

APUSH Spring 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?

Day	Date	Readings	Terms	LEQs/Other stuff – must be handwritten in pen.
		<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 notes will be due on Thursday, in case this is still confusing.) Notes must be written by hand. They should use Cornell format (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 do not have to define all of the terms. However, you will be held responsible for being able to use all of these terms as well as information in the reading that is 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	1/31	NO reading is due on Thursday, but you can certainly get ahead...		
Th	2/1			<p>Sign in to our Google Classroom. Class code: gwutsl. Access my website. (you can find it via SDA's website)</p> <p>Read the syllabus, then sign the Digital Syllabus Form (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)</p> <p>BRING COMPLETED INFORMATION SHEET TO CLASS</p>
F	2/2	Virginia, Maryland Restoration Colonies (Carolinas, Georgia)	<p>Here we go!</p> <p>Take notes on the following terms. Be sure to identify the significance of the terms -</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>Start the Comparing Colonies worksheet.</p>
M	2/5	47-49, 52 New England, Wampanoags,	Massachusetts Bay Colony, Protestant Ethic,	Play a game found at saintsandstrangers.com to

		King Philip's War 57-60, 62 New York, PN	Anne Hutchinson, Roger Williams, Rhode Island, Connecticut, King Philip's War, Dutch and Swedish settlement, New York, Pennsylvania, Characteristics of Middle Colonies	sample the experience of early American colonists. Then, complete the questions related to "Saints and Strangers" found on my website. Be ready for a discussion. Complete Comparing Colonies worksheet .
Tu	2/6	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	Read and annotate: " A Model of Christian Charity " (City on a Hill) – find it here or on Google Classroom.