

AP United States History
Syllabus 2014-2015

Mr. Capone
HHS

The Advanced Placement United States History course is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials throughout United States history. The course is designed as a review of United States History from the age of exploration to present day. The content is guided by the following seven central themes:

Identity	American national identity and how it has changed over time
Work, Exchange, and Technology	Explain the impact of changes in markets, transportation, and technology on American society
Peopling	Explain how changes in migration and population patterns have impacted American life
Politics/Power	Explain how different groups have sought to change the federal government's role in political, social, and economic life
America in the World	Explain how America's role in global events have led to political and social changes in the U.S.
Environment and Geography	Explain the impact Americans have had on the North American Continent
Ideas, Beliefs, and Cultures	Explain the changes in moral, philosophical, and cultural values and their impact on U.S. history

The goals of our Advanced Placement United States History course are the following: students will learn how to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship; to expose students to college level experiences and earn college credit; to help students continue to develop critical literacy skills and high order thinking through analytical reading and writing.

Text

Norton, Mary Beth, et al. *A People and A Nation: A History of the United States*
Boston: Houghton Mifflin, 2005.

Additional Readings

American Rhetoric, Top 100 Speeches. Michael E Eidenmuller. 2007. 23 May 2007.

<<http://www.americanrhetoric.com/top100speechesbydecade.html>>

Baldwin, Neil. *The American Revelation, Ten Ideals That Shaped Our Country From the Puritans to the Cold War*. New York: St Martin's Press, 2005.

Bernstein, Carl and Bob Woodward. *All the President's Men*. New York: Simon and Schuster, 1999.

Birth of a Nation. Dir. D.W. Griffith. 1915. DVD. David W Griffith, Corp.

Bradley, James. *Flags of Our Fathers*. New York: Bantam Books, 2006.

Diamond, Jared. *Guns, Germs, and Steel*. New York: W.W. Norton and Co., 1997.

Ellis, Joseph J. *Founding Brothers, The Revolutionary Generation*. New York, Vintage Books, 2002.

Evans, Sarah M. *Born for Liberty, A History of Women in America*. New York: Free Press Paperbacks,

Fischer, David Hackett. *Washington's Crossing*. New York: Oxford University Press, 2004.

Hofstadter, Richard. *The American Political Tradition and the Men Who Made It*. New York: Vintage Books, 1989.

--- *Great Issues in American History, From Revolution to the Civil War, 1765 - 1865*. New York: Vintage Books, 1958.

Hofstadter, Richard and Beatrice K. Hofstadter. *Great Issues in American History, From Reconstruction to the Present Day, 1864 - 1981*. New York: Vintage Books, 1982.

Loewen, James W. *Lies My Teacher Told Me, Everything Your American History Textbook Got Wrong*. New York: Touchstone, 1996.

McCullough, David. *1776*. New York, Simon and Schuster Paperbacks, 2006.

Nash, Gary B. and Ronald Schultz. *Retracing the Past: Readings in the History of the American People, Volume I, to 1877*. New York: Pearson, 2007.

--- *Retracing the Past: Readings in the History of the American People, Volume II, Since 1865*. New York: Pearson, 2007.

Newman, John J. and John M. Schmalbach. *United States History, Preparing for the Advanced Placement Examination*. New York: Amsco School Publications, Inc., 1998.

Schlesinger Jr., Arthur M. *The Cycles of American History*. New York: First Mariner Books, 1999.

Shorto, Russell. *The Island at the Center of the World*. New York: Vintage Books, 2005.

Sinclair, Upton. *The Jungle*. New York: Pocket Books, 2004.

Sometimes in April. Dir. Raoul Peck. 2005. DVD. Cinefacto.

Jefferson, Thomas, 1743-1826. Notes on the State of Virginia. Electronic Text Center, University of Virginia Library. 23 May 2007. <<http://etext.virginia.edu/toc/modeng/public/JefVirg.html>>

Unger, Irwin and Robert R. Tomes. *American Issues, Volumes I and II, A Primary Source Reader in United States History*. Upper Saddle River: Prentice Hall, 2002.

Ver Steeg, Clarence L and Richard Hofstadter. *Great Issues in American History, From Settlement to Revolution, 1584 - 1776*. New York: Vintage Books, 1969.

Zinn, Howard. *A People's History of the United States 1492 - Present*. New York: HarperCollins, 100 Milestone Documents. The People's Vote. 23 May 2007. <<http://www.ourdocuments.gov/content.php?flash=true&page=milestone>>

Curriculum Objectives and Tentative Course Schedule

<u>Unit</u>	<u>Three Worlds Meet: North America, Africa, and Europe</u>
Timeframe:	1 week
Objectives:	
Content	Trace the initial contact between North America, Africa, and Europe. Describe how natural resources led to robust trade. Analyze the economic, social, political, and cultural consequences of trading. Define the term American.
Skills	Map analysis Primary and secondary document analysis Construction of an argumentative essay Strategies for APUSH Multiple Choice questions
Essential	
Questions:	How did geography and the supply and demand of natural resources shape the interaction and continual trade between Native Americans, Europeans, and Africans? What is an American?

Readings: Diamond, Ch 3
Evans, Chapter 1
Norton, Chapters 1 and 2
Unger, Vol I, Chapter 1
Ver Steeg and Hofstadter, Part I
Zinn, Chapter 1

Major Assignments, Assessments: Discussion of key documents, essential questions
Argumentative essay addressing essential questions, based upon readings
Analytical Multiple Choice questions

Unit **Thirteen Colonies and the British Empire**

Timeframe: 1 week

Objectives:

Content Assess the reasons for British settlement in North America.
Examine the economic, political, and social patterns in the development of the thirteen English colonies.
Analyze the role of geography in the development of the northern, middle, and southern colonies in terms of purpose, economic foundation, and social class.

Skills

Map analysis
Primary and secondary document analysis
Persuasive writing
Verbal presentation skills
Strategies for five choice analytical Multiple Choice questions

Essential

Questions: Why did the English settle in the colonies? How did this shape colonial culture?
How did economic, political, and social classes develop in the colonies?
What came first - slavery or racism?

Readings: Baldwin, Chapter 1
Evans, Chapter 2
Loewen, Chapter 5
Nash, Chapters 2 and 3
Norton, Chapters 3 and 4
Shorto
Unger, Vol I, Chapters 2 and 3
Ver Steeg and Hofstadter, Parts II, III, IV, V, VI
Zinn, Chapters 2 and 3

Major Assignments, Assessments: Discussion of key documents, essential questions
Compare/contrast chart of thirteen colonies
Project - persuasive writing, verbal presentation of thirteen colonies newspaper
Analytical Multiple Choice questions

Unit**American Revolution**

Timeframe:

2 weeks

Objectives:

Content

Examine the ideas and events that led to the Revolutionary War.

Assess the factors that affected the course of the war, which contributed to an American victory.

Evaluate the goals and contributions of key people and groups to the revolutionary effort.

Skills

Map analysis

Primary and secondary document analysis

Document Based Essay

Strategies for five choice analytical Multiple Choice questions

Essential

Questions:

What is a revolution?

Was the American Revolution truly a revolution?

How did military revolution impact social revolution in America?

Readings:

Evans, Chapters 3 and 4

Fischer

Hofstadter, *Great Issues*, Part I

McCullough

Norton, Chapters 5 and 6

Unger, Vol I, Chapter 4

Major Assignments,

Assessments:

Discussion of key documents, essential questions

Document Based Essay, focusing on use of documents

Analytical Multiple Choice questions

Unit**Framing the New Nation**

Timeframe:

2 weeks

Objectives:

Content

Compare/contrast the Declaration of Independence, Articles of Confederation, and the Constitution.

Analyze the compromises that led to the ratification of the Constitution.

Assess rights, liberties, and responsibilities of citizens.

Skills

Primary and secondary document analysis

Free Response Essay

Strategies for five choice analytical Multiple Choice questions

Essential

Questions:

Why did the Articles of Confederation fail?

In writing the Constitution, did the Founding Fathers uphold the ideals of the Declaration of Independence?

Was the government under the Constitution reflective of American society?

Readings:	Ellis Hofstadter, <i>Great Issues</i> , Part II Norton, Chapter 7 Unger, Vol I, Chapter 5
Major Assignments, Assessments:	Discussion of key documents, essential questions Free Response Essay, focusing on thesis development Analytical Multiple Choice questions
<u>Unit</u>	<u>Federalism</u>
Timeframe:	1 week
Objectives:	
Content	Explain how Washington's policies established the country's political and economic foundation. Assess the affect of the French Revolution on American politics, diplomacy, and economy. Trace the development of the two party system in American politics.
Skills	Primary and secondary document analysis Document Based Essay Strategies for five choice analytical Multiple Choice questions
Essential Questions:	How did the leaders of the Federalist period interpret the Constitution? How did Washington's administration set precedent for government? Why did political parties form? How did they shape American politics?
Readings:	Ellis Hofstadter, <i>Great Issues</i> , Parts III and IV Nash, Chapter 10 Norton, Chapter 8 Unger, Vol I, Chapter 6
Major Assignments, Assessments:	Discussion of key documents, essential questions Document Based Essay, focusing on thesis development and use of outside knowledge Analytical Multiple Choice questions
<u>Unit</u>	<u>Jeffersonian Era</u>
Timeframe:	1 week
Objectives:	
Content	Define Jefferson as an enigma in terms of his actions as president. Compare/contrast Jefferson's views of mankind as expressed in the Declaration of Independence and <i>Notes on the State of Virginia</i> . Assess the influence of Jeffersonian politics on subsequent administrations.
Skills	Map analysis

Primary and secondary document analysis
Free Response Essay

Essential

Questions: How did Jefferson's ideas compare to his actions as president?
How did Jefferson's actions as president affect the growth of the United States?

Readings:

Hofstadter, *Great Issues*, Parts III and IV
Nash, Chapters 10 and 11
Norton, Chapter 9
Notes on the State of Virginia excerpt
Unger, Vol I, Chapters 6 and 7

Major Assignments,
Assessments:

Discussion of key documents, essential questions
Free Response Essay, focusing on set-the-stage and/or refutation paragraphs
Analytical Multiple Choice questions
Project:
Host Files

Unit

Timeframe:

Era of Good Feelings

1 week

Objectives:

Content

Define and trace the development of Nationalism, Industrialism, Racism, Sectionalism, Feminism, and Transcendentalism.
Assess the impact of these movements on individuals and individuals on movements.

Skills

Map analysis
Primary and secondary document analysis
Expository and argumentative writing
Verbal, visual group presentation

Essential

Questions:

Did the national movements or "Isms" of the first half of the 19th century move the United States forward in its development OR instead lay the foundations for civil war?

Readings:

Hofstadter, *Great Issues*, Parts V and VI
Norton, Chapters 10, 11, 12, 13
Unger, Vol I, Chapters 8, 10, 11

Major Assignments,

Discussion of key documents, essential questions
Analytical Multiple Choice questions

Unit**Jackson and American Expansion**

Timeframe:

1 week

Objectives:

Content

Define Jackson as a representative of the common man.
Trace the evolution of democracy and the electoral process.
Connect westward expansion and its impact on Native Americans, settlers, and slaves.

Skills

Map analysis
Primary and secondary document analysis
Document Based Essay
Strategies for five choice analytical Multiple Choice questions

Essential

Questions:

As democracy grew, did it become more inclusive or exclusive?
Is Jackson befitting of the title 'common man'?
Was westward expansion possible without Indian removal?

Readings:

Hofstadter, *Great Issues*, Part V
Norton, Chapter 11
Unger, Vol I, Chapter 9

Major Assignments,
Assessments:

Discussion of key documents, essential questions
Document Based Essay, peer editing and critique using AP rubric
Analytical Multiple Choice questions

Unit**Civil War**

Timeframe:

2 weeks

Objectives:

Content

Define and trace events leading to the outbreak of the Civil War.
Define key individuals and assess their impact on events during this period.
Compare/contrast philosophies, resources, and strategies used by the North and South
Assess the impact of the war on institutions as well as individuals.

Skills

Map analysis
Primary and secondary document analysis
Free Response Essay
Strategies for Analytical Multiple Choice questions

Essential

Questions:

Since the writing of the Constitution, the US has used compromise to build a nation. How did compromise lead to civil war?
Does Lincoln deserve the title 'the Great Emancipator'?
As a consequence of the war, did the nation retain/change its traditional values?

Readings:

Evans, Chapter 5
Hofstadter, *Great Issues*, Parts VI and VII

Loewen, Chapter 6
Nash, Chapter 16
Norton, Chapters 14 and 15
Unger, Vol I, Chapters 13, 14, and 15

Major Assignments,
Assessments: Discussion of key documents, essential questions
Compare/contrast chart/timeline of events leading to war
Free Response Essay, peer editing and critique using AP rubric
Analytical Multiple Choice questions

Unit

Reconstruction

Timeframe: 1 week

Objectives:

Content Define Reconstruction economically, socially and politically.
Assess how Reconstruction affected individuals and how individuals affected Reconstruction.
Analyze the effectiveness of Reconstruction policies.

Skills

Primary document analysis
Document Based Essay
Analytical Multiple Choice questions

Essential

Questions: How did different perspectives shape the development and impact of Reconstruction?
Was reconstruction a success or failure?

Readings:

Hofstadter and Hofstadter, *Great Issues*, Part I
Norton, Chapter 16
Unger, Vol II, Chapter I

Major Assignments,
Assessments:

Discussion of key documents, essential questions
Document Based Essay, timed
Analytical Multiple Choice questions

Unit

Growth and Expansion 1865-1900

Timeframe: 2 weeks

Objectives:

Content Identify and define the themes of late 18th century America.
Explore the physical, social, economic growth of the US in terms of western expansion, urbanization, industrialization, immigration.
Analyze changes within a specific time period, make connections to prior time periods, predict connections to future time period(s).

Skills

Primary and secondary document analysis
Expository and argumentative writing
Verbal, visual group presentation
Strategies for five choice analytical Multiple Choice questions

Essential
Questions: How did the US transform itself from an agricultural society to a largely industrial one by the turn of the 20th century?
How did the various physical, social, and economic changes affect post-Civil War America and its inhabitants?

Readings: Evans, Chapter 6
Hofstadter and Hofstadter, *Great Issues*, Parts II and III
Loewen, Chapter 7
ourdocuments.gov
Norton, Chapters 17, 18, and 19
Unger, Vol II, Chapters 2, 3, and 6

Major Assignments,
Assessments: Discussion of key documents, essential questions
Analytical Multiple Choice questions

Unit **Gilded Age**
Timeframe: 1 week

Objectives:
Content Define the phrase Gilded Age.
Identify links between industry and politics.
Analyze democracy both as concept and action during this time.
Identify key figures and their policies; analyze how policies affected women, farmers, children, Native Americans, and blacks.

Skills Primary and secondary document analysis
Document Based Essay
Strategies for five choice analytical Multiple Choice questions

Essential
Questions: How did industrialism affect the nature of party politics?
Who shaped legislation - ultimately, who was in control?
How did 'outsiders' respond to policy and to one another?
Define populism. Was it democracy in motion? Was it what the Founding Fathers had in mind?

Readings: Evans, Chapter 6
Hofstadter and Hofstadter, *Great Issues*, Parts II and III
Norton, Chapter 20
ourdocuments.gov
Unger, Vol II, Chapters 2, 3, and 4
Zinn, Chapter 11

Major Assignments,
Assessments: Discussion of key documents, essential questions
Document Based Essay, timed
Analytical Multiple Choice questions

Unit**Progressivism**

Timeframe:

2 weeks

Objectives:

Content

Define Progressivism.

Identify Progressive reformers, their philosophies, and their chosen course(s) of action.
Analyze the needs of various sectors of society and how/if they were addressed by the various reform movements.

Compare and contrast TR, Taft, and Wilson's views and actions re: progressivism.

Skills

Primary and secondary document analysis

Expository and argumentative writing

Verbal group presentation

Strategies for five choice analytical Multiple Choice questions

Essential

Questions:

Whose interests did the Progressive Movement protect/ignore?

How did "outsiders" - women, blacks, children - fit within the progressive movement?

How did each of the Progressive presidents impact politics? How did each change the role of government re: society and environment?

Readings:

americanrhetoric.com

*Birth of a Nation*Hofstadter and Hofstadter, *Great Issues*, Part IV

Norton, Chapter 21

ourdocuments.gov

Sinclair

Unger, Vol II, Chapters 2, 4, 5, and 6

Major Assignments,
Assessments:

Discussion of key documents, essential questions

Project - simulation (see below)

Analytical Multiple Choice questions

Unit**Imperialism**

Timeframe:

1 Week

Objectives:

Content

Define imperialism, list and critique reasons for it.

Analyze the effects of American imperialism on the US, world - politically/socially/economically.

Analyze the importance of key figures and philosophies specifically TR, Josiah Strong.

Connect progressivism and Manifest Destiny to imperialism.

Compare and contrast TR, Taft, Wilson's views and actions re: Progressivism.

Skills

Map analysis

Primary and secondary document analysis

Free Response Essay

Strategies for five choice analytical Multiple Choice questions

Essential Questions:	Overall, was imperialism positive OR negative? For whom?? How does American imperialism connect to Progressivism? Did paternalism define the global role of the US? Compare and contrast 1840s Manifest Destiny with early 1900s US foreign policy - how were they similar? Different?
Readings:	Hofstadter and Hofstadter, <i>Great Issues</i> , Part IV Norton, Chapter 22 ourdocuments.gov Unger, Vol II, Chapter 4
Major Assignments, Assessments:	Discussion of key documents, essential questions Compare/contrast chart - TR/Taft/Wilson Free Response Essay, timed Analytical Multiple Choice questions
<u>Unit</u>	<u>World War I</u>
Timeframe:	2 Weeks
Objectives: Content	Describe the background to outbreak of war in Europe and US position of neutrality. List and critique reasons for American entry into the war on the Allied side. Outline and critique government campaign to mobilize Americans for war. Characterize the war in terms of technology and human cost. Compare/contrast Bolshevism and Wilson's 14 points.
Skills	Map analysis Primary and secondary document analysis Free Response Essay Strategies for five choice analytical Multiple Choice questions
Essential Questions:	What factors motivated the US entry on the Allied side in WWI? What were the prevailing attitudes of Americans and their role in the war effort? What roles did technology and ideology play in this war? Compare and contrast US foreign policy from 1914-17 with 1801-12 - how were they similar? Different?
Readings:	Evans, Chapter 7 Hofstadter and Hofstadter, <i>Great Issues</i> , Part IV Norton, Chapter 23 ourdocuments.gov Unger, Vol II, Chapter 7
Major Assignments, Assessments:	Discussion of key documents, essential questions Free Response Essay, timed, peer editing and critique using AP rubric Analytical Multiple Choice questions

Unit

Roaring Twenties

Timeframe:

1 Week

Objectives:

Content

Define the decade of the 1920s in social, political and economic terms.
Identify key individuals, their philosophies and actions, events of the decade and connect to overarching social, political and economic themes.
Define decade as a result of WWI and/or a cause of the Great Depression.

Skills

Research based expository and persuasive writing
Verbal, visual group presentation
Analytical Multiple Choice questions

Essential

Questions:

How did the key events, individuals and movements of the 1920s define the decade?
How did these affect everyday Americans and the world?
How may the decade of the 1920s be defined -- as a result of the war or cause of the depression?
Does the term Roaring Twenties fit the decade?

Readings:

americanrhetoric.com
Evans, Chapter 8
Hofstadter and Hofstadter, *Great Issues*, Part VI
Norton, Chapter 24
Unger, Vol II, Chapter 8

Major Assignments,
Assessments:

Discussion of key documents, essential questions
Project – Host Files
Analytical Multiple Choice questions

Unit

Great Depression and the New Deal

Timeframe:

2 Weeks

Objectives:

Content

Identify the causes of the Great Depression.
Analyze the effects of the Great Depression with specific emphasis on class, race and gender.
Compare/contrast and assess the effectiveness of Hoover's and FDR's policies.

Skills

Primary and secondary document analysis
Free Response Essay
Strategies for analytical Multiple Choice questions

Essential

Questions:

Why did the Great Depression occur?
How did the depression affect the social fabric of the United States?
How did presidents change government policy in their attempts to end the depression?

Readings:

Evans, Chapter 9

Hofstadter and Hofstadter, *Great Issues*, Part VI
Nash, Chapter
Norton, Chapter 25
ourdocuments.gov
Unger, Vol II, Chapter 9

Major Assignments,
Assessments:

Discussion of key documents, essential questions
Compare contrast chart
Free Response Essay, timed, peer editing and critique using AP rubric
Analytical Multiple Choice questions

Unit

World War II

Timeframe:

2 Weeks

Objectives:

Content

Identify the causes and the effects of World War II.
Trace U.S. shift from isolationist to interventionist policy.
Examine the impact of the war on the home front and military front.
Identify the key individuals and events of the war.
Analyze different perspectives on causes and effects of war.

Skills

Primary and secondary document analysis
Document Based Essay
Strategies for five choice analytical Multiple Choice questions

Essential

Questions:

Why did the world enter a second world war?
Why did the U.S. shift from an isolationist to interventionist policy?
How did the war affect the home front and change global affairs?
How did WWII propel the United States to superpower status?

Readings:

Bradley
Evans, Chapter 10
Hofstadter and Hofstadter, *Great Issues*, Part VII
Norton, Chapter 25
ourdocuments.gov
Unger, Vol II, Chapter 10

Major Assignments,
Assessments:

Discussion of key documents, essential questions
Document Based Essay, timed, peer editing and critique using AP rubric
Analytical Multiple Choice questions
Project- WWII Cereal Box

Unit

Cold War

Timeframe:

2 Weeks

Objectives:

Content

Define the Cold War and explain its causes and development.

Compare and contrast how the various presidents approached Cold War policy.
Assess Cold War influence on foreign and domestic policy with specific emphasis on the role of democratic thought.

Skills
Primary and secondary document analysis
Document Based Essay
Strategies for analytical Multiple Choice questions

Essential
Questions:
What were the causes of the Cold War?
Did presidential policy allay or intensify Cold War fears?
How did the Cold War affect foreign and domestic policy?

Readings:
americanrhetoric.com
Evans, Chapter 11
Hofstadter and Hofstadter, *Great Issues*, Parts VII, IX
Norton, Chapters 28, 29, 30, 31, 32
ourdocuments.gov
Unger, Vol II, Chapters 11, 12, 14, 16, 17, 18
Zinn, Chapters 17 - 21

Major Assignments,
Assessments:
Discussion of key documents, essential questions
Analytical Multiple Choice questions

Unit
Timeframe:
Civil Rights Era
2 Weeks

Objectives:
Content
Define civil rights through multiple perspectives.
Assess how different groups formed the fabric of the era.

Skills
Primary and secondary document analysis
Project - discussion based analysis
Strategies for analytical Multiple Choice questions

Essential
Questions:
How did individuals affect the path of the Civil Rights journey?
How did the activists of the past affect the philosophies and actions of contemporary activists?

Readings:
americanrhetoric.com
Hofstadter and Hofstadter, *Great Issues*, Part VIII
Norton, Chapters 29, 30
ourdocuments.gov
Unger, Vol II, Chapter 13
Zinn, Chapters 17 - 21

Major Assignments,
Assessments:

Project – Social Network
Analytical Multiple Choice questions

Unit

Contemporary U.S./ America's Global Role

Timeframe:

2 Weeks

Objectives:

Content

Describe the 50s, 60s, 70s, 80s, 90s, 00s as distinct decades of American history.
Define key themes/concepts/individuals through the decades.
Trace consistency and change over time in contemporary America.
Review America's role in the world from Monroe Doctrine to containment policy
Describe the events of 1994 Rwanda and compare/contrast to US foreign policy

Skills

Research based expository and persuasive writing
Verbal, visual group presentation

Essential

Questions:

How did the people and the events of the decade shape it's definition?
What is the world's response to atrocity?
Is the US isolationist or interventionist in contemporary world policy?
Is it consistent with it political tradition of the 19th and 20th centuries?

Readings:

americanrhetoric.com
Hofstadter and Hofstadter, *Great Issues*, Parts VII, VIII, and IX
Norton, Chapters 10, 12, 22, 28, 29, 30, 31, 32, 33
ourdocuments.gov
Unger, Vol II, Chapters 11, 12, 13, 14, 15, 16, 17, 18, and 19
Sometimes in April

Major Assignments,
Assessments:

Discussion of key documents, essential questions
Analytical Multiple Choice questions
Reaction writing to *Sometimes in April*

Unit

Review for Exam

Timeframe:

1 Week

Objectives:

Review will consist of nightly readings from the textbook followed by a 10-15 question quiz given the next day. Upon completion of the quiz, students will swap papers to be graded and discussed as a class.
Next the class will be presented with a DBQ to be analyzed, organized, and answered as a group.

Skills

Primary and secondary source analysis
Test taking Strategies
DBQ