

AP United States History

Unit- Pre Columbian-French and Indian War

ACT VOCABULARY DAILY

1. Pre-Columbian Societies

Early inhabitants of the Americas

American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley

American Indian cultures of North America at the time of European contact

2. Transatlantic Encounters and Colonial Beginnings, 1492–1690

First European contacts with American Indians

Spain's empire in North America

French colonization of Canada

English settlement of New England, the Mid-Atlantic region, and the South

From servitude to slavery in the Chesapeake region

Religious diversity in the American colonies

Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the

Pueblo Revolt

Essential Questions-

- ***What role did the Columbian Exchange play in the formation of an Atlantic world?***
- ***How did European relations with Native Americans affect the success of early European colonizing efforts?***
- ***How did the British North American colonies develop experience in, and the expectation of self-government in the political, religious, economic, and social aspects of life?***

Monday, August 13

Learning Target: Practice AP United States History Test 2001, Pre-Test

Formative Assessment: Pre Test

Tuesday, August 14

Learning Target: Review syllabus, class overview,

“US AP breakdown”

Strategy: Summarizing and Notetaking

Formative Assessment: Read pages 23-35 and complete the Main Idea Log (Assignment 1).

Wednesday, August 15

Learning Target ***How did European relations with Native Americans affect the success of early European colonizing efforts?***

Strategy: Summarizing and Notetaking

Formative Assessment: Main Idea Log check 1

“Why 1492?”

Homework: Read pages 35-45 and complete the Main Idea Log (Assignment 2).

Thursday, August 16 and Friday, August 17

In class: **Main Idea Log Check 2** “Germs, guns and steel” Spanish colonization in the Americas.

Video: Native Americans: Contact and Conflict

Black Legend

Smallpox

Missions

Pequot War

Homework: Readings Chapter 1, "Exploring the Americas"

Reading 1 "The Aztec Marketplace" (Answer Reading review question number 3)

Reading 2 "A Clash of Cultures" (Answer Reading review question numbers 1, 2, and 3)

Main Idea Log (Assignment 1)

In one **clear, concise** sentence, write the main idea of the following dark typed headings. Do not merely summarize the paragraph! Remember you are looking for change over time.

European Culture and Society

Religious Upheavals

The Reformation in England 1533-1625

Portugal and the Atlantic 1400-1500

The "New Slavery" and Racism

To the America's and Beyond, 1492-1522

Main Idea Log (Assignment 2)

Spain's Conquistadors

Sugar Production in the Americas

The Columbian Exchange

Spain's Northern Frontier

France: Colonizing Canada

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Learning Target-

How did the British North American colonies develop experience in, and the expectation of self-government in the political, religious, economic, and social aspects of life?

Group Leaders- These students keep others on track. However, the responsibility of group focus is not totally left to them. If a group member exhibits behavior that is counterproductive to the group (no homework, not paying attention, silliness) the group leader can ask to have the person removed and they will work independently.

Monday, August 20

Learning Target Were the Puritans bigots or builders?

Strategy: Clear/Modeled Expectations

Formative Assessment: Paragraph with topic sentence

Homework: Boyer

Tuesday, August 21

Learning Target Were the Puritans bigots or builders?

Strategy: Looking at the documents, Puritan DBQ analysis in groups. Second part of period, thesis writing and DBQ writing. **CHECK YOUR THESIS WITH MRS. WATT BEFORE WRITING.**

Formative: DBQ

Homework: Make sure you read , The Middle Colonies, Boyer pages 76-85. Work on **DBQ writing DUE Monday, August 27.**

Wednesday, August 22

Learning Target Review the Middle Colonies, looking for experience in and expectation of self government.

Strategy: Advance questions, cues, and organizers

Formative: DBQ writing

Homework: Read Boyer pages 87-105 (stop at Competing for a Continent 1713-1750) Reading Quiz Wednesday.

Thursday, August 23

Learning Target: Reading Quiz

Dominion of New England, Glorious Revolution, mercantilism and salutary neglect, immigration in the early 18th century, Stono Rebellion

Strategy: Identifying similarities and differences

Formative Assessment: AP Released Free Response Question

Homework: Read Boyer pages 105-117, the purpose of Georgia and the Great Awakening.

Friday, August 24

Learning Target: *How did the British North American colonies develop experience in, and the expectation of self-government in the political, religious, economic, and social aspects of life?*

Strategy: Personal Response

Formative Assessment: TURN IN DBQ, Georgia and the Great Awakening

You get AMSCO

Homework: Study, Test on Monday, August 27

3. Colonial North America, 1690–1754

Population growth and immigration

Transatlantic trade and the growth of seaports

The eighteenth-century back country

Growth of plantation economies and slave societies

The Enlightenment and the Great Awakening

Colonial governments and imperial policy in British North America

4. The American Revolutionary Era, 1754–1789

The French and Indian War

The Imperial Crisis and resistance to Britain

The War for Independence

State constitutions and the Articles of Confederation

The federal constitution

Essential Question-

How did the British North American colonies develop experience in, and the expectation of self-government in the political, religious, economic, and social aspects of life?

Monday, August 27

In class: ACT Vocabulary

Prior Learning Targets

1. Describe the basic economy, demographics, and social structure and life of the 17th century colonies.
2. Compare and contrast the different forms of society and ways of life of the southern colonies (Chesapeake + Carolinas) and New England.
3. Explain how the practice of indentured servitude failed to solve the colonial labor problem, and why colonists turned to African slavery.
4. Summarize the unique New England way of life centered on family, town and church, and describe the changes that overcame this comfortable order in the late 17th century.

Learning Target

Why did colonial New Englanders abandon John Winthrop's vision of a "city upon a hill"?

How unified were the colonists?

Strategies: Generating and Testing Hypotheses

Formative Assessment: Salem Witch Trial map

Homework: Read Boyer pages 114-117, The Enlightenment and the Great Awakening

Tuesday, August 28

In class: ACT Vocabulary

Learning Target

How unified were the colonists?

Flashes of Colonial Disunity

1st Great Awakening

Bacon's Rebellion

Paxton Boys

Pueblo Revolt

Stono Rebellion

Strategy: Advance Questions, Organizers

Formative Assessment: "Sinners in the Hands of an Angry God" reading

Homework: Read pages 121-127, The end of the French and Indian War and the aftermath

Wednesday, August 29

In class: ACT Vocabulary

Learning Target

How did Britain and its colonies view their joint victory over France in the Seven Years War?

Strategy: Generating and Testing Hypotheses (Predicting)

Formative Assessment: "British Colonial Policy: A Tradition of Neglect"

Thursday, August 30

In class: Essay Test

Friday, August 31

In class: MC Test

Homework: Read Boyer 127-135 Focus on Writs of Assistance and Stamp Act Crisis

