

**ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE
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**AP 590 PREPARING STUDENTS FOR THE AP COURSE AND EXAM: U.S. HISTORY
July 12-16, 2021**

SYLLABUS: AP US HISTORY

- Dates:** 8:30 – 4:00 Monday – Thursday; 8:30-12:30 Friday
July 12-16, 2021
- Instructor:** Geri Hastings (Please see instructor biography on the Goucher APSI website for more information.)
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410-442-2069 (h) 410-206-6198 ©
- Synopsis:** This will be a very participant-centered APSI. Teachers will not only be given access to 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, former 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 thinking and reasoning skills, and creation of student centered lessons are important to you and your students’ success, then this APSI is for you. **Discussion of the AP Course and Exam Description, analysis of AP Classroom, and evaluation of online resources will also be important parts of this APSI.**
- Materials:**
1. All participants will be provided with a flash drive containing U.S. History materials as well as access to Canvas, Goucher’s online platform.
 2. **There is no required text** for this APSI, but participants might want to have a copy of the textbook they currently use or plan to use. Online copies of the most popular AP textbooks will be provided by various publishing companies.
 3. **Participants are also asked to have a copy of their 2021-2022 school calendar.**
 4. Prior to the first class participants should 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. If you read the article, think about how you might use it either as part of a classroom lesson or as part of a pre-course assignment.

Participants who have never taught AP and participants interested in enriching their knowledge about AP should go to the following website prior to the beginning of the workshop:

<https://apcentral.collegeboard.org/courses/ap-united-states-history>

Objectives:

By the conclusion of this APSI participants will be able to

- incorporate equitable access as a guiding principle in designing instruction
- **learn about the AP U.S. History Course and Exam Description and become familiar with the online resources that were released to teachers in August, 2019 (this information will be infused in the syllabus throughout the week)**
- align AP U.S. History instruction with the themes and learning objectives, historical thinking skills and reasoning processes, and ideas from the concept outline
- identify the skills and content that the exam will assess and work with activities and strategies for integrating both skills and content into daily lessons
- score short answer questions, long essays, and DBQs more accurately and better understand the “complexity point” section of the rubric for both the Long Essay and DBQ.
- use and evaluate **student-centered activities** that they can integrate into their lessons to engage and motivate students

DAILY AGENDA

CED = Course and Exam Description WB = U.S. History Workbook

Day 1 (Monday)

○ **Welcome and Introduction**

- Discussing syllabus and the AP U.S. History Course and Exam description
- Audit Information
- Equity and Access (**WB pp. 5-8**)
- Discussion of UBD – Understanding by Design (Wiggins and McTighe)
- Discussion of the “Strange Death of Silas Deane” article and how it can be used in your classroom

Break

○ **Overview of the AP U.S. History Course and Exam Continued:**

- Exam Overview (**WB p. 15**)
- Exploring the Concept Outline through the Unit Guides – Treasure Hunt (**CED p. 21; WB p. 44**)
- Understanding the themes (**CED pp. 19-20; WB p. 59**)
- Spiraling themes and using the learning objectives that appear throughout the Concept Outline (**WB p. 59, pp. 39-42**)
- Introduction to AP Historical Thinking Skills/Reasoning Processes (**CED, pp. 16-17; WB pp. 48-50**)

○ **Overview of the AP U.S. History Course Continued:**

- Imbedding content, skills and learning objectives in student-centered activities
- Some possible instructional strategies (**CED pp.221-225**)
- AP Historical Thinking Skills: Analyzing Evidence: Content and Sourcing – Primary Sources (**WB pp. 62-65**)

Choices below:

- The Zenger Trial (**period 3**)
- Depression interviews with former enslaved persons or the Letter from Edisto Island (**Periods 5 and 7**)
- Gettysburg Address (**Period 5**)
- African American DBQ (**Periods 5 and 7**)

Lunch

○ **Exam Question Types: Multiple Choice Questions (CED pp.239-244)**

Online Resources (handout)

- Personal Progress Checks
- Progress Dashboards
- Question Bank

Planning for Periods 1 and 2 and placing Periods 1 and 2 on your school calendar.

Daily Sessions: Day 2 (Tuesday)

Questions, re-cap of previous day's activities

- **Overview of the AP U.S. History Course Continued:**
 - AP Historical Thinking Skills (CED pp. 227-238)
 - Analyzing Evidence Content and Sourcing: Interpreting Secondary Sources (WB pp.76-80)
 - Native Americans Pre-1491 activity (**Period 1**)
 - Causes of the Salem Witch Trials activity (**Period 2**)

Break

- **MAKING CONNECTIONS: Historical Thinking Skill 5 Contextualization**
 - Contextualization and Related Activities (WB pp. 84-86)
 - Questions, re-cap of previous day's activities, discussion of article: "Serving Time in Virginia," from *After the Fact, the Art of Historical Detection* by Davidson and Lytle (article will be provided to participants on Canvas or it can be "googled")
 - "Old Bones Tell Grim Tales" archaeological activity colonial MD and VA (**Period 2**)
 - The Articles of Confederation lesson (combination of contextualization & analyzing evidence content and sourcing) (**Period 3**)

Lunch

- Exam Questions: Short Answer Questions and Responses
 - Short Answer Question Characteristics
 - Writing Short Answer Questions
 - Scoring Short Answer Questions
- **Planning for Periods 3 and 4, and placing Periods 3 and 4 on your school calendar.**

Daily Sessions: Day 3 (Wednesday)

Questions, re-cap of previous day's activities

- **AP Historical Thinking Skills/Reasoning Processes: Making Connections (WB pp. 90-94):**
 - **Comparison**
 - The Four Colonial Regions activity (**Period 2**)
 - Manifest Destiny & Imperialism comparison (**Periods 4 and 7**)

Break

- Reconstruction lessons (**Period 5**)
- Triangle Shirtwaist Factory Fire - comparison of primary and secondary sources (**Period 7**)
- Comparing the Progressive Movement, the New Deal, and the Great Society – a review activity (**Period 7**)

- **Overview of Historical Reasoning Skills: Making Connections: Chronological Reasoning**
 - **Causation (WB pp. 97-103)**
 - Causes of the American Revolution; secondary source excerpts from noted historians (**Period 3**)
 - Causes of Agrarian Discontent in the Late 19th Century (**Period 6**)
 - **Continuity and Change Over Time (WB pp. 104-106)**
 - Black Leaders Colloquium (**Period 8**)
 - Women's Rights Movement Colloquium (**Periods 8 and 9**)

Lunch

- **AP Historical Thinking Skill 6: Argumentation & Argument Development**
- **Exam Questions: Long Essay Question and Responses (CED p. 238 Sample Task Verbs)**
 - Rubric for the Long Essay Questions
 - Ways to organize long essay answers
 - The Long Essay sample

Planning for Periods 5 and 6, and placing Periods 5 and 6 on your school calendar

Daily Sessions: Day 4 (Thursday)

Questions, re-cap of previous day's activities

- **Continuation of AP Historical Thinking Skill 6 Creating and Supporting Historical Arguments**
 - Scoring the Long Essay

Break

- **Debate:** Should the U.S. annex the Philippines? **or** Should the colonies separate from England?

Lunch

- **Continuation of Argumentation Activities**
 - Should the Treaty of Versailles be ratified? (Wilson, Borah, Lodge) **or**
 - Should the Immigration Act of 1924 be passed?
- **Exam Questions: The DBQ (WB Lesson Argument Development)**
 - DBQ rubric
 - Analyzing the DBQ
 - Scoring the DBQ

Planning for Periods 7 and 8 and placing Periods 7 and 8 on your school calendar.

Daily Sessions: Day 5 (Friday) 8:30 – 12:30

Questions, re-cap of previous day's activities

- **Scoring the DBQ continued**

- **Assessments**
 - Formative v. Summative
 - Formative Assessment Strategies and Ideas

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

- **Additional Online Teacher Resources**

- **Planning for Period 9 and Evaluations**

Grade and Transcript Information

Goucher College does not issue grade reports. You can obtain your grade approximately 3 weeks after concluding the course by going to the myGoucher website (myGoucher) and following the prompts to receive your grade. If you have misplaced your password, please contact the help desk (helpdesk@goucher.edu) and they will help you through this procedure.

If you need a paper copy of grades for tuition reimbursement, you will need to request a transcript in writing. You can fax your request to 410-337-6504 or mail to:

Goucher College
Registrar's Office
1021 Dulaney Valley Road
Baltimore, MD 21204

There is no charge for this request. Please allow 3-5 working days to process. To access the transcript request form, please go to [Transcript-Request.pdf](#) (goucher.edu).

Questions? Please call the Welch Center Office at 410-337-6200.