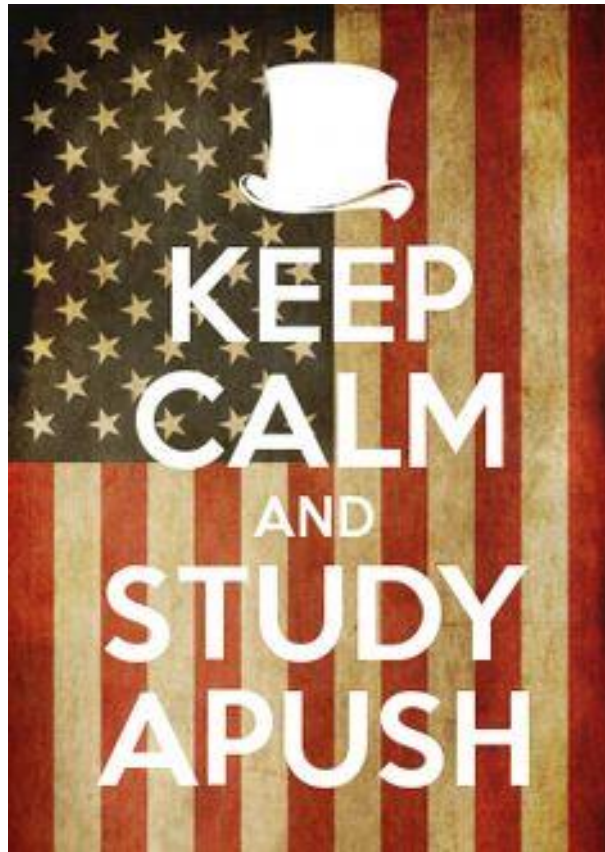


A.P. United States History Information Packet/Syllabus 2020-21



AP Exam Date: May 6th, 2021

Student Name: _____

Welcome to APUSH: Introduction to the Class

APUSH

Welcome to AP US History (APUSH). The Advanced Placement program in U.S. History is a rigorous course designed to provide students with knowledge about America from Pre-Columbus to the present. Students will be expected to develop analytical and critical thinking skills. Students will learn to assess historical materials and to weigh evidence and to interpret U.S. History. The course work is substantial. The curriculum of this course is taught at the college level and is intended for a further investigative, in-depth study of American History. At the end of the year, students may choose to take the AP College Board National Exam at their own expense. If students score high enough on this test, they may qualify for college credits from most colleges or universities. Students must receive a score of 3 or higher on the AP Exam in order to receive college credit.

The Exam

The exam tests knowledge of U.S. History from the first European explorations of the Americas up through modern times. Exam topics include political institutions and behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments.

Key Themes

The course is structured both chronologically and thematically. The themes include: Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture. Elements of these themes are included in most unit assignments.

Textbook

American History: Connecting with the Past Updated AP Edition 15th Edition, Alan Brinkley, 2014

About the Exam: New Redesigned Version

Approximate Percentage of....

Period	Date Range	AP Exam
1	1491-1607	5%
2	1607-1754	45%
3	1754-1800	
4	1800-1848	
5	1844-1877	
6	1865-1898	45%
7	1890-1945	
8	1945-1980	
9	1980-present	5%

Exam Format

Section I Part I: Multiple-Choice

There are 50-55 multiple-choice questions on the AP U.S. History Exam. To score a grade of 3 or above, you need to answer about 60 percent of the multiple-choice questions correctly (although this might vary with the new test redesign).

- Questions appear in sets of 2–5.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

Students often ask whether they should guess on the multiple-choice questions. But if you have some knowledge of the question and can eliminate one or more answers, it's usually to your advantage to choose what you believe is the best answer from the remaining choices.

Section I Part B: Free-Response

The free-response section covers the period from the first European explorations of the Americas to 1980. The section has three parts. The newly redesigned exam includes 3 short answer questions that include texts, images, graphs, and maps.

Section II Part A: Document-Based Question

There is a mandatory 15-minute reading period at the beginning of the free-response section. Spend most of that time analyzing the documents and planning your answer to the DBQ in Part A. It's recommended that you spend 45 minutes writing the DBQ essay (recent changes have added an extra 10 minutes to this writing period).

Although confined to no single format, the documents contained in the DBQ rarely features familiar classics like the Emancipation Proclamation or Declaration of Independence, though the documents' authors may be major historical figures. The documents vary in length and format, and are chosen to illustrate interactions and complexities within the material. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

When appropriate, the DBQ will include charts, graphs, cartoons, and pictures, as well as written materials. This gives you the chance to showcase your ability to assess the value of a variety of documents. The DBQ usually requires that you relate the documents to a historical period or theme and show your knowledge of major periods and issues. For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest scores are to be earned. To earn a high score, it's also very important that you incorporate the information you learned in your AP U.S. History class. The emphasis of the DBQ will be on analysis and synthesis, not historical narrative.

Your DBQ essay will be judged on thesis, argument, and supporting evidence. The DBQ tests your ability to analyze and synthesize historical data, and assess verbal, quantitative, or pictorial materials as historical evidence.

Section II Part B: Long Essay

You'll have a total of 35 minutes for the long essay questions.

The standard essay questions may require that you relate developments in different areas (e.g., the political implications of an economic issue); analyze common themes in different time periods (e.g., the concept of national interest in United States foreign policy); or compare individual or group experiences that reflect socioeconomic, ethnic, racial, or gender differences (e.g., social mobility and cultural pluralism).

Although historiography is not emphasized in the examination, you are expected to have a general understanding of key interpretations of major historical events. Some questions are based on literary materials but the emphasis will be on the relationship between the material and politics, social and economic life, or related cultural and intellectual movements, not on literature as art.

Standard essays will be judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the argument, rather than on the factual information per se. Unless a question asks otherwise, you will not be penalized for omitting specific illustrations

How to Use this APUSH Packet/Virtual Notebook

This packet includes pertinent information about the class in general and the APUSH exam in particular. Use this packet as a reference guide. The notebook will be graded according to the calendar on Google Classroom.

This packet includes a list of key terms for each unit. The key terms are intended to help you understand the material for the AP Exam in May. If you do a good job now, reviewing in May using your Key Terms will be very simple.

For each term on the list, you must include a definition and significance of each term. The significance explains why this term is important; it answers the question “So What?” Sometimes this will become more obvious as you continue to read in a chapter. Use bullet points and/or phrases. It is suggested that you also include dates where applicable. You may also want to create your own notecards to study from as well. You can format them like the boxes in your notebook.

You may want to color code your key term:

Political – Green

Economic – Blue

Religious – Orange

Social – Purple

Intellectual – Red

Artistic – Yellow

Great Awakening
Color

Definition:

Significance:

Chapter→Unit Breakdown

- Unit 1-Chapter 1 through 3
- Unit 2-Chapter 4 through 6
- Unit 3-Chapter 7 through 12
- Unit 4-Chapter 13 through 15
- Unit 5-Chapter 16 through 19 (page 533)
- Unit 6-Chapter 19 (page 534) through 21
- Unit 7-Chapter 22 through 26
- Unit 8-Chapter 27 through 32

American History Timeline

Before 1630	1630-1763	1763-1783	1783-1815
Pre America	Colonial Period	Revolutionary America	The Young Republic
Pre-contact	Original Inhabitants	Stamp Act	Articles of Confederation
Native Americans	King Phillip's War	Boston Massacre	Constitutional Convention
Early Exploration	Bacon's Rebellion	Sons of Liberty	Washington
The Spanish	Mayflower Compact	Boston Tea Party	Hamilton and Federalists
The French	First Thanksgiving	Taxation and Representation	Shays' Rebellion
The English	Wampanoags	Phillis Wheatley	Eli Whitney
Roanoke Island	Marquette and Joliet	1st Continental Congress	Samuel Slater
Jamestown	Plymouth Colony	Common Sense	Revolution of 1800
Leif Eriksson	Massachusetts Bay Colony	American Revolution	Louisiana Purchase
Christopher Columbus	Cotton Mather	2nd Continental Congress	Lewis and Clark
John Cabot	Benjamin Franklin	Paul Revere's Ride	Battle of Tippecanoe
Sir Francis Drake	French and Indian War	War of Independence	War of 1812
Jacques Cartier		Yorktown	Treaty of Ghent
Henry Hudson		Treaty of Paris	Battle of New Orleans

1815-1860	1830-1876	1871-1920	1914-1933
Expansion	Civil War / Reconstruction	2nd Industrial Revolution	WWI / Depression
Era of Good Feelings	Slavery	Railroad Era	"Big Stick" Diplomacy
First Industrial Revolution	Underground Railroad	Thomas Edison	Panama Canal
Missouri Compromise	Bleeding Kansas	Nikola Tesla	World War I
Monroe Doctrine	Lincoln	Henry Ford	Versailles
Revolution of 1828	Civil War	George Westinghouse	The Negro Leagues
Nat Turner Rebellion	Gettysburg	Immigration	League of Nations
Panic of 1837	13th Amendment	Labor Movement	Black Sox Scandal
Emerson	Radical Republicans	Sherman Antitrust Act	Harding Scandals
Longfellow	Reconstruction	Closing the Frontier	Charles Lindbergh
Whitman	Disputed Election of 1876	Wounded Knee Massacre	Stock Market Crash
Manifest Destiny	Little Big Horn	Spanish-American War	Babe Ruth
The Alamo		Mark Twain	"Satchmo" Armstrong
Frederick Douglass		Theodore Roosevelt	Amelia Earhart
California Gold Rush		William Howard Taft	
Compromise of 1850		Woodrow Wilson	
Dred Scott			
Lincoln-Douglas Debates			
1933-1945	1945-1960	1960-1980	1980-2000
New Deal / WW II	Postwar America	The Vietnam Era	End of the Century
Franklin D. Roosevelt	Marshall Plan	Bay of Pigs	Marines in Lebanon
First One Hundred Days	Berlin Airlift	JFK Assassination	George H. W. Bush
Albert Einstein	Israel Becomes a Nation	Lyndon B. Johnson	Iran-Contra Scandal
Manhattan Project	Korean War	Johnson and Civil Rights	Fall of Berlin Wall
J. Edgar Hoover	McCarthy	Martin Luther King Jr.	Bill Clinton
War in Europe	Hollywood Blacklist	Muhammad Ali	Persian Gulf War
Adolph Hitler	Cold War	Hank Aaron	Oklahoma City Bombing
The Holocaust	Eisenhower	Nixon, Kissinger, and Vietnam	Election Turmoil in 2000
Jesse Owens	Brown v. Board of Education	Roe v. Wade	World Trade Center Bombed
Pearl Harbor	Rosa Parks	Watergate	
World War II	Julius and Ethel Rosenberg	Oil Embargo	
War in the Pacific	Elvis	Jimmy Carter	
Rosie the Riveter	Space Race	Iran Hostage Crisis	
Truman and the Bomb	Nixon and Kennedy	Reagan and Conservatism	

Guide: A.P. U.S. History Multiple Choice Question Strategies

1. **Pace Yourself**—Each question is worth the same number of points: one. Don't spend too long on any one question. Either guess or mark it for later consideration.
2. **Be Careful**—Always make sure you are answering the right question. Mark the answer sheet clearly but not so darkly that it cannot be erased. Do not leave any stray marks on the answer sheet.
3. **Use the Process of Elimination**—Cross out the obvious wrong answers.
4. **Guess If You Can Eliminate At Least 2 Answers**—You are not penalized for wrong answers, so play the odds! Guess if you have a $\frac{1}{2}$ or $\frac{1}{3}$ chance of getting the answer right.
5. **Check for Opposites** – When two out of four choices are opposites, pick one of those two as the best guess.
6. **Answers and Non-Answers** – Non-answers (Zero, None of the above) are usually poor guesses. All of the above is generally a good guess. Depending on the structure of the question, if you can find 2 true, go with it.
7. **In-Betweeners** – In five-answer multiple choice questions, B, C, and D answers are usually best. In questions asking for the most or the least, pick the answer next to the most or the least.
8. **No Trivial Pursuit**—The A.P. exam does not ask arcane questions based on rote memorization. While facts are important they are always in a historical context.
9. **Focus on the Big Picture**—The A.P. exam is designed to illustrate basic principles of American history. Therefore, keep in mind that correct answers will not contradict the general trends of American history.
10. **Use Context Clues and Vocabulary**—sometimes the wording of a question can be deconstructed to give you a sense of what the right answer is or at least help you eliminate some wrong answers.
11. **Be Careful of “Extreme” Wording**—Answers that contain “extreme” words such as “always,” “never” and “completely” are much less likely to be correct than answers that more nuanced words such as “usually,” “rarely,” “seldom” or “often.”
12. **Don't Fall For “Distracters”**—Some answers are designed to mislead you. Choose the answer that best fits. Remember, not all true statements are correct answers; it depends on what is being asked.
13. **Trust Your Instincts**—When choosing between answers pay attention to what your hunch or first guess is. Don't try to outsmart or overanalyze a question.

History will be kind to me, for I intend to write it

Guide: APUSH Long Essay and Document Based Question

Interpreting the Prompt – Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. In light of the following documents and knowledge of the 1820's and 1830's, to what extent do you agree with the Jacksonians' view of themselves?

To what extent: How much, to what degree, quantity

Analyze: Separate, breakdown into parts, show relationships

Evaluate: Judge, place value on, rate, rank, show relationships

How to Analyze the Prompt

1. What key terms need to be defined?
2. Are the date parameters specifically stated? What are they? If they are not specifically stated, you can determine your own parameters. Try to get a feel for the period by thinking about the Presidents from that time period.
3. What is the essence of the question? What kind of judgment is it asking you to make? Is it yes/no, to what extent, or compare/contrast? Does the question have more than one part? Be sure you are answering the prompt correctly, and that you are covering all aspects.
4. What is your database (how much knowledge do you have)? Create a list of information to be used in the essay using the PERSIA acronym. This can include laws, treaties, events, court cases, etc. With a DBQ, look for the elephant in the closet when you compare your database with the documents. As you read the documents, add to your database.
5. Create your thesis.

Types of Thesis Statements

Direct: This is a straightforward statement that clearly or directly answers the question. *To a remarkable degree, Jacksonian democrats succeeded in implementing their vision of American society.*

Compound: Use this approach when trying to prove two main points. Use the word "and" - *Jacksonian democrats successfully portrayed themselves as guardians of American ideals and did indeed achieve a remarkable degree of success in protecting these ideals.*

Complex-Direct: This type of thesis statement acknowledges that contrary evidence exists and addresses the complexity inherent in most essay prompts. A well-executed complex thesis offers students the best opportunity to earn a high score. Key words such as "although" are helpful in constructing this type of thesis. *Although Jacksonian democrats truly believed that they were the guardians of American ideals, their actions betrayed other priorities and rarely lived up to either their rhetoric or intentions.*

Listing: This thesis splits the thesis into several categories. In essence it combines the thesis statement with the plan of attack/themes of the essay. *To a large extent Jacksonian democrats were not effective guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity.*

AP U.S. History Grading Rubric
Long Essay Question

AP Raw Score: (0-6)	AP Grade: (1-5)	Class Grade: (% of 100 or 1-4)
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<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 33%; text-align: center; padding: 2px;">AP Raw Score 6</td> <td style="width: 33%; text-align: center; padding: 2px;">AP Grade "5"</td> <td style="width: 33%; text-align: center; padding: 2px;">Class Grade A+/A</td> </tr> </table> <p align="center">Superior Essay</p> <p>(1 point thesis + 2 points for argumentation + 2 points for application of targeted historical thinking + 1 point for synthesis of information = 6 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Superior thesis; clear & articulate <input type="checkbox"/> Extremely well organized essay <input type="checkbox"/> Essay completely addresses prompt <input type="checkbox"/> Great analysis & use of evidence <input type="checkbox"/> Strong argumentation <input type="checkbox"/> Fully applies targeted historical thinking skills <input type="checkbox"/> Substantial outside information present <input type="checkbox"/> Exceptionally well-written essay <input type="checkbox"/> Generally error free <input type="checkbox"/> Fully synthesizes the argument into a coherent essay <input type="checkbox"/> Congratulations! Your work is excellent! 	AP Raw Score 6	AP Grade "5"	Class Grade A+/A	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 33%; text-align: center; padding: 2px;">AP Raw Score 5-4</td> <td style="width: 33%; text-align: center; padding: 2px;">AP Grade "4" or "3"</td> <td style="width: 33%; text-align: center; padding: 2px;">Class Grade A/B+/B</td> </tr> </table> <p align="center">Strong Essay</p> <p>(1 point thesis + 1 or 2 points for argumentation + 1 or 2 points for application of targeted historical thinking + 1 point for synthesis of information = 5 or 4 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strong thesis; clear & articulate <input type="checkbox"/> Very organized essay <input type="checkbox"/> Essay addresses prompt <input type="checkbox"/> Great analysis; more needed <input type="checkbox"/> Might need more evidence to support arguments <input type="checkbox"/> Good application of historical thinking skills <input type="checkbox"/> Substantial outside information present <input type="checkbox"/> May contain irrelevant information <input type="checkbox"/> Remarkably well-written essay <input type="checkbox"/> Some minor errors present <input type="checkbox"/> Almost fully synthesizes the argument into a coherent essay 	AP Raw Score 5-4	AP Grade "4" or "3"	Class Grade A/B+/B
AP Raw Score 6	AP Grade "5"	Class Grade A+/A					
AP Raw Score 5-4	AP Grade "4" or "3"	Class Grade A/B+/B					
<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 33%; text-align: center; padding: 2px;">AP Raw Score 3</td> <td style="width: 33%; text-align: center; padding: 2px;">AP Grade "2"</td> <td style="width: 33%; text-align: center; padding: 2px;">Class Grade B-/C+</td> </tr> </table> <p align="center">Adequate</p> <p>(0 or 1 point thesis + 0 or 1 points for argumentation + 0 or 1 points for application of targeted historical thinking + 0 or 1 point for synthesis of information = 3 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear thesis, but might need to be developed <input type="checkbox"/> Somewhat organized essay <input type="checkbox"/> Essay addresses most aspects of the prompt <input type="checkbox"/> Adequate analysis but more needed <input type="checkbox"/> Needs more outside evidence <input type="checkbox"/> Some application of historical thinking skills is evident <input type="checkbox"/> Well-written essay <input type="checkbox"/> Contains some errors <input type="checkbox"/> May contain historical inaccuracies <input type="checkbox"/> May contain irrelevant information <input type="checkbox"/> Essay may contain errors (grammatical and spelling) <input type="checkbox"/> Partially synthesizes the argument into a coherent essay <input type="checkbox"/> Does not meet the AP guidelines for APUSH students 	AP Raw Score 3	AP Grade "2"	Class Grade B-/C+	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 33%; text-align: center; padding: 2px;">AP Raw Score 2-1</td> <td style="width: 33%; text-align: center; padding: 2px;">AP Grade "1"</td> <td style="width: 33%; text-align: center; padding: 2px;">Class Grade C-/C-/D+/D</td> </tr> </table> <p align="center">Weak Essay</p> <p>(0 or 1 point thesis + 0 or 1 points for argumentation + 0 or 1 points for application of targeted historical thinking + 0 or 1 point for synthesis of information = 2-1 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Underdeveloped thesis; muddled <input type="checkbox"/> Thesis does not establish purpose of essay <input type="checkbox"/> Does not fully address prompt <input type="checkbox"/> Poorly organized essay <input type="checkbox"/> Essay needs more analysis <input type="checkbox"/> Lacks outside information <input type="checkbox"/> May contain historical inaccuracies <input type="checkbox"/> May contain irrelevant information <input type="checkbox"/> Essay is somewhat incomplete; too short <input type="checkbox"/> Essay may contain errors (grammatical and spelling) <input type="checkbox"/> Does not meet the AP guidelines for APUSH students 	AP Raw Score 2-1	AP Grade "1"	Class Grade C-/C-/D+/D
AP Raw Score 3	AP Grade "2"	Class Grade B-/C+					
AP Raw Score 2-1	AP Grade "1"	Class Grade C-/C-/D+/D					

AP U.S. History Grading Rubric
Document-Based Question

AP Raw Score: (0-7)	AP Grade: (1-5)	Class Grade: (% of 100 or 1-4)
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<table border="1" style="width:100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width:33%; text-align: center; padding: 2px;">AP Raw Score 7</td> <td style="width:33%; text-align: center; padding: 2px;">AP Grade "5"</td> <td style="width:33%; text-align: center; padding: 2px;">Class Grade A+/A</td> </tr> </table> <p align="center">Superior Essay</p> <p>(1 point thesis + 4 Analysis of Historical Evidence + 1 contextualization + 1 point for synthesis of information = 7 points)</p> <ul style="list-style-type: none"> _____ Superior thesis; clear & articulate _____ Extremely well organized essay _____ Essay completely addresses prompt _____ Great analysis & use of evidence _____ Great analysis of the majority of the documents _____ Strong argumentation _____ Substantial outside information present _____ Offers analysis of historical examples _____ Connects historical information to broader events _____ Exceptionally well-written essay _____ Generally error free _____ Fully synthesizes the argument into a coherent essay _____ Congratulations! Your work is excellent! 	AP Raw Score 7	AP Grade "5"	Class Grade A+/A	<table border="1" style="width:100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width:33%; text-align: center; padding: 2px;">AP Raw Score 6-5</td> <td style="width:33%; text-align: center; padding: 2px;">AP Grade "4" or "3"</td> <td style="width:33%; text-align: center; padding: 2px;">Class Grade A/B+/B</td> </tr> </table> <p align="center">Strong Essay</p> <p>(1 point thesis + 0-4 Analysis of Historical Evidence + 1 contextualization + 1 point for synthesis of information = 5-6 points)</p> <ul style="list-style-type: none"> _____ Strong thesis; clear & articulate _____ Well organized essay _____ Essay addresses prompt _____ Strong analysis & use of evidence _____ Strong analysis of the majority of the documents _____ Strong argumentation _____ Substantial outside information present _____ Offers analysis of historical examples _____ Connects historical information to broader events _____ Well-written essay _____ Generally error free _____ Generally synthesizes the argument into a coherent essay 	AP Raw Score 6-5	AP Grade "4" or "3"	Class Grade A/B+/B
AP Raw Score 7	AP Grade "5"	Class Grade A+/A					
AP Raw Score 6-5	AP Grade "4" or "3"	Class Grade A/B+/B					
<table border="1" style="width:100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width:33%; text-align: center; padding: 2px;">AP Raw Score 4-3</td> <td style="width:33%; text-align: center; padding: 2px;">AP Grade "2"</td> <td style="width:33%; text-align: center; padding: 2px;">Class Grade B-/C+</td> </tr> </table> <p align="center">Adequate</p> <p>(0-1 point thesis + 0-4 Analysis of Historical Evidence + 0-1 contextualization + 0-1 point for synthesis of information = 3 points)</p> <ul style="list-style-type: none"> _____ Moderate thesis; might not be clear _____ Essay is organized _____ Essay partially addresses prompt _____ Some analysis & some use of evidence is present _____ Some analysis is included for the documents _____ Moderate argumentation; more needed _____ Some outside information present; more needed _____ Offers analysis of some historical examples _____ Connects historical information to broader events _____ Essay may contain errors (grammatical and spelling) _____ Somewhat synthesizes information into a coherent essay _____ Some evidence of learning is evident 	AP Raw Score 4-3	AP Grade "2"	Class Grade B-/C+	<table border="1" style="width:100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width:33%; text-align: center; padding: 2px;">AP Raw Score 2-1</td> <td style="width:33%; text-align: center; padding: 2px;">AP Grade "1"</td> <td style="width:33%; text-align: center; padding: 2px;">Class Grade C-/C+/D+/D</td> </tr> </table> <p align="center">Weak Essay</p> <p>(0-1 point thesis + 0-4 Analysis of Historical Evidence + 0-1 contextualization + 0-1 point for synthesis of information = 2-1 points)</p> <ul style="list-style-type: none"> _____ Underdeveloped thesis; muddled _____ Thesis does not establish purpose of essay _____ Does not fully address prompt _____ More analysis & some use of evidence needed _____ Minimal analysis is included for the documents _____ Minimal argumentation evident _____ Minimal outside information present; more needed _____ Lacks depth of knowledge; superficial analysis of issues _____ Does not connect historical information to broader events _____ Essay may contain errors (grammatical and spelling) _____ Does not synthesizes information into a coherent essay _____ Essay does not demonstrate evidence of learning 	AP Raw Score 2-1	AP Grade "1"	Class Grade C-/C+/D+/D
AP Raw Score 4-3	AP Grade "2"	Class Grade B-/C+					
AP Raw Score 2-1	AP Grade "1"	Class Grade C-/C+/D+/D					

AP U.S. History Grading Rubric
Short-Answer Question

AP Raw Score: (0-3)	AP Grade: (1-5)	Class Grade: (% of 100 or 1-4)
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AP Raw Score 3	AP Grade "5-4"	Class Grade A+/A/B+
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Superior Responses

- Fully addresses all aspects of the questions
- Majority of questions are answered at a superior level
- Excellent use of outside information
- Thinking is extremely well organized and demonstrates remarkable historical interpretation skills
- Strong examples are provided to substantiate responses
- Writing is generally free of errors
- Fully synthesizes information

AP Raw Score 2	AP Grade "3"	Class Grade B-/C+
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Adequate Responses

- Partially addresses all aspects of the questions
- Most of the questions are answered at an adequate level
- Adequate use of outside information; more information needed
- Thinking is well organized and demonstrates historical interpretation skills at an adequate level
- Adequate examples are provided to substantiate responses (short answers would benefit from more examples)
- Might contain erroneous historical information
- Writing is mostly free of errors
- Partially synthesizes information

AP Raw Score 1	AP Grade "2-1"	Class Grade C/C-/D+
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Below Average Responses

- Does not fully address all aspects of the questions
- Missing key information
- Missed opportunities to incorporate outside knowledge to substantiate responses
- Thinking is not well organized and does not demonstrate historical interpretation skills
- Less than half of the questions are answered at an adequate level
- Might contain erroneous historical information
- Writing contains errors which hinder understanding of responses
- Does not synthesize information
- Little evidence of learning

Transition and Signal Words for Essay

Sequence and Chronological Order Stems

After
Afterwards
Ago
Already
At last
At the same time
As
Before
During
Eventually
Even now
Finally
(the) final
First, first of all
Following
For a time
Further, furthermore
Immediately
Initially
In the first place
In the meantime
Last, lastly
Later
Long after
Meanwhile
Next
Now
Not long after
Once
On (date)
Preceding

Presently
Second, secondly
Several
Sometimes
Soon, soon after
Some
Subsequently
Suddenly
Then
Thereafter
Third
To begin with
Today
Until
While

Compare and Contrast Stems

Although
Also
As opposed to
As well as
But
By comparison
Compared with
Conversely
Despite
Different from
Either...or
Even though
Equally important
However
In comparison
In contrast
In like manner
In the same way
In spite of
Instead of
Just as
Like
Likewise

Neither...nor
Nevertheless
Notwithstanding
On the contrary
Not only...but also
On the other hand
Rather than
Regardless
Same as
Similarly
Still
Unlike
Unless
Whereas
While
Yet

Cause and Effect Stems

Accordingly
As a result
As if
As though
Because
Consequently
Hence
In order to
If...the It follows that
May be due to
Nevertheless
Provided that
Since
So
So that
Then
Therefore
Thus

Emphasis Words

Besides

Certainly
Obviously
Ostensibly

Stems for Examples

Another
For example
For instance
Furthermore
First, second, etc...
In addition
Most important
Namely
Specifically
Such as
To begin with
That is
To illustrate

Conclusion Words

As a result
Consequently
For this reason
In brief
In other words
In short
It follows that
In fact
On the whole
Therefore
Thus
To summarize
To sum up
Besides
Certainly
Furthermore
Indeed
Moreover
Obviously
Of course

Top Ten Tips for Passing AP U.S. History Exam



The AP US History exam is one of the most popular Advanced Placement exams administered by the College Board. It consists of two parts: Multiple Choice and Free Response. There are 80 multiple choice questions which count for 50% of the test. The other 50% is made up of two types of essays: standard and document-based (DBQ). Students answer two standard essays (55% of the Free Response section) and one DBQ (45%). Here are my top ten tips for doing well on the challenging AP US History exam.

1. Multiple Choice: Time and the Test Booklet

You have 55 minutes to answer 50-55 multiple choice questions which gives you about 40 seconds per question. Therefore, you need to use your time wisely answering the questions you know best first and eliminating obvious wrong answers as you go through. Don't be afraid to write on your test booklet to keep track. Mark through the answers you know are wrong. Clearly mark when you skip a question so you can return to it quickly before the end of the test.

2. Multiple Choice: Guessing

None of the exams have a guessing penalty. When possible, try to eliminate as many answers as possible. It is better to guess than to leave a question blank.

3. Multiple Choice: Reading the Questions and Answers

Look for key words in questions such as EXCEPT, NOT, or ALWAYS. The wording of answers is important too. In the AP US History exam, you are choosing the best answer which may mean that several answers could appear to be correct.

4. General Essay Writing: Voice and Thesis

Be sure to write with "voice" in your essay. In other words, pretend that you have some authority on the subject. Make sure to take a stand in your answer and not be wishy-washy. This stand should be stated immediately through your thesis which is one or two sentences that directly answer the question. The rest of the essay should then support your thesis.

5. General Essay Writing: Data Dumping

Be sure that your essay includes historical facts to prove your thesis. However, “data dumping” will not gain you any extra points and can result in a lowering of your score. It also runs the risk of you including incorrect data which would hurt your overall score.

6. Standard Essay: Question Choice

Avoid broad survey questions. They appear easy because you know a lot of information about them. However, they are often the most challenging because of the breadth required to answer them effectively. Writing a provable thesis can pose real problems for these types of questions.

7. DBQ: Reading the Question

Make sure to answer all parts of the question. It is important to spend some time going over each part and it may even help to reword the question.

8. DBQ: Examining the Documents

Carefully examine each document. Make a judgment concerning point of view and the possible origin of each document. Don't be afraid to underline key points and make relevant historical notes in the margin. Use a document analysis technique (APPARTS or SOAPS) to analyze documents.

9. DBQ: Using the Documents

DBQ: Do not try to use all of the documents in your DBQ answer. In fact, it is better to effectively use less than to ineffectively use more. A good rule of thumb is to use 4 documents well to prove your thesis.

10. General AP Exam Tip: Eating and Sleeping

Eat a healthy dinner the night before, get a good night's sleep, and eat breakfast the morning of the exam.

Adapted from: Top 10 Tips for Passing the AP US History Exam

By Martin Kelly

APPARTS Document Analysis

APPARTS is a device that is used by students to analyze documents. It was developed for the new Vertical Teams program for Social Science. It "replaces" the old SOAPS method. Here it is:

A = Author Who created the source? What do you know about the Author? What is the author's point of view?

P = Place and Time Where and when was the source produced? How might this affect the meaning of the source?

P = Prior Knowledge = Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source?

A = Audience = For whom was the source created and how might this affect the reliability of the source?

R = Reason Why was this source produced and how might this affect the reliability of the source?

T = The Main Idea = What point is the source trying to convey?

S = Significance = Why is this source important? Ask yourself, "So what?" in relation to the question asked.

SOAPS Document Analysis

Some students might prefer to use SOAPS to analyze the documents in the DBQ. Here is the SOAPS document analysis method:

Speaker

Who is the speaker who produced this piece? What is their background and why are they making the points they are making? Is there a bias in what was written? You must be able to cite evidence from the text that supports your answer. No independent research is allowed on the speaker. You must “prove” your answer based on the text.

Occasion

What is the Occasion? In other words, the time and place of the piece. What promoted the author to write this piece? How do you know from the text? What event led to its publication or development? It is particularly important that students understand the context that encouraged the writing to happen.

Audience

Who is the Audience? This refers to the group of readers to whom this piece is directed. The audience may be one person, a small group or a large group; it may be a certain person or a certain people. What assumptions can you make about the audience? Is it mixed racial/sex group? What social class? What political party? Who was the document created for and how do you know?

Purpose

What is the purpose? Meaning, the reason behind the text. In what ways does he convey this message? How would you perceive the speaker giving this speech? What is the document saying? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker’s tone? How is the document supposed to make you feel? This helps you examine the argument or it's logic.

Subject

What is the subject of the document? The general topic, content, and ideas contained in the text. How do you know this? How has the subject been selected and presented? And presented by the author?

PERSIA Acronym

PERSIA is an acronym we will use for the seven concepts covered in Social Studies throughout the school year. Practice using this acronym



Political

to help you focus your thesis in a short amount of time!



Economic

Political – leaders, types of government, laws, punishment, wars, conflicts

Economic – currency, business, trade



Religious

Religion – God or gods, church structure, rituals



Social

Society – family structure, common customs, community, celebrations



Intellectual – education, science, new technology, invention



Artistic

Aesthetics/Art – poetry, literature, painting, sculpture, nature, natural

Beauty

AP U. S. HISTORY PRESIDENTS LIST

The Young Republic, 1788-1815

1. George Washington, 1789-1797
2. John Adams, 1797-1801, Federalist
3. Thomas Jefferson, 1801-1809, Republican
4. James Madison, 1809-1817, Republican

Era of Good Feelings and the Era of the Common Man, 1815-1840

5. James Monroe, 1817-1825, Republican
6. John Quincy Adams, 1825-1829, National Republican
7. Andrew Jackson, 1829-1837, Democrat
8. Martin Van Buren, 1837-1841, Democrat

Ante-Bellum Period, 1840-1860

9. William Henry Harrison, 1841, Whig
10. John Tyler, 1841-1845
11. James K. Polk, 1845-1849, Democrat
12. Zachary Taylor, 1849-1850, Whig
13. Millard Fillmore, 1850-1853, Whig
14. Franklin Pierce, 1853-1857, Democrat
15. James Buchanan, 1857-1861, Democrat

Civil War, 1861-1865

16. Abraham Lincoln, 1861-1865, Republican
Reconstruction, 1865-1877
17. Andrew Johnson, 1865-1869, Democrat
18. Ulysses S. Grant, 1869-1877, Republican

Gilded Age, 1877-1900

19. Rutherford B. Hayes, 1877-1881, Republican
20. James A. Garfield, 1881, Republican
21. Chester A. Arthur, 1881-1885, Republican
22. Grover Cleveland, 1885-1889, Democrat
23. Benjamin Harrison, 1889-1893, Republican
24. Grover Cleveland, 1893-1897, Democrat

Second Administration (only President to serve two non-consecutive terms)
25. William McKinley, 1897-1901, Republican

Progressive Age, 1900-1920

26. Theodore Roosevelt, 1901-1909, Republican
27. William Howard Taft, 1909-1913, Republican
28. Woodrow Wilson, 1913-1921, Democrat

Roaring Twenties, 1920-1929

29. Warren G. Harding, 1921-1923, Republican
"Dark Horse" candidate
30. Calvin Coolidge, 1923-1929, Republican
31. Herbert Hoover, 1929-1933, Republican

The New Deal and the Era of Reform, 1920-1945

32. Franklin D. Roosevelt, 1933-1945, Democrat
33. Harry S. Truman, 1945-1953, Democrat

The Cold War, 1945-1968

34. Dwight D. Eisenhower, 1953-1961, Republican
35. John F. Kennedy, 1961-1963, Democrat
36. Lyndon B. Johnson, 1963-1969, Democrat

Detente or Cold War Thaws, 1968 - present

37. Richard M. Nixon, 1969-1974, Republican
38. Gerald Ford, 1974-1977, Republican
39. Jimmy Carter, 1977-1981, Democrat
40. Ronald Reagan, 1981-1989, Republican
41. George Bush, 1989- 1993, Republican
42. Bill Clinton, 1993-2001, Democrat
43. George W. Bush, 2001 – 2009, Republican
44. Barack Obama, 2009-2017, Democrat
45. Donald Trump, 2017-present

Digital Notebooks:

- Vocabulary Section
 - Instructions for Vocabulary Sections:
 - The term is listed for you. You will need to color the word according to the following table.
 - You will then put in the definition. Please use your book/online textbook to find the definitions first, then try the powerpoint/lecture videos, and use the internet as your last resort.
 - Then, you need to answer the significance to history...the “So What?”. Why are they important? How might it have influenced modern time? The answer may become more clear to you after you have read the book/listened to lectures/done assignments. Not all terms will be included in the lecture, but they are in the textbook. Yes there are a lot of terms, so use your time wisely!
 - Color Code:
 - Political – Green
 - Economic – Blue
 - Religious – Orange
 - Social – Purple
 - Intellectual – Red
 - Artistic – Yellow
- Unit Review Question Section
 - Instructions: For each unit, you will have a set of overview questions that you have to answer. It will be worth a grade at the end of the unit, so you must have the specific unit questions done by the unit test. I will give you specific due dates on Google Classroom closer to each unit due date. Answer it within the textbox given. You must answer each question to the best of your ability and in at least 4 sentences. You will use both the online textbook and the lecture videos to answer these questions.
- *CR 7 Skill 4-Image Gallery*
 - Instructions: Historical cartoons and images are used throughout the AP U.S. History Exam. These images will pop up throughout the exam, either as documents in the DBQ or as questions from the multiple choice. The idea of the AP U.S. History Image Library is to help you get familiarized with at the significance and historical context of many of these images. This activity will be a lot more meaningful if you really take the time to analyze the image to understand the message being conveyed. There will be an image from each of

the eight periods from the exam that you will have to analyze and answer questions.

- Journal Free Write Section
 - Instructions: Each week, you will have one Journal Free Write assignment (this will be different than DBQs and timed writings.)
The JFW will go up on each Friday of the week. You will have one week to complete it. I will be grading them the next Friday.
Just like the lecture notes, you can format however you want, but it has to be in the blue section of your digital notebook AND it has to be labeled with the date and the question.
For each JFW your answer will need to be AT LEAST 10 sentences.

DBQ/Long Essay Timed Writings

Multiple times throughout the year, students will be asked to do practice DBQ or Long essay timed writings (just like the exam.) They will be given a prompt where they have to form a thesis or claim, support that argument with evidence, use historical reasoning, and corroborate, qualify, or modify that argument.

Unit 1 Chapters 1-3 America before Columbus (Native American Tribes)-Awakenings and Enlightenment (Periods 1/2):

DBQ: What Caused the Salem Witch Trial Hysteria of 1692? Practice Class Activity

Goal: Students will acquire knowledge, information and insight through the use of various documents and questioning provided by “The DBQ Project” from Brady and Roden.

DBQ consists of primary sources consisting of written documents, maps, images, quantitative data, and works of art.

1. Exodus 22:18
2. Salem Death Toll
3. Cotton Mather: “These evil spirits are all around.”
4. Painting: Examination of a Witch
5. Chart: The Accused and the Accusers
6. Examination of Bridget Bishop
7. Charles Upham: A Historian’s Opinion
8. Drawing and Commentary: A Hysterical Attack
9. Map: The Geography of Witchcraft

CR 9 Skill 6/CR 3 Theme PCE-Long Essay

Students will be asked to analyze the influence of TWO of the following on the development of a democratic society in the English colonies during the period of 1607 to 1745 and create an essay with a rubric that makes a claim/thesis, supports that argument with relevant evidence, uses historical reasoning, and corroborates, qualifies, or modifies an argument using diverse evidence.

- a. Bacon’s Rebellion
- b. Enlightenment
- c. Great Awakening
- d. Zenger Case
- e. Glorious Revolution

CR 3 Theme WOR- Students will be writing a small research paper on a Pre-Columbus Native American tribe of their choosing. They will be given different topics (i.e. shelter, culture, etc.) where they will choose 2-3 topics to research on for their paper. They will then have to write a paragraph on how their chosen tribe was affected by the white settlers and how they interacted with the colonists/colonies.

Unit 2 Chapters 4-6 Empire in Transition-The Downfall of the Federalists (Periods 2/3):

Articles / Films/ Primary sources Assignments

- The American Revolution...(The History Channel)
- “*Common Sense*” by Thomas Paine
- “*Declaration of Independence*” by Thomas Jefferson

Assessments

- Video
- Document Analysis
- Document Analysis

DBQ: How Revolutionary Was the American Revolution? Practice Class Activity

Goal: Students will acquire knowledge, information and insight through the use of various documents and questioning provided by “The DBQ Project” from Brady and Roden

DBQ consists of primary sources consisting of written documents, maps, images, quantitative data, and works of art.

- 1. La Destruction de la Statute Royale
- 2. “We hold these truths...” Declaration of Independence
- 3. Billiards in Hanover-Picture
- 4. Six Legislatures-Economic status of state legislators.
- 5. Abolition of Slavery 1777-1865 Map
- 6. Valedictorian Speech of a Free-African American New York Girl
- 7. Abigail Adams-“Remember the Ladies”

8. 19th Amendment
9. Northwest Ordinance of 1787-“Utmost Good Faith”
10. Letters from Three Seneca Indians to George Washington

CR 5 Skill 2-Students will analyze portions of *The Summer of 1787* by David O. Stewart and do a worksheet about the author’s point of view and purpose for writing this book.

UNIT 3 Chapter 7-12 The Jeffersonian Era-The Crusade Against Slavery (Periods 3/4):

Articles / Films/ Primary sources Assignments

- Federalist #10* James Madison
- Washington’s Farewell Address
- Alien and Sedition Acts
- Kentucky & Virginia Resolutions

Assessments

- Document Analysis
- Document Analysis
- Document Analysis
- Document Analysis

Articles / Films/ Primary sources Assignments

- “*Monroe Doctrine*” by James Monroe
- “*The Liberator*” by William Lloyd Garrison
- “*Declaration of Sentiments & Resolutions*”

Assessments

- Document Analysis
- Document Analysis
- Document Analysis

DBQ: How Democratic Was Andrew Jackson? Practice Class Activity

Goal: Students will acquire knowledge, information and insight through the use of various documents and questioning provided by “The DBQ Project” from Brady and Roden.

DBQ consists of primary sources consisting of written documents, maps, images, quantitative data, and works of art.

1. Voting for Presidential Electors-A state by state view. (Chart)
2. The Election of 1828: A Historians View
3. “King Andrew the First” (a cartoon)
4. Jackson’s Veto of the National Bank
5. Daniel Webster’s Reply to Jackson’s Bank Veto Message
6. Jackson Discusses Rotating Government Officials
7. The Swartwout Case: A Study in Corruption
8. Jackson on Native Americans and Indian Removal
9. The Cherokee Plea
10. Indian Removal to Oklahoma (Map)
11. Jackson’s Letters about His adopted Native American Son

CR7 Skill 4-Students will analyze evidence about the past from diverse historical interpretations from the list above about how democratic Andrew Jackson was and discuss

their conclusions in a Socratic seminar where the class is divided into two groups; one arguing that Jackson was Democratic, the other arguing that he was not.

UNIT 4 Chapters 13-15 Looking Westward-The New South (Periods 4/5):

Articles / Films/ Primary sources Assignments

Empire upon the Trails...(The West)
Death Runs Riot...(The West)
“*Dred Scott Decision*” by Roger B. Taney

Assessments

Video
Video
Document Analysis

DBQ: The California Gold Rush: A Personal Journal

Goal: Students will acquire knowledge, information and insight through the use of various documents and questioning provided by “The DBQ Project” from Brady and Roden

DBQ consists of primary sources consisting of written documents, maps, images, quantitative data, and works of art.

1. I was alone. (Diary)
2. William Swain’s Route to California. (Map)
3. Grave Markers (Drawing)
4. Washing Gold (Drawing)
5. An Ounce a Day
6. 1851 New York Budget (Chart)
7. Miners at Spanish Flats (Photo)

Articles / Films/ Primary sources Assignments

Lincoln’s 1st Inaugural Address
“*Emancipation Proclamation*” by A. Lincoln
“*Gettysburg Address*” by A. Lincoln
Lincoln’s 2nd Inaugural Address
“A Dream Deferred” by Langston Hughes
13th Amendment

Assessments

Document Analysis
Document Analysis
Document Analysis
Document Analysis
Poem
Document Analysis

CR 5 Skill 2-Students will analyze the *Gettysburg Address* and identify the author’s point of view, author’s purpose, audience, and historical situation.

CR 3 Theme GEO- After reading Chapter 16 and pages 184 through 192 of “Letters from the West” by James Hall, the students will write a one page paper evaluating the extent to which the environment shaped westward expansion.

DBQ: What Caused the Civil War?

Goal: Students will acquire knowledge, information and insight through the use of various documents and questioning provided by “The DBQ Project” from Brady

and Roden

DBQ consists of primary sources consisting of written documents, maps, images, quantitative data, and works of art.

1. Railroads and Slave Density/Cotton (Maps)
2. Resources of the Union and the Confederacy, 1861: (Chart)
3. Two Economies: The Impending Crisis of the South
4. Frederick Douglass...*The Meaning of July Fourth for the Negro*
5. George Fitzhugh...*Cannibals All*
6. Reaction to John Brown at Harpers Ferry
7. Kansas-Nebraska Act
8. The Caning of Charles Sumner (Cartoon)
9. The Dred Scott Decision
10. *A House Divided*...Abraham Lincoln
11. The Election of 1860 (Map)

UNIT 5 Chapters 16-19 Societies of the Far West-Stirrings of Imperialism (Periods 5/6):

Articles / Films/ Primary sources Assignments

Fight No More Forever...(The West)
“*Frontier Thesis*” by Frederick Jackson Turner

Assessments

Video
Document Analysis

CR 9 Skill 6/ CR 3 Theme MIG-Long Essay

Students will be asked to read “The Frontier Thesis” by Frederick Jackson Turner and create an essay with a rubric that makes a claim/thesis, supports that argument with relevant evidence, uses historical reasoning, and corroborates, qualifies, or modifies an argument using diverse evidence. The prompt will be “What was the message of Frederick Jackson Turner’s frontier thesis?”

UNIT 6 Chapters 19-21 War with Spain-The Red Scare (Period 7):

Articles / Films/ Primary sources Assignments

“*Wealth*” by Andrew Carnegie
“*Atlanta Exposition*” by Booker T. Washington

Assessments

Document Analysis
Document Analysis

DBQ: Was Andrew Carnegie a Hero?

Goal: Students will acquire knowledge, information and insight through the use of various documents and questioning provided by “The DBQ Project” from Brady and Roden

DBQ consists of primary sources consisting of written documents, maps, images, quantitative data, and works of art.

1. Carnegie's Houses: Dunfermline Cottage and Skibo (Photos)
2. Carnegie on Survival of the Fittest
3. Carnegie on Costs
4. Cost of Making Steel (Chart)
5. Carnegie Properties: Vertical Integration (Map)
6. Hours and Wages Compared (Chart)
7. "The Gospel of Wealth"
8. Carnegie's Philanthropy
9. Carnegie's "Great Double Role" (Cartoon)

Articles / Films/ Primary sources Assignments

"TR" by PBS American Experience
 "The Old Order Changeth" by Woodrow Wilson

Assessments

Video
 Document Analysis

CR 6 Skill 3/ CR 3 Theme SOC- Students will read pages 17 through 24 of "The new roles of men and women and implications for families and societies" by Livia Sz. Oláh, Rudolf Richter, and Irena E. Kotowska. They then will read pages 24 through 55 of "Appearing Modern: Women's Bodies, Beauty, and Power in 1920s America" by Kerry Harnett. The students will then write a four-page paper. In the first two pages, the students will be comparing and contrasting women of the 1920's and women's roles in present day. They will then analyze these two documents and answer the questions in the second two pages: "How have women's roles changed in American society from 1920 to today?" "How do the authors show that the 1920s women were trying to show power and individuality?" "How does Kerry Harnett say that modern women try to show power and individuality?"

UNIT 7 Chapter 22-26 The "New Era"-The Defeat of the Axis (Period 7):

Articles / Films/ Primary sources Assignments

"Rugged Individualism" by Herbert Hoover
 "1st Inaugural Address" by FDR
 "WWI Foot Soldiers" by Discovery Channel
 "Black Blizzards" by The History Channel
 "Crash, The Next Great Depression?" By The History Ch.

Assessments

Document Analysis
 Document Analysis
 Video
 Video
 Video

DBQ: What Caused the Great Depression?

Goal: Students will acquire knowledge, information and insight through the use of various documents and questioning provided by "The DBQ Project" from Brady and Roden

DBQ consists of primary sources consisting of written documents, maps, images, quantitative data, and works of art.

1. US Business Cycle...AmeriTrust Co.
2. John Raskob... "Everybody Ought to be Rich."
3. NY Times Headline...Oct. 29th, 1929
4. Unemployment Figures (Chart)

5. “*Speculation*” (Carman and Syrett)
6. “*Buying on Credit*” (Leuchtenburg)
7. Forty-six Cents a Day...Paul Blanshard
8. Gar Wood Inc. (Advertisement)
9. Income Distribution (Chart)
10. “The Stumbling Block” (Cartoon)

CR 8 Skill 5 Causation Theme WXT-Students will read “America in the Post War Period” an article by David Pierce. They then will answer the questions: “What primary factors led to the growth of the American economy after World War II? What role did the U.S. play in promoting worldwide prosperity? In what specific ways was that prosperity shown in America and the world or reflected in the post-war American and world economies?” in a Journal Free Write in their notebook, in at least 8 sentences.

CR 4 Skill 1-Students will create a timeline on a piece of cardstock after researching events that led up to WWII beginning after WWI.

CR 8 Skill 5: Comparison- After reading chapters 21 and 26 and doing the lecture notes for those chapters; students will create a T-Chart and identify the similarities and differences in military technologies of WWI and WWII. And will create a separate T-Chart and identify the similarities and differences of the Home Front life during WWI and WWII.

CR 3 Theme NAT- Students will read through and analyze this website article by the History Channel titled “US Home Front During WWII”

<https://www.history.com/topics/world-war-ii/us-home-front-during-world-war-ii> They will then write a one page paper answering the question “In what ways did the domestic United States change during WWII from 1939 to 1945?”

Articles / Films/ Primary sources Assignments

- “*Four Freedoms*” by FDR
- “*Into the Storm*” by ABC Special
- “*Time of Reckoning*” by ABC Special

Assessments

- Document Analysis
- Video
- Video

UNIT 8 Chapters 27-32 The Cold War-Present Day (Periods 8/9):

Articles / Films/ Primary sources Assignments

- “*The Marshall Plan*” by George C. Marshall
- “*Letters Home from Vietnam*” by HBO

Assessments

- Document Analysis
- Video

Articles / Films/ Primary sources Assignments

- “*KING*” by The History Channel

Assessments

- Video

DBQ: Martin Luther King and Malcom X

Goal: Students will acquire knowledge, information and insight through the use of various documents and questioning provided by “The DBQ Project” from Brady and Roden

DBQ consists of primary sources consisting of written documents, maps, images, quantitative data, and works of art.

1. King and Malcom meet 1964 (Photo)
2. MLK... *“I Have a Dream”*
3. Malcom X... *“Working Separately is most Effective.”*
4. MLK... *“Integrated Schools Must be the Goal”*
5. Malcom X... *“Separate Schools Liberate Young Minds”*
6. MLK... *“Boycott is the Way to Open Doors”*
7. Malcom X... *“Black Nationalism Leads to Economic Liberation”*
8. MLK... *“Violence Murders the Murderer but Not the Murder”*
9. Malcom X... *“By Any Means Necessary”*

CR6 Skill 3/ CR 3 Theme PCE-Students will identify and evaluate diverse historical interpretations between the philosophical backgrounds of Dr. Martin Luther King Jr. and Malcom X. Students will be required to choose one work from the above list from Malcom X and one from MLK. In a small essay they will need to analyze each document they chose. They will need to write about how the documents compare (Civil Rights Movement, leaders, views of whites, views of blacks, views of change, etc.) and how they contrast on those same topics.

DBQ: Why was the Equal Rights Amendment Defeated?

Goal: Students will acquire knowledge, information and insight through the use of various documents and questioning provided by “The DBQ Project” from Brady and Roden

DBQ consists of primary sources consisting of written documents, maps, images, quantitative data, and works of art.

1. ERA-The 27th Amendment
2. Article V
3. Ratification Map
4. Thomas Reese...American Magazine
5. Feminist Protest (Photo)
6. Don't Let the ERA Give the Feds More Power (Cartoon)
7. Percentage Favoring ERA in 1982 (Chart)
8. Poster Man (Photo)
9. All that is between me and the draft is ERA (Photo)

CR 8 Skill 5 Continuity and Change- Students will analyze these different sources and then be given an essay prompt to write about how the continuation and determination of the

NAACP and other organizations led to the change of American perspective on African American people.

CR 3 Theme ARC- After reading Chapter 28 in the textbook and listening to the lectures, students will write a two page paper evaluating how opposition to the existing policies and values developed and changed from 1945 to 1980. And evaluating how those new cultural values affected present day culture.

Articles / Films/ Primary sources Assignments

“Bill Clinton” by PBS

Assessments

Video