

Billy and Derek



APUSH 10.16.13

- **Brinkley Ch. 20 Reading and Hi-lighting by Monday**

Where are you now in the reading???

- **Ch. 20 Packet- powrpnt. notes and 20 Questions (for your use only) by Friday**

- **NOTE: Only a few of the video clips will be shown in class**

- You MUST watch the balance of the others and fill in the box notes outside of class!!!

- **Assessments—**

- *Verbal 3+ questions at random— Friday-Monday*
 - *Multiple Choice Quiz— Friday/Monday*
 - *Imperialism Card Sort*

The Structure of the AP U.S. History Exam

■ **Multiple choice:**

- • 80 multiple choice questions
- • 55 minutes
- • 50% of the total exam
- *Five minute break between multiple choice and free response section*

■ Free response section:

- • 15 minute mandatory reading period
- Document based question (DBQ)
- • 45 minute suggested writing time
- • 22.5% of total exam grade
- Score 1-9(highest)

■ Standard essay questions:

■ • ~~Answer one question each from two groups of two questions~~

■ • 35 minute suggested writing time for each essay

■ • Each essay 13.75% of the total exam grade

■ • Generally, the first group of questions will be pre-1865

■ CIVIL WAR

■ • Generally, the second group of questions will be post-1865

The DBQ

~~Half= Interpretation of Information from the Documents~~

↓
“Lincoln states as shown in **Document B** that slavery may continue where it already exists but should NOT be allowed to expand into the new territories”.

Interpretation.....

His passionate speech here at **Cooper Union in New York City** made the westerner a national political figure.

~~Half= Outside Information that You Interpret in context of the Question~~

During the **Lincoln-Douglass** debates Lincoln’s idea was that popular sovereignty cannot work because it is based on an argument that slavery is somehow justified.

This became known as the Freeport Doctrine.

FAQ *Should I use All the Documents?*

Most information I receive and a good rule of thumb is NO but you should use a **MAJORITY** of the Documents.

Remember.....It is all about answering the question---**THESIS- THESIS- THESIS**

Sample Free Response Questions

■ Part B. Choose ONE

- 2. **Analyze** the origins and development of slavery in Britain's North American colonies in the period 1607 to 1776
- 3. **To what extent** did political parties contribute to the development of national unity in the U.S. between 1790 and 1840?

Free Response Part C Choose ONE

- 4. Compare and Contrast the way that many Americans expressed their opposition to immigrants in the 1840's and 1850's with the ways that may Americans expressed their opposition to immigrants in the 1910's-1920's.
- 5. African American leaders have responded to racial discrimination in the U.S. in a variety of ways. Compare and contrast the goals and strategies of African-American leaders in the 1890s-1920's with the goals & strategies of African American leaders in the 1950's-60s

Your DBQ.....

- The issue of territorial expansion sparked considerable debate in the period 1800-1855.
- **Analyze** this debate and **evaluate** the influence of both *supporters* and *opponents* of territorial expansion in shaping federal government policy.
- Use the documents and your knowledge of the years 1800-1855 in your answer.

DBQ- Gilded Age

- 1. **Analyze** the ways in which technology, government policy, and economic conditions changed American agriculture in the period 1865-1900.
- In your answer be sure to **evaluate** farmers' responses to these changes.
- *"We are farmers.....buh, pa, buh, buh, buh buuuuh"*

So let's see....

- Increased Mechanization
- John Deere steel plow
- Cyrus McCormack Reaper—
- Barbed Wire—
- Bison Slaughter
- Railroad Rates
- Prices Drop
- P_____ISM— What do they want??

- Movement (M_____tion) of farmers to city industrial jobs
- GRANGERS!!!!

ANALYZE.....

- Separate a whole into parts and determine their relationships
- *What do you think.....?*
- *What is the relationship...?*
- *Can you compare....? Contrast...?*
- *What idea is relevant to....?*
- *How would you categorize...?*
- *What can you infer...? IMPACT!!!!!!!!!!!!!!*

- *ClassifyingExperimentingSimplifying*
- *InvestigatingDividingDifferentiating*
- *DissectingDiscoveringResearching*

Revised

UNITED STATES HISTORY

PREPARING FOR THE ADVANCED
PLACEMENT EXAMINATION

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