



THE APUSH

# FIRST WEEK SURVIVAL KIT

Five Complete, Print-Ready Activities for Your First Week of AP U.S. History

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
First-Day Activity	Syllabus Discussion	Diagnostic Writing Prompt	Historical Thinking Intro	Exit Ticket

Created by Brian Waters — AP U.S. History Educator since 1997  
Kansas & Missouri Certified • [apushistoryexamprep.com](http://apushistoryexamprep.com)

## Free Resource from USA History Exam Prep

Practice tests • DBQ guides • SAQ drills • Evidence bank • Weekly Check-In tool

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Five complete, print-ready activities for your first week of AP U.S. History. Each builds a skill students will use all year — not just fill time.

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**PREMIUM TEACHER CLASSROOM VAULT**

Canvas-ready DBQ and LEQ templates, 180 bell ringers, rubric translation systems, 4-week exam review, peer review protocols, and formative tools — all in one place.

**The Red Ink Vault — Teacher Edition**

<https://www.apushhistoryexamprep.com/premium-teacher-classroom-tools.html>



## How to Use This Kit

### PRINT OR DIGITAL?

All five activities work in both formats. Student works as PDFs or copy prompts into Google Classroom or C

### GRADING PHILOSOPHY

Nothing in Week 1 should be high-stakes. Grade for completion baseline data. Rubric grading begins in Week 2.

### TIME ESTIMATES

Each activity is designed for a 55-minute period with 5 minutes for shorter periods.

### WHAT WEEK ONE ACCOMPLISHES

Students who understand what APUSH rewards in week one make who discover it in April have six weeks to fix nine months of misdi

### Brian Waters

AP U.S. History Educator • Teaching since 1997 • Kansas & Missouri Certified

I want to be direct about what this kit is and what it isn't. It's not a collection of icebreakers. Every activity is designed to accomplish one thing: teach students how the AP exam actually works before they spend months practicing the wrong things.

The most common APUSH mistake I see — after nearly three decades — is students who study hard from September through April and discover in late April that they've been building the wrong skills. The rubric rewards six specific analytical moves. Students who know those six moves in week one build them all year. Students who discover them in April have six weeks to rewire nine months of habits.

***“Week One is when you either set up the conditions for a 4 or 5 in May, or the conditions for a scramble in April. The difference is whether students understand what the exam rewards before they start practicing.”***

# Why APUSH Is Different From Every History Class You've Taken

50–55 min • Whole class + small group + written reflection

## TEACHER GUIDE

### What This Activity Accomplishes

Most students arrive in APUSH believing it's a harder version of history classes they've taken before — more content, more dates, more memorization. This activity corrects that belief on Day 1. By the end of the period, every student should understand that APUSH rewards **argument, not recall** — and that the analytical moves they'll build this year are different from anything they've been graded on before.

TIME	ACTIVITY	PURPOSE
0–8 min	The Two Questions (whole class)	Show APUSH rewards analysis, not recall
8–20 min	Four Types of Thinking (teacher-led)	Introduce the four historical thinking skills
20–34 min	Practice: Identifying Question Types	Students compare two question types side-by-side
34–45 min	Student Reflection Writing	Articulate what's different in their own words
45–55 min	Share out + preview Day 2	Build anticipation for the syllabus discussion

### Opening: The Two Questions (8 Minutes)

Write both questions on the board simultaneously. Don't explain them. Ask: 'Which would you prefer to be tested on?' Then reveal which one the APUSH exam actually asks — and why the difference matters for everything they'll do this year.

#### QUESTION A — Recall

***“What year was the Missouri Compromise passed?”***

Tests date memorization. APUSH almost never asks questions like this.

**Knowing the date earns zero points on the AP exam.**

#### QUESTION B — Analysis

***“What does the Missouri Compromise reveal about the relationship between slavery and federal power in the antebellum period?”***

Tests analytical reasoning about significance. APUSH asks this style constantly.

**Understanding significance and mechanism earns points.**

**After students respond:** Every APUSH question is a Question B. The exam is built around four historical thinking skills: **Causation** (why did this happen and what did it cause?), **Comparison** (what's similar and different, and why?), **Continuity and Change Over Time** (what changed, what stayed the same, what drove each?), and **Contextualization** (how does this fit into broader historical context?). Students who master these four skills can answer APUSH questions about content they've never studied. Students who only memorize cannot.

## Build on These Skills All Year

Free practice tests • DBQ guides • SAQ drills • APUSH Weekly Check-In tool

[www.apushistoryexamprep.com](http://www.apushistoryexamprep.com)

# Why APUSH Is Different: Day 1 Reflection

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## PART 1: The Two Questions

Your teacher showed you two different question types. In your own words, explain the difference and why it changes how you need to study:

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## PART 2: The Four Historical Thinking Skills

Write the name and a one-sentence definition of each skill in your own words — not copied from the board. Be specific about what each asks you to do:

SKILL	YOUR DEFINITION IN YOUR OWN WORDS
Causation	
Comparison	
Continuity & Change Over Time	
Contextualization	

## PART 3: Your Reflection

What is one thing about APUSH that is different from every history class you've taken before? Why does that difference matter for how you study and prepare for the AP exam in May?

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# Reading the Exam Before Reading the Course

50–55 min • Teacher-led discussion + partner activity + written response

## TEACHER GUIDE

### Why This Syllabus Discussion Is Different

Most syllabus discussions cover logistics: grading policy, late work, classroom rules. This one starts with the DBQ rubric before anything else. Students who know what the exam rewards on Day 2 make better decisions for nine months. Students who discover it in March spend April rewriting habits they spent all year building.

### The Discussion Sequence

**1****Open With the Rubric (10 min)**

Project the DBQ rubric (College Board). Read it aloud. Ask: 'What surprises you?' Students are routinely surprised there's no writing quality point, that thesis has specific requirements, and that length doesn't matter. Let the rubric teach itself.

**2****The Six-Point Breakdown (12 min)**

Walk through each of the six DBQ rubric points. Write each on the board and say what earns it. Not how yet — just what. Thesis: defensible claim + degree word + mechanism. Context: prior-era development + connection to argument. Evidence: documents supporting argument. OE: named fact NOT from documents. Sourcing: HAPP. Complexity: cross-era mechanism.

**3****Partner Activity: Plain Language (10 min)**

In pairs, students rewrite each rubric point in language a middle schooler could understand. First time students engage with the rubric analytically. Listen for misconceptions; correct them.

**4****Course Overview Through the Rubric (10 min)**

Cover logistics but frame everything through the rubric. DBQ deadlines: 'Here's when we practice each rubric point.' Essays: 'Your grade comes from this six-point rubric.' Units: 'Each unit adds entries to your evidence bank.'

**5****Written Response (8 min)**

Students complete the Day 2 worksheet below.

## The DBQ Rubric In Your Own Words

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

### PART 1: Six Points, Plain Language

Translate each DBQ rubric point into language a middle schooler could understand. Be specific — don't restate rubric language:

RUBRIC POINT	WHAT IT ACTUALLY MEANS (your plain words)	PTS
Thesis		1
Contextualization		1
Evidence — Basic Use		1
Evidence — Supports Argument		1
Outside Evidence (OE)		1
Sourcing (HAPP)		1
Complexity		1
<b>TOTAL</b>		<b>7</b>

### PART 2: Your Most Surprising Rubric Point

Which rubric point surprised you most — and why? What did you expect APUSH essays to be graded on instead?

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### PART 3: Your First Goal

Based on the six rubric points, which one will be hardest for you to earn consistently — and what's your plan to practice it?

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# Where Are You Starting? Honest Baseline Writing

45–55 min • Cold-start timed writing + teacher-scored 3-point diagnostic rubric

## TEACHER GUIDE

### Purpose of the Diagnostic

This is not a high-stakes assignment. It is a diagnostic tool. The purpose is to find out, on Day 3, where each student’s analytical writing is starting from. Can they write a real thesis — not a topic sentence? Can they name specific evidence? Can they explain causation rather than describe events? Students who score 0–1 are exactly where most students start. They become your data for differentiated early feedback.

### Teacher Instructions

- Distribute the student prompt (next page). Students have **30 minutes** to write.
- **No notes. No textbook. No internet.** This is a cold-start writing task.
- Tell students: ‘There is no penalty for writing less than you hoped. I’m looking for where you’re starting, not where you’re finishing.’
- Score each paper using the rubric below. Return with **one specific, actionable comment** per rubric point.
- Use results to identify the 2–3 students who need the most relationship-building in Week Two.

### DIAGNOSTIC RUBRIC — 3 Points Total

CRITERION	EARN THE POINT (1 pt each)	DOES NOT EARN IT (0 pts)
<b>THESIS (1 pt)</b>	Makes a specific, defensible claim. Must include: • A degree word (fundamentally, significantly, partially) • A named mechanism explaining why or how Example that earns 1 pt: ‘The Civil War fundamentally transformed American political identity because emancipation forced a constitutional redefinition of citizenship.’	States a topic without taking a position, or claims without a mechanism. Example that earns 0 pts: ‘The Civil War changed America.’ Missing the degree word OR the mechanism = 0 pts, even if the claim is otherwise reasonable.
<b>EVIDENCE (1 pt)</b>	Names at least one specific, identifiable piece of evidence: • A law, court case, event, person, or document • With a date or era (decade is sufficient) • Connected to the argument being made Example: ‘The Sherman Antitrust Act (1890) attempted to limit monopoly power,’ connected to the argument.	Makes general statements without naming specific evidence. Earns 0: ‘Many important laws were passed during this period.’ Names a person or law without connecting it to the argument also earns 0.

<b>CAUSATION (1 pt)</b>	Explains the mechanism by which one thing caused another: • Uses the 'because X happened, Y resulted, which caused Z' structure • The connecting logic must be explicit, not implied The words 'because' and 'which' used together are a strong positive indicator of causation reasoning.	Describes what happened without explaining why or what it caused. Listing events in chronological order = description, not causation. Example that earns 0: 'The stock market crashed. Then unemployment rose. Then the New Deal was created.' (Sequence, not mechanism.)
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## Brian Waters

AP U.S. History Educator • Teaching since 1997 • Kansas & Missouri Certified

I grade diagnostic essays on a simple three-point scale. A student who earns 0 in week one is exactly where most students start. It means they've never been taught to write this way before. That's not their fault — and it's information, not a verdict.

The student I watch most closely after the diagnostic: the one who earns 0/3 but writes with real ideas and energy. That student has everything except the analytical frame. Given consistent honest feedback throughout the year, they almost always finish with a 4 or 5.

***“Never grade a diagnostic harshly. Grade it honestly. The student who earns 0/3 in week one can earn 6 out of 7 on the AP DBQ in May if they get the right feedback all year. The diagnostic is the beginning, not the verdict.”***



## Additional Writing Space + Written Reflection

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

### Additional Response Space (if needed):

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### After Writing: Reflection Questions

Answer these honestly. This reflection is for you, not your grade:

1. Which of the three criteria (thesis, evidence, causation) was hardest to demonstrate — and what specifically made it difficult?

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2. What is one thing you would change about your response if you had 10 more minutes?

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Here's what I notice after the Day 3 diagnostic: the students who are hardest on themselves in this reflection are almost never the ones who should be. The student who writes 'I just described what happened — I don't know how to argue' has just identified exactly the skill gap we're going to close this year. That's not failure. That's honesty, and honesty is where improvement starts.

Remember these two words: **because** and **which**. 'X happened **because** of Y, **which** caused Z.' That structure is causation. Start using it deliberately, starting with your next assignment.

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***“The diagnostic is not a test of what you know. It’s a map of where we start. Every student who earns a 0 on Day 3 and a 5 on the AP exam in May got there because someone was honest with them about the gap — and they did the work to close it.”***

## Track Your Progress All Year — Free

The APUSH Weekly Check-In saves progress in your browser, month by month, all year long.

<https://www.apushistoryexamprep.com/apush-weekly-check-in.html>

# The Four Skills That Drive Every APUSH Question

50–55 min • Mini-lecture + group practice + written application

## TEACHER GUIDE

### What This Lesson Accomplishes

By the end of this period, every student should be able to name all four historical thinking skills, define each in their own words, and identify which skill a given APUSH question is testing. This framework stays relevant every single day of the course and directly connects to the rubric points from Day 2.

## CAUSATION

### WHAT IT TESTS

Asks: What caused this? What did it cause? The key word is **mechanism** — not just what happened before, but the structural process connecting one development to another.

### THE MOST COMMON ERROR

Students say 'X caused Y' without the mechanism. Every causation answer needs: *X caused Y because [structural process], which resulted in Z.*

### 5-MINUTE FORMATIVE PRACTICE

Name one event. Write one sentence using both 'because' and 'which' to name its cause and effect. That's the causation formula in practice.

## COMPARISON

### WHAT IT TESTS

Asks: How are two or more things similar? How are they different? What explains those patterns? The comparison must reveal something analytical, not just list differences.

### THE MOST COMMON ERROR

Students list differences without explaining what the comparison reveals about the historical period. A strong comparison includes a **claim**, not just a contrast.

### 5-MINUTE FORMATIVE PRACTICE

Colonial regions: 'The most significant difference between New England and Chesapeake was [X] because [mechanism].' Degree word required.

## CONTINUITY & CHANGE OVER TIME

### WHAT IT TESTS

Asks: What changed across this period? What stayed the same? What drove each? Students identify changes easily but struggle to name continuities and rarely explain the mechanism.

### THE MOST COMMON ERROR

Describing a sequence of events is NOT CCOT. CCOT requires identifying what shifted, what persisted, and the structural force producing each. Chronology is description; mechanism is analysis.

### 5-MINUTE FORMATIVE PRACTICE

Chart: U.S. immigration rates 1800–1920. Write: ‘While [continuity] persisted, [change] occurred because [mechanism].’

## CONTEXTUALIZATION

### WHAT IT TESTS

Asks: How does this development fit into a broader historical context? Specifically on the DBQ rubric: what **prior-era development** created conditions the prompt period had to respond to? This is the most commonly missed DBQ rubric point.

### THE MOST COMMON ERROR

Students describe the *same period* as the prompt instead of preceding it. Contextualization for a Reconstruction essay must name something from the antebellum era. Prior-era + mechanism + connection to argument = the full point.

### 5-MINUTE FORMATIVE PRACTICE

Formula: ‘Before [prompt period], [named prior-era development] had [created / established / produced] [condition], which [prompt period] then had to [respond to / address / overcome].’

### PREMIUM TEACHER CLASSROOM VAULT

Canvas-ready DBQ and LEQ templates, 180 bell ringers, rubric translation systems, 4-week exam review, peer review protocols, and formative tools — all in one place.

### The Red Ink Vault — Teacher Edition

<https://www.apushistoryexamprep.com/premium-teacher-classroom-tools.html>

# The Four Historical Thinking Skills: Application Practice

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## PART 1: Skill Identification

Read each question. Identify which historical thinking skill it primarily tests. Write the skill name and one sentence explaining your reasoning:

1. A 1905 political cartoon shows Theodore Roosevelt using a large stick to discipline foreign nations. What argument does this cartoon make about U.S. foreign policy in the early 20th century?

Skill: \_\_\_\_\_ Reasoning: \_\_\_\_\_

2. In what ways were the causes of World War I and World War II similar? In what ways were they different? What explains the most important difference?

Skill: \_\_\_\_\_ Reasoning: \_\_\_\_\_

3. How did the role of the federal government in the American economy change between 1865 and 1940? What development most drove this change?

Skill: \_\_\_\_\_ Reasoning: \_\_\_\_\_

## PART 2: Write Your Own Skill-Based Questions

Write one APUSH-style question that tests each of the four skills below. Use U.S. history content you already know from previous classes:

<b>Causation:</b>	
<b>Comparison:</b>	
<b>Continuity &amp; Change Over Time:</b>	
<b>Contextualization:</b>	

# What Did Week One Actually Teach You?

20–25 min • Individual written reflection + goal-setting

## TEACHER GUIDE

### Why This Exit Ticket Is Different

Most exit tickets ask: ‘What did you learn today?’ This one asks: ‘What do you now understand about AP U.S. History that you didn’t understand on Monday?’ That requires synthesis across five days. Students who can articulate the analytical/recall distinction have internalized the Week One message. Students who cannot — you now know exactly who to reach first in Week Two.

### How to Use the Responses

- **Read every exit ticket before Monday.** These tell you who needs early intervention and who is ready to accelerate.
- Students who scored 0–1 on the Day 3 diagnostic AND show limited synthesis here are your highest-priority Week Two relationships.
- Students who articulate all four skills clearly and set specific goals are primed for peer-teaching roles later in the semester.
- **Return exit tickets in Week Two with one handwritten comment.** Students who receive personal teacher feedback in week two attend more consistently all year.

## Brian Waters

AP U.S. History Educator • Teaching since 1997 • Kansas & Missouri Certified

The exit ticket is the close of Week One — but it’s also the opening of Week Two. I’ve read thousands of these. The ones that tell me the most aren’t the students who list the four thinking skills correctly. It’s the ones who write: ‘I always thought history was about memorizing what happened. I didn’t know there was a difference between describing something and explaining why it mattered. That’s what I need to learn this year.’

That student understood the Week One message. They go home Friday and think about APUSH over the weekend. That’s not an accident — it’s what Week One was designed to produce.

***“A student who leaves Week One knowing what the exam rewards is worth a semester of reminders about it in October and March.”***

## Week One Exit Ticket: Taking Stock

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

### Question 1

What is the most important thing you learned this week about how the APUSH exam works? Be specific — don't just say 'it's hard.'

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### Question 2

On Monday, what did you believe APUSH was mostly about? Has that belief changed this week? Explain specifically what changed and what caused it to change.

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### Question 3

Name all four historical thinking skills. For each one, write one sentence explaining what it specifically asks you to do with historical content — in your own words:

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### Question 4

On the Day 3 diagnostic, which was hardest: writing a thesis, naming specific evidence, or explaining causation? Why was that specific element hard for you?

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### Question 5

What is your specific goal for the first month of APUSH? Name one analytical skill you want to build and one thing you'll do every week to build it. 'Study more' is not an acceptable answer.

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### THE WEEK ONE PROMISE

I'm going to give you the tools, the practice, and the honest feedback you need to earn a strong score. You're going to bring the consistency, the honesty about what you don't yet understand, and the willingness to practice things that feel hard before they feel easy. That's the agreement. It's a good one.

— *Brian Waters, AP U.S. History Educator since 1997*

## Your Students' Accountability Tool — Free, All Year

APUSH Weekly Check-In: monthly cards, confidence meter, Brian's reality checks, browser-saved journal

<https://www.apushistoryexamprep.com/apush-weekly-check-in.html>

BONUS RESOURCE

# Full-Year Essay & DBQ Schedule + Month-by-Month Priority Guide

A preview of the complete APUSH Canvas Master Blueprint — free at [apushhistoryexamprep.com](https://www.apushhistoryexamprep.com)

## THE ESCALATING-SKILL ESSAY SEQUENCE

### Why Escalating Skills Changes Student Performance

The most common DBQ grading mistake: holding students to the full 7-point rubric on the first essay. Students earn a 2 and conclude they can't write DBQs. That conclusion is wrong — they just haven't been taught the rubric moves yet. The escalating sequence solves this by adding one new rubric skill per essay, building confidence and competency simultaneously.

WK	TYPE	TOPIC	RUBRIC FOCUS
7	DBQ #1 Baseline	Colonial comparison (Unit 2)	Thesis + Contextualization only
10	LEQ #1	Causes of American Revolution	Thesis + Context + Evidence
13	DBQ #2	Market Revolution (Unit 4)	Add OE + Sourcing (1 doc)
17	DBQ #3	Reconstruction failure (Unit 5)	All six points except Complexity
20	LEQ #2	Gilded Age labor (Unit 6)	Full LEQ rubric (6 pts)
22	DBQ #4	New Deal scope (Unit 7)	Full DBQ rubric (7 pts)
27	DBQ #5	Cold War foreign policy (Unit 8)	Full rubric — timed
31	DBQ #6	Reagan era (Unit 9)	Full rubric — exam simulation
35	DBQ #7 Final	Released AP materials	Full rubric — exam conditions

## Get the Full Canvas Blueprint — Free

11 modules • 36 discussion prompts • 90+ quiz questions • Bell ringer bank • All assignment templates

<https://www.apushhistoryexamprep.com/ap-us-history-canvas-master-course-blueprint.html>

## MONTH-BY-MONTH PRIORITY FOCUS

### What to Prioritize Each Month

**AUG**

Build the habit of asking ‘why did this happen?’ for every event. Content without causation reasoning doesn’t earn points in May.

**JAN**

Last comfortable month. Start timed MCQ practice. Learn 2027 format changes now.

**SEP**

Stop memorizing, start understanding mechanisms. Begin 15-min weekly reviews of old units before they fade.

**FEB**

Writing season. Timed DBQ weekly. The execution gap is real and still fixable.

**OCT**

Write your first real timed DBQ. Not a draft — a full timed attempt. Find the gaps while there’s still time.

**MAR**

Pressure test: take a full practice exam. Drill your weakest rubric point daily.

**NOV**

Mid-course: the writing gap becomes visible. If no timed essay yet, start now.

**APR**

Stop acquiring content. Start drilling execution. Writing practice every day.

**DEC**

Reset before break. Leave notes for January Brain about exactly where to restart.

**MAY**

Sleep 7–8 hours. Review evidence once. Trust the months of work.

ALL RESOURCES — ORGANIZED FOR YOU

# Teacher Resource Directory

All resources below are free unless marked Premium. Every URL is a live page at [apushistoryexamprep.com](https://www.apushistoryexamprep.com). Share the student-facing pages directly with your class.

## FOR TEACHERS — COURSE STRUCTURE & PLANNING

### Canvas Master Course Blueprint

Full-year Canvas structure: 11 modules, every assignment sequenced, discussion prompts written, quiz bank with 90+ stimulus-based questions, and copy-paste assignment templates.

<https://www.apushistoryexamprep.com/ap-us-history-canvas-master-course-blueprint.html>

### Canvas Assignment Library

Ready-to-post assignment descriptions for every unit, including DBQ, LEQ, SAQ, and primary source analysis tasks. Copy directly into Canvas — rubrics included.

<https://www.apushistoryexamprep.com/ap-us-history-canvas-assignments.html>

### Canvas Unit 1 Master Module Import

A complete, importable Canvas module for Unit 1 with overview, primary source analysis, discussion prompt, SAQ submission, and quiz. Use as your structural template for all nine units.

<https://www.apushistoryexamprep.com/ap-us-history-canvas-import-unit-1-master-module.html>

### 2027 Curriculum Guide

Format changes, skill adjustments, pacing recommendations, and what to do differently in your Canvas setup starting in August.

<https://www.apushistoryexamprep.com/ap-us-history-teacher-curriculum-guide-2027.html>

### First Week Blueprint

The expanded version of this kit with additional teacher reflection guides and supplemental activities for the first two weeks.

<https://www.apushistoryexamprep.com/ap-us-history-first-week-blueprint.html>

## FOR TEACHERS — DAILY CLASSROOM TOOLS

### **Bell Ringer Library**

180 bell ringers across all 9 units organized by historical reasoning skill. Each includes an answer framework and time estimate.

<https://www.apushistoryexamprep.com/ap-us-history-bell-ringer-library.html>

### **Do Now Prompt Bank**

45+ historical reasoning prompts with answer frameworks organized by unit and skill. Five minutes, every class, all year.

<https://www.apushistoryexamprep.com/ap-us-history-do-now-prompts.html>

### **SAQ Warmup Bank**

Timed short-answer warmups for every unit. Eight minutes each, self-scored against the rubric.

<https://www.apushistoryexamprep.com/ap-us-history-saq-warmups.html>

### **DBQ Mini-Lessons**

Standalone 15–20 minute DBQ skill lessons: one focused lesson per rubric point. Use sequentially or as targeted intervention.

<https://www.apushistoryexamprep.com/ap-us-history-dbq-mini-lessons.html>

### **Historical Thinking Skills Classroom Guide**

Classroom-ready explanation of all four historical thinking skills with formative practice activities and rubric connections.

<https://www.apushistoryexamprep.com/ap-us-history-historical-thinking-skills-classroom-guide.html>

## **FOR TEACHERS — PLANNING & SUBSTITUTE COVERAGE**

### **Sub Plans (All 9 Units)**

Complete substitute lesson plans for every AP U.S. History unit. Each includes bell ringer, content activity, primary source task, and exit ticket. No sub prep required.

<https://www.apushistoryexamprep.com/ap-us-history-apush-sub-plans.html>

### **Review Day Plans**

Structured review day templates for mid-unit, end-of-unit, and pre-exam review. Includes timing, activities, and differentiation suggestions.

<https://www.apushistoryexamprep.com/ap-us-history-apush-review-day-plans.html>

## Rubric Downloads

DBQ, LEQ, and SAQ rubrics formatted for classroom use with plain-language translations. Print, post, distribute digitally, or attach as Canvas rubrics.

<https://www.apushistoryexamprep.com/ap-us-history-apush-teacher-rubric-downloads.html>

## FOR STUDENTS — ASSIGN THESE DIRECTLY

### APUSH Weekly Check-In

Month-by-month accountability tool: interactive check-in cards, confidence meter, Brian's monthly reality checks, and a progress journal saved in the browser all year.

<https://www.apushistoryexamprep.com/apush-weekly-check-in.html>

### DBQ Practice

Timed DBQ practice with the full rubric, document sourcing drills, contextualization examples, and outside evidence isolation exercises.

<https://www.apushistoryexamprep.com/ap-us-history-dbq-practice.html>

### Document Sourcing Guide — HAPP Formula

The most missed DBQ rubric point explained in full with 20 document type examples and completed sourcing sentences students can model.

<https://www.apushistoryexamprep.com/ap-us-history-document-sourcing-guide.html>

### Master Evidence Bank

100+ outside evidence entries organized by unit and theme. Each includes name, date, analytical significance, and a ready-to-deploy isolation sentence.

<https://www.apushistoryexamprep.com/ap-us-history-evidence-bank.html>

### Trap Answer Patterns

The 7 wrong-answer patterns the College Board uses to catch prepared students — including true-but-wrong-question, reverse causation, and extreme wording traps.

<https://www.apushistoryexamprep.com/ap-us-history-trap-answer-patterns.html>

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