

Ms. Wiley's APUSH Survival Guide | Everything you need to know about APUSH.

Overview of Content:

- Pages 2-5: Course Syllabus
- Pages 5-7: Historical Thinking Skills
- Pages 8-9: Course Themes and Learning Objectives
- Page 10: Historical Periodization
- Page 11: AP Exam Overview
- Pages 11-12: Multiple-Choice (MC) explanation and samples
- Pages 13-14: Short-Answer Question (SAQ) explanation and samples
- Pages 15-18: Document-Based Question (DBQ) explanation, samples, and rubric
- Pages 19-21: Long Essay Question (LEQ) explanation, samples, and rubric
- Pages 22-24: Core Assessment #1
- Pages 25-26: Core Assessment #2
- Pages 27-30: Core Assessment #3
- Page 31: CBSD Email Tips

Student & Parent Agreement:

Students: I have put together this guide to be a useful tool for your reference. If you read carefully and review when necessary, this guide can benefit you in many ways. Please note that you will be asked to use this guide both in and out of the classroom. By signing below, you indicate that you agree to the *Syllabus* portion (pages 2-5) and will have this guide with you during each class session.

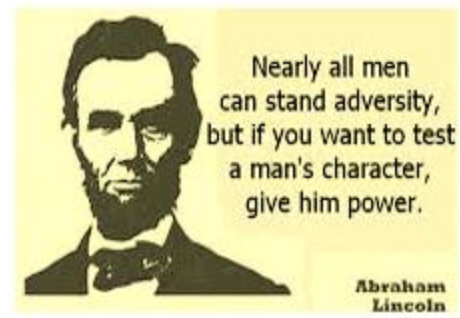
Parents: By signing below you indicate that your son/daughter has given you an opportunity to review the *APUSH Survival Guide*. Please contact Ms. Wiley via email (kwiley@cbsd.org) should you like a copy for your own records. Thank you!

Student Name

Student Signature

Parent/Guardian Name

Parent/Guardian Signature



APUSH Syllabus

Important Teacher Information

- Ms. Wiley's email address – kwiley@cbsd.org
- Room D218
- Course duration – 27 weeks
- See Schoolwires site for pertinent course information and documents
- Check cbsd email regularly for announcements/reminders from Ms. Wiley (see page 31 for email tips)

General Course Description

AP United States History is a course designed to give students a deep, comprehensive understanding of the history of the United States. Students will acquire a sophisticated understanding of historical trends that have shaped American history, and will apply their analysis of these trends in daily coursework, discussions, debates, and the study of past and current events. Students will be given the chance to become historians – to interpret, analyze, and contribute to the ongoing, living study of history in various forms. The course requires that students have an interest in American history that they are willing to apply in classroom and independent situations.

APUSH is designed to be the equivalent of a two-semester introductory college or university U.S. history course.

General Course Expectations

- Cover the 500-year scope of U.S. history—from North America's pre-Columbian beginnings to the present
- Think as historians by utilizing the cognitive tools of the trade
- Develop a thematic understanding of American history
- Integrate social, cultural, political, diplomatic, economic, and intellectual history into the narrative of the American experience
- Analyze and evaluate primary and secondary sources
- Write often and insightfully
- Weigh different interpretations of history with an understanding of historical criticism
- Form and express thoughtful opinions and arguments

Materials

- Textbook: Henretta, James A., et al. *America's History*. Eighth ed. Boston: Bedford/St. Martin's, 2014.
 - Textbooks are to be returned at the end of the school year, after the APUSH national exam. Students who choose not to take the exam may return their books at the end of the course.
- Two labeled spiral notebooks; one for reading notes and another for in-class practice and test writing. Label with full name and block number.
- Two labeled folders; one for Core Assessment research purposes and another for important course packets. Label with full name and block number.
- A labeled period (unit) organizer:
 - You may choose how you would like to organize your period materials (class notes, activities, readings, etc.).
 - Suggestions for organization: large binder or expandable folder.
 - Label with full name and block number.
 - Note: These materials may be collected at various intervals so it is important that you stay organized!
- Flash / USB drive for research purposes
- Paper clips / mini-stapler and staples
- Pencils and pens

For online access of textbook:

Grading and Evaluation

The final grade for the course is computed as follows:

- Marking Period 1 – 26%
- Marking Period 2 – 27%
- Marking Period 3 – 27%
- Midterm Exam – 10%
- Final Exam – 10%

Marking Period Breakdown:

- Summative (tests, major projects/assignments) – 70 %
- Formative (classwork, homework, participation) – 10 %
- Core Assessment (one per marking period) – 10%
- Responsibility (preparedness, behavior) – 10%

This course is weighted in accordance with the Central Bucks School District grading policy (example: B = 4.0).

Assignments and Assessments

Reading Notes: Students must maintain a spiral notebook of reading notes (outline, graphic organizer, or an alternative form) as they correspond with the chapters. Reading notes may be used for reading quizzes. Students who share reading notes with another student will lose their open-note privileges. Notes should be written legibly in ink (pencil will wear out over the course of the year). Notebooks may be periodically checked at any point in the course for a formative assignment grade. The reading notebook should be clearly labeled with the student's full name and block number.

Period (Unit) Organizer: Students must maintain a period (unit) organizer that neatly compiles period materials (class notes, readings, activities, etc.). Students will keep a table of contents for each period to manage their materials. On any given day, one or more documents from the period may be collected by Ms. Wiley for a formative grade. Connections between periods will be made often; for this reason, it is crucial that students have all of their organized period documents with them during class sessions. The period organizer should be clearly labeled with the student's full name and block number.

Quizzes: Students should expect 2-3 quizzes per week. Quizzes are designed to encourage students to keep up with the course readings. Written notes from the text may be used on any quiz.

Period Exams: Most periods (units) will conclude with an exam that may include a combination of multiple-choice questions, short-answer prompts, and an essay (LEQ or DBQ). Period exams are comprehensive, including questions reflecting textbook readings, class lectures/discussions, film clips, and class activities. A test-correction option is offered to students who would like to improve their grade on exams, however, the option is only available to students if their readings notes and period organizer is up to date and if the student has met participation expectations for the course.

Core Assessments: There are three Core Assessments for the course (one per marking period).

- Core 1: Summer Assignment (research folder due first day of school)
- Core 2: *What Would the Founding Fathers Do?* Assignment
- Core 3: 20th Century Research Assignment

Midterm: The midterm will be a combination of multiple-choice questions and an essay (LEQ). Estimated dates: December 15th and 22nd.

Final: The final will be a combination of multiple-choice questions and an essay (DBQ). Estimated date: March 31st and April 6th.

The AP Exam: In May, AP students will have the opportunity to take the Advanced Placement test, where a successful score could make you eligible to receive 3-6 college credits for introductory level college courses, advanced standing, or simply a solid score to help with the college admissions process. While I highly encourage you to take the AP Exam in May, this score will not figure into your academic course grade. Please note that students are responsible for signing up for the exam through guidance. You can find more information regarding the AP exam on page 11.

Academic Integrity

The primary goal of any educational institution is to enhance the learning environment and promote excellence. Our school community believes that all of its members are responsible for maintaining a climate that values honesty, courtesy, consideration, integrity, and a concern for others. Academic dishonesty, plagiarism and/or cheating is an obstacle to achieving these goals. As such, they will not be tolerated. In any of its forms, academic dishonesty denies the value of education. Please review the definitions of plagiarism and cheating below.

- Cheating – giving or receiving unauthorized assistance (copying, stealing exams, using electronic aids on an exam, etc.) in any academic work
- Plagiarism – to steal and pass off the ideas or words of another as one's own
 - Using a direct quotation from a text without quotation marks, even if the source has been cited correctly
 - Paraphrasing or summarizing the ideas or text of another work without documenting the source

Class Rules

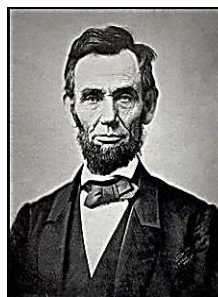
In order to establish and maintain a cooperative learning environment where higher-level thinking takes place, the following rules must be strictly followed and will be rigorously enforced:

- 1) Arrive to class on time. All students are to be in their seats when the bell rings. The bell is the signal to begin class, not a signal to come to class. Similarly, the bell is the signal to end class; therefore, packing up early will not be tolerated.
- 2) Arrive to class ready to learn. This entails being prepared with the necessary materials (writing utensil, paper, notes, homework, etc.) and being awake, engaged and participatory. Genuine engagement entails active listening, note-taking, and critical thinking. Effective participation entails taking intellectual risks and posing questions to one's peers and teacher.
- 3) Cooperate with teacher and peers in a mature and respectful manner at all times. The classroom environment is to be friendly and inviting at all times. Please note that the nature of this course demands that students and teacher explore contentious topics. While debate is encouraged, it must be done respectfully.
- 4) Work in an honest and ethical manner so that you can take pride in your mind, your work, and your growth as a unique individual, thinker, and learner.
- 5) Assignments – All course assignments are to be ready to hand in when students arrive to class. Please note that Ms. Wiley does not allocate any time for tasks such as printing, stapling etc. It is required that you acquire a mini-stapler or package of paper clips for this course.
 - Students should come to class prepared to do any of the following on a due date: turn work in, share work with peers, take part in a group discussion of assignment, and/or take a quiz on the topic using their completed assignment.
 - If a student is absent on the day that a major assignment is due, barring an illness or extenuating circumstance, they are required to email the assignment to Ms. Wiley by the start of class time and turn the assignment in upon their return to school.
- 6) Absences – Regular attendance is expected from all students. Much of the learning that takes place in an APUSH classroom stems from discussion during class time, which cannot be recreated outside of the classroom. Under circumstances where regular attendance is interrupted, please follow the guidelines below:
 - For planned absences (vacations, field trips, etc.), please let Ms. Wiley know as far in advance as possible.
 - For unplanned absences (illness, etc.), please email Ms. Wiley at your earliest convenience to learn what you've missed.
 - For athletes that may be missing class often, it is recommended that you select one or two of your classmates that you can count on for the "what you missed" discussion. Make sure you are caught up on all announcements, activities, notes, and video clips, and are aware of any discussions that were had.
- 7) Restroom – When possible, students should try to use the restroom between classes or before lunch. If necessary, and at appropriate times during the lesson, students may ask permission to use the restroom. Students must sign out legibly, with their full name, and sign in when they return.
- 8) Food & Drink – Drinks are permitted in the classroom so long as students dispose of their bottles appropriately and thoroughly clean any spill for which they are responsible. Eating is not permitted in the classroom unless the teacher announces a class party or event. Please advise Ms. Wiley of any food allergy as soon as possible.
- 9) Electronic Devices – Electronic devices (cell phones, iPods, etc.) should be off and away during class time. With that being said, there may be times where students will be asked to look up information online or use the internet to complete an activity.
- 10) Library – Library time should be valued by students as a privilege. It is expected that all students be on their best behavior when in the library and use the allotted time to their advantage.

Consequences: Failure to adhere to the rules and guidelines outlined above will result in any of the following consequences: detention, phone call home, and/or conduct referral.

Suggestions for Success

1. Follow all rules and guidelines and stay organized. Ask questions when you have them!
2. Participate often. This means asking and responding to questions, sharing opinions, commenting on the opinions of your peers, etc. Doing so will make class fun, help to increase your understanding of the content, lead to greater academic performance, and will help you to build strong relationships with your peers and teacher.
3. Work well with others. You will be asked to work with your peers at almost every class meeting. At times, this may mean being a good leader, being an active listener, or being a helpful mediator. Your practice at these different roles will help you to further explore the course material, will lead to greater academic performance, and will help foster strong relationships with your peers.
4. Push yourself with a genuine desire to learn. This means embracing challenges, seeing effort as the path to mastery, learning from criticism, and using curiosity and insight to develop original, historical thought. It feels good, you'll see.
5. Do not hesitate to reach out to Ms. Wiley for guidance, assistance, or further discussion of course material or current events.



We the people are the rightful masters of both Congress and the courts, not to overthrow the Constitution but to overthrow the men who pervert the Constitution.

(Abraham Lincoln)

End of Course Syllabus.

Historical Thinking Skills

The AP history courses seek to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning historical content. Students best develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of a rich array of primary and secondary sources, and through the regular development of historical argumentation in writing. The skills outlined by the College Board are considered the cognitive tools of the trade for historians; the habits of mind that historians use when they approach the past; they're the wrenches and hammers that allow them to critically analyze and dissect sources and interpretations, while building their own arguments. These skills are central to the study and practice of history.

See pages 6 and 7 for descriptions of the historical thinking skills and proficiency expectations, as determined by the College Board.

Analyzing Historical Sources and Evidence	Making Historical Connections	Chronological Reasoning	Creating and Supporting an Argument
Historical Thinking Skill Descriptions, as described by the College Board			

<p>Analyzing Evidence: Content and Sourcing</p> <p>Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues.</p> <p>A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.</p>	<p>Interpretation</p> <p>Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.</p>	<p>Comparison</p> <p>Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event.</p> <p>It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.</p> <p>Contextualization</p> <p>Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.</p> <p>Synthesis</p> <p>Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.</p>	<p>Causation</p> <p>Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.</p> <p>Patterns of Continuity and Change over Time</p> <p>Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.</p> <p>Periodization</p> <p>Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.</p>	<p>Argumentation</p> <p>Historical thinking involves the ability to create an argument and support it using relevant historical evidence.</p> <p>Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence. The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).</p> <p>Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.</p> <p>Argumentation: Using Evidence to Support an Argument</p> <p>Historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.</p>
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Analyzing Historical Sources and Evidence	Making Historical Connections	Chronological Reasoning	Creating and Supporting an Argument
Historical Thinking Skill Proficiency Descriptions, as described by the College Board			

Analyzing Evidence: Content and Sourcing

A1—Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.

A2—Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.

Interpretation

B1—Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.

B2—Analyze diverse historical interpretations.

Comparison

C1—Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

C2—Compare different historical individuals, events, developments, and/or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/or geographical location.

Contextualization

C3—Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Synthesis

C4—Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

C5—Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

Causation

D1—Explain long and/or short-term causes and/or effects of an historical event, development, or process.

D2—Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

Patterns of Continuity and Change Over Time

D3—Identify patterns of continuity and change over time and explain the significance of such patterns.

D4—Explain how patterns of continuity and change over time relate to larger historical processes or themes.

Periodization

D5—Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.

D6—Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.

D7—Analyze different and/or competing models of periodization.

Argumentation: Creating an Argument

E1—Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.

Argumentation: Using Evidence to Support an Argument

E2—Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., *comparison*, *causation*, *patterns of continuity and change over time*, or *periodization*).

E3—Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.

E4—Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

Course Themes & Learning Objectives

In order to help students develop their knowledge and understanding of U.S. history, content will be anchored to seven themes outlined below. These themes focus on major historical issues and changes, helping students connect the historical content they study to broad developments and processes that have emerged over centuries in what has become the United States.

American and National Identity

This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

Students should be able to:

- Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.
- Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.
- Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the U.S.
- Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

Politics and Power

Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

Students should be able to:

- Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.
- Explain how popular movements, reform efforts, and activists groups have sought to change American society and institutions.
- Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

Work, Exchange, and Technology

This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

Students should be able to:

- Explain how different labor systems developed in North America and the U.S., and explain their effects on workers' lives and U.S. society.
- Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- Analyze how technological innovation has affected economic development and society.

Culture and Society

This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

Students should be able to:

- Explain how religious groups and ideas have affected American society and political life.
- Explain how artistic, philosophical, and scientific ideas have developed and shaped our society and institutions.
- Explain how ideas about women's rights and gender roles have affected society and politics.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Migration and Settlement

This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when "borders crossed them." Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them and the impact these factors had on both these peoples and on U.S. society.

Students should be able to:

- Explain the causes of migration to colonial North America and, later, the U.S., and analyze immigration's effects on U.S. society.
- Analyze causes of internal migration and patterns of settlement in what would become the U.S., and explain how migration has affected American life.

Geography and the Environment

This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

Students should be able to:

- Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

America in the World (WOR)

In this theme, students should focus on the global context in which the United States originated and developed as well as the influence of the United States on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself.

Students should be able to:

- Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
- Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.

Historical Periods

The historical periods (units), from pre-Columbian contacts in North America to the present, provide a temporal framework for the course. This breakdown reflects an acknowledgment that historians differ in how they apply boundaries between distinct historical eras.

Several periods show some degree of overlap.

Period	Date Range	Percentage on Exam
1	1491-1607	5%
2	1607-1754	45% (1607-1877)
3	1754-1800	
4	1800-1848	
5	1844-1877	
6	1865-1898	45% (1865-1980)
7	1890-1945	
8	1945-1980	
9	1980-Present	5%

AP Exam Overview

In May, AP students will have the opportunity to take the Advanced Placement test, where a successful score could make you eligible to receive 3-6 college credits for introductory level college courses, advanced standing, or simply a solid score to help with the college admissions process. While I highly encourage you to take the AP Exam in May, this score will not figure into your academic course grade. Please note that students are responsible for signing up for the exam through guidance.

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 105-minute multiple-choice/short-answer section and a 90-minute free-response section. Each section is divided into two parts, as shown in the table below. Time management is especially important for Section II, which consists of two essay questions. Time left is announced, but students are not forced to move to the next question.

Section	Question type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55	55 minutes	40%
	Part B: Short-answer questions	4	50 minutes (12.5 minutes per SAQ)	20%
II	Part A: Document-based question	1	55 minutes	25%
	Part B: Long essay question	1 (chosen from a pair)	35 minutes	15%

Multiple-Choice Questions (MC) [55 questions in 55 minutes; 40% of score]

The multiple-choice section of the midterm, final, and APUSH national exam, will contain a number of sets of questions, with between two and five questions per set, which ask students to respond to stimulus material: a primary or secondary source, including texts, images, charts, graphs, maps, etc. This stimulus material will reflect the types of evidence that historians use in their research on the past. The set of multiple-choice questions about the material will address one of the learning objectives for the course. While a set may focus on one particular period of U.S. history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods. Each question will assess students' ability to reason about the stimulus material in tandem with their knowledge of the historical issue at hand.

Multiple-choice questions on period exams may differ slightly from the format to ensure student mastery of period content.

See sample MC questions on page 12:

Questions 4–6 refer to the excerpts below.

“Still, though a slaveholder, I freely acknowledge my obligations as a man; and I am bound to treat humanely the fellow creatures whom God has entrusted to my charge. ... It is certainly in the interest of all, and I am convinced it is the desire of every one of us, to treat our slaves with proper kindness.”

— Letter from former South Carolina governor
James Henry Hammond, 1845

“Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of Liberty which is fettered, in the name of the constitution and Bible, which are disregarded and trampled upon, dare to call in question and denounce ... slavery ‘the great sin and shame of America!’”

— Frederick Douglass, speech titled “The Meaning of
July Fourth for the Negro,” 1852

4. The excerpt from James Henry Hammond is most clearly an example of which of the following developments in the mid-19th century?
 - (A) The decline of slavery in Southern states as a result of gradual emancipation laws
 - (B) The increasingly restrictive nature of slavery in the South enforced by stronger slave codes
 - (C) The expanding use of moral arguments by Northern antislavery activists
 - (D) The growing tendency among Southern slaveholders to justify slavery as a positive good

5. Which of the following groups would be most likely to support the perspective of Frederick Douglass in the excerpt?
 - (A) Southern Democrats
 - (B) Southern planters
 - (C) Northern abolitionists
 - (D) Northern merchants

6. The language used in both excerpts most directly reflects the influence of which of the following?
 - (A) The Second Great Awakening
 - (B) States’ rights
 - (C) Manifest Destiny
 - (D) American nationalism

Short-Answer Questions (SAQs) [4 questions in 50 minutes; 12.5 minutes per question; 20% of score]

The SAQs are questions that require you to succinctly analyze, interpret, and/or connect historical events, processes, and themes. Short-answer questions will directly address one or more of the thematic learning objectives for the course. At least two of the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, nontextual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question.

Each question consists of three tasks and students receive one point for a successful response to each. Thus, each question is worth three points. Half-points are not awarded.

Briefly is the key word in many short-answer questions. The number of sentences will depend on the skills and content of the tasks contained in the questions, and the quality and content of the sentence authored by the student. College Board evaluators have indicated that each task can be completed in one sentence, but this assumes, of course, that the student has the ability to write clear and complete sentences, supported with accurate evidence.

You will be given a one-sided sheet of paper in which to respond to each question. Additional space will not be provided.

When writing your SAQ responses, be sure to label answers by number and letter. Your responses should be neat and organized.

Note: You do not need to develop a thesis statement.

General Writing Tips:

- Always write in third person (no "I", "we", "you" or "in my opinion")
- Avoid absolutes (all, every, never, none)
- Use specific terms ("in *Plessy v. Ferguson*" not "in the court case regarding segregation")
- Distinguish between primary and secondary causes to show a more sophisticated understanding of an issue
- Use formal language (avoid contractions, slang words, etc.)

See sample SAQs below:

1. Answer a, b, and c.

- (A) Briefly explain ONE example of how contact between Native Americans and Europeans brought changes to Native American societies in the period 1492 to 1700.
- (B) Briefly explain a SECOND example of how contact between Native Americans and Europeans brought changes to Native American societies in the same period.
- (C) Briefly explain ONE example of how Native American societies resisted change brought by contact with Europeans in the same period.

2. Answer a, b, and c.

- (A) Briefly explain why ONE of the following options most clearly marks the beginning of the sectional crisis that led to the outbreak of the Civil War.
 - Northwest Ordinance (1787)
 - Missouri Compromise (1820)
 - Acquisition of Mexican territory (1848)
- (B) Provide an example of an event or development to support your explanation.
- (C) Briefly explain why one of the other options is not as useful to mark the beginning of the sectional crisis.

Document-Based Question (DBQ) [1 DBQ in 55 minutes; 25% of score]

The document-based question measures students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. Responses to the document-based question will be judged on students' ability to formulate a thesis and support it with relevant evidence. The documents included in the document-based question are not confined to a single format, may vary in length, and are chosen to illustrate interactions and complexities within the material. Documents may include charts, graphs, cartoons, and pictures, as well as written materials. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents. The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, outside knowledge beyond the specific focus of the question is important and must be incorporated into students' essays to earn the highest scores.

Some, or all, of the documents in a DBQ will be new to you. However, they will discuss events and ideas with which you should be familiar and may be authored by individuals who may be familiar. In other words, you will not be starting from square one when you write a DBQ, even when the documents are new to you.

The document-based question will have one of the following historical thinking skills as its main focus: historical causation, patterns of continuity and change over time, comparison, interpretation, or periodization. All document-based questions will also always assess the historical thinking skills of argumentation, analyzing evidence, contextualization, and synthesis.

Planning the Essay: [15 minutes]

- Read and analyze the question. Make sure you know what the question is asking. The question is typically much larger than it appears. Circle any dates and key terms.
- Build an outline or graphic organizer to help develop your essay. Begin with your knowledge of the time period. What do you already know? Fill appropriate information into your outline/organizer. You must include historical examples beyond/outside the documents to be awarded the highest score.
- Read and analyze each document.
 - In the margins, jot down the main ideas and comment on:
 - i. Author's point of view: Why did the author feel this way? How might who they are impact that perspective? Is the author reliable?
 - ii. Author's purpose: What was the author's objective in writing the piece?
 - iii. Intended audience: Who was the document written for?
 - iv. Historical context: How does the document connect to a larger historical event or process?
 - v. Dates: Might it impact the perspective of the document?
 - Use documents as a springboard. The documents should remind you of other information learned in class that you can use to strengthen your essay. Add items to your outline/organizer.
 - To be awarded the highest score, you must offer plausible analysis of at least six (of seven) of the documents as you support your thesis or a relevant argument. You must also explain the author's point of view, author's purpose, historical context, and/or intended audience for at least four of the documents.
- Explore the relationships between the documents. Are any similar? Focused on the same theme? Do some of the documents oppose/contradict one another? If so, which makes a stronger case? Why? Decide which documents should be discussed together, but note that not all documents need to be placed in a "group."
- Think about the larger historical context. To be awarded the highest score you must situate your argument by explaining the broader events, developments, or processes immediately relevant to the question.
- Develop a strong thesis statement that takes a position (makes an argument) based on the evidence available, offers a preview of supporting ideas, and carries weight (highlights complexity/nuances). Your thesis should address all the pertinent aspects of the question.
 - Sample: *During the mid-nineteenth century, Manifest Destiny was presented as a positive "benevolent movement," though in reality, it promoted cultural superiority, aggressive foreign policy, and extended the already existing sectional crisis.*

Essay Structure:

- Write an introductory paragraph with a thesis and historical context (contextualization).
- Write supporting paragraphs (anywhere from 2-4, depending on the nature of the prompt) reflective of the key terms included in the question. Each paragraph should contain proper document citations, plausible analysis, and outside evidence to support your argument.

- Write a strong conclusion that summarizes and/or extends the thesis in an intriguing way. This is a good place to stick your synthesis requirement; make connections between your argument and one of the following:
 - a development in a different historical period, situation, era, or geographical area.
 - a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

Citing Documents:

- Use the source or the title when referring to the information in the document. Do not use the word “document” in the narrative of your essay. (Writing “Document A says,” etc.). It is recommended that you use the word “document” in parentheses as a reference to a specific document at the end of the information you have included from that document, as this will make the evaluation process easier for the reader.
- Example of appropriate citations:
 - Frederick Douglass writes that slaves would sing songs “revealing at once the highest joy and the deepest sadness” (Document A). Slaves were not alone in this sadness; many Quakers realized the inhumanity of slavery and began to preach against it in the 18th century (Document E). Thus, heightened humanity emerged from both African and colonial camps despite the horrors of 17th century American slavery.
 - Notice that the first sentence included a direct quotation from a document, while the second sentence summarized material from a document. You should seek to do both as you write your response.
 - Notice that the documents were used to support an argument, rather than simply convey information about the period.

General Suggestions:

- Spend 15 minutes planning and 40 minutes writing.
- Use the documents to support your arguments; do not simply explain what each document means.
- Be sure to answer the question completely.
- Include at least one specific piece of outside information; develop the detail in support of your thesis or a related argument.
- Make connections between documents when possible.
- Deal with counter-arguments; do not ignore them.
- Explain the differences in perspective offered by the documents.
- You do not have to answer the question by falling squarely on one side or the other of the issue at hand; instead, you may indicate that the truth lies in that gray area between extremes (when it comes to history, this is often the case!).

General Writing Tips:

- Always write in third person (no “I”, “we”, “you” or “in my opinion”).
- Avoid absolutes (all, every, never, none).
- Use specific terms (“in *Plessy v. Ferguson*” not “in the court case regarding segregation”).
- Distinguish between primary and secondary causes to show a more sophisticated understanding of an issue.
- Use formal language (avoid contractions, slang words, etc.).
- Take a moment to check the rubric to ensure you meet all expectations.

See Sample DBQs below. Note that documents in the DBQ will be similar to the reading excerpts and cartoon on pages 13 and 14.

1. Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910-1930.
2. Explain the reasons why a new conservatism rose to prominence in the U.S. between 1960 and 1989.
3. Compare and contrast views of U.S. industry/business and social class in the early 20th century.
4. Evaluate the extent to which the French and Indian War (1754-1763) marked a turning point in American relations with Great Britain, analyzing what changed and what stayed the same from the period before the war to the period after it.

Thesis and Argument Development (0-2 Points)

<ul style="list-style-type: none"> Missing OR only partially developed OR just restates the question 	0 Points
<ul style="list-style-type: none"> Presents a thesis that makes a historically defensible claim and responds to all parts of the question Develops and supports a cohesive argument 	1 Point
<ul style="list-style-type: none"> Satisfies 1 requirements Recognizes and accounts for historical complexity 	2 Points

Document Analysis (0-2 Points)

	Doc 1	Doc 2	Doc 3	Doc 4	Doc 5	Doc 6	Doc 7
1) Offers plausible analysis of the content of <u>six</u> of the documents, explicitly using analysis to support stated thesis or relevant argument.							
2) Plausibly analyzes <i>one</i> of the following for at least <u>four</u> of the documents: <i>point of view, purpose, intended audience, or historical context</i> .							
<ul style="list-style-type: none"> Requirements 1 and 2 are met as stated above Documents are properly cited 	2 Points						
<ul style="list-style-type: none"> Either requirements 1 OR 2 are met as state above but not both Some analysis may be inaccurate, implausible, or overly vague Some documents may be incorrectly cited 	1 Point						
<ul style="list-style-type: none"> Some of the requirements in both categories are met but neither requirement is met in full Analysis may be inaccurate, implausible, or overly vague Documents are not properly cited 	0 Point						

Using Evidence Beyond the Documents (0-1 Point)

<ul style="list-style-type: none"> Essay does not include any outside information OR Outside information is irrelevant or does not advance thesis/argument OR Essay offers some analysis of information not contained in the documents, but may be overly-general or inaccurate 	<ul style="list-style-type: none"> Essay offers plausible analysis of information not contained in the documents Information supports a thesis or plausible argument
0 Point	1 Point

Contextualization (0-1 Point)

<ul style="list-style-type: none"> Does not clearly situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question OR Only briefly references context OR May make inaccurate statements regarding context 	<ul style="list-style-type: none"> Clearly situates the argument by explaining (in multiple sentences) the broader historical events, developments, or processes immediately relevant to the question
0 Point	1 Point

Synthesis (0-1 Point)

<ul style="list-style-type: none"> Does not extend the argument to other periods, eras, areas or other course themes or approaches to history OR Only briefly references a connection OR Connection may be vague or inaccurate 	<ul style="list-style-type: none"> Extends the argument by explaining (with more than a phrase or reference) the connections between the argument and ONE of the following: <ul style="list-style-type: none"> <i>A development in a different historical period, situation, era or geographical area</i> <i>A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)</i>
0 Point	1 Point

Organization, Style, and Mechanics (0-1 Point)

<ul style="list-style-type: none"> One or more of the following statements is true: <ul style="list-style-type: none"> <i>Writing is difficult to understand</i> <i>Minimal to no control of grammar, mechanics, and sentence formation</i> <i>Paragraphs do not flow and/or are not organized logically</i> <i>Use of first/second person and/or absolutes</i> 	<ul style="list-style-type: none"> Clear and understandable writing Essay is well-organized; paragraphing is logical; paragraphs flow nicely First/second person and absolutes are avoided
0 Point	1 Point

Note: different examples must be used for outside information, contextualization, and synthesis points. "Double-dipping" is not allowed.

TOTAL SCORE: _____ / 8

8	20/20 = 100%	Exemplary
7	19/20 = 95%	Excellent
6	17/20 = 85%	Strong
5	15/20 = 75%	Proficient
4	13/20 = 65%	Needs Improvement
3	10/20 = 50%	See teacher to discuss.
2	7/20 = 35%	
1	4/20 = 20%	
0	0/20 = 0%	

Long Essay Question (LEQ) [1 LEQ in 35 minutes; 15% of score]

The LEQs are questions that require you to develop thoughtful arguments about significant issues, forces, events, and patterns in U.S. history. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in U.S. history (as defined by the thematic learning objectives). Student essays must include the development of a thesis or argument supported by an analysis of specific, relevant historical evidence. To provide opportunities for students to demonstrate what they know best, they will be given a choice between two comparable long essay options.

LEQ Writing Tips:

- Develop a strong thesis statement that takes a position (makes an argument), offers a preview of supporting ideas, and carries weight (highlights complexity/nuances). Your thesis should address all the pertinent aspects of the question.
 - Sample: *During the mid-nineteenth century, Manifest Destiny was presented as a positive “benevolent movement,” though in reality, it promoted cultural superiority, aggressive foreign policy, and extended the already existing sectional crisis.*
- Support argument with abundant, relevant, and specific historical evidence.
- Develop a coherent and persuasive essay (thoughtful use of paragraphs and transitions is important in achieving this).
- Incorporate the larger historical context. To be awarded the highest score you must situate your argument by explaining the broader events, developments, or processes immediately relevant to the question.
- Make connections between your argument and one of the following:
 - a development in a different historical period, situation, era, or geographical area.
 - a course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

General Writing Tips:

- Always write in third person (no “I”, “we”, “you” or “in my opinion”).
- Avoid absolutes (all, every, never, none).
- Use specific terms (“in *Plessy v. Ferguson*” not “in the court case regarding segregation”).
- Use formal language (avoid contractions, slang words, etc.).
- Take a moment to check the rubric to ensure you meet all expectations.

See sample LEQs below:

1. Some historians have argued that the American Revolution was not revolutionary in nature. Instead of fostering revolutionary change it maintained continuity. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.
2. The Mexican-American War was a justifiable war, both politically and ideologically. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.
3. Analyze the extent to which the Mexican-American War was a turning point in U.S. history. What changed and what stayed the same in its aftermath?
4. The formation of the Confederacy in 1861 was politically and economically justifiable. Support, modify, or refute that interpretation providing specific evidence to justify your answer.

Thesis (0-2 Points)

<ul style="list-style-type: none"> Missing OR only partially developed OR just restates the question 	0 Points
<ul style="list-style-type: none"> Presents a thesis that makes a historically defensible claim and responds to all parts of the question 	1 Point
<ul style="list-style-type: none"> Satisfies 1 requirements Recognizes and accounts for historical complexity 	2 Points

Argument Development: Using Evidence (0-2 Points)

<ul style="list-style-type: none"> Evidence is either missing, overly-general, or often inaccurate 	0 Points
<ul style="list-style-type: none"> Evidence may be overly-general or inaccurate at times 	1 Point
<ul style="list-style-type: none"> Addresses the topic of the question with specific examples of relevant evidence Specific evidence is used to fully and effectively substantiate the stated thesis or a relevant argument 	2 Points

Contextualization (0-1 Point)

<ul style="list-style-type: none"> Does not clearly situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question OR Only briefly references context OR May make inaccurate statements regarding context 	<ul style="list-style-type: none"> Clearly situates the argument by explaining (in multiple sentences) the broader historical events, developments, or processes immediately relevant to the question
0 Point	1 Point

Synthesis (0-1 Point)

<ul style="list-style-type: none"> Does not extend the argument to other periods, eras, areas or other course themes or approaches to history OR Only briefly references a connection OR Connection may be vague or inaccurate 	<ul style="list-style-type: none"> Extends the argument by explaining (with more than a phrase or reference) the connections between the argument and ONE of the following: <ul style="list-style-type: none"> <i>A development in a different historical period, situation, era or geographical area</i> <i>A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)</i>
0 Point	1 Point

Organization, Style, and Mechanics (0-1 Point)

<ul style="list-style-type: none"> • One or more of the following statements is true: • <i>Writing is difficult to understand</i> • <i>Minimal to no control of grammar, mechanics, and sentence formation</i> • <i>Paragraphs do not flow and/or are not organized logically</i> • <i>Use of first/second person and/or absolutes</i> 	<ul style="list-style-type: none"> • Clear and understandable writing • Essay is well-organized; paragraphing is logical; paragraphs flow nicely • First/second person and absolutes are avoided
0 Point	1 Point

TOTAL SCORE: _____ / 7

7	15/15 = 100%	Exemplary
6	14/15 = 93%	Excellent
5	12/15 = 86%	Strong
4	11/15 = 73%	Proficient
3	9/15 = 60%	See teacher to discuss.
2	7/15 = 46%	
1	5/15 = 33%	
0	0/15 = 0%	

Assignment Overview: For your Summer Assignment/Core Assessment #1, you will:

1) create and submit a ‘Core Assessment #1 Folder’ with primary and secondary materials, notes, and analysis forms, on the first day of school. All folder elements can be found at <http://apushsummer.pbworks.com/w/page/82282279/APUSH%20Summer%20Assignment> (username is apushsummer and the password is cbapush). [50 points]

2) use your folder at the end of the first unit of study to craft an evidence-based essay in support of a thesis statement provided by Ms. Wiley (see page two). [50 points]

To put it simply, you are developing a set of sophisticated, scholarly notes to be utilized during an open-note writing exam at the conclusion of Unit 1.

Chronology of Assignment:

Step 1 / Summer Instructions

There are four learning modules (see page two), each with four parts:

- Part 1: Read and take notes on each module’s overview.
 - o You must use a different style of note-taking for each overview article. You will need to use:
 - in-text note-taking (underline, highlight, margin notes, etc.).
 - traditional outline note-taking.
 - a webbing/graphic organizer model (if you aren’t sure what to do for this one, Google “graphic organizer template” and select the “images” tab).
 - Your fourth overview article may be in the style you wish (one of the three listed above).
- Part 2: Primary Sources:
 - o For each module, choose one of the two primary sources provided. Read the source, and then complete the corresponding form for that primary source (visit link above). These sheets are designed to help you develop the skills that the College Board requires for the AP test.
 - o Overall, you will have four primary analysis sheets in your folder.
- Part 3: Skill-Based Sources:
 - o For each module, chose one of the skill-based sources (pictures, engravings, charts, maps) and complete the corresponding form (visit link above). These sheets are designed to help you develop the skills that the College Board requires for the AP test.
 - o Overall, you will have four skill-based sheets in your folder.
- Part 4: Q/A:
 - o For each module, answer one of the following questions in a few sentences each, referencing the sources you read for that module. These responses should be 4-6 sentences each.
 - 1) How did migration and settlement of different peoples throughout the different environments of North America result in the development of different and complex societies?
 - 2) How did the arrival of Europeans in North America trigger extensive demographic, economic and social change on both sides of the Atlantic?
 - 3) How did European expansion combined with extensive contact with Africans and Native Americans result in dramatically altered European views of social, political and economic relationships between whites and non-whites?
 - 4) How did African and Native peoples strive to maintain their political and cultural autonomy in the face of European expansion?
 - o You may answer the same question more than once, if you would like.

Step 1 Recap:

- Core Assessment #1 folder is due on the first day of class. Your folder must include:
 - o four overview articles with evidence of different styles of note-taking/interaction with the text
 - o four primary analysis sheets
 - o four skill-based sheets
 - o four answers to chosen questions, with evidence from the sources

Step 2 / Unit 1 Assessment

At the end of Unit 1 (approximately 1.5 weeks into class), your Core Assessment #1 folder will be returned to you. You will use this work, along with your notes from the unit, to create an evidence-based essay in support of one of the following thesis statements. You will have 90 minutes to write this essay in class.

The Theses:

- 1) On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas and West Africa created a new world.
- 2) European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- 3) Contacts among American Indians, Africans and Europeans challenged each group to maintain their own religious, cultural, political and cultural values.

Keep yourself organized! Use this checklist to keep track of which documents you've chosen!

FOLDER CHECKLIST				
	MODULE #1: NATIVE LIFE PRE-1492	MODULE #2: COLUMBIAN EXCHANGE	MODULE #3: ENGLISH COLONIZATION	MODULE #4: JAMESTOWN
OVERVIEW	Change and Crisis: North America on the Eve of European Invasion ____ In-text note-taking (underline, highlight, etc.) ____ Traditional outline note-taking ____ Webbing/graphic organizer model	The Columbian Exchange ____ In-text note-taking (underline, highlight, etc.) ____ Traditional outline note-taking ____ Webbing/graphic organizer model	The Coming of the English ____ In-text note-taking (underline, highlight, etc.) ____ Traditional outline note-taking ____ Webbing/graphic organizer model	Jamestown and the Founding of English America ____ In-text note-taking (underline, highlight, etc.) ____ Traditional outline note-taking ____ Webbing/graphic organizer model
PRIMARY SOURCE (Choose 1)	____ Oral Tradition, <i>Foundation of the Iroquois Confederacy</i> ____ Native American Life (Documents 6-8), <i>Nature's Balance</i> , <i>Indian Complaints</i>	____ Christopher Columbus, <i>Report on First Voyage</i> ____ Bartolome de las Casas, <i>Indictment of the Conquistadores</i>	____ <i>Plymouth Settlers Agreement with Indians</i> ____ Walter Raleigh, <i>English Approach to the Caribbean Indians</i>	____ John Smith, <i>The Starving Time</i> ____ George Percy, <i>Observations on Jamestown's Early Months</i>
SKILL-BASED SOURCE (Choose 1)	____ Map: Native Cultures of North America 600-1500 ____ Image: Native American Lives	____ Image: Columbus Landing, 1492 ____ Map: European Exploration of North America, 1500-1783	____ Image: Savagism in European Imagination ____ Map: Native American Tribes of North America on the Eve of Columbus	____ Chart: Virginia Population Characteristics (1625) ____ Map: Interactive Jamestown

Advanced Placement Summer Assignment/Core Assessment #I Scoring Rubric

Part 1 -- Summer (50 points) [Due first day of class]

- ☐ Four completed outlines (in different styles) for Part 1 (10 points)
- ☐ Four completed sheets for Part 2 (10 points)
- ☐ Four completed sheets for Part 3 (10 points)
- ☐ Four answers for Part 4 (20 points)

Writing Quality (50 points)

Organization

Advanced 10-9	Proficient 8-7	Basic 6	Below Basic 5-0
Well-structured introduction that provides purposeful context. Supporting paragraphs that are clearly and consistently related to thesis. Well-structured conclusion that strongly reaffirms thesis.	Structured introduction that provides relevant context. Supporting paragraphs related to thesis. Structured conclusion that reaffirms thesis.	Poorly structured introduction that provides vague or irrelevant context. Supporting paragraphs not logically related to thesis. Poorly structured conclusion that inadequately reaffirms thesis.	Incomplete or missing introduction. Body paragraphs do not relate to the prompt. Irrelevant or missing conclusion.

Content

Advanced 35-32	Proficient 31-25	Basic 24-21	Below Basic 20-0
Summer Content - References specific and substantial evidence to address the prompt. Evidence is factually accurate. Errors are minor. Unit Evidence - References specific and substantial evidence to address the prompt. Evidence is factually accurate. Errors are minor.	Summer Content - References sufficient evidence to address the prompt. Evidence is factually accurate. Errors do not detract from the overall purpose. Unit Evidence - References sufficient evidence to address the prompt. Evidence is factually accurate. Errors do not detract from the overall purpose.	Summer Content - References insufficient evidence to address the prompt. Evidence has errors that detract from the overall purpose. Unit Evidence - References insufficient evidence to address the prompt. Evidence has errors that detract from the overall purpose.	Summer Content - References minimal or no evidence. Evidence has substantial errors that seriously detract from the overall purpose. Unit Evidence - References minimal or no evidence. Evidence has substantial errors that seriously detract from the overall purpose.

Conventions

Advanced 5	Proficient 4	Basic 3	Below Basic 2-0
Clear and understandable writing. Evident control of grammar, mechanics, spelling, usage, and sentence formation. Paragraphs flow smoothly and transitions are effective. Citations formatted correctly with minimal errors. Works cited page formatted correctly with minimal errors.	Mostly clear and understandable writing. Adequate control of grammar, mechanics, spelling, usage, and sentence formation. Paragraphs flow and transitions are evident. Citations formatted with some errors. Works cited page formatted with some errors.	Writing is somewhat difficult to understand. Limited control of grammar, mechanics, spelling, usage, and sentence formation. Paragraphs do not flow and transitions are ineffective / missing. Formatting of citations is inconsistent. Formatting of works cited page is inconsistent.	Writing is difficult to understand. Minimal to no control of grammar, mechanics, spelling, usage, and sentence formation. Limited paragraphing and no transitions There is no attempt at formatting citations. There is no works cited page.

TOTAL: _____ / 100

Assignment Overview:

In Core Assessment #2, you will become an expert on a topic from our course studies and two Founding Fathers. After conducting research, you will have one class period (90 minutes) to write an essay evaluating how they (the Founders) would assess your topic.

Your essay must incorporate primary and secondary sources that you collected during the research phase. Your research (compiled in a folder) and your essay (written in class) will be evaluated and contribute to 10% of your Marking Period 2 grade.

At any given time in the Core Assessment #2 process, with the exception of the essay-writing in class, you may work with the classmates who have also been assigned to your topic. You may share ideas, sources, etc., but all students must have their own research folder, annotations, and bibliography.

Assigned topic: _____

Date of in-class essay: _____

Procedure:

- 1) Collect primary and secondary sources on your assigned topic and two of the Founding Fathers (Washington, Adams, Jefferson, or Madison). Revisit our notes/class text as a starter.
 - a. Become an expert on the context and constitutional issues related to your topic.
 - b. Become an expert on the beliefs of two of the Founding Fathers as they relate to the Constitution, the limits or lack of limits of federal power, the role of the federal government, and any specific issues surrounding your topic.
 - c. Assess/infer how the Founders felt/would feel about your assigned topic.
 - d. Maintain a folder with your annotated sources. If using a book, handwritten or typed notes must be included in your folder.
 - e. Maintain a bibliography.
- 2) Write an essay in class which synthesizes your evidence coherently and persuasively.
 - a. You may use your folder while writing the essay.
 - b. You must cite at least six sources in your essay. (consult citation cheat sheet)

Research Suggestions:

- Peruse the Constitution and the Declaration of Independence for relevant sections.
- Aim for scholarly – and varied – sources.
 - o Look for sources that end in .edu, .gov, .org.
 - o After typing your search into an engine follow it with “pdf” – pdf files often offer the best scholarly work.
- Avoid inappropriate sources such as blogs, answers.com, about.com, Wikipedia, etc.

Submission Instructions:

Place the following items inside your research folder, from top to bottom: rubric with your name on it; bibliography; essay; and annotated research.



Core Assessment #2 Scoring Guide

Research Folder (30 points)			
<input type="checkbox"/> An organized research portfolio is submitted with evidence of note taking or highlighting (_____/ 10 points) <input type="checkbox"/> A complete bibliography (_____/ 10 points) <input type="checkbox"/> Bibliography reflects research drawn from variety of academic sources (_____/ 10)			
Writing & Argumentation (70 points)			
Content			
Advanced 35-32	Proficient 31-25	Basic 24-21	Below Basic 20-0
<p>Adequacy - Provides specific and substantial evidence to address the prompt.</p> <p>Accuracy - Evidence is factually accurate. Errors are minor.</p> <p>Usage - Evidence quoted and paraphrased appropriately to support well-developed arguments.</p>	<p>Adequacy - Provides sufficient evidence to address the prompt.</p> <p>Accuracy - Evidence is factually accurate. Errors do not detract from the overall purpose.</p> <p>Usage - Evidence quoted and paraphrased to support relevant arguments.</p>	<p>Adequacy - Provides insufficient evidence to address the prompt.</p> <p>Accuracy - Evidence has errors that detract from the overall purpose.</p> <p>Usage - Evidence is improperly quoted and paraphrased or arguments are undeveloped.</p>	<p>Adequacy - Provides minimal or no evidence.</p> <p>Accuracy - Evidence has substantial errors that seriously detract from the overall purpose.</p> <p>Usage - Evidence is not used or arguments are missing.</p>
Analysis			
Advanced 30-27	Proficient 26-21	Basic 20-18	Below Basic 17-0
<p>Student provides well-developed argumentation to support his/her point of view. All arguments are clearly supported with logical and specific content.</p>	<p>Student provides clear and logical argumentation to support his/her point of view. Most arguments are clearly supported with logical content. Errors do not detract from the overall purpose.</p>	<p>Student provides argumentation to support his/her point of view, but the logic is unclear or difficult to follow. Few arguments are clearly supported with logical content. Errors detract from the overall purpose.</p>	<p>Student provides little to no argumentation to support his/her point of view, but the logic is missing or confusing. Substantial errors seriously detract from the overall purpose.</p>
Conventions			
Advanced 5	Proficient 4	Basic 3-2	Below Basic 1-0
<p>Clear and understandable writing.</p> <p>Evident control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>Paragraphs flow smoothly and transitions are effective.</p>	<p>Mostly clear and understandable writing.</p> <p>Adequate control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>Paragraphs flow and transitions are evident.</p>	<p>Writing is somewhat difficult to understand.</p> <p>Limited control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>Paragraphs do not flow and transitions are ineffective / missing.</p>	<p>Writing is difficult to understand.</p> <p>Minimal to no control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>Limited paragraphing and no transitions.</p>

TOTAL: ____ / 100

Assignment Overview:

In Core Assessment #3, you will become an expert on an issue or event of your choosing from 1945 to the present. After conducting research, you will write an essay that proves a strong and arguable thesis about your topic.

Your essay must incorporate primary and secondary sources that you collected during the research phase. Your research (compiled in a folder) and your essay will be evaluated and contribute to 10% of your Marking Period 3 grade.

Topic and research question submission date: _____

Assignment due date: _____

Procedure:

- 1) Choose a topic that genuinely interests you. Peruse the textbook if you are unsure of a topic. (Example: Early Cold War)
- 2) Conduct preliminary research so as to narrow your focus. Highlight a specific issue or question that relates to your topic. (Example: How widespread was the perceived threat of nuclear war to mainstream American society in the early Cold War?)
 - ✓ On the date indicated above, you will be asked to record your *specific issue* or *question* on an index card. Ms. Wiley will review your submission and indicate if it has been accepted on the following school day. It will need to be precise (focused) and intriguing.
- 3) Collect primary and secondary sources and chronicle your work in one of two ways: print and annotate all sources OR take notes on your sources.
 - ✓ Research should be kept in a folder and will be collected with your final paper.
 - ✓ You will need at least eight credible sources.
 - ✓ You will need at least three primary sources. Primary sources are documents written/created during the time under study, such as diaries, speeches, letters, interviews, official records, political cartoons, music, art, etc.
 - ✓ Aim for scholarly – and varied – sources. Look for sources ending in .edu, .gov., and .org. Also experiment with searches ending in “pdf” to find scholarly work. Avoid inappropriate sources such as blogs, answers.com, about.com, Wikipedia, etc.
 - ✓ Maintain an MLA-formatted bibliography.
- 4) As you become an expert on your topic, you should begin to develop your thesis, which is the argument you will prove throughout your essay. (Examples: Although the two dominant superpowers sought to build their stockpiles of nuclear weapons throughout the early Cold War, mainstream America’s perception of nuclear war as a real threat has been overly dramatized since that time. OR, Though America’s perception of nuclear war as a real threat during the early Cold War was dramatized, such exaggeration was understandable given the political climate of the era, which called for a unified homefront.)
- 5) If desired, organize your information on a one-sided outline, which may be used during the writing of your essay. With the exception of your thesis, full sentences are *not* permitted.
- 6) Write an essay which synthesizes your evidence coherently and persuasively.
 - ✓ State an arguable, compelling thesis.
 - ✓ Support your thesis with evidence from at least eight sources. (consult citation cheat sheet)
 - ✓ Connect your topic to broader events or processes. (How does your topic or any related issues connect to earlier topics/issues we’ve explored in class? OR, How does your topic or any related issues connect to other topics/issues that took place at the same time in U.S. history?)
 - ✓ Account for any counterarguments or contradictory evidence on your topic.
- 7) Place the following items inside your research folder, from top to bottom: rubric with your name on it, bibliography, stapled essay, and annotated research.

Possible Questions List:

- To what extent was the U.S. integral in creating the state of Israel after World War II?
- How did ___ (pick a president, Truman through Johnson) address the issue of Civil Rights during his administration?
- To what extent were public schools desegregated in the aftermath of *Brown v. Board of Education* (1954)? How successful were integration programs, such as busing?
- What role did the media play during the Vietnam War?
- What role did students play in anti-Vietnam War protests?
- Was U.S. support of authoritarian dictators during the Cold War justified? (examples: Mobutu, Pinochet, Diem)
- Despite its containment policy, why did the U.S. “let” China fall to communism in 1949?
- How did events of the Cold War, such as the Soviet launching of *Sputnik*, impact education in America?
- How did the deterioration of the Cuban-American relationship in the late 1950s/early 1960s contribute to Cold War tensions?
- In what ways were MLK, Jr. and Malcolm X similar and different? Consider beliefs, goals, and actions of each during the 1950s and 1960s. Were these differences beneficial or harmful to the Civil Rights Movement?
- In what ways was the American Indian Movement of the 1970s inspired by the African American Civil Rights Movement? OR, How successful was the American Indian Movement of the 1970s?
- What role has the U.S. played in promoting/achieving nuclear non-proliferation?
- Did the Supreme Court make the right decision [from a constitutional perspective] in *Roe v. Wade* (1973)?
- For what reasons did environmentalism become prominent in the 1970s?
- How did the U.S. government respond to the outbreak of AIDS in the 1980s?
- To what extent did tax cuts passed under Reagan stabilize and grow the American economy?
- To what extent was Clinton’s support for the Defense of Marriage Act a betrayal of his party’s ideals?
- For what reasons has the 2000 presidential election become the most controversial in recent American history?
- For what reasons did the events of September 11, 2001, occur?
- To what extent was war in Afghanistan (2001-2014) justified?
- To what extent was war in Iraq (2003-2011) justified?
- For what reasons is the Patriot Act (2001) controversial? Is the Patriot Act constitutional?
- Was the Supreme Court’s decision to uphold the constitutionality of Obamacare’s individual mandate the correct ruling [from a constitutional perspective]?

Core Assessment #3 Scoring Guide

Research Folder (30 points)			
<ul style="list-style-type: none"> An organized research portfolio is submitted with evidence of note taking or highlighting, with purpose A complete bibliography drawn from a variety of scholarly sources 			
Analysis & Argumentation (70 points)			
"A" Range 70-63	"B" Range 62-56	"C" Range 55-49	Insufficient 48-below
<ul style="list-style-type: none"> Provides specific and substantial evidence to prove thesis. Evidence is factually accurate. Evidence from at least eight sources is quoted and paraphrased appropriately to support well-developed arguments. Each document is accurately and explicitly analyzed. Topic is connected accurately and explicitly to a broader event or process. Counterarguments or contradictory evidence is accurately and explicitly addressed. 	<ul style="list-style-type: none"> Provides sufficient evidence to prove thesis. Evidence may include minor errors. Evidence from at least eight sources is quoted and paraphrased to support relevant arguments. Each document is analyzed but analysis could be further developed for clarity or may contain some inaccuracies. Topic is connected accurately and explicitly to a broader event or process but could be incorporated into essay in a smoother fashion. Counterarguments or contradictory evidence is addressed. 	<ul style="list-style-type: none"> Provides insufficient evidence to prove thesis. Evidence has several errors that detract from the overall purpose. Evidence from at least eight sources is improperly quoted and paraphrased. Some documents are analyzed but analysis is flawed or unclear. Topic connection is made, but lacks clarity. Counterarguments or contradictory evidence is discussed but is unclear. 	<ul style="list-style-type: none"> Provides minimal or no evidence, or evidence is unclear or confusing. Evidence has substantial errors that seriously detract from the overall purpose. Minimal effort to incorporate sources. Minimal effort to analyze documents. Topic connection is incorrect or missing. Counterarguments or contradictory evidence is incorrect or missing.
Writing & Mechanics			
<ul style="list-style-type: none"> Writing is clear, understandable, and engaging. Paragraphs flow smoothly and transitions are effective. Evident control of grammar, mechanics, spelling, usage, and sentence formation. Absolutes and first/second person are avoided. 	<ul style="list-style-type: none"> Mostly clear and understandable writing. Paragraphs flow and transitions are evident. Adequate control of grammar, mechanics, spelling, usage, and sentence formation. Absolutes and first/second person are used once or twice. 	<ul style="list-style-type: none"> Writing is somewhat difficult to understand. Paragraphs do not flow and transitions are ineffective / missing. Limited control of grammar, mechanics, spelling, usage, and sentence formation. Absolutes and first/second person are used several times. 	<ul style="list-style-type: none"> Writing is difficult to understand. Limited paragraphing and transitions. Minimal to no control of grammar, mechanics, spelling, usage, and sentence formation. Absolutes and first/second person are often used.

TOTAL: _____ / 100

Citing the United States Constitution and the Declaration of Independence:

These are such common documents that they do not need a traditional citation. For example:

The Constitution guarantees citizenship in the Fourteenth Amendment.

The Declaration of Independence promises Americans the right to "life, liberty, and the pursuit of happiness."

Article II details the powers of the executive branch.

Note: "Article" and "Amendment" are proper nouns and should be capitalized.

Citing Books:

Example: The Supreme Court's majority decision in *Dred Scott v. Sanford* ruled that "slaves were not citizens and had no legal standing to sue in court" (Smith 14).

Note: Cite books by the author and the page number. If there are multiple authors, it would read (Smith *et al* 14). The mark of punctuation goes *outside* the parentheses.

Citing Documents:

Quoting from primary sources (other than the Constitution or the Declaration) should be credited. You should site the document, book or database that contained the source.

Example: Chief Justice Taney asserted that "the right of property in a slave is distinctly and expressly affirmed in the Constitution" (Dred Scott Opinion Excerpts, PBS).

Citing Articles:

Let's imagine that I'm citing a New York Times article in a paper about the explosion of plagiarism in the digital age. Here's the bibliographical entry:

Gabriel, Trip. "Plagiarism Lines Blur for Students in Digital Age." *The New York Times*. N.p., 1 Aug. 2010. Web. 13 Dec. 2012.
<http://www.nytimes.com/2010/08/02/education/02cheat.html?pagewanted=all&_r=0>.

Here are some ways that I could use this entry in my paper:

- According to Trip Gabriel from *The New York Times*, "concepts of intellectual property, copyright and originality are under assault in the unbridled exchange of online information."
- Gabriel goes on to suggest that the Internet has transformed the way in which young people grasp the meaning of composition and property rights.
- "40 percent of 14,000 undergraduates admitted to copying a few sentences in written assignments" (Gabriel).

Let's imagine that the article did not have an author. Here's the bibliographical entry:

"Plagiarism Lines Blur for Students in Digital Age." *The New York Times*. N.p., 1 Aug. 2010. Web. 13 Dec. 2012.
<http://www.nytimes.com/2010/08/02/education/02cheat.html?pagewanted=all&_r=0>.

Here are some ways that I could use the entry in my paper:

- "40 percent of 14,000 undergraduates admitted to copying a few sentences in written assignments" ("Plagiarism Lines Blur for Students in Digital Age").
- In *The New York Times* article "Plagiarism Lines Blur for Students in Digital Age," it is suggested that "the number of students who believed that copying from the Web constitutes serious cheating is declining."
- According to *The New York Times*, plagiarism is an issue that students struggle to understand ("Plagiarism...Age").


Email Tips

See <http://www.cbsd.org/365> for log-in information and tutorials for use of school email on smartphones.

You are expected to check your email regularly for announcements/reminders from Ms. Wiley.

You will also use this email to submit assignments and other course resources to Ms. Wiley.

When emailing Ms. Wiley, put #block__ (your block number) in the subject line.



CENTRAL BUCKS
SCHOOL DISTRICT


LEADING THE WAY

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Microsoft Office 365 ProPlus is now available for FREE to Central Bucks students in grades 6th-12th with an Office 365 account! This software may be installed on laptops, desktops, and mobile devices. For additional information, please visit the FAQ page at: <http://www.CBSD.org/OfficeProPlus>.
12/15/2014



Office 365

[Office 365 login page](#)

CBSD High School and Middle School students now have access to the Microsoft service known as *Office 365*. *Office 365* offers a variety of tools for students, including *Outlook* internal email functionality (email only within the CBSD organization), file storage and collaboration through the *OneDrive* tool, *MS Word*, *Excel*, and *PowerPoint* via *Office Web Apps* (from within the *OneDrive* tool), and a *Calendar* tool.

Access to these tools is simple through most modern internet browsers:

1. Visit the [Office 365 login page](#). If you are accessing this page from a *school computer*, you will be *automatically logged in* to the account of the user logged into that computer. If you are using a non-school computer, please proceed to step 2.
2. **Students** should enter their username in the format of **Lastname.F123** where Lastname.F123 is your standard CBSD network username.

Staff members should enter their username in the format of **fLastname** where fLastname is your standard CBSD network username.
3. For your password, simply enter your standard CBSD network password.
4. Once you are successfully logged in, you will be able to click on any of the menu items available to you, where you will find an intuitive interface for using the tool of your choice.

Office 365

Office 365 ProPlus

O365 Status

No problems to report.

Important: End of the Year Technology considerations for Students.

Forgot your password?
Teachers and staff members have the ability to reset student passwords. Please see a teacher or staff member for assistance.

What should you do if you experience a problem accessing Office 365?

High school students should go to the House Office and Middle school students should go to the Main Office and ask the secretary to submit a HelpDesk ticket, and the CBSD IT Department will troubleshoot the issue.

Can students send or receive email to or from email addresses outside CBSD.org?

No. The email functionality is limited to messages to and from cbsd.org and/or students.cbsd.org. Students can send email messages to their teachers and to other students within the district.

Can you access Office 365 Outlook from a smartphone?

Yes. Configuration steps vary by smartphone, but generally, you will need to add an Exchange ActiveSync email account to your phone with the following settings:

Username: lastname.f123@student.cbsd.org
Password: <your current CBSD network password>
Server: outlook.office365.com
Domain: <leave this setting blank>

[iOS email configuration screencast](#)
[Android OS configuration guide](#)

Can you access Office on mobile devices (phones and tablets)?

Yes. Please visit the [Installation Instructions for Mobile Devices](#) page for additional information.