Unit 10 Exam Reveiw

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **4 weeks**
Status: **Published**

Transfer

Students will begin an intense review unit that covers the concepts, skills, themes and connections between periods from 1492 until the present in preparation for the exam.

Enduring Understandings

See all unit enduring understandings for periods 1-9.

Essential Questions

See all unit essential questions for periods 1-9.

Learning Objectives

NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-3.0 Analyze how the ideas about national identity changed in response to U.S. involvement in international conflicts and growth of the United States.

NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.

POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

POL-3.0 Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

WXT-1.0 Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

WXT-2.0 Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.

WXT-3.0 Analyze how technological innovation has affected economic development and society

CUL-1.0 Explain how religious groups and ideas have affected American society and political life.

CUL-2.0 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

CUL-3.0 Explain how ideas about women's rights and gender roles have affected society and politics.

CUL-4.0 Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

MIG-1.0 Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.
MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
GEO-1.0 Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
WOR-1.0 Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
WOR-2.0 Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.

Skills

I. Analyzing Historical Sources and Evidence

Primary Sources:

A1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium and/or historical context as well as the interaction amoung these features, to demonstrate understanding of the significance of a primary source.

A2. Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.

Secondary Sources:

B1. Using Secondary Sources, analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evlauate the argument's effectiveness.

B2. Using Secondary Sources, analyze diverse historical interpretations.

II. Making Historical Connections:

Comparison:

C1. Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.

C2. Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

Contextualization:

C3. Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

Synthesis:

C4. Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.

C5. Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

C6. Use insights from a different discipline or field of inquiry (such as economics, government, and politics, art history, anthropology) to better understand a given historical issue.

III. Chronological Reasoning

Causation:

D1. Explain long and /or short-term causes and/or effects of an historical event, development, or process.

D2. Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

Patterns of Continuity and Change Over Time:

D3. Identify patterns of continuity and change over time and explain the significance of such patterns.

D4. Explain how patterns of continuity and change over time relate to larger historical processes or themes.

Periodization

D5. Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.

D6. Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.

D7. Analyze different and/or competing models of periodization.

IV. Creating and Supporting a Historical Argument

Argumentation:

E1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.

E2. Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).

E3. Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.

E4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

Resources

Instructor Resources

Teaching with primary sources in
APUSH http://apcentral.collegeboard.com/apc/public/repository/ap05_Hist_PrimSource.pdf

Primary Source Learning http://primarysourcenexus.org/2011/10/mining-the-library-for-present-day-teaching-resources-strategies/

Ed Tech Teacher 1980- The Present Day http://besthistorysites.net/american-history

The Gilder Lehrman Institute https://www.gilderlehrman.org/history-by-era

Period 9 http://ap.gilderlehrman.org/periods/ timelines, videos, documentaries and essays

Practice tests https://www.4tests.com/ap-us-history

Released exams http://media.collegeboard.com/digitalServices/pdf/ap/ap-us-history-practice-exam.pdf

Practice Tests http://www.varsitytutors.com/ap_us_history-practice-tests

Study Guide https://www.apstudynotes.org/us-history/

Primary Sources:

All previously used Primary Sources

Review for Exam and Units of Study- Links for Students

- **APUSH REVIEW VIDEOS**

  https://www.youtube.com/playlist?annotation_id=annotation_1993227871&feature=iv&list=PL-69ThEyf7-A8PgWRxaH3Qi3dD_ZUu2BF&src_vid=eHBZ2BxiTBI

  APUSH LECTURES
  https://teacher.ocps.net/stephen.hansen/AP%20UNITED%20STATES%20HISTORY%20NOTES.htm

- **AMERICAN PAGEANT RESOURCES AND POWERPOINTS**

  Textbook support website. Includes chapter themes, summaries, key vocabulary, etc...to support student learning. Under general resources students will find audio powerpoint lectures for each chapter in The American Pageant.
  http://college.cengage.com/history/us/kennedy/am_pageant/13e/chapters/chapter1.html

- **THE GILDER LEHRMAN INSTITUTE OF AMERICAN HISTORY AP US HISTORY STUDY GUIDE**

  http://ap.gilderlehrman.org/

- **HIPPOCAMPUS**

  Video presentations that correlate to chapters in The American Pageant textbook. Scroll down the list of APUSH textbooks and click on The American Pageant: A History of the Republic 16th edition by Kennedy to view topics by textbook page number.
  http://www.hippocampus.org/HippoCampus/History%20%26%20Government?view=Textbooks

- **APUSH QUIZZES**

  Website contains quality review quizzes for every period of US History. Scroll down website page, pick a time period to review and click on the heart flags to begin a quiz.
  http://www.historyteacher.net/USQuizMainPage.htm

- **APUSH PRACTICE TEST #1**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-strivefor5-03.htm

- **APUSH PRACTICE TEST #2**

http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(1996)-01.htm

- **APUSH PRACTICE TEST #3**

  http://www.americandestiny.us/APUSH/PracticeExam/apush-practice(2001)-02.htm

Standards

Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

Key Concept 2.2: The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

Key Concept 3.2: The American Revolution's democratic and republican ideals inspired new experiments with different forms of government

Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

Key Concept 4.1: The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

Key Concept 4.3: The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

Key Concept 5.1: The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights

Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United State

Key Concept 6.2: The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies

Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system

Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world

Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences

Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses

Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture

Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.