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**Advanced Placement United States History**

Advanced Placement U.S. History is a college-level introductory course, which examines the nations’ political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources.

**Course Objective**: To do History and by this action gain an understanding of United States History which allows us to think critically, be successful on the AP exam, and develop as 21st century citizens and learners.

**Supplies**:

• **Class Materials:** 3 Ring Binder, College rule paper, notebook (about 150 + pages to fit in binder), No. 2 pencils and blue or black pens, School issued Mac Air Book

* **Textbook**

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey**.** *The American Pageant.* 12th ed. Boston, Mass.: Houghton Mifflin Co., 2001.

* **On-Line Resources**

[Howard Zinn- The People’s History of the United States](http://www.historyisaweapon.org/zinnapeopleshistory.html)

T[he American Yawp](http://www.americanyawp.com/index.html)

[The Gilder-Lehrman Institute of American History](http://www.gilderlehrman.org/history-by-era)

[Hippocampus](http://www.gilderlehrman.org/history-by-era)

[US History.org](http://www.ushistory.org/us/index.asp)

**Themes and Focus Questions:**

The following themes described in the AP US History curriculum framework, and the guiding questions, are woven throughout the course:

|  |  |
| --- | --- |
| Identity | How has the American national identity changed over time? |
| Work, Exchange, and Technology | How have changes in markets, transportation, and technology affected American society? |
| Peopling | How have changes and population patterns affected American life? |
| Politics and Power | How have various groups sought to change the federal government’s role in American political, social, and economic life? |
| America in the World | How has U.S. involvement in global conflicts set the stage for  domestic social change? |
| Environment and Geography | How did the institutions and values between the environment and Americans shape various groups in North America? |
| Ideas, Beliefs, and Cultures | How have changes in moral, philosophical, and cultural values  affected U.S. history? |

**Historical Thinking Skills**

These skills will require students to think like “apprentice historians” and will be integrated into lessons and assessments throughout the course.

Chronological Reasoning

* Historical Causation
* Patterns of Continuity and Change Over Time
* Periodization

Comparison and Contextualization

* Comparison
* Contextualization

Crafting Historical Arguments from Historical Evidence

* Historical Argumentation
* Appropriate Use of Historical Evidence

Historical Interpretation and Synthesis

* Interpretation
* Synthesis

**Each unit will contain the following activities:**

* Lecture and discussion of topics
* Primary Source Analysis
* Debating the Past/Where Historians Disagree
* Six Degrees of Separation

**Outline of Course**

**Each unit of study will address the concept questions as related to the time period**

1. How has the American national identity changed over time? (Identity)

2. How have changes in markets, transportation, and technology affected American society? (Work, Exchange, and Technology)

3. How have changes in migration and population patterns affected American life? (Peopling)

4. How have various groups sought to change the federal government’s role in American political, social, and economic life? (Politics and Power)

5. How has U.S. involvement in global conflicts set the stage for domestic social changes? (America in the World)

6. How did the institutions and values between the environment and Americans shape various groups in North America? (Environment and Geography)

7. How have changes in moral, philosophical, and cultural values affected U.S. history? (Ideas, Beliefs, and Cultures)

**Unit I: Introduction to Historical Thinking Skills, Themes, and Literacy**

**1491-1607- 5 Days**

Unit Topics:

1. Perspective and the Art of Historical Investigation
2. American and European Societies Before 1492
3. Worlds Collide and Change

**Required Reading:**

*American Pageant* Chapter 1

**Possible Resources:**

Zinn “Columbus, the Indians and Human Progress”

Taylor, Alan. American Colonies. Penguin. 2002.

**Content**

Demographics of Europe, the Americas, and West Africa; Meso-American culture; transatlantic commerce; comparison of colonies across the Americas (religion, economies, politics, cultures); and foundations of slavery.

**Class Activities**

* Periodization Warm-up—Turning Points—1492
* Visual Analysis—Las Casas; Spanish Mission; Spanish Culture
* Comparison/Contrast—Spanish, French and Dutch interaction with Native Americans
* Close Reading-- Zinn “Columbus, the Indians and Human Progress”
* Mapping—Physical Regions of US , Native American Culture and European Settlement

**Learning Objective Discussion Questions:**

|  |  |
| --- | --- |
| Identity | How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas? |
| Work, Exchange, and Technology | How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America? |
| Peopling | Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)? |
| Politics and Power | How did Spain’s early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period? |
| America in the World | How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans? |
| Environment and Geography | How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America? |
| Ideas, Beliefs, and Cultures | How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe? |

**Unit 2: 1607-1754- 6 Days**

Unit Topics:

1. The Early Colonial Experience
2. The Early Native American-Colonist Conflicts
3. The Atlantic World and the North American Colonial Experience

**Required Reading:**

*American Pageant* Chapter 2-5

**Possible Resources:**

* Taylor, Alan. American Colonies. Penguin. 2002.
* Chesapeake and New England DBQ documents

**Content:** European colonization; American Indian resistance; economic and population patterns; formation of race and identity; and tensions with Britain.

**Class Activities:**

* **Examination of laws from Jamestown and New England—Which region was more shaped by religion?**
* **HIPP- Document analysis of Chesapeake and New England DBQ**
* **Essay Planning: Compare and contrast the British, French, and Spanish imperial goals in North America between 1580 and 1763.**
* **Close Reading and Round Table Discussion: *Letters from an American Farmer***  [**de Crèvecœur**](http://en.wikipedia.org/wiki/J._Hector_St._John_de_Cr%C3%A8vec%C5%93ur) evaluating what characterized the new American colonists

**Learning** **Objective Discussion Questions**

|  |  |
| --- | --- |
| Identity | How did the American Colonies develop a distinctly different character from the British? |
| Work, Exchange, and Technology | How did the Atlantic trade limit and prosper the British colonies in Eastern North America? |
| Peopling | How did voluntary and forced migration shape the three primary colonial regions? |
| Politics and Power | How did colonial politics compare to and differ from the British political system?  What role did class have in Colonial American political conflicts? |
| America in the World | How did the European conflicts shape the settlement of America? |
| Environment and Geography | What impact did geography have on the development of three distinct colonial regions?  How did colonists use and shape the environment of North America? |
| Ideas, Beliefs, and Cultures | How did religion shape colonial culture? |

**Unit 3: 1754-1800- 9 Days**

Unit Topics:

1. The French and Indian War and the Path to American Independence
2. New Cultural, Political, Religious, and Economic Ideas Fuel American Independence
3. Migration Within and Immigration to America creates an American Identity

**Required Reading:**

*American Pageant* Chapter 6-10

**Possible Resources:**

* DBQ: Impact of the French and Indian War
* 2005 DBQ: To what extent did the American Revolution change American society?
* Teachinghistory.org: Beyond the Textbook: The American Revolution. http://teachinghistory.org/history-content/beyond-the-textbook/25627
* Analysis of Political Cartoons from the American Revolution
* Analysis of the Articles of Confederation, the Northwest Ordinance, and selected Federalist Papers
* Edsitement: The First American Party System

**Content:**

British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.

**Class Activities:**

* Periodization: Was the French and Indian War a turning point in British and Colonial relations?
* Use of Evidence: Cartoon Analysis—Events Leading to the American Revolution
* Historical Argument: Some historians have argued that the British victory over the French in North America inevitably led to the American Revolution a few years later. Support, modify, or refute this contention using specific evidence.
* Contextualization—The Declaration of Independence
* Cause and Effect—Articles of Confederation
* Comparison/Contrast—The Articles of Confederation and The Constitution
* 2005 DBQ document analysis: To what extent did the American Revolution change American society?
* Document analysis: Enlightenment ideals in the Declaration of Independence

**Learning Objective Discussion Questions**

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| --- | --- | --- |
| Identity | How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity? | |
| Work, Exchange, and Technology | How did the newly independent United States attempt to formulate a national economy? | |
| Peopling | How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements? | |
| Politics and Power | How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups? | |
| America in the World | How did the revolution become an international conflict involving competing European and American powers? |
| Environment and Geography | How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development? | |
| Ideas, Beliefs, and Cultures | Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation’s political culture after independence? | |

**Unit 4: 1800-1848- 9 Days**

Unit Topics

1. The Creation of a Mass Democracy and the Challenges of inclusion
2. Technology, Market Revolution, and Migration Shape a Growing Nation
3. Foreign Policy and Territorial

**Required Reading:**

*American Pageant* Chapter 11-16

**Content**

Definition of democratic practices; expansion of the vote; market revolution; territorial and demographic growth; two-party system; Andrew Jackson; and role of the federal government in slavery and the economy.

**Possible Resources:**

* 2009 DBQ: Challenges of free and enslaved African Americans
* Andrew Jackson and Political Cartoons
* DBQ: Reform Movements
* DBQ: From Republican Motherhood to the Cult of Domesticity
* Hammond, Bray. “Jackson’s Fight With The ‘Money Power.” *American Heritage Magazine*. Vol 7, Issue 4, June 1956.
* Gilder-Lehrman Unit—The First Age of Reform
* Rip van Winkle reading with Hudson River School images

**Class Activities**

* Use of Evidence: Cartoon Analysis—Andrew Jackson: Hero or Villain?
* Contextualization: The expansion of federal power provoked much controversy during the antebellum era. Identify and briefly explain why ONE group of Americans supported and one group opposed the expansion of federal power between 1800 and 1848.
* Continuity and Change Over Time: Technology, Urbanization and Reform
* Historical Argument, HIPP, Synthesis, and Contextualization, DBQ—Document analysis and Essay: “Antebellum reform movements sought to expand Democratic ideals.” Refute, support or modify this argument.
* Close Reading: “Jackson’s Fight With The ‘Money Power’ “

**Learning Objective Discussion Questions**

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| --- | --- |
| Identity | How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity? |
| Work, Exchange, and Technology | How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life? |
| Peopling | How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities? |
| Politics and Power | How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse? |
| America in the World | How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation? |
| Environment and Geography | How did environmental and geographic factors affect the development of sectional economics and identities? |

**Unit 5: 1844-1877- 10 days**

Unit Topics

1. A Second Industrial Revolution Transforms the American Economy and Government
2. Immigration, Urbanization, and the End of the Plains Indians
3. Identity and Place in an Industrial America

**Required Reading:**

*American Pageant* Chapter 17-22

**Content**

Tensions over slavery; reform movements; imperialism; women and nonwhites; public education; Mexican War; public education; Civil War; and Reconstruction.

**Possible Resources:**

* Dudley, William, ed. *Opposing Viewpoints, Volume 1*. “Manifest Destiny and War with Mexico.” New York: Greenhaven Press, 2006.
* Madaras, Larry, and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volume One.* “Was the Mexican War an Exercise in American Imperialism?” Guilford, CT: Dushkin Publishing Group Inc., 2002.
* Edsitement: The Kansas-Nebraska Act Lesson
* DBQ: Territorial Expansion
* Analysis of Lincoln’s 1st inaugural, Emancipation Proclamation, Gettysburg Address, and 2nd Inaugural
* DBQ: African American Impact on the Civil War
* Edsitement Lesson: The Battle over Reconstruction

**Class Activities**

* Use of Evidence/Historical Interpretation: Based on the two interpretations above of the origins of the Mexican-American War, complete the following three tasks: explain the major difference between Rodolfo Acuna’s and Norman Graebner’s historical interpretations of the debates over origins of the Mexican-American War in the 1840s
* Periodization: What was the primary turning point at which Americans could no longer compromise?
* Cause and Effect: Events Leading to the Civil War
* Use of Evidentce: Cartoon Analysis: Reconstruction
* Historical Argument: Essay writing--Some historians have argued that the American Civil War and Reconstruction periods constituted a second American Revolution. Support, modify, or refute this contention using specific evidence.
* Mapping: Territorial Expansion
* HIPP Document Analysis—Territorial Expansion
* Document analysis: Lincoln: 1st Inaugural, Emancipation Proclamation, Gettysburg Address, and 2nd Inaugural Address

**Learning Objective Discussion Questions**

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| --- | --- |
| Identity | How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period? |
| Work, Exchange, and Technology | How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877? |
| Peopling | How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West? |
| Politics and Power | Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships? |
| America in the World | How was the American conflict over slavery part of larger global events? |
| Environment and Geography | How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West? |
| Ideas, Beliefs, and Cultures | How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans’ beliefs about equality, democracy, and national destiny? |

**Unit #6 1865-1898- 10 Days**

Unit Topics

1. A Second Industrial Revolution Transforms the American Economy and Government
2. Immigration, Urbanization, and the End of the Plains Indians
3. Identity and Place in a n Industrial America

**Required Reading:**

*American Pageant* Chapter 23-28

**Possible Resources:**

* Henry George “The New South”
* Gilder Lehrman Lesson: The Gilded Age and Its Modern Parallels
* Edsitment Lesson: Having Fun: Leisure and Entertainment at the Turn of the Twentieth Century

**Class Activities**

* Periodization: Defining characteristics of the Gilded Age
* Compare and Contrast: Labor Unrest—Strikes!
* Historical Interpretation: Evaluate and compare arguments of Alfred Chandler and Francis Couvares on 19th Century Industrialization
* Historical Context: Henry Grady and the New South
* Comparison Contrast: Henry Grady and Booker T. Washington on the New South
* Historical Argument/Causation: Explain the economic and social causes for American expansionism in the late-19th/early 20th Century
* Round Table Discussion “Were the Nineteenth-Century Big Businessmen “Robber Barons”?”
* Data analysis—Gilded Age Economics
* Image Analysis—Political Cartoons: The Spanish American War, Filipino Insurrect and Teddy Roosevelt

**Learning Objective Discussion Questions**

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| --- | --- |
| Identity | How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity? |
| Work, Exchange, and Technology | How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people? |
| Peopling | How and why did the sources of migration to the United States change dramatically during this period? |
| Politics and Power | How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail? |
| America in the World | How did the search for new global markets affect American foreign policy and territorial ambitions? |
| Environment and Geography | In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems? |
| Ideas, Beliefs, and Cultures | How did artistic and intellectual movements both reflect and challenge the emerging corporate order? |

**Unit #7 1890-1945- 15 Days**

Unit Topics

1. Government’s Expanding Mandate
2. Immigration, Migration, and the Influences of Popular Culture
3. US Foreign Policy Comes of Age

**Required Reading:**

*American Pageant* Chapter 29-36

**Possible Resources:**

**Progressives**

* Excerpts from *The Jungle*
* Roosevelt, Taft, and Wilson through political cartoons

**World War I**

* Brown University Choices Unit: [*To*](http://choices.edu/resources/detail.php?id=9) *End all Wars: World War I and the League of Nations Debate*

**1920s**

* Music of the 1920’s: The Jazz Age

**The Great Depression**

* Zinn, Howard. *A People's History of the United States*. “Self-Help in Hard Times.” New York: HarperCollins, 2010.

**World War II**

* Roosevelt: Four Freedoms Speech
* The Atlantic Charter
* *Dr. Seuss Goes to War*

**Class Activities**

* Causation: Gilded Age problems leading to Progressive Reforms
* Comparison Contrast: Traditionalist vs Modernists in the 1920s
* Periodization: The Roaring Twenties
* Causation and Contextualization: Farmers in the early 20th Century
* Continuity and Change Over Time: American foreign policy from 1920-1945
* Contextualization: The Four Freedoms Speech
* The New Deal: Relief, Recovery, and Reform
* Mapping WWII
* Historical Argument, HIPP, Synthesis, and Contextualization, DBQ --Evaluate the extent to which the goals of United States foreign policy contributed to maintaining continuity as well as fostered change in American isolation and involvement from the end of the First World War (1918) to the end of the Korean War (1953)?

**Learning Objective Discussion Questions**

|  |  |
| --- | --- |
| Identity | How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period? |
| Work, Exchange, and Technology | How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals? |
| Peopling | Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period? |
| Politics and Power | How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs? |
| America in the World | Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America’s role in the world? |
| Environment and Geography | Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests? |
| Beliefs, Ideas, and Culture | How did “modern” cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities? |

**Unit #8: 1945-1980- 15 days**

Unit Topics:

1. Communism, Containment, Cold and Hot Wars and other Crises
2. The Civil Rights Movement
3. The Changing Face of the American Home

**Required Reading:**

*American Pageant* Chapter 37-39

**Possible Resources:**

* *Duck and Cover* video
* Dudley, William, ed. *Opposing Viewpoints, Volume 2*. “The Struggle for Civil Rights and Equality.” New York: Greenhaven Press, 2006.
* The Cuban Missile Crisis: National Endowment for the Humanities website. <http://www.teachingamericanhistory.org/neh/interactives/cubanmissilecrisis/>
* Dudley, William, ed. *Opposing Viewpoints, Volume 2*. “The Turbulent Sixties.” New York: Greenhaven Press, 2006.
* DBQ Johnson Vietnam vs Great Society
* Davidson, James West and Mark Hamilton Lytle. *After the Fact: The Art of Hitorical Detection*. “Breaking into Watergate.” Fifth ed. New York: McGraw Hill, 2005.

**Class Activities**

* Periodization: The 1950s
* Comparison Contrast: The 1920s and the 1960s
* Periodization: The Cold War
* Comparison Contrast: Progressives vs The Civil Rights Movement
* Contextualization: MLK Jr. *Letter from Birmingham Jail*
* Cuban Missile Crisis—NEH—Students research and evaluate the advice given to Kennedy by specific Security Council Advisors during the Cuban Missile Crisis.

**Learning Objective Discussion Questions**

|  |  |
| --- | --- |
| Identity | How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity? |
| Work, Ex­change, and Technology | How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups? |
| Peopling | How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation? |
| Politics and Power | How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power? |
| America in the World | Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events? |
| Environment and Geography | Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create? |
| Ideas, Beliefs, and Cultures | How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates? |

**Unit #9 1980- Present- 4 Days**

Unit Topics

1. The Conservative Ascendance
2. The End of the Cold War and Challenges to America’s Hegemony
3. Immigration and the Changing Face of America.

Required Reading:

American Pageant: Chapters 40 and 41

**Content**

Reagan at home and abroad; growth of poverty; Bush, Sr. and end of Cold War; Clinton and the internet; race relations; NAFTA and other trade agreements; 9/11; Patriot Act; education policies of Bush, Jr. and Obama; and environmental policies.

**Possible Resources:**

* Gilder Lehrman Lesson Ronald Reagan on economics and political parties, 1962 <https://www.gilderlehrman.org/history-by-era/age-reagan/resources/ronald-reagan-economics-and-political-parties-1962>
* Gilder Lehrman: George Bush on the 9/11 Attacks <https://www.gilderlehrman.org/history-by-era/facing-new-millennium/resources/george-w-bush-911-attacks-2001>

**Class Activities**

* Comparison Contrast—Johnson and Reagan
* Periodization—New Conservatism
* Change and Continuity over Time: American Foreign Policy from 1945 to the Present
* 20th Century Domestic Policy—Reagan and the Rise of Conservatives
* The End of the Cold War and 9/11

**Learning Objective Discussion Questions**

|  |  |
| --- | --- |
| Identity | How did demographic and economic changes in American society affect popular debates over American national identity? |
| Work, Ex­change, and Technology | How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked? |
| Peopling | How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically? |
| Politics and Power | How successful were conservatives in achieving their goals? To what extent did liberalism remain influential politically and culturally? |
| America in the World | How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America’s role in the world? |
| Environment and Geography | How did debates over climate change and energy policy affect broader social and political movements? |
| Ideas, Beliefs, and Cultures | How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture? |

**Final Weeks before the Exam and School Exams**

Students will take an AP Exams for a Grade

Other course information:

All course work is divided into 9 units and within each unit the following assignments are required.

1. Homework-various assignments such as reading guides, online primary source readings etc… are mandatory, if not turned in on time and completed will result in lower homework grades

2. Quizzes-based on the text and random pop

3. Turning Point Events-you must have a written paragraph that includes identification, description, point of view and effectiveness, TWO pieces of evidence that supports your claim. You will complete a told of 4- 1 for each quarter

4. Multiple Choice Test (Questions can be from the textbook, primary document readings, and past AP exams)

5. In Class Short Answers-Questions are meant to illustrate various types of questions. These DO NOT require a thesis statement

6. Document-Based Questions: The main focus will be a specific skill: causation, change and continuity over time, comparison or periodization. YOU MUST HAVE A RELEVANT THESIS

7. Long Essay Questions: Requires students to demonstrate historical argumentation and patterns of continuity and change over time. YOU MUST HAVE A RELEVANT THESIS

Grading Policy:

All work will be divided into two categories Minor grades and Major Grades.

Minor Grades (Daily Work, homework, some daily writing assignments, participation)- **50%**

Major (Tests, quizzes, major writing assignments)- **50%**