**AP UNITED STATES HISTORY IDENTIFICATIONS**

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 IDENTIFICATION:**

1. Read the assigned Brinkley and AMSCO chapters thoroughly. Reading the chapter(s) first will provide perspective on the contextual significance of the Identify. You may have to cite additional information in order to properly identify the term.
2. Write the term and its applicable historical theme(s) and underline. [see below for themes]
3. Define/describe the concept/event. You must answer the majority of the following questions within your definition: WHO is the person or people involved? WHAT is the event or concept or trend? WHEN did it take place? WHERE did it happen?
4. Demonstrate action. These people didn’t just live in the past (“Columbus was…”); they did stuff. What did they accomplish?
5. Don’t speak in generalities. Try to connect to other Specific Factual Information (SFI); for example, you can’t define Columbus without mentioning the Columbian Exchange.
6. 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?” HOW/WHY is the term historically relevant to the Key Concepts and/or essential questions of the unit?
7. Identifications will require more than one sentence to complete steps 3 through 5.
8. Avoid minimalist effort. Identifications 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 IDENTIFICATION**

***Renaissance (CUL)*** *– The rebirth of Greek and Roman classical learning and the development of cultural and scientific activity in Europe during the 1400-1500s was known as the Renaissance. Educated people throughout Europe began to challenge old customs about the absolute authority of rulers. These people began to discuss new ideas about politics, religion and science. The invention of navigational instruments such as the astrolabe and quadrant, as well as new shipbuilding techniques and designs like the caravel during the Renaissance led to the Age of Exploration and the “discovery” of the Americas for Spain by Christopher Columbus in the 15th Century*

[The first and second sentences define/describe the term and demonstrates action. The last sentence establishes the term within a historical context. SFI/association links used include the astrolabe, quadrant, caravel, Christopher Columbus, 15th Century]

**HISTORICAL THEMES**

NAT - national/regional identity; racial/gender/ethnic contribution to national identity

WXT - markets, transportation, technology, labor systems, economic/financial systems, infrastructure

MIG - migration, immigration, demographic patterns

POL - political systems, politics, political parties, domestic conflicts, compromises, legal issues

WOR - diplomacy, treaties, international affairs, foreign wars, America's role in the world

GEO - geography, climate, environment, human interaction with environment

CUL - beliefs, religions, moral values, ideologies, ideas, cultures, cultural values, artistic expressions, literature, fine arts;

 social, racial, ethnic, gender identity

**TURNING IN IDENTIFICATIONS**

Write your name and period (if known) on the top right corner of the front page of each Chapter Identifies.

A set of papers must be attached for each chapter assigned. For example, if Chapter 1-3 are assigned, you must turn in three separate sets of Identifies.

* The chapter assigned must be on the top line of the paper toward the middle.
* Identifications must be hand-written and underlined such as demonstrated in the above example.
* Identifications must be done individually. Group work is not allowed.
* Identifications must be completed with black pen, handwritten, and on lined paper.
* Identifications are due the day of the final unit exam at the beginning of class. NO EXCEPTIONS.