

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.

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

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

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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