

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

8 Lessons		based on a 50 min class	
Required Skills		Big Ideas	
<div><div><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.</div><div><input type="checkbox"/> To understand how to construct a clear, concise thesis statement that directly addresses a historical prompt.</div><div><input type="checkbox"/> To analyze historians' interpretations, historical sources & propositions about history to construct a clear, concise answer to a historical prompt.</div></div>		<div><div><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.</div><div><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.</div><div><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 & African slaves.</div><div><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 & reason.</div><div><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.</div><div><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.</div><div><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.</div></div>	
Primary Sources:			
"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>			
Political Changes	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.		
Economic Changes	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.		
Social Changes	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	Contextualization Lesson <ul style="list-style-type: none"> <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	Jamestown and the Southern Colonies <ul style="list-style-type: none"> <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	"A City Upon a Hill?" and other New England Colonies <ul style="list-style-type: none"> <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	New England Colonial Society <ul style="list-style-type: none"> <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	The Middle Colonies <ul style="list-style-type: none"> <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	The Great Awakening <ul style="list-style-type: none"> <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	Colonial Society <ul style="list-style-type: none"> <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	Colonial Slavery <ul style="list-style-type: none"> <input type="checkbox"/> Reading: "The First Africans" (Link to historic Jamestowne.org) <input type="checkbox"/> Classroom Discussion <input type="checkbox"/> Video Clip on the Middle Passage (Link to teachertube.com) <input type="checkbox"/> Extension: Reading From <i>The American Spirit</i>

Unit 2

New England Colonies Continued

1607-1754

<p>2.3</p> <p>2.5</p>	<p>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>Explain how and why interactions between various European nations and American Indians changed over time.</p>	<p>Lesson Day FOUR</p>
Bell Ringer	Choose bellringer from menu.	
Beginning	Direct Instruction on the Puritan Society, King Philip's War and the Pequot War	
Middle	Primary Source Activity: <i>The American Spirit</i> : "John Winthrop's Concept of Liberty". Have students HAPPY in pairs on their poster size white boards. Have each group share one facet of HAPPY, correcting and affirming as they go along. (Key Found in Resources)	
End	Teaching the Thesis Statements (See Resource in Folder)	
Exit Slip	Choose from the options in Resources	
Extension	Present the following question to students: To what extent were the Puritans hypocritical? Distribute sticky notes to students and have them individually respond with any specific factual information they can come up with. Have the students then place their sticky notes on a poster in the room. Common answers should be placed on top of each other, as to form a bar graph. After students have posted their answers, lead a class discussion on the topic.	
Homework	Students will read in their textbook about the Middle Colonies and fill in the appropriate part of their colonies chart.	



APUSH unit 2

Unit 2

The Middle Colonies

1607-1754

2.3

Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607-1754.

Lesson Day FIVE

Bell Ringer	Suggested Bell Ringer: Practice Thesis Statement
Beginning	Formative Assessment: Colonial Matching Activity (See Resources)
Middle	Direct Instruction: The Middle Colonies (Focusing on New York, Pennsylvania, and the Quakers)
End	Students should label and color the map of the 13 colonies. Map should be colored into three regions - New England, Middle and Southern Colonies. Map in Resources.
Exit Slip	Colonial Timeline of Events - See Resources
Extension	Have students read "Quaker Idea of Religious Tolerance" found in the Resources or Primary source section. Have students annotate as they read, identifying unfamiliar vocabulary, main ideas and supporting details. Once they have finished reading, hold a class discussion to make sure students understood the reading. Then, with a partner, have students complete a "The Way I See It" organizer using the following individuals: John Winthrop, John Smith and King Charles II of England. (Resources) http://bit.ly/quakersaplus
Homework	Students will read in their textbook about colonial life.

Lesson Day 5 Resources: "Quaker Ideas of Religious Tolerance"

Follow the link to access the "Quaker Ideas of Religious Tolerance"

<http://bit.ly/quakersaplus>

Digital History is provided for your ability to print later in the resources.



APUSH unit 2

Unit 2

Great Awakening and the Enlightenment Lesson

1607-1754

<p>2.7 Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.</p> <p>2.8 Compare the effects of the development of colonial society in the various regions of North America.</p>		Lesson Day SIX
Bell Ringer	Choose from one of the options on the Bell Ringer menu.	
Beginning	Classroom Discussion on the First Great Awakening and the Enlightenment. Discussion should focus on key people of both the Enlightenment and the Great Awakening and the impact both had on the colonists. (Students should have read about the First Great Awakening, the night before)	
Middle	Lesson designed by Gilder Lehrman: Did the Great Awakening contribute to the colonists' desire to declare their independence from England? Explain. http://bit.ly/greatawakeaplus	
End	Top Hat Graphic Organizer comparing the impact of both the First Great Awakening and the Enlightenment. (See Resources.)	
Exit Slip	Practice Thesis Statements- See Exit Slip Menu	
Extension	Cooperative Learning activity to practice HAPPY - Divide students into small groups, each given two to three white boards. Assign each group one of the following documents from, The American Spirit - "George Whitefield Fascinates Franklin", "Jonathan Edwards Paints the Horrors of Hell", "The Epochal Zenger Trial", "Benjamin Franklin Analyzes the Population". Each group will HAPPY their document and discuss how their document relates to the lesson and the Colonial Era in general. Discuss within your group what changes are occurring in the colonies and why?	
Homework	Finish reading the chapter on colonial life.	

Unit 2

Colonial Life

1607-1754

2.4	Explain cause and effects of transatlantic trade over time.	Lesson Day SEVEN
Bell Ringer	ESPN Activity using white boards	
Beginning	Direct Instruction on Bacon's Rebellion, Mercantilism, John Peter Zenger Trial	
Middle	Have students read "Colonial Trade and the British Empire (1710-1770)" and "British Colonial Exports (1768-1772)" from <i>The American Spirit</i> reader and complete a 4-2-1. After a reading 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. (See Resources)	
End	Teaching the Short Answer (See Resource Folder) (2015 Exam Short Answer)	
Exit Slip	Colonial Human Timeline	
Extension	"UR Invited" Strategy using Bacon's Rebellion as the event. (See Resources)	
Homework	Students will begin to study for the Unit Test.	



APUSH unit 2

Unit 2

Colonial Slavery

1607-1754

<p>2.6 Explain the causes and effects of slavery in the various British colonial regions.</p> <p>2.8 Compare the effects of the development of colonial society in the various regions of colonial society.</p>		<p>Lesson Day EIGHT</p>
<p>Bell Ringer</p>	<p>Read "The First Africans", historicjamestown.org. Discuss the journey of the first slaves to arrive in Virginia in 1619 – from Angola, to a Spanish slave ship and finally an English ship to Jamestown.</p>	
<p>Beginning</p>	<p>Direct instruction on the development of slavery from 1619 through the mid-1700s. The first slaves were treated as indentured servants and were able to gain their freedom. However, in the 1640s slavery became a permanent status in society and was passed from mother to child.</p>	
<p>Middle</p>	<p>Show the short video on Triangular Trade: http://bit.ly/triangulartradeaplus Read excerpts from Olaudah Equiano's Autobiography: http://bit.ly/atrocitiesofslaveryaplus</p>	
<p>End</p>	<p>The Stono Rebellion – Who, What, When, Where, How and Significance – largest slave rebellion in colonial history. Students can complete this activity in small groups using individual whiteboards. Each group is assigned a category (Who, What, When, etc). Groups have 5 minutes to write a phrase or sentence that answers their question - Who was involved? What were the details of this event? When did this event occur? Where did this event occur? How did the rebellion end? What is the significance of this slave rebellion in colonial history? Groups share in the front of the class. Class discussion follows.</p>	
<p>Exit Slip</p>	<p>Question – How did geography contribute to the development of slavery in the Thirteen Colonies?</p>	
<p>Extension</p>	<p>Document Analysis – HAPPY the following from <i>The American Spirit</i>, "Slavery Is Justified" (1757)</p>	
<p>Homework</p>	<p>Students will study for the Unit Test.</p>	