



FIGHTING FIERCELY FOR FIVES!

Strategies for Skill Based Instruction

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Introduction

APUSH is a challenging course that requires students to not only understand historical events and developments but also analyze history skillfully. The common pedagogical approach of “Student-Centered Learning” is an important part of the modern classroom, but I take it a step further with “Skill Based Instruction.” This simply implies that homework and classwork are not only student-centered but *skill building*. Moving students away from memorization and regurgitation to true historical analysis is often daunting. With strategic approaches to skill building we can encourage students to *process* using higher level skills and understanding that will help students succeed on the A.P. exam as well as in college. I will highlight three strategies in this session. More can be found on my website, FFAPUSH.com, and if time allows I’ll touch on the importance of following directions (some additional strategies).

How to Reference the Documents in the DBQ Body Paragraphs

DO NOT quote the documents. Go Beyond the Obvious! GBO!
It is okay to have separate paragraph for each document, or you may group them. You cannot group them in order to generalize any one step, however.

Step 1: Describe the document and explain how it relates to the topic.

Step 2: Use the HIPP strategy to analyze the documents and explain how they are relevant to the thesis.

Step 3: Apply your analysis to your essay!

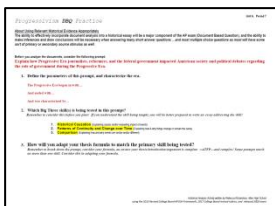
3-STEP PLAN FOR DOCUMENT ANALYSIS IN DBQ WRITING (PAGES 2-3)

-Simplifying the skills to help move lower level writers slowly toward sophisticated writing
-Reinforcing the three document analysis skills needed for DBQ writing

Skill Cards are posted at <http://www.ffapush.com/other-resources.html>.

Three Step Strategy with Sample available at <http://www.ffapush.com/recomendations-.html>.

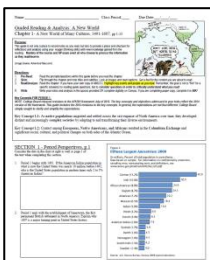
IN-CLASS WRITING ACTIVITIES (PAGE 4)



-Using class time to practice skills with opportunities for peer and teacher coaching
-Holding students accountable for reading/preparing for class
-Providing opportunities for discussion and mini-lecture based on events and concepts students struggle with
-Providing opportunities for differentiation and targeted intervention

Writing Activities are posted at <http://www.ffapush.com/student-activities.html>.

READING GUIDES (PAGE 5)



-Holding students accountable for reading and preparing for class
-Reinforcing note-taking skills
-Providing opportunities to process information and think critically about what they read
-Providing opportunities to practice essential skills

AMSCO reading guides are posted at <http://www.ffapush.com/amsc-guides.html>.

Word versions are also available at <http://www.ffapush.com/word-files.html>.

Additional Strategies to reinforce directions and to track skill development (Pages 6-7)

3- Step Plan for Analyzing Documents

Note to Teachers: One of the most successful strategies I've implemented this year is the 3-step plan. I had many students with little document analysis experience or who simply struggled to go beyond the obvious. The ultimate goal of this strategy is to move students from formulaic writing to truly sophisticated writing. For students who cannot bridge that gap by the exam, they are still on their way to sophisticated writing in the future with additional practice.

How to Reference the Documents in the DBQ Body Paragraphs

Most students fail to earn the document analysis points on the DBQ because they simply string together facts they pull from documents which results in story-telling. Never lose sight of your purpose: defending an argument/thesis!

Using documents as evidence requires showing understanding of the content and then applying that understanding to the defense of your argument. Ask yourself questions such as, "How does this document address my prompt?" and "What is this document saying?"

DO NOT quote the documents. Go Beyond the Obvious! GBO!

It is okay to have separate paragraph for each document, or you may group them.

You *cannot* group them in order to *generalize* any one step, however.

If you do group them, add a couple of sentences explaining how they corroborate or contradict each other. This will help you get the complex analysis point.

Step 1: Describe the document... GO BEYOND THE OBVIOUS AND DON'T QUOTE. You can say "Document 1..." or use the name of the document. **Then... explain how it relates to the main topic of your essay, Do this for every document, unless you are not targeting the use of six documents point.**

"Document #__ shows/explains.... This document relates to _____ because..."
(Identify the number of the document you are describing and describe it GBO.) (Identify the main topic of your essay.) (Explain how or why it relates.)

Step 2: Use the HIPP strategy to analyze the documents. Choose 4 to thoroughly source, even though you only need three according to the rubric. Remember you only need *one* of the HIPP.*

Then... explain how or why the HIPP relates to your argument/thesis. (CLOSE THE LOOP)

GO BEYOND THE OBVIOUS, explain how it is evident (show the reader how you came to your analysis) and explain how or why it is relevant to the argument. **Tip: USE THE LINGO!**

"The _____ of document #__ was.... because...."
(purpose/POV/audience/context) (Identify doc.) (Describe HIPP.) (Explain how/why the HIPP is evident.)

This is relevant to the argument that ... because..."
(Identify X or Y from your thesis or other relevant argument connected to it.) (Explain how or why the HIPP relates to your argument/thesis)

Step 3: Apply your analysis to your essay. How does each document support your thesis or support an opposing view?

To get this point you must use *at least six* of the seven documents AS EVIDENCE to support your X or Y. I recommend you use all seven in case you don't get credit for one.

Start with step 1 (description and explanation of how it relates to the topic), and then **CLOSE THE LOOP.**

If the document is one of the four you HIPPed, then start with steps one and two, and then close the loop.

"Therefore, document #__ supports the argument that ... because...."
(Identify doc.) (State your X or Y from your thesis.) (Explain how or why it supports the argument.)

EXAMPLE of how to use the three steps to clearly and effectively target all three document skills.

Document from the 2002 Released College Board Exam

Source: Fourth Annual Report, Society for the Reformation of Juvenile Delinquents in the City of New York, 1829.

We might feel a pride in the reflection, that our young country . . . was the first to adopt the penitentiary system of prison discipline, and the first to attempt to prevent the commission of crimes, by seeking out the youthful and unprotected, who were in the way of temptation, and by religious and moral instruction, by imparting to them useful knowledge, and by giving them industrious and orderly habits, rescuing them from vice and rendering them valuable members of society.

To confine these youthful criminals . . . where no, or scarcely any, distinction can be made between the young and old, or between the more and less vicious, where little can be learned but the ways of the wicked, and from whence they must be sent to encounter new wants, new temptations, and to commit new crimes, is to pursue a course, as little reconcilable with justice as humanity; yet, till the House of Refuge was established there was no alternative.

Revised Prompt/Causation:

Evaluate the extent to which Antebellum Era reforms expanded democratic ideals in the United States.

Step 1, Document Description:

Document #1 explains how prison reform for young people had a positive impact on society, because young criminals were nurtured as children rather than punished as adults. This relates to the topic of Antebellum reform movements, because it illustrates changes made in order to improve society.

Step 2, One HIPP:

The author's point of view in doc. #1 is that Christianity had effective solutions to societal problems. This is evident because the use of moral instruction is proposed as a tool to reform. This is relevant to the argument that reforms expanded democratic ideals, because the liberties of young people were being defended and valued more than they had been before.

Step 3, Supporting the Argument:

Therefore, doc. #1 supports the argument that reforms expanded democratic ideals to a large extent, because young people were provided instruction rather than simply punished for crimes which helped them become good citizens and future voters.

When using all three steps, it may seem redundant...

but keep in mind you will not be HIPing all of the documents,

and it is better to clearly target each skill rather than oversimplifying. ☺

Also remember that step 3, the second evidence point which requires successful usage of six documents, is a difficult and time-consuming point to get. Only target it if you are sure you can do it effectively (along with at least three other skill points) within one hour.

Note to Teachers:

Some students do not need this type of breakdown. Once students master this approach have them increase their sophistication. Ways to facilitate this include:

- a. Have them discuss the document using natural language before they write.**
- b. Have them cite documents as sources (Doc. 1) as they would in a research paper.**
- c. Have them develop a topic sentence for each body paragraph that essentially contextualizes a document or two.**
- d. Have them develop a transitional sentence at the end of each body paragraph that essentially uses the document(s) as evidence and clarifies how they are supporting their document.**

Setting up body paragraphs in this manner, similar to how they learn to write in English classes, will help them become more sophisticated writers.

Writing Activities - Five Main Objectives

1. Use class time to practice skills with opportunities for peer discussion/collaboration and teacher coaching
2. Hold students accountable for reading/preparing for class
3. Provide opportunities for discussion and mini-lecture based on events and concepts students struggle with
4. Provide opportunities for differentiation and intervention
5. Help students prepare for the unit test which is aligned with activities

Sample Pages from Progressivism DBQ Writing Activity

Unit 6, Period 7

Progressivism DBQ Practice

About Using Relevant Historical Evidence Appropriately
The ability to effectively incorporate document analysis into a historical essay will be a major component of the AP exam (Document Based Question), and the ability to make inferences and draw conclusions will be necessary when answering many short answer questions ...and most multiple choice questions as most will have some sort of primary or secondary source stimulus as well.

Before you analyze the documents, consider the following prompt:
Explain how Progressive Era journalists, reformers, and the federal government impacted American society and political debates regarding the role of government during the Progressive Era.

1. Define the parameters of this prompt, and characterize the era.
 - The Progressive Era began in/with...
 - And ended with...
 - And was characterized by...
2. Which Big Three skill(s) is being tested in this prompt?
Remember to consider this before you plan! If you understand the skill being taught, you will be better prepared to write an essay addressing the skill!
 1. **Historical Causation** (Explaining causes and/or evaluating impact of events)
 2. **Patterns of Continuity and Change over Time** (Explaining how & why things change or remain the same)
 3. **Comparison** (Explaining how and why events are similar and/or different)
3. How will you adapt your thesis formula to match the primary skill being tested?
Remember to break down the prompt, consider your formula, and ensure your thesis/introduction/argument is complete --ATFP--and complex! Some prompts touch on more than one skill. Consider this in adapting your formula.

Historical Analysis Activity written by Rebecca Richardson, Allen High School
using the 2015 Revised College Board APUSH Framework, 2017 College Board revised rubrics, and released 2003 exam

Full page document with student sample notes will be provided or displayed during the session. The full document is also available at <http://www.ffapush.com/student-activities.html>

A few ideas for using and adapting writing activities

1. Have students work in groups to break down the prompt and write a thesis, and then assign a different document to each student. After they complete their three steps, have them peer review.
2. Assign an activity as optional enrichment while letting students know that it is a potential prompt on the unit exam. This will motivate many to take time to practice the skills before the test.
3. Use a writing activity in place of a quiz.
4. Group students based on skill level and sit with the group needing the most intervention, modeling the skills and coaching development. Have higher level groups develop topic and transitional sentences.
5. Create mixed groups and make sure lower level students are seated with helpful, higher-level students.
6. Use them as teaching tools, completing them as a class while facilitating discussion of content while also teaching/practicing skills.

Reading Guides!

Sample from Chapter 1 AMSCO Reading Guide

Expanding Trade, pp 6-7

Key Concepts & Main Ideas	Notes	Analysis
Economic motives drove exploration, and "discovery" altered the European, African, and America economically, politically, and culturally.	<p>New Routes...</p> <p>Slave Trading...</p> <p>African Resistance...</p> <p>Developing Nation-States...</p>	<p>List <i>three main effects</i> of Europe's expanding trade in the 15th century.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which effect was <i>most significant</i>? Explain your answer.</p>

4. Europe Moves Toward Exploration, pp 5-6

Student Sample →

(full student sample document will be provided to those attending the session)

Key Concepts & Main Ideas	Notes	Analysis
New technology, new knowledge, and new goals spurred European exploration.	<p>Improvements in technology...</p> <ul style="list-style-type: none"> - Renaissance; making improvements off other inventions - Gunpowder (China) - Sailing compass (Arab merchants) - Ship building + map making - Printing press; helped spread knowledge <p>Religious conflict...</p> <ul style="list-style-type: none"> - Catholic Victory in Spain <ul style="list-style-type: none"> • Spanish Christians conquer re-conquered Muslim-controlled land • Led to independent kingdoms • Ferdinand & Isabella married? retold: Spain (conquered Granada) - Protestant Revolt in Northern Europe <ul style="list-style-type: none"> • Revolt against authority of Pope (Protestant Reformation) • Conflict between Catholics vs Protestants • Each wanted to spread own beliefs • Religious motive for exploration/colonization 	<p>Identify the <i>key difference</i> between Viking voyages of the 12th century to that of Columbus in the 15th century.</p> <p>Columbus's voyage differed from the Vikings in that he brought people into contact across the Atlantic.</p> <p>How did new technology enable Christopher Columbus to dominate the "New World?"</p> <p>Better ships & navigation tools allowed him to bring more supplies; guns + better weapons helped him conquer</p> <p>What was the <i>impact</i> of the Catholic victory in Spain and the European Reformation on North America?</p> <p>Both led to an increased focus on exploration and colonization (Spain = political/economic) (Reformation = religious)</p>

Main Format of Reading Guides; Three Main Steps

1. *Introducing key concepts from the content outline (left column)*
2. *Providing space for note-taking (middle column)*
3. *Providing opportunities to process and evaluate what they read (right column)*

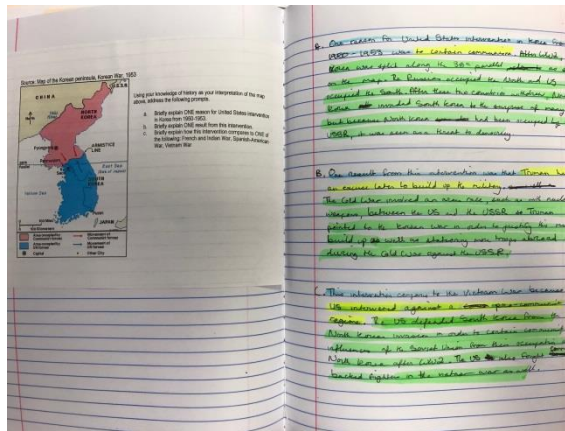
- Reading guides can also be used to provide additional text or additional skill practice. I sometimes insert excerpts from other primary or secondary sources.
- Teachers can adapt the guides... they are posted as word documents at <http://www.ffapush.com/word-files.html>.

Following Directions

One of the most important skills we all learn is how to follow directions. This is a skill we assume our students mastered in Kindergarten (or earlier), but the reality is they often ignore directions. College Board clarifies expectations and alludes to how students will be assessed in their directions. By skipping directions, students are putting themselves at risk of failure. Each year there are many high quality answers and essays that score low because students simply didn't follow directions.

Below are a few examples of how I reinforce this skill in class.

- 1. Short Answer Question Portfolio** – Students have a portfolio that remains in class. They write a full SAQ two or three times a week. Each entry has three goals: ATFP, evidence, and explain how or why. When SAQs are graded and all three goals reached they receive a sticker on the cover. For students who struggle, they can earn stickers for improvement. Stickers may seem elementary, but my juniors love them and celebrate each additional one they receive. 😊 For teachers who struggle with time to grade SAQs, peer grading or self-assessment are also options.

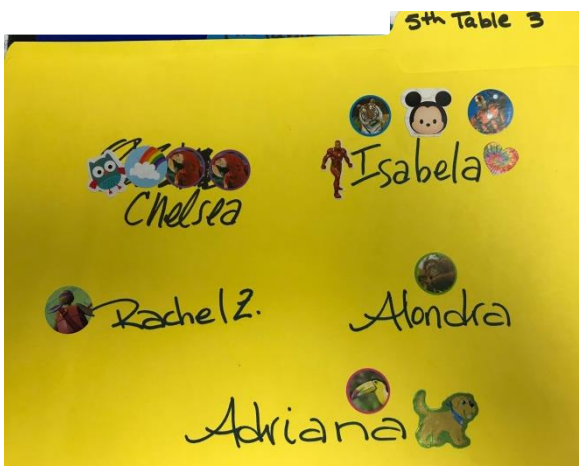


Blue Highlighting = ATFP! (Address The Full Prompt) and **using the lingo** from the prompt!

Yellow Highlighting = one piece of evidence

Green Highlighting = EXPLAIN HOW OR WHY! Close the Loop!

- 2. Table Folders** – In my classroom students sit in tables of 4 to 6. Each table has a folder with student names. This is how I collect and pass back papers. I reward students for following directions by adding stickers next to their name. Directions can be simply “highlight your final answers on the quiz yellow,” or “underline the source of each document.”



Some students do not respond to this (5th period table 3), but the vast majority want to see their folder covered with stickers, and they count them regularly and compete. This requires them to follow directions!

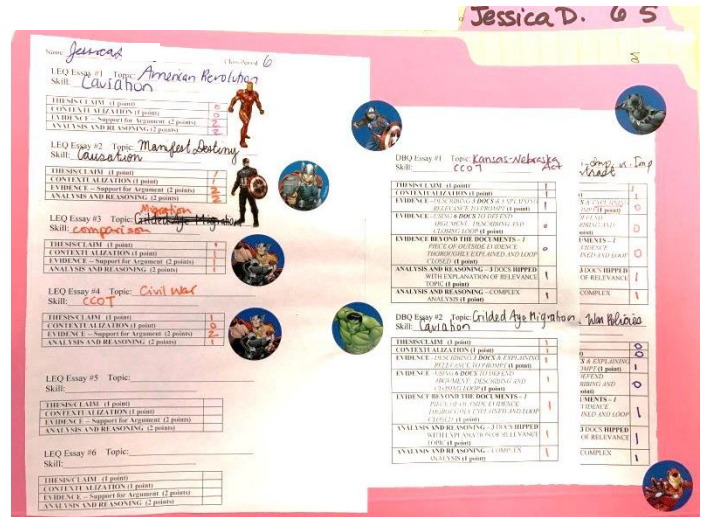
3. Essay Folders – Each student has an essay folder that stays in the classroom and houses all essays written during the year. On the cover are rubrics which record topics, skills, and rubrics. Each time a student earns at least 4 points on an essay, they receive a sticker. When we debrief and rewrite essays, they can also focus on skills they struggle with. Student response to this strategy has been positive, because they not only like stickers/praise... they appreciate the fact that they don't have to be perfect to earn a good grade as well as being celebrated for the journey of learning.

LEQ Essay #1 Topic: _____
Skill: _____

THESIS/CLAIM (1 point)	
CONTEXTUALIZATION (1 point)	
EVIDENCE -- Support for Argument (2 points)	
ANALYSIS AND REASONING (2 points)	

DBQ Essay #1 Topic: _____
Skill: _____

THESIS/CLAIM (1 point)	
CONTEXTUALIZATION (1 point)	
EVIDENCE – DESCRIBING 3 DOCS & EXPLAINING RELEVANCE TO PROMPT (1 point)	
EVIDENCE – USING 6 DOCS TO DEFEND ARGUMENT; DESCRIBING AND CLOSING LOOP (1 point)	
EVIDENCE BEYOND THE DOCUMENTS – 1 PIECE OF OUTSIDE EVIDENCE THOROUGHLY EXPLAINED AND LOOP CLOSED (1 point)	
ANALYSIS AND REASONING – 3 DOCS HIPPED WITH EXPLANATION OF RELEVANCE TOPIC AND ARGUMENT (1 point)	
ANALYSIS AND REASONING – COMPLEX ANALYSIS (1 point)	



Any strategy that reinforces skills while also enabling students to track progress and target skill development/practice is useful. This strategy took some time to set up, but it was well worth it. If you want the rubrics used to cut and paste onto the folders, they are posted at <http://www.ffapush.com/other-resources.html>.

Thanks for your time, and remember to

FIGHT FIERCELY!