

HISTORICAL ANALYSIS – Periodization of Periods 1 & 2

Purpose: The information gathered will be used to analyze content and practice historical writing using one or more historical thinking skills and/or addressing one or more thematic learning objectives.
 Directions: With your partner or group, complete the graphic organizer using your knowledge of history, Period 1 & 2 content outline, unit reading guides, and other resources.
 The best answers/notes include specificity and ATFP (*Address The Full Prompt*).

From the 2012 Framework - Periodization

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 other narratives, regions, or groups. 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. Moreover, historical thinking involves being aware of how the circumstances and contexts of a historian's work might shape his or her choices about periodization.

Proficient students should be able to ...

- Explain ways that historical events and processes can be organized within blocks of time.
- Analyze and evaluate competing models of periodization of United States history.

From the 2015 Revisions

Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.

Students will be able to...

1. Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.
2. Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.
3. Analyze different and/or competing models of periodization.

About Periodization

Defining eras and chunking history into units of study is a natural consequence of studying the past. We are familiar with terms like “Colonial Era” or “The Roaring Twenties,” however it is important to remember that *history is everything*. It is not limited to what is listed on a timeline, and it is not limited to the obvious subject in the title of a historical era.

Eras are typically defined by major turning points. If we define the Colonial Era as beginning with Jamestown in 1607, for example, we make the case that the first permanent English settlement was a turning point in U.S. history. It ushered in an era where people from Europe and Africa overtook the native populations and created a new culture... and eventually a new nation. However, by defining the era with Jamestown, do we neglect the Spanish colony of San Agustín (Saint Augustine, Florida) in 1585? What about the Powhatans and hundreds of other groups who lived and settled in North America before the Spanish arrived? By defining the era with Jamestown, we give our periodization of the era an English emphasis. Now, it is true that our study of United States history will have an English emphasis, and we will focus primarily on that English thread; however it is important for us to remember that defining periods is a historical viewpoint. And for every viewpoint, there is an opposing or differing viewpoint.

So, the Colonial Era is not only the main events and people spotlighted by a particular viewpoint... *it is everything*. It includes the Asians who migrated and settled the land long before Europeans arrived. It includes the Vikings who came... and left... before the Spanish and Portuguese began conquering. It includes the many empires that rose and fell throughout the Americas, and it includes the Spanish, French, Dutch, Swedes, Native Americans, Africans... and the English in North America... *and so on*. What we choose to focus on will change how we define the era. And, as we study the historical periods defined by others, we must be ready to analyze a viewpoint, compare viewpoints, defend a viewpoint, challenge a viewpoint, or to offer an alternate viewpoint. Isn't that exciting? Ready for your first long essay? 😊

Defining the Period, 1491-1754

The previous era was: _____

The era was ushered in with: _____



An important turning point within this period was: _____

The era was ushered out by: _____

The next era is: _____

What are the *defining characteristics* of this era?

- 1.
- 2.
- 3.
- 4.
- 5.

Explain why the years 1491, 1607, and 1754 are used to define this era in the College Board Content Outline. Include how they were significant turning points (what changed and what stayed the same) in history in your explanation.

1491:

1607:

1754:

Explain one other viewpoints/ways/titles to define this era.

Note: on the 2015 AP exam, the two Long Essay prompts were periodization prompts. A similar prompt for this era would look like this: *Evaluate the extent to which the establishment of Jamestown in 1607 marked a turning point in relations among Europeans, Africans, and American Indians; analyzing what changed and what stayed the same from the period before the war to the period after it.* How would you address this prompt?

Extension:
On a separate page, list the other significant dates included on the timeline & explain how each
a) illustrate the overall era and
b) are turning points.