

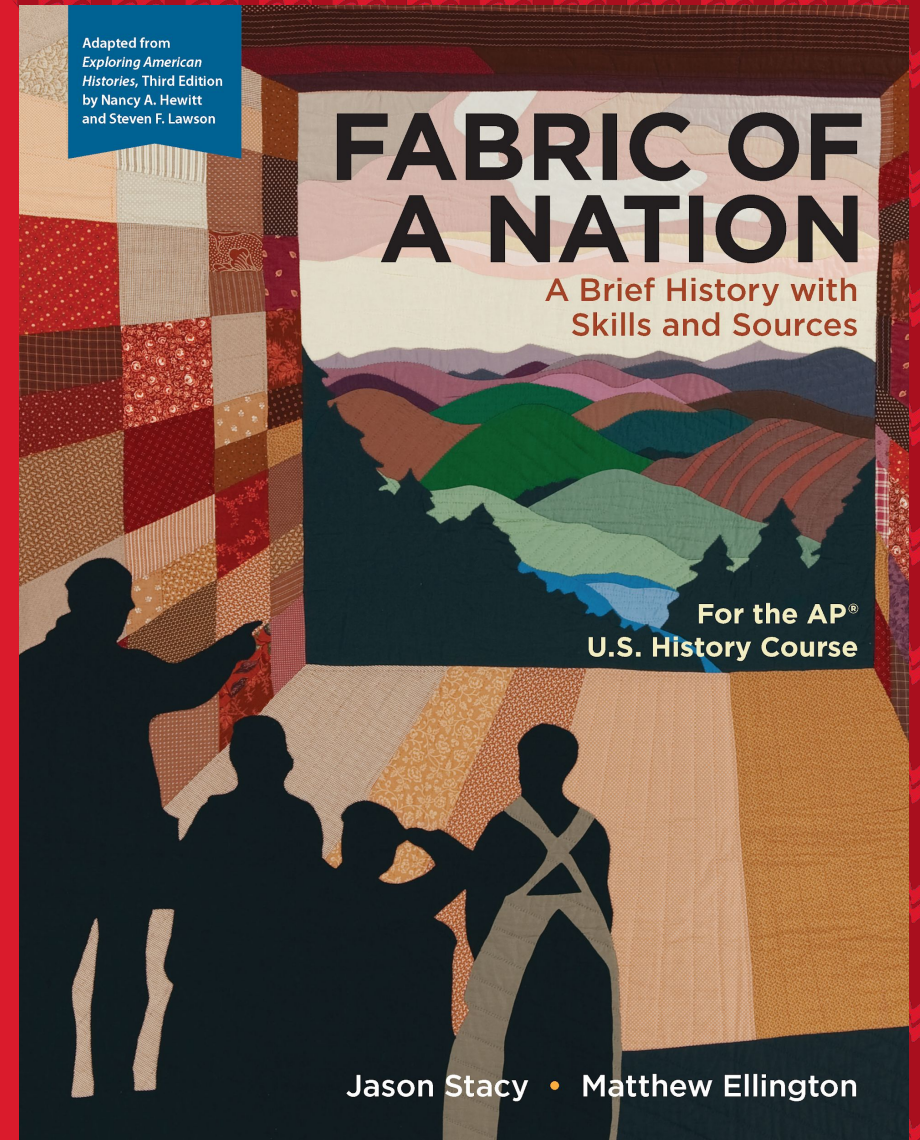


bedford, freeman & worth
high school publishers

Three Keys for the 2021 AP U.S. History Exam

Jason Stacy, Matthew Ellington
Authors of *Fabric of a Nation*

Bedford, Freeman & Worth
bfpwpub.com



TODAY'S PRESENTATION



Jason Stacy

Professor
Southern Illinois University,
Edwardsville



Matthew Ellington

Teacher
Ruben S. Ayala High
School, Chino Hills, CA

Three Keys for the 2021 AP US History Exam:

1. Understand the exam options and differences
2. Leverage your current resources and strategies
3. Prepare your students for this year's AP US History Exam

Question and Answer



1(A): Understanding the exam options

PAPER (MAY 6)

- Same format as 2019 exam
- 55 Multiple Choice Questions
- 3 SAQs: #1 two secondary sources, #2 primary source, #3/#4 no stimulus
- 1 DBQ
- 1 LEQ
- Only given at school sites

DIGITAL (MAY 19, JUNE 2)

- Taken on PC, Mac, or Chromebook
- 55 Multiple Choice Questions
- 3 SAQs: #1 primary source, #2 map source, #3 primary source image
- 1 DBQ
- 2 SAQs: #4 data set, #5 secondary source
- Can take at school or at home



1(A): Understanding the exam options

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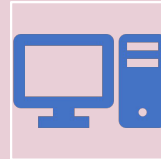
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1(B): Weighing the AP Exam Options



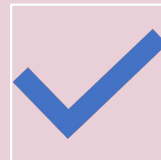
Dates: school calendar,
time for review



Technology access
and proficiency



Student comfort and
habit



LEQ vs. additional,
specific SAQs

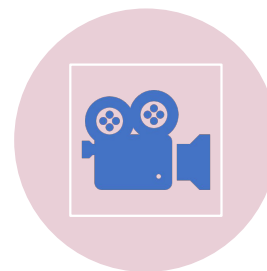
2(A): Leverage what you already have



Instructional
Strategies



College
Board



Online
Videos/Sites



Textbook/
Doc Reader

2(B) #1 SAQ Textual Primary Source (FOAN, P. 807)

Source: “Morning in America,” Televised Campaign Commercial for Ronald Reagan, 1984

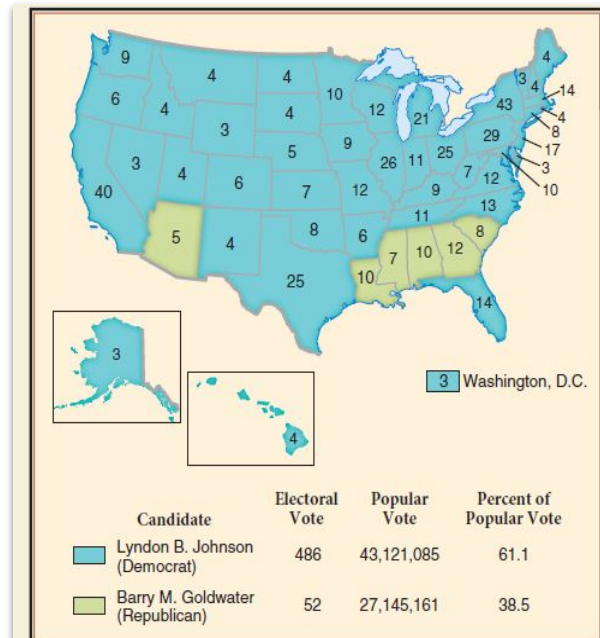
“It’s morning again in America. Today more men and women will go to work than ever before in our country’s history. With interest rates at about half the record highs of 1980, nearly 2,000 families today will buy new homes, more than at any time in the past four years. This afternoon 6,500 young men and women will be married, and with inflation at less than half of what it was just four years ago, they can look forward with confidence to the future.

It’s morning again in America, and under the leadership of President Reagan, our country is prouder and stronger and better. Why would we ever want to return to where we were less than four short years ago?”

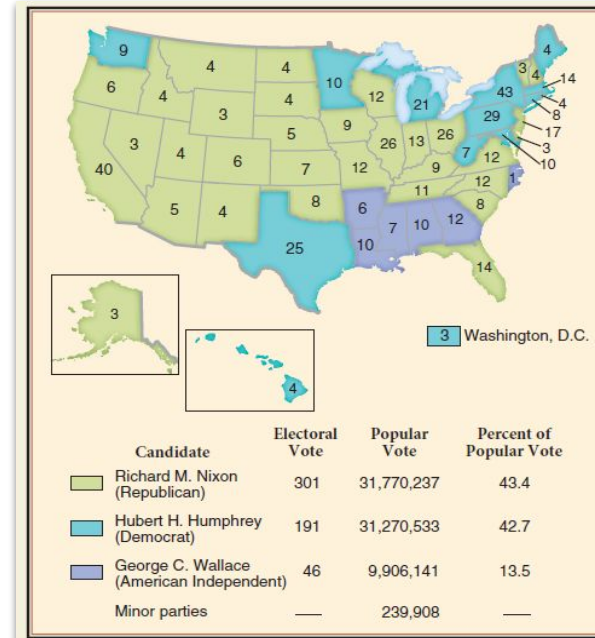
- Briefly describe ONE element of the broader context surrounding the creation of this source.
- Briefly explain how ONE change in the US economy caused the content in this source.
- Briefly explain ONE economic change that resulted from the content described in this source.

2(C): #2 SAQ with Map (FOAN, P. 801-E)

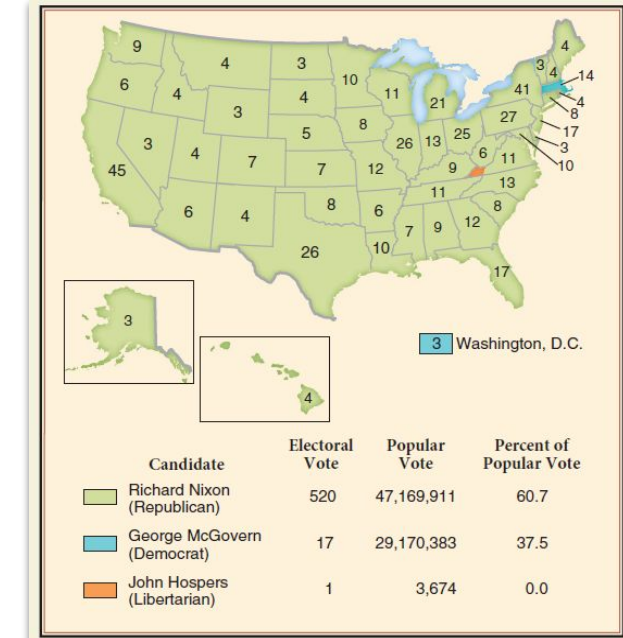
1964 Presidential Election Map



1968 Presidential Election Map



1972 Presidential Election Map



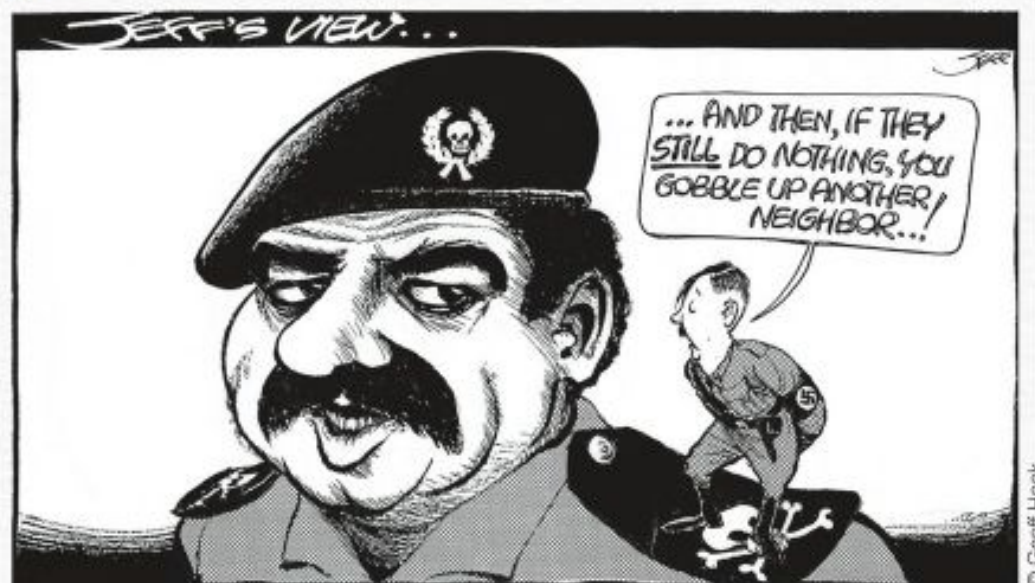
2. Using the three maps, answer (a), (b), and (c).

- Briefly explain ONE specific historical event or development that accounts for the change depicted in the maps.
- Briefly explain ANOTHER specific historical event or development that accounts for the change depicted in the maps.
- Briefly explain ONE specific historical effect of the change depicted in the maps.

2(D): #3 SAQ Primary Source Image (FOAN, P. 825)

Source: Jeff Hook, *If at first...*, 1990

About the source: Saddam Hussein is pictured on the left, and Adolf Hitler is pictured on the right.



- Briefly describe ONE perspective about the United States' role in the world after the Cold War that is expressed in this image.
- Briefly explain ONE specific U.S. action or policy in the period 1900–1945 that led to the historical situation depicted in the image.
- Briefly explain ONE specific U.S. action or policy in the period 1945–1990 that led to debates over the United States' role in world affairs.

2(E): #4 SAQ Data Set (FOAN, P. 832)

AP[®] WRITING HISTORICALLY

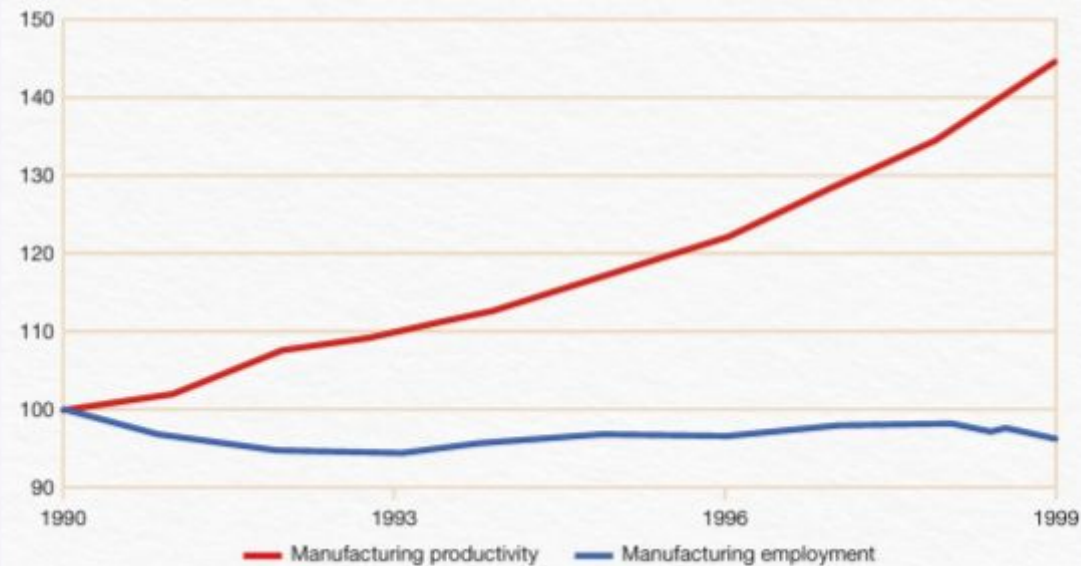
Short-Answer Question Practice

ACTIVITY

Read the following question carefully and write a short response. Use complete sentences.

Using the following image, answer (a), (b), and (c).

Source: St. Louis Federal Reserve, *U.S. Productivity in the 1990s*



- Briefly explain how ONE specific historical factor contributed to the change depicted on the graph.
- Briefly explain ONE specific historical effect that resulted from the change depicted on the graph.
- Briefly explain ANOTHER specific historical effect that resulted from the change depicted on the graph.

2(F): #5 SAQ Secondary Source (FOAN, P. 832)

Read the following question carefully and write a short response. Use complete sentences.

Using the following sources, answer (a), (b), and (c).

Source: John D'Emilio and Estelle Freedman, *Intimate Matters: A History of Sexuality in America*, 1998

"Although the political activity of the New Right and the threat of AIDS seemed to [predict] a [reduction] in the behavior of many Americans, as the 1980s drew to a close it was not at all clear what the future would bring. Certainly the outcome of current controversies about sex would have to build upon the complicated set of sexual meanings that had evolved over generations. For instance, in seeking a restoration of sexuality to marriage, replete with reproductive consequences, advocates of the new chastity had to contend with the permeation of the erotic throughout American culture, the expansive and varied roles available to American women, and a contraceptive technology that sustained the nonprocreative meanings of sexual behavior. A new sexual system that harkened back to a vanished world could not simply be wished into existence. . . ."

Source: Matthew D. Lassiter, *The Silent Majority: Suburban Politics in the Sunbelt South*, 2006

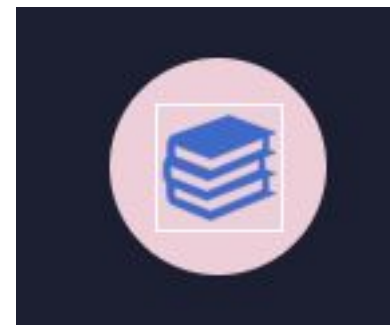
"The United States became a definitively suburban nation during the final decades of the twentieth century, with the regional convergence of metropolitan trends and the reconfiguration of national politics around programs to protect the consumer privileges of affluent white neighborhoods and policies to reproduce the postindustrial economy of the corporate Sunbelt. Since the rediscovery of Middle America during the Nixon era, the suburban orientation of the bipartisan battle for the political center has remained persistently unreceptive to civil rights initiatives designed to address the structural disadvantages facing central cities and impoverished communities. Despite the ritual declarations that the federal courts would not permit public opposition to influence the enforcement of constitutional principles, the historical fate of collective integration remedies for educational and residential segregation demonstrated the responsiveness of the judicial and policymaking branches to the grassroots protests of affluent suburban families. The color-blind and class-driven discourse popularized in the Sunbelt South helped create a suburban blueprint that ultimately resonated from the 'conservative' subdivisions of southern California to the 'liberal' townships of New England: a bipartisan political language of private property values, individual taxpayer rights, children's educational privileges, family residential security, and white racial innocence."

- Briefly describe ONE major difference between Lassiter's and D'Emilio and Freedman's historical interpretations of changes in American society since the 1980s.
- Briefly explain how ONE historical event or development from the period 1980 to the present that is not explicitly mentioned in the excerpts could be used to support Lassiter's argument.
- Briefly explain how ONE historical event or development from the periods 1980 to the present that is not explicitly mentioned in the excerpts could be used to support D'Emilio and Freedman's argument.

3(A): Preparing for the 2021 Test



The Language of Short Answer Questions



Marshalling Resources



3(B): The Language of Short Answer Questions (Primary Sources)

- a. Describe “context”
- b. Explain cause
- c. Explain effect

- a. Describe POV
- b. Explain how development caused...
- c. Explain how development resulted...

- a. Describe claim
- b. Describe evidence
- c. Explain cause or effect



3(C): The Language of Short Answer Questions (Secondary Sources)

- a. Describe similarity/difference
- b. Explain how event/process explains claim
- c. Explain how event/process explains claim

- a. Describe context for map
- b. Explain cause
- c. Explain effect

- a. Explain context for data
- b. Explain cause
- c. Explain effect



3(D): Fabric of a Nation AP Exam Review Helps

CONTENT REVIEW

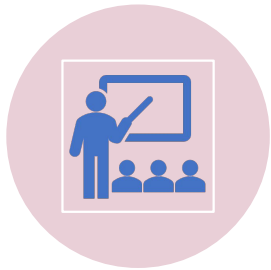
- Unit Summaries and Thematic Foci
- Module Learning Targets / Questions
- Key Terms Glossary
- Learning Curve Adaptive Quizzes
- Online Flashcards, Map Quizzes, etc.

SKILL PRACTICE

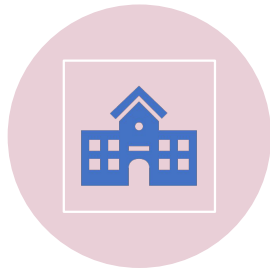
- Writing/Thinking Historically Pedagogy
- End of Unit AP Questions (all types)
- Complete AP Practice Exam
- Large AP Test Bank (1 full practice test per time period, annotated key)



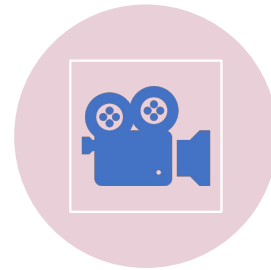
3(E) Marshalling Resources for Review



Instructional
Strategies



College
Board



Online
Videos/Sites



Textbook/
Doc Reader

How are you preparing your students for the exam this year?



Q&A

Question and Answer Time



THANK YOU!

Jason

jstacy@siue.edu

Matt

apush.consultant@gmail.com