

APUSH REFERENCE BOOK

Mr. Nazario

2016-2017

"A small body of determined spirits fired by an unquenchable faith in their mission
can alter the course of history."

Mahatma Gandhi

APUSH & American History Key Concepts

* APUSH

Identity

Work, Exchange and Technology

Peopling

Politics and Power

American in the World

Environment and Geography

Ideas, Beliefs, and Cultures

* American History

"American Dream"

Compromise

Conflict

Crisis

Culture

Diplomacy

Equality

Expansion

Exploration

Foreign Policy

Freedom

Globalization

International Affairs

Movement

Power

Progress

Settlement

Turning Points

APUSH FACT SHEET

1. **DBQ:** Document Based Question - or affectionately known as Death by Question - An essay question that requires you to also include information regarding documents provided in a packet. Think of it as a mini research paper where you're given the research material.
2. **FRQ:** Frequent Response Question - an essay that is just a general question, no documents.
3. **CRQ:** Constructed Response Question (short answer) - a question that targets a specific topic and will have 3-4 subparts. Answers are complete sentences, generally in paragraph form but NOT an essay.
4. **SOAPS +** = steps to analyze a document
 - a. **S** = Source of the document
 - b. **O** = Occasion (reason for writing/date)
 - c. **A** = Audience - who it was originally intended for
 - d. **P** = Purpose -why the audience needed to know
 - e. **S** = Summary - 1 sentence highlighting main idea
 - f. **+** = Connection - 3 additional pieces of information related to document
5. **SNAP!** = Steps to answer an essay question
 - S** = Subject of the question - what does it really want you to talk about.
 - N** = Number of parts - how many different "things" do you have to do
 - A** = Action verb - what does the question actually want you to DO
 - P** = Period of time - what are the time parameters
 - !** = Key vocabs words that need to be incorporated

Facts about the TEST

Total time: 3 hrs 15 minutes

1. 55 Multiple Choice Questions = 55 minutes (40% of score)
2. 4 Short Answer Questions = 45 minutes (20% of score)
3. 1 DBQ Question = 60 minutes (25% of score)
4. 1 Long Essay (choice of 2) = 35 minutes (15% of score)

Writing that Essay (DBQ & FRQ)

(FRQ - now called "Long Essay")

1. Essays:

a. How to write a thesis:

- i. A thesis statement is a very specific argument that guides your paper. Generally a thesis statement consists of two parts:
 1. A clearly identifiable topic or subject matter, and
 2. A succinct summary of what you have to say about that topic.
- ii. An effective thesis statement explains to your reader what you believe to be true and the format in which you are going to prove that belief. Your thesis also helps to keep you focused as a writer and determine what information you do, or don't need to include in your analysis.
- iii. Traditionally the academic thesis statement is found near the end of your introduction and has 3 subparts that will guide your paper. Don't be afraid to draft a thesis statement that is more than once sentence.

b. Three examples of thesis statements to get you going:

- i. Weak Thesis: The North and South fought the Civil War for many reasons, some of which were the same and some were different.
- ii. Average Thesis: While both sides fought the Civil War over the issue of slavery, the North fought for moral reasons while the South fought to preserve its own institution.
- iii. Strong Thesis: While both the Northerners and Southerners believed they fought against tyranny and oppression, Northerners focused on the oppression of slaves while Southerners defended their own right to self-government and states' rights.

2. How to write an Essay (DBQ or FRQ)

- a. Read the question - at least 3 times. Do not move on until you fully understand it.
- b. Perform SNAP! (write it down, it really helps)
- c. Ask yourself "what do I have to prove?" or "What do I believe?" (e.g. Foreign policy IS more important than domestic policy)
- d. Pay special attention to Economic, political and social issues - just don't use those words
- e. Make a list or outline - write in the margin of the prompt
- f. DBQ: - examine each document - underline key words or phrases. Perform SOAPS+
 - don't rewrite or quote large sections of the documents, limit to a sentence or less
 - reference your documents by author or title
 - at the end of document usage, cite with letter identifier (Doc. A)
 - MUST use 80% of all documents provided.
 - each document used MUST have 3 additional pieces of outside information related to it.

3. Essay requirements:

- a. Your essay must be 5 paragraphs - Introduction, 3 body paragraphs, and conclusion. If time limits your conclusion, at least write a wrap up sentence.
- b. ALL ESSAYS MUST BE WRITTEN IN THIRD PERSON ONLY! NEVER USE I, YOU, WE, ETC.
- c. All essays will be written in blue or black ink - nothing else will be accepted.
- d. If a mistake is made, strike through the error with ONE solid line and move on. Don't scribble it out.
- e. Don't move paragraphs around with arrows that shows poor pre-planning. If you have to insert a LINE, write it above the needed area and use the correct grammatical marking for insertion (^)
- f. Remember those linking verbs and connecting sentence to tie the ideas and paragraphs together.

Writing the CRQ's

(now called "short answer questions")

There will be 4 question prompts that will ask specific questions. Each question will incorporate 3-4 subparts that relate to the specific prompt. These are NOT essays, but short answers.

1. Use SNAP! When answering these questions - pay particular attention to the number of parts you need to answer.
2. The answer needs to be in complete sentences, usually about a short paragraph in length
3. Answers need to be identified by the parts asked for (Part A, Part B, etc.)

Documents - What are they?

- **Primary Sources**
 - Is a document or physical object which was written or created during the time under study.
 - Original documents (excerpts are acceptable) like diaries, speeches, letters, etc.
 - Creative work - poetry, music, art,
 - Relics or artifact - pottery, furniture, clothing
- **Secondary Sources**

- Is a source that interprets and analyzes primary sources. These sources are one or two steps away from the event.
 - Publications - textbooks, magazine articles, book about that past topic
- **Tertiary Sources**
 - Sources that consist of information which is a collection of primary and secondary sources
 - Almanacs, directories, manuals, guidebooks, etc.

Class Activity #1

| Source | Primary / why | Secondary / why | Tertiary / why |
|---|---------------|-----------------|----------------|
| Story grandfather tells about his experiences in WW2 | | | |
| Letter written by G. Washington to mother | | | |
| Museum Guide | | | |
| Photography of you and your friends on your 16 th birthday | | | |
| Mona Lisa | | | |
| Page 49 of your textbook | | | |
| Map of the French and Indian war | | | |

| | | | |
|---------------------------|--|--|--|
| reproduced in textbook | | | |
| Time Magazine | | | |

Class Activity #2

| Type of Source - name or identify required source | Unique physical qualities about document | Source - date, author or creator | Intended Audience and purpose |
|---|--|-------------------------------------|----------------------------------|
| Primary (2 different types) | | | |
| Secondary (2 different) | | | |
| Tertiary (2 different) | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

IMPORTANT DATES

| | |
|---|---|
| Please refer to the Cumberland County Schools web site for a complete listing of all important dates. | http://ccs.k12.nc.us/ |
|---|---|



APUSH Article Project

Contemporary issues can often be explained by using historical concepts. Your task is to locate a story in a recent newspaper or online (**you MUST cut out/print out the article**) that relates to one of the historical concepts listed below.

- | | |
|--|--|
| <ul style="list-style-type: none"> Exploration Movement Conflict Culture Equality Progress Turning Points International Affairs Globalization | <ul style="list-style-type: none"> Settlement Expansion Power Diplomacy Compromise Freedom Crisis Foreign Policy “American Dream” |
|--|--|

Follow these steps in order to complete this project correctly:

1. After selecting your concept, locate a recent newspaper or magazine article (within the past 7 days) that is related.
2. **Bring your article to class to have it approved by me. No two students may use the same article!**
3. First, you will write a paragraph summary of the article (paragraphs are minimum of 7 complete sentences). Additionally, you will explain the concept illustrated and how the article demonstrates that term. Finally, you will explain how the event discussed in the article is related to a similar event that we are discussing in our current unit. You **MUST** compare and contrast our historical event to the current event. (yes the final piece will be several paragraphs in length)
4. You will include a map of the world/region highlighting the location that the article deals with.

5. You will turn in a written piece along with creating a short electronic presentation that could be selected to be presented to the whole class. If your piece is selected, you will need to explain the concept, the article and how it relates to our current unit. Note cards would be acceptable but reading verbatim will NOT be acceptable.

Rubric for Article

Name: _____

Date: _____

Information in Article:

- Did you properly summarize your article? _____/10
 Did you define the historical concept you related to your article? _____/5
 Did you discuss an issued being currently studied? _____/5
 Did you provide a map? _____/5
 Were you able to clearly explain how the concept and article are related
 To a current issued being studied? _____/15
 Was your summary adequate in length? _____/5
 Did you appear to understand your topic? _____/3
 Could you converse about your topic or were your “stumped” when questioned? _____/2

Written Total 50/50 = 100% _____/50

*** If you are asked to present:**

- Did you present when asked? _____/5
 Did you “know” your article and how it related to concept/historical topic? _____/10
 Was your electronic presentation interesting/colorful/informative/ _____/10

Presentation total: 25/25 _____/25

Media Research Center: Useful websites for researching articles (not limited to these).

<http://edition.cnn.com/>

<http://www.economist.com/>

<http://www.foxnews.com/>

<http://learning.blogs.nytimes.com/>

<http://nypost.com/>

<http://www.theguardian.com/us>

<http://www.psqonline.org/>

<http://www.reuters.com/news>

<http://www.theblaze.com/>

<http://www.washingtonpost.com/>

<http://www.bbc.com/news/world/>

<http://www.csmonitor.com/>

Additional Online links used in class

<http://www.digitalhistory.uh.edu/>

<http://www.ted.com/>

<http://www.learner.org/>

<http://www.learner.org/resources/discipline-social-science.html>

<http://www.historyisaweapon.com/zinnapeopleshistory.html>

<http://www.conejousd.org/Portals/49/Departments/Social%20Science/Palotay/Amsco.pdf>

<http://chroniclingamerica.loc.gov>

| | |
|---|---|
| <u>Social Science Media Research Center</u> | <ul style="list-style-type: none"> <i>American Heritage Magazine</i> |
| <ul style="list-style-type: none"> <i>Atlanta Journal-Constitution</i> | <ul style="list-style-type: none"> <i>The Atlantic Monthly</i> |
| <ul style="list-style-type: none"> BBC: World News | <ul style="list-style-type: none"> Bloomberg.com |
| <ul style="list-style-type: none"> <i>Boston Globe</i> | <ul style="list-style-type: none"> <i>Christian Science Monitor</i> |

| | |
|--|---------------------------------------|
| • <i>Commentary</i> | • <i>CNN: Top Stories</i> |
| • <i>Early American Review</i> | • <i>The Economist</i> |
| • <i>Financial Times</i> | • <i>Foreign Affairs</i> |
| • <i>Foreign Policy</i> | • <i>Fortune</i> |
| • <i>FoxNews</i> | • <i>Frontline (PBS)</i> |
| • <i>Global Beat Syndicate</i> | • <i>International Herald Tribune</i> |
| • <i>International Newspaper Links</i> | • <i>MSNBC</i> |
| • <i>The Nation</i> | • <i>News Link: Newspapers</i> |
| • <i>Newspapers.com</i> | • <i>New York Times</i> |
| • <i>Newsweek Magazine</i> | • <i>PBS: News Hour</i> |
| • <i>Political Science Quarterly</i> | • <i>Reuters News</i> |
| • <i>Time Magazine</i> | • <i>USA Today</i> |
| • <i>U.S. News & World Report</i> | • <i>The Wall Street Journal</i> |
| • <i>Washington Post</i> | • <i>Washington Quarterly</i> |
| • <i>Washington Times</i> | • <i>World Policy</i> |
| • <i>World Press Review</i> | • <i>World View</i> |

APUSH

CLASS SYLLABUS AND EXPECTATIONS



Welcome to AP US History. You've chosen to take a course that is equivalent to a freshman college course which will require solid reading and writing skills. This class will take MORE time from you OUTSIDE of class. You will participate in class discussions, individual and group projects, document analysis and write a lot.

You are required to keep up with class assignments, reading schedules and test dates. To help with the rigorous schedule, we will be utilizing Edmodo so that up-to-date events can be posted. You have to keep up with me. I'm not keeping up with you.

Break-down of class schedule:

- Unit 1 = 1491-1607 American Exploration (4 class days + test)
- Unit 2 = 1607-1754 Colonization of America (7 class days + test)
- Unit 3 = 1754-1800 Revolutionary Era (9 class days + test)
- Unit 4 = 1800-1848 Expansion of United States (9 days + test)
- Unit 5 = 1844-1877 Antebellum America, Civil War and Reconstruction (10 days + test)

< MIDTERM EXAM AFTER UNIT 5 >

Unit 6 = 1865-1898 Industrial Growth (9 days + test)

Unit 7 = 1890-1945 Progressive Era and America's Global Role (10 days + test)

Unit 8 = 1945-1980 Modern America (10 days + test)

Unit 9 = 1980 to Present Day (4 days + test)

< AP EXAM >

May 2017

Due to schedules = you are responsible for any days you miss my class, for ANY REASON. **Late work will receive no higher than half credit (50%).** If you miss a class and an assignment is due that day, you must turn it in upon your return to class. If an assignment is due the day you return from an absence, it is due === **NO EXCUSES ARE TOLERATED**

Type of work you'll be completing and how they will be scored.



Grades:

- Tests/Projects (includes Notebook): 45%
- Quizzes: 35%
- Classwork/Homework: 20%
- Final Examination: Final week of school

Late work will receive a 50%

YOU are responsible for reading and studying from the assigned reading texts. YOU are responsible for ALL material assigned, whether we physically discuss it in class or not.

Class expectations

1. **Attendance** – taken EVERY DAY
2. **Tardies** – Detention will be assigned for habitual tardiness

3. **Cell Phones** – Put it away, turn it off/silent. If you choose to use your mobile device during instruction the device will be collected. The mobile device will remain in room 105 until a parent or legal guardian can retrieve it. No mobile device will be returned to a student only a parent or legal guardian can pick up the mobile device.

a) The teacher reserves the right to notify students when they are permitted to use their mobile for academic purposes only.

4. **Laptops/Tablets** – Academic purposes only. Above rules apply.

5. **Extra credit** – The instructor will inform students about possible extra credit opportunities.

6. **Tutoring** – Tuesday 2:45 to 3:25. In order to revise for the APUSH examination tutoring will be offered during the second semester. Please plan on attending these remediation sessions during the 2nd semester.

7. **Required Materials** –

- Text book
- Notebook/ 3 ring binder, dividers, post it notes, highlighters
- Blue/Black pens

8. **Bathroom and Water Trips** – Students will place their mobile in the box, completely sign in and out.

Finally, you are considered the best and the brightest that MHCHS produces, please always remember that and act accordingly. “Have the courage to say no. Have the courage to face the truth. Do the right thing because it is right. These are the magic keys to living your life with integrity.” W. Clement Stone

ACADEMIC INTEGRITY

Academic integrity is the cornerstone of education. The free exchange of ideas depends on the participants' trust that others' work is their own and that it was done honestly. Intellectual progress in all disciplines demands the truthfulness of all participants. Plagiarism and cheating are attacks on the very foundation of academic life, and cannot be tolerated in the classroom. This is a general overview of my classroom policies on academic integrity and some of the common understandings related to those policies. For greater clarification parents and students are strongly encouraged to contact me.

What is Academic Misconduct?

Both faculty and students have a responsibility to maintain academic integrity. A scholar does not take credit for the work of others, does not take unfair advantage of others, and does not perform acts, which frustrate the scholarly efforts of others. Academic dishonesty includes the giving, taking, or presenting of information or material by a student with the intent of

unethically or fraudulently aiding oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements.

There is not a single broad definition that encompasses all aspects of academic misconduct. Most violations of academic integrity fall into four basic categories:

- Cheating
- Plagiarism
- Aiding and Abetting another to Cheat or Plagiarize
- Destruction or Removal of Academic Materials



Generally, academic misconduct can be thought of as any behavior that involves the giving, taking, or presenting of information by a student that unethically or fraudulently aids the student or another on any work which is to be considered in the determination of a grade or the completion of academic requirements or the enhancement of that student's record or academic career.

Plagiarism

Plagiarism is defined as (a) representing the work of others as his or her own; or (b) submitting written materials without proper attribution or acknowledgment of the source.

The free exchange of ideas depends on the participants' trust that they will be given credit for their work. Everyone in an academic community must be responsible for acknowledging when they have used others' words and ideas. Since the intellectual work others constitute a kind of property, plagiarism is like theft.

Cheating

Cheating is defined by a number of behaviors, all of which tend to provide an unfair advantage to the student involved. The most common behaviors include copying from another assignment or test, collaborating with others on an assignment when independent work is required, using outside resources when completing an assignment or test, and falsifying test answers or grades.

Cheating prevents students from attaining the most important goals of education, learning. By cheating to gain answers or a higher grade, students fail to obtain the critical thinking skills necessary to learn future lessons. In addition, they put into practice a habit that will ultimately disadvantage them in the future by allowing them to take shortcuts.

More practically, cheating breaks down the trust that exists between teachers and students. Also, cheating affects other students whose grades in the class are often impacted by

the unfair advantage a single student has achieved. Contrary to popular opinion, many students care deeply about and look negatively upon cheating behavior.

A few important points to consider when reviewing the definition in the code include:

- When students submit an assignment, the student is providing an assurance that the work is the result of the student's own thought and study, produced without assistance, and stated in that student's own words, except when quotation marks, references, or footnotes acknowledge the use of other sources.
- In most cases, whether a student acted intentionally or "meant" to cheat is not relevant when deciding if the student is actually responsible for the allegation.

Aiding and Abetting Others to Cheat or Plagiarize:

Aiding and Abetting others to cheat or plagiarize is defined by a number of behaviors, all of which tend to unfairly advantage another student. The most common violations include providing portions of an academic evaluation to another student, providing unauthorized aid to another student, and sharing academic materials. As with cheating, a student should always consult with the teacher prior to aiding another student. In addition, students should never make assumptions about the appropriateness of providing aid to others.

The consequences of plagiarizing and/or cheating :

- 1) If YOU are caught plagiarizing and/or cheating, a grade of a ZERO will be assigned, no discussion.
- 2) If YOU knowingly allow another to use your completed assignment, BOTH will earn a grade of a ZERO, no discussion.
- 3) ANYONE found to be plagiarizing and/or cheating will have a disciplinary form completed, parents notified and a meeting scheduled.

Honor Pledge: I will neither give nor receive unauthorized aid on assignments, quizzes, test, homework, or projects. I will not use, in part or total, anything previously (published or unpublished) written material that is not my own work in order to take credit as my own work.

I have read and understand the Honor Pledge

Students Signature _____

Date _____

Parents Signature _____

Date _____

Instructor contact information:

Mr. Gregory Nazario

gregorynazario@ccs.k12.nc.us

Student and Parent/Guardian Acknowledgement Page

2016-2017 APUSH School Year

By signing this page, I acknowledge that I've read over and understand the attached class syllabus and expectations page and understand that the student is responsible for their learning and that the teacher will assist in this process to the best of his ability. I also understand that AP courses are meant to be equivalent to a Freshman College Course and that the amount of time required outside of the class can be considerable. Most homework is reading so the student's reading level is a major factor. Additionally, the student is 100% responsible for keeping up with assignments. The student and parent understand that late work will receive a mark no higher than 50%. The teacher is available for conferences by appointment and will correspond via email in as a timely fashion as possible.

Honor Pledge: I will neither give nor receive unauthorized aid on assignments, quizzes, test, homework, or projects. I will not use, in part or total, anything previously (published or unpublished) written material that is not my own work in order to take credit as my own work.

Student printed name/ signature/date

_____ / _____ / _____

Parent printed name/signature/date

_____ / _____ / _____

Parents contact information: please print as clearly as possible

Parent preferred email: _____

Preferred contact phone number: _____

** return this completed form the next class day for a Quiz Grade

