

2013 AP U.S. History Summer Institute Syllabus

July 22-25, 2013

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, and major themes connected with the teaching of an Advanced Placement US History course.

Consultant Background

Thomas F. Sleete has been an American History teacher since 1969. He was an AP US History teacher at Southfield-Lathrup High School for over 20 of his 38 years in the district and currently is in his 5th year of teaching AP US History at Thomas Jefferson High School for Science and Technology in Alexandria, VA. In addition, Tom is a consultant for the College Board in the subjects of AP US History, Pre-AP Vertical Teaming in the Social Studies, Pre-AP Writing Strategies for Social Studies Using SOAPSTone and English/History Interdisciplinary Strategies. He is a Table Leader at the annual reading of the AP US History Examination has conducted several AP Summer Institutes in the Midwest. In 2005, Tom was selected as the *Preserve America* Michigan History Teacher of the Year by the Gilder-Lehrman Institute of American History. He can be reached at tycobb7878@yahoo.com

EXTREMELY IMPORTANT

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

- 1. *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)**
- 2. *History Lessons* by Kyle Roy Ward**

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

Institute Goals

- To familiarize participants with the unique perspectives and major themes connected with successful AP US History courses.
- To alert students to necessary writing strategies and skills that must be mastered in order to assure success in both the AP class and beyond.
- To share the necessary instructional strategies which will assist both the teacher and his/her students manage the scope, depth, and complexities of AP US History.
- To explore the vast range of textual, visual, and internet resources which, if employed efficiently, will enrich many aspects of the subject.

- To develop a fundamental understanding of the requirements inherent in the released AP US History Examinations while providing insights into how the June AP Examination Readings are conducted.
- **Another major emphasis will be the new curriculum. I will introduce the new AP US History course curriculum changes (effective the 2014-2015 academic year). This will include in depth analysis of the curriculum components, the changes in testing, and an introduction (with examples) of the new syllabus requirements.**

Learning Objectives

After the institute, the educator will have:

- Discussed both orally and in writing his/her educational philosophy concerning the teaching of AP US History.
- Developed a detailed reading list of, and rationale for, dozens of primary and secondary sources related to the AP US History course.
- Prepared a comprehensive AP US History syllabus.
- Incorporated a wide array of reading, writing, and review assignments consistent with AP US History practices.
- Participated in a AP Reading-style training exercise in which authentic student responses are read and ranked.
- Explored a number of viable methodologies to provide differentiated instruction.
- Recognized what the most effective resource materials are from texts, readers, internet sources, and other media, and how to obtain them.
- Identified a host of strategies well suited to ensure student success in both preparing for and taking the 2011 AP US History Examination along with their post high school education.

Institute Schedule and Outline

Monday

- Concerns and expectations
- Our Mission: Course Scope and Sequence
- Questions to be addressed
- Participants Manual
- National statistics
- Equity and Access
- Curriculum content
- Sample syllabi
- Time frame
- Impending changes in the course and examination.
- Individual project work: the Document Enhanced Essay

Tuesday

- Computer lab – Useful websites and internet resources for primary and secondary source readings, recommended URLs, and other resources and how to share some of these with your students.
- Creating a Document Enhanced Question lesson plan using the required books.
- Teaching AP US History
- Practical applications for retention of material
- Analytical reading strategies
- Analyzing documents
- Making generalizations
- Association chains
- Inductive/deductive reasoning skills
- Six Degrees of Separation: An invaluable review tool for class and the national exam
- Lesson plans that adhere to the standards of the coming curriculum changes.

Wednesday

- Examining the free response question
- Philosophy of writing free response essays
- Practical techniques for improving essay writing
- Grading rubrics
- Sample essay analysis
- Categorization and core structure
- The DBQ – scoring, insights, techniques
- Individual project work (Slavery DEQ) in the computer lab

Thursday

- Documentary analysis techniques
- Multiple choice techniques and strategies
- Organizing principles
- Review techniques
- Unaddressed, or new, questions
- The AP Reading experience
- Practice reading using student essays
- Challenges, conclusions, sharing of student created materials and Course Evaluation
- Individual project presentation (Slavery DEQ)

In addition to these general topics, the following will be provided. It is not an exhaustive list.

College Board and AP Central Resources

AP Access and Equity Statement
Achieving Equity/Announcement National AP Equity Colloquium
FAQs re: Access and Equity
Academic Study: Rigorous HS Program = Success in College
AP Grants
Starting an AP Program
Pre-AP Program
AP Potential: Identifying AP Candidates
AP Central: "Home Page" for AP US History
Online Events
Midwest Regional Office information
Professional Development Workshop Materials 2006-07

How to "Teach" Writing

Essay Writing Techniques
Nuances for Sophistication
Tips for Essay Writing
Types of Questions
Key Terms
"Throughout History" and other sins
Logical Fallacies
DBQ Techniques
Transition and Signal Words
DBQ Activity
APPARTY
SOAPSTone

Testing and Review

Multiple Choice Test Taking Strategies
"Blast from the Past"
Exam Terms
Six Degrees of Separation
Essay Questions from 1973-Present
Presidential Bracketology
Decade Association
Court Cases
540 Things

Miscellaneous

Useful Websites
Primary Sources
Notecard Strategies
Author's Thesis Papers
The Composition Notebook

Photo Interpretation
Approaches to textual comprehension
The Wallet
The Fishbowl
The APUSH Legacy Project

Instructor provided selections (hopefully):

Bailey, Thomas A. *The American Spirit: United States History as Seen by Contemporaries, Volumes 1 and 2*, Houghton Mifflin, New York, NY: 2001.

Garraty, John A. *Historical Viewpoints: Notable Articles From American Heritage, Volumes 1 and 2*, Longman, New York, NY: 2002.

Oates, Stephen, *Portrait of America, Volumes 1 and 2*, Houghton-Mifflin, New York, NY: 2002.

And primary and secondary sources from a variety of texts.

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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