Welcome to AP U.S. History

Mike Skokan

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About AP

- College level course while in high school
- AP exam offered in May
- •College credit?

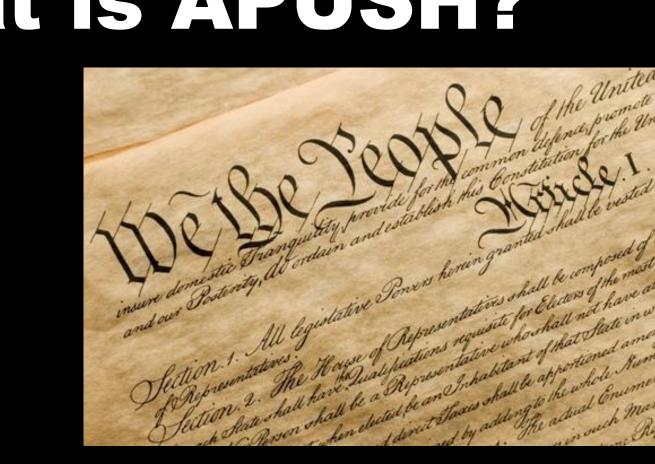


Recommended prerequisites for APUSH

- •Students should be able to:
- 1. Read a college-level textbook
- 2. Write grammatically correct, complete sentences
- Willing to devote additional time for studie and homework

What is APUSH?

CourseDescription



APUSH Disciplinary Practices

- Practice 1: Analyzing Historical Evidence
 - Primary Sources
 - Secondary Sources
- Practice 2: Argument Development
 - •Make and support historically defensible claims

APUSH Reasoning Skills

- Skill 1: Contextualization
- Skill 2: Comparison
- Skill 3: Causation
- •Skill 4: Continuity & Change Over Time

What to Expect?

Forms of Assessments

Reading & Assignments

AP US History

Assignment Sheet 2.1: Road to The American Revolution

Part I: Active Reading: Preview the questions and terms below. While reading take bulleted notes on key information and answer the questions below as they come up in your reading.

Required Reading: America's History, 6th Edition, Ch. 4 pp. 123-132 & Ch. 5

	TOURIST CONDUME		
	Assignment	Due Date	
1	Henretta, pp. 123-132 "The Midcentury Challenge: War Trade & Social Conflict"	9/17, Monday	
2	Henretta, pp. 137-151 "Imperial Reform & The Dynamics of Rebellion"	9/19, Wednesday	
3	Henretta pp. 151-166 "The Road to Independence 1771-1776"	9/20, Thursday	
3	Chapter 5 Quiz	9/21, Friday	

Tantatina Cabadala

Part I Study Questions: Think about and answer each question carefully

- 1. The French and Indian war started with a dispute over what geographic feature?
- 2. List the provisions of the Treaty of Paris of 1763.
- 3. What were some of the outcomes of the French & Indian War?
- 4. How did the Great War for Empire change the relationship between England and its American colonies?
- List the effects of the French & Indian war on both the colonials & British. Which impacted the British most? Colonials most?
- 6. What argument(s) did the British counter the colonials argument of no taxation without representation?
- 7. What were the goals of British imperial reformers?
- 8. Why did the Stamp Act upset so many of the American colonists?
- 9. What were American reactions toward taxes in general?
- 10. How did Americans protest taxes? Were they successful? Why or Why not?
- How and Americans protest taxes? were mey successful? Why or why not
 What was the British response to the Boston Tea Party?
- 12. How did the Boston Massacre add to the growing tensions between the colonists and the British presence in North
- 13. What were FIVE major decisions made at the First Continental Congress? What was their significance?
- 14. What were the major arguments presented by Thomas Paine in Common Sense?

Part II Terms: Identify each of the following, Emphasis on significance (Why is it important?).

Albany Congress/Albany Plan Pomiac's Rebellion
Patrick Henry write of assistance
Garpee Incident Sammel Adams
Boston Tea Party Boston Massacre
Levinston & Concord

John Dickinson Lexington & Concord Committees of Correspondence
General Thomas Gaze Vice-admiralty Olive Branch Petition

Thomas Paine/Common Sense

actual vs. virtual representation

Declaration on the Causes of Necessity of Taking Up Arms

Section Description: In this section we analyze the causes of the American Revolution. Beginning with the French and Indian War—a high point in British/American cooperation—we will trace the American colomists' growing hostility toward British fiscal policy, which ultimately led to a violent rebellion and a declaration of independence.

Section Objectives: Students will be able to:

- Explain why the French and British fought for the control of North America and why the British won.
- Explain how defeat of the French started the American colonies down the road to revolution
- Explain the key British actions and American reactions that led toward revolution
- Describe the theory and practice of British mercantilism.
- Describe the methods of colonial resistance to British efforts to tax and control the colonies



Stamp Act Congress

Non-importation

Crispus Attucks

Sons/Daughters of Liberty

Declaration of Independence

Letters from a Farmer in Pennsylvania

APUSH Revised 2011-2012

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3	Henretta pp. 151-166 "The Road to Independence 1771-1776"	9/20, Thursday
3	Chapter 5 Quiz	9/21, Friday

Part I: Active Reading: America's History, 9th Edition, Ch. 4 pp. 127-134 & Ch. 5

Tentative Schedule

	Assignment	Due Date
1	Henretta, pp. 127-134 "The Midcentury Challenge: War Trade & Social Conflict"	9/8, Wednesday
2	Henretta, pp. 140-157 "Empire Transformed & The Dynamics of Rebellion"	9/10, Friday
3	Henretta, pp. 158-168 "The Road to Independence 1771-1776 & Violence East and West"	9/14, Tuesday
3	Chapter 5 Quiz	9/15, Wednesday

Reading & Assignments

General Thomas Gage Vice-admirally
Thomas Paine/Common Serie
actual vs. virtual representation
Declaration on the Causes of Necessity of Taking Up Arms

Ouve Branch Pennon
Letters from a Farmer in Pennsylvania
Declaration of Independence

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APUSH Revised 2011-2012

APUSH Exam Format

Section 1

- •(Part A): Multiple choice 55 questions 55 minutes
- •(Part B): Short Answer 3 questions 40 minutes

•Section 2:

- Long Essay Question 40 minutes
- Document Based Question 60 minutes

Questions?

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