

APUSH Calendar

August, 2019 1st grading period

5	6	7 Intro to APUSH Themes Ch 1-3 Quiz tomorrow	8 Quiz- Content Pick up Period 1 Docs	9 1.1 Contextualization Period
12 1.2 New World	13 1.3 European Exploration	15 1.4 Spanish empire in New World	16 Chapter 4 Quiz 1.5 Three Worlds Collide	17 1.6 Columbian exchange
19 Period1 Major Test	20 SAQ Writing	21 2.1 Contextualization	22 Chapter 5 Quiz 2.2 Jamestown and Southern Colonies	23 2.3 "City on a Hill" New England Colonies
26 2.4 New England Society	27 2.5 Middle Colonies	28 2.6 Great Awakening	29 Ch 6 Quiz 2.7 Colonial Society	30 2.8 Colonial Slavery
2 No school	4 Period 2 Test-MC	4 LEQ Writing	5 Ch 7 Quiz 3.1 Effects of French and Indian War	6 3.2 British Policies Lead to War
9 3.3 British Policies lead to war	10 3.4 America's fight	11 3.5 Structure of American Gov	12 Ch 8 Quiz 3.6 Ratification of Constitution	13 3.7 Attitudes on Slavery
16 3.8 Political Institutions and Party Politics	17 Period 3 Test	18 Period 3 Writing	19 Ch 9-10 Quiz 4.1 Jeffersonian Republic and the Emergence of Regional Interests	20 4.2 Jeffersonian Republic and the Emergence of Regional Interests
23 4.3 Causes and Consequences of the War of 1812	24 4.4 Nationalism and Economic expansion	25 4.5 Nationalism and Economic Expansion	26 Ch 11 Quiz 4.6 DBQ Introduction	27 4.7 DBQ Writing
30 4.8 DBQ Debrief	1 4.9 Expanding Democracy	2 4.10 Expanding Democracy	3 Ch 12 Quiz 4.11 Expanding Democracy	4 4.12 Expanding Democracy and the Jacksonian Republic
7 4.13 The Market Revolution and the emergence of a National Economy	8 4.14 2nd Great Awakening and the Antebellum Reform	9 End of 9 weeks 4.15 The South and African American Experience	10 14.16 Period 4 MC Test	11 Fall Break Assignment Concept web for 4:14 LEQ

# UNIT 2

1607 to 1754

<b>8 Lessons</b>	<b>based on a 50 min class</b>
<b>Required Skills</b>	<b>Big Ideas</b>
<p><input type="checkbox"/> To understand how to examine two or more people, concepts, events or time periods and identify significant similarities and differences. Students should be able to explain the reasons for those differences.</p> <p><input type="checkbox"/> To understand how to construct a clear, concise thesis statement that directly addresses a historical prompt.</p> <p><input type="checkbox"/> To analyze historians' interpretations, historical sources &amp; propositions about history to construct a clear, concise answer to a historical prompt.</p>	<p><input checked="" type="checkbox"/> To understand that, while the Puritans proclaimed themselves to be a, "City Upon a Hill", they would earn a reputation for religious intolerance.</p> <p><input checked="" type="checkbox"/> To understand the role that slavery played in the development of the American colonies – primarily the southern colonies as the primary work force in an agriculturally based economy.</p> <p><input checked="" type="checkbox"/> To understand how mercantilism developed over time beginning with Jamestown and tobacco to a complicated system of trade of raw materials, manufactured goods &amp; African slaves.</p> <p><input checked="" type="checkbox"/> To understand how two different events – The First Great Awakening and The Enlightenment occurred during the same era – one focusing on emotion and morality while the other promoted science &amp; reason.</p> <p><input checked="" type="checkbox"/> To understand that impending conflicts would arise between colonists and Native Americans over land as the colonial population expanded deeper into the interior of the continent.</p> <p><input checked="" type="checkbox"/> To understand that although the American colonies differed in their reasons for settlement, religion and forms of labor; they also had a shared culture of the same language, loyalty to the King but less dependence on hierarchy in their own society.</p> <p><input checked="" type="checkbox"/> To understand that as European nations settled colonies in the "new world". They differed in their treatment of Native Americans, reasons for settlement, ways of making money and population growth.</p>
<b>Primary Sources:</b>	
"The Mayflower Compact" <i>The American Spirit</i>	
"The Starving Time" <i>The American Spirit</i>	
"The Quaker Ideal of Religious Tolerance"	
"John Winthrop's Concept of Liberty" <i>The American Spirit</i>	
"The Pueblo Revolt" - resources	
"The Blue Laws of Connecticut" - <i>The American Spirit</i>	

<b>Political Changes</b>	Beginning with Jamestown (1619), representative assemblies formed. In New England town meetings served as their political structure. As colonies began to enjoy a small amount of political freedom, they continued to be loyal to the king & as royal colonies still understood their role in the British Empire.
<b>Economic Changes</b>	As the economic system of mercantilism developed and flourished, the thirteen colonies were reminded by the Navigation Acts of their role to provide raw materials and be consumers of English manufacturing goods. As 1754 approached, this system of salutary neglect would slowly be challenged by colonies that wanted to share in the profits of commerce.
<b>Social Changes</b>	The 13 colonies developed a unique American identity that can be attributed to the distance between Britain and the colonies, immigration from other European countries, & the influence of the 1st Great Awakening.

## Checklist of Activities/Skills/Content Taught

Done!	Task	CED Historical Thinking Skills	Specifics
<input type="checkbox"/>	Teach Thesis Statement	6. Argumentation	Use the Handout provided and the an Long Essay Question from the 1998 exam.
<input type="checkbox"/>	Teach HAPPY	2. Sourcing & Situation	Teach HAPPY using the handout provided, and "The Starving Time" document
<input type="checkbox"/>	Teach SAQ	1. Developments & Processes	Use the 2015 Short Answer Question.
<input type="checkbox"/>	Practice Thesis Statement	6. Argumentation	See Bell Ringers for multiple examples
<input type="checkbox"/>	Practice HAPPY	2. Sourcing & Situation	In Unit 3 Resources - "Mary Rowlandson is Captured by Indians" (1675)
<input type="checkbox"/>	Practice SAQ	1. Developments & Processes	Bell Ringer Option 4 - Short Answer Question from the 2019 Exam.



# Overview of Activities

*American Spirit: Introduction of unit should be read for contextualization.*

Lesson ONE	<b>Contextualization Lesson</b>	
	<input type="checkbox"/>	Have students complete the Vocabulary Knowledge Rating to aid with vocabulary.
	<input type="checkbox"/>	Students create a brainweb for causes of exploration and effects of conquest.
	<input type="checkbox"/>	Have students work with an elbow partner to complete the chart on Spanish and English settlements in North America.
	<input type="checkbox"/>	Have students complete the Pueblo Revolt reading with the "Show Me the Evidence" chart
Lesson TWO	<b>Jamestown and the Southern Colonies</b>	
	<input type="checkbox"/>	Lead a classroom discussion, on the founding of Jamestown.
	<input type="checkbox"/>	Show students the <i>America: The Story of Us</i> clip on Jamestown.
	<input type="checkbox"/>	Have students read "The Starving Time" in <i>The American Spirit</i> & answer questions.
	<input type="checkbox"/>	Teach HAPPY using handout.
Lesson THREE	<b>"A City Upon a Hill?" and other New England Colonies</b>	
	<input type="checkbox"/>	4.2.1 Free Write on Puritans
	<input type="checkbox"/>	Read "Mayflower Compact" and practice HAPPY.
	<input type="checkbox"/>	Direct Instruction and class discussion on New England
	<input type="checkbox"/>	Timeline Activity from Unit 1 and Unit 2
Lesson FOUR	<b>New England Colonial Society</b>	
	<input type="checkbox"/>	Direct Instruction and class discussion on New England conflict with natives
	<input type="checkbox"/>	Students will read "John Winthrop's Concept of Liberty (1645)" and practice HAPPY.
	<input type="checkbox"/>	Teaching the Thesis Statement (Resources)
	<input type="checkbox"/>	Extension: Jot Write: To what extent were the Puritans hypocritical?
Lesson FIVE	<b>The Middle Colonies</b>	
	<input type="checkbox"/>	Direct Instruction and Class Discussion: Middle Colonies
	<input type="checkbox"/>	Label and color map of the 13 colonies.
	<input type="checkbox"/>	Formative Assessment: Colonial Matching Activity - See Exit Slips in Resources
	<input type="checkbox"/>	Have students read "Quaker Idea of Religious Tolerance" & complete "The Way I See It".
Lesson SIX	<b>The Great Awakening</b>	
	<input type="checkbox"/>	Direct Instruction the Great Awakening and the Enlightenment
	<input type="checkbox"/>	Gilder Lehrman Lesson on The Great Awakening
	<input type="checkbox"/>	Top Hat graphic organizer comparing the Great Awakening to the Enlightenment
Lesson SEVEN	<b>Colonial Society</b>	
	<input type="checkbox"/>	Discussion on Colonial Society
	<input type="checkbox"/>	4.2.1 with Colonial Trade and the British Empire" and "British Colonial Exports"
	<input type="checkbox"/>	Teaching the Short Answer
	<input type="checkbox"/>	Colonial Timeline of Events/ Extension: "UR Invited" Graphic organizer (Bacon's Rebellion)
Lesson EIGHT	<b>Colonial Slavery</b>	
	<input type="checkbox"/>	Reading: "The First Africans" (Link to <a href="http://historicjamestowne.org">historicjamestowne.org</a> )
	<input type="checkbox"/>	Classroom Discussion
	<input type="checkbox"/>	Video Clip on the Middle Passage (Link to <a href="http://teachertube.com">teachertube.com</a> )
	<input type="checkbox"/>	Extension: Reading From <i>The American Spirit</i>

# Unit 2

## Colonial America

### 1607-1754

<p><b>2.1</b> Explain the context for the colonization of North America from 1607 to 1754.</p> <p><b>2.5</b> Explain how and why interactions between various European nations and American Indians changed over time.</p>		<b>Lesson Day ONE</b>
<b>Bell Ringer</b>	Vocabulary Knowledge Rating Activity (See Resources)	
<b>Beginning</b>	Ask students to design a graphic organizer, such as a brainweb, to gather information about the causes for exploration and the effects of conquest by the Dutch, English, French and Spanish in North America. (Use poster size whiteboards.)	
<b>Middle</b>	In a whole group discussion, ask students to identify similarities and differences among the European nations and draw conclusions about exploration and colonization patterns.	
<b>End</b>	After the class discussion have students complete the chart that compares and contrasts Spanish and English settlements. (See Resources.)	
<b>Exit Slip</b>	See Exit slip Menu	
<b>Extension</b>	"The Pueblo Revolt" Reading and "Show Me the Evidence" Template found in resources.	
<b>Homework</b>	Students will read their textbook and continue to work on the Colony Chart.	



APUSH unit 2

# Unit 2

## Colonial America

1607-1754

<b>2.3</b>	Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.	<b>Lesson Day TWO</b>
<b>Bell Ringer</b>	Memory work Bell Ringer: As a review from Unit 1, have students brainstorm as many Spanish Conquistadors as they can remember, as well as their accomplishments.	
<b>Beginning</b>	Direct instruction on the settlement of Jamestown, making sure to include reasons for settling and difficulties the settlers faced.	
<b>Middle</b>	Watch "America: The Story of Us" clip on the settlement of Jamestown. After watching have students read "The Starving Time" from their <i>American Spirit</i> reader and have them answer the questions found in the resources section.	
<b>End</b>	Using the HAPPY handout in the common resources portion, teach students about HAPPY. Make sure to emphasize the importance of considering historical context, audience, point of view and purpose when analyzing a document. (For practice, have students HAPPY the document "The Starving Time.")	
<b>Exit Slip</b>	Introduce the students to the themes of AP US History using MAGPIES. (Migration and Settlement, America In the World, Geography and Environment, Politics and Power, National Identity, Work Exchange Technology, Society and Culture) After explaining the different themes, have students begin work on the Colonies chart.	
<b>Extension</b>	Have students, using their knowledge from class and their textbook, complete the Southern Colonies section of the Colony chart provided.	
<b>Homework</b>	Students will read in their textbook about the Northern Colonies and fill in the appropriate part of their colonies chart.	



APUSH unit 2

# Unit 2

## The New England Colonies

1607-1754

<p>2.3 Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.</p> <p>2.8 Compare the effects of the development of colonial society in the various regions of North America. .</p>		<p><b>Lesson Day THREE</b></p>
<p><b>Bell Ringer</b></p>	<p>Graphic Organizer: Comparing Spanish Settlements with English Settlements</p>	
<p><b>Beginning</b></p>	<p>1. Using their reading for their homework from last night (or give students time in class, if you have it) Use 4-2-1 free write. 2. After a reading, direct instruction, or other learning experience, ask students to generate the four most important ideas. Have the students meet in pairs to share and agree on the two most important ideas from their lists. Pair the groups into groups of four. Each group must agree on the single most important idea. Record the most important idea on a white board and share it with the class. Ask students to free write about the most important idea for 3-5 minutes. The ideas generated in previous steps should serve as supporting ideas for their most important idea.</p>	
<p><b>Middle</b></p>	<p>Read "The Mayflower Compact" from <i>The American Spirit</i> and practice HAPPY with students. (Key found in Resources.)</p>	
<p><b>End</b></p>	<p>Hold a classroom discussion on Rhode Island and Connecticut (Plus anything significant about the Puritans that the 4-2-1 did not address.)</p>	
<p><b>Exit Slip</b></p>	<p>Timeline Activity that combines Unit 1 and Unit 2 events</p>	
<p><b>Extension</b></p>	<p>Read "The Blue Laws of Connecticut" in <i>The American Spirit</i> and practice HAPPY.</p>	
<p><b>Homework</b></p>	<p>Students will read in their textbook about the New England Colonies and fill in the appropriate part of their colonies chart.</p>	



APUSH unit 2