

# APUSH FALL 2018

# Reading and Terms

Understand, be able to analyze and be ready to discuss the following terms and concepts. Be sure to address the following:

- Who is it? What is it? What are examples that illustrate the term/concept/person?
- What is its context?
- Why is it important? How is its influence felt?

Here are some websites that feature chapter outlines. These should not be used *in lieu* (instead) of reading from your text.

Invader's Realm - <http://www.colinjeanne.net/apus/history/notes.htm>

APNotes - <http://www.apnotes.net/ap.html>

Coursenotes.org - [http://www.course-notes.org/us\\_history/American\\_Pageant\\_12th\\_Edition\\_Outlines/](http://www.course-notes.org/us_history/American_Pageant_12th_Edition_Outlines/)

Day	Date	Readings	Terms	Other stuff
Tu	8/28	<p>You should complete tasks listed in these columns on the day found in the column to the left.</p> <p>Your first set of notecards and notes will be due on <b>Thursday</b> (in case this is still confusing.) All HW must be written by hand. Notecards have a specific format. Regular notes should/could use <a href="#">Cornell format</a> (click there if you're not familiar with what those look like) or some kind of consistent headers, outline format, or be in "mind-map" form.</p>	<p>The following terms/concepts are provided in order to help guide your reading. You should not define all of the terms. You will also be held responsible for being able to use information not explicitly listed here.</p>	<p>If you're asked to answer a Long Essay Question (LEQ) or a Document Based Question (DBQ), unless otherwise instructed, you are to complete a full essay with introduction with contextualization (setting) and thesis, topic sentences, evidence for support and a conclusion. More details will be supplied later.</p> <p>Each prompt for a Short Answer Questions (SAQ) should be answered with 3-4 complete sentences, but no essay is required.</p> <p>All writing prompts must be completed by hand and with a pen. Do not use pencil. Or highlighter.</p>
W	8/29	<p>28-34 Virginia, Maryland 36-39 Restoration Colonies (Carolinas, Georgia)</p>	<p>Virginia Company (and its charter), John Smith, Powhatan's Confederacy, Transformation of Native American life, Tobacco, House of Burgesses, Characteristics of Virginian colonization Maryland, The Carolinas, Georgia, Characteristics shared by southern colonies</p>	<p>Access my google classroom. (you can find it via SDA's website) Read the <a href="#">syllabus</a>, then sign the <a href="#">Digital Syllabus Form</a> (record your email, your textbook number, and attest to the fact that you read and understood the syllabus); Turn in completed Information sheet (found on my website and Google Classroom) <b>BRING COMPLETED INFORMATION SHEET TO CLASS</b></p> <p>Start <a href="#">Comparing Colonies worksheet</a> not due until Friday.</p> <p>Look ahead at the HW sheet to get a sense of what will be due in the coming days and weeks.</p>
Th	8/30	<p>47-49, 52 New England, Wampanoags, King Philip's War</p>	<p>Massachusetts Bay Colony, Protestant Ethic, Anne Hutchinson, Roger Williams, Rhode Island, Connecticut, King Philip's War</p>	<p>Read and physically annotate: <a href="#">"A Model of Christian Charity" (City on a Hill)</a>. (Annotate: interact with the text so that you understand it better and prove that you've thought about it. Summarize passages, add definitions, predict things that will happen as a result of the statements, ask</p>

				questions, etc. If you've never done this before, or have done substandard work in the past, aim for about 3 comments/interactions per paragraph. That's not a hard and fast rule. Some things are more interesting/confusing than others. Provide proof that you've thought about whatever you're annotating so that you earn the credit that you deserve.)
F	8/31	57-60, 62 New York, PN	Dutch and Swedish settlement, New York, Pennsylvania, Characteristics of Middle Colonies	Complete <a href="#">Comparing Colonies worksheet</a> .
M	9/3	No School		
Tu	9/4	67-73 Indenture, Headright, Bacon's Rebellion, Slavery, middle passage, creole  76-81 New England, Half Way Covenant	Tobacco Economy, headright system, Bacon's Rebellion, Colonial Slavery, African culture in America, New England Culture, Life in New England Towns, Halfway Covenant, Salem Witch Trials	Write a complete essay (refer to the first entry in this column to see what "complete" means) for this prompt:  <i>Compare and contrast</i> English settlements and settlers in Virginia and Plymouth. Address their origins, their goals, and their early social, political, and economic development.