

AP US Government and Politics 2024 Summer Project

Mr. Crawford
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Students will read Gordon Wood's *The American Revolution*

New or used paperback: (\$16.00 to \$6.00) <https://www.amazon.com/American-Revolution-History-Library-Chronicles/dp/0812970411>

Apple Books: (\$13.99) <https://books.apple.com/us/book/the-american-revolution/id420267895>

- Include the original question and question number before each answer.
- **Answer should be typed and single-spaced with about an inch between answers for corrections and/or comments.**
- Most of the following questions are summarizing the big ideas of each chapter and the answers are not found in a single sentence or paragraph.
- Each answer should be a well-written paragraph that include specific examples from the book.
- Plagiarism
 - Use your own words to show comprehension of the text.
 - **DO NOT CUT and PASTE passages from the book.**
 - **Answers DO NOT requires quotations or in-text citations.**
 - If you must quote, it must be correctly cited with quotation marks and page number.
- DUE AUGUST 24, 2024 (first day of school)
- QUESTIONS?: ccrawford@stjohnschs.org

Chapter One

1. Describe the growth in population in the colonies in the 1760's and the effects (positive and negative) it had.
2. How did the expanding colonial economy in the colonies in the 1760's effect the relationship with Britain?
3. Why did the British start taxing the colonies in the 1760's? (This answer starts at the end of chapter one and continues into chapter two)

Chapter Two

4. Describe the colonial response to the reassertion of British control over the colonies. (Many things happened. Describe them.)
5. Explain the difference between the British argument of "virtual representation" and the colonial belief in "actual representation."

Chapter Three

6. How was the American Revolution, in some ways, also an internal social revolution against the existing hierarchy/class system in the colonies?
7. What was the significance of Thomas Paine's *Common Sense* to the American Revolution?
8. Why did the *Declaration of Independence* fail to address slavery?
9. How can the ideas of the American Revolution be viewed as both politically conservative and politically liberal at the same time?

Chapter Four

10. What were the similarities in the structure of the new state constitutions?
11. How were the powers of executive and legislative branches balanced in the new state constitutions?
12. How and why were the *Articles of Confederation* a weak national government? (include at least **three** weaknesses)
13. What was the lasting significance of the Northwest Ordinance?

Skip the last section "The War for Independence." It is a brief summary of the battles of the American Revolution.

Chapter Five

14. What is "republican virtue?"
15. Why was it unnecessary for citizens to possess republican virtue in a monarchy?
16. Why was republican virtue considered essential to the success of the new American government?

Chapter Six

(Students can skip whole chapter on how the new republican society was reforming/changing in the period after the War.)

Chapter Seven

17. How had many state legislatures lost their republican virtue and become "democratic despots" and "legislative tyrants"? Include **two** specific examples.
18. How was the Confederation's inability to regulate commerce its biggest problem?
19. How had **Shays' Rebellion and its legislative aftermath in Massachusetts** convince the framers that the Articles of Confederation had to be replaced with a new form of government?
20. How did the new Constitution limit the individual states' power? Include at least three limits.
21. What were the Anti-Federalist criticisms of the Constitution and what were the Federalist's counter-arguments? Include at least **three** criticisms/responses.
22. Despite the ratification of the Constitution, how did Jefferson and the Anti-Federalists win in the end?

About the AP U.S. Government and Politics Course

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

FULL COURSE DESCRIPTION

<https://apcentral.collegeboard.org/pdf/ap-us-government-and-politics-course-and-exam-description.pdf?course=ap-united-states-government-and-politics>