# 2014 Ad Astra
# U.S. History Advanced Placement Summer Institute
# July 21-24, 2014

## Institute Overview

This course is designed especially for teachers both new to, and experienced in, the domain of Advanced Placement US History. It will include unique perspectives, relevant and highly successful teaching strategies, available resources, major themes and concepts connected with the teaching of an Advanced Placement US History course in its newly revised curriculum. Teachers in this workshop will be able to design new syllabi and lessons for the revised curriculum in AP US History. The goal of this course are to assist both the teacher and his/her students manage the scope, depth, and complexities of the AP US History course, and to explore the vast range of textual, visual, and internet resources which, if employed efficiently, will enrich many aspects of the subject and the new exam format. We will consider the use of primary and secondary sources and student preparation for the Advanced Placement examination in American History. In short, this will include in-depth analysis of the curriculum components, the changes in testing, and the emphasis on skills, themes, and learning outcomes.

Mr. Sleete's course syllabus for the new curriculum was chosen to be one of the four to be used as examples by the College Board, nationwide, in all of the new publications for the new curriculum. Hence, he will be able to provide participants with everything you need for the syllabus process.

## Consultant Background

Thomas F. Sleete, is a teacher with 44 years of classroom experience, an AP US History Examination Reading Table Leader, the Gilder-Lehrman 2005 Michigan History Teacher of the Year, and a consultant to the College Board in AP US History, Historical Thinking Skills, Reading Strategies, Vertical Teaming, English/History Interdisciplinary Strategies, Pre-AP Strategies in History and the Social Studies, and Writing Tactics Using SOAPSTone,. He also taught AP US History at the Thomas Jefferson High School for Science and Technology in Alexandria, Virginia, until June, 2013. He conducts several AP Summer Institute sessions throughout the Midwest. In addition, Thomas is currently on the AP US History Test Development Committee as a multiple choice item writer for the new US History curriculum examination which begins in 2015, and has composed one of the sample syllabi for same.

***EXTREMELY IMPORTANT***

You must bring two lessons and the textbook that their school uses, to the APSIs. This is really important.

Please purchase and bring the one of the following two books for use in our course.

*History in the Making* by Kyle Roy Ward (in lieu of this, you may purchase the new book, dealing with much of the same information titled *Not Written in Stone*, by the same author)

*History Lessons* by Kyle Roy Ward

Participants will use these books, during the week, for their project**.**

**Topics to be Covered:**

**Historical Thinking Skills**

- Historical Causation
- Continuity and Change over Time
- Periodization
- Comparison
- Contextualization
- Historical Argumentation
- Appropriate Use of Relevant Historical Evidence
- Interpretation
- Synthesis

Defining the skills for students

How to implement the skills into lessons

Where the skills will appear in the exam

Lesson plans that meet the requirements of the skills

**Thematic Learning Objectives**

- Identity
- Work, Exchange, and Technology
- Peopling
- Politics and Power
- America in the World
- Environment and Geography-Physical and Human
- Ideas, Beliefs, and Culture

The goals of each objective

Using the overarching questions

Where to implement the objectives

How to use the objectives

**The Concept Outline**

- Period 1  1491-1607
- Period 2  1607-1754
- Period 3  1754-1800
- Period 4  1800-1848
- Period 5  1844-1877
- Period 6  1865-1898
- Period 7  1890-1945
- Period 8  1945-1980
- Period 9  1980-Present

What makes for the delineation of each period?

The components of each period

How to use the Concept Outline

80 Postholes for the Concept Outline

**The Examination**

- DBQ Essay
- Long Essay Question
- Short Answer Questions
- Multiple Choice Questions

The structure of each type of question

The components of each type of question

How to compose each type of question

**Additional Topics**

Strategies to improve student comprehension of primary, secondary, and textual sources

Strategies to improve student writing

Strategies to assist student review for the exam

Simulation activities that increase historical thinking skills

A deeper look at Period One in the Concept Outline

Various resources for primary and secondary sources

The syllabus: To use what is provided or to create one's own

*History in the Making* as a resource

Each participant will create at least one multiple choice question and one short answer question.

## APSI Planning Chart (30 hours instruction)

**Topics for the week will include the following:**

- Exploring the Thematic Learning Objectives
- Exploring the Concept Outline
- Introduction to Historical Thinking Skills
- AP Equity and Access Policy
- Reviewing and Constructing Sample Exam Items
- Formative Assessment Strategies
- A Guide to Developing Instruction
- Models of Instruction for the AP U. S. History Course
- Designing Instruction that Helps Students Meet Course Learning Objectives
- Primary and Secondary Sources and the AP U, S, History Course and Exam
- Syllabus Development
- Suggested Resources
- Sample Lesson Plans for Implementing the Revised Curriculum

## Day 1

**Focus:**

| Agenda Item | Materials |
|---|---|
| • Introduction of participants<br>• Overview and agenda<br>• Addressing special-needs students<br>• AP Central and the AP community<br>• AP Access and Equity Program<br>• A preview of the AP U. S. History Course and Exam Description<br>• Overview of the Curriculum Framework<br>• Historical Thinking Skills<br>• Thematic Learning Objectives<br>• The Concept Outline<br>• Introduction to the new AP U. S. History Examination<br>• Introduction to the new multiple choice items<br>• Work on Homework Assignment | • Participant Materials<br>• AP U. S. History Course and Exam Description<br>• Practice Exam<br>• Homework Assignment: Construct an multiple choice item |

## Day 2

**Focus:**

| Agenda Item | Materials |
|---|---|
| • Focus on Primary and Secondary Sources<br>• Models of Instruction<br>• Strategies to improve student comprehension of primary, secondary, and textual sources<br>• Strategies to improve student writing<br>• Simulation activities that increase historical thinking skills<br>• A deeper look at Period One in the concept Outline<br>• An introduction to the Audit: teachers will work on developing or choosing a syllabus<br>• An introduction to the new DBQ<br>• Work on Homework Assignments | • AP U. S. History Course and Exam Description<br>• Workshop Handbook and Resources<br>• Instructor provided lesson plans<br>• Two lesson plans brought to the workshop by each participant<br>• Sample syllabi<br>• Useful tools for the new curriculum (Instructor provided)<br>• *History in the Making*<br>• Instructor provided bank of DBQs<br>• Homework Assignment: Using instructor provided *DBQ Modification Exercise*, construct a DBQ. |

# Day 3

**Focus:**

| Agenda Item | Materials |
| --- | --- |
| • The AP U. S. History Exam, cont.<br>• Introduction to the new Long Essay Question<br>• Introduction to the new Short Answer Question<br>• Exploring Student Samples and Scoring of the DBQ items.<br>• Work on Homework Assignments | • AP U. S. History Course and Exam Description/Practice Exam<br>• Workshop Handbook and Resources<br>• Instructor provided bank of AP essay questions<br>• Homework Assignment: Construct an LEQ (with rationale) and a Short Answer Question (with rationale) |

## Day 4

**Focus:**

| Agenda Item | Materials |
| --- | --- |
| • The AP U. S. History Exam, cont.<br>• Exploring Student Samples and Scoring of LEQ and Short Answer items<br>• Participant presentations of homework assignments<br>• Syllabus progress and discussion<br>• Participant Questions<br>• Evaluations | • AP U. S. History Course and Exam Description<br>• Workshop Handbook and Resources<br>• Instructor provided resources |

**Graduate Credit Option**
Participants may also earn three graduate education hours for any of the AP Summer Institutes from Washburn University for a reduced tuition rate the successful completion of an academic assignment.

**Additional Information**
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