

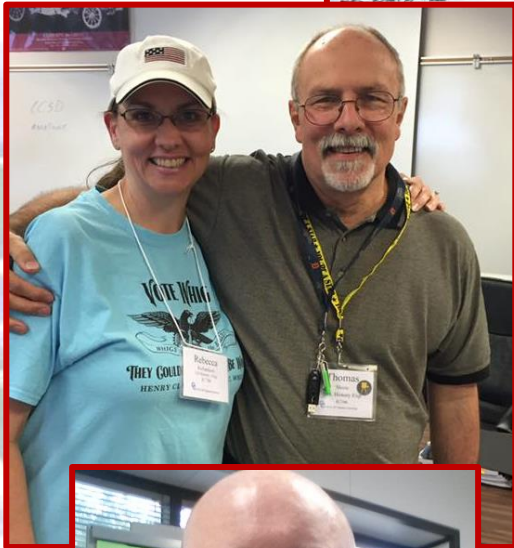
Fighting Fiercely For Fives

Strategies for Skill Based Instruction

**Rebecca Richardson,
Allen High School**

Website: FFAPUSH.com
Facebook: [Fight Fiercely APUSH](#)
Email: Rebecca.Richardson@allenisd.org





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

--Robert John Meehan

Agenda

- 1. General Introduction**
- 2. Discussion of three strategies for skill based instruction**
- 3. Additional commentary and strategies for reinforcing the skill of following directions (if time allows)**
- 4. Questions and Answers**

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

The ultimate goal of this strategy is to move students from formulaic writing to truly sophisticated writing.

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

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

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.

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.

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

Example

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

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.

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.

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

Example

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

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.

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.

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

Writing Activities

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)

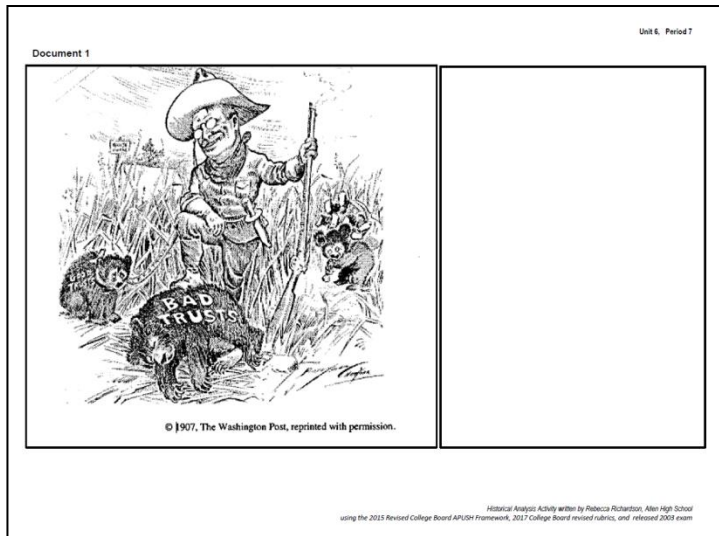
3. How will you adapt your thesis formula to match the primary skill being tested?

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

Writing Activities are posted at

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



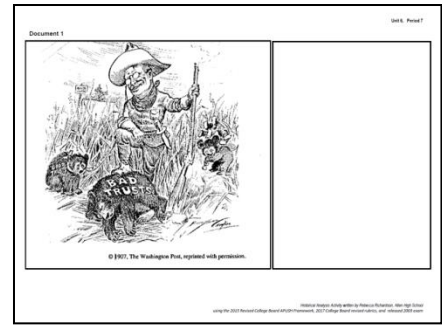
Writing Activities

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!

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.

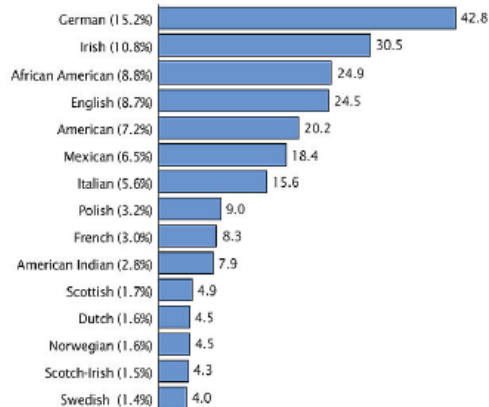
- Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

- 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.”

Following Directions & SAQ Portfolio

Source: Map of the Korean peninsula, Korean War, 1953

Using your knowledge of history as your interpretation of the map above, address the following prompts.

a. Briefly explain ONE reason for United States intervention in Korea from 1950-1953.
b. Briefly explain ONE result from this intervention.
c. Briefly explain how this intervention compares to ONE of the following: French and Indian War, Spanish-American War, Vietnam War

A. One reason for United States intervention in Korea from 1950-1953 was to contain communism. After World War II, Korea was split along the 38th parallel. The North was occupied by the Russians and the South by the US. After these two countries withdrew, North Korea invaded South Korea to the surprise of many, but because North Korea had been occupied by the USSR, it was seen as a threat to democracy.

B. One result from this intervention was that Truman had an excuse later to build up the military. The Cold War involved an arms race, such as with nuclear weapons, between the US and the USSR so Truman pointed to the Korean War in order to justify the military build up as well as stationing more troops abroad during the Cold War against the USSR.

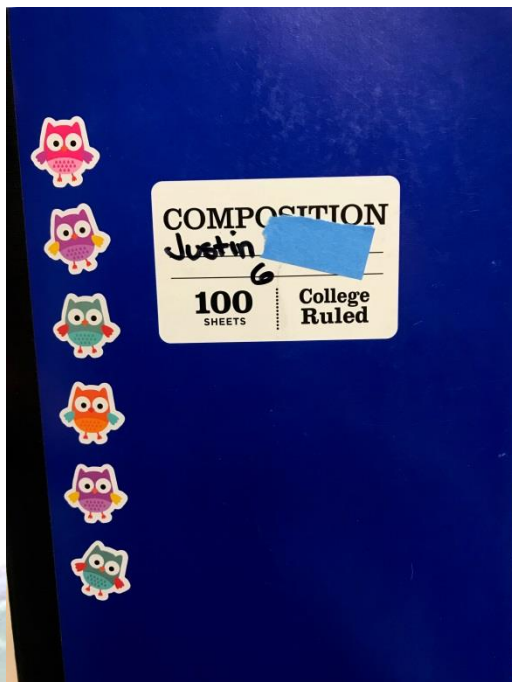
C. This intervention compares to the Vietnam War because the US intervened against a ~~communist~~ pro-communist regime. The US defended South Korea from the North Korean invasion in order to contain communism. The Soviet Union from their occupation of North Korea after WWII. The US also fought ~~against~~ ^{communist} backed fighters in the Vietnam War as well.

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

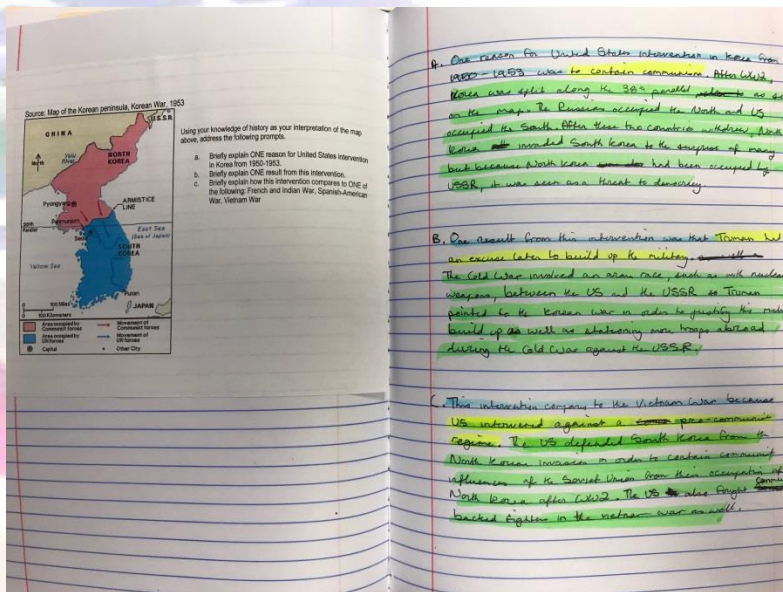
Yellow Highlighting = one piece of evidence

Green Highlighting = EXPLAIN HOW OR WHY!

Close the Loop!



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.



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)	1	
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: Criticisms of 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: COT

THESIS/CLAIM (1 point)	1	
CONTEXTUALIZATION (1 point)	2	
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)		

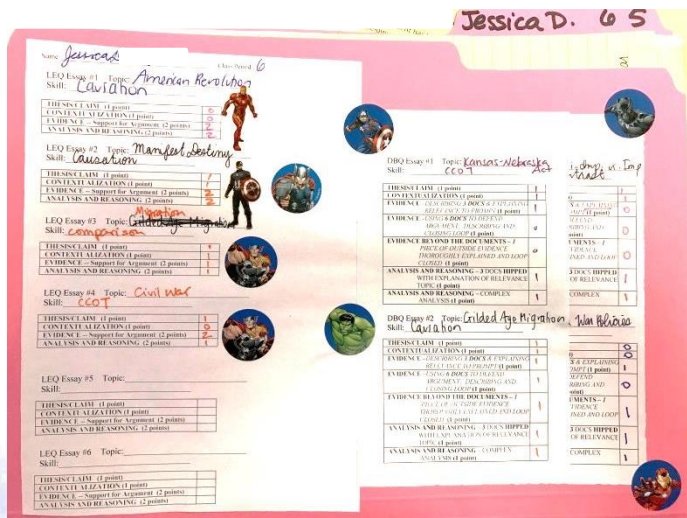
DBQ Essay #1 Topic: Kansas-Nebraska Act Skill: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 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)	1	
EVIDENCE BEYOND THE DOCUMENTS -- 1 PIECE OF OUTSIDE EVIDENCE THOROUGHLY EXPLAINED AND LOOP CLOSED (1 point)	1	
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)	1	
EVIDENCE BEYOND THE DOCUMENTS -- 1 PIECE OF OUTSIDE EVIDENCE THOROUGHLY EXPLAINED AND LOOP CLOSED (1 point)	1	
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.

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.

