

APUSH
Kailua High School
Social Studies Requirement
2017-2018
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THEMES IN US HISTORY

Themes in United States History:¹ These themes focus student understanding of major historical issues and developments, helping students to recognize broad trends and processes that have emerged over centuries in what has become the United States.

Theme 1: American and National Identity (NAT): This theme focuses on the formation of both American national identity and group identities in U.S. history.

Overarching questions: How and why have debates over American national identity changed over time? How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

Theme 2: Politics and Power (POL): This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.

Overarching questions: How and why have different political and social groups competed for influence over society and government in what would become the United States? How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?

Theme 3: Work, Exchange, and Technology (WXT): This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

Overarching questions: How have changes in markets, transportation, and technology affected American society from colonial times to the present day? Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society? How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

Theme 4: Culture and Society (CUL): This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

Overarching questions: How and why have moral, philosophical, and cultural values changed in what would become the United States? How and why have changes in moral, philosophical,

¹ These seven themes are taken from the AP College Board's *AP United States History: Course and Exam Description*, Effective Fall 2014.

and cultural values affected U.S. history?

Theme 5: Migration and Settlement (MIG): This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments.

Overarching questions: Why have people migrated to, from, and within North America? How have changes in migration and population patterns affected American life?

Theme 6: Geography and the Environment (GEO): This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

Overarching questions: How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?

Theme 7. America in the World (WOR): This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

Overarching questions: How have events in North America and the United States related to contemporary developments in the rest of the world? How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas? How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

Abbreviations:

NAT:-American and National Identity

POL:-Politics and Power

WXT:Work, Exchange, and technology

CUL: -Culture and Society

MIG: -Migration and Settlement

GEO: Geography and the Environment

WOR: America in the World

Habits of Mind addressed by any rigorous history course.

- ❑ **1. Crafting Historical Arguments from Historical Evidence:** Students will learn to create or define a question about the past and address that question through constructing a thesis based argument based on historical evidence. Students will learn how to identify, describe, and evaluate historical evidence from various sources such as written documents, works of art, and archaeological artifacts.
- ❑ **2. Chronological Reasoning:** Students will learn how to identify, analyze, and evaluate relationships between multiple historical causes and effects. Chronological reasoning also includes the ability to recognize, analyze, and evaluate historical continuity and change over time. In addition to cause and effect and continuity and change, students will also learn to describe, analyze, evaluate, and construct models of historical periodization that involve turning points, narratives and contexts.
- ❑ **3. Comparison and Contextualization:** Students will learn how to describe, compare, and evaluate historical developments both within and between different societies, and within chronological and geographical contexts. In addition to comparing historical developments, students will learn how to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes.
- ❑ **4. Historical Interpretation and Synthesis:** Students will learn how to describe, analyze, evaluate, and create diverse interpretations of the past--based on primary and secondary historical sources--through analysis of evidence, reasoning, contexts, points of view, and frames of reference. In addition to historical interpretation, students will learn how to synthesize the results of historical thinking skills into meaningful and persuasive understandings of the past.