

**APUSH Handbook**

**2016-2017**

**APUSH Handbook**

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Dear APUSH student,

Congratulations on your decision to take AP US History. This course provides an excellent opportunity for you to fulfill your American History requirement while preparing for the AP Exam for possible college credit. Yet even apart from the AP exam, the benefits of the course are many. The course not only looks god on a student’s transcript, but it also prepares students for college through its emphasis on analytical thinking, interpretation of historic positions and development of research and writing skills necessary in nearly every college course. Furthermore, students who complete AP coursework generally score well on college entrance exams, due in large part to the extra reading and vocabulary development that comes with AP courses. Perhaps the greatest benefit is that it is an amazing opportunity to delve into history – to complete a true survey course with a lot of discussion and debate.

While preparing you for the AP Exam in May is one of my main goals, I also want you to leave with a solid understanding of history and confidence to attack difficult tasks (like the AP exam and the college years). I hope you will enjoy the course as well, that amid the workload and efforts in studying, you will develop an appreciation for history and will see its relevance to the world today. I will do everything I can to help you succeed.

This packet is a handbook for the course. The handbook is extremely important, and you will consult it several times during the year, particularly at the beginning. After you read it (and make sure you DO read it), please place it in your binder and bring it to class every day. You will notice I have included an AP Commitment form as well. You should review it from time to time to remind yourself of the commitment you have made to the class and your own education.

Thank you for your dedication to the course and your own success. I am looking forward to a great year in APUSH.

Sincerely,

Kimberly Gerun

**AP Commitment**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parents’ Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* I understand that this is a college course with college-level expectation, and I understand that my work will e held to a college-level standard.
* I understand that I will have homework on a regular basis and that I am expected to complete that homework to the best of my ability.
* I understand that, in order to do the best I possibly can, I should review my AP readings on a regular basis; I understand that “cramming” for a test may result in a low grade on that test or the course in general.
* I understand that the teacher will be available to help me before and after school.
* I will read all texts that are assigned and I will take notes on those texts.
* I understand that I should try to keep my absences to a minimum since no amount of make-up work can substitute for quality teaching.
* I understand that if I am aware of an upcoming absence that I am to collect the work I will miss ahead of my absence and have it completed by the day I come back to class.
* I understand that if I have an assignment that is due on the day of a pre-excused absence that I will hand that assignment in prior to the absence. I will not skip class to avoid taking tests or turning in essays.
* I understand that a major objective of this course is to prepare me for the AP test; therefore, I will make every effort possible to prepare myself for the test and take that test in May.

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AP Courses in which my student is enrolled: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Study Strategies for APUSH Success

Study skills are one of the most crucial keys to success in APUSH, yet it is one most people overlook. The days of looking over your notes for a few minutes before a test are over. You must make a conscientious effort to prepare for quizzes and exams. These strategies have proven helpful for many APUSH students, so please take time to read them and determine how best to incorporate them into your study routine.

**In Class**

Note-taking:

* Write the objective at the top of the page in your class log as soon as you enter the classroom. You should be able to answer that question by the end of class.
* Listen for verbal cues. If your teacher emphasizes something or pauses, write it down!
* Look for non-verbal cues. If your teacher writes something on the board or gestures enthusiastically about something, you need to know it.
* Connect what your teacher is saying to what you have read. Keep your DCN out during class so you can add points based on class discussion, activities, and lecture. Remember: most of the time, teachers don’t lecture material that is in the book, so it’s important to take notes over what your teacher says.

**Study Schedule**

* Make time to study every night – even for just 10 minutes. Do not put off studying until the night before a big exam.
* Complete the reading for the next class period every night. Take diligent notes, but also make notes of things that confused you, questions that arose during the reading, connections to other lessons. Make it a point to get these items cleared up in class.
* Make note cards over key terms. You will receive a list of terms with each unit’s reading list.
* Review class notes. How can you connect this information to the night’s reading and previous lessons?
* Categorize not cards. Create 4 separate quadrants on your desk and physically move note cards into one of the following four categories: Politics, Economics, Society, and War/diplomacy. This will force you to understand the term and its impact.
* Color-code note cards. Use markers and draw a line across the top of your note cards to indicate the category. For example, a blue line would indicate politics, green for economics, etc. This could help you associate terms with colors, which could trigger your recall on exams.

**Study Groups**

* Avoid forming study groups with your best friends or significant other, for obvious reasons.
* Find people with different strengths for your group. Someone may be great at military history, while another is a strong reader. Diversity in your group will help tremendously.
* Have a plan for your study sessions. Spend a certain amount of time reviewing note cards, reading notes, political developments, etc.
* Appoint a “mom” to keep you on track when the conversation inevitably shifts from the task at hand
* Try to meet regularly – not just before a big test. You will find this will help keep you accountable for being caught up on reading and more frequent review will help with long-term recall.

The APUSH Binder

Organization is an essential skill in APUSH. Every note you take, every assignment you complete, every handout you receive will be important throughout the year and at the end of the year when you study for the AP Exam. You need to be able to locate them and know how they fit into the course as a whole. That is the rationale behind the APUSH binder.

Setting up the binder:

1. Acquire 2 three-ring binders (1 for first semester, 1 for second semester). Each binder should be at least 1-inch, but 1 ½ -inch may give you a little more room.
2. Acquire dividers for your binder. You will need 9 dividers total.
3. Divide your binders according to the following eras:

Semester 1: Early America

Unit 1: 1491 – 1700

Unit 2: 1660 – 1763

Unit 3: 1763 – 1820

Unit 4: 1800 – 1860

Unit 5: 1844-1877

Semester 2: Modern America

Unit 6: 1877 – 1917

Unit 7: 1890 – 1945

Unit 8: 1945 – 1980

Unit 9: 1980 – Present

At the front of the first semester notebook, include your APUSH handbook. Keep this with you at all times. It contains guidelines for most major assignments, and you will find yourself consulting it frequently during the first semester. (At the end of the first semester, you’ll probably want to transfer it to your second semester binder.)

For each unit, you will receive a list of reading assignments, objectives/essential questions and vocabulary terms to know. File these accordingly, along with notes and handouts.

The Class Log

1. Get a spiral notebook that you use **only for APUSH** (100 pages should be sufficient).
2. Every day, you will record the date, class objective, and bell work in this spiral. Allocate one page for each class period.
3. At the end of class, you will have a couple of minutes to summarize what we discussed and you learned to answer the class objective.
4. Keep the spiral in front of your binder. I will collect it periodically without warning, and it will be an excellent study tool for unit exams and the AP Exam.

APUSH Day-By-Day

Because we have SO much information to cover, we will have specific routines to utilize class time fully.

1. **Please come to class prepared.** This includes:
   1. Complete the reading daily. I will work under the understanding that you have read what I have assigned. We often will discuss key points, or you will use the reading for an in-class activity.
   2. Bring your class log, Double Column Notes (DCN), binder, paper, pens and pencils each day. You’ll likely use all of it.
   3. DCN are due the last class of the week (Thursday or Friday), unless otherwise noted. However, you should complete them every day so you will be prepared for class every day.
2. **Class starts at the bell** – not 5 minutes after it rings. We need every second! As you come into class, please
   1. Get out your class log so you can begin when the bell rings.
   2. Write the objective at the top of the page.
   3. Begin bell work.

***If you follow this routine daily, you will find class time is more efficient and Mrs. McMurray is happy!***

1. **Using the class time:** Each day we will do one or more of the following:
   1. Bell work as review of previous lessons or preview of the day’s lesson
   2. Q & A over the previous night’s reading
   3. Lecture or discussion, including Socratic Seminar
   4. Small-group discussion, document analysis, or short answer questions (SAQ).
   5. Writing practice
2. **Get to know your group!** You will work with them every day, and the purpose of the group is to provide a support system for the class.
3. **Sum it all up.** By the end of class, you should be able to answer the question posed in the objective. Take a minute each day to write 2-5 sentences to answer it with info from class and the reading.

For each unit, you will receive a syllabus. It will include the objectives and the assigned reading. A sample syllabus entry will look like this:



DOUBLE-COLUMN NOTES: YOUR NEW BEST FRIEND!

Double-Column Notes (DCN) are a lot like brussel sprouts – most people don’t like them, but they’re good for you! That said, they will be a major part of your APUSH experience, and you will find them helpful when you study for the AP Exam. To get the most out of the DCN, you should follow the guidelines below:

**Step1: Preview the Reading**

* Look at the objective on your syllabus; that will indicate the overarching theme of the reading and the related class discussion. Everything in the reading will relate to that them, so everything in your notes should be somehow connected to it.
* Look at the pictures and subheadings as well. Think about what you already know about the topic.
* Preview the Note card terms list. Look for those terms in the reading.

**Step 2: Take double-column notes as you read**

* Label the paper with the book title, chapter number, section title and page numbers.
* Write the objective immediately below the book title, chapter, etc.
* Write the heading, then write the main idea of that section in your own words. To find the main idea, use the two-question method: “What is this reading about?” “What is the author saying about this topic?” Write key details to support the main idea in your own words. DO NOT copy the book word-for-word in your notes.
* If you see Note card terms, include them in your notes. So keep the list out while you’re reading.
* While a lot of students only focus on not card terms, you also need to look for big ideas. Are two policies contrasted? Does this reading focus on a major change over time? Is there an emphasis on cause and effect? The best DCN will include these themes. (I will not accept a list of terms as DCN. Please keep that in mind.)

**Step 3: Generate Questions**

* Close your book and make questions on the left side of the paper.
* Do NOT write “Who” or “What” questions (such as “Who is Abraham Lincoln?” or “What did Lincoln do in 1860?”). These will be of little value to you in May. A better question is “How did Lincoln’s election in 1860 lead to the Civil War?”
* Include the following key words to begin you questions:



* Include the following words in your questions:



* *Questions are absolutely required on all DCN. If you fail to write questions, your work will be considered incomplete.*

DCN (cont’d)

**Step 4: Review your notes**

* Use a highlighter to identify questions and corresponding answers.
* Double-check for note card terms.

**Step 5: Quiz yourself**

* Fold the paper so you see only the questions.
* Answer the questions without referring to your notes or the book.

**Step 6: Prepare to use the reading in class**

* Bring your DCN to class **each day**.
* You will use them.

Sample DCN



DCN (cont’d)

**The Assignment:**

1. DCN should be completed every night. I plan my lessons on the understanding that you will have read the assigned material before you come to class. If you have not read, you will be lost, and that’s a waste of your class time.
2. DCN assignments do not include notes on “Voices from Abroad” or “Comparing American Voices,” unless I tell you otherwise.
3. Although you should complete DCN nightly, I will collect them weekly. DCN are due every Thursday or Friday.
4. DCN will be accepted for full credit until the Unit Test. They will receive a **40% deduction** if turned in after that time.
5. There will be a SAQ at the end of each chapter. DCN can be used to do the SAQ if completed on time.

APUSH Terms Note Cards (TNC) – Beyond Simple Identification

Rationale: The AP Exam covers an obscene amount of information. To score a 4 or 5, you must be able to explain the details and significance of that information in your essays. This means that in addition to defining the term, you must identify the era in which the term falls, the key people associated with that term, and the significance of that term.

Sample Note Card



Each unit, you will have a terms note card quiz in which you explain a term and its historic significance. Below are some examples of responses on TNC quizzes. One is weak and one is strong. Please note the differences.

Weak: The Stamp Act was an act that required a stamp on all documents. This led to colonial anger, which led to the Revolution.

* Why it’s weak: The discussion is too general. There are no specific details in the response. The discussion of the effect does not distinguish the Stamp Act from any other act leading to the Revolution. If it’s a note card term, you need to be able to discuss how it is different from other terms of the same era.

Strong: The Stamp Act was created by George Grenville in the 1760s to generate revenue from the colonies to pay the debt of the French and Indian War. This act required colonists to purchase a specific stamp for all documents, including marriage licenses and birth certificates. In response, the colonists organized a variety of protests, including the Stamp Act Congress, which petitioned the king for its repeal. Protests grew more violent, but the most effective protest was the boycott that spread throughout the colonies, which made the act ineffective in generating revenue. Within a year, Parliament repealed the act, but the Stamp Act was significant in unifying the colonists in their frustration toward British taxation and virtual representation, important economic and political causes of the Revolution.

* Why it’s strong: The discussion is specific. It mentions key people associated with the act, and it discusses specific colonial responses. More important, it discusses political and economic effects and is direct in identifying them as such.

Documents: Learn to Love Them

There are two main reasons you need to study documents for major exams and the AP Exam in May:

1. Some documents are crucial to a complete understanding of American History and will appear on the exam. The “old favorites,” such as the Declaration of Independence and the Gettysburg Address are expected knowledge. You should be so familiar with their ideas and language that you could identify a passage from the document easily. Other documents increasingly fit this category; works such as Jefferson’s First Inaugural, Paine’s Common Sense, Winthrop’s Modell of Christian Charity, among others, may be quoted on the exams. As you progress through the course, you will become familiar with the “favorites,” and should be able to identify them upon re-reading short passages.
2. Any document – familiar or not – may appear on the Stimulus-based Multiple Choice or DBQ portions of the exam. You need to practice identifying the main ideas in short excerpts from documents so this practice is routine by the time you take the exam in May. You also will be expected to connect the documents to outside information. This is a skill that gets easier throughout the year, but it does require practice

**Tips for analyzing (not just reading) documents:**

* Sourcing
* Consider everything you know about the author. Determine the reasons the author is making the statement, to determine his/her **point of view and the purpose.**
* Consider everything you know about the time period before you read the document. This puts the document in **historical context**, which is crucial!
* Never put away a document without identifying its main idea. If you just read the document but do not consider its **purpose**, you wasted your time in reading it.
* Always tie the document to outside information. What material from the reading or class discussion or lecture can you connect to this document? OUTSIDE INFORMATION IS KEY TO STUDYING DOCUMENTS. The more connections you make, the better your understanding, the higher level of analysis, the higher your score.
* A note card never hurts…. Make a note card over the document. Include some of the key outside information in addition to the document’s main points, as well as the author and time period.

History In-Depth: Article Analysis Guidelines

APUSH is a fast-paced course with little time to delve into great depth on any one topic. Therefore, each unit, I will choose one topic as the subject of deeper exploration into American History through the reading of an article or book excerpt by a noted historian and analyze his or her thesis.

**Guidelines:**

1. Identify the author’s thesis. You should be able to explain his/her specific point of view.

Write one paragraph in which you summarize the article and identify the author’s thesis. This is where you explain the main idea of the article and what the author is trying to prove.

1. Write two paragraphs in which you explain the extent to which the author proves his or her thesis. Discuss some of the specific details presented in the article, and make specific references either through paraphrases or direct quotes. At the end of each reference, you should cite the article parenthetically. See the example below:

*Democrats viewed the Freedman’s Bureau as an “object of hatred,” which probably was a factor in Johnson’s veto of its re-charter (Foner 11).*

1. Finally, write a final paragraph, concluding your analysis by taking a stand on the author’s thesis. Explain the strengths and weaknesses of the arguments presented, the quality of evidence and the strength of historical analysis. Use evidence from the article, from your textbook, and class activities to support your position.

The One-Pager

From time to time, I will assign a one-pager, which will allow you to explore a single topic in-depth by creating a visual representation of that topic. Each one-pager is different, and generally, I will provide a list from which you will choose your topic. (For example: I’ve assigned one-pagers over political parties, and students selected a specific party, such as the Whigs or the Republicans, to examine in-depth.) One-pagers are different from other APUSH assignments in that they require you to approach history from a more visual aspect while still incorporating a substantial amount of information.

**How to complete a one-pager**

1. Use unlined, plain paper. (It may be white printer paper or any color construction paper.) Divide the page into 3 sections (this is a rough guideline.) Put the title of your topic at the top of your page in any section you choose. (For example, if you were to complete a one-pager over a political party, the topic should be the name of the Party.)
2. In the first section of the paper, write a brief summary of the topic. (For example, write a summary of the party’s formation and growth.) Use Henretta as your main source, a pull a quotation from Henretta to include in the summary. Be sure to include the page number, cited parenthetically in your summary.
3. In the second section, use a single visual image (this can be drawn, downloaded or cut from magazines) to create a central focus to your page. Around this image, cluster 5-7 significant facts, descriptions and ideas about the subject.
4. Include written text, document quotations, **AND** additional visuals to illustrate the significance of the topic and its impact in American History. (**That’s all 3 – NOT just 1 or 2.)**
5. Include independent analysis about the topic (not junk like, “Obama’s a Democrat, so that shows how important the Party is today!” and certainly not “If \_\_\_\_\_\_\_\_\_\_\_\_\_\_ didn’t happen, our life would be so much different.”) **This is where you will analyze the impact of the topic on American politics, economics, and society.**
6. You may create your one-pager on the computer. Please make it colorful and visually appealing.

**The DBQ (Document-Based Question)**

|  |  |
| --- | --- |
| **A. Thesis and Argument Development**  **2 Points** | **Targeted Skill: Argumentation** |
| **1 Point**  Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. |
| **1 Point**  Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification. |

|  |  |
| --- | --- |
| **B. Document Analysis**  **2 Points** | **Targeted Skill: Analyzing Evidence: Content and Sourcing and Argumentation** |
| **1 Point**  Utilizes the content of at least six of the documents to support the stated thesis. |
| **1 Point**  Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents. |

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| --- | --- |
| **C. Using Evidence Beyond the Documents**  **2 Points** | **Targeted Skill: Contextualization and Argumentation** |
| **Contextualization: 1 Point**  Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.  **Scoring Note:** *Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.* |
| **Evidence Beyond the Documents: 1 Point**  Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.  **Scoring Note:**   * *This example must be different from the evidence used to earn other points on this rubric.* * *This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.* |

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| --- | --- |
| **D. Synthesis**  **1 Point** | **Targeted Skill: Synthesis** |
| **1 Point**  Extends the argument by explaining the connections between the argument and ONE of the following:   1. A development in a different historical period, situation, era or geographical area. 2. A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).   **Scoring Note:** *The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.* |

**The LEQ (Long Essay Question)**

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| --- | --- |
| **A. Thesis**  **1 Point** | **Targeted Skill: Argumentation** |
| **1 Point**  Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in the introduction. |

|  |  |
| --- | --- |
| **B. Argument Development: Using the Targeted Historical Thinking Skill**  **2 Points** | **Targeted Skill: Argumentation and Targeted Skill (Comparison, Causation, CCOT, or Periodization)** |
| **Comparison:**  **1 Point**  Describes similarities AND differences among historical individuals, events, developments, or processes.  **1 Point**  Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes.  **Or, depending on the prompt**  Evaluates the relative significance of historical individuals, events, developments or processes. |
| **Causation:**  **1 Point**  Describes causes AND/OR effects of a historical event, development, or process.  **1 Point**  Explains the reasons for the causes AND/OR effects of a historical event, development, or process.  **Scoring Note:** *If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.* |
| **CCOT:**  **1 Point**  Describes historical continuity AND change over time.  **1 Point**  Explains the reasons for historical continuity AND change over time. |
| **Periodization:**  **1 Point**  Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.  **1 Point**  Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.  **Scoring Note:** *For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.* |

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| **C. Argument Development: Using Evidence**  **2 Points** | **Targeted Skill: Argumentation** |
| **1 Point**  Addresses the topic of the question with specific examples of relevant evidence.  **1 Point**  Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.  **Scoring Note:** *To fully and effectively substantiate the stated thesis, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis.* |

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| **D. Synthesis**  **1 Point** | **Targeted Skill: Synthesis** |
| **1 Point**  Extends the argument by explaining the connections between the argument and ONE of the following:   1. A development in a different historical period, situation, era or geographical area. 2. A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).   **Scoring Note:** *The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.* |

**The SAQ (Short-Answer Question)**

Short answer questions will directly address one or more of the themes for the course (see below). At least two of the four questions will have elements of internal choice. Providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills (see below) to respond to a primary source, a historian’s argument, nontextual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question.

**Themes**

American and National Identity

Politics and Power

Work, Exchange, and Technology

Culture and Society

Migration and Settlement

Geography and the Environment

America in the World

**Historical Thinking Skills**

Analyzing Evidence: Content and Sourcing

Interpretation

Comparison

Contextualization

Synthesis

Causation

Patterns of Continuity and Change over Time

Periodization

Argumentation