

HOW TO GET THE MOST FROM YOUR AP/PRE-AP SOCIAL STUDIES CLASS



***Edmond Santa Fe High School
Edmond, Oklahoma***

for:

Pre-AP Oklahoma History

AP European History

Pre-AP World History

AP US History

AP US Government

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WELCOME TO AP SOCIAL STUDIES

Congratulations! As a Pre-AP or AP student, you are taking part in the most widely accepted, nationally-recognized, college-level academic program. Your hard work will give you the skills and confidence to succeed in rigorous courses in college.

Advanced Placement Social Studies coursework provides you with an opportunity for learning that lasts a lifetime. The rich course material, classroom discussions, and demanding assignments typical of AP courses will help you develop the content mastery and critical thinking skills expected of college students. This guide is designed to give you information and tips for success in the Santa Fe High School AP program. We encourage you to review its contents and keep it for reference.

The Santa Fe High School AP Social Studies program is designed to provide you with the analytical skills and enduring understandings necessary to deal critically with the problems and issues in Oklahoma, United States, and world history, as well as American government. You will learn to assess historical and contemporary materials—their relevance to a given problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical or current scholarship

In AP courses, you will be using a recent edition. All AP Social Studies courses help you develop the skills necessary to arrive at conclusions on the basis of an informed judgment, presenting reasons and evidence clearly and persuasively of a college-level textbook. In addition, you will examine primary sources to gain familiarity with the "raw materials" of historical inquiry and to practice assessing the validity of historical evidence, Supreme Court decisions, laws, treaties, and other government documents. Your teacher may also assign supplemental readings that introduce you to broad interpretive analysis of history and current events. Throughout every course in the program, Pre AP and AP students will write, and write often. This practice will involve development of a thesis statement and marshalling evidence in support of a valid generalization.

You will find yourself up to the challenge if you maintain class expectations, frequently ask for assistance from your instructor, and interactively engage in class discussions. The AP classroom is a rigorous environment with many rewards. Welcome to a great start to an exciting academic experience!

LEARNING AND PERSONAL THINKING STYLES AND INTELLIGENCES

1. Take learning and personal thinking styles tests and intelligences tests.
2. Keep an inventory of your learning and personal thinking styles and intelligences.

<input type="checkbox"/> Visual	<input type="checkbox"/> Active	<input type="checkbox"/> Concrete Sequential	<input type="checkbox"/> Verbal/Linguistic
<input type="checkbox"/> Auditory	<input type="checkbox"/> Reflective	<input type="checkbox"/> Concrete Random	<input type="checkbox"/> Logical/Mathematical
<input type="checkbox"/> Kinesthetic	<input type="checkbox"/> Sensory	<input type="checkbox"/> Abstract Random	<input type="checkbox"/> Visual/spatial
	<input type="checkbox"/> Intuitive	<input type="checkbox"/> Abstract Sequential	<input type="checkbox"/> Bodily/Kinesthetic
	<input type="checkbox"/> Visual		<input type="checkbox"/> Musical
	<input type="checkbox"/> Verbal		<input type="checkbox"/> Interpersonal
	<input type="checkbox"/> <i>Sequentia</i>		<input type="checkbox"/> Intrapersonal
	<input type="checkbox"/> <i>I</i>		<input type="checkbox"/> Naturalist
	<input type="checkbox"/> <i>Global</i>		

3. Know how you can use your strengths and work on improving your weaknesses.

Glasser's Percentages of Information Retention

You will remember:

10% of what you *read*

20% of what you *hear*

30% of what you *see*

50% of what you *see and hear*

70% of what you *discuss with others*

80% of what you *experience personally (that involves feeling)*

95% of what you *teach someone else*

Time Management Tips For High School Students

It's 10 p.m.—Do You Know Where Your Homework Is?

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

1. Make a "To Do" List Every Day.

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

2. Use Spare Minutes Wisely.

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

3. It's Okay to Say "No."

If your boss asks you to work on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

4. Find the Right Time.

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. Review Your Notes Every Day.

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

6. Get a Good Night's Sleep.

Running on empty makes the day seem longer and your tasks seem more difficult.

7. Communicate Your Schedule to Others.

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7-8 p.m. It may sound silly, but it helps.

8. Become a Taskmaster.

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

9. Don't Waste Time Agonizing.

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

10. Keep Things in Perspective.

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

[Courtesy of collegeboard.com](http://collegeboard.com)

STUDY GROUPS

1. Organize study groups with your fellow students at the beginning of the year.
2. In the first session get to know each other and your various learning styles.
3. Meet at a regular time each week.
4. Steps for an effective study session:
 - a. Before the session assign group members areas of responsibility.
 - b. Before you go, you must study the materials to be discussed.
 - c. During your session:
 - i. create graphic organizers, mobiles, charts, and other study aids
 - ii. chart objectives in anticipation of essays
 - III. discuss ID's
 - iv. quiz each other over essential information
 - v. write and critique essays
5. Set a goals and work consistently for them!! Work as a group; encourage and help each other; depend on each other; focus on your goals!

My study group:

Member:	Phone number:	Address:	E-mail address:

We will regularly meet on _____ at _____.

CRITICAL THINKING

Bloom's Taxonomy

Level 6 Evaluation

Make judgments about information and ideas based on a set of criteria, recognizing subjectivity.

Appraise	Conclude	Criticize	Decide	Defend
Determine	Dispute	Evaluate	Judge	Justify
Interpret	Explain	Support	Convince	Critique
Measure	Compare	Assess	Relate	Recommend
Prove	Select	Agree	Prioritize	Opinion

Level 5 Synthesis

Combine given information in different ways to create new meaning.

Elaborate	Create	Design	Develop	Estimate
Formulate	Imagine	Invent	Adapt	Originate
Prepare	Predict	Propose	Solve	Solution
Suppose	Discuss	Modify	Change	Test
Theorize	Choose	Combine	Compile	Compose

Level 4 Analysis

Break information into parts, looking for patterns. Understand difference in facts and inference.

Analyze	Categorize	Classify	Compare	Contrast
Discover	Infer	Divide	Examine	Inspect
List	Theme	Relate	Function	Motive
Simplify	Survey	Take part in	Explain	Distinguish

Level 3 Application

Apply knowledge, facts, techniques and rules in new situations.

Apply	Build	Relate	Change	Develop
Solve	Organize	Predict	Plan	Produce

Level 2 Comprehension

Understand information by organizing, comparing, interpreting and describing.

Compare	Contrast	Demonstrate	Interpret	Explain
Extend	Illustrate	Infer	Outline	Relate
Rephrase	Give examples of	Summarize	Show	Classify

Level 1 Knowledge

Recall facts, terms and basic concepts.

Show	Select	List	Define	Describe
Tell	Find	How	Quote	Label
Who	What	Why	Where	Which

Level 1 Questions, Level 2 Questions, & Level 3 Questions

Level 1 Questions deal with factual information you can find printed in the story / document / whatever. They usually have ONE correct answer.

Examples: Who led Confederate forces at the Battle of Gettysburg? When did Abraham Lincoln die? How many people died of disease or other non-combat causes during the Civil War? Where is Antietam?



Level 2 Questions deal with factual information but can have more than one defensible answer. Although there can be more than one ‘good’ answer, your answers should be defended or opposed with material FROM the story or related materials.

Examples: Why did the North win the Civil War? Was Lincoln justified in suspending some rights during the war? To what extent was slavery the true cause of the war? How did the North’s war aims change over the course of the war and why?

Level 3 Questions deal with ideas beyond the text but which might be prompted by the story / document / whatever. The assigned material is a ‘launching pad’ for these sorts of questions, but responding to them requires going well beyond the original material.



Examples: Is war ever justified? Is Robert E. Lee in Heaven or in Hell? Why do people think violence is the answer when that’s just so stupid? Why don’t more people appreciate the sacrifices our brave men and women make for them? What’s it like to die?

USUALLY, Multiple Choice, Matching, T/F, or Short Answer Quizzes are Level 1 Questions.

USUALLY, Essay Prompts are Level 2 Questions.

USUALLY, when we ask YOU to write good questions, we are looking for Level 2 Questions.

USUALLY, we will avoid spending too much time on Level 3 Questions, as they go beyond the goals of this class.

3-Column Chart

<p style="text-align: center;">POLITICAL</p> <p style="text-align: center;">of or relating to government and/or politics</p>	<p style="text-align: center;">ECONOMIC</p> <p style="text-align: center;">of or relating to an economy, the production and management of material wealth (money)</p>	<p style="text-align: center;">SOCIAL</p> <p style="text-align: center;">of or relating to human society, the interaction of the individual and the group</p>
<p style="text-align: center;"> nations/states government leaders political elites laws/acts political parties government policies government actions rights political persecution revolution nationalism imperialism wars treaties conferences/diplomacy strategy alliances international organizations </p>	<p style="text-align: center;"> jobs economic policies/laws economic theories economists agriculture industry labor urbanization markets farming ranching </p>	<p style="text-align: center;"> the family children women gender roles education social classes ethnic groups religion science technology population movement health care/disease famine religion/beliefs ritual art literature music dance philosophy language matrilineal patrilineal </p>

Definitions adapted from Merriam-Webster Dictionary

5-Column Chart

<p>POLITICAL of or relating to government and/or politics</p>	<p>ECONOMIC of or relating to an economy, the production and management of material wealth (money)</p>	<p>SOCIAL of or relating to human society, the interaction of the individual and the group</p>	<p>CULTURAL of or relating to fine arts, humanities, and knowledge</p>	<p>FOREIGN POLICY the policy of state in its interaction with other states</p>
<p>laws acts elections court cases political parties government leaders</p>	<p>business cycle technology economic laws economic court cases economic theories industries labor</p>	<p>the family women minorities fads immigrants religion</p>	<p>writers artists literature music dance philosophy</p>	<p>wars battles treaties conferences strategy defense</p>

Definitions adapted from Merriam-Webster Dictionary

GPERSIA Chart

Geography of or relating to the physical features of the earth's surface	Political of or relating to government and/or politics	Economic of or relating to an economy, the production and management of material wealth (money)	Religious of or relating to beliefs	Social of or relating to human society , the interaction of the individual and the group	Intellectual of or relating to knowledge	Arts of or relating to fine arts and literature
physical landscape human landscape cultural geography economic geography political geography	nations/states government leaders political elites laws acts political parties government policies government actions rights political persecution revolution nationalism imperialism wars treaties conferences diplomacy strategy alliances international organizations	jobs economic policies/laws economic theories economists agriculture industry labor urbanization markets	religion beliefs sect denomination church mosque temple doctrine prophet	the family children women gender roles education social classes ethnic groups population movement health care disease famine ritual language	technology philosophy science intellectual movements	music literature painting photography architecture dance film

Definitions adapted from Merriam-Webster Dictionary

READING STRATEGIES

Pre-reading Strategies

1. Identify subject of reading
2. Look at table of contents, subject heads and subheads, and graphics
3. Preview text by skimming to get a feel for what it's about and how difficult it will be to read
4. Read first sentences of several paragraphs
5. Create a graphic organizer for reading, based on objectives and ID's

Specific Reading Strategies

Charting

****Good for sorting information and/or seeing relationships between pieces of information**

****Good for combining information (from text, lectures, videos, etc.) needed to study for tests**

1. Place information in chart that is based on the key words of an objective, question or prompt

	Attribute 1	Attribute 2	Attribute 3
Subject			
Subject			
Subject			

Analyze the <u>impact</u> of ancient <u>Mediterranean civilizations</u> on the <u>modern world</u>			
	Political	Economic	Social
Egypt	Move from strongest as leader to political/religious reason for leader Govt record-keeping	Canal Nile to Red Sea Glassblowing Irrigation	Use of horses/chariots Copper Mummification Architecture Land surveying Writing on paper
Sumerians			
Babylonians			
Hebrews			
Phoenicians			
Persians			
Greeks			
Romans			

Sticky Tab Charting

****Good for seeing multiple relationships between pieces of information**

1. Place information on sticky tabs
2. Make chart on paper
3. Arrange and rearrange tabs

ID's

****Good for noting basic information from text
 Good for making connections

1. Chart information from teacher-generated list or from general reading

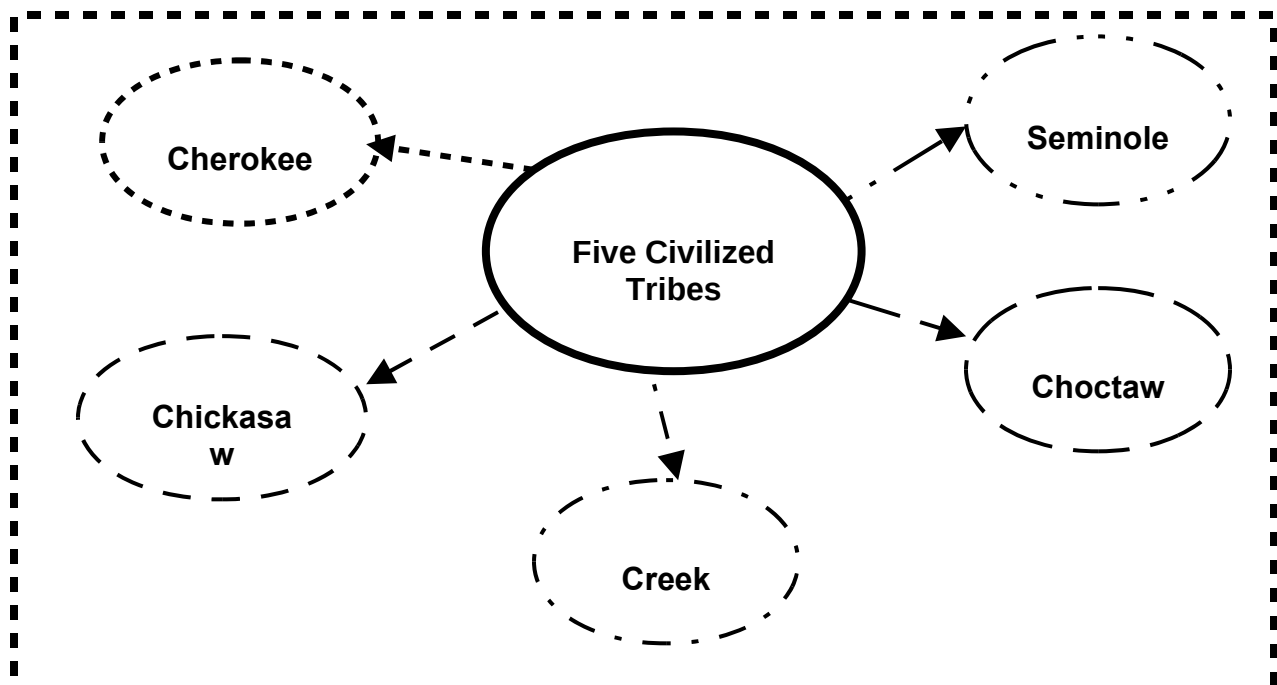
Chapter ID's					
ID	Who	What	When	Where	Significance

Chapter 22 ID's					
ID	Who	What	When	Where	Significance
Lincoln	President	Led Union during Civil War	1861-1865	Washington, D.C. (North)	Strong leaders Set precedent Changed CW from war for union to war over slavery Gettysburg Address

Concept Maps

****Good for studying connections between ideas and sub-ideas**

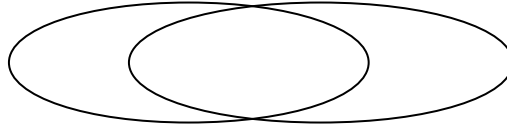
1. Create largest circles for main information
2. Web other circles off of them, placing sub-information in those circles
3. More helpful if done in multiple colors/patterns to clearly show sub-ideas
4. Continue webbing circles to deal with more minute information



Venn Diagrams

****Good for looking at similarities and differences**

1. Create overlapping circles or rectangles
2. Fill with information on subjects



Topic	Federal	Concurrent	State
Taxes	Federal income tax	Power to tax	Income tax
War	Declare war	-----	-----
Treaties	Make treaties with foreign powers	-----	-----
Marriage	-----	-----	Regulate marriage requirements

Dialectical Journal

****Good for analyzing information**

1. Make a 2-or 3-column chart
2. Use each side of the journal to place information
3. Write quotes in the left column. Respond to the quotes in the right column. Why did you feel this was an important quote or why did you find it interesting?

Book Title/Author _____

Quotation	Page	Reaction

Any of these could be used as the basis of a dialectical journal:

3X5 cards

****Good for review of factual material**

1. Make notes on ID's on 3X5 cards
 - a. Front is term
 - b. Back is w/w/w/w/s, including words and images
2. Can be color-coded
3. Organize and store in box for GREAT end-of-year review

DOCUMENT READING & ANALYZING

SOAPS

****Good for analysis of primary sources and point of view**

1. Do NOT read the document
2. Identify SOAPS for document
 - a. S—Subject
 - b. O—Occasion
 - c. A—Audience
 - d. P—Purpose
 - e. S—Speaker
 - f. Decide author’s bias/point of view based on SOAPS
3. Read document and write summary of what document says

Document:		
S—Subject		Summary:
O—Occasion		
A—Audience		
P—Purpose		
S—Speaker		

Document Analysis Worksheet (for AP European)

1. Do NOT read the document
2. Look at the source of the document
 - a. Who
 - b. What
 - c. Where
 - d. When
3. Make an assumption about what the author might think about the subject of the document
4. Read the document to see if the author said what you expected
5. Write his/her real bias/point of view.
6. Does it match what you thought? Why or why not?

Document Title:		
	The Why?	The What?
Who?		Summary (GIST):
What?		
Where?		
When?		
Assumed bias/POV:		
My assumption was RIGHT/WRONG because . . .		
Real bias/POV is:		

SOAPS/SOAPSTone
Document Guideline Sheet

Purpose: the SOAPS method will help you analyze when and where the author of a document, text, political cartoon, or picture is coming from and what his or her biases may be.

Who is the Speaker? _____

Who is the person who produced this piece (the voice that tells the story)? What is their background and why are they making the points they are making? Is there a bias in what was written or shown? If so, why? If not, why not?

What is the Occasion? _____

What is the time and place of the piece—the current situation? It is particularly important that you understand the context that encouraged the writing or creation to happen.

What is the Audience? _____

To what group of readers or viewers is this piece is directed? The audience may be one person, a small group, or a large group; it may be a certain person or certain people.

What is the Purpose? _____

What was the reason behind this text or picture? Examine the logic and any arguments being made. How does it connect to what we are doing today?

What is the Subject? _____

State the general topic, content, and main idea contained in the text or picture. Students should be able to state the subject in a few words or in a short phrase.

(Some variations add Tone to the prompts)

What is the Tone? _____

What attitude is expressed by the speaker? Examine word choice, imagery, or other clues to the author's intentions, attitude, or mindset.

Reading Critically

You should NOT assume that a statement is true or accurate just because you read it in a book, magazine or newspaper. Everything you see in print is someone's observation or opinion, or is based on research, or is a combination of these things. You should QUESTION everything you read:

- Who said it?
- What is the author's background?
- Would the author's background affect the way he/she looks at the facts? Can you identify the author's personal point of view?
- Can you think of things the author did NOT deal with which might have been important?
- When was it written? What were the concerns of the times?
- How was information gathered?
- What are the sources of the information? Are the sources primary or secondary?
- Were statistics available? Who collected/interpreted them? Can you think of other plausible ways of interpreting them?
- Have other authors presented different facts or opinions on the matter? If so, why?
- If the writing appeared in a magazine or newspaper, did editorial policy or opinion affect what was written?

How to Analyze Documents

Visuals

A. Pictures and photographs

1. **Subject:** what person, event or subject is represented?
2. **Time and place:** When and where is the subject taking place?
3. **Point of view:** Is the artist or photographer trying to convey a particular point of view?
4. **Emotional impact:** what is the general impression?
5. **Form of expression:** what kind of picture, drawing, painting, etc. is it?
6. **Symbolism:** any present?

B. Cartoon

1. **Who are the characters in the cartoon?** Are they realistic or exaggerated? What are their expressions? Are the characters or other things labeled?
2. **What symbols (flags, lady Liberty, etc.) are there?**
3. **What is the overall idea or impression of the cartoon?**
4. **Title or caption?**

C. Posters

1. **Who published it, for what possible reason? Is it a biased view?**
2. **Title**
3. **Intended for what audience?**
4. **Purpose of the poster?**

D. Diagrams and flowcharts

1. **They are used to summarize an important idea and to illustrate the idea's parts or components.**
2. **Check the title**
3. **Examine the parts**
4. **Pay attention to the labels**

E. Maps

1. **Specific time period, topic, event, or development in history- possibly a change over time illustration.**
2. **Places the subject in a specific location**
3. **Check the title and the key or legend**
4. **Remember that there are different kinds of maps- check which kind this is.**

F. Charts

1. **Usually illustrate a relationship between two subjects. Determine what those are (time and voting, population and money supply) and their relationship (increases, decreases, no change, directly or indirectly related).**
2. **Check title and category titles**
3. **Are the numbers absolute or percentages. Don't waste time redoing the calculations**
4. **Be careful: large numbers are often given in an abbreviated form so 32 could mean 32,000,000**
5. **Were the changes illustrated significant?**
6. **Remember that the chart illustrates a trend only for a specific period.**
7. **Remember to consider the possible influence of major events on the time period and trend indicated.**
8. **Be aware of the chart with a collapsed axis (1920-1933, 1945-1969). It is intended to indicate that an insignificant period was purposely left out of the chart.**

G. Graphs

- 1. Read the key**
- 2. Notice the title**
- 3. Look for dates**
- 4. Graphs use statistical data to present historical comparisons or changes over time**

Printed Materials

A. Newspapers

- 1. Editorial or article**
- 2. Interview?**
- 3. Evidence of the newspaper's political or economic bias?**
- 4. Letter to the editor?**
- 5. Is this a reflection of mass opinion or an attempt to influence or create mass opinion?**

B. Magazine or pamphlet

- 1. Same checks as under newspaper**
- 2. What is the normal reading audience of the magazine?**

C. Book

- 1. Is it contemporary to the events or not, an eyewitness account or second hand comment?**
- 2. A disinterested observer?**
- 3. Politically partisan, based on evidence or opinion?**
- 4. Remember that the preface to a book is a personal statement**
- 5. Novels can be symbolic**
- 6. A review of a book is the reviewer's opinion, not the author's**
- 7. A recollection of an event long after it happened?**
- 8. Memoirs- a selective and personal view is rarely self-critical.**
- 9. Is the author a foreign observer?**

D. Poems

- 1. Meant to use language as an art rather than to give information.**
- 2. Usually illustrates spiritual or symbolic view of a period, event, or idea.**

Personal Documents

A. Speech

- 1. To what audience? What office or position does the speaker hold?**
- 2. Rough draft?**
- 3. Official speech or informal?**
- 4. Campaign speech?**
- 5. Based on what you know of the speaker, is the position expressed in the speech consistent with what you know about the speaker?**

B. Letter

- 1. Official or personal**
- 2. To a subordinate or a superior**
- 3. What is the relationship between the two people?**
- 4. Private or public?**
- 5. From an organization or individual?**
- 6. Is the date significant?**

C. Diary

- 1. Personal**
- 2. After or before the fact**
- 3. Remember that a diary is usually not self-critical**
- 4. Merely observations or evidence or partisan viewpoint?**

Public Records

A. Laws, proclamations, executive orders

- 1. Why was the law passed? What does it represent? Remember, laws are passed as solutions to a problem as the representation of a group's ideal, as a guide for future behavior, or as a response to public pressure for what is perceived as a problem.**
- 2. Some laws are more symbolic in their passage than in their enforcement**
- 3. Federal, state, or local law?**
- 4. Resolutions are not binding: they just express a sentiment.**

B. Court decisions

- 1. Declare a law unconstitutional and if so, why and what does new problem does it create?**
- 2. Does the decision support the views of a particular section, party or class?**
- 3. Was the decision enforced or obeyed?**
- 4. Note the division in the decision (5-4, 9-0, 6-3)**
- 5. Trial transcripts**

C. Legislative debates and testimony

- 1. Was the speech for constituent consumption or for colleagues?**
- 2. Any other evidence of influence of the speaker among his colleagues?**
- 3. Is the person known for other activities?**
- 4. What point of view or organization does a person testifying represent?**

D. Government agency report

- 1. Federal, state, local**
- 2. How does it reflect the general tone of government at the time?**
- 3. Be aware that agency reports are rarely critical of themselves**
- 4. A report may be intended to lay a basis for future expansion in scope or powers or increased funding.**

E. Others

- 1. Diplomatic correspondence**
- 2. Official letters**
- 3. Treaties- look at provisions; how do they compare with prior agreements or cause future consequences?**

ESSAY-WRITING

Tips on Essay-Writing

1. Analyze the prompt carefully by underlining the key words.
2. Create a graphic organizer based on the key words.
3. Brainstorm information into your graphic organizer.
4. Create thesis and plan of attack from your graphic organizer.
5. Write the essay, periodically checking to make sure you are still addressing the prompt.
 - a. Use specifics in your essay
Don't just say "leaders gained power"; say "Henry VIII gained Control of the Church in England, thus gaining all church land."
 - b. Just because you say something in an essay does not mean that it is true. You must defend your statements.

Change over time essays ...

- Describe the status quo at the beginning and the end of the time designated in the prompt
 - Compare beginning and end
- Address whether there was change over time or not
 - Identify what the change was
 - Explain the change in terms of its context from what was before and what was after
 - Identify major developments/stimuli that occurred to encourage or stifle change

Remember grammar!

- Do not use first or second person . . . I, we, us, our, ours, you, your, yours
- Don't use "they" without a clear **plural** antecedent.
- Do not use ***always, all, only, never, nothing, or none*** unless you prove that in your essay.

Do NOT digress into areas not requested in the prompt
just because you know something about that area!!!!

Essay Directive Words

(from AP Central)

<u>Assess/Evaluate</u>	<ul style="list-style-type: none"> • Judge the value or character of something • Appraise • Evaluate the positive points and the negative ones • Give an opinion regarding the value of • Discuss the advantages and disadvantages of
<u>Analyze</u>	<ul style="list-style-type: none"> • Divide into parts and explain the parts • Examine their nature and relationship
<u>Cause/Effect</u>	Show what led to something, or show what something led to. Make the connections (s) between what happened and what happened next.
<u>Chronological</u>	In the order events happened (like a timelines)
<u>Clarify</u>	Make it clear/explain it precisely
<u>Compare</u>	Examine for the purpose of noting similarities and differences
<u>Contrast</u>	Examine in order to show dissimilarities or points of difference
<u>Define</u>	Give the meaning.
<u>Describe</u>	<ul style="list-style-type: none"> • Give an account of • Tell about • Give a word picture of
<u>Discuss</u>	<ul style="list-style-type: none"> • Talk over • Write about • Consider or examine by argument or from various points of view • Debate • Present different sides of
<u>Evaluate</u>	Discuss the good and bad points of something, the strengths and weaknesses, or give points both for and against it. Take a stand and pass judgment on it in some way you can support with facts.
<u>Explain</u>	<ul style="list-style-type: none"> • Make clear or plain • Make clear the causes or reasons for • Make known in detail • Tell the meaning of
<u>To what extent</u>	<ul style="list-style-type: none"> • The range over which something extends, or the scope • The point, degree or limit to which something extends

	<ul style="list-style-type: none"> • Magnitude
<u>Fact</u>	Something objectively true, or arguably objectively true. NOT opinion or speculation.
<u>Identify</u>	Cite specific events and phenomena, and show a connection
<u>Illustrate</u>	Use examples or comparisons to make something clearer.
<u>Infer</u>	Reach a conclusion based on the available information.
<u>Interpret</u>	Offer an explanation for facts; pull out the meaning.
<u>Justify</u>	Give good reason for something.
<u>Opinion</u>	What someone ELSE thinks or feels.
<u>Outline</u>	Draw a detailed general plan. Be systematic.
<u>Predict</u>	Make a factually supported guess about what will come next.
<u>Prove</u>	Show something is true by offering facts.
<u>Summarize</u>	Give the main points; boil down the details to the biggest ideas.
<u>Trace</u>	Follow the progress or growth of something through time.

Common Types of Essay Questions

Define & Identify

- “Identify the factors which led to the Cold War after the dropping of the atomic bomb on Hiroshima and Nagasaki in 1945”.
- “Which Presidential Administrations most dramatically increased the power of the presidency during their tenure and how did each do so?”

Cause & Effect

- “Why did the United States enter the First World War?”
- “To what extent was slavery the primary cause of the American Civil War?”

Change Over Time

- “How did the Supreme Court’s interpretation of the 14th Amendment change over the course of the 20th century?”
- “Between 1790 and 1870 the economic growth of the United States was significantly stimulated by government aid.” Discuss this growth.

Compare and Contrast

- “Compare and contrast Jeffersonian democracy and Jacksonian democracy.”
- “Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur?”

Statement/Reaction

- “Presidents are rarely successful in both foreign and domestic policy.” Assess the validity of this statement.
- “The Founding Fathers’ never intended for the United States to deteriorate into a democracy.” Evaluate this statement.

Evaluation

- “Select any three of the following and evaluate their effectiveness as political leaders.”

George Washington	Henry Clay	John C. Calhoun
John Quincy Adams	Thomas Jefferson	Daniel Webster

Analyzing Viewpoints

- “Defend British policies during the period from 1763 to 1776.”
- “According to radical historian Howard Zinn, what have been the foreign policy objectives of the United States during the twentieth century?”

Prompt Analysis Worksheet

- 1. What are the task or directive words?**
Compare, contrast, analyze, etc.
Highlight in **YELLOW**
- 2. What are the parameters of the assignment?**
Dates, Times, places, persons, count
(1900s, The Enlightenment, France, Luther, 3 examples)
Highlight in **PINK**
- 3. Identify the key terms.**
Nationalism, gender, revolution, social, etc.
Highlight in **BLUE**

Adapted from Ellen Bell

- OH** Explain the reasons for the movement of the Cherokees, Choctaws, Chickasaws, Creeks and Seminoles to the area that is today Oklahoma.
- WH** Assess the validity of this statement: "The greatest ancient river valley civilization was in Egypt."
- US1** Discuss the economies and societies of the New England, Middle and Southern colonies.
- US2** To what extent did the 1950's change the way Americans thought?
- Govt** Analyze the impact of the two-party system on American politics.
- Geo** Compare and contrast the lives of children in Russia, Japan and India.

Econ

Explain the impact of the Japanese recession on the United States equilibrium output and price levels.

Essay Chart

An easy way to organize information in preparation for writing an essay is a variation of the charting method of reading.

1. Plan in this chart based on the prompt/question.
2. Brainstorm the information for each intersecting box.
3. Summarize each column/row in the appropriate box. This info will become the topic sentences of your body paragraphs.
4. Looking at your summary information, create the position you will take in your thesis.

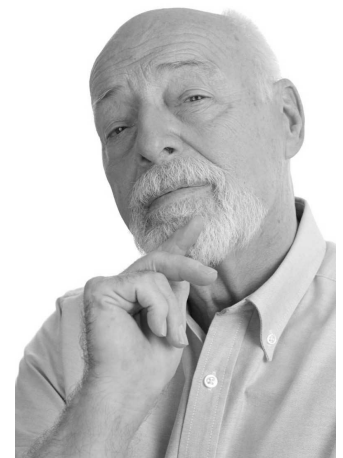
This format allows you to consider the material in each column and each row (depending on the wording of the question) as you create each paragraph's topic sentence and the essay's thesis.

	Attribute 1	Attribute 2	Attribute 3	Summary
Subject 1	----- -----	----- -----	----- -----	Topic sentence
Subject 2	----- -----	----- -----	----- -----	Topic sentence
Subject 3	----- -----	----- -----	----- -----	Topic sentence
Summary	Topic sentence -----	Topic sentence -----	Topic sentence -----	<i>THESIS</i>



10 Steps to a Successful FRQ Response

- (1) Read the question. Make sure you know what's being asked. Identify the type of question and the key elements necessary to clearly and effectively respond. If there's anything in the question you don't understand, solve it before moving on.
- (2) Brainstorm things that might show up in your answer—people, dates, events, things, terms, etc. Don't edit at this point—just write. When you've listed everything you can think of, write some more.
- (3) Categorize your brainstormed information. (Default number=3 / Default categories=ESP) This is a good time to drop unhelpful items from your brainstorming list simply by not including them on your chart. If in this process you think of additional information that could be potentially useful, add it to your chart.
- (4) Repeat Step #1. Make sure you are on track to answer this prompt, specifically and completely!
- (5) If documents or other sources have been provided, read each of them carefully and determine how they relate to the prompt. Add them to your ESP chart (or other categorization) by number (D1, D2, etc.)
- (6) Look for common themes or especially strong possibilities in each category of your ESP Chart (or other organizational chart). What are your basic options for answering the prompt? Consider several possibilities before deciding how you are going to answer the prompt? What position are you taking? What points (default=3) support your assertion or interpretation?
- (7) Write a basic thesis rephrasing the prompt in the form of an answer and supported by your 3 points. (Be clear and convincing rather than creative or clever at this point.)
- (8) What is the single most likely argument to be made by someone who disagrees with your thesis? This will become your concession (a.k.a. your 'although' statement). If your thesis does not have a natural counter, look for something which pulls against your thesis in some other way. (Acknowledge the complexity of the issue; dismiss obvious protests against your thesis.)
- (9) Insert your concession statement before your thesis, beginning with the word 'Although.' Clean up grammar, logic, and flow, always keeping the original prompt in mind. Your thesis can be more than one sentence if necessary. Edit until profound and grammatically flawless.
- (10) Read the prompt again, followed by your thesis. Make sure everything in your response addresses the prompt, and that all parts of the prompt are addressed. Read aloud to assure that it 'flows'.



Essay Writing

Question:

What led the Southern states to secede from the Union in 1860 and 1861?

Step One: Brainstorm your thoughts on a separate sheet of paper.

Step Two: Categorize your brainstorm information.

ECONOMIC	SOCIAL	POLITICAL

Step Three: Thesis Sentence

Although, (concession)

(**Stand*)

Because (point 1)

(point 2)

(point 3)

****Reminder, the stand should, when possible, restate the question.****

Essay Outline Form

(History classes)

I. INTRO PARAGRAPH

A. BACKGROUND

B. THESIS

C. PLAN OF ATTACK

Variable number of body paragraphs (Based on prompt, in order from plan of attack)

II. 1ST BODY PARAGRAPH

A. TOPIC SENTENCE

B.

C.

D.

III. 2ND BODY PARAGRAPH

A. TOPIC SENTENCE

B.

C.

D.

IV. **3RD BODY PARAGRAPH**

A. TOPIC SENTENCE

B.

C.

D.

V. **4TH BODY PARAGRAPH AND MORE BODY PARAGRAPHS AS NEEDED**

A. TOPIC SENTENCE

B.

C.

D.

VI. **CONCLUDING PARAGRAPH**

A. MENTION OF ORIGINAL THESIS

General Writing Explanations

Intro paragraph

Background:

One sentence that sets the time, place, people ... situation. Do not argue in the background.

Thesis:

One sentence that takes a stand on the prompt and is positive. It must be able to stand alone without the reader seeing the prompt.

Remember!

- a. Address the prompt directly using words from the prompt
- b. Be persuasive.
- c. If your thesis involves “best” or “most” of something, then you **MUST** address the other things to some extent to prove yours is the best or most.

Plan of attack:

One sentence that foreshadows the order of your body paragraphs

Remember!

- a. It usually contains 3 points that will be argued in the essay.
- b. Introduce broad evidence here, not specific examples. Save the specifics for your body paragraphs.

Body paragraphs

Topic sentence:

One sentence that broadly argues the main idea of its paragraph

Remember!

- a. Each topic sentence argues one part of the plan of the attack and should further develop the thesis.
- b. A topic sentence acts as the thesis of the body paragraph it introduces.

Body paragraph:

Each paragraph should offer at least 3 concrete details and at least 1 piece of commentary on each detail.

Remember!

- a. This is similar to the *chunk* in Language Arts writing
- b. Detail and commentary in social studies writing might be combined in 1 sentence but could include as many as 2 or 3.

Concluding paragraph

Restatement of thesis:

One or two sentences which restate and emphasize the thesis

(Thesis and Plan of Attack)

Fully addresses the question asked
Takes a position with regard to the question asked
Provides organizational categories that will be used in the essay

The 3 elements of a good intro paragraph

- a. Is the prompt fully addressed?
- b. Does the thesis take a position? Where?
- c. What categories will be addressed?

Adapted from Ellen Bell

AP European History/Pre-AP World History Example

Describe and analyze the impact of humanism, Neo-Platonism and economics on Renaissance art.

	Humanism Define--	Neo-Platonism Define--	Economics Define--	Summary
Italian Renaissance	David School of Athens Baldassare Castiglione	Medici Chapel Birth of Venus 	Adoration of the Magi Sistine Chapel 	xxxxxxxxxxxxxx
Northern Renaissance	Durer self-portraits Thomas More ↓	----- ↓	Henry VIII portrait The Ambassadors ↓ The Arnolfini Wedding	xxxxxxxxxxxxxx
Summary	Individual & education strong in both Classical civ more in Italy -----	Impact in Italy Doesn't transition to North -----	Italy=powerful families & RCC North=courts & middle class ----- →	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p><u>Ideas driven by philosophy , money supported/ needed adulation</u></p> </div>

Thesis: The ideas of humanism and Neo-Platonism led Renaissance art to reflect Classical ideals, but the greatest impact on it came from the need of the economically powerful for adulation.

Background: As money generated from trade flowed through Italy in the 14th century moving on to Northern Europe in the next two centuries, art and artists expressed the newfound individuality of a Europe shaking itself free of the Roman Catholic Church.

Plan of Attack: New philosophies of this age, humanism and Neo-Platonism, became the foundation for much great Renaissance art, but the powerful families and religious leaders of the time more directly influenced the images portrayed.

AP US History Example

Evaluate the success of the Articles of Confederation.

	Successes	Failures	Summary
Economics	-----	Congress could not levy taxes, only collect No national policy States issued worthless currency	States misused their power No coherent policy Few solutions for many problems
Foreign Policy	-----	Congress had power but dependent on states for money States negotiate their own treaties No coherent policy to deal with English, Native Americans, and Spanish	No ability to solve the mounting problems Exhibited the weakness of central government
Western Land Claims	Required states to relinquish claims Resolved the disputes between states Land and Northwest Ordinances governed their settlement and statehood	-----	Created a workable solution Resolved conflict between the states
	Western Land claims were primarily successes -----	Economics & foreign policy were primarily failures ----- →	<div style="border: 2px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> <i><u>Unsuccessful solving colonial problems</u></i> </div>

Thesis: Although the Articles of Confederation met the short term needs of the new American government, it was unsuccessful as a permanent solution for governing the United States.

Background: The Articles were a permanent solution for governing the rebellious colonies during the War for Independence and replaced the Continental Congresses.

Plan of Attack: The Articles resolved the dilemma of Western land claims and westward expansion but failed to create a working national economic and foreign policy.

Advanced Placement Terminology/Strategies

What is a PROMPT?

The prompt is what we used to call “the question.” Since essays are often based on commands or requests instead of questions today, we call the statement which the students must respond to a PROMPT: It makes sense. Prompts often give a statement and ask the student to decide to what extent and/or why or how the statement is true. Sometimes the students are asked to attack or defend a statement.

How do we begin responding to the prompt?

- Analyze it: Decide what it says and what it is asking you to do.
- Check if for words which might need to be defined.
- Spend some time “brainstorming” and jotting down what you know.
- Organize your response into a rough outline.
- Write an opening paragraph with an introduction and a thesis.
- Write the body of your essay, making paragraphs for each major point.
- Write a closing paragraph with a conclusion drawing your ideas together.

What is a RUBRIC?

A rubric is a set of standards which will be used to evaluate the essay the student is writing. It should let the student know what will be expected in the essays written in a general way so that it can be applied to all essays. The teacher may want to construct an evaluation check-list containing content to use in grading a particular essay and return to the student to explain how the grade was determined.

Why should I have a rubric?

- It forces you to clarify your expectations and communicate them to the students ahead of time.
- It saves you lots of time and effort in defending your evaluation.
- It eliminates the accusation that you were not fair and gave better marks to certain students just because you like them.

What else does ETS do to assure fairness?

All essays are read “blind.” In other words, the reader does not know whose essay is being read or from what school that student comes. You can do this in your classroom by having students put their names on the back of the essay sheet or hide their identities in other ways. Of course, you will be able to recognize some people’s handwriting, but reading “blind” will help you to be fair and will eliminate a lot of argument and discontent in the long run.

AP Document-Based Question

The Document-Based Question (DBQ) is a form of essay-writing in which you respond to a prompt through analysis of multiple documents.

The DBQ is a major component of the AP Histories' national exams.

Upper level DBQ essays are generally 3 to 5 pages long.

DO'S

1. Read and parse the essay question (circle/underline key words).
2. Create a graphic organizer.
 - * For **AP US History**, brainstorm outside information, placing it in the graphic organizer before you read the documents.
3. Read documents and make notes in the margins of the document and/or in your graphic organizer.
4. Write the essay
 - a. For **AP European History**, offer at least 3 groupings of documents.
 - b. Use at least half of the documents plus 1.
 - c. Cite the documents by source.
 - d. Cite the documents by number in parentheses, i.e. (2).
 - e. Paraphrase the documents.
5. Answer the question that is asked, not the question you wish it were.
6. Constantly double-check that your essay is addressing the question.

DON'TS

1. Don't list the documents (laundry-listing).
2. Don't quote from documents.

There are 2 major differences between the AP European History DBQ and the AP US History DBQ:

1. A major focus of Euro is analyzing bias/point-of-view. The major focus of US is offering and blending outside information with the documents.
2. The Euro rubric uses core-scoring, while the US rubric is holistic.

TEST-TAKING

General tips on Multiple-Choice Questions

- ❖ **Begin test immediately**
 - Watch your time
 - Allow approximately 30 to 45 seconds per question
- ❖ **Read directions carefully**
 - Determine whether you are looking for correct answer or best answer
- ❖ **Read question stems carefully**
 - Look for words like *always*, *only*, and *all*
 - Look for negative words like *not*, *never*, *except*, and *unless*
- ❖ **Try to answer question before looking at the choices**
- ❖ **Read all choices before selecting your answer**
 - Especially important in tests where you select best answer
- ❖ **As you read choices, eliminate those that are obviously incorrect**
 - Then go back and reconsider the remaining choices
- ❖ **Use words and context clues in question to help you figure out difficult answers**
- ❖ **If a question appears easy, it really might be**
 - Don't automatically think that it is a trick question
- ❖ **Mark your choice lightly at first**
 - If you need to erase the mark you have good chance of completely erasing it
 - Allow a couple of minutes at end of test to darken all of your marks
- ❖ **Move to the next question when you get stuck on a particular question**
 - You might code each question you skip
 - Put 3 next to very difficult questions
 - Put 2 next to difficult ones
 - Put 1 next to those you think you know the answers to
 - After you've gone through all questions, go back to the 1's first

Types of Multiple-Choice Questions

1. **Identification and Analysis**
 - a. Terms
 - b. People
2. **Chronology**
 - a. Simple chronology
 - b. Cause and effect
3. **Document analysis**
 - a. Maps
 - b. Charts/Graphs
 - c. Pictorial (Cartoons/Photographs/Paintings, etc.)
 - d. Written (Diaries/Government reports/Quotes, etc.)

About the Exams

History—European (10th Grade)

The AP European History Exam is 3 hours and 5 minutes long and covers a full-year introductory college course. The exam contains:

- Fifty-five minutes of 80 multiple-choice questions
- A 15-minute reading period
- A 45-minute Document-Based Question (DBQ)
- Two 35-minute thematic essays chosen from several options

Questions on intellectual-cultural, political-diplomatic, and social-economic history form the basis of every section of the exam.

History—World (10th Grade)

The AP World History Exam is 3 hours and 5 minutes long and covers a full-year introductory college course. The exam contains:

- Fifty-five minutes of 70 multiple-choice questions
- A 10-minute reading period
- A 40-minute DBQ
- A 40-minute question dealing with continuity and change over time
- A 40-minute comparative question focusing on broad issues in world history

The exam covers change and continuity across world history periods; interaction between humans and the environment; development and interaction of cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. The chronological frame of the course is the period from approximately 8000 BCE to the present.

History—United States (11th Grade)

The AP U.S. History Exam is 3 hours and 5 minutes long and covers a full-year introductory college course. The exam contains:

- Fifty-five minutes of 80 multiple-choice questions
- A 15-minute reading period
- A 45-minute DBQ
- Two 35-minute essays chosen from several options

The exam covers political institutions, behavior, & public policy; social change & cultural & intellectual developments; diplomacy & international relations; & economic developments.

Government and Politics—United States (12th Grade)

The exam runs 2 hrs & 25 min. & covers a one-semester introductory college course. The exam contains:

- Forty-five minutes of 60 multiple-choice questions
- One hour & 40 minutes of 4 Mandatory free-response questions

The **AP U.S. Government and Politics Exam** covers the constitutional underpinnings of the U.S. government; political beliefs & behaviors; political parties, interest groups, & mass media; institutions of national government (Congress, the presidency, the bureaucracy, & the federal courts); public policy; & civil rights & civil liberties. [Courtesy of Collegeboard.com](http://Collegeboard.com)

