

SYLLABUS DEVELOPMENT GUIDE

AP[®] U.S. History

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

The Unit Guides and the “Instructional Approaches” section of the *AP[®] U.S. History Course and Exam Description* (CED) may be useful in providing evidence for satisfying these curricular requirements.

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Clarifying Terms

These statements define terms in the Syllabus Development Guide that may have multiple meanings.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The teacher and students have access to a college-level U.S. history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.	<i>See page:</i> 3
CR2	The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).	<i>See page:</i> 5
CR3	The course provides opportunities to develop student understanding of the course themes.	<i>See page:</i> 7
CR4	The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes.	<i>See page:</i> 9
CR5	The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation.	<i>See page:</i> 10
CR6	The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources.	<i>See page:</i> 11
CR7	The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization.	<i>See page:</i> 12
CR8	The course provides opportunities for students to develop Historical Thinking Skill 5: Making Connections through the application of the three historical reasoning processes (comparison, causation, continuity and change).	<i>See page:</i> 13
CR9	The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation.	<i>See page:</i> 15

Curricular Requirement 1

The teacher and students have access to a college-level U.S. history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

Required Evidence

- The syllabus must include the following:
 1. Title, author, and publication date of a college-level U.S. history textbook.
 2. Specific examples of primary sources from each category, clearly identified:
 - Textual (documents)
 - Visual (images or artwork)
 - Maps
 - Quantitative (charts, tables, graphs)—student-generated sources are not acceptable
 3. Specific examples (title and author) of at least two scholarly secondary sources beyond the course textbook (e.g., journal articles, critical reviews, monographs).

Clarifying Terms

Primary source: a source that originates with or is contemporary with the period of study

Quantitative sources and maps: sources do not have to be created during the time being studied but should relate to the topic under study

Scholarly secondary source: an analytical account of the past, written after the event, and used to provide insight into the past (e.g., journal articles, critical reviews, monographs, etc.)

Samples of Evidence

1. The syllabus fully cites a recent college-level textbook: Shi, David, and George Brown Tindall. *America: A Narrative History*. Tenth edition. New York: W. W. Norton and Company, 2016.

AND

Assignments in different units indicate student use of a variety of sources, including:

- textual documents (e.g., Andrew Carnegie’s “Gospel of Wealth”)
- quantitative data (e.g., charts contrasting specific aspects of the Union and Confederacy economies prior to the Civil War)
- maps (e.g., a map of federal land grants to railroads in the late 1800s)
- visual sources (e.g., Benjamin Franklin’s “Join or Die” cartoon).

AND

At least two scholarly sources beyond the textbook are cited for student reading: Madaras and SoRelle’s *Taking Sides* reader. The readings by Oscar Handlin and William McNeill are in the taking sides book *Is History True* by Oscar Handlin and William McNeill.

2. The syllabus lists a textbook from the AP Example Textbook List.

The syllabus cites examples from all required categories of primary sources such as written documents (e.g., Madison’s *Federalist No. 10*), maps (e.g., map of 1968 presidential election results), quantitative evidence (e.g., a graph of unemployment during the Great Depression), and images (e.g., 1950s advertisements for consumer goods).

The syllabus cites at least two secondary sources, such as:

Howard Zinn's *A People's History*

Blog: Civil War Historiography "A Strife of Tongues: Civil War Historiography and American Intellectual History"

Madaras and SoRelle, "Did the Bank War Cause the Panic of 1837?" Yes: Thomas P Govan; No: Peter Temin (pp. 176–193 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*)

3. The syllabus cites a college-level textbook, including title, author and publication date: *American History, Connecting with the Past*, by Alan Brinkley, 2011.

The syllabus assignments regularly include analysis of specific written documents (i.e., Canassatego, Chief of the Onondaga Nation of the Iroquois Confederacy, speech to representatives of Pennsylvania, Maryland and Virginia, 1742), maps (i.e., map of Great Migration), quantitative evidence (i.e., Historical Statistics of the United States, Statistical Abstract of the United States, Department of Commerce 1958), and images (i.e., Political Cartoon, "Close the Gate," Chicago Tribune, 1919).

Among the course resources, cited in the syllabus' introduction are several scholarly secondary works and collections of secondary works, such as:

- *Lies My Teacher Told Me*, James Loewen, Simon and Schuster, 2007.
- *Franklin D. Roosevelt and the New Deal, 1932 to 1940*, William E. Leuchtenburg, 1963.

Curricular Requirement 2

The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must include an outline of course content by unit title or topic using any organizational approach to demonstrate the inclusion of required course content from pre-Columbian North American history into the 21st century.

Note: If the syllabus demonstrates a different approach than the units outlined in the *AP U.S. History Course and Exam Description* (CED) (e.g., thematic approach), the teacher must indicate where the content of each unit in the CED will be taught.

Samples of Evidence

1. The syllabus includes the nine AP U.S. History content units based on the historical periods as outlined in the AP Course and Exam Description:
 - Unit 1: Period 1, 1491–1607
 - Unit 2: Period 2, 1607–1754
 - Unit 3: Period 3, 1754–1800
 - Unit 4: Period 4, 1800–1848
 - Unit 5: Period 5, 1844–1877
 - Unit 6: Period 6, 1865–1898
 - Unit 7: Period 7, 1890–1945
 - Unit 8: Period 8, 1945–1980
 - Unit 9: Period 9, 1980–Present
2. The syllabus includes the topics studied from each of the required historical periods outlined in the AP Course and Exam Description from 1491 to present. For example, the following topics are studied in Period 1, 1491–1607.
 - Contextualizing Period 1
 - Native American Societies Before European Contact
 - European Exploration in the Americas
 - Columbian Exchange, Spanish Exploration, and Conquest
 - Labor, Slavery, and Caste in the Spanish Colonial System
 - Cultural Interactions between Europeans, Native Americans, and Africans
 - Causation in Period 1
3. The syllabus outline of course content cites specific chapter titles of the required text to demonstrate that content from each required historical period is taught.

Historical Period	<i>The American Pageant</i> , 15th Edition
1491–1607	Chapter 1: New World Beginnings
1607–1754	Chapter 2: The Planting of English America to Chapter 4: American Life in the 17th Century
1754–1800	Chapter 5: Colonial Society on the Eve of Revolution to Chapter 10: Launching the New Ship of State

Historical Period	<i>The American Pageant</i> , 15th Edition
1800–1848	Chapter 11: The Triumphs and the Travails of the Jeffersonian Republic to Chapter 17: Manifest Destiny and Its Legacy
1844–1877	Chapter 18: Renewing the Sectional Struggle to Chapter 22: The Ordeal of Reconstruction
1865–1900	Chapter 23: Political Paralysis in the Gilded Age to Chapter 27: Empire and Expansion
1890–1945	Chapter 28: Progressivism and the Republican Roosevelt to Chapter 35: America in World War II
1945–1980	Chapter 36: The Cold War Begins to Chapter 39: The Stalemated Seventies
1980–present	Chapter 40: The Resurgence of Conservatism to Chapter 42: The American People Face a New Century

Curricular Requirement 3

The course provides opportunities to develop student understanding of the course themes, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must include eight student activities (e.g., essays, classroom debates, oral presentations, etc.), each of which is appropriately related to one of the eight themes.
- Each activity must be labeled with the related theme. All course themes must be represented in these activities.

Samples of Evidence

1. Each of the chronologically arranged units in the course schedule features a specific activity identifying one of the themes:
 - From Unit 2: “In an essay, students compare and contrast the development of differing labor systems between the New England and Southern colonies (Theme 2: Work, Exchange, and Technology).”
 - From Unit 3: “In a short-answer written response, students identify three specific aspects by which Hector St. Jean de Crèvecoeur answered the question in his *Letters from an American Farmer*, ‘What is an American?’ (Theme 1: American and National Identity).”
 - From Unit 4: “In a classroom discussion, students discuss whether Thomas Jefferson’s moves against the Barbary States were necessary and assess their legacy for later U.S. foreign policy (Theme 6: America in the World).”
 - From Unit 5: “In an essay, students assess whether the Compromise of 1877 really marked the end of Reconstruction or whether it was effectively dead before that date (Theme 5: Politics and Power).”
 - From Unit 6: “With a chart, students list specific ways in which African Americans adjusted and attempted to defend themselves politically and culturally across the rise of Jim Crow segregation from the 1890s to the 1920s (Theme 8: Social Structures).”
 - From Unit 7: “In an essay, students consider the factors that contributed to the South’s identification as ‘the Bible Belt’ compared to the rest of the country in the twentieth century. Why did Evangelical Christianity grow so strongly there? (Theme 7: American and Regional Culture).”
 - From Unit 8: “In a short-answer written response, students list factors that caused Americans to migrate from the Rust Belt into the South, particularly in the 1970s as ‘the Sunbelt South’ emerged (Theme 4: Migration and Settlement).”
 - From Unit 9: “In small groups, students select an environmental issue and give a presentation highlighting how federal regulation on that issue has changed since 1980 (Theme 3: Geography and the Environment).”
2. The syllabus includes at least one activity per theme and includes the thematic label with each activity.
 - NAT: Students view *American Creed* followed by a guided discussion.
 - WXT: Students examine the impacts of the cotton gin on American and world history by creating a timeline of economic continuity and change from 1750 to 1850.

- GEO: Students read works by John Muir, et al. and compare them to present-day environmental movements.
 - MIG: Students make a flowchart showing push/pull factors during the Great Migration that incorporates the arguments presented in *The Promise Land* by Nicholas Lemann.
 - PCE: Students create a chart of third parties in American political history and assess their impacts.
 - WOR: Students view opposing YouTube video interpretations of globalization that focus on Nike and write an analysis of the role of bias:
 - ♦ “Globalisation is Good”
 - ♦ “Nike: Behind the Swish”
 - ARC: Students create a timeline explaining the continuity and change in American popular culture from 1900 to present.
 - SOC: In an essay, students examine the concepts of resistance and persistence among Native American groups in the Pacific Northwest.
3. The syllabus includes a section summarizing how the themes are used throughout the course and provides an example activity per theme, such as:
- NAT – *Public Forum Debate*: Students debate about the culpability of the Puritans in the Salem Witch Trial. The students will also provide an analysis of the long-term effects of the trials for Puritan development in contrast to new Enlightenment ideas.
 - WXT – *Public Forum Debate*: Students participate in a formal debate centered around the question of whether the U.S. expands for leadership or for hegemonic reasons. This will include the questions of U.S. motivation centered around economic resources, markets, industrial expansion, and labor issues.
 - GEO – *In-Class Writing Assignment*: Students write an essay asking what role the acquisition of natural resources has played in U.S. foreign policy decisions since the late nineteenth century.
 - MIG – *Quick-Fire Challenge*: Student group competition using Juan Ginés de Sepúlveda and Bartolomé de Las Casas to address a short-answer question comparing and contrasting primary sources. The students complete a quickwrite for formative assessment.
 - PCE – *Thesis Argument on National Security*: Students watch a commentary on the Patriot Act from *The Daily Show*. The students then take a poll using their smartphones and the digital poll site, Poll Everywhere, about issues of national security. The students discuss the limits and expansion of national security issues in class. Then the students make connections, including a thesis argument and supporting historical arguments, to the Federalists and the Alien and Sedition Acts during the Quasi War in the Caribbean. The question will be, “Should the government expand security measures at the risk of violating freedom?”
 - WOR – *Socratic Seminar*: Students use a secondary source to evaluate a historian’s interpretation about the contact of Indians and Europeans. The students will create an interpretation and analysis of progress that includes a thesis argument and supporting evidence from the secondary article.
 - ARC – *Mind Map*: Students create a mind map using the website Popplet to differentiate Northern, Southern, and Western regional culture in the lead up to and cause of the Civil War.
 - SOC – *Political Cartoons*: Students analyze political cartoons from the late 1800s to differentiate the point of views and purposes of manufacturing giants and workers in labor unions.

Curricular Requirement 4

The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students identify and explain historical developments and processes.
- At least one activity must be labeled with Skill 1.

Samples of Evidence

1. With a timeline developed during a classroom discussion, students chart the growing gains of the civil rights movement for African Americans over the course of the twentieth century. **(Skill 1)**
2. Students conduct an in-depth document analysis of the Mayflower Compact and, in small groups, compare the beliefs of seventeenth-century English thinkers associated with the different migrations to North America (Separatists, Puritans, Quakers, and the Crown). **(Skill 1)**
3. *iMovie Project*: Students create an iMovie that identifies the themes, events, and ideas after WWII that led to the civil rights movement. Then the students will explain why these conditions caused support for the civil rights movement. **(Skill 1)**

Curricular Requirement 5

The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must describe at least one activity in which students **analyze a primary source** for **all** the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the primary source used for the activity.
- The source can be textual or visual. At least one activity must be labeled with Skill 2.
AND
- The syllabus must describe at least one activity in which students **analyze a scholarly secondary source** for **at least one** of the following features: author’s point of view, author’s purpose, audience, and historical situation. The syllabus must cite (author and title) or describe the secondary source used for the activity.
- At least one activity must be labeled with Skill 2.

Note: If sourcing acronyms are used (e.g., SOAPSTone), they must be defined at least once in the syllabus.

Samples of Evidence

1. In small groups, students are provided excerpts of literature and thought (including Emerson’s “Self-Reliance”) from the Transcendentalists to develop presentations in which they explain each thinker’s/writer’s intended audience, purpose, point of view, and the overall historical context/situation of the piece. **(Skill 2)**

Students read an excerpt from *A Nation Like No Other* (2011) by Newt Gingrich and complete a quickwrite on this prompt: Explain the significance of the author’s point of view and situation on his interpretation of the role of American exceptionalism in shaping the history of the country. **(Skill 2)**

2. The syllabus lists an activity using H (historical situation) I (intended audience) P (point of view) P (purpose) O (outside evidence) (HIPPO) or A (author) P (place and time) P (prior knowledge) A (audience) R (reason) T (the main idea) S (significance) (APPARTS) to analyze a primary source like John Gast’s “American Progress.” **(Skill 2)**

Students read a biography of Marcus Rediker and an extended excerpt from *The Slave Ship* (2007) then discuss how Rediker’s point of view might shape his approach to writing history. **(Skill 2)**

3. Students listen to the song “Little Boxes” by Malvina Reynolds in 1962. They will use the acronym HAPP to analyze the lyrics using historical context (H), audience (A), point of view (P), and purpose (P). The analysis will be tied to a question about the changes and continuities in American culture from 1950 to 1970. **(Skill 2)**

Students read an extended excerpt from *Ar’n’t I A Woman?: Female Slaves in the Plantation South* (1985) by Deborah Gray White and research the significance of the work in the discipline of history. Then students participate in a Socratic seminar in which they discuss the following questions:

- Did the author’s point of view, purpose, historical situation, or audience influence the text?
- Can we use this book to learn about both the 19th and 20th centuries? **(Skill 2)**

Curricular Requirement 6

The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more primary sources**. The syllabus must cite (author and title) or describe the primary source used for the activity.
 - At least one activity must be labeled with Skill 3.
- AND
- The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students analyze an argument or claim in **one or more scholarly secondary sources**. The syllabus must cite (author and title) or describe the secondary source used for the activity.
 - At least one activity must be labeled with Skill 3.

Samples of Evidence

1. In small groups, students select one of *The Federalist* essays (New York: Penguin Classics edition, edited by Isaac Kramnick, 1987) and describe in an oral presentation to the class a problem of government that Hamilton, Madison, or Jay identified and how he proposed that the Constitution would rectify that problem. **(Skill 3)**
-and-
After reading excerpts of Charles Beard’s *An Economic Interpretation of the Constitution* and Forrest McDonald’s *Novus Ordo Seclorum*, students write a review essay in which they summarize each historian’s view of the Founding Fathers’ primary motivations for a stronger framework of government and argue which historian’s argument is more plausible. **(Skill 3)**
2. In pairs, students identify the justifications William McKinley presents in his April 11, 1898, message to Congress requesting a declaration of war against Spain. **(Skill 3)**
-and-
In small groups, students identify and discuss the evidence used to support the arguments presented in the following:
Madaras and SoRelle, “Did Reconstruction Fail as a Result of Racism” Yes: George M. Fredrickson; No: Heather Cox Richardson (pp. 352-372 in *Taking Sides: Clashing Views in American History, Volume I: The Colonial Period to Reconstruction*) **(Skill 3)**
3. Students use Martin Luther King, Jr.’s “Letter from Birmingham Jail” and Stokely Carmichael’s “Black Power” to discuss the differences between arguments made by Civil Rights leaders. **(Skill 3)**
-and-
Using *Major Problems in African American History, Volume II: From Freedom to “Freedom Now,” 1865–1990s*, edited by Thomas C. Holt and Elsa Barkley Brown (Boston: Wadsworth Publishing, 2000), students complete a graphic organizer that compares and contrasts the historical interpretations in Julie Saville’s essay “Defining Free Labor” and Elsa Barkley Brown’s essay “The Labor Politics” on the challenges faced by formerly enslaved people and the strategies they used to address these challenges. **(Skill 3)**

Curricular Requirement 7

The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) in which students analyze the context of historical events, developments, or processes.
- At least one activity must be labeled with Skill 4.

Samples of Evidence

1. Students write an essay in which they explain why the People's or Populist Party emerged when it did in the Midwest and South in the 1890s and not earlier. **(Skill 4)**
2. Students engage in a class discussion that compares and contrasts imperialist views in the United States and in Europe between 1880 and 1914. **(Skill 4)**
3. Students work collaboratively on a Google Doc to create a mock essay about the origins of regionalism in America from 1820 to 1850. One group creates the introduction with contextualization for the essay. The other students will edit this. Student work is then used as a model for improving writing on contextualization. **(Skill 4)**

Curricular Requirement 8

The course provides opportunities for students to develop Historical Thinking Skill 5: Making Connections through the application of the three historical reasoning processes (comparison, causation, continuity and change), as outlined in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both similarities **and** differences of related historical developments and processes across regions, periods, or societies (or within one society).
- At least one activity must be labeled with Skill 5: Comparison.
AND
- The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze both causes **and** effects.
- At least one activity must be labeled with Skill 5: Causation.
AND
- The syllabus must describe at least one activity (e.g., essays, classroom debates, oral presentations, etc.) requiring students to analyze historical patterns of both continuity **and** change within one time period or across multiple time periods.
- At least one activity must be labeled with Skill 5: Continuity and Change.

Samples of Evidence

1. Students examine the women’s rights and suffrage movement of the late-nineteenth and early-twentieth centuries and with a chart list the similarities and differences in the political strategies and philosophical approaches between leaders of the movement. **(Skill 5: Comparison)**

-and-

In small groups, students are given a colonial rebellion to examine: Leisler’s Rebellion, Coode’s Rebellion, Bacon’s Rebellion, Culpeper’s Rebellion, or the uprising in New England against Edmund Andros. Each group will present the factors that caused the rebellion, and the short-term effects the rebellion had on the colony’s politics. **(Skill 5: Causation)**

-and-

In an essay, students argue whether Progressivism as a movement in the early twentieth century was a continuation of Populism or a departure from that earlier movement. **(Skill 5: Continuity and Change)**

2. In an essay, students compare and contrast the struggle for civil rights that **two** of the following segments of the population experienced: 1) African Americans, 2) women, 3) Mexican Americans, 4) Asian Americans, 5) American Indians and/or 6) LGBTQ individuals. What are the commonalities that you see in the language and tactics of these two groups? How would you describe the unique challenges these segments of the population faced? **(Skill 5: Comparison)**

-and-

In a graphic organizer, students explain the causes and effects of slavery in the various British colonies. **(Skill 5: Causation)**

-and-

Small group discussion: Can Rachel Carson's *Silent Spring* be considered a continuity or a change from earlier movements for environmental protection? **(Skill 5: Continuity and Change)**

3. Cause and Effect:

Socratic Seminar - Students participate in a class discussion on the history of the Progressive Age and the **causes** that led to the rapid growth of the nation. This discussion leads to important issues about the **changes** to industry, the role of the state, and changes to the political parties. **(Skill 5: Causation)**

Comparison and Contrast:

Simulation - Students complete a simulation on the competing interests of the Native American tribes, European empires, and colonists. They will do this through a flipped lesson using John Green's "Crash Course for U.S. History" (online video) and excerpts from *Changes in the Land* by William Cronon to form comparisons and contrasts of the different groups. **(Skill 5: Comparison)**

Change and Continuity:

Townhall Mock Constitutional Debate - Students are assigned groups to prepare and debate about the different proposals for a national constitution. The students use primary sources to prepare such as Madison's *Federalist No. 10*. They must include how the Constitution would both maintain (continuity) the patterns of the revolutionary period and create new institutions (change). **(Skill 5: Continuity and Change)**

Curricular Requirement 9

The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation, as outlined in the AP Course and Exam Description (CED).

Required Evidence

- The syllabus must describe at least two activities (including at least one essay) in which students do all of the following:
 - Make a historically defensible claim;
 - Support an argument using specific and relevant evidence;
 - Use historical reasoning to explain relationships among pieces of historical evidence; and
 - Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.
- At least two activities must be labeled with Skill 6.

Samples of Evidence

1. Students are instructed explicitly to write an essay on the following prompt: “In terms of diplomacy and foreign policy, was the United States really isolationist in the 1920s? Include a clear thesis that addresses this central question as you develop your response. Students will be required to satisfy all of the elements of the current AP history rubric.” **(Skill 6)**

-and-

In Unit 7 students write the essay: “Although Socialist and Communist parties existed in the U.S. in the early twentieth century, why did they fail to gain any power, even during the Great Depression?” Essay is scored using the current AP history rubric. **(Skill 6)**

2. Students, in groups, write claims and supporting evidence statements on individual note cards based on the causes and effects of the end of the Cold War and the Cold War’s legacy. Have groups trade claims and evidence, and then revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim. **(Skill 6)**

-and-

Students then write the 2012 AP long essay question on the Cold War. Essay is scored using the current AP history rubric. **(Skill 6)**

3. Students participate in a trial about the effectiveness of the New Deal in solving the problems of the Great Depression. Students are given prosecution, defense, witness, and jury roles. Students develop clear thesis or argumentative claims from both sides of the debate. They must then provide evidence to substantiate their arguments. At the end of the trial, the jury provides a written evaluation assessing the claims and evidence presented during the trial. **(Skill 6)**

-and-

Students then write a document-based question (DBQ) using documents from the 2003 AP DBQ on the effectiveness of the New Deal. Essay is scored using the current AP history rubric. **(Skill 6)**