

Fighting Fiercely For Fives

Reading Guide Strategies

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Introduction

Reading is an important part of the APUSH classroom. Getting students to read can be challenging. Getting students to understand and retain what they learn is even more challenging! The steps above are not new, but they are steps I emphasize in the classroom. If a student struggles to retain and understand content, review (sometimes repeatedly) these steps and explain their significance.

Pre-Read: Read the prompts/questions within this guide before you read the chapter.

Skim: Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*

Read/Analyze: Read the chapter. If you have your own copy of AMSCO, Highlight key events and people as you read. Remember, the goal is not to “fish” for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**

Write Write (do not type) your notes and analysis in the spaces provided. Complete it in ***INK!***

Name: _____ Class Period: _____ Due Date: ____/____/____

Guided Reading & Analysis: A New World

Chapter 1- A New World of Many Cultures, 1491-1607, pp 1-13

Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using your noggin (thinking skills) with new knowledge gained from the reading. Mastery of the course and AP exam await all who choose to process the information as they read/receive.

(Image Source: AdventureTales.com)

Directions:

- Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
- Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. Get a feel for the content you are about to read.
- Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **highlight key events and people as you read**. Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
- Write** Write your notes and analysis in the spaces provided OR complete digitally on Canvas. If you are completing paper copy, complete it in **INK!**

Key Concepts FOR PERIOD 1:

NOTE: College Board released revisions to the APUSH framework July of 2015. The key concepts and objectives addressed in your texts reflect the 2014 version of the framework. This guide includes the 2015 revisions to the key concepts. In general, the expectations are not that different. College Board simply sought to clarify and simplify the expectations.

Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.



SECTION 1 - Period Perspectives, p.1

Consider the data in the chart at right as well as page 1 of the text when completing this section.

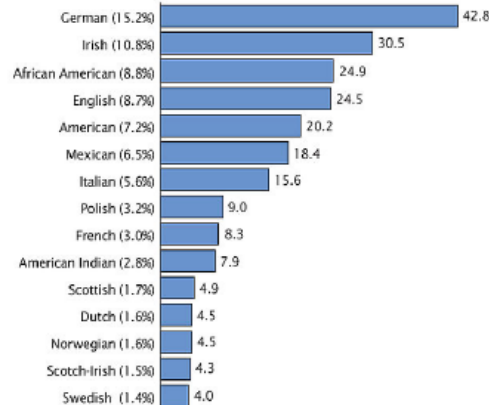
- Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

- Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2.

Fifteen Largest Ancestries: 2000

(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/prod/cen2000/doc/sf3.pdf)



Source: U.S. Census Bureau, Census 2000 special tabulation.

Reading Guides

Why Use Reading Guides?

-Hold students accountable for reading and preparing for class

-Reinforce note-taking skills

-Provide opportunities to

process information and think critically about what they read

-Provide opportunities to practice essential skills

Each guide is written by Rebecca Richardson, and additional sources are cited within the guides.

FYI on Fight Fiercely Guides

All reading guides are posted on FFAPUSH.com as PDFs and Word Documents. Partially completed guides are not posted. Some guides have yet to be updated to match the most recent version of AMSCO. *The word documents are there so teachers can adapt as needed to best fit their classroom and student needs. Feel free to use them and post them on your own sites.*

Word Docs: <http://www.ffapush.com/word-files.html>

PDFs: <http://www.ffapush.com/amsco-guides.html>

Building an Effective Guide

Name: _____ Due Date: _____ Class Period: _____



The Progressives 1901-1920

Reading Assignment: Chapter 21 in AMSCO; If you do not have the AMSCO text, use chapter 19 in Pearson or other resource that covers the Progressive Era. (Political cartoon by Berry Mun, public domain)

Period 7 Main Ideas:

Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

Directions:

1. **Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
2. **Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
3. **Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, Highlight **key events and people as you read**. Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
4. **Write** Write (do not type) your notes and analysis in the spaces provided. Complete it in **INK!**

Part 2 Read pages 431 – 433, takes notes as you read in the center column, and then analyze what you read in the right column.

| Key Concepts and Main Ideas | Notes | Analysis |
|---|---|---|
| <p>In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.</p> | <p>Origins of Progressivism...</p> <p>Attitudes and Motives...</p> | <p>Explain <i>how</i> progressives sought to change American society. Include examples from your reading, and write in complete sentences.</p> |

Column 1 – Main Ideas

Column 2 – Room for Notes

Column 3 – Analytical Questions

The majority of my reading guides use this format. The main ideas are pulled from the content outline, the amount of space for notes varies on section length and frequency of assessment, and analytical questions are geared to help student PROCESS what they have read. Many students skip column 3... there are various ways to encourage them to do this... work in groups... give them time in class to review and help each other fill in gaps... grade them... etc.

Customize Guides

to fit the needs of your students!

| | Progressive Reforms | |
|---|--|---|
| Federal “Political Reform in the Nation” pages 437-439, 442-443 | <u>Theodore Roosevelt</u> - <i>Square Deal for labor, breaking up Northern Securities Company (trust-busting), Elkins Act & Hepburn Act strengthened ICC regulations of railroads, Pure Food and Drug Act & Meat Inspection Act created laws protecting consumers, conservation efforts setting aside 150 million acres, Newlands Reclamation Act for irrigation projects, National Conservation Commission</i> | |
| | <u>William Howard Taft</u> - | |
| | <u>Woodrow Wilson</u> - | <i>The chapter 21 guide is slightly different from the majority. If you customize a guide, consider what your kids typically do well and/or how you can model good note taking. On this page, I've provided notes on TR, because my students typically do well with him. My students typically don't even know who Woodrow Wilson is... and often miss items in his administration. I also use highlighting to draw their attention to certain things such as Constitutional Amendments above. On the reading quiz... I ask them to identify each one specifically.</i> |
| | <u>Supreme Court</u> - | |
| | <u>Constitutional Amendments</u> - | |
| | 16 th - | 17 th - |
| | 18 th - | 19 th - |

Insert Skill Practice

*Adding documents in the reading guides can provide students with additional practice!
They can be great for in-class debriefing, too!*

Section 2: HIPP

“On Being Brought from Africa to America”

“’Twas mercy brought me from my pagan land
Taught my benighted soul to understand
That there’s a God, that there’s a savior, too;
Once I redemption neither sought nor knew.
Some view our sable race with scornful eye,
‘Their color is a diabolic lie.’
Remember, Christians, Negroes black as Cain
May be refined and join the angelic train.”
(1766, **Phillis Wheatley**)

Historical Situation:

Intended Audience:

Author’s Purpose:

Author’s Point of View:

Providing sample notes and/or analysis can help model notetaking and other skills for students who have yet to learn how to do this effectively.

Partially completed guides are not posted on the website, since many teachers assign these. This strategy is also good when teachers/students are concerned with time or overloading students.

1. Introduction to the Industrial Revolution, page 319

| Key Concepts & Main Ideas | Notes |
|---|---|
| <p>The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.</p> | <p>According to President Grover Cleveland, what was the main problem created by industrialization in the late 19th century?</p> <p><i>Monopolies / Trusts</i></p> <p>The factors that enabled the rapid growth of the American economy included...</p> <ol style="list-style-type: none"> 1) <i>raw materials - coal, iron ore, copper, lead, timber, oil</i> 2) <i>labor supply including lots of immigrants</i> 3) <i>transportation networks and large population willing to buy goods (market)</i> 4) <i>available capital in U.S. and from European investors</i> 5) <i>innovation, patented invention, increasing productivity</i> 6) <i>government policies that were pro-business such as tariff and little regulation... and gov't subsidies for railroads</i> 7) <i>entrepreneurs willing to take risks and with good business ideas</i> <p>Of these seven factors, which one had the greatest impact on rapid economic growth? Which one had the smallest impact? Explain your reasoning.</p> |

Incentivizing Completion of Reading Guides

Students may avoid reading... preferring instead to peruse Quizlet sets, watch videos, or simply to “wing it.” Some strategies to encourage completion include, but are not limited to:

- 1. At the beginning of the class period following the reading assignment, quiz students.** This holds them accountable for completing reading assignments. It is essential for success in APUSH that students read. There are strong correlations between students who thoughtfully complete reading guides and strong scores in class and on the AP exam.
- 2. Allowing students to use their reading guides on reading quizzes.** Reading quizzes should not be directly linked to questions on the guide. The activity should prepare them for analyzing documents and history, not a time to search a guide for answers. If a student simply copies a guide from another student, it will not be very useful to them on the quiz especially if the quiz has a time limit.
- 3. Making each guide worth a grade or a part of their quiz grade.** This can simply be a completion grade. For example for notes only = 70%. For notes plus analysis = up to 100%. Or... provide a 10% boost to their quiz grade if their guide is completed.

Additional Comments on Reading Guides

Each year, student feedback on various strategies includes very positive comments about both AMSCO and the reading guides.

Students who collaborate... and even “divide and conquer” still do better on quizzes and tests than those who do not do them (or who do not do them thoughtfully). Students that read at a high level, retain information, and can analyze information without completing the guides should not be penalized (in my opinion), because for them the guides become busy work. In recent years, students who do not need the strategy totaled between 1% and 2% of students.

Students who thoughtfully completed them and did not do well on quizzes and tests totaled between 2% and 3%. Interventions for these students included one-on-one tutoring and surveying/treating test-anxiety. Some students did better if they did not consult their reading guide during the quizzes... it only distracted them. Between 80% and 90% benefitted.

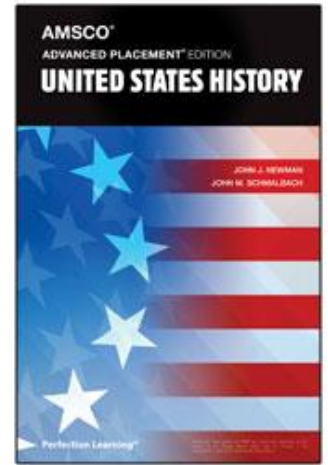
I'm often asked about my "typical day." I teach 90 minute blocks every other day. My students sit in tables of 4, 5, or 6.

A typical day consists of:

1. **Debrief the previous quiz (if applicable).** *Q & A, make corrections, discuss in groups. (5-10 minutes)*
2. **Take reading quiz over the latest reading assignment** *They are quizzed over the reading assignment BEFORE we discuss in class. This is my way of holding them accountable for the reading. They cannot succeed without reading, and I will not spoon feed info. ... I focus more on processing and analyzing the information in class. (10-15 minutes)*
3. **Mini-Lecture** covering the main ideas and objectives of the reading. I focus on the meat from the content outline... brief story-telling type mini-lecture then move quickly into higher level collaborative analysis using the historical thinking skills. (5-20 minutes)
4. **Collaborative analysis (working in their groups) using the writing strategies/activities** *during these activities I roam group to group facilitating, coaching, providing feedback, and answering questions. Sometimes I go through the activity with the class. I have more activities than I have time in class to complete, so I assign some as optional enrichment. (30-50 minutes)*
5. **Homework** *consists of reading a chapter in the book and sometimes additional supplements. They complete a reading guide and take an online CFU (Check For Understanding quizzes). (60-120 minutes)*

For shorter periods, I recommend steps 1-3 on one day followed by 4-5 second day.

2020 Edition Preview



The newest edition organizing content in alignment with the College Board Course and Exam Description (CED).

<https://apstudents.collegeboard.org/ap/pdf/ap-us-history-course-and-exam-description.pdf>

You can preview the newest edition of AMSCO at

<https://www.perfectionlearning.com/images/ebooks/ap-us-history-sampler/index.html#p=23>

The reading guide strategy will need to be updated in order to work smoothly with the newest edition. It works well with 2015-2018 editions with the exception of the last two chapters in recent editions, but those challenges are small. If you are going to use the most recent edition, rest assured I will be creating new guides as the book becomes available. I will post these on my website, FFAPUSH.com, as they are completed.

Instead of chapters, the text is organized by units that correspond to the historical periods. For unit 1... it is essentially what used to be chapter 1. For the subsequent units, I plan on creating larger packets so that students have the entire unit in one document. These can be broken up into smaller chunks, however. The structure matches the CED. On the left you can see the breakdown from College Board, and on the right you can see how the new edition mirrors that framework.

2020 Edition Preview

UNIT
1

Period 1:
1491–1607

~8 Class Periods | 4–6% AP Exam Weighting

4

1.1 Contextualizing Period 1

GEO

1.2 Native American Societies Before European Contact

1

WOR

1.3 European Exploration in the Americas

1

GEO

1.4 Columbian Exchange, Spanish Exploration, and Conquest

3

SOC

1.5 Labor, Slavery, and Caste in the Spanish Colonial System

5

WOR

1.6 Cultural Interactions Between Europeans, Native Americans, and Africans

3

6

1.7 Causation in Period 1

Contents

Detailed
UNIT 1
Contents

UNIT 1—Period 1: 1491–1607

Topic 1.1 Contextualizing Period 1

Learning Objective: Explain the context for European encounters in the Americas from 1491 to 1607.

Analyze the Context
Landmark Events: 1450–1650

Topic 1.2 Native American Societies Before European Contact

Learning Objective: Explain how various native populations interacted with the natural environment in North America in the period before European contact.

Cultures of Central and South America

Cultures of North America

Reflect on the Learning Objective
Key Terms by Theme
Multiple-Choice Questions
Short-Answer Question

Topic 1.3 European Exploration in the Americas

Learning Objective: Explain the causes of exploration and conquest of the New World by various European nations.

The European Context for Exploration

Changes in Thought and Technology
Religious Conflict

Expanding Trade

Developing Nation-States

Dividing the Americas

Reflect on the Learning Objective
Key Terms by Theme
Multiple-Choice Questions
Short-Answer Question

Topic 1.4 Columbian Exchange, Spanish Exploration, and Conquest

Learning Objective: Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.

Christopher Columbus

The Columbian Exchange

The Rise of Capitalism

Historical Perspectives: Was Columbus a Great Hero?

Reflect on the Learning Objective
Key Terms by Theme
Multiple-Choice Questions
Short-Answer Question

Topic 1.5 Labor, Slavery, and Caste in the Spanish Colonial System

Learning Objective: Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.

Spanish Exploration and Conquest

Spanish Caste System

Reflect on the Learning Objective
Key Terms by Theme
Multiple-Choice Questions
Short-Answer Questions

Topic 1.6 Cultural Interactions in the Americas

Learning Objective: Explain how and why European and Native American perspectives of others developed and changed in the period.

European Treatment of Native Americans

Spanish Policy
English Policy
French Policy

Survival Strategies

The Role of Africans in America

Reflect on the Learning Objective
Key Terms by Theme
Multiple-Choice Questions
Short-Answer Question

Topic 1.7 Causation in Period 1

Learning Objective: Explain the effects of the development of transatlantic voyages from 1491 to 1607.

Questions about Causation

UNIT 1—Period 1 Review

Think as a Historian: Analyze Evidence
Analyzing a Primary Source
Analyzing a Secondary Source

Write As a Historian: Historical Thinking Skills and Long Essays
Long Essay Questions

Detailed
UNIT 1
Contents
continued

TOPIC 1.1

Contextualizing Period 1

SUGGESTED SKILL

 Contextualization

4.A

Identify and describe a historical context for a specific historical development or process.

Spend a class period helping students understand some contexts for this unit. Considering this unit's key concepts (previewed below), select one or two for which your students will most need context.

To understand context, your students could examine:

- Change from and/or continuity with preceding historical developments.
- Similarities and/or differences with contemporaneous historical developments in different regions or geographical areas.

Whenever possible, draw upon students' relevant prior knowledge, and anchor this contextualization lesson in historical source material of varying formats such as visuals, data, or written texts, or conduct an activity that engages students in exploring context.

Required Course Content

LEARNING OBJECTIVE**Unit 1: Learning Objective A**

Explain the context for European encounters in the Americas from 1491 to 1607.

PREVIEW: UNIT 1 KEY CONCEPTS**KC-1.1**

As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

KC-1.1.1

Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

continued on next page

Beginning each unit with contextualization is a great strategy. If you are using a book that doesn't include this up front, remember your CED does!

*I hope this helps you on
your APUSH journey!*

Fight Fiercely!

