

AP UNITED STATES HISTORY IDENTIFIES (AKA: ID'S)

An Identify defines and explains a concept, event, or person. Its purpose is for students to know the concept and understand its historical significance related to other concepts, events, and overall historical context and understanding.

STEPS TO COMPLETING AN IDENTIFY

1. Read the assigned Out of Many and AMSCO chapters thoroughly. Reading the chapter(s) first will provide perspective on the contextual significance of the Identify.
2. Write the term and its applicable historical theme(s) and underline. [see below for themes]
3. Define/describe the concept/event. "What/who is it?"
4. Explain the contextual significance of the concept, person, or event in relation to associated historical concepts and its historical context within the historical period. "How does this fit in the historical narrative? How does this connect to the overall theme of the chapter/time period? How/why is it so important in the big picture?"
5. Identifies will require more than one sentence to complete steps 3 and 4.
6. Avoid minimalist effort. Identifies will serve as historical evidence for in-class discussions and historical writing responses and essays. The purpose is to not only know facts, but understand and connect them to relevant historical issues, concepts, and developments over time.

EXAMPLE OF AN IDENTIFY

Renaissance (CUL) – A period of rebirth of classical learning and development of cultural and scientific activity in Europe during the 1400-1500s. Developments such as improved shipbuilding and navigation and the desire for further knowledge during the Renaissance spearheaded the Age of Exploration leading to the discovery of the Americas.

[The first sentence defines/describes the term. The second sentence establishes the term within a historical context.]

HISTORICAL THEMES (BAGPIPE)

- **Beliefs: CUL** - beliefs, religions, moral values, ideologies, ideas, cultures, cultural values, artistic expressions, literature, fine arts; social, racial, ethnic, gender identity
- **American & the World: WOR** - diplomacy, treaties, international affairs, foreign wars, America's role in the world
- **Geography: GEO** - geography, climate, environment, human interaction with environment
- **Peopling: MIG** - migration, immigration, demographic patterns
- **Identity: NAT** - national/regional identity; racial/gender/ethnic contribution to national identity
- **Politics & Power: POL** - political systems, politics, political parties, domestic conflicts, compromises, legal issues
- **Economy: WXT** - markets, transportation, technology, labor systems, economic/financial systems, infrastructure

TURNING IN IDENTIFIES

- Write your name and period on the the front page of each Chapter Identifies.
- The chapter assigned must be on the top line of the paper toward the middle.
- Identifies must be hand-written and underlined such as demonstrated in the above example.
- Identifies must be done individually. Group work is not allowed.
- Identifies must be completed with black or blue pen, handwritten, and on lined paper.
- Identifies are due on due dates. NO EXCEPTIONS.

Identifies for Periods 1 and 2 **AMSCO**/Out of Many

Chapter 1 Chapters 1-2	Chapter 2 Chapters 3-4	Chapter 3 Chapter 5
<ul style="list-style-type: none"> • Hokokam-Anasazi-Pueblos • Lakota Sioux • Adena-Hopewell • Woodland mound builders • Protestant Reformation • Columbian Exchange • Encomienda system • Asiento system • Bartolome de Las Casas/New Laws of 1542/Valladolid Debate/Juan Gines de Sepulveda 	<ul style="list-style-type: none"> • Corporate colonies • Royal colonies • Proprietary colonies • Lord Baltimore • Act of Toleration (1649) • Bacon's Rebellion • Indentured servant • Headright system • Roger Williams • Anne Hutchinson • Antinomianism • Fundamental Orders of Connecticut (1639) • Halfway covenant • New England Confederation • King Philip's War • Quakers; William Penn; holy experiment • Georgia; James Oglethorpe • Mercantilism • Navigation Acts • Dominion of New England • Triangular trade • Slave trade • Middle Passage 	<ul style="list-style-type: none"> • Colonial families • Great Awakening • Jonathan Edwards • George Whitefield • Cotton Mather • Benjamin Franklin • John Peter Zenger case