. NO EXPCETIONS!

Contact information

Please feel free to contact me at any time over the summer through any/all of the methods below (and via Remind). Since it is the summer, please allow 24-48 hours for communication ☺

E-mail:

School e-mail: swoltring@mcpss.com

Personal e-mail: sarah.woltring@gmail.com

Cell phone: (for emergencies)

(262) 424-6972

School website:

Please check the IB program link on the www.mhspanthers.com website, then click “links” for summer assignments.

Encouragement

If you have any questions this summer, please make sure you ASK! I'm here to help you be successful ☺

“Try your best, make sure you answer all of the questions to the best of your ability, and don't leave any points on the table—especially bonus points.” –Dr. Langhinrichsen-Rohling