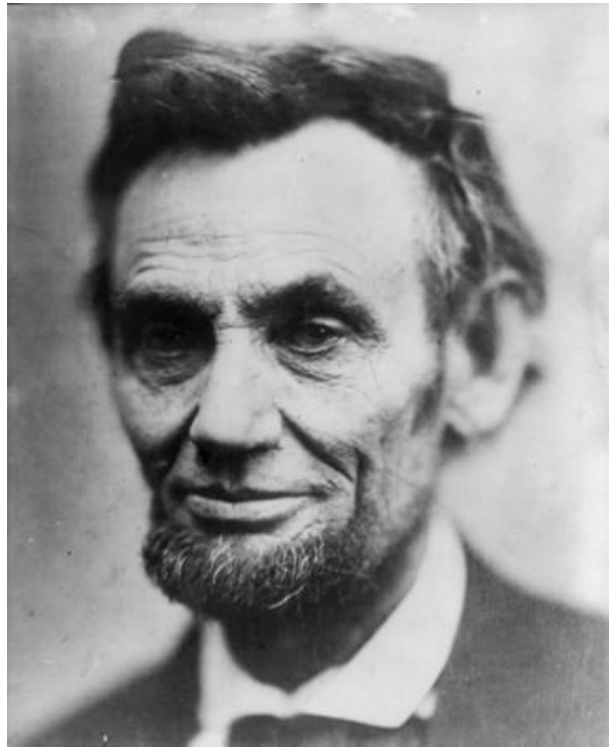


APUSH 10th SUMMER ASSIGNMENT: TIMELINE ACTIVITY

Historical thinking involves the ability to describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods. To accomplish this periodization of history, historians identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to others. How a historian defines historical periods depends on what the historian considers most significant—political, economic, social, cultural, or environmental factors. Changing periodization can change a historical narrative.

For example, the College Board, which creates the curriculum for the APUS History course, organizes the timeline into the following periods:



1. 1491-1607
2. 1607-1754
3. 1754-1800
4. 1800-1848
5. 1844-1877
6. 1865-1898
7. 1890-1945
8. 1945-1980
9. 1980-present

You have two tasks:

1. Explain why the College Board created the periods identified above. What is important about those periods/dates? You may have to do some research.

2. Create a timeline for periods 1 – 5 above (1491 – 1877). Each time period should have at least five of the most important events you can find for those time periods.

Your responses should be typed and use complete sentences, proper grammar, and correct spelling and punctuation.