

**ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES
GOUCHER COLLEGE
ADVANCED PLACEMENT SUMMER INSTITUTE - ONLINE
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Course: 593.100 Preparing Students for Advanced Placement® European History
Dates/Times: June 21-24, 2022; Tu-Fr 7:30 am - 4:00 pm EDT
Instructor: Pamela K. Wolfe
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Course Description:

This session will help teachers design an AP European History course and prepare their students for the AP exam. Participants will have the chance to look at the new My AP Website with its Progress Checks, Dashboard, and other features. Analysis of the new CED and the redesigned curriculum and test will be a main focus of the course. Participants will review the content, themes, and structure of the redesigned AP European History curriculum and focus on effective teaching strategies and learning activities that will lead to success on the exam. Participants will analyze past AP exam questions and learn to rewrite them to reflect new course requirements. The class will look at new multiple-choice questions, short answer, DBQ and LEQ rubrics. Review of the four major time periods and thinking skills emphasized on the AP test will occur while participants plan their own course syllabi and create test questions in line with the major themes of the course. Emphasis is placed on learning techniques for teaching these skills in the classroom to students of differing abilities.

Course Objectives—Participants will:

- 1) Examine the format of the redesigned AP European History Exam and learn the skills required to teach the course.
- 2) Be able to write and score AP Free Response, Short Answer, and Document Based Essays (DBQs).
- 3) Use the College Board provided materials and information on AP Central and MyAP, the CED Binder and other materials.
- 4) Use various methods of teaching and sources of information in the classroom.
- 5) Acquire some of the factual information needed to teach AP European History.

Technology

- Zoom Pro Video Conferencing: With this technology, you will be able to see and interact with your consultant and fellow participants in real time - as well as engage in live demonstrations, screen sharing, and small group breakout rooms. * Please note that you do not need a Zoom account to participate in Zoom meetings. But if you want to host your own Zoom meetings with fellow classmates, colleagues, family, and friends, you do need a Zoom account. To get a *free* Zoom account through Goucher, go to <https://goucher.zoom.us/> => Click "Sign In" => enter your Goucher username and password.

- **Canvas Learning Management System:** You also will have full access to Goucher College's learning management system, Canvas (documents, links, assignments, etc.). If you have not received your Goucher College credentials (Username and Password), please contact helpdesk@goucher.edu. You will need this information to log into Canvas, Goucher email, myGoucher, and other college networks.
- **AP Central and AP Classroom:** Please make sure that the AP Coordinator at your school has put you into the AP Course Audit system as a teacher for this course. You must have access to your AP Classroom account to do some of the activities in the course and to get the most benefit out of the course. Your consultant will spend time going over these sites with you as you discuss how to access online materials, construct quizzes and tests, and use the grading program.
- **Online Textbooks, study guides and other class materials:** You will be provided with links to online textbooks, study sites and other class materials to use during this course and for planning the coming year.
- **Technology Requirements and Support:** The Goucher College Help Desk (helpdesk@goucher.edu) maintains several technical support web pages, including [Minimum Technology Requirements](#). Once you log into Canvas, you will see direct links to 24/7 Zoom and Canvas technical supports and videos as well as online tutorials and resources provided by Goucher College.

First Day a.m.—Class Logistics and the Course Redesign

Whole Class Discussion (1 hr.): Welcome and Introductions

What are your main concerns about the AP course and exam? What did you come here to learn?

Asynchronous and Small group activity (30 min): Equity and Access: Participants will watch a video asynchronously and then come back together to discuss. Who should take the AP? How do you decide who gets in? Issues of teaching AP European History to a Diverse Population

Asynchronous and Small group activity (30 min): Textbooks, Primary Source Readings books and Study Guides, Summer Reading, Field Trips, Films, Guest Speakers

Whole Class Discussion (1 hr.): College Board Materials

The New CED (Quick intro: more time will be spent with this later)

College Board Resources on AP Classroom— Demo of Progress Checks, Dashboard, Tests, etc.

Make up a test with 5 MC Questions, 1 SAQ and 1 LEQ

Whole Class Discussion (1 hr.): Questions about and Review of Course Audit Requirements

Lunch Break—1 hr.

First Day p.m.

Whole Class Discussion (1 hr.): Using the CED to Plan Your Course
Understanding the Themes and Learning Objectives

First Reasoning Process: Causation

Reasons for the End of the Middle Ages (and start of the Renaissance)

Asynchronous and Small Group Activity (15 min): Discussion of Plague, Schism, and the 100 Years'

Whole Class Discussion (45 min): Using Docs from Day One: My Renaissance Lesson

Asynchronous and Small Group or Paired Activity (30 min): T-chart exercise using an LEQ and a DBQ

15 min. Break

Whole Class Discussion (30 min):

Looking at the Skills, Processes, Learning Objectives and Key Concepts

Planning Your Course (this will be an ongoing topic all week)

Compare the four Periods of the AP Euro course to your own calendar.

When will you introduce each type of question?

When will you introduce each Historical Thinking Skill?

What primary sources and visuals will you use?

Small Group Activity (1 hr.): Making a Lesson Plan using the AP Classroom materials and Question Bank

Remember your Ideals of the Renaissance and Using Primary Sources from Day One

Whole Group Discussion (30 min): Historical Causation and the SAQ (Short Answer Question)

Day One Homework: Answer a set of Short Answer Questions. Begin to fill out your calendar for the next school year. Make notes of documents and visuals that you want to use with your students.

Second Day a.m.— Teaching Your Students to Think Like A Historian

Whole Class Discussion (30 min): Continuity and Change Over Time

Jess' Blue Cards

Turning Points activity—Dates to Know

What stays the same or changes very little? Gender Roles Discussion

Small Group Work (30 min): Assigned Periods Continuity and Change Activity

Small Group Activity and Whole Class Discussion (30 min): Visuals CCOT Activity with City Pics

Small Group Activity (30 min): Bruegel Painting/Leisure Short Answer activity

Whole Class Activity (15 min): Look in the Question Bank on AP Classroom for Multiple Choice Questions using CCOT

15 min. Break

Whole Class Discussion and Activities (1 hr.): Comparison

The “What Would Machiavelli Say” Game

Comparison Activity using a Long Essay Question (LEQ)

Teaching kids to compare—Marzano and Pickering Model Activity and the Four Square Activity

Asynchronous Learning (30 min): Write one Comparison and one CCOT MC Question based on a stimulus from your textbook.

Lunch Break 1 hr.

Second Day p.m.—The Heart of Being a Historian—Crafting an Argument and Using Historical Evidence Appropriately

Whole Class Discussion and Activity (1 hr.): Contextualization

Practicing the Multiple Choice and the Contextualization Skill—Underlying Questions

Asynchronous Activity (30 min): Contextualization Graphic Organizer Activity/Mind Map

Small Group Activity (15 min): Short Answer Question on EU and Protests

Whole Group Discussion (45 min): Contextualization in LEQs and DBQs-- Construction of a Historical Argument Activity

Break 15 min.

Whole Group Discussion (15 min): Historical Argumentation

Small Group Activity (30 min): DBQ on WWI and Women

The Skill of Sourcing Evidence: Whole Group Discussion on Sourcing of Historical Evidence

Small Group Activity (15 minutes)/ Jigsaw (30 minutes): Document Analysis Activity DBQ on European Views of Foreigners

Whole Group Discussion of Sourcing: Other Ways to Analyze Documents—SOAPStone, HIPPO, or ACORNPEG

Multiple Choice Questions—Visuals: Maps, Charts and Graphs
Posters and Cartoons

Second Day Homework---- Write your own Short Answer Questions Based on the Chapter/Topic Assigned to You. Continue to fill out your calendar. Add in some of the activities we did today and more of the documents and visuals you would use.

Third Day a.m. — Interpretation of Secondary Sources and Complexity (The Two Hardest Skills)

Interpretation (30 min): Whole Class Discussion of Renaissance Women (SAQ)

Asynchronous and Small Group Activity (30 min): WWI Short Answer Activity

Asynchronous Activity (30 min): French Revolution textbook readings—Varying Historiographic Interpretations. Make up an SAQ or MC question on Interpretation

Asynchronous Activity (30 min.): Make your own political cartoon or propaganda poster and present it to the class.

Break 15 min.

The Complex Analysis Point

Whole Class Discussion (30 min): What does complex analysis mean? How to get the point on the DBQ and Long Essay Questions

Asynchronous Intro (30 min): Write an introduction to an assigned essay that contains contextualization, a thesis statement, and complexity. **15 minutes Whole Group Discussion**

Class Discussion of the Afternoon's Simulation (15 min): A Workers' Rally and time **(1 hr.)** to do research for it

Lunch Break (1 hr.)

Third Day p.m.

Simulation: A Workers' Rally (30 min in small groups, 30 min. in whole class discussion)

Whole Class Activity (1 hr.): Art and Architecture PowerPoints: Interpreting Art

Virtual Field Trips (1 hr.): Art Gallery online Field Trip of your choice

National Gallery of Art (London) <https://www.nationalgallery.org.uk/visiting/virtual-tours>

National Gallery of Art (DC) www.nga.gov

The Louvre

<https://earth.google.com/web/@48.8606111,2.337644,60.95700713a,666.58310664d,35y,287.8905693h,45t,0r/data=ClAaThJiCiUweDQ3ZTY3MWQ4Nzc5MzdiMGY6MHhiOTc1ZmNmYTE5MmY4NGQ0GYyJKIEobkhAIWaGibJ-swJAKg1Mb3V2cmUgTXVzZXVtGAlgAQ>

The Walters (Baltimore) <https://thewalters.org/experience/virtual-museum/>

Third Day Homework— Construct a scavenger hunt worksheet for your students to do at an art museum. Construct at least two short answer questions using art as stimuli. Add more activities, documents, and visuals to your calendar. Add a field trip to an art museum or other historical place to your calendar. Continue work on your calendar, adding more activities, visuals, and documents.

Fourth Day a.m. — Unit Development and Assessing Student Understanding

Whole Class Activity and Discussion (15 min): Your Field Trip and Sequencing Art Activity

Whole Class Discussion (45 min): When Will You Introduce Each Skill during the school year?
Sequencing Steps for the Skills Activity

Backwards planning-- using the New CED: Units, Topics, Skills, and Learning Objectives

Asynchronous Activity (15 min): Strategies

Paired Activity (30 min): Design an Activity around a specific Learning Objective.

Whole Class Presentation (45 min.)

Break 15 min.

Whole Group Activity (1 hr. 45 min): Scoring the LEQ

Practice Scoring LEQs as a whole group and then in Pairs.

Lunch Break (1 hr.)

Fourth Day p.m. – Practice Scoring AP Exams

Whole Group Practice Grading DBQs

Small Group Activity (1 1/2 hrs-2hrs): Practice scoring DBQs as a whole group and then in pairs.

Take an AP Exam (1 hr.)

Final Assignments for Credit

Final Assignment— Build Your Own Unit Plan on the Chapter Assigned to You (due date: July 9) Construct a Unit of Lesson Plans-- one weeks-worth or more, ending with an assessment -- to be used with your class next year, using the ideas/techniques discussed during the week. Finished Lesson plan and assessment, you would use with your students should be e-mailed to instructor at pkwolfe1435@gmail.com within 14 days of the end of your course.

Grade and Transcript Information

Goucher College does not issue grade reports. If you are taking the APSI U.S. History Course for credit, you can obtain your grade approximately 3 weeks after concluding the course by going to the myGoucher website (myGoucher) and following the prompts. 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.