

## AP US History Summer Project

### **Project Description:**

AP US History (APUSH) is a course designed to challenge students in a variety of ways. As part of the APUSH curriculum, students will need to memorize facts, dates, geographical features and multitude of historical events. This project has been designed to in an effort to encourage students to be proactive in their approach to the course. This project will compel students to begin learning and studying some of the basic “facts” that will be imperative for student understanding and success in APUSH. There are a total of four activities, comprising of multiple elements, which will be addressed in this project: landmark Supreme Court cases, the Presidents of the United States, the 27 Amendments to the Constitution, and a variety of essential geographical features.

### **Project Outcome(s):**

- Students will create a quick reference guide which they will use throughout the course
- Students will study and become accustomed to significant facts which will be referenced throughout the course and on the APUSH examination

### **Project Grading and Assessment:**

- This project will count as a “formal” project grade in PowerSchool.
- Students will be assessed on the information found within the project at the beginning of the school year through a series of quizzes.

### **Project Due Date:**

- This project will be due on the first day of class for the 2014-2015 school year.

### **Activity 1: Supreme Court Cases**

Description: Students will research a series of landmark Supreme Court decisions in the United States. Students will then create a “quick reference guide” for all of the cases with a list of the case name, year of decision, synopsis, holding, and Chief Justice for each.

Title: “Landmark Supreme Court Cases Quick Reference Guide”

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The synopsis is an explanation of the events leading up to the case as well as the discussions of the Supreme Court itself. The synopsis should also include the amendment or Constitutional issue being addressed in the case. The holding, or majority opinion, is the ruling of the Justices on the case. The holding should include the following information: the Justices vote (ex. 5 to 4) and the new precedent set by the case. Both the synopsis and holding should be in complete sentences and should be in the students’ own writing. A grade of “zero” and a referral for cheating will be given to any students who “copy and paste” another author’s work.

Resources: While there are a vast multitude of resources available online and in print, it is suggested that students use the following website to aid in this activity: <http://www.oyez.org/>

Example (all other cases should follow same format)

**Marbury v. Madison: 1803**

***John Marshall***

**Synopsis:**

During John Adams's last day's as President he appointed several officials to high positions in government. One such individual was William Marbury. However, after Adams's term ended, some of the appointees were never officially sworn into office due to an attempt by Thomas Jefferson, the new President, to halt the last-minute influence of Adams's appointments. Marbury sued James Madison, the new Secretary of State appointed under Thomas Jefferson, in an effort to force the appointments to go through. Congress, in an effort to stifle the Supreme Court's decision and further stop the appointments, passed a new law (the Judiciary Act of 1802) with the intention of reducing the Supreme Court's power.

**Holding:**

The precedent of "Judicial Review" was affirmed through the decision in that the Supreme Court determined that Congress was not allowed to exercise powers beyond those given to them in the Constitution, thus the Judiciary Act of 1802 was deemed unconstitutional. It was also decided that Marbury's petition, which was essentially a plea for the Supreme Court to force the passage of his appointment, was beyond the jurisdiction of the Supreme Court; thus, Marbury was not granted the appointment.

**Vote:**

4 to 0 (2 justices did not vote and there were only 6 sitting justices on the court at the time).

*Case list:*

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1. McCulloch v. Maryland, 1819        | 14. Mapp v. Ohio, 1961              |
| 2. Dartmouth College v. Woodward      | 15. Escobedo v. Illinois, 1964      |
| 3. Gibbons v. Ogden, 1824             | 16. Griswold v. Connecticut, 1964   |
| 4. Cherokee Nation v Georgia, 1831    | 17. Roe v. Wade, 1973               |
| 5. Worcester v. Georgia, 1832         | 18. Korematsu v. US, 1944           |
| 6. Dred Scott v. Sanford, 1857        | 19. Nixon v. US, 1974               |
| 7. Wabash v. Illinois, 1886           | 20. New York Times v. US, 1971      |
| 8. US v. E.C. Knight, 1895            | 21. Muller v. Oregon, 1908          |
| 9. Plessy v. Ferguson, 1896           | 22. Lochner v. NY, 1904             |
| 10. Guinn v. US, 1915                 | 23. Northern Securities v. US, 1904 |
| 11. Schenck v. US, 1918               | 24. Powell v. Alabama, 1932         |
| 12. Miranda v. Arizona, 1966          | 25. Gideon v. Wainright, 1963       |
| 13. Brown v. Board of Education, 1954 |                                     |

**Activity 2: Presidents**

Description: Students will research each of the presidents of the United States. Students will then create a "quick reference guide" with the correct order and the term length of each president.

Title: "Presidents of the United States Quick Reference Guide"

Font: 12 point Times New Roman

Example (follow same format)

## 1. George Washington: 1789-1797

### Activity 3: Amendments

Description: Students will research each of the amendments of the United States Constitution. Students will then create a “quick reference guide” with a brief explanation of each amendment of the United States Constitution as well as the ratification date for each.

Title: “Amendments of the U.S. Constitution Quick Reference Guide”

Font: 12 point Times New Roman

Example (follow same format)

#### Amendment I (1)

Establishes freedoms of religion, assembly, speech, petition, and press.

“*Free Exercise Clause*”: people have the right to freely exercise any religion of their choosing or no religion at all.

“*Establishment Clause*”: the government cannot establish an “official” religion

### Activity 4: Geography

Description: Students will research each of the following locations and geographical features. Students will then locate each of the locations and geographical features on the provided maps.

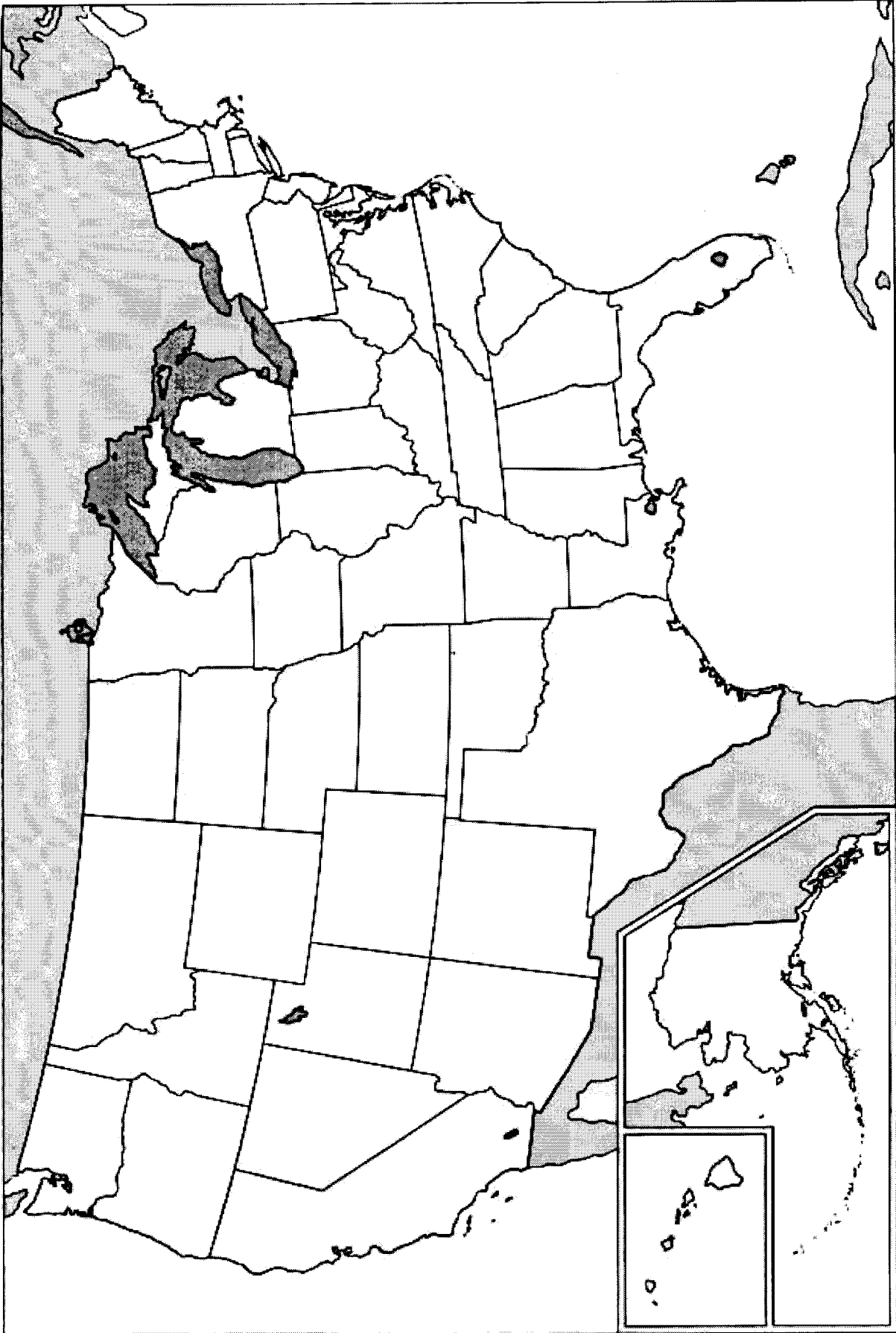
Directions:

#### Map 1:

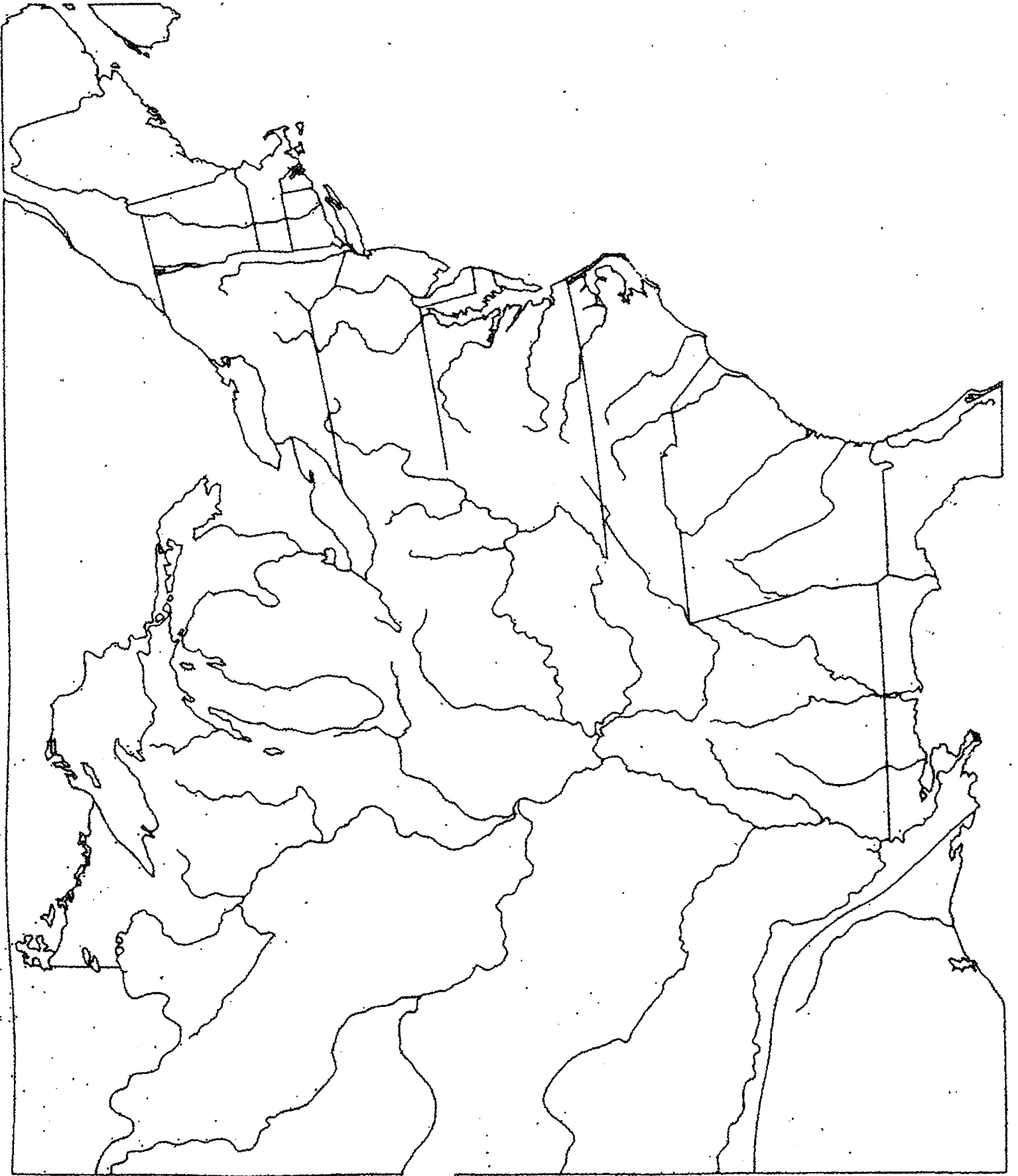
- State Names: label all of the states and when they officially entered the union.
- Capitals: label all of the modern capitals of each of the states.
- Important Geographical Features: label and give an approximation of each of the following: Appalachian Mountains, Rocky Mountains, Cape Cod, Great Plains, Mississippi Delta, Mississippi River, the five Great Lakes, Nueces River, Rio Grande River

#### Map 2:

- Major Cities: Jamestown, New Bern, Charleston, New Amsterdam (NYC), Plymouth, New Haven, Hartford, Albany, Boston, Philadelphia, Montreal, Quebec City, Annapolis, Baltimore, Providence, Quebec City, Montreal, St. Augustine, New Orleans
- Colonies: Label each of the original 13 colonies.
- Large Bodies of Water: James River, Ohio River, Susquehanna River, Neuse River, Delaware River, Potomac River, Hudson River, Chesapeake Bay, Connecticut River, St. Lawrence River
- Important Geographical Features & Regions: Appalachian Mountains, Long Island, New England, Middle, and Southern Colonies



Map 1: United States of America Map



Map 2: North American Colonies