

Fighting Fiercely For Fives

Strategies for Skill Based Instruction

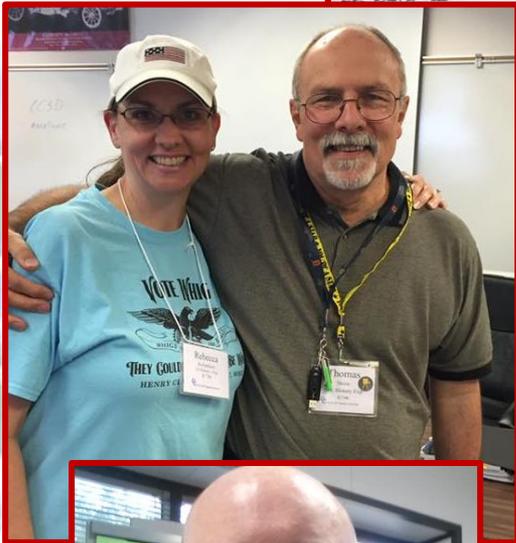
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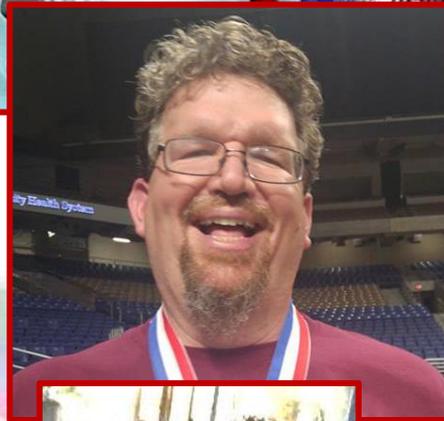
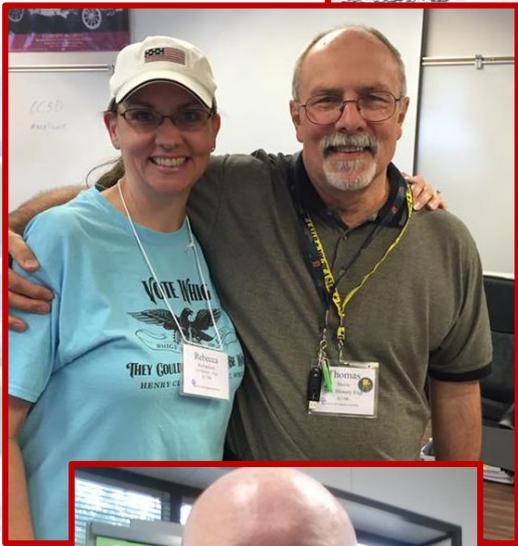
Note:

This overview of skill-based, instructional strategies was originally presented at Best Practices night at the A.P United States history exam reading in Tampa, Florida in 2018. The strategies were again presented at the 2019 APSI at TCU. The response was overwhelming positive at both sessions, and I am excited to present the strategies once again to a new audience.



"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives"

--Robert John Meehan



More than celebrating my own awards... I wish to celebrate the collaborations that have made me a better teacher. Pictured here are just some of the amazing people who I have had the joy of working with and learning from. The top photos are of Ellen Orr – my AP Reading roommate – and me... and of myself, Don Anderson, and Willis Hudson. These two men are some of the finest individuals I've been honored to work with at Allen High School. Below that is a picture of myself and Thomas Sleete. Tom was my table leader during my first year as a reader. I attended one of his summer institutes and remain friends with him. To the right of that picture is Matt Cone. Matt was my team leader at Plano Senior High School, and I learned so much about effective teaching while working with him in Plano. He remains one of my favorite people. Bottom left is a picture of John Irish. I've attended summer APSI's with John, had great discussions with him, and have used his strategies as the launch pad for many of my own. You will find his name on many of my materials, and you will find my name on the back of his book. Last but not least, colleague and friend, Steve Patty. Steve is a good friend that I met at the reading years ago, and I am thankful for every discussion we have. It's amazing how when teachers get together and talk about history and pedagogy... hours pass by quickly and we strengthen each other! Yes... we strengthen each other... and that is what I hope to do today... provide some strength and empowerment as so many have done for me over the years.

Introduction

Student Centered To Skill Based



Student Centered To Skill Based

APUSH is a challenging course that requires students to not only understand historical events and developments but also to 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 and evaluate* 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.

Skills are
Just as
important
as Content!



Pictured above is a set of review cards. Each color represents a theme; white are skill cards. The point is... reviewing skills is just as important as reviewing content... and when teaching or reviewing content... we should weave in the skills so students are **THINKING** about history rather than just memorizing it.

These cards are available at <http://www.ffapush.com/other-resources.html>.

3-Step Plan for Analyzing Documents

#1

The ultimate goal of this strategy is to move students from formulaic writing to truly sophisticated writing. This strategy is discussed in more detail with multiple examples in the session titled, "Three Step Document Analysis Strategy."

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

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

Step 3: Apply your analysis to your essay!

Step 1

Describe the document... then explain how or why it relates to the main topic of your essay.

“Document #___ shows/explains....

(Identify the document and describe it GBO.)

This document relates to _____ because...”

(Identify the topic of essay.) (Explain how or why it relates.)

This strategy and example can be found at <http://www.ffapush.com/recomendations-.html>

Step 2

**Use the HIPP strategy to analyze the documents.
Then... explain how or why the HIPP relates to
your argument/thesis.**

“The _____ of document #___ was.... because...”
(purpose/POV/audience/context) (Identify doc.) (describe HIPP.) (Explain how/why 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)*

This strategy and example can be found at <http://www.ffapush.com/recomendations-.html>

Step 3

Apply your analysis to your essay.

“Therefore, document #__ supports the argument that ...

(Identify doc.) (State your X or Y from your thesis.)

because.....”

(Explain how or why it supports the argument.)

This strategy and example can be found at <http://www.ffapush.com/recomendations-.html>

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:

-Have them discuss the document using natural language before they write.

-Have them cite documents as sources (Doc. 1) as they would in a research paper.

-Have them develop a topic sentence for each body paragraph that essentially contextualizes a document or two.

-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

#2

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)

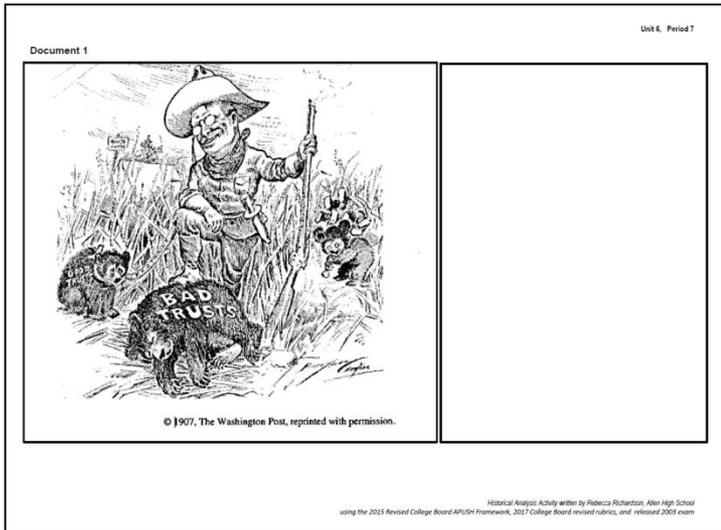
3. How will you adapt your thesis formula to match the primary skill being tested?

Remember to break down the prompt, consider your formula, and ensure your thesis/introduction/argument is complete --ATEP--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

Writing Activities are posted at

<http://www.ffapush.com/student-activities.html>



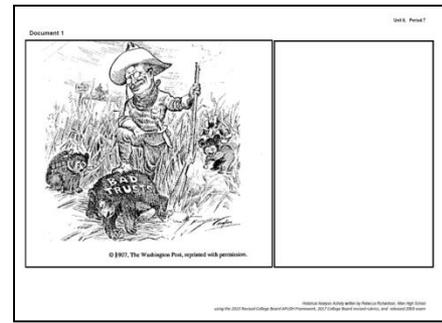
Writing Activities

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*

Writing Activities

Additional Comments



- **The majority of the writing activities are created by blending the framework, skills, and past exams.**
- **I usually complete at least one document with them as a class, modeling various strategies.**
- **Some students will finish quickly while others struggle. Collaboration can provide peer tutoring.**
- **Sometimes I will sit with students who are struggling and walk through it with them, asking them questions to guide their thinking.**
- **Students who are coming to APUSH from grade level world history (or who have never taken an AP class) benefit from breaking it down step by step. Placing these kids together often reduces the anxiety that they aren't “good enough” or “smart enough.” Strategic grouping can boost the effectiveness of this strategy.**
- **Writing activities are aligned with assessments... so they are not just processing information and practicing skills... they are preparing for a test!**

Walk Through Activities that are particularly challenging, especially at the beginning of the year.

Name: Sample Notes/Response

Class Period: _____

APUSH Unit 1, College Board Periods 1 & 2

Explaining Causation... Cause: Atlantic System (Exchanges) Effect: Colonial Development

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

List 5 specific ways the Atlantic System (political, social, cultural, and economic exchanges) impacted the North American colonies during the Colonial Era.

1. economic system in which goods and slaves were exchanged, impacting colonies by introducing slave trade (providing needed labor for plantations and creating social tensions/debates) to the Americas.
2. colonies became markets for British goods
3. encouraged more participation in fur trade which increased tensions with the French and Indians
4. British policies to enclose the system (mercantilism) led to social tensions
5. colonies provided raw materials for British industry

Explain – using generalizations and specific evidence - how the Atlantic exchanges impacted colonial work, exchange, and technology (economic impact).

The economic impact of the Atlantic System... impacted the colonial economy by providing labor through the slave trade and markets for crops like tobacco. In New England, shipbuilding helped the British navy grow and provided a somewhat unique way to participate in the exchange since most colonists supplied materials rather than finished products.

Explain – using generalizations and specific evidence - how the Atlantic exchanges impacted colonial culture (beliefs, ideas... cultural impact).

One way the Atlantic exchanges impacted colonial culture was by helping to Anglicize colonial culture, because Britain dominated the system and set up navigation laws to build an economic empire. The colonies were part of that empire.

Navigation laws were largely ignored prior to the French and Indian War, but they did impact culture by breeding some resentment among colonists who wished to industrialize or trade with other nations.

Explain – using generalizations and specific evidence - how the Atlantic exchanges impacted the development of American societies - as it developed in relation to other parts of the Atlantic World. (impact on America's Place in the World – global context).

The Atlantic Exchange impacted the colonies in North America by fostering growth of slavery. The growth of the slave system led to the development of white supremacy and a long history of African American battles for civil rights. It impacted Africa in a similar way by decreasing the African population significantly. This massive forced-migration of peoples created long-term problems in both societies.

Unit 1 Causation Activity...

Walking through activities in class can include having individual or groups offer suggestions as you record on the board of using a document camera. Students can record their own answers on paper, as well, during the discussion.

WAVES OF REFORM

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

Purpose:

This Crossroads Essay is an enrichment activity providing additional insight into the era. Many essential themes, concepts, and events are outlined in the essay; it serves as a valuable review tool before exams.

Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

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 7.3: 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.

Assessment:

Concepts will be tested, so all students will be held accountable for this additional reading. For the enrichment portion, students who complete the activity before they take the corresponding unit test may earn up to 10% bonus which will be applied to the final quiz in the corresponding unit. Students who also complete the synthesis portion of this assignment are eligible for additional points.

Directions:

Print this article and complete by hand using a highlighter and ink. As you read the article **annotate in the spaces provided**. Think **CRITICALLY**... go beyond simple/respective notes when analyzing themes.

Annotate by:

- Highlighting the main ideas/arguments,
- identifying major themes (MAGPIES)
- identifying and explaining historical context and/or historiography
- defining terms you may not know.

- M igration and Settlement
- A merica in the World
- G eography and the Environment
- P olitics and Power
- I dentity; American and National
- E conomy; Work, Exchange, and Technology
- S ociety and Culture

This essay examines the two great waves of reform -- **Populism and Progressivism** -- that swept over American society and government in the years between the end of Reconstruction and the end of the First World War. It also examines the effects of domestic reform on the nation's place in the world, and vice versa.

I. The Context

In the years following **Reconstruction**, as the forces of urbanization, industrialization, and immigration reshaped American society, many Americans were disturbed by the social and economic changes that these forces brought in their wake. At the same time, many Americans distrusted demands for further sweeping reforms to curb the abuses of industry, the corruption of federal, state, and local governments, and the frightful living and working conditions experienced by the urban poor. The reflexive response of these Americans was to lump such demands for change with even more "threatening" demands for racial and sexual equality and socialism or even communism. The majority of white Americans (male and female) regularly cited these "extreme" demands as threats to the extant stable relations between men and women, parents and children, or families and the larger society. But even those Americans who were content to accept society as it was found themselves once more under siege in the closing decades of the nineteenth century, and eventually they were forced to acknowledge what they long knew but could not bring themselves to admit -- that the new shape of American society was at least as threatening to the values they cherished as were the so-called extremists they feared.

Crossroads activities
available at:
<http://www.ffapush.com/crossroads2.html>

Directions and Objectives

THE AMBIGUOUS DEMOCRACY IN AMERICA, 1800-1848

Purpose:

This Crossroads Essay is an enrichment activity providing additional insight into the era. Many essential themes, concepts, and events are outlined in the essay; it serves as a valuable review tool before exams. Reading the article is assigned to all students. Completing the enrichment activity is optional. *I no longer make the analysis optional.*

Assessment:

Concepts will be tested. Students who complete this activity thoughtfully will be better prepared for quizzes and tests.

Directions:

Print this article and complete by hand **using a highlighter** and **ink**. As you read the article **annotate in the spaces provided**. Think **CRITICALLY...** go beyond simple/respective notes when analyzing themes. Sample entries are provided on this page.

Annotate by:

- Highlighting** the main ideas/arguments,
- identifying major themes** (MAGPIES)
- identifying and **explaining historical context**
- defining terms you may not know**.

**Follow
Directions!**

- M** igration and Settlement
- A** merica in the World
- G** eography and the Environment
- P** olitics and Power
- I** dentity; American and National
- E** conomy; Work, Exchange, and Technology
- S** ociety and Culture

Thematic breakdown for the course was recently revised, separating the themes of society and culture. I continue to identify these themes as a pair, but you may be more comfortable separating them and explaining the difference.

Clarifying the difference between Society and Culture Themes

From the College Board Course and Exam Description *(with additional notes/examples)*:

THEME 7: AMERICAN AND REGIONAL **CULTURE** (ARC) This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy. *(Examples: Beliefs, Ideas, Religion, Reason, Philosophy, Values, Art, Literature, etc.)*

THEME 8: **SOCIAL STRUCTURES** (SOC) This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society. *(Examples: Social and Socioeconomic Class Structures, Social Organizations, Patriarchal vs Matriarchal)*

Providing Samples to Model Effective Annotations

Introduction: Democracy For Whom? Thematic and Methodological Focal Points

In 1830, two Frenchmen visited the United States on a mission from their government; their formal assignment was to study and prepare a report on American prisons. One of them, **Alexis de Tocqueville**, had something else in mind; he seized the opportunity to conduct a detailed investigation of the new American democracy. Tocqueville confessed that, when he looked at the United States, he sought the image and the essence of democracy, a political and social condition of equality that, he believed, all European nations and societies were fast approaching. Foreigners often see a nation more clearly than residents do, and Tocqueville was the greatest exemplar of this fact: The product of his research and musings, *Democracy in America* (2 vols, 1835-1840), is perhaps the single best book on the United States written and an essential document of American history.

From today's perspective, the question is, "Democracy for whom?" Tocqueville agreed, for example, that America faced a serious and growing threat from the problematic relations among "the white, black, and red races" - Europeans, African-Americans, and Indians. He also noted with disappointment that American women seemed to accept, and even to value, the submissive and passive role to which American men consigned them. Moreover, Tocqueville's picture of the United States in the 1830s does not present the diversity that later historians have found in the new nation, focusing so much as it does on the thought, words, and deeds of power-wielding white men.

As we consider this period of American history, we must remember that the political, constitutional, diplomatic, and military history we used to study as the whole of American history is only part of the history of the American people... The period 1800-1848 is well-suited to illustrate how complex, rich, and self-contradictory the materials of our nation's history are -- how, for example, in a period celebrated for its democracy, the political population excluded most free African-Americans from the political process; how women's roles in public and private life constricted; how racial and religious prejudices, and ethnic rivalries and hatreds, cast an ironic, bleak light on professions of expanded democracy.

Context for Tocqueville: American defining itself, its identity and culture while battling over larger issues like slavery and state vs central authority.

America in the world: circumstances in U.S. that enabled U.S. democracy to work would happen in other areas including concepts of equality and mobility.

Society & Culture... He noted the contradictions of democracy in social caste of slavery and subjugation of women, and that very few challenged their subservient status.

Context... Era of the Common Man was an era of expanded democracy against backdrop of continued racism and sexism.

Strategies for Assessment

1. Completion grade or not graded, with student understanding that the assignment is an essential part of their overall knowledge and understanding of main events for the unit.
2. If students highlight – logically – they earn a 70. If they have most or all of the document annotated = 100. (Simple, fast)
3. Providing a short assessment such as a short answer quiz, which will increase accountability and motivation. You may even allow students to use their notes on the quiz. A sample question from the “Waves of Reform” Crossroads reading follows.

1. Using your knowledge of history as well as your Crossroads analysis, address the following prompts in the space provided.

- a. Briefly explain ONE way the Populists and Progressives were similar. (pages 1-3)

Introduction to Short Answer Questions

On the AP exam, you will have 40 minutes to answer three of four short answer questions. Most will include a stimulus and each will include 3 parts.

Required Question 1: periods 3–8 (with primary or secondary source)

Required Question 2: periods 3–8 (with text excerpt or visual source)

Choose between w Question 3: periods 1–5 OR Question 4: periods 6–9 (no stimulus)

This type of question does not require a thesis statement... it is not an essay. Good quality answers can be one or two sentences each. Short answer questions test content knowledge, understanding of themes, and – of course – the historical thinking skills!

Sample SAQ

Directions:

Read each question carefully and write your responses in the box provided.

You are not required to use the entire box, and anything outside of the box will not be graded.

Use complete sentences. No credit will be earned for incomplete sentences.

Answer the questions in order.

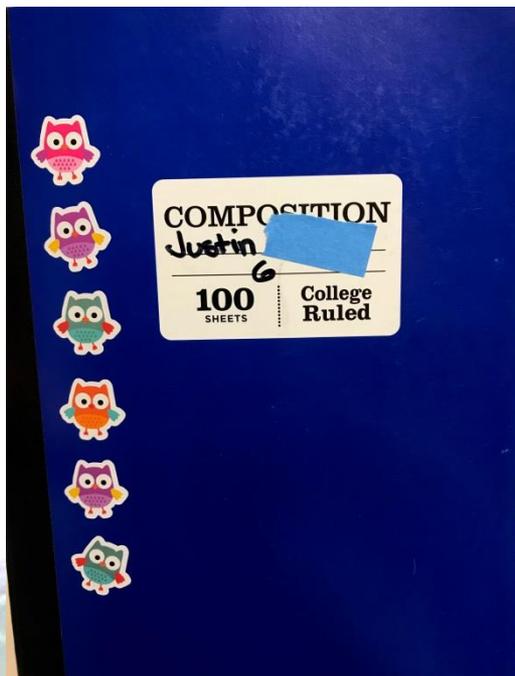
Each answer should stand alone, not be an extension of another answer (think of it as three answers rather than one paragraph), and ATFP! (address the full prompt)

Using your knowledge of U.S. history answer parts a., b., and c.

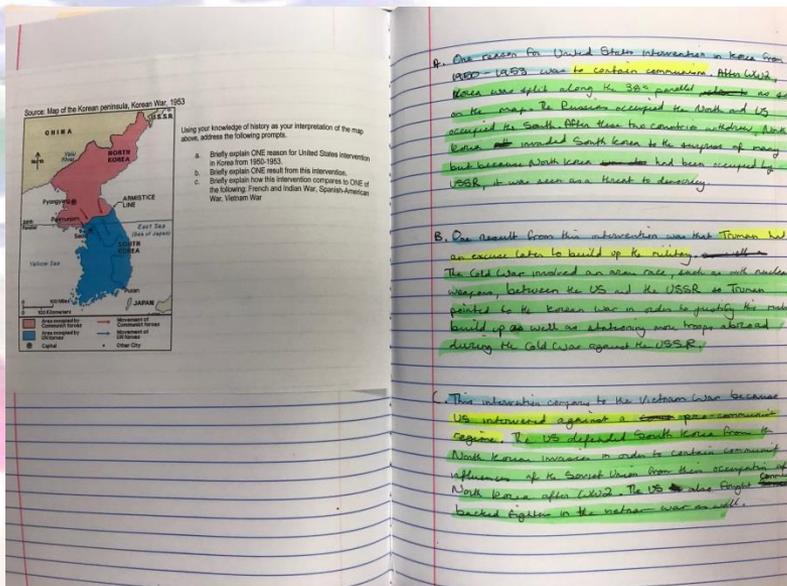
- Briefly explain how ONE of the following impacted the development of social equality during the Civil Rights Era: *Brown vs Board of Education*, *Feminine Mystique*, *United Farm Workers*
- Briefly explain ONE way that the federal government increased social equality in the Civil Rights Era.
- Briefly explain ONE way the American people reacted negatively to the changes in the Civil Rights Era.

Sample Answer:

- Betty Friedan's Feminine Mystique impacted the modern feminist movement which led to increased social equality increasing rights for women. She effectively communicated both unfair sexism in American society but also revealed general unhappiness of many women trapped in traditional roles.*
- President Johnson signed the Voting Rights Act which removed many discriminatory practices that had reduced African American rights to vote, increasing social equality for minorities at the federal level.*
- Many schools reacted negatively to changes in civil rights policies including Little Rock High School which refused to integrate following Brown vs Board of Education, and the National Guard was sent by President Eisenhower to force desegregation.*



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.



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

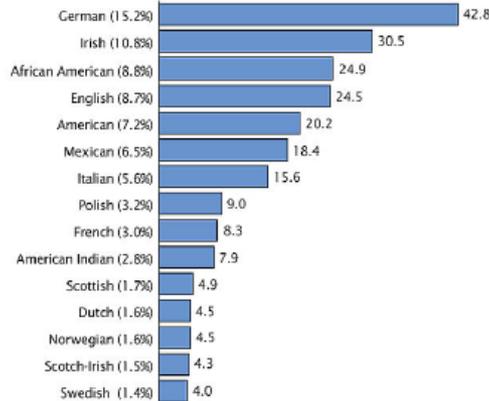
Consider the data in the chart at right as well as page 1 of the text when completing this section.

- 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

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

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

4. Europe Moves Toward Exploration, pp 5-6

Key Concepts & Main Ideas	Notes	Analysis
<p>New technology, new knowledge, and new goals spurred European exploration.</p>	<p>Improvements in technology...</p> <ul style="list-style-type: none"> - Renaissance; making improvements off older inventions - Gunpowder (Chinese) - 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 re-conquered Muslim-controlled land • Led to independent kingdoms • Ferdinand & Isabella married? retook Spain (conquered Granada) - Protestant Revolt in Northern Europe <ul style="list-style-type: none"> • Revolt against authority of Pope (Protestant Reformation) • Conflict btwn 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>

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)

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.

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"><i>1) raw materials - coal, iron ore, copper, lead, timber, oil</i><i>2) labor supply including lots of immigrants</i><i>3) transportation networks and large population willing to buy goods (market)</i><i>4) available capital in U.S. and from European investors</i><i>5) innovation, patented invention, increasing productivity</i><i>6) government policies that were pro-business such as tariff and little regulation... and gov't subsidies for railroads</i><i>7) 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>

9. Historical Perspectives: Was Columbus a Great Hero? p.13

Key Concepts & Main Ideas	Notes	Analysis
European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.	Washington Irving...	Support or refute the following statement: Christopher Columbus was a hero.
	President Franklin Roosevelt...	
	Revisionists...	List 3 pieces of evidence to support your answer.
	Arthur Schlesinger...	a. b. c.
Fact and fiction...		List 3 pieces of evidence that support the alternate view. a. b. c.

Reading guides can also be used to provide additional text or additional skill practice.

10. Explain the HIPP of the image below.

Image Source: Public Domain, Library of Congress, *First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492*, Dióscoro Teófilo Puebla Tolín



Teachers can adapt the guides... they are posted as word documents at

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

HIPP:
 Historical Context:

 Intended Audience:

 Artist's Purpose:

 Artist's Point of View:

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.

If Time Allows...

A Note about Following Directions





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 they didn't follow directions.

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.”

Skill Based Progress Monitoring Strategy

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)	

Jessica D. 65

Name: Jessica
Class Period: 6

LEQ Essay #1 Topic: American Revolution
Skill: Causation

THESIS/CLAIM (1 point)	0
CONTEXTUALIZATION (1 point)	2
EVIDENCE -- Support for Argument (2 points)	2
ANALYSIS AND REASONING (2 points)	2

LEQ Essay #2 Topic: Manifest Destiny
Skill: Causation

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

LEQ Essay #3 Topic: Gilded Age Migration
Skill: comparison

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

LEQ Essay #4 Topic: Civil War
Skill: CCOT

THESIS/CLAIM (1 point)	1
CONTEXTUALIZATION (1 point)	0
EVIDENCE -- Support for Argument (2 points)	2
ANALYSIS AND REASONING (2 points)	1

LEQ Essay #5 Topic: _____
Skill: _____

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

LEQ Essay #6 Topic: _____
Skill: _____

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

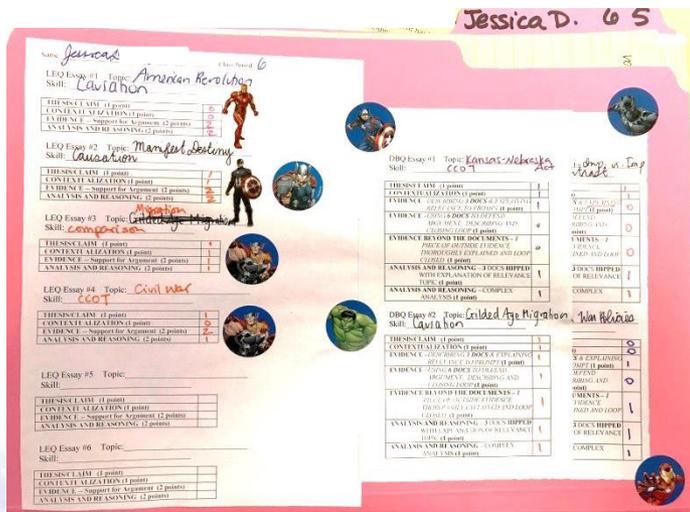
DBQ Essay #1 Topic: Kansas-Nebraska Act
Skill: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

THESIS/CLAIM (1 point)	1
CONTEXTUALIZATION (1 point)	1
EVIDENCE -- USING 3 DOCS TO DEFEND ARGUMENT; DESCRIBING AND CLOSING LOOP (1 point)	0
EVIDENCE BEYOND THE DOCUMENTS -- 1 PIECE OF OUTSIDE EVIDENCE THOROUGHLY EXPLAINED AND LOOP CLOSED (1 point)	0
ANALYSIS AND REASONING -- 3 DOCS HIPPED WITH EXPLANATION OF RELEVANCE TOPIC (1 point)	1
ANALYSIS AND REASONING -- COMPLEX ANALYSIS (1 point)	1

DBQ Essay #2 Topic: Gilded Age Migration
Skill: Causation

THESIS/CLAIM (1 point)	1
CONTEXTUALIZATION (1 point)	1
EVIDENCE -- USING 3 DOCS TO DEFEND ARGUMENT; DESCRIBING AND CLOSING LOOP (1 point)	0
EVIDENCE BEYOND THE DOCUMENTS -- 1 PIECE OF OUTSIDE EVIDENCE THOROUGHLY EXPLAINED AND LOOP CLOSED (1 point)	0
ANALYSIS AND REASONING -- 3 DOCS HIPPED WITH EXPLANATION OF RELEVANCE TOPIC (1 point)	1
ANALYSIS AND REASONING -- COMPLEX ANALYSIS (1 point)	1

Rubrics for cutting and pasting onto folders are available at <http://www.ffapush.com/other-resources.html>.



Skill Based Progress Monitoring Strategy

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 students debrief and rewrite essays, they focus on skills they struggle with (points they didn't earn). 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.

Skill Based Progress

TEKS Correlation for Texas Teachers

FOR TEXAS TEACHERS

Unit 2 TEKS Correlation

Unit 3 TEKS Correlation

Unit 4 TEKS Correlation

Unit 5 TEKS Correlation

Unit 6 TEKS Correlation

Unit 7 TEKS Correlation

Unit 8 TEKS Correlation

Unit 9 TEKS Correlation

These activities have not been updated with the revised TEKS. They can be useful as review and enrichment as you move through the course. The goal is review but also processing.

TEKS correlation activities are available at <http://www.ffapush.com/other-resources.html>

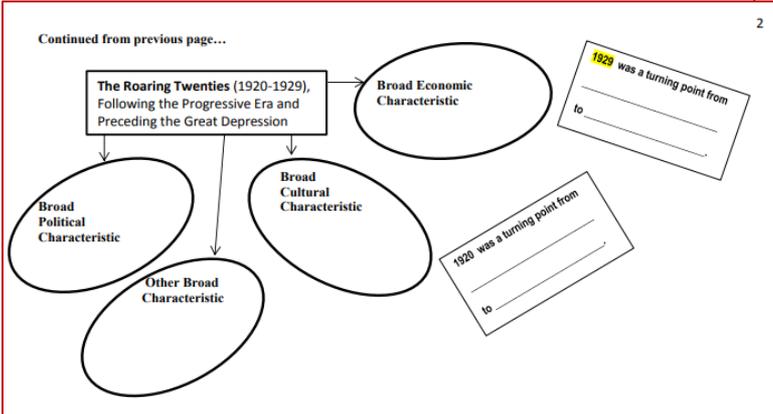
5. Analyze the causes and effects of the Spanish-American War, and explain how and why America expanded overseas.

Examples

- T.E.K.S. (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920.
- (A) explain why significant events, policies, and individuals such as the **Spanish-American War**, **U.S. expansionism**, **Alfred Thayer Mahan**, **Theodore Roosevelt**, **Sanford B. Dole**, and **missionaries** moved the United States into the position of a world power;
 - (B) evaluate American expansionism, including acquisitions such as **Guam**, **Hawaii**, **the Philippines**, and **Puerto Rico**;
- (15) Economics. The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920.
- (C) explain how foreign policies affected economic issues such as the **Open Door Policy** and **Dollar Diplomacy**
 - (D) Describe the economic effects of international military conflicts, including the **Spanish-American War** on the United States
- (12) Geography. The student understands the impact of geographic factors on major events.
- (A) Analyze the impact of physical and human geographic factors on the **Panama Canal**;
 - (B) Identify and explain reasons for changes in political boundaries such as those resulting from... international conflicts.

The following list of key terms (highlighted in the TEKS above and in chart below as well as elaborated in course content) represent important cause-effect relationships in analyzing how the United States became a world power. It is important to keep in mind that knowing simple definitions (historical content) is important, however you must also be able to analyze that content on a higher level if you intend to earn a commended score on the end of course exam. Complete the chart by finishing each topical analysis. **Highlight key ideas/terms** as you include them in your analysis. **The entries that have been completed for you should set the standard of your entries!**

Key Terms & Examples	Definitions and explanations of causes and effects of American imperialism and analysis of this era as a turning point
<p>Spanish-American War Yellow journalism, De Lome Letter, USS Maine, Rough Riders, Buffalo Soldiers, Puerto Rico, Guam, Philippines, Teller Amendment, Platt Amendment, protectorate</p>	<p>DEFINITIONS <i>Spanish-American War, 1898: America defeated Spain and acquired new territories of Puerto Rico, Guam, and Philippines (previous Spanish territory). The Teller Amendment declared the war was not to acquire Cuba, only to liberate it. The Platt Amendment declared that the U.S. would intervene in Cuba if needed and requested. Joseph Pulitzer and William Randolph Hearst published sensational yellow journalism stories in their competing newspapers regarding Cuba. The De Lome Letter called President William McKinley a weakling. The USS Maine sunk off the coast of Cuba and was blamed on the Spanish. McKinley asserted in the Teller Amendment that U.S. goals were simply to liberate Cuba. Theodore Roosevelt was a Rough Rider in the Spanish American War and helped achieve victory in the Battle of San Juan Hill. Buffalo Soldiers (African American soldiers) fought in this war as they did in the many Indian Wars in the Gilded Age. Hawaii was annexed in 1898 following the overthrow of Queen Liliuokalani by American businessmen including Sanford B. Dole, President McKinley and Secretary of State John Hay sent the Open Door Note to persuade Japan and European nations not to divide China into spheres of influence. The Boxers were Chinese rebels who protested American missionaries (killed many of them) and tried to oust the foreigners, they lost. American expansionism was driven mainly by economic motives to expand and protect global trade. Imperialists were those who supported overseas expansion, and anti-imperialists opposed it. Alfred Thayer Mahan wrote a book on Sea Power stating a strong navy was essential to strength and success. Theodore Roosevelt became president in 1901 following McKinley's assassination, and he used a foreign policy -Big Stick- to build the Panama Canal. President Taft followed Roosevelt and implemented Dollar Diplomacy focusing more on business investment in foreign nations.</i></p>
<p>U.S. expansionism, Sanford B. Dole, Hawaii</p>	<p>EXPLANATIONS and ANALYSIS OF CHANGE OVER TIME</p>
<p>Open Door Policy, "spheres of influence," John Hay, Boxer Rebellion</p>	
<p>Imperialists vs Anti-Imperialists, Alfred Thayer Mahan, Missionaries</p>	
<p>Theodore Roosevelt Panama Canal Big Stick</p>	
<p>Dollar Diplomacy</p>	



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.