

**ROBERT S. WELCH CENTER FOR GRADUATE AND
PROFESSIONAL STUDIES
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**PREPARING STUDENTS FOR THE AP COURSE AND EXAM: U.S. HISTORY AP 590
June 17-21, 2019 or June 24-28, 2019**

SYLLABUS

- Time:** Monday-Thursday 8:30-4:00, Friday 8:30-1:00 ***** (see below)
- Instructor:** Geri Hastings, University Supervisor, University of Maryland, Baltimore County; AP U.S. History Consultant; Pre-AP World History and Geography Consultant; AP U.S. History Mentor for Teachers and Consultants; AP U.S. History Reading leadership team member
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- Required Texts:** No required text but participants are asked to have the textbook they use available (should they need it) at their home or hotel room. (Should you be flying in, copies of textbooks will be available, so don't bring one.)
Participants are also asked to bring a 3 inch thick three ring binder, a copy of their favorite U.S. history activity, and a laptop if they have one.
Prior to the first class participants are asked to read "The Strange Death of Silas Deane" found in *After the Fact: The Art of Historical Detection* by Davidson and Lytle (McGraw Hill Publishers) or on line by "googling" the article.

Participants who have never taught AP and participants interested in enriching their knowledge about AP should go to the following website:
<https://advancesinap.collegeboard.org/english-history-and-social-science/us-history>

- Summary:** **By the conclusion of this APSI participants will**
- make equitable access a guiding principle in designing instruction
 - align AP U.S. History instruction with the thematic learning objectives, historical reasoning skills/disciplinary practices, and concept outline
 - identify the skills and knowledge that the exam will assess, and identify activities and strategies for integrating both into daily lessons
 - score short answer questions, long essays, and DBQs more accurately.
 - participate in student-centered activities that they can use in their classrooms to engage and motivate students

Teachers will not only be given copies of newly designed student centered activities, but they will also participate in the actual activities so that they feel at ease and prepared to use them. The inspiration for all my workshops and classroom instruction has come from my mentor, Eric Rothschild, retired AP U.S. History teacher from Scarsdale High in New York, whose words still ring true for students and teachers alike: “The more I say in class the less my students learn,” and “Students learn more when they are active.” If hands on instruction, integration of historical reasoning skills, and creation of student centered lessons are important to you and your students’ success, then this 4 ½ day week is for you.

****** We may be able to begin class at 8 a.m. each day if everyone in the group agrees. If we begin at 8 a.m. we will conclude at 3:30 p.m. (The earlier we begin and end, the better the traffic situation is.)**

DAILY SESSIONS

CED = COURSE AND EXAM DESCRIPTION (red, white, and blue cover)

Day 1 (Monday)

8:30-9:00: Introductions

9-10:15: Overview of the AP U.S. History course

- Equity and Access
- Discussing syllabus, course requirements, and requirements for graduate credit
- Sharing mutual expectations and concerns relative to teaching the AP U.S. History course (including the challenge of the 4 period A/B day, block scheduling, and open enrollment) **PARKING LOT**
- Discussion of the “Strange Death of Silas Deane” article

10:15- 10:30: Break

10:30 -11:45: Overview of the AP U.S. History Course:

- Exploring the Concept Outline
- Spiraling Themes and Thematic Learning Objectives through the Concept Outline
- Benefits & Drawbacks of AP U.S. History Instructional Approaches pp. 97-98 CED
- Introduction to AP History reasoning skills and disciplinary practices
- Imbedding Content, Skills and Thematic Learning Objectives in Student-Centered Activities

11:45 – 1p.m.: Overview of the AP U.S. History Course Continued:

- Strategies for Instruction pp.117-122 CED
- Analyzing Evidence: Content and Sourcing – Primary Sources
 - Depression interviews with former slaves or the Letter from Edisto Island (**Periods 5 and 7**)
 - Gettysburg Address (**Period 5**)
 - African American DBQ (**Periods 5 and 7**)

1:00 – 2:00: Lunch

2:00- 2:30: Exam Skill: Multiple Choice Questions

2:30- 3:45 Planning the Calendar for Periods 1 and 2

3:45-4:00: Summary and Questions

Daily Sessions: Day 2 (Tuesday)

8:30-10:00 Overview of the AP U.S. History Course Continued:
Historical Disciplinary Practices in more depth

- Analyzing Evidence Content and Sourcing: Interpreting Secondary Sources
 - Native Americans Pre-1491 (**Period 1**)
 - Salem Witch Trials (**Period 2**)
 - (American Revolution) (**Period 3**)

Break: 10 – 10:15

10:15 – 12:00: MAKING CONNECTIONS: Contextualization

- Contextualization and Related Activities
- Questions, re-cap of previous day's activities, discussion of nightly assigned article: "Serving Time in Virginia," from *After the Fact, the Art of Historical Detection* by Davidson and Lytle (article will be provided to participants or it can be "googled")
 - "Old Bones Tell Grim Tales" (**Period 2**)
 - The Articles of Confederation (combination of contextualization & analyzing evidence Content and Sourcing) (**Period 3**)

12:00 – 1:00 Lunch

1:00-3:00: Exam Skill: Analyzing Short Answer Questions and Responses

- Short Answer Question Characteristics
- Writing Short Answer Questions
- Scoring Short Answer Questions

3:00-4:00 Organizing Periods 3 and 4

Daily Sessions: Day 3 (Wednesday)

8:30-9:00: Questions, re-cap of previous day's activities, discussion of nightly assigned article – "We are all federalists, we are all republicans"

9:00 -11:00 Overview of Historical Reasoning Skills: **Making Connections Continued**

- **Comparison**
 - The Four Colonial Regions (**Period 2**)
 - Manifest Destiny & Imperialism (also contextualization, causation, and complexity – the former synthesis) (**Periods 4 and 7**)
 - Reconstruction activities (**Period 5**)
 - Triangle Shirtwaist Factory Fire (also secondary sources and contextualization) (**Period 7**)
 - Progressive Movement, the New Deal, the Great Society – review (**Period 7**)
- (15 minute break in between activities)

11:00 – 1:00: Overview of Historical Reasoning Skills: Chronological Reasoning

- **Causation**
 - American Revolution (also secondary source usage) (**Period 3**)
 - Causes of Agrarian Discontent in the Late 19th Century (**Period 6**)
- **Continuity and Change Over Time**
 - Black Leaders Colloquium (**Period 8**)
 - Women's Rights Movement Colloquium (**Periods 8 and 9**)
 - Take a Stand Activity

1:00-2:00 Lunch

2:00-3:00 **Historical Reasoning Skill: Argumentation**
Exam Skill: Analyzing Long Essay Questions and Responses

- Rubric for the Long Essay Questions

3:00-4:00 Organization of Periods 5 and 6

Daily Sessions: Day 4 (Thursday)

8:30-9:00 Questions, re-cap of previous day's activities, discussion of nightly assigned article: African Americans and the Quest for Civil Rights

9-Noon **Historical Disciplinary Practices Continued: Creating and Supporting Historical Arguments**

- Scoring the Long Essay (9-10:00)
- Break 10-10:15
- **Argumentation 10:15-Noon**
 - Should the U.S. annex the Philippines? **or** Should the colonies separate from England?
 - Should the Treaty of Versailles be ratified? (Wilson, Borah, Lodge)
 - **Should the Immigration Act of 1924 be passed?**

Noon-12:45 Organizing Periods 7 and 8

12:45 – 1:30 **Lunch**

2 p.m. **Trip to Hampton National Historic Site for tour of the mansion and the grounds.**

Daily Sessions: Day 5 (Friday)

8:30-9:00 Questions, re-cap of previous day's activities, discussion of nightly assigned article – "The Cruellest Year" by William Manchester

9:00-11:00 Exam Skills: The DBQ

- DBQ rubric
- Analyzing the DBQ
- Scoring the DBQ
- Formative Assessment Strategies and Ideas

10:15-10:30 **Break will occur between activities**

11:00-12:00 Analyzing Evidence Content and Sourcing/DBQ type activity: FDR, the New Deal, Critics of F.D.R.

12:00-12:45 **New Online Teacher Resources for 2019**

12:45-1:00 Evaluations

