

**AP U.S. History (New Teachers)**  
**Silver State AP Summer Institute**  
**June 23-26**  
**Edward Borges: Instructor**

**General Course Description**

AP U. S. History is the most widely taught AP course in the United States. Over 330,000 students took the AP examination in U.S. history this past spring. This survey course is the equivalent to a freshmen college level course. This summer institute will acquaint prospective and new AP U. S. History teachers with the requirements and demands of the course, which require students to read, absorb, and process an enormous amount of material in a relatively short period of time. In addition, teachers will become acquainted with ways to address the AP U. S. History curriculum, exposed to new teaching strategies and instructional techniques, and review appropriate textbooks and supplemental readers. This course should not only enable and prepare teachers to assist students to pass the AP exam, but more importantly to instruct student on advanced, analytical writing skills, higher order thinking skills, and historical analysis of trends, themes, and developments in U.S. history.

**General Objectives and Goals**

After completing this course, teachers will be better able to:

1. review prerequisites for students enrolling in AP U.S. History,
2. adjust course syllabus, replete with course objectives, and develop essential questions, review suggest texts and supplemental readings, and develop new writing assignments,
3. find new ways to instruct students to analyze and interpret primary source material,
4. instruct students on writing techniques and strategies in order for students to respond successfully to both general and document based essay prompts,
5. prepare Backward Design lesson plans and instructional techniques and strategies that will assist students in mastering the course content,
6. prepare students to successfully pass the AP exam in May
7. select college level U..S. History textbooks and supplemental document readers
8. acquaint themselves with ancillary curriculum and course materials

9. teach the course with substantive historical analysis of themes and problems in U.S. history
10. incorporate computer technology and Internet research into the AP curriculum
11. understand and emulate the scoring techniques and procedures used by the Educational Testing Service to assess the both the multiple choice and essay portions of the 2008 exam.

### **Course Textbooks**

Sample Textbooks (to be procured by instructor)

- Divine, Robert. et. al. America: Past and Present. 6<sup>th</sup> ed. New York: Addison-Wesley Educational Publishers, Inc., 2002.
- Faragher, John, et. al. Out of Many: A History of the American People, 3<sup>rd</sup> ed. Upper Saddle River, New Jersey: Prentice Hall, 2000.
- Kennedy, David, Elizabeth Cohen and Thomas Bailey. The American Pageant: A History of the Republic. 12<sup>th</sup> ed. Boston: Houghton Mifflin Co., 2002
- Murrin, John M. et. al. Liberty, Equality, Power: A History of the American People. 3<sup>rd</sup> ed. Forth Worth: Harcourt Brace College Publishers, 2001.
- Nash, Gary. et. al. The American People: Creating A Nation and A Society. 5<sup>th</sup> ed. New York: Addison-Wesley Educational Publishers, Inc., 2001.
- Norton, Mary Beth, et. al. A People and A Nation: A History of the United States. 6<sup>th</sup> ed. Boston: Houghton Mifflin Co., 2001.
- Boydston, Jeanne. et. al. Making A Nation: The United States and Its People. Upper Saddle River, New Jersey: Prentice Hall, 2002.

### **Course Requirements**

1. Each student will write a document-based question (DBQ) during the institute to be assessed by instructor.
2. Each student will develop a class syllabus for his/her own APUSH class. An alternative assignment will be developed for those who already teach AP U. S. history. This syllabus will be due at a later date.
3. Each student will prepare and participate in as Socratic Seminar .

4. Each will prepare a critique of AP U.S. History textbook.
5. Attendance and promptness.

### **Course Grade**

If students opt for a grade for the course—it will be based on the successful completion of all assignments as described.

### **Daily Lesson Plans**

#### **Monday: Morning**

- ◆ Introductions
- ◆ Gatekeeping: Who gets into AP?
- ◆ Skills to teach: overview
- ◆ Thinking Skills
  - Historical Classification and Categorization: Themes
  - Analysis
  - Cause and effect
  - Change over time
  - Synthesis
  - Evaluation
- ◆ Writing Skills & Exercises
  - Thesis writing
  - Topic Sentences
  - Marshalling Evidence
  - Word usage and exercises

#### **Monday Afternoon**

- ◆ Review multiple choice portion of exam
- ◆ Strategies for the Multiple Choice section of AP exam
- ◆ Plan presentation on sample textbooks
- ◆ Open discussion

#### **Tuesday Morning**

- ◆ Writing the DBQ: Hands-on experience
- ◆ Strategies and techniques for successful writing techniques
- ◆ Rubrics for assessment
- ◆ Write a DBQ

### **Tuesday Afternoon**

- ◆ Understanding the San Antonio reading
- ◆ The 2008 DBQ
- ◆ Grading the DBQs: Mock reading

### **Wednesday Morning**

- ◆ Use of Computer Technology and the Internet
- ◆ Primary document analysis and techniques
- ◆ The Simulation Game

### **Wednesday Afternoon**

- ◆ Grading the 2008 FRQs: Mock reading
- ◆ FRQ Exercises and Strategies
- ◆ Student presentations on sample textbooks

### **Thursday Morning**

- ◆ The Socratic Seminar: A Shortcut
- ◆ Writing an historical newspaper article and creating a newspaper
- ◆ Resources

### **Thursday Afternoon**

- ◆ Student presentations on sample textbooks: (continued)
- ◆ Review techniques for examination
- ◆ Wrap-up