Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reading

Your readings for today:

APUSH: “The Starving Time” (1609); “Governor William Berkeley Reports” (1671) from “The American Spirit”

AP GOV: “Democracy’s Romantic Myths” from “Debating Democracy”

Activity 1: Annotating and Analyzing Text

Part 1—Annotate your given text using the format set up from the Reader’s Guide.

Part 2—Answer the questions below regarding your text.

AP GOV Reading Questions:

Answer each question with 4-6 sentences that reference the text.

1. What are the most important differences between the elite democratic perspective (elitism) and the popular democratic perspective (pluralism)? In your view, which has the stronger case in the US today?

2. Mueller argues that “special interests can be effectively reined in only be abandoning democracy itself.” Explain how this is both true and false.

3. Mueller believes that there is no greater intrinsic value in being a “politics junkie” than in pursuing any other interest or hobby, whereas society often encourages political participation as a means of personal growth. How is political participation different from other hobbies? What makes political participation worthy of an individual’s time and commitment?

4. Are most Americans too preoccupied with their private affairs to pay much attention to public ones, or can they be taught to see critical links between their own needs and interests and the shared pursuit of public goods?

APUSH Reading Questions:

1. What social and economic factors contributed to the migration of Englishmen to the North American colonies?

2. Why did the early Virginia colonists experience such punishing difficulties?

3. Using the text, identify the presence of each historical trend using a quote.

a) Political:

b) Social:

c) Economic:

d) Cultural:

Activity 3: Data Analysis

Look through your textbook for data that would be useful in answering your outline prompt from yesterday. In the space below, give the page number the data is on and what it is. Then, explain how it relates to the question, and how you would use it in your response. AP Government students must find two examples of data (charts/graphs); APUSH students must find one map to include in their two examples.

1.

2.

Activity 4: Legal Terms and Using Vocabulary

AP GOV: Look through legal terms. Circle or highlight the terms you are already familiar with.

Switch your last vocab list with someone from the other class. Circle ten words on the vocab list you receive and hand it back. Once your vocab list has been returned to you, write a coherent paragraph that uses all ten words.

* A paragraph is 6-10 sentences.
* Sentences may not include the definition of the word.
* Sentences may not contain more than two vocab words.

Summary vs. Interpretation

There is subtle difference between summarizing and interpreting text. Because the difference is so subtle, most people fail to differentiate these terms and never grasp the skill of interpretation.

A summary focuses on what a reading is about, while an interpretation explains the meaning and/or significance of a reading.

Summary: What did it say? | Interpretation: What did it mean?

Activity 5:

In five sentences maximum, write a summary on your reading. In an additional, separate five sentences maximum, interpret your reading.

Summary:

Interpretation:

Activity 6: DBQ/FRQ

Write your full response to the DBQ or FRQ you received yesterday in the outline activity. You will need to reference the full question, tasks, and/or documents in your textbook:

AP GOV: page AP\*-2

APUSH: A64

You May NOT:

* Use your notes, vocab, textbook, or any previous assignment to help you answer.
* Write less than five paragraphs of 6-10 sentences each.

You MAY:

* Consult your outline from yesterday.

Activity 7: Chapter Notes and Vocab

AP Government Chapter 3 Vocab

1. Federalism
2. Unitary government
3. Confederation
4. Intergovernmental relations
5. Decentralize
6. Politics
7. Policy
8. Supremacy Clause
9. 10th Amendment
10. 11th Amendment
11. Implied powers
12. *McCulloch v. Maryland*
13. Enumerated powers
14. Elastic clause
15. Commerce clause
16. *Gibbons v. Ogden*
17. Full faith and credit
18. Extradition
19. Privileges and immunities
20. Dual federalism
21. Cooperative federalism
22. Devolution
23. Fiscal federalism
24. Categorical grants
25. Block grants
26. Mandate
27. Universalism
28. Project grants
29. Formula grants
30. *Marbury v. Madison*

APUSH Chapter 5 Vocab

1. Regulator Movement
2. Europeanization
3. Triangular trade
4. Molasses Act
5. Anglican Church
6. Toleration
7. Arminianism
8. Great Awakening
9. Old lights
10. New lights
11. Zealous
12. Poor Richard’s Almanack
13. Zenger Trial
14. Royal colonies
15. Proprietary colonies

APUSH Chapter 6 Vocab

1. Edict on Nantes
2. King William’s War
3. Queen Anne’s War
4. War of Jenkins’ Ear
5. King George’s War
6. Fort Duquesne
7. Fort Necessity
8. French and Indian War
9. Seven Years’ War
10. Albany Congress
11. Battle of Quebec
12. Pontiac’s Uprising
13. Proclamation of 1763
14. Disunity
15. Orator