



AP^{*}

UNITED STATES HISTORY

**A PRACTICAL GUIDE
FOR TEACHERS**

Daniel A. Conforti

U.S. HISTORY

Contains

- Simulations
- Lesson Plans
- Terms and People
- Test-Taking Skills
- Essay Questions
- Debate Topics and Format
- Networking Assignments



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How to Use This Guide

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While this guide was originally written in 1991, it has been updated to reflect changes that have taken place in the last ten years.

This curriculum guide has been produced to assist both new and experienced instructors or improve their Advanced Placement United States History course with the ultimate goal of increasing the pass rate on the AP exam. This guide offers some practical suggestions for organizing and teaching AP History. It is designed as an idea book. Therefore, you should feel free to adapt and modify the activities to suit your students' needs. It is hoped that the activities and information provided will serve as a springboard for developing new activities.

This guide is designed with four main objectives:

1. To improve the student's writing style.
2. To improve the student's ability to make arguments.
3. To enhance the student's ability to critically evaluate scholarly works and methods.
4. To enhance the student's ability to synthesize data relating to U.S. history.

This curriculum guide is divided into seven sections that contain handouts, lecture outlines, lessons and numerous activities. In order to use this guide effectively, it is imperative that the instructor *read the teacher's guide carefully for each activity*. The teacher's guide coordinates all of the components and activities of this publication. There is a separate teacher's guide for each section of this publication. The teacher's guide is located at the beginning of each section.

Chapter 1: Introduction

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Teacher's Guide

1. It is imperative to distribute a college style syllabus on the first day of the class. The syllabus must contain the major emphasis of the course, reading assignments, and a discussion of workload and grades.
2. Modify, personalize and reproduce the *Sample Syllabus* (pages 7–9) for distribution to students.
3. Grading Policy

The instructor may consider the following breakdown for grades:

- A. Exams make up one-third of the students' grade. Four major exams—two multiple-choice and two essay—occur during a semester.
- B. Chapter quizzes, essays, networking assignments and debates make up the second third of the grade.
- C. Class participation constitutes the last third of the grade. The instructor may utilize the following grading scale for participation: The student receives the mark of 0 for no participation, 1 point for regular participation, 2 points for an outstanding contribution and 3 points if a student conducts the class. Students may conduct seminars in class by leading the discussion of an article as found in section 6 of this publication. A student receives the mark of -1 if he or she is unprepared. This type of grading builds participation and discussions.

The instructor should consider allowing the students to view these grades before or after class. Some instructors keep a separate grade book for participation.

4. The amount of printed materials distributed in the AP course is substantially higher than in a regular class. The student will need access to this material in order to study for the in-class exams and the AP exam. A well-organized notebook as described in the syllabus is a necessary element of the course.
5. The *Skills Chart* (page 10) contains the major skills and research techniques needed to master the AP curriculum.
6. A successful AP course is conducted at the upper end of Bloom's taxonomy. A short synopsis of this taxonomy is provided on pages 12–13. This synopsis contains active verbs and student learning examples. For a complete explanation, see Benjamin Bloom's *Developing Talent in Young People*. New York: Ballantine Books, 1985.
7. A detailed explanation of the taxonomy for the higher order thinking skills and a list of active verbs are provided on (pages 14–17).

Syllabus and Reading List

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Course Description and Goals

The objective of this course is to increase the student's understanding of United States history from discovery to the present with the goal of having each student pass the AP Examination. The course is divided into two semesters: Discovery through the Gilded Age and The Road to Empire to the present. The areas of concentration include historical, political, and economic history coupled with an intense study of cultural and intellectual institutions and their development. This course is taught at the college level. The major differences between a high school and college history course are the amount of reading and the focus. Most high school courses stress "What happened?" intending to provide enough background to ensure good citizenship. College courses stress "Why and how" things happen as well as the consequences of actions.

Text

- *The American Pageant* (11th Edition. Thomas Bailey & David M. Kennedy)

Supplementary Reading

- *Taking Sides: Clashing Views on Controversial Issues in American History—Volumes I and II* (3rd Edition). Larry Madaras and James M. SoRelle

Units and Reading Assignments

Semester I

- Unit 1: Colonial America
Bailey Chapters 2, 3, 4, and 5
Taking Sides Vol. 1, Issues #2, 3, and 4
- Unit 2: The American Revolution
Bailey Chapters 6, 7, and 8
Taking Sides Vol. 1, Issue #6
- Unit 3: Creating a Nation
Bailey Chapters 9 and 10
Taking Sides Vol. 1, Issue #7
- Unit 4: Jeffersonian Democracy
Bailey Chapters 11 and 12
Taking Sides Vol. 1, Issue #8

- Unit 5: The Age Of Jackson
Bailey Chapters 13 and 14
Taking Sides Vol. 1, Issue #9
- Unit 6: Economic and Social Matters 1790–1860
Bailey Chapters 15 and 16
Taking Sides Vol. 1, Issue #10
- Unit 7: Manifest Destiny
Bailey Chapter 18
Taking Sides Vol. 1, Issue #12
- Unit 8: The Civil War and Reconstruction
Bailey Chapters 17, 19, 20, 21, 22, and 23
Taking Sides Vol. 1, Issues #14, 16, and 17
- Unit 9: The Gilded Age
Bailey Chapters 24, 25, 26, 27, and 28
Taking Sides Vol. II, Issues #2, 3, and 5

Semester II

- Unit 10: The Road to Empire
Bailey Chapters 29 and 30
Taking Sides Vol. II, Issue #6
- Unit 11: The Progressive Era
Bailey Chapters 31 and 32
Taking Sides Vol. II, Issues #7, 8, and 9
- Unit 12: World War I
Bailey Chapters 32 and 33
- Unit 13: The Reckless Years
Bailey Chapters 34 and 35
Taking Sides Vol. II, Issue #9
- Unit 14: The Great Depression and New Deal
Bailey Chapter 36
Taking Sides Vol. II, Issue #10
- Unit 15: World War II
Bailey Chapters 37 and 38
Taking Sides Vol. II, Issue #11
- Unit 16: America in the Postwar World
Bailey Chapters 39 and 40
Taking Sides Vol. II, Issues #12 and 13

- Unit 17: The 1960s and 1970s
Bailey Chapters 41 and 42
Taking Sides Vol. II, Issue #15
- Unit 18: The Reagan Revolution
Bailey Chapters 43 and 44
Taking Sides Vol. II, Issues #16 and 17

Grades and Class Requirements

Grading Scale

100–90	A
89–80	B
79–70	C
69–60	D
59–0	F

1. Class participation accounts for one-third of your final grade.
2. Each student will participate on a debate team and complete other research assignments each semester.
3. Students will complete worksheets for each chapter of the text.
4. A quiz consisting of 20–40 multiple-choice questions will be given for each chapter of Bailey.
5. Notebook—Each student must maintain an AP United States notebook. The notebook must be a large three-ring binder with a set of dividers. It must be organized in the following fashion:
 - **Section 1**—Class notes and discussion questions, dated
 - **Section 2**—Tests, quizzes, and review sheets
 - **Section 3**—Worksheets and essays
 - **Section 4**—Articles, primary source materials, miscellaneous
 - **Section 5**—Maps

A separate notebook may be required for the second semester due to the heavy volume of paper. Notebooks will be checked and evaluated at the instructor's discretion.

6. Students will also take midterm and final exam.

Academic Responsibility

Students are expected to abide by ethical standards in preparing and presenting material that demonstrates their level of knowledge and is used to determine grades. Such standards are founded on the basic concepts of honesty and integrity.

Required Skills for AP U.S. History

Library/Research Skills

Students in the AP program need to conduct college-level research. They must know how to use and locate the following sources:

- Abstracts
- Dissertations and unpublished materials
- Master's theses
- Primary sources
- Anthologies

Note: Many of these materials will be available only at college libraries.

Oral/Written Activities and Projects

- Formal debates (See Chapter 3)
- Academic journal article review
- Class should be conducted in seminar fashion *two or three* times per week.
- Student critiques of written essays (See pages 28–29)
- Simulations (See Chapter 6)

Bloom's Taxonomy

The AP class should always be conducted utilizing Bloom's taxonomy. The following time frame breakdown will ensure a successful program:

Cognitive Domain	% of in-class time
Knowledge	15
Comprehension	25 LO.T.S. ¹
Application	25
Analysis	15
Synthesis	10 H.O.T.S. ²
Evaluation	10

¹ LO.T.S. = Lower Order Thinking Skills

² H.O.T.S. = Higher Order Thinking Skills

Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy

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Stating Behavioral Objectives for Classroom Instruction

Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives (Bloom, 1956)	Illustrative General Instructional Objectives	Illustrative Behavioral Terms for Stating Specific Learned Outcomes
Knowledge. Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete the theories, but all that is required in the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.	<ul style="list-style-type: none"> • Knows common terms • Knows specific facts • Knows methods and procedures • Knows basic concepts • Knows principles 	Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
Comprehension. Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.	<ul style="list-style-type: none"> • Understands facts and principles • Interprets verbal material • Interprets charts and graphs • Translates verbal material to mathematical formulas • Estimates future consequences implied in data • Justifies methods and procedures 	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes.
Application. Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.	<ul style="list-style-type: none"> • Applies concepts and principles to new situations • Applies laws and theories to practical situations • Solves mathematical problems • Constructs charts and graphs • Demonstrates correct usage of a method or procedure 	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.