

Name: Vest		Grading Quarter: Q2	Week Beginning: 10/17
School Year: 2023		Subject: AP US History	
Monday	Notes:	Objective: Lesson Overview: No school – fall break	Academic Standards:
Tuesday	Notes:	Objective: Students will be able to demonstrate an understanding of the impact of the American Revolution on national identity, culture, and sense of purpose. Lesson Overview: CONTENT ACQUISITION: For 3.6 - Read pages 184-186, 187-189, 208-209, 212 (Haiti) in the text (which is really weak on this topic). Here's where Heimler can help, and also MyAP Videos 3.6 #1 and #2. Now, since the book is so bad on this topic, lets expose you to more academic writing (what you would read in a college freshman or sophomore course) on the topic - 1 secondary source and 1 set of primary sources: On Republican Motherhood, read this: Republican Motherhood Summary On the gaps between Revolutionary rhetoric and reality, read "The Radicalism of the American Revolution?" excerpt attached in Canvas. Read through the Articles using the link below. You don't have to take exam notes on them, but read through them and jot down anything you find interesting or odd, especially that relates to powers that the new national government does or doesn't have, what powers the states have, how decisions get made, etc. See the full text of the Articles here: Articles of Confederation Tuesday - 3.5/3.6 (The Revolution and its aftermath) - we'll talk in class about slavery and women's rights, primarily, but also make sure you can talk coherently about what the primary sources I've given you say about this subject. This is all evidence you can use on the exams... Read and understand the Republican Motherhood summary by Tuesday. I won't talk much in class about the French and Haitian revolutions, but make sure you understand the basics - and can explain how the American Revolution influenced them. Make sure you understand Republican Motherhood - this is an enduring belief that still today serves as the basis for much of our arguments about the roles of women in society.	Academic Standards: AP Learning Objective 3.6/3.7

Wednesday	Notes:	<p>Objective: Students will develop an understanding of the original organizing documents of the US government, including their origin, their emphasis, and their strengths/weaknesses.</p> <p>Lesson Overview:</p> <p>Wednesday - Post Revolution America and the Articles of Confederation (3.7)</p>	<p>Academic Standards: AP Learning Objective 3.7</p>
Thursday	Notes:	<p>Objective: Students will demonstrate their ability to develop an argument with evidence regarding a key conceptual question from the learning objective.</p> <p>Lesson Overview:</p> <p>Thursday - Post Revolution America and the Articles of Confederation (3.7)</p> <p>I'll give you an in-class essay outlining assignment related to The Radicalism of the American Revolution handout. We're going to treat it as DBQ documentation, and you're going to outline a response to a question I will give you at the beginning of class, using those documents.</p> <p>ASSIGNMENT: Respond to this topic question - Evaluate the extent to which the American Revolution transformed the lives of American citizens. Turn your work in at the end of class Thursday. You should have: 1) a full introductory paragraph with Context and Thesis Statement. You should then at minimum explain how you would divide up the documents, which 3 you would source and how, which 3 you would use to support your argument and how, what external evidence you would use, and how you might add complexity to the argument. Also, tell me which of the 3 argument types (see sideboard wall posters) you would use and why.</p>	<p>Academic Standards: AP Learning Objective 3.7</p>
Friday	Notes:	<p>Objective: TBD, dependent on how quickly Wed/Thurs content is completed.</p> <p>Lesson Overview:</p> <p>Friday - (<u>I think this is an A week</u>) - saving this day to see if we need more time for everything above.</p>	<p>Academic Standards: Likely, AP Learning Objective 3.7</p>