

NOTE: Please either download a copy for yourself or, if you want to fill this out as a Google doc, please “Make a Copy” (under File) and then you can fill it out and send me the link. If you send a Google Doc link, make sure you choose the “Anyone with the link” option of sharing.

Aim Academy
Advanced Placement US History
Live Class Sessions: Mondays, 4PM-5PM, EST

You may e-mail a copy of this form to:
lhawkins@aimacademy.online

Basic Information About the Course:

Estimated number of hours of study per week: 9-12 (more if you are a slow reader)

Classes will generally be held three times per month, via Zoom. Recordings will be made available.

This course is authorized through the College Board AP Audit process, meeting all curricular guidelines. Homeschool students completing this course will be authorized to use the AP designation on their official high school transcript. A transcript of final course grade will be issued after student has taken the AP US History exam at a public or private school site in early May, when the AP exam is scheduled. The actual AP exam grade earned by the student will be used by any future colleges to determine possible college credit or advanced placement. You will receive your official AP exam grade directly from the College Board, typically in July.

This course is best suited for juniors and seniors (although some sophomores have also taken this course with great success) who have some experience with analytical writing - that is, with writing that makes arguments based on evidence. For example, if you have taken a challenging English literature course where you were required to show the development of a theme in some piece of literature, or to make some other sort of argument with references to the literature to back up your argument, then you have had experience in analytical writing. If you have had history courses where you have read primary documents (that is, speeches, or letters, or essays, etc. written by people in the past) and where you need to show a deep understanding of what is going on in the primary documents, that also involves analytical writing. I have had students without this sort of experience do well in the course before, but typically, students encountering this sort of work tend to have a much steeper learning curve.

There are five parts to this application. Please remember to include all five parts, either as attachments in an email, or all mailed together in a single envelope to the address listed above. If you have any questions, please email me at the email address listed above.

1. A sample, or excerpt of a sample, of a writing assignment. Please include at least the first two pages from a previous writing assignment. My preference would be to see a paper that analyzes some piece of literature and makes specific references (quotes and/or paraphrases) to the literary piece to back up what you are saying. If you happen to have a history paper that analyzes

primary documents (that is, writings from the time period studied), that would be great. If you don't have either of those, simply submit your best example of non-creative writing.

2. A short 'introductory' essay (200-400 words) about yourself that reflects not only your best writing, but also your personality. You may include what areas of history you've already studied and what eras or individuals interest you the most. You can tell me about your favorite books or favorite sites. You can tell me about issues or activities that mean a great deal to you. You can tell me about your strengths, weaknesses, and quirks. You can also post these essays in the course website, so you are not only introducing yourself to me, but also to your future classmates.

3. Completion of the following chart. You can type your information directly into the form or you can print this out and fill in the information.

4. Completion of a short analytical exercise, below the chart.

5. Terms of Participation, which require student and parental signature (typed-in 'signature' is just fine).

Basic Information

Student Name	
Age and Date of Birth	
Address	
Phone Number	
Student E-Mail (please provide – I need for enrolling purposes)	
Parent's Name	
Parent's E-Mail ((please provide a different address from student's – I need for enrolling purposes)	
Have you taken any AP courses before this? If so, which one(s)?	
What activities are you involved in outside of academics?	
Is there anything else about you that I should know about? For example, do you expect to have significant periods of interruption (like travel) during the course of the school year, or do you have any learning issues that I should know about up front? [Please note that if you do have unusual circumstances, this will not typically disqualify you from consideration for the course. I've taught students under all kinds of circumstances. I just need as much information up front as possible.]	

Short Analytical Exercise

The following two excerpts are two sides of an important debate in the middle of the 1800s. The region of Texas was originally controlled by Mexico, although many Americans moved into Texas by invitation of the Mexicans. However, the Americans who moved in often did not follow Mexican law, especially Mexican law *against* slavery. In addition, American-born residents of Texas led the territory in a rebellion against Mexico and declared that Texas was an independent territory. Mexico, however, continued to claim Texas as part of its own country. Then, after the Texians (yes, they were called 'Texians') declared independence, they applied to America to become part of the United States. Americans debated a lot over this, partly because Texas was going to be added as a slave state, and partly because some people didn't believe Texas had the right to declare its independence from Mexico in the first place. The first writer below supported annexation, while the second opposed it. (Ultimately, Texas *was* annexed.)

Your job is to read over the following two excerpts and summarize the basic arguments each writer makes. Your summary of each writer should be 4-7 sentences long. In addition, of the two writers' arguments about whether or not to annex Texas, which writer's arguments do you think is more legitimate and why? Answer that in 3-5 sentences. Note: Words or phrases you see in brackets were added by me to make the writing a little clearer. When you see three periods in a row, that means words have been removed.

Writer #1, John O'Sullivan

It is now time for the opposition to the Annexation of Texas to cease, all further agitation of the waters of bitterness and strife, at least in connection with this question... in regard to Texas, enough has now been given to [debate and discussion]. It is time for the common duty of Patriotism to the Country to succeed;--or if this claim will not be recognized, it is at least time for common sense to acquiesce with decent grace in the inevitable and the irrevocable...

Texas is now ours. Already, before these words are written, her Convention has undoubtedly ratified the acceptance, by her Congress, of our proffered invitation into the Union... Her star and her stripe may already be said to have taken their place in the glorious blazon of our common nationality..

It is time then that all should cease to treat her as alien, and even adverse--cease to denounce and vilify all and everything connected with her [acquisition] --cease to thwart and oppose the remaining steps for its [joining America as a state]; ...let prejudices and its passions, its discords and its denunciations, pass away too. The next session of Congress will see the representatives of the new young State in their places in both our halls of national legislation, side by side with those of the old Thirteen. Let their reception into "the family" be frank, kindly, and cheerful... Ill betide those foul birds that delight to [de]file their own nest, and disgust the ear with perpetual discord of ill-omened croak...

It is wholly untrue, and unjust to ourselves, the pretence that the Annexation has been...unrightful and unrighteous--of military conquest under forms of peace and law--of territorial aggrandizement at the expense of justice...This view of the question is wholly unfounded, and has been before so amply refuted in these pages, as well as in a thousand other modes, that we shall not again dwell upon it. The independence of Texas was complete and absolute. It was an independence, not only in fact, but of right. No obligation of duty towards

Mexico tended in the least degree to restrain our right to effect the desired recovery of the fair province once our own.

Writer #2, William Ellery Channing

Are we willing to take our place among robber-states? As a people, have we no self-respect? Have we no reverence for national morality? Have we no feeling of responsibility to other nations, and to Him by whom the fates of nations are disposed? ...by this act our country will enter on a career of encroachment, war, and crime, and will merit and incur the punishment and woe of aggravated wrong-doing. The seizure of Texas will not stand alone. It will darken our future history...

It is full time that we should lay on ourselves serious, resolute restraint. Possessed of a domain, vast enough for the growth of ages, it is time for us to stop in the career of acquisition and conquest. Already endangered by our greatness, we cannot advance without imminent peril to our institutions, union, prosperity, virtue, and peace. .. We cannot seize upon or join to ourselves that territory [Texas, which was still claimed by Mexico when Channing wrote this], without manifesting and strengthening the purpose of setting no limits to our empire. We give ourselves an impulse, which will and must precipitate us into new invasions of our neighbours' soil.

[Supporters of expansion say] the Indians have melted before the white man, and the mixed, degraded race of Mexico must melt before the Anglo-Saxon. Away with this vile sophistry ! There is no necessity for crime. There is no Fate to justify rapacious nations, any more than to justify gamblers and robbers, in plunder. We boast of the progress of society, and this progress consists in the substitution of reason and moral principle for the sway of brute force. It is true, that more civilised must always exert a great power over less civilised communities in their neighbourhood. But it may and should be a power to enlighten and improve, not to crush and destroy. We talk of accomplishing our destiny. So did the late conqueror of Europe (Napoleon); and destiny consigned him to a lonely rock in the ocean, the prey of an ambition which destroyed no peace but his own...

Terms of Participation in Lisa Hawkins' AP US History Course:

As your teacher, I will:

Create an interesting course that includes a variety of teaching/learning methods that will prepare you for the AP US History exam.

Provide clear expectations for course requirements and grading procedures.

Monitor your submissions in such a way that will challenge you to elaborate, provide additional evidence, use logic and creativity, reevaluate assumptions, and generally learn to think more critically and creatively about historical issues

Create regular exams and additional practice exams that will help prepare you for the AP exam.

Provide feedback on your various assignments, with extensive feedback particularly at the beginning of the course.

Provide additional audio-visual presentations to supplement textbook reading.

Provide instruction on how to study history, how to read and interpret primary documents, how to write about history, and how to grow in wisdom from history.

Provide direct instruction about how to approach the different kinds of questions you will see on the AP exam.

Provide a variety of extra-credit opportunities that will not only improve your final grade, but give you even more preparation for the AP exam.

I am indicating my agreement to the above conditions by typing my name in the box:

A rectangular box with a dark blue border. Inside the box, the name "Lisa Hawkins" is written in a black cursive script. To the left of the box, there is a grey arrow pointing towards the box.

As my student, you agree to:

Do all the work on time and to your best ability.

Expect to spend 9-12 hours weekly on course work. (If you are a slow reader, expect to spend more time; also note that some Units are more rigorous than others.)

Take excellent notes over the course of the school year which you will use for more intensive study as we approach the date for the AP exam.

Contribute substantially to course discussions, maintaining a civil, respectful attitude towards your classmates and teacher.

Provide thoughtful, constructive assessments of your classmates' submissions, when required.

Never plagiarize.

Never cheat on exams.

Do not use AI as a replacement for any of your writing or any of your own analysis.

Inform me as soon as possible about unavoidable interruptions to normal course activities.

Actively contribute to your classmates' learning experience in any way you can.
If placed on probation, adhere to the teacher's requirements for getting out of probation.

Please indicate your agreement to the above conditions by typing or signing your name in the box.



As the parent/guardian of this AP student, you agree to:

Follow all given instructions concerning registering for the course.
Create your own separate parental 'observer' account on the Canvas website.
Acquire the necessary textbooks.
Provide your student with the level of oversight he/she needs in order to submit required work on time.
Encourage student to work towards the long-term goal of mastering the content and skills necessary to do well on the AP exam.
Communicate with the teacher as soon as possible concerning any information she needs to know about the student.
Respond to all teacher communication as soon as possible, especially if it concerns delinquent behavior on part of the student.
Understand that negligent or deficient work on part of the student will result in a probationary status.
Understand that if the student does not meet the requirements for getting out of probation (terms and the timeline for doing so will be laid out clearly), the student might be dismissed from the course.
Support the teacher in her task of instructing the student.
Sign the student up for the AP exam and communicate AP exam information to the teacher (if you choose to have your student take the exam.)

Please indicate your agreement to the above conditions by typing or signing your name in the box.

