



LEWES AP*

SUMMER INSTITUTE

EUROPEAN HISTORY AGENDA

Tuesday a.m.—Class Logistics and the Course Redesign-

Welcome and Introduction

- What are your main concerns about the AP? What did you come here to learn?
- What type of students should take the AP? How to decide who gets in.
- Teaching AP European History to a Diverse Population
- Teaching AP to a Mixed AP/Non-AP Class
- Textbooks, Primary Source Readings books and Study Guides
- Summer Reading? To assign a novel or not: that is the question.
- Internet, Field Trips, Films, Guest Speakers

Historical Thinking Skills and the Redesigned European History Course

- Scheduling: It's easier with the Redesigned Exam
 - Four Periods of Time, Five Themes and Nine Historical Thinking Skills
- How Much Will Your Course Change? Reasons for the End of the Middle Ages
- Using Primary Sources from Day One: Ideals of the Renaissance
- Looking at a Renaissance Essay using the new standards

Developing Student Understanding

- Practice Scoring the Renaissance Essay
- DBQ: European Views of Foreigners

Tuesday p.m.— What is this Redesigned Course and Am I Going to Like It?

Understanding the Thematic Learning Objectives

- T-chart exercise
- Overarching Questions

Exploring the Concept Outline

- Concept Outline Activity: Nationalism and Bismarck

Planning Your Course (this will be an ongoing topic all week)

- Compare the four Periods of the AP Euro course to your own calendar
- When will you introduce each type of question?
- When will you introduce each Historical Thinking Skill?
- What primary sources and visuals will you use?
- Start Making a Bank of Questions.

HTS 1: Historical Causation

- How different is this from what you already do??? (Not much. We used to call it Cause and Effect.
- Discussion of Plague, Schism and the 100 Years
- Short Answer Question on the Commercial Revolution
- Timeline Activity of the French Revolution

Day One Homework: Take the Multiple Choice Test. Begin to fill out your calendar for the next school year. Make notes of documents and visuals that you want to use with your students.

Wednesday a.m.— Teaching Your Students to Think Like A Historian

HTS 2: Patterns of Continuity and Change Over Time

- Group Work: Assigned Periods Continuity and Change Activity
- Visuals Continuity and Change Activity
- Bruegel Painting/Leisure Short Answer activity
- Gender Roles Discussion
- Multiple Choice Questions using CCOT

HTS 3: Periodization- Introducing the Concept to students

- Your Personal Timeline Activity
- Turning Points activity—Dates to Know
- Short Answer #2—The Age of Reason
- Competing Models of Periodization--Interpretations of the French Revolution
- Jess' Blue Cards
- Multiple Choice Periodization Questions

HTS 4—Comparison

- Comparison Activity using a Long essay Question—Scientific Revolutions
- Teaching kids to compare—Marzano and Pickering Model Activity and the Four Square Activity (which is better than a Venn Diagram)
- The What Would Machiavelli Say Game
- Competing Models of Periodization--Interpretations of the French Revolution

- Multiple Choice and Comparison

HTS 5—Contextualization

- Multiple Choice and the Contextualization Skill—Underlying Questions
- Contextualization Graphic Organizer Activity/Mind Map
- Short Answer Question on EU and Protests

Wednesday p.m.— The Heart of Being a Historian—Crafting an Argument and Using Historical Evidence Appropriately

HTS 6: Historical Argumentation

- DBQ on WWI and Women
- Construction of a Historical Argument Activity
- Multiple Choice Questions

HTS 7: Appropriate Use of Historical Evidence

- DBQ on European Views of Foreigners—Document Analysis Activity
- Other Ways to Analyze Documents-- SOAPStone or The 5 W's
- Multiple Choice Questions-- Visuals in the Classroom-
 - Maps
 - Charts and Graphs
 - Posters and Cartoons
 - Art and Architecture Powerpoints

Second Day Homework---- Write your own Short Answer Questions Based on the Chapter/Topic Assigned to You. Continue to fill out your calendar. Add in some of the activities we did today ou nd more of the documents and visuals you would use.

Thursday a.m.— Interpretation and Synthesis—the Most Difficult of the Historical Thinking Skills

HTS 8: Interpretation

- WWI Short Answer Activity
- French Revolution readings—Varying Historiographic Interpretations
- Multiple Choice on Interpretation

HTS 9: Synthesis

- What does synthesis mean? How does one get the Synthesis Point on the DBQ and Long Essay Questions?
- Linking paragraphs-- Transition sentences
- The Conclusion
- Women in WWI DBQ

Share the Short Answers You Wrote With Your Group. What HTSkills did you use in your Questions? Which do you need to work on more?

Thursday p.m.— Designing and Teaching Your AP European History Course

Discussion: When Will You Introduce Each HTSkill during the school year?

- Sequencing Art Activity
- Sequencing Steps for the HTSkills Activity
- Strategies that Work for You—Whip Around Activity
- Simulation: A Workers' Rally

Third Day Homework: Write Multiple Choice Questions using documents and visuals from the chapter assigned to you. Continue work on your calendar, adding more activities, visuals and documents.

Friday a.m.— Unit Development and Assessing Student Understanding Backwards planning-- using the New Key Concepts, Historical Thinking Skills, and Learning Objectives

- Design an Activity Using Learning Objective OS-10
- Review the Sample Unit Plan
- Discuss Final Assignment— Build Your Own Unit Plan on the Chapter Assigned to You.
- Discussion: How do you use released AP exams in your classroom?
Activity: Adapting old exam questions for the newly redesigned exam.

Friday p.m.— work on New Curriculum Planning and Discussion of Course Audit Syllabus Requirements

- Review of Audit Requirements
- Group Activity: Look at a Sample Syllabus to see if it meets the requirements
- Look Back at the Calendar Plan You Are Creating for the Course. Are you meeting the requirements? If not, where can you add them in?
- Discussion of Participant ideas for Lesson Plan Assignment.

Final Assignment— Build Your Own Unit Plan on the Chapter Assigned to You
Construct a Unit of Lesson Plans-- one weeks-worth or more, ending with an assessment USING THE NEW TEST FORMAT-- to be used with your class next year, using the ideas/techniques discussed during the week. Finished Lesson plan and assessment you would use with your students should be e-mailed to instructor at pkwolfe1435@gmail.com within 10 days of the end of your course.