

Name: _____ Class: _____

APUSH Unit 1; Period 1: 1491-1607 & Period 2: 1607-1754

The New World & Early Settlement

Outside class study practices (pick one or two):

- | | |
|------------------|---------------------|
| Reading Textbook | Crash Course Videos |
| Studying | Study groups |
| Reading AMSCO | Online review video |

Return signed Code of Conduct by Friday, the 27th

MONDAY & TUESDAY	WEDNESDAY & THURSDAY	FRIDAY
<p>24A & 25B</p> <p>Class Activities:</p> <ul style="list-style-type: none"> -Introductions -Syllabus -Icebreaker -Textbooks -Quiz <p>Objectives:</p> <ul style="list-style-type: none"> -Explain the arrival of native populations in North America -Understand the AP expectations <p>Homework:</p> <ul style="list-style-type: none"> -Read Ch. 1 (if not done already) -Read "Why Do Historians Differ?" -Get AP Student Expectations Paper signed by Parent/Guardian 	<p>26A & 27B</p> <p>Class Activities:</p> <ul style="list-style-type: none"> -Review "Why Do Historians Differ?" -Ch. 1 Map Activity (pg. 9) -Cause & Effect of European Exploration -Introduce Cornell Notes <p>Objectives:</p> <ul style="list-style-type: none"> -Describe European colonization of N. America and its impact including: Columbian Exchange, social changes, religious, political, and economic competition. -Explain the differences in colonization goals, cultures, and methods between European powers. <p>Homework:</p> <ul style="list-style-type: none"> -Read Ch. 2 to p. 76 STOP @ "NEW ENGLAND DIVIDED" -Complete Cornell Notes 	<p>28A</p> <p>Class Activities:</p> <ul style="list-style-type: none"> -Ch. 2 Quiz -HIPP Activity (Early Colonial Art Work) -Comparison of New England & Chesapeake Regions -Introduce Thesis <p>Objectives:</p> <ul style="list-style-type: none"> -Understand the origins of American Slavery. -Understand the differences in slavery between geographic regions. -Be able to explain the different forms of bondage during this time period. <p>Homework:</p> <ul style="list-style-type: none"> -Complete Thesis Statement -Finish Ch. 2, Complete Cornell Notes

MONDAY	TUESDAY & WEDNESDAY	THURSDAY & FRIDAY
<p>31B</p> <p>Class Activities:</p> <ul style="list-style-type: none"> -Ch. 2 Quiz -HIPP Activity (Early Colonial Art Work) -Comparison of New England & Chesapeake Regions -Introduce Thesis <p>Objectives:</p> <ul style="list-style-type: none"> -Understand the origins of American Slavery. -Understand the differences in slavery between geographic regions. -Be able to explain the different forms of bondage during this time period. <p>Homework:</p> <ul style="list-style-type: none"> -Complete Thesis Statement Finish Ch. 2 -Complete Cornell Notes 	<p>1A & 2B</p> <p>Class Activity:</p> <ul style="list-style-type: none"> -Review Thesis Homework -Turning Points of Jamestown, Great Migration, and English Civil War -Interpretation of 17th Century Puritanism <p>Objectives:</p> <ul style="list-style-type: none"> -Explain the differences between the colonial regions -Explain what contributed to the differences between regions <p>Homework:</p> <p>NO HOMEWORK</p>	<p>3A & 4B</p> <p>Class Activity:</p> <ul style="list-style-type: none"> -Mini-Q "Why did so many die In Jamestown?" <p>Objectives:</p> <ul style="list-style-type: none"> -Compare and contrast major themes and events. -Understand the process of writing a Mini-Q <p>Homework:</p> <p>Make sure documents and outline are complete.</p>

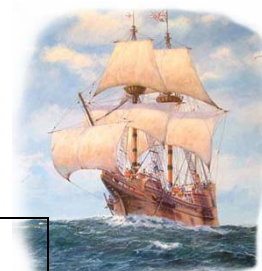
"For the execution of the voyage to the Indies, I did not make use of intelligence, mathematics or maps." --Christopher Columbus



Name: _____ Class: _____

APUSH Unit 1; Period 1: 1491-1607 & Period 2: 1607-1754

The New World & Early Settlement



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- | | |
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| Reading Textbook | Crash Course Videos |
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Unit Test on Sept. 16 & 17!

TUESDAY & WEDNESDAY	THURSDAY & FRIDAY
<p>8A & 9B</p> <p><u>Class Activities:</u> -Complete Mini-Q -Peer Review and Rubric Grading of Mini-Q</p> <p><u>Objectives:</u> -Understand the process of writing a Mini-Q -Complete the process of writing a Mini-Q</p> <p><u>Homework:</u> -Read Ch. 3 up to pg 113, complete Cornell Notes</p>	<p>10A & 11B</p> <p><u>Class Activities:</u> -Ch. 3 Quiz -Argumentation of Bacon’s Rebellion -Generate thesis for Bacon’s Rebellion -9/11 discussion</p> <p><u>Objectives:</u> -Understand the different economic systems -Describe the impact that revolutions in England and rebellions in the colonies had on colonial life</p> <p><u>Homework:</u> -Complete Ch. 3, Cornell Notes. -Review Questions 1-8 (pg. 132)</p>

MONDAY & TUESDAY	WEDNESDAY & THURSDAY	FRIDAY
<p>14A & 15B</p> <p><u>Class Activities:</u> -SAQ -Colony Comparison Chart (BYOD) -Causation: Growth of Colonial America</p> <p><u>Objectives:</u> -Describe the different social classes that are forming in the colonies -Understand the changes in Indian life in North America</p> <p><u>Homework:</u> STUDY FOR UNIT TEST</p>	<p>16A & 17B</p> <p><u>Class Activity:</u> -Unit Test -Read Chapter 4</p> <p><u>Objectives:</u> -Complete the Unit Test</p> <p><u>Homework:</u> -Read Ch. 4 -Complete Cornell Notes</p>	<p>18A</p> <p><u>Class Activity:</u> -Ch. 4 Quiz -HIPP of John Winthrop Speech -Continuity and Change Over Time: Religious Toleration in America. -Debrief Unit Test</p> <p><u>Objectives:</u> -Compare and contrast major themes and events. -Understand the impact of the Great Awakening on colonial thoughts and beliefs -Describe the role of colonial assemblies and the influence they will have on future events</p> <p><u>Homework:</u> -Read “What is an American?”</p>

Name: _____ Class: _____

APUSH Unit 1; Period 1: 1491-1607 & Period 2: 1607-1754 (1763)

The New World & Early Settlement & French and Indian War

Outside class study practices (pick one or two):

- | | |
|------------------|---------------------|
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MONDAY	TUESDAY & WEDNESDAY	THURSDAY & FRIDAY
<p>21B</p> <p>Class Activity:</p> <ul style="list-style-type: none"> -Ch. 4 Quiz -HIPP of John Winthrop Speech -<i>Continuity and Change Over Time</i>: Religious Toleration in America. -Debrief Unit Test <p>Objectives:</p> <ul style="list-style-type: none"> -Compare and contrast major themes and events. -Understand the impact of the Great Awakening on colonial thoughts and beliefs -Describe the role of colonial assemblies and the influence they will have on future events <p>Homework:</p> <ul style="list-style-type: none"> -Read "What is an American?" 	<p>22A & 23B</p> <p>Class Activity:</p> <ul style="list-style-type: none"> -<i>Interpretation</i>: American Character -“What is an American?” Discussion -<i>Interpretation</i>: American Slavery <p>Objectives:</p> <ul style="list-style-type: none"> -Know the causes and effects of the French & Indian War -Explain the role of the colonists and Indians in this conflict -Understand the consequences of the British victory <p>Homework:</p> <ul style="list-style-type: none"> -Write 5 Thesis statements 	<p>24A & 25B</p> <p>Class Activity:</p> <ul style="list-style-type: none"> -<i>Causation</i>: French and Indian War -Academic Reconciliation Day <p>Objectives:</p> <ul style="list-style-type: none"> -Be caught up on all assignments and lessons -Be prepared for the six weeks test <p>Homework:</p> <ul style="list-style-type: none"> <i>Study for six weeks test</i>

MAKE SURE YOU STUDY FOR YOUR SIX WEEK TEST!!!

TUESDAY & WEDNESDAY	THURSDAY & FRIDAY
<p>29A & 30B</p> <p>Class Activity:</p> <ul style="list-style-type: none"> -Six Weeks Test <p>Objectives:</p> <ul style="list-style-type: none"> -Be successful on the six weeks test <p>Homework:</p> <ul style="list-style-type: none"> <i>No Homework</i> 	<p>1A & 2B</p> <p>Class Activity:</p> <ul style="list-style-type: none"> -Six Weeks Test Debrief -SAQ: How would the United States look if slavery had been abolished at the same time as England. <p>Objectives:</p> <ul style="list-style-type: none"> -Understand the common mistakes made on the six weeks test -Learn from those mistakes <p>Homework:</p> <ul style="list-style-type: none"> -Read Ch. 5 -Complete Cornell Notes