

# **A.P. United States History Information Syllabus**

**Rapid City Central High School**

**2023-2024**

**AP Exam Date: Friday, May 10, 2024, 8 AM, Location: The Monument**

## **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.

### **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	
7	1890-1945	45%
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

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### **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.

*Each unit, you will be doing a form of layered curriculum which 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 vocabulary pages. You do not HAVE to make notecards, but it would help to study.

*You may want to color code your key term:*

Political – Green

Economic – Blue

Religious – Orange

Social – Purple

Intellectual – Red

Artistic – Yellow

### 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

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**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*

~Winston Churchill

**Guide: APUSH Long Essay and Document Based Question**

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**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?**

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**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**

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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.*

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**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.*

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## 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)



AP Raw Score	AP Grade	Class Grade	AP Raw Score	AP Grade	Class Grade
6	“5”	A+/A	5-4	“4” or “3”	A/B+/B

Superior Essay

Strong Essay

(1 point thesis + 2 points for argumentation + 2 points for application of targeted historical thinking + 1 point for synthesis of information = 6 points)

(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)

\_\_\_\_\_ Superior thesis; clear & articulate

\_\_\_\_\_ Strong thesis; clear & articulate

\_\_\_\_\_ Extremely well organized essay

\_\_\_\_\_ Very organized essay

\_\_\_\_\_ Essay completely addresses prompt

\_\_\_\_\_ Essay addresses prompt

\_\_\_\_\_ Great analysis & use of evidence

\_\_\_\_\_ Great analysis; more needed

\_\_\_\_\_ Strong argumentation

\_\_\_\_\_ Might need more evidence to support arguments

\_\_\_\_\_ Fully applies targeted historical thinking skills

\_\_\_\_\_ Good application of historical thinking skills

\_\_\_\_\_ Substantial outside information present

\_\_\_\_\_ Substantial outside information present

\_\_\_\_\_ Exceptionally well-written essay

\_\_\_\_\_ May contain irrelevant information

\_\_\_\_\_ Generally error free

\_\_\_\_\_ Remarkably well-written essay

\_\_\_\_\_ Fully synthesizes the argument into a coherent essay

\_\_\_\_\_ Some minor errors present

\_\_\_\_\_ Congratulations! Your work is excellent!

\_\_\_\_\_ Almost fully synthesizes the argument into a coherent essay

AP Raw Score	AP Grade	Class Grade	AP Raw Score	AP Grade	Class Grade
3	“2”	B-/C+	2-1	“1”	C/C-/D+/D

Adequate

Weak Essay

(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)

(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)

\_\_\_\_\_ Clear thesis, but might need to be developed

\_\_\_\_\_ Underdeveloped thesis; muddled

\_\_\_\_\_ Somewhat organized essay

\_\_\_\_\_ Thesis does not establish purpose of essay

\_\_\_\_\_ Essay addresses most aspects of the prompt

\_\_\_\_\_ Does not fully address prompt

\_\_\_\_\_ Adequate analysis but more needed

\_\_\_\_\_ Poorly organized essay

\_\_\_\_\_ Needs more outside evidence

\_\_\_\_\_ Essay needs more analysis

\_\_\_\_\_ Some application of historical thinking skills is evident

\_\_\_\_\_ Lacks outside information

\_\_\_\_\_ Well-written essay

\_\_\_\_\_ May contain historical inaccuracies

\_\_\_\_\_ Contains some errors

\_\_\_\_\_ May contain irrelevant information

\_\_\_\_\_ May contain historical inaccuracies

\_\_\_\_\_ Essay is somewhat incomplete; too short

\_\_\_\_\_ May contain irrelevant information

\_\_\_\_\_ Essay may contain errors (grammatical and spelling)

\_\_\_\_\_ Essay may contain errors (grammatical and spelling)

\_\_\_\_\_ Does not meet the AP guidelines for APUSH students

\_\_\_\_\_ Partially synthesizes the argument into a coherent essay

\_\_\_\_\_ Does not meet the AP guidelines for APUSH students

## 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)

AP Raw Score	AP Grade	Class Grade	AP Raw Score	AP Grade	Class Grade
7	“5”	A+/A	6-5	“4” or “3”	A/B+/B
Superior Essay			Strong Essay		

(1 point thesis + 4 Analysis of Historical Evidence + 1 contextualization + 1 point for synthesis of information = 7 points)

(1 point thesis + 0- 4 Analysis of Historical Evidence + 1 contextualization + 1 point for synthesis of information = 5-6 points)

\_\_\_\_\_ Superior thesis; clear & articulate

\_\_\_\_\_ Strong thesis; clear & articulate

\_\_\_\_\_ Extremely well organized essay

\_\_\_\_\_ Well organized essay

\_\_\_\_\_ Essay completely addresses prompt

\_\_\_\_\_ Essay addresses prompt

\_\_\_\_\_ Great analysis & use of evidence

\_\_\_\_\_ Strong analysis & use of evidence

\_\_\_\_\_ Great analysis of the majority of the documents

\_\_\_\_\_ Strong analysis of the majority of the documents

\_\_\_\_\_ Strong argumentation

\_\_\_\_\_ Strong argumentation

\_\_\_\_\_ Substantial outside information present

\_\_\_\_\_ 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!

\_\_\_\_\_ 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	AP Grade	Class Grade
4-3	“2”	B-/C+
Adequate		

AP Raw Score	AP Grade	Class Grade
2-1	“1”	C/C-/D+/D
Weak Essay		

**(0-1 point thesis + 0- 4 Analysis of Historical Evidence + 0-1 contextualization + 0-1 point for synthesis of information = 3 points)**

**(0-1 point thesis + 0- 4 Analysis of Historical Evidence + 0-1 contextualization + 0-1 point for synthesis of information = 2-1 points)**

\_\_\_\_\_ 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

\_\_\_\_\_ 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

\_\_\_\_\_ Offers analysis of some historical examples

\_\_\_\_\_ Lacks depth of knowledge; superficial analysis of issues

\_\_\_\_\_ Connects historical information to broader events

\_\_\_\_\_ Does not connect historical information to broader events

\_\_\_\_\_ Essay may contain errors (grammatical and spelling)

\_\_\_\_\_ Essay may contain errors (grammatical and spelling)

\_\_\_\_\_ Somewhat synthesizes information into a coherent essay

\_\_\_\_\_ Does not synthesizes information into a coherent essay

\_\_\_\_\_ Some evidence of learning is evident

\_\_\_\_\_ Essay does not demonstrate evidence of learning

### 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)

AP Raw Score	AP Grade	Class Grade
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3	“5-4”	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	AP Grade	Class Grade
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2	“3”	B-/C+
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#### Adequate Responses

\_\_\_\_\_ Partially addresses all aspects of the questions

\_\_\_\_\_ Most of the questions are answered at a 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	AP Grade	Class Grade
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1	“2-1”	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 synthesizes 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 then 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.

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

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

Economic – currency, business, trade

Religion – God or gods, church structure, rituals

Society – family structure, common customs, community, celebrations

Intellectual – education, science, new technology, invention

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

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## **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**

17. Abraham Lincoln, 1861-1865, Republican Reconstruction, 1865-1877
18. Andrew Johnson, 1865-1869, Democrat
19. 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
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## **Class Expectations**

### Materials:

- Notebook
- Computer/charger
- Writing Utensil
- Notecards
- Colored Pen
- An open mind!
- A positive attitude!

### Classroom Guidelines:

1. Be in your assigned seat and working on the assigned bell work when the bell rings.
2. Bring ALL materials to class AND take them with you when you leave.
3. Treat each person in this room with dignity and respect
4. Follow ALL procedures and policies outlined in the syllabus/RCCHS handbook

- Consequences for not following guidelines
  - Warning
  - Minor Write Up (you get 3 minors, which then turns into a major)
- Severe Clause: Fights, damaging of school property, etc. will be escorted to office immediately.
- Following guidelines will result in a stress-free environment

#### Cellphones:

- According to handbook policy, cell phones are to be out of sight and unheard during class time. This WILL be the procedure for this classroom UNLESS the teacher tells you otherwise. This also means they stay put away until the END of class. There is a sign on the chalkboard that shows phones are to be put in a pocket or a backpack, NOT just sitting on your desk. This also includes headphones and earbuds-they need to be put away unless otherwise specified!
- IF you choose to not follow this procedure, your name will be written on the board along with a minor write up. This is not negotiable. (Yes, I am going to be the cell phone monster this year!

#### Procedures:

- Tardies-“Do not be fashionably late, or you will be marked fashionably tardy!”
- Bathroom/Drink/Etc.
  - Please raise your hand and ask. DO NOT ask while I am lecturing or a student is presenting.
    - The pass is in the box at the front of the room on the book cabinet. Before you take the pass, you will need to sanitize your hands. You will then need to put your phone or your keys in the box in exchange for the pass (this will ensure I receive the pass back). **When you return from the bathroom, sanitize the pass with a sanitizing wipe and put it back in the box and take your phone or keys out.**
  - Class Dismissal
    - Do not start packing up prior to the bell IF teacher/other student is lecturing or presenting
      - DO NOT hover by the door
        - Stay in or by your desk.
      - Other
        - If you need to go to the office or nurse:
          - You will need to inform me, and I will inform them, and they will send someone to accompany you there.
        - If you need to see the counselor or school psychologist:

- You will need to email them to make an appointment to see them
    - If I am gone for the day—you will have a sub. Come to the door, if the door is locked OR there is a sign on the door OR I have specified in Canvas that there is not a sub for my class that day—then you will need to go to the library or the commons (during my class period only) and do whatever it is that I specified for your workday.
  - Books
    - If you need to take a book home, you will need to sign one out with Mr. P. Please sign it back in when you are finished with it.
- No Name Policy
  - All “no name” papers are an automatic FIVE-point deduction. If you are sure you turned something in, but there is a missing grade in the gradebook—I would suggest asking me for the no name papers first. We will be doing both paper and virtual assignments this year.

#### Canvas:

- You will be using Canvas this year. We will still be doing all layered curriculum like you did on Google this summer, it will just run through Canvas. Look for announcements on there, assignments, etc.

#### Online Textbook:

- Log into “Clever” and you will find the McGraw-Hill textbook on your list in Clever.

#### College Board/AP Classroom Registration:

- We will complete this on the first day! If you are absent, please see Mrs. B right away to get your code! You are required to be registered on this website!

#### AP Exam

- AP Exam is ***May 10, 2024***
- You do not have to take the exam, but I highly recommend it!
- ***October 31, 2023***, is your deadline to sign up for the exam—you will do this on the College Board website; it sets you as undecided automatically and you must go in and click “taking test” and pay your fee
- If you need a reduced fee, please AP Coordinator

## APUSH Grading Categories

- Assignments (notes, vocab, LC projects, activities, etc.)
- Writing (DBQ, LEQ, SAQ)
- Quizzes
- Tests

## School Grading Scale:

- A = 100% - 90%
- B = 89% - 80%
- C = 79% - 70%
- D = 69% - 60%
- F = 59% - 0%
- Late Test/Quiz makeup: You are required to make up any test or quiz or you will receive a 0 until it is completed.
  
- Late Work: You will have 1 week after the unit test to get ALL late work turned in for partial credit. 30% will be taken off your grade. This means if you received a 100% on the assignment, 30% will then be taken off that if it was late, meaning you will receive a 70%. If you received a 90% on the assignment, if it is late, it will be 60% and so on and so forth. After that one week (after the end of unit) is over, I will no longer accept any more assignments from that previous unit!

## Connecting outside the Class

*Edmodo* takes learning beyond the classroom by providing a free, safe place for teachers and students to connect and collaborate—anytime, anywhere.

[www.edmodo.com](http://www.edmodo.com)

Watch videos.

Class YouTube page:  
[www.youtube.com](http://www.youtube.com)

Remind 101 is a safe, free way for teachers to text message students and keep in touch with parents.

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