

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 590.100 June 19-23, 2017 or
AP 590.200 June 26-30, 2017

SYLLABUS

Time: Monday-Thursday 8:30-4:00, Friday 8:30-1:00
Instructor: Geri Hastings, University Supervisor, University of Maryland, Baltimore County; AP U.S. History Consultant; AP U.S. History Teacher and Consultant Mentor; AP Reading Question Leader
hastings.geri@gmail.com
410-442-2069 (h) 410-206-6198 ©

Required Texts: No required text but participants are asked to have available at their home or dorm room: their textbook and at least one primary source document book such as *American Spirit* by Bailey and Kennedy (see bibliography) if one is available. **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 you 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 or on line by “googling” the article.

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

and view a series of modules with the title: “A Guided Tour of AP U.S. History for the AP U.S. History Course and Exam” which is located in the upper right hand corner of the page.

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 thinking skills, and concept outline
- identify the skills and knowledge that the exam will assess, and identify activities and strategies for integrating both into daily lessons

- more accurately score short answer questions, long essays, and DBQs.
- take part 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 thinking skills, and creation of student centered lessons are important to you and the success of your course, then this week is for you.

DAILY SESSIONS

Day 1 (Monday)

8:30-9:00: Introductions

9-10:30: Overview of the AP U.S. History course

- 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 and block scheduling)
- Sharing philosophies about student centered learning and the AP student that relate to the AP U.S. History course
- Discussion of the “Strange Death of Silas Deane” article

10:30- 10:45: Break

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

- Introduction to Historical Thinking Skills
- Developing Student Understanding through analyzing essays

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

- Exploring the Concept Outline
- Spiraling Themes and Thematic Learning Objectives through the Concept Outline
- Activities to help teachers use the Concept Outline
- Discussion of AP U.S. History Instructional Approaches
- Strategies for Instruction
- Formative Assessment

1:00 – 2:00: Lunch

2:00-3:30: Exam Skill: Working with Multiple Choice Questions

3:30-4:00: Summary and Questions

Daily Sessions: Day 2 (Tuesday)

8:30-9:00 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")

9-11:00 Overview of Historical Thinking Skills

- Overview of the Historical Thinking Skills
- Analyzing Evidence Content and Sourcing: Primary Sources
 - African American DBQ (late 19th century)
 - Depression interviews with former slaves

(BREAK IN BETWEEN ACTIVITIES)

11:00 – 1:00: Historical Thinking Skills

- Analyzing Evidence Content and Sourcing: Interpretation Secondary Sources
 - Native Americans Pre-1491
 - Causes of the American Revolution

MAKING CONNECTIONS: Contextualization, Comparison, Synthesis

- Contextualization
 - "Old Bones Tell Grim Tales"
 - The Articles of Confederation (combination of contextualization & analyzing evidence Content and Sourcing)
 - The Railroad Game

1:00-2:00 **Lunch**

2:00-3:30 Exam Skill: Analyzing Short Answer Questions and Responses

- Short Answer Questions
- Writing Short Answer Questions
- Scoring Short Answer Questions

3:30-4:00 Summary and Questions

Daily Sessions: Day 3 (Wednesday)

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

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

- Comparison
 - Triangle Shirtwaist Factory Fire
 - Synthesis
 - Manifest Destiny & Imperialism (synthesis & comparison)
 - Progressive Movement, the New Deal, the Great Society
- (15 minute break in between activities)**

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

- Causation
- Continuity and Change Over Time
 - Black Leaders Colloquium
 - Women's Rights Movement Colloquium
- Periodization
 - Take a Stand Activity

1:00-2:00 **Lunch**

Trip to Hampton

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

9-11:00 **Creating and Supporting Historical Arguments**

- Argumentation
 - Should the U.S. annex the Philippines?
 - Should the Treaty of Versailles be ratified? (Wilson, Borah, Lodge)

(BREAK IN BETWEEN ACTIVITIES)

11:00 – 1:00: Historical Thinking Skills

- Analyzing Evidence Content and Sourcing: Interpretation Secondary Sources
 - Native Americans Pre-1491
 - Causes of the American Revolution

1:00-2:00 **Lunch**

2:00-3:30 Exam Skill: Analyzing Long Essay Questions and Responses

- Characteristics of Long Essay Questions
- Scoring Long Essay Questions

3:30-4:00 Summary and Questions

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

9:00-10:30 Exam Skills: The DBQ

- Analyzing the DBQ
- Scoring the DBQ

10:30-10:45 Break

10:45-11:30 Presenting Answers to Frequently Asked Questions

11:30-12:30 FDR and the New Deal

12:30-1:00 Evaluations

Daily Sessions Day 5 (Friday)

8:00 – 8:30:

8:30-9:00: Discussion of the Course Audit

9:00- 10:15: Lesson on the New Deal to be used with the redesigned course

10:30- Noon: Tour of Hampton National Historic Site

STATEMENT OF ATTENDANCE: If you are taking the course for credit, no absences are permitted. You must attend all 4 1/2 days to receive graduate credit.