

Summary Notes  
**Weekly Summary Notes Directions**

**Directions:** Each week you will divide a piece of paper into four sections. Each section will represent one day of notes from that week. There are three (3) expectations for each day.

1. Select one of the following themes that connect to the notes for a particular day. Write it on the bottom left of the section. Must have a different theme for each day.
  - Work, Exchange, & Technology
  - Peopling
  - Politics
  - Ideas, Beliefs, & Culture
  - Identity
2. For each day, choose a different Historical Thinking Skill to focus upon. You will then write a 20 word summary of how the notes for that day connect to the selected thinking skill.
  - Chronological Reasoning—Causation/Continuity & Change/Periodization
  - Comparison—Comparing & Contextualization
  - Historical Argument—Argument with Evidence
  - Historical Interpretation—Interpreting & Synthesis
3. Create a quick illustration of the information that you have selected to represent each thinking skill.

*Note: If you need a clearer understanding of the Historical Thinking skills, scroll down the to the last page of this document. If that still does not make sense, come see me for a further explanation.*

<p style="text-align: center;"><b>Mon./Tues.</b></p> <p>Chronological Reasoning: _____            _____            _____</p> <p style="text-align: center;"><i>Image/Sketch</i></p> <p><b>Work, Exchange, Technology</b></p>	<p style="text-align: center;"><b>Wed.</b></p> <p>Comparison: _____            _____            _____</p> <p style="text-align: center;"><i>Image/Sketch</i></p> <p><b>Politics</b></p>
<p style="text-align: center;"><b>Thurs.</b></p> <p>Historical Argument: _____            _____            _____</p> <p style="text-align: center;"><i>Image/Sketch</i></p> <p><b>Peopling</b></p>	<p style="text-align: center;"><b>Fri.</b></p> <p>Historical Interpretation: _____            _____            _____</p> <p style="text-align: center;"><i>Image/Sketch</i></p> <p><b>Identity</b></p>

## Summary Notes

### APUSH Historical Themes

#### **Work, Exchange, and Technology**

This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

##### Overarching Questions:

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

#### **Peopling**

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. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them, and the impact these factors had on both these peoples and on U.S. society.

##### Overarching questions:

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

#### **Politics**

This theme focuses on the ongoing debates over the role of the government in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. It also includes the basic principles and core political ideas of American politics developed throughout the country’s history. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

##### Overarching Questions:

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

## Summary Notes

### **Ideas, Beliefs, and Culture**

This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles, and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

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, and cultural values affected U.S. history?

### **Identity**

This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

Overarching Questions:

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

## Historical Thinking Skills

### Chronological Reasoning:

-This skill involves 3 aspects:

1. *Historical Causation*—this has to do with how or why changes happen
2. *Patterns of Continuity and Change*—involves identifying historical patterns that persist over time and why that pattern persisted. It also involves identifying what has changed and why.
3. *Periodization*—this is the dividing of history into separate periods of time based upon common characteristics or major turning points in history.

### Comparison and Contextualization:

-This skill involves 2 parts:

1. *Comparison*—this involves looking at what is similar and different between various contents. Specifically looking at similarities, determine the importance of the content; and with differences look at what allowed for the differences to develop.
2. *Contextualization*—this involves looking at the surrounding circumstances that shaped the event you are looking at. Use both immediate (short-term) contexts and broad (long-term) contexts.

### Historical Argument:

-This involves making a logical (not emotional) case for your interpretation of a historical event. This must be supported by evidence which comes from both primary and secondary sources.

### Historical Interpretation and Synthesis:

-This skill involves 2 aspects:

1. *Interpretation*—this is the evaluating of historians points-of-view in their presentation of information.
2. *Synthesis*—this involves using the past to shed light upon the present. Based on all of the historical skills, you present a connection between a historical event and modern events.