

UNITED STATES HISTORY AND GOVERNMENT 8
COURSE INFORMATION SHEET

MR. JEROSE

(revised 8/30/2021)

Description: Social Studies in eight grade focus on a chronologically organized study of United States and New York State History. The course is divided into nine units, starting with post-Civil War Reconstruction and ending in the modern era tying in political, geographic, economic, and social trends in United States history. This course builds on and seeks to support skills, concepts, and content understandings introduced in seventh grade. Students can expect regular work, quizzes and tests. The year will culminate with a final exam.

Given the difficulties students experienced meeting their instructional needs over the last eighteen months, modifications to this year's eighth grade curriculum are necessary. There will be three introductory/review units to bring students up to speed.

The tentative unit plan is as follows:

Unit 8.0A: World, National, and State Geography

Unit 8.0B: The United States Constitution

Unit 8.0C: The Road to Civil War

Unit 8.1: Reconstruction

Unit 8.2: The Gilded Age

Unit 8.3: Imperialism & World War I

Unit 8.4: The Great Depression & World War II

Unit 8.5: The Cold War

Unit 8.6: The Modern Era

Academic expectations: These are the expectations for working in the classroom.

- **You are expected to be prepared for class** by bringing the following every day:
 - All students have been provided a school issued Chromebook. Students are expected to bring this device everyday charged and ready.
 - Three-subject notebook for taking notes.
 - Three-ring binder (2" wide minimum) for keeping worksheets and handouts organized.
 - Pen or pencil
- **You are expected to check Google Classroom every day** for important announcements, assignments, and make-up lessons.
- **You are expected to use your school email address and check it regularly. This is how I will communicate with you.** Students with limited internet access at home should plan to make use of the school's computer labs in order to hand in work electronically.
- **You are expected to be here on time and ready to begin work when the bell rings.**
- **You are expected to take notes and use your class time productively.**
- Students will receive a unit schedule with upcoming topics and assignments. **You are responsible for checking your unit schedule.**

Textbook: United States History – Discovery Techbook <https://google.discoveryeducation.com> is provided for reference. Most readings will be provided via classroom handouts or posted on Google Classroom.

Grading Policy: Each marking period grade is broken down into the following categories.

- Assessments 50% - refers to quizzes and tests
- Classwork 50% - refers to work begun in class but may be completed at home
- Homework 0% - refers to extra credit assignments (see below)

Each marking period will count for 20% of a student's final average. A final examination given in June will count for the remaining 20% of a student's final average.

Assessments: Tests will be weighted more heavily than quizzes. Question types for all assessments will primarily be multiple choice, but expect to see vocabulary, paragraph response, and essay questions as well. Opportunities to retake quizzes and exams will be administered and scored per the *District Grading Policy*. Be forewarned that the retakes are designed to be more difficult, so it is in the student's best interest to prepare for the first assessment.

Classwork: Each marking period, students can expect approximately ten (10) graded classwork assignments. **Classwork assignments are due at 11:59PM on the day of the next quiz or test. No late work will be accepted.**

Projects: Some classwork assignments are classified as projects. Each marking period will consist of 1-2 projects, some individual and some group-oriented. Projects should be handed in by the due date posted on the unit schedule in order to be graded in a timely manner.

- **Late projects can earn a maximum grade of 63 (passing).**
- **Projects will not be accepted for any credit after the marking period ends.**

Homework is provided as reinforcement and practice to prepare students for assessments. It may consist of reading, understanding vocabulary, and critical thinking questions. **Homework is worth +3 bonus points on the next quiz or test if turned in at 11:59PM on the day of that assessment.**

Absence/Extra Help policies: It the student's responsibility to make up missed work when absent. Copies of the class notes and/or a pre-recorded lecture will be posted on Google Classroom daily. Assignments will also be posted on Google Classroom.

If absent on the day of a test or quiz, it must be made up within one calendar week. If by the end of a calendar week the assessment is not made up, it will be scored as a 0. Please schedule this time with the me in advance if possible. Students absent the day before a quiz or test, but present the day of, will be expected to take it.

Thursdays after school (2:15-2:55PM) are set aside to help Grade 8 students if they need to complete assignments or get extra help. It is the student's responsibility to take advantage of this opportunity. Parents are expected to enforce student attendance if necessary.

Behavioral expectations: These are the behavioral expectations and rules that are established to ensure an environment where all students can learn.

Attitude: Be positive and contribute to the learning environment where we encourage each other to succeed. You are in charge of your attitude; choose the attitude that will allow you to succeed. Disruptive behavior in the classroom will not be tolerated. Disrespectful behavior towards staff or other students will not be tolerated.

Academic Dishonesty: The students, faculty and administration of Cato-Meridian High School are responsible for maintaining high standards of honesty and fairness. Academic honesty is the key to a solid educational foundation.

- Student work may be evaluated through TurnItIn.com, a plagiarism service, and that this service retains a copy of the submitted work for future comparisons.
- During testing situations, all external assistance, i.e: notes, books, classmates, smart devices etc. is prohibited unless specifically authorized by the teacher.
- Cheating or helping another student cheat will result in all students involved receiving a 0 grade for that assignment.
- When in doubt, **ASK FIRST** for clarification before submitting an assignment.

Cellphones and other Smart Devices: Unless specifically directed by the teacher, there is no reason for a student to need to look at their cellphone in class. Students using cellphones in class will be given one warning followed by a referral. Students with cellphones out on their desks will be asked to put them away, but repeated infractions will also result in a referral.

A Note to Parents: A high level of parent partnership is a key predictor of student success. Please check your child's unit schedule regularly to keep informed of upcoming assignments and assessments. Please check your child's grades using the Parent Portal/SchoolTool. Please encourage your child to make good academic and behavioral choices.

If a student is struggling, especially due to extenuating circumstances, they should make every effort to contact me via email at kjrose@catomeridian.org as soon as possible. I am more than happy to offer extra help on other days by appointment or work with students. I am also willing to plan an alternate schedule for completing assignments on a case by case basis.

UNITED STATES HISTORY AND GOVERNMENT 11
COURSE INFORMATION SHEET
MR. JEROSE
(revised 8/30/2021)

Description: This course is a one-year study of United States history, and it follows the social studies curriculum for New York State. Students in this course will study the history, geography, and culture of the various people that make up the United States. There will be a heavy emphasis on the formation of our government as well as the political, economic and cultural forces which have steered its course to the present day. Students can expect regular projects, quizzes and tests. The year will culminate with the New York State Regents examination.

Academic expectations: The following expectations are set for your benefit – by setting the bar higher, my goal is to prepare you for success both in the classroom and beyond.

- **You are expected to be prepared for class** by bringing the following every day:
 - All students have been provided a school issued Chromebook. Students are expected to bring this device everyday charged and ready.
 - Three-subject notebook for taking notes.
 - Three-ring binder (2” wide minimum) for keeping worksheets and handouts organized.
 - Pen or pencil
- **You are expected to check Google Classroom every day** for important announcements, assignments, and make-up lessons.
- **You are expected to use your school email address and check it regularly. This is how I will communicate with you.** Students with limited internet access at home should plan to make use of the school’s computer labs in order to hand in work electronically.
- **You are expected to be here on time and ready to begin work when the bell rings.**
- **You are expected to take notes and use your class time productively.**
- Students will receive a unit schedule with upcoming topics and assignments. **You are responsible for checking your unit schedule.**

Textbook: *The Americans* by Houghton-Mifflin-Harcourt, 2011. Textbooks are available for sign out upon request.

Grading Policy: Each marking period grade is broken down into the following categories.

- Quizzes 30%
- Tests 30%
- Projects 40%

Assessments: Quizzes and test questions are designed to mimic Regents Exam conditions. Question types will primarily be multiple choice, but expect to see vocabulary, paragraph response, and essay questions as well.

Absent students will have one (1) calendar week to make up their test or quiz in class. Afterwards, students will be assigned a written retake assessment. Assessments and retakes must be completed in school under the guidance of a proctor.

Projects: The majority of projects for this class will be submitted electronically through Google Classroom or TurnItIn.com. Each marking period will consist of 3-4 projects. Projects should be handed in by 11:59PM on the due date posted on the unit schedule in order to be graded in a timely manner.

- **Late projects can earn a maximum grade of 63 (passing)**
- **Grading current work will always have priority over work submitted late.**
- **Projects will not be accepted for any credit after the marking period ends.**

Homework is provided as reinforcement and practice to prepare students for assessments. It consists of textbook reading, understanding vocabulary, and critical thinking questions. Homework:

1. is considered extra credit and does not fall under *District Grading Policy* guidelines.
2. can and will appear on upcoming quizzes or tests.
3. is worth +3 bonus points if turned in **before** the next assessment.

Grading: Each marking period will count for 20% of a student's final average. The New York State Regents Examination given in June at the end of the year is this course's final exam and will count for the remaining 20% of a student's final average. All students enrolled in US History and Government are expected to take the June Regents exam. **Completing assigned work correctly and on time is necessary to succeed in this course. You will do the work and succeed, or you won't.**

Absence/Extra Help policies:

- I check my email often. Please email me with any questions or concerns.
- I am willing to change deadlines and due dates on a case-by-case basis in consideration of student needs. It is always better to ask sooner rather than later.
- It is the student's responsibility to find out what they missed due to absence.

Academic integrity expectations: The students, faculty and administration of Cato-Meridian High School are responsible for maintaining high standards of honesty and fairness. Academic honesty is the key to a solid educational foundation.

- Student work may be evaluated through TurnItIn.com, a plagiarism service, and that this service retains a copy of the submitted work for future comparisons.
- During testing situations, all external assistance, i.e: notes, books, classmates, etc. is prohibited unless specifically authorized by the teacher.
- Cheating or helping another student cheat will result in all students involved receiving a 0 grade for that assignment.
- When in doubt, **ASK FIRST** for clarification before submitting an assignment.

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A Note to Parents: A high level of parent partnership is a key predictor of student success. Please check your child's unit schedule regularly to keep informed of upcoming assignments and assessments. Please check your child's grades using the Parent Portal/SchoolTool. Please encourage your child to make good academic and behavioral choices.

If a student is struggling, especially due to extenuating circumstances, they should make every effort to contact me via email at kjerose@catomeridian.org as soon as possible. I am more than happy to offer extra help on other days by appointment or work with students. I am also willing to plan an alternate schedule for completing assignments on a case by case basis.

**UNITED STATES HISTORY AND GOVERNMENT 11
EXTRA CREDIT HOMEWORK EXPECTATIONS
MR. JEROSE**

The purpose of homework assignments in US History is threefold:

- 1) To give students practice at reading social studies content appropriate to their age level and responding to questions accordingly.
- 2) To reinforce important points and material covered in class.
- 3) To cover material that, due to time constraints, cannot be covered in class.



Students can expect at least one homework assignment per week. Every effort will be made on my part to ensure that students have enough time to do a thorough and detailed job on their homework assignments and earn maximum bonus points.

Each and every homework assignment submitted is read and graded accordingly.

Bonus points are based on the following criteria:

- 1) Demonstrating a clear understanding of the content
- 2) Level of detail and use of specific examples (plan on a minimum of 3 complete sentences for critical thinking questions)
- 3) Effort



Homework DON'T'S:

- 1) Finding a vocabulary word in the text or on the Internet and copying whatever words come after it.
- 2) Copying definitions out of the glossary without reading the text.
- 3) Rushing to get homework done in the study hall before class.
- 4) Copying from another student (please see the academic integrity expectations on your syllabus)



Examples of Critical Thinking Question Responses:

Question: Describe the role of religion in the lives of Puritans living in the Massachusetts Bay Colony. (p.62: #6 Main Ideas)

Answers:

- Religion was important to Puritans
- Religion controlled the lives of the Puritans

These four responses show minimum effort and do not contain specific examples.

- Religion was important to Puritans because their whole lives were based on it.
- The Puritans were very religious people because they left England to practice religion.

See an appropriate response below. Specific examples are present (underlined) a help to DESCRIBE the role of religion like the question asks. When vocabulary terms are used, like "City on a Hill," they are defined. Multiple sentences show the student took time to read the textbook and put thought into their response.

Puritans made religion part of their daily lives. Their government was based on John Winthrop's "City on a Hill" concept which was to show the world how a perfect colony would look. Laws were passed against drunkenness, swearing and being lazy. Puritans had to go to church every day and work hard to show that they were worthy of going to heaven when they died.

US HISTORY 11
MR. JEROSE
IMPROVING VOCABULARY ACROSS CONTENT AREAS

Students traditionally have trouble answering Regents-level questions, especially those with reading passages, largely due to struggles with vocabulary. There are three “tiers,” or levels, of vocabulary words:

Tier 1: Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction. Examples of Tier 1 words are clock, baby, happy and walk.

Tier 2: High frequency words used by mature language users across several content areas. Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are (including those below) ameliorate, redundant, ubiquitous, and sanguine.

Tier 3: Words that are not frequently used except in specific content area. Examples of Tier 3 words for social studies are archipelago, mercantilism, nationalism, and Puritans.

Take this question as an example:

What steps did President Franklin Roosevelt take to ameliorate the Great Depression?

Perhaps some of you were able to use a mixture of context clues and background knowledge to help you answer the question. As a student of social studies, you are expected to know the Tier 3 (content) words in the question above: Franklin Roosevelt and the Great Depression. If you did not know what *ameliorate* meant, however, you might not be able to answer the question. This is why expanding our Tier 2 vocabulary is so important.

There will be an increased emphasis on Tier 2 vocabulary throughout US History this year.

Expectation: Students will complete 3-4 projects each marking period. For each project, the following expectations are set:

- You must incorporate five words from the list below, used appropriately in context
- Tier 2 vocabulary words must be in **boldface** and/or **highlighted**.
- Approximately ten percent (10%) of every project grade will be based on the inclusion of Tier 2 vocabulary words.

Grade 11 Tier 2 Vocabulary List (adapted from New Hyde Park Schools, 2013)

Note: all forms of the words listed below can be used. For example: accommodate (v. present tense); accommodated (v. past tense); accommodation (noun). Words must be used correctly in context to receive credit.

- | | | |
|--------------------|------------------|-------------------|
| 1. aberration | 42. egregious | 83. resolution |
| 2. accolade | 43. elusive | 84. rigorous |
| 3. accommodate | 44. erroneous | 85. sanction |
| 4. altercation | 45. exemplary | 86. scrutinize |
| 5. ameliorate | 46. expedient | 87. schadenfreude |
| 6. amicable | 47. extraneous | 88. slipshod |
| 7. anomaly | 48. formidable | 89. speculate |
| 8. appall | 49. fortuitous | 90. strategic |
| 9. arduous | 50. frivolous | 91. subsidize |
| 10. articulate | 51. grueling | 92. substantiate |
| 11. astute | 52. haphazard | 93. transcend |
| 12. aversion | 53. hindrance | 94. tranquil |
| 13. brevity | 54. humanitarian | 95. turbulence |
| 14. callous | 55. hypocrisy | 96. ubiquitous |
| 15. capitulate | 56. incessant | 97. unimpeachable |
| 16. catalyst | 57. incidental | 98. unobtrusive |
| 17. caustic | 58. incite | 99. usurp |
| 18. censure | 59. incorrigible | 100. vacillate |
| 19. chastise | 60. incriminate | |
| 20. clamor | 61. indict | |
| 21. coalesce | 62. indoctrinate | |
| 22. cognizant | 63. insurgent | |
| 23. commiserate | 64. intangible | |
| 24. conciliatory | 65. judicious | |
| 25. condemn | 66. lavish | |
| 26. copious | 67. listless | |
| 27. dearth | 68. meager | |
| 28. debilitate | 69. meander | |
| 29. decadence | 70. milquetoast | |
| 30. deference | 71. negligent | |
| 31. delegate | 72. obliterate | |
| 32. delineate | 73. perjure | |
| 33. deprecate | 74. ponderous | |
| 34. despot | 75. preclude | |
| 35. devious | 76. predisposed | |
| 36. discriminatory | 77. prerequisite | |
| 37. disenfranchise | 78. proliferate | |
| 38. disparage | 79. proximity | |
| 39. dissonance | 80. query | |
| 40. duplicity | 81. rectify | |
| 41. edifice | 82. rescind | |

**AP UNITED STATES HISTORY
COURSE INFORMATION SHEET
MR. JEROSE**

(updated 6/18/2021)

Course Description: Advanced Placement US History is an elective course offered to students in their junior and senior years. This is a one-year survey in American history that covers the period beginning from the Age of Discovery (1492) to the present.

Course Objectives: This course will aim to heighten students' ability to see relationships and distinctions in American economic, social, political and intellectual history. It is important to note that the demands of this course are significantly greater than the New York State Regents course for US History. Memorization of facts demonstrates a basic understanding of the material. AP US History students can expect an increased amount of reading and writing in which they will demonstrate evaluative and analytical skills in connecting historical themes. It is further expected that students come to class prepared and devote a great deal of time to their studies.

Objectively, the course will help students build upon the following skills:

- Time management, organization and study skills
- Critical examination of primary source documents
- Identifying cause and effect relationships
- Geographic analysis of historical trends
- Making comparisons from different historical periods
- College-level note taking, essay writing and oral communication

In addition to the above requirements, students must also adhere to attendance and academic policies that have been established for all Honors and AP level courses.

Secondary Sources:

*Ellis, Joseph J. *Founding Brothers*. New York: Alfred A. Knoph, 2001

Kennedy, David, et al. *The American Pageant 12th Ed*. New York: Houghton Mifflin, 2002.

(subject to change pending request for new textbooks)

Kennedy, David, Thomas A. Bailey, editors. *The American Spirit: United States History As Seen by Contemporaries* 10th ed., vols. I and II. Boston: Houghton-Mifflin, 2002.

*Woodard, Collin. *American Nations*. New York: Penguin Books, 2012.

*denotes student is responsible for obtaining their own copy of this text

Grading Policy: Students will be expected to write several essays, DBQs and papers during the school year. These works will be graded using the same scale as the AP Board. AP rubrics will be provided. Participation in class is not graded but is vital to success in this course.

- Homework 1/3
- Quizzes, Essays, DBQs 1/3
- Tests & Projects 1/3

This is a college-level course and students will be held to college-level standards. Students will be responsible to make up all missed work. No unexcused late work will be accepted. If there is any doubt about the specifics of an assignment, please **ASK**. Students can expect to submit a majority of their work online through Google Classroom and TurnItIn.com.

Each marking period grade will count for 20% of the student's final average. The final exam for the course, the New York State Regents Examination given in June at the end of the year, will count for the remaining 20%. Even though enrolled in an AP course, students must pass the Regents Exam to earn a Regents diploma. The AP US History exam is a national test, given in May, and does not count toward a student's grade point average.

Major Projects (See Appendix A):

- Summer Reading Project
- Founding Brothers Project
- Seminar Project
- Final Project (information to be provided when assigned)

Assignment Expectations and Rubrics (See Appendix B):

- for Note-taking
- for *American Spirit* assignments
- DBQ and FRQ rubrics

Academic integrity expectations: Learning and instruction occur best in an environment of mutual respect, honesty, trust, fairness and responsibility. The students, faculty and administration of Cato-Meridian High School are responsible for supporting the development of this environment through maintaining high standards of honesty and fairness. Academic honesty is the key to a solid educational foundation.

- Student work may be evaluated through TurnItIn.com, a plagiarism service, and that this service retains a copy of the submitted work for future comparisons.
- During testing situations, all external assistance, i.e.: notes, books, classmates, etc. is prohibited unless specifically authorized by the teacher.
- Cheating or helping another student cheat will result in all students involved receiving a 0 grade for that assignment.
- When in doubt, **ASK FIRST** for clarification before submitting an assignment.

Course Curriculum:

Period 1 (1491-1607): The Columbian Exchange

Period 2 (1607-1754): English Colonization

Period 3 (1754-1800): Origins of a New Nation

Period 4 (1800-1848): Nationalism in the Antebellum Period

Period 5 (1844-1877): Sectionalism, Civil War and Reconstruction

Period 6 (1865-1898): The Gilded Age

Period 7 (1890-1945): Progressivism and Imperialism; Depression and War

Period 8 (1945-1980): The Cold War Era

Period 9 (1980-present): The Modern Era

AP Review

Final Project

Appendix A: Major Projects

Course: APUSH

Unit 0: Independent Reading

Assignment: American Nations Summer Reading Project

Due Date: Friday, September 17 at 11:59PM.

Directions: Obtain a copy of the book American Nations by Colin Woodard per your AP US History syllabus. Please answer the following questions. Text should be double spaced, with twelve-point font and one inch margins. You are **not** required or encouraged to do outside research. It is preferred that you give a very close reading to McCullough's book. However, any and all sources must be properly cited (including American Nations) on your works cited page.

Submission Requirements: Upload your final project (website to be determined) by the specified due date. You will be informed during our first week back to school.

- I. Cover Page (please see diagram at right):
- II. Identifications (Each should be 3-5 sentences in length and explain the significance of each term.):

Briefly describe each of Woodward's eleven American Nations. Be sure to include a description of their geography, population demographics, cultural beliefs and goals. *You may want to look ahead to the chapters dealing with the founding of the later nations.*

- III. Paragraph Response (Each paragraph must use specific supporting details from the text. Remember to cite):

According to Woodard, the American Revolution was actually six revolutions in one. Explain. (1-2 paragraphs)

Comment on the various nations' views regarding ratifying the US Constitution (1-2 paragraphs)

Explain the historical circumstances behind the New Netherlands' and Tidewater's loss of power. (1 paragraph)

What happened to El Norte? (1 paragraph)

Your Original Title
Book Title
Book's Author
Copyright Date

Your Name
Teacher's Name
Date Completed

"The Civil War was inevitable." Analyze the truth of that statement according to Woodward's thoughts on how the various nations thought about secession. (2 paragraphs)

Why did the Northern Alliance (Yankee-dom, New Netherland, Left Coast) form? Why did the Southern Alliance (Dixie, Tidewater, Appalachia) form? (1 paragraph each)

Identify the Northern Alliance and Southern Alliance's perspectives on current issues, and create a detailed chart or table explaining their differences.

IV. Essay:

Using information from the book as well as your knowledge of US History, answer the following essay question: **Has the United States ever truly been united?** Your response should consist of 4-5 well-written paragraphs including an introduction and a conclusion. The best responses will examine arguments from both sides in defense of their thesis. Please make sure you properly use in-text citation (MLA format) as well as adding a Works Cited page.

V. Works Cited Page (MLA format)

All of you have completed a freshman and a sophomore research paper and therefore have had instruction on proper citation technique. There is no excuse for improper citation. Whether intentional or not, improper citation is plagiarism. Plagiarism will always result in no credit.

VI. Project Checklist (see following page; to be signed and included with your project)

Late Work: Late submissions within 24 hours of the deadline will receive a maximum grade of 64. Submissions afterwards will receive no credit, and the student will be moved to a Regents section of US History 11.

Final Tip: Remember, this is a college course. You are responsible for learning this information as if it were being taught in the classroom. It is expected that you put time and effort into your responses above and beyond what you may have been used to in Global 10.

AP US HISTORY
AMERICAN NATIONS SUMMER READING PROJECT
PROJECT CHECKLIST

- I did not use “I, me, we, our, us” or any other first-person pronoun in my project.
- I did not use “you, your” or any other second-person pronoun in my project.
- I did not use contractions or abbreviations in my project.
- I referred to historical figures like Washington by their last name.
- I proofread my project to eliminate as many grammatical and spelling errors as possible.
- I had someone OTHER THAN ME proofread my project to help me eliminate as many grammatical and spelling errors as possible.
- I parenthetically cited EVERY quote, idea and specific example that I used.
- I included a works cited page in proper MLA format.

Signature: _____

Course: APUSH

Unit 0: Independent Reading

Assignment: Founding Brothers Jigsaw Project

Due Date: Late October (actual due date will be provided upon project assignment)

Objective: The purpose of this project is to familiarize you with my expectations for your seminar projects due throughout the year. Your groups will be the same you will be working with throughout the year.

Directions: Obtain a copy of the book *Founding Brothers* by Joseph J. Ellis per your AP US History syllabus.

Each student must turn in an essay based on their group's assigned reading. Cite specific examples to reinforce your points using MLA format where appropriate. These essays are *individual* efforts. You should plan on 5-6 paragraphs including an introduction with thesis and a conclusion.

- Group 1** (Preface): Discuss Ellis' belief that the Revolution was inevitable.
- Group 2** (The Dinner): Hamilton and Madison have differing opinions on the consolidation issue. Discuss the position of each man.
- Group 3** (The Silence): Explain what the census of 1790 showed regarding slavery.
- Group 4** (The Farewell): What three things did Washington have in mind when he composed his Farewell Address according to Ellis?
- Group 5** (Summary): What were the views of Adams and Jefferson on the American Revolution as they reached the end of their lives? According to Ellis, which view is in history books?

Collectively, each group must give a presentation based on the material from their assigned reading. Your group's task is to teach the material you have learned to the rest of the class. A PowerPoint slideshow is recommended, though not required.

Your 6-8 minute presentation must provide:

- A summary note sheet for your classmates outlining your presentation
- An historical background of the events taking place in the chapter
- A brief plot summary along with a description of important figures
- Identification and explanation of the book's theme. This is where you need to explain your answer to the thematic question above in a clear manner the class will understand.
- The resolution of the conflict in the chapter
- A brief question and answer period

Grading: You will be graded both individually and collectively for this project.

Essay (quiz grade)

Presentation: (quiz grade)

- Content 60%
- Hard Copies 20%
- Preparation 20%

Do not wait until the last minute. See me immediately if you have questions or need help. No unexcused late work will be accepted.

Appendix A: Major Projects

AP UNITED STATES HISTORY SEMINAR PROJECT PROCEDURES

(updated 8/17/2012)

Description: A significant component of the AP US History curriculum is American literature. Throughout history, cultures have embodied their core values and beliefs through music, artistic expression and the written word. Study and understanding of American authors is essential to understanding the history of this country.

The purpose of the seminar project is to familiarize students with the most important literary works from a survey of historical time periods. Each group of students will be assigned a book to read independently of class. Groups will then be asked to share what they've learned in a presentation to the class.

Expectations: The following expectations are set high not just for your benefit, but also for the students who will be learning from your presentations.

- Read your book. This simple expectation cannot be understated.
- Your presentation must include:
 - A historical background explaining the time period when the book was written and/or based.
 - A brief plot summary along with a description of important characters.
 - Identification and explanation of the book's theme. What message is the author trying to express?
 - Explanation of the social, economic and/or political impact of the book on the United States. In other words, why is this book historically significant?
 - A brief question and answer period
- You must submit summary notes for your classmates and instructor

Grading: Seminar projects count as two test grades during the final marking period. Project scores will be based on:

- Content 50%
- Hard Copies 20%
- Preparation 20%
- Attendance 10%

You may miss one seminar presentation during the year. Remember, this material *will* be on the AP Exam. It is to your benefit to attend! Further absences will result in a reduction of one letter grade per absence.

Appendix B: Assignment Expectations and Rubrics

AP US HISTORY NOTE-TAKING PROCEDURES

(updated 8/17/2012)

Description: In college, students are able to highlight and annotate the textbooks they own. This is a learning strategy common to both successful undergraduates and professionals. In high school, we do not have that luxury. Consequently, you will be expected to keep two notebooks: one for class notes and one for your reading.

Class Notebook should include:

- class reading notes
- handouts
- worksheets

Reading Notebook should include:

- notes from nightly reading
- American Spirit question responses
- AP seminar project notes

Expectations:

- Students should take notes in whatever style or method is most comfortable for them.
- All students, however, must incorporate some form of organization in their notes (headings, subheadings, outlines, etc.). **All notes must be dated.**
- Students should compare reading notes to class notes and **highlight** similarities between the content in their Class Notebook. This is your master copy. If certain material has been covered twice, it's probably something to focus on.
- Reading notebook quizzes may be given at any time to check that nightly reading is being completed.
- Please see the following pages for examples on proper note-taking procedures.

Reading Notebook Example:

Chapter 6 Notes (p.106-112, p.113-114, p.115-117, p.120-121)

10/1/12

The Duel for North America

France Finds a Foothold in Canada

- French settlers came to America because of 1) religious conflict and 2) to expand French Empire
- Samuel de Champlain = “Father of New France”
- Slow population growth, few rights for colonists

New France Fans Out

- Beaver pelts = #1 resource
- French traders set up fur-trading outposts throughout North America; traded weapons & alcohol to Indians for furs
- Jesuit (Catholic) missionaries converted Native American tribes, also explored
- New France comprised most of Canada (esp. Quebec) and the Mississippi River basin (see map)
- Built forts in Detroit and New Orleans to check British and Spanish expansion

The Clash of Empires

- Britain and France fought for supremacy over North America
- Fought wars both in Europe and in the colonies
- French and Indian War 1754-1763

Global War and Colonial Disunity

- 1754 – British-Colonial-Indian meeting at Albany to unify in the fight vs. France
- Ben Franklin led the Albany Congress
- Drew the “Join or Die” cartoon
- Attempted a plan for colonial home rule but rejected by colonies and Britain

Pitt’s Palms of Victory

- William Pitt, the “Great Commoner,” was the leader of Britain
- British victory at Quebec in 1759 was the turning point → British victory
- Britain became the dominant power in North America

Restless Colonists

- British felt contempt for American soldiers and Americans in general
- British angry that colonists reluctant to support the Crown vs. France
- Colonists self-centered, much disunity between regions, religions, trades, backgrounds, etc.

Americans: A People of Destiny

- No France means colonists don’t need Britain for protection
- Native Americans weakened: could no longer play European powers against each other
- Pontiac’s Rebellion (1763) vs. British failed
- Americans push westward despite British Proclamation Line of 1763 (line through Appalachian Mtns.)

Class Notebook Example:

Monday: 10/1/12

A. New France

1. French established claims in North America in 1534, shortly after the Spanish but 73 years prior to Jamestown
2. By 1700, it covered half the continent, including Quebec and the St. Lawrence, the Great Lakes and the entire Mississippi River basin (Louisiana)
 - a. included the Mississippi River Delta and New Orleans.
 - b. Strategic colonization blocked Spanish from easy interior access to Continent and would check English westward expansion
3. Primary interest was the fur trade
 - a. trading outposts set up throughout Canada and the American Midwest and West
 - b. good relations with Native Americans
 - c. low population – not there to colonize
 1. only 80K by 1760 compared to 1M English

B. Britain's Wars – give clear domination in N.A. except for Mexico and FL

1. King William's War – 1689-1697
 - a. no fighting in US
2. Queen Anne's War 1702-1713
 - a. aka War of Spanish Succession
 - b. Britain vs. Spain & France
 - c. Ended by Peace of Utrecht 1713
 1. gave Britain Nova Scotia & Hudson Bay
3. King George's War 1739-1748
 - a. aka War of Austrian Succession
 - b. Britain vs. Spain & France
 - c. mostly in Canada & around St. Lawrence
 - d. peace treaty did not change N.A. landscape
4. North America is a secondary consideration to European conflict; a "backwater"
 - a. During this time, Britain adopts a policy of **salutary neglect** toward the colonies
 1. Result of no coherent imperial policy
 2. Avoidance of strict regulation of parliamentary laws in exchange for continued loyalty
 3. Since Britain failed to assert its power, colonies established their own governments
 - a. Typically colonial assemblies incl. House of Burgesses
 4. Result! Colonies accustomed to self-control & assume separate identities from Great Britain

Tuesday: 10/2/12

5. French & Indian War 1754-1763
 - a. aka Seven Years War
 - b. started in N.A.

1. English & French dispute over the Ohio River valley
 2. spilled over into Europe
 - c. Albany Plan of Union 1754
 1. Meeting of continental delegates, the Crown, and Iroquois chiefs
 2. Aware of the strains that war would put on the colonies, English officials suggested a "union between ye Royal, Proprietary & Charter Governments."
 3. each colonial legislature would elect delegates to an American continental assembly presided over by a royal governor
 4. Ben Franklin: "Join or Die" cartoon
 5. Accepted by delegates, but rejected by colonies & the Crown
 - d. French + Huron, Delaware, Ottawa, Shawnee vs. (English + Colonials + Iroquois)
 - e. Once Quebec fell to the English in 1769, war was all but over
 - f. dramatized in JFC's *Last of the Mohicans* (1826)
 - g. France loses all of her North American possessions
 - h. new British western boundary is Mississippi River
- C. Results
1. Native American tribes lose ability to play European rivals against each other
 2. Pontiac's Rebellion 1763
 - a. attempted to drive British from Ohio Valley area; killed 2K soldiers + settlers
 - b. British retaliated by giving "gifts" of blankets infected with smallpox
 3. Britain passes Proclamation of 1763
 - a. drew a line through the Appalachian Mountains barring colonists from heading west
 - b. Intended to keep frontier peaceful, but angered colonists

Appendix B: Assignment Expectations and Rubrics

AP US HISTORY *AMERICAN SPIRIT* ASSIGNMENT PROCEDURES

(updated 8/7/2018)

Description: *American Spirit: Volumes I and II* are the supplemental textbooks to the AP US History curriculum. Whereas your main text, *American Pageant*, is written like a normal textbook, *American Spirit* is comprised solely of primary source documents. Many of your class assignments will require you to read assigned passages from these books and answer questions at the end of the corresponding chapter.

Expectations:

- Upload your *American Spirit* responses to Google Classroom by the specified due date.
- No unexcused late work will be accepted.

Directions:

- SOAPStone graphic organizers are meant to help you understand and analyze documents as professional historians would. For each category in the organizer, complete the following. You do not need to use complete sentences; bullets will be sufficient.
 - What is the **Subject**? What is the general topic, content, or idea contained in the text? Summarize.
 - What is the **Occasion**? Put the document in a setting. What is the time and place? The context in which the primary source was created?
 - Who is the **Audience**? The readers to whom this document is directed. The audience may be one person, a small group, or a large group; it may be a certain person or a certain people.
 - What is the **Purpose**? What is the reason behind the text? Why was it written? What goal did the author have in mind?
 - Who is the **Speaker**? The voice that is speaking. What do we know about this author? What role does he play in an historic event? What limitations, if any, does he/she have when writing this document? (Note: merely putting a name here is not sufficient for credit).
 - What is the **Tone**? What is the attitude expressed by the speaker? Examine the choice of words, emotions expressed, imagery used to determine the speaker's attitude. Provide evidence from the text to support your answer.
- Each response question in *American Spirit* corresponds to one or more primary source documents from that chapter. You are expected to determine on your own which documents will help you answer the questions assigned.
- Consider each question to be a mini-DBQ. Document citation and analysis is necessary to answer every question. Answers may not be based solely on your general knowledge. Points will be deducted if documents are not referenced in your response.
- *American Spirit* questions often contain many parts. Be sure to answer the question completely to earn full credit.
- These assignments make up the bulk of your homework grade, which is 33% of your class grade. Keep track of your deadlines, and do not miss handing them in!

SOAPSTone WORKSHEET

This page is an AP graphic organizer to be used for primary document analysis

Document Title and Date:

Document Location:

S	<p>What is the <u>subject</u> of the piece?</p> <p>What are the general topics and/or ideas contained in the text?</p>	
O	<p>What is the <u>occasion</u>?</p> <p>What are the time, place and setting of the piece? What's going on?</p>	
A	<p>Who is the <u>audience</u>?</p> <p>To whom, specifically, is the piece directed?</p>	
P	<p>What is the <u>purpose</u>?</p> <p>What is the reason the piece was written?</p>	
S	<p>Who is the <u>speaker</u>?</p> <p>Describe the voice that tells the story.</p>	
Tone	<p>What is the <u>tone</u> of the piece?</p> <p>What is the attitude or emotional characteristics present in the document?</p>	

Appendix B: Assignment Expectations and Rubrics

AP HISTORY ESSAY AND DBQ RUBRICS

(updated 8/7/2018)

DBQ Rubric:

AP US History DBQs are graded on a 0-7 scale. The following pages denote the criteria for earning each of the **seven** points. For grading purposes, the conversion chart below will be used.

AP SCORE (0-7)	CLASS SCORE (0-100)
7	100
6	95
5	89
4	79
3	65
2	49
1	25
0	0

LEQ (Essay) Rubric:

AP US History LEQs are graded on a 0-6 scale. The following pages denote the criteria for earning each of the **six** points. For grading purposes, the conversion chart below will be used.

AP SCORE (0-6)	CLASS SCORE (0-100)
6	100
5	95
4	89
3	79
2	65
1	49
0	0

AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules		
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>		
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>		
C EVIDENCE (0–3 pts)	Evidence from the Documents	<i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i> <i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>		
	<table border="0"> <tr> <td style="vertical-align: top;">1 pt. Uses the content of at least three documents to address the topic of the prompt.</td> <td style="text-align: center; vertical-align: middle;">OR</td> <td style="vertical-align: top;">2 pts. Supports an argument in response to the prompt using at least six documents.</td> </tr> </table>		1 pt. Uses the content of at least three documents to address the topic of the prompt.	OR
	1 pt. Uses the content of at least three documents to address the topic of the prompt.	OR	2 pts. Supports an argument in response to the prompt using at least six documents.	
Evidence beyond the Documents	<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>			
D ANALYSIS AND REASONING (0–2 pts)	1 pt. For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>		
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>		

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
C EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i> <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>
D ANALYSIS AND REASONING (0–2 pts)	1 pt. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	<i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i> <i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>
	OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	
	OR 2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	