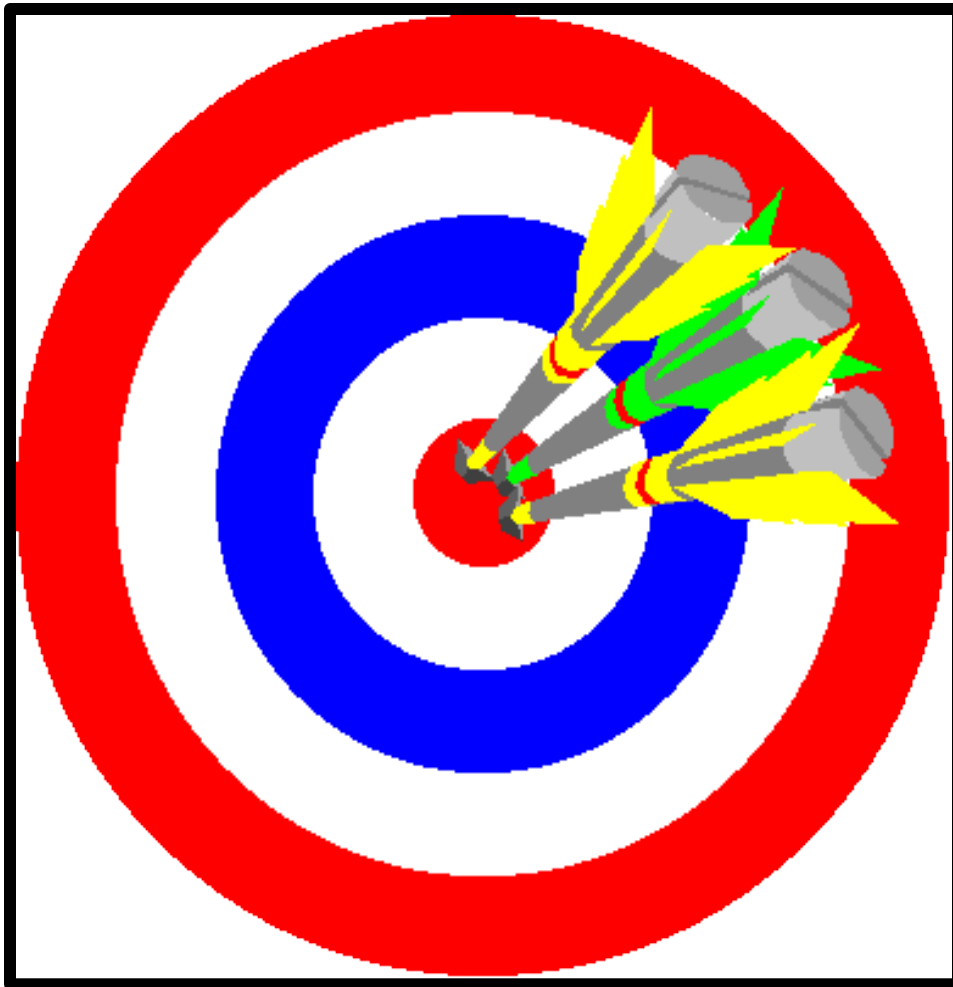


**Welcome to AP US History**

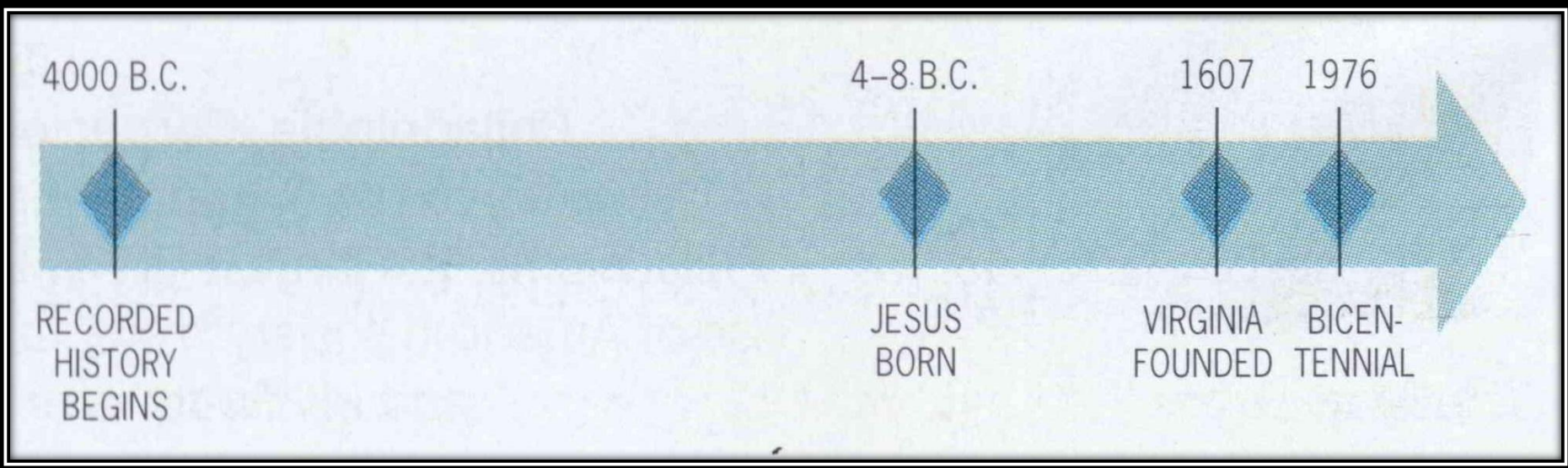


**The Study of  
History?**



I CAN!

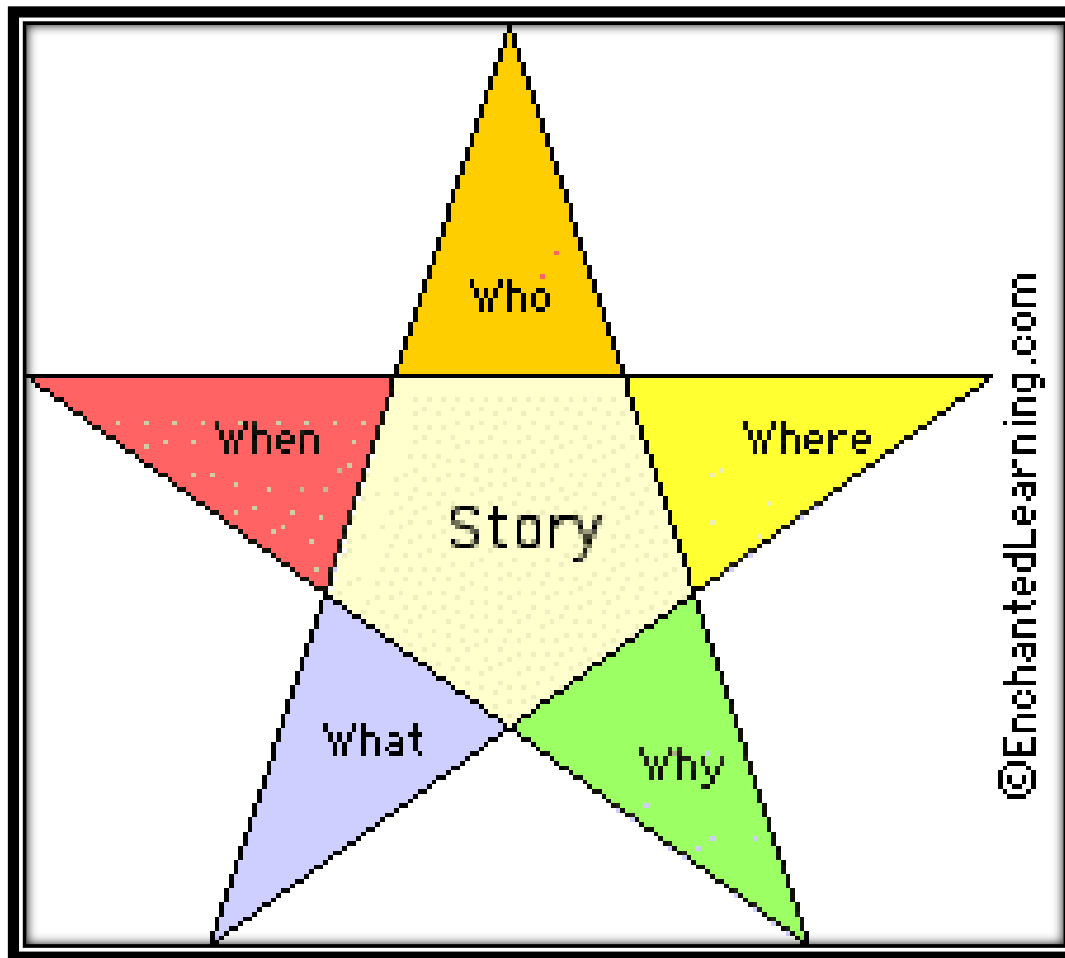
Explain the significance of the study of history.



- History is usually taught as a record of the past or as an account of what happened in earlier times.
- Teachers assign a number of pages to students, tell them to learn the facts they find, and ask them to repeat these facts in class. When we read our college-level materials it's easy to get lost in the details and lose track of the story.
- Yet, everything in our material is part of one story – the story of the development of American society. Your life is a continuation of that story.

- ❑ When you begin to see connections between your situation today and the patterns and events of the past you are thinking like a historian, you are seeing continuities.
- ❑ When you notice things that are different for you today you are thinking like a historian, you are seeing changes.
- ❑ When you ask why some things change and why some things stay the same, you are asking a question that matters.

- To help us stay on track, we will be following the same basic steps with each era of our history.
- Times, places, and events will vary from chapter to chapter. Different people will appear, live, and die.
- But the process of thinking like a historian does not change.

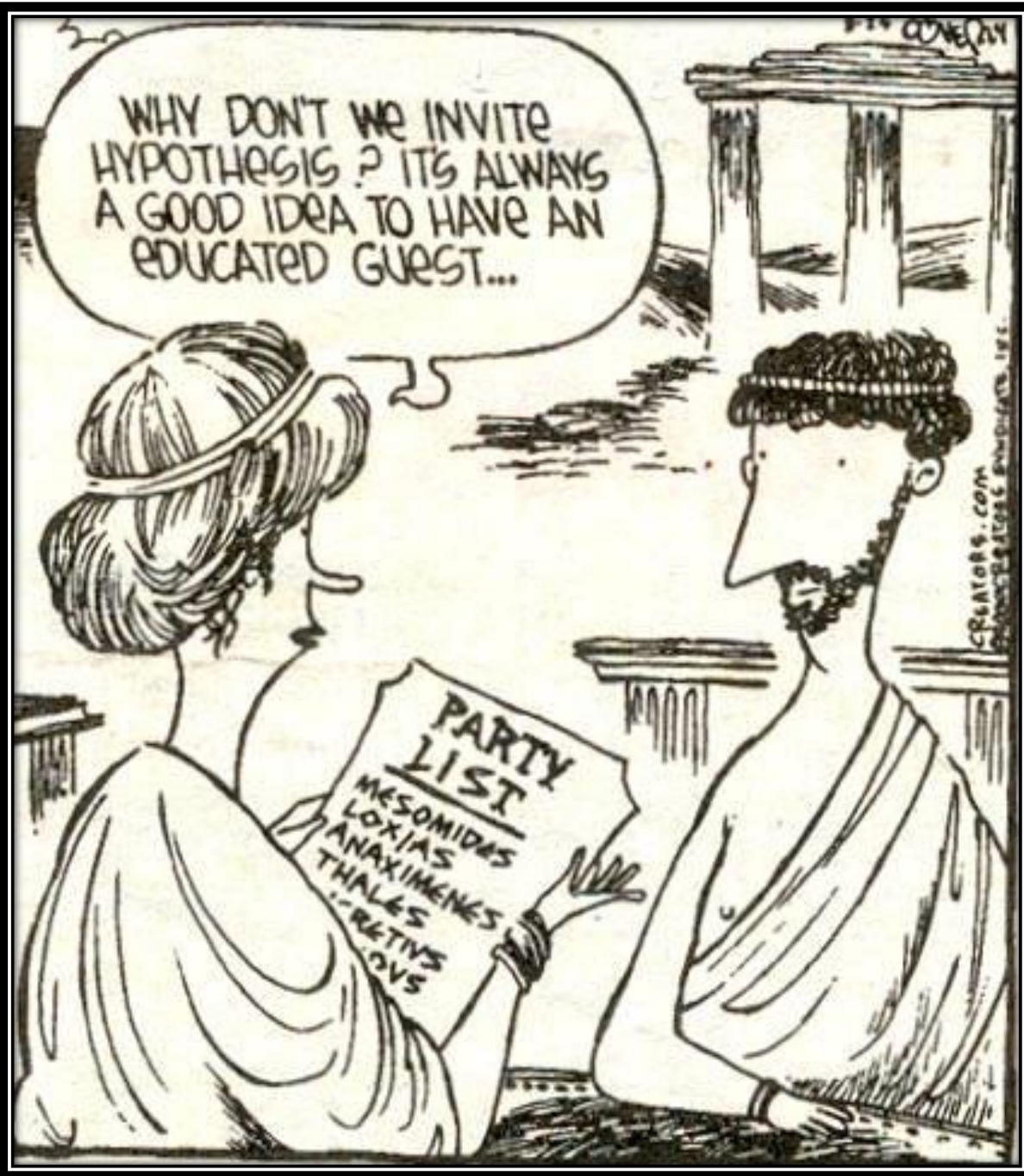


**Historiography** is the process of organizing historical evidence into an account. There are four aspects of every historical subject which may be considered: biographical (who), geographical (where), chronological (when) and functional (why, how, and what).



History is an interpretation of **past records** that have been passed down from one generation to the next. They include folk tales, artifacts, and written documents. In this picture Arab and Turkish scholars recorded their knowledge about astronomy in 1581.

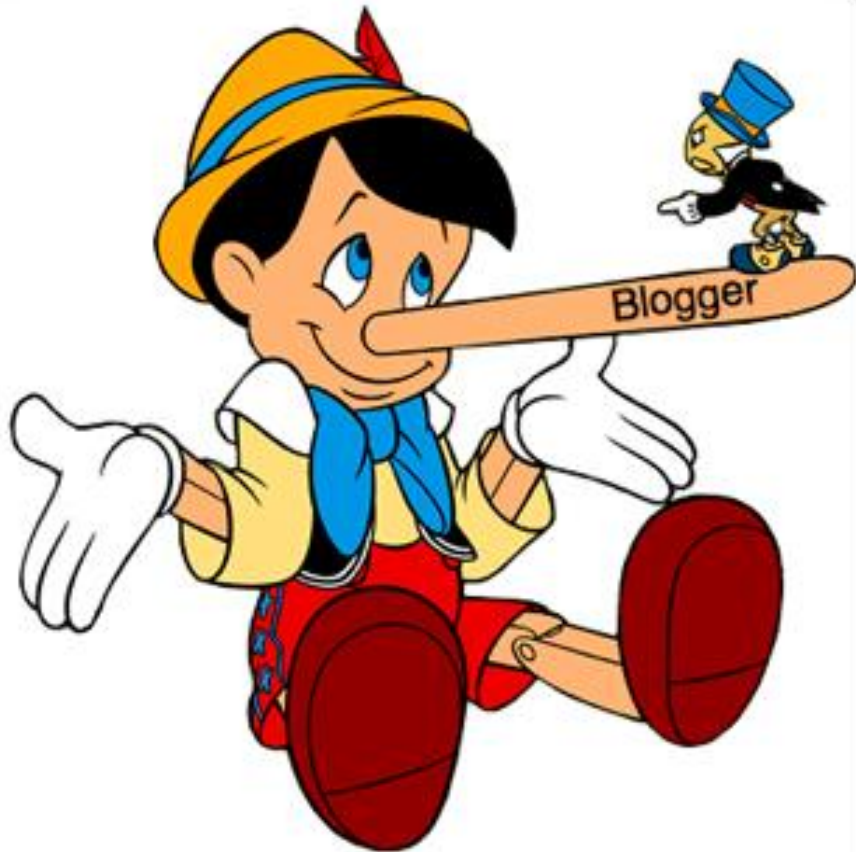
But these records provide only a partial record of what happened in the past because most of what happened was never recorded.



History is a **social science**, because it is a scientific process used to determine the answer to a question or problem.

Historians develop a **hypothesis**, a tentative answer to a question until it is discovered to be true or false.





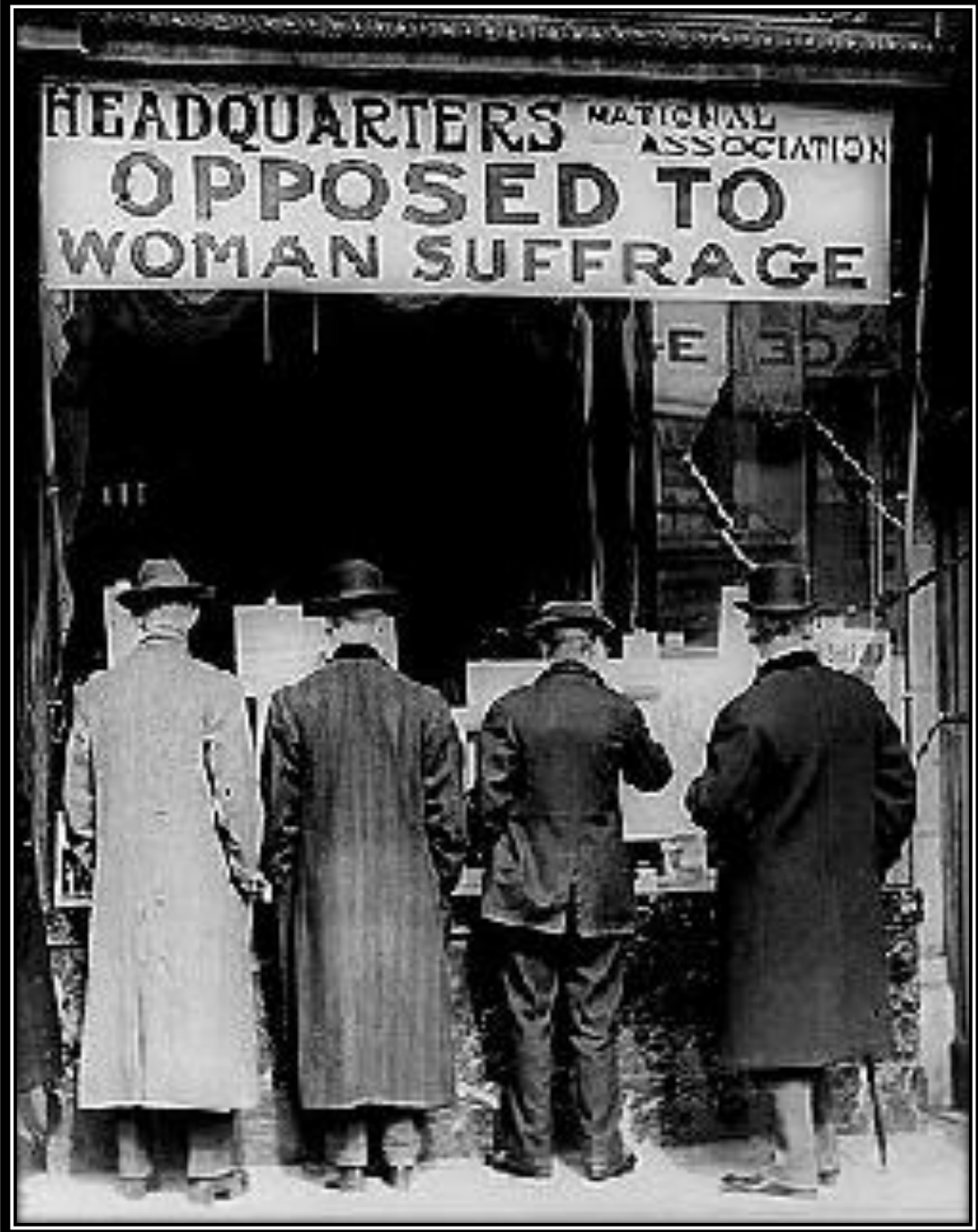
Historians gather data and historical evidence to determine answers to the “who, what, when, where, how, and why” questions.

They then analyze and evaluate the evidence and consider several important criteria.

1. **Credibility.** Is the evidence reliable and believable? Is the evidence authentic (real, not fake)?
2. **Eyewitnesses.** Are there eyewitnesses? Do they agree? If there is only one account of an event, can it be confirmed?



History represents someone's interpretation of past events, which is influenced by their **frame of reference**. This refers to knowledge and values historians possess that determine their view of people and ideas. Because of this historians may give different meaning to the evidence. Some historians accept evidence as fact; others reject it.



Historians may also have different views of human behavior and may differ in how they classify facts.

Over time, they may discover new evidence or **attitudes** and **perceptions** may change.

For example, change over time can be seen in the views on the moral acceptability of slavery, the right for women to vote, and even seatbelt use.



Is there evidence of **bias**? Bias means favoring or opposing a person or idea without real factual evidence.

For example, a northern historian in the late 1800s may have approached the history of the Civil War differently than a southern historian.

Despite a conscientious attempt to be objective, his writing may still have been guided by an attitude toward slavery or states' rights that he had all of his life.

## Stereotype

Scottish people are thrifty.

## Prejudice

All Scottish people are mean.

## Discrimination

Don't invite that Scottish boy to lunch. He always forgets his wallet!

Is there evidence of **prejudice** (“prejudging so that opinions or judgments are formed before facts are known), or **stereotyping** (considering a person or event to be like all others in a group, without considering individual differences)?



Historians must select what they judge to be significant from the total amount of available evidence and then interpret it and draw conclusions. They may confirm or revise their original hypothesis. Historians decided that this ancient Mayan temple was built around 800 A.D.



One source of historical information is **primary evidence**, which refers to first-hand accounts by participants or eyewitnesses from the actual time of the event. This includes written accounts such as diaries, letters, autobiographies, government records, etc.; oral accounts; visuals such as pictures, paintings, drawings, and photos; and artifacts.

This Mayan monkey god sculpture dates from 900 A.D.

AP® EDITION

David M. Kennedy  
Lizabeth Cohen  
Thomas A. Bailey

# The American Pageant



Fourteenth Edition

**Secondary evidence** includes descriptions or interpretations of the past made by people not directly involved in the event.

Secondary sources may include textbooks, non-fiction books, encyclopedias, journal articles, newspaper articles, Websites and other factual sources.







Twentieth century historian Henry Steele Commager remarked that: “There is a ...deeper value in history, for history is the memory of man, and it is therefore the way by which man knows himself. A people without history are like a man without memory: each generation would have to learn everything anew--- make the same discoveries, invent the same tools and techniques, wrestle with the same problems, commit the same errors.”

Bottom line: pay attention in this class & you won't be as easily fooled as your parents.



IF WE ARE TO  
REVIVE OUR ECONOMY,  
WE MUST HEED THE  
LESSONS OF HISTORY..



THE NEW DEAL PULLED  
THE COUNTRY OUT OF  
THE GREAT DEPRESSION!



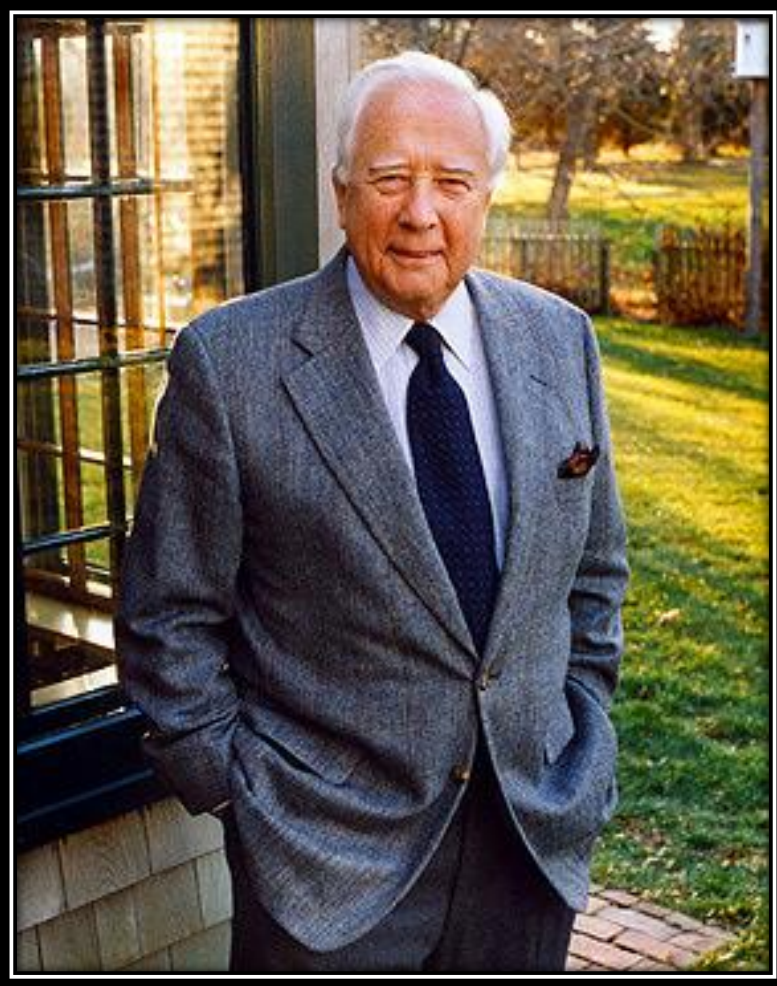
THE NEW DEAL DEEP-  
ENED AND PROLONGED  
THE GREAT DEPRESSION!



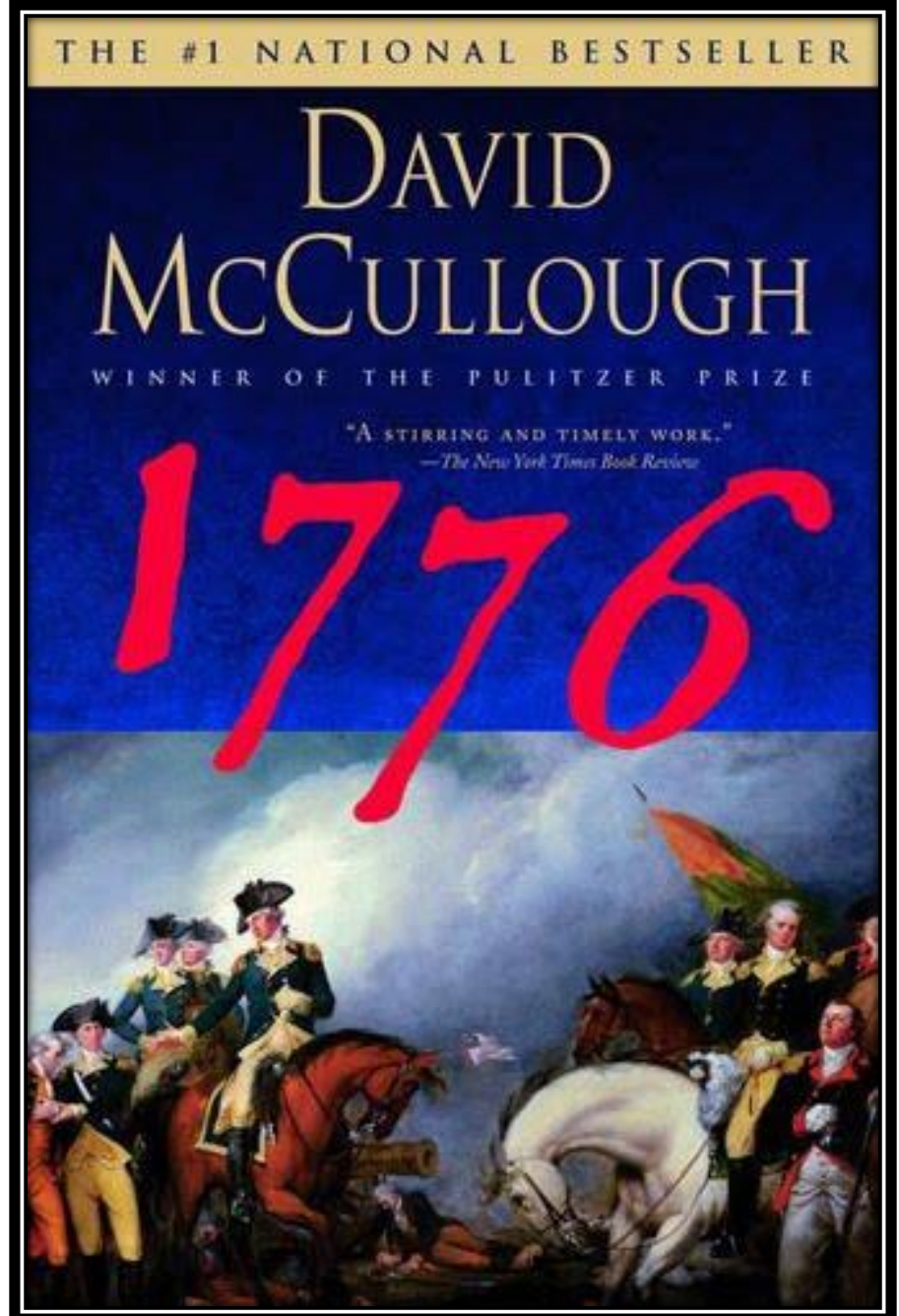
THEREFORE,  
OUR COURSE  
IS CLEAR!



AMERICAN  
SOCIETY  
© 2008  
TRER



**David McCullough** is a two-time winner of the Pulitzer Prize author of *John Adams*, *1776*, and *Truman*.



In his 1995 acceptance speech for the National Book Foundation Medal for Distinguished Contribution to American Letters McCullough wrote:

- ❑ “Why study history? One reason is because it shows us how to behave. History teaches and reinforces what we believe in, what we stand for and what we ought to be willing to stand up for.”
- ❑ “History is about life – human nature and the human condition and all the trials and failings and noblest achievements. History teaches with specific examples the evils of injustice, just as it shows how powerful plain courage or one simple illuminating idea can be.”

- ❑ “At their core, the lessons of history are lessons of appreciation.”
- ❑ “Everything we have, all our great institutions, our laws, our music, art and poetry, our freedoms, everything is because somebody went before us and did the hard work, provided the creative energy, faced the storms, made the sacrifices, kept the faith.”

## Why Study History?

## **Purpose of Historical Thinking Skills**

- ❑ Students and adults alike often complain that history is just a bunch of facts to memorize. While it's true that studying history requires data, information, and yes, facts, that's not the essence of what history is.
- ❑ History is a way of thinking about the world by looking at the past. In this effort historians use a number of Historical Thinking Skills (HTS).



Skill Type	Historical Thinking Skills
<b>Chronological Reasoning</b>	1. Historical Causation 2. Patterns of Continuity and Change over Time 3. Periodization
<b>Comparison and Contextualization</b>	4. Comparison 5. Contextualization
<b>Crafting Historical Arguments</b>	6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence
<b>Historical Interpretation and Synthesis</b>	8. Interpretation 9. Synthesis

The College Board has identified nine historical thinking skills. You will need to develop these HTS in order to succeed in any AP history course and on the exams. Every question on the exam will require students to apply one or more of these skills. These skills will also enable you to improve critical-thinking, reading, and writing skills that will be useful in college or whatever endeavor you pursue after high school.

## **Historical Causation**

- ❑ Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and short-term effects.
- ❑ Put simply, why did events happen and what was the impact (short term vs. long term)?



The Civil War era is a rich resource for the study of causation. <sup>27</sup>

- ❑ The firing on Fort Sumter sparked the armed conflict.
- ❑ One could argue that the secession of the seven Southern states from the Union after the election of Lincoln was another immediate cause for conflict, but slavery, states' rights, and deep-rooted economic and cultural differences were long-term causes of the North and South going to war.
- ❑ Historians also argue that failed attempts at compromise before secession and the economic Panic of 1857 also contributed to the Union's breakdown.

## **Continuity and Change**

- Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of varying lengths, as well as relating these patterns to larger historical processes or themes.
- Put simply, what stayed the same, what changed, and why did it change and how?

- ❑ The decades before the Civil War raise interesting questions about the continuity or change over time concerning attitudes toward slavery in the North and South.
- ❑ Historians are interested about how the institution of slavery, which was viewed as a “necessary evil” after the Revolution, became viewed as a “positive good” in the South while many in the North came to view slavery as both economically unnecessary and morally wrong.

## Periodization

- ❑ Historical thinking involves the ability to explain ways that historical events and processes can be organized within blocks of time and to identify **turning points**, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region or group.
- ❑ Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretations and models of past events.

- ❑ This skill requires students to analyze and evaluate competing models of periodization of US history.
- ❑ Put simply, explain how and why do historians organize and prioritize events of the past into time periods and why they choose certain events as turning points.
- ❑ Periodization can be used to analyze social, political, or economic turning points in the coming of the Civil War.



## **Comparison**

- ❑ Historical thinking involves the ability to compare related historical developments and processes across place, time, and/or different societies, or within one society.
- ❑ It involves identifying differences and similarities within a society and across different societies in terms of potential chronological, ideological, and geographical contexts.



Again using the Civil War era, the South from its perspective compared its struggle to the fight for independence from the Union to the American Revolution. Historians have often compared and contrasted the struggle by African Americans to achieve equal rights after the Civil War with the civil rights movement of the 1950s and 1960s.

## Contextualization

- ❑ Historical thinking involves the ability to explain and evaluate ways in which specific historical developments connect to broader regional, national, or global processes occurring at the same time.
- ❑ It also means explaining and evaluating ways in which these developments connect to other, similar historical phenomena across time and place.
- ❑ For example, American historians have tried to understand the anti-slavery movement in the US in the context of 19<sup>th</sup>-century efforts by nations in Europe and Latin America to end slavery, as well as how long it took to achieve equality after liberation.

## **Historical Argumentation**

- ❑ Historical thinking involves the ability to define and frame a question about the past and to address that question by constructing an argument.
- ❑ A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position.

- ❑ Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.
- ❑ For example, AP students may be asked, “Assess the extent to which slavery was the main cause of the disunion and the Civil War.” This question demands a clear and comprehensive thesis that not only supports the position with persuasive and relevant evidence but also takes into account conflicting arguments.

## **Appropriate Use of Relevant History Evidence**

- ❑ Historical thinking involves the ability to identify, describe, and evaluate evidence about the past from diverse sources (written documents, works of art, archaeological artifacts, oral traditions, and other primary sources), with respect to content, as well as historical context, the intended audience, the author's point of view, and the purpose of the document.
- ❑ It involves the ability to extract useful information, make supportable inferences, draw appropriate conclusions from historical evidence, and recognize its limitations.

- ❑ For example, the pro-slavery documents produced in the 1840s and 1850s are offensive by today's standards, but they provide insights into the divisions and the thinking of the time, and they cast light on issues such as the conditions of persons working for wages and early criticisms of a market-driven economy.
- ❑ This skill will be involved in just about every question on the new test.

## **Interpretation**

- ❑ Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — by analyzing evidence, reasoning, contexts, points of view, and frames of reference.
- ❑ It involves evaluating how historians' perspectives influence their interpretations and how models of historical interpretation change over time.



- ❑ Students might be asked to compare two historians' accounts of the social, economic, and political causes of the Revolution or the how changing perspectives affected the history of the post-Civil War Reconstruction era.
- ❑ Historians often “rewrite” or revise history as a result of changes in society, personal perspectives, and the discovery of new sources and information.

## **Synthesis**

- ❑ Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing relevant (and perhaps contradictory) evidence from primary sources and secondary works.
- ❑ Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.



In APUSH, synthesis occurs when a student take the answer to the question in a time period they have been given and adds a different time period or place. Students might compare the imperialism of the Philippine conflict after the Spanish American War to issues involving the Vietnam War.

**The End**

CAT  
SHARK  
LION  
TUNA  
PIKE  
OSTRICH  
EAGLE  
SHEEP  
TURKEY  
RABBIT  
GROUSE  
CONDOR  
ELEPHANT  
PHEASANT  
RAINBOW TROUT  
BLACK BASS  
COLLIE DOG  
BARRACUDA

History represents someone's interpretation of past events, which is influenced by their **frame of reference**. This refers to knowledge and values people possess that determine their view of other people and ideas. I have a list of word that I would like to try to relate to the study of history. Try to categorize the animals in the list (put them into groups by something they have in common).

**CAT**

**TUNA  
LION  
PIKE**

**SHARK  
EAGLE  
SHEEP**

**TURKEY  
RABBIT  
GROUSE  
CONDOR**

**OSTRICH**

**ELEPHANT  
PHEASANT**

**BLACK BASS  
COLLIE DOG  
BARRACUDA**

**RAINBOW TROUT**

TURKEY  
RABBIT  
TUNA  
CONDOR  
OSTRICH  
LION  
BLACK BASS  
EAGLE  
PHEASANT

SHARK  
CAT  
GROUSE  
PIKE  
SHEEP

SHARK  
TURKEY  
RABBIT  
CAT  
GROUSE  
TUNA  
CONDOR  
OSTRICH  
LION  
ELEPHANT  
PIKE  
EAGLE  
SHEEP  
PHEASANT  
BARRACUDA

RAINBOW TROUT  
ELEPHANT  
COLLIE DOG

BARRACUDA

RAINBOW TROUT  
BLACK BASS  
COLLIE DOG

The previous two slides showed two different ways to categorize the animals – first by number of letters and second by number of syllables. How someone decides to categorize the animals depends on their frame of reference. Who might choose letters or syllables as categories? Who might choose to categorize them by their physical characteristics?

Your attitude toward school also depends on your frame of reference. Do you receive support at home, is homework expected and praised, what courses and teachers have you had in the past? All of your many experiences influence the way you look at your education.



In the same way, historians view of the world impacts how they select and classify historical evidence. Their interpretation of facts depends upon their frame of reference. Historians may give different meaning to evidence. Some historians accept evidence as fact; others reject it. For example, compare the views of the Civil War from the perspective of a Southern, a Northerner, and a foreigner. Or consider the view of the recent Iraq War from the perspective of a mother who lost a son versus a decorated war general.