Founding Fathers: Exam Study Guide

Directions: On October 13th, you will take your Founding Fathers test. This study guide is to help you prepare. It is not a graded assignment. It is a preview of the test—which kinds of questions will be asked, how it will be graded, etc. Use it or not as you see fit.

On testing day, you are NOT allowed to use electronic devices of any kind. You may not talk to one another, either. The only materials you must have are a writing utensil and notebook paper. You will also be allowed one 3x5 note card on which you can take notes. You may write on both sides of the note card.

You will have all class period to take the test, but you will NOT receive extra time… and this includes anyone who shows up tardy. Absent people must make up the test after school. You will need to arrange a time with Ms. Doolittle (she returns on October 17th). Please remember (as stated in the syllabus) that for every excused absence, you have two days to make up (or arrange to make up) a missing assignment. After that time expires, so does your opportunity to make up the work.

Without further ado, here’s a preview of your test.

Part A: Amendments I Know

10 READING points total

Directions: Using your own words, describe the rights given in five amendments. You may choose any five of the ten amendments to the Constitution known as the Bill of Rights. Remember, some amendments include more than one right. Mention all the rights for each amendment you choose.

On the final exam, each amendment will be worth 2 points—one for correctly matching number of amendment to type of rights, one for getting all of the rights down.

Part B: Bill of Rights in Practice

16 READING points total

Directions: Identify which right is being shown in the examples below. Also identify the number of the amendment that includes that right. (Note: an amendment may be used more than once.)

On the final exam, there will be 8 questions in Part B. The questions may come off this study guide, or they may be similar (but not questions you’ve seen before). Rights and amendments correctly identified are each worth a point… so 2 points per question, a total of 16 points for Part B.

1. Although Major Militant wanted his soldiers to stay in the houses of people living near the base, he couldn’t do that.
   • Amendment #: ____________________________
   • Right: __________________________________________________________

2. During the time of the Vietnam War, people got together to hold large rallies or marches.
   • Amendment #: ____________________________
   • Right: __________________________________________________________
3. The states of Ohio, Michigan, and California have chosen different ages for people in their state to legally drive.
   • Amendment #: ____________________________
   • Right: __________________________________________________________

4. Although he knew he was guilty of the crime, the mobster said he wouldn’t answer questions about it.
   • Amendment #: ____________________________
   • Right: __________________________________________________________

5. The doctor refused to tell about his patient’s condition, because his patient had the right to privacy.
   • Amendment #: ____________________________
   • Right: __________________________________________________________

Part C: Metacognition
4 READING point total
Directions: You will want to thoughtfully answer these questions using clear language and as much detail as possible. Each response will be worth 2 points (one for ideas, one for style). There will be 2 questions off this list for you to answer.

Does the separation of church and state limit what you can study or discuss within the public school environment? Why or why not?

One of your classmates whines, “Why are we reading these documents? It feels like Social Studies class!” Write the response you’d give your classmate. Explain to him/her how knowing the Declaration of Independence and/or Bill of Rights is relevant to AP Language and Composition.

Why are the individual freedoms listed in the First Amendment important in a democratic government?

Why is the preamble of the Declaration of Independence so famous? How do the lines (“We hold these truths to be self-evident…” etc.) impact the United States today?

How might you use Patrick Henry’s speech as a master text/professional model? In other words, how can reading and analyzing his speech make you a better persuasive writer or speaker?

Part D: Using the Founding Fathers on the AP Lang Exam
25 WRITING points total
Directions: Two of these AP-released prompts (see below) will appear on the final exam. You will have a choice between the two and will have to provide (a) a TAP analysis and (b) full outline for one of them. A full outline consists of a thesis statement, body paragraph sentences, and bulleted pieces of evidence beneath each body paragraph sentence. (For an example, see “Full Outline Sample” on the Founding Fathers page of the class website: www.nthurston.k12.wa.us/kdoolittle)

Your TAP analysis and outline will be graded using the following rubric:

---

1 These are actual prompts from past AP Lang exams. Check bibliography for citation.
POTENTIAL ESSAY PROMPTS:

Safety vs. Freedom (2011 B): American essayist and social critic H.L. Mencken (1880-1956) wrote, “The average man does not want to be free. He simply wants to be safe.” In a well-written essay, examine the extent to which Mencken’s observation applies to contemporary society, supporting your position with appropriate evidence.

* * * * *
Adversity (2009):

*Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant.*

~ Horace

Consider this quotation about adversity from the Roman poet Horace. Then write an essay that defends, challenges, or qualifies Horace’s assertion about the role that adversity (financial or political hardship, danger, misfortune, etc.) plays in developing a person’s character. Support your argument with appropriate evidence from your reading, observation, or experience.

* * * * *

Advertising in Schools (2008): For years corporations have sponsored high school sports. Their ads are found on the outfield fence at baseball parks or on the walls of the gymnasium, the football stadium, or even the locker room. Corporate logos are even found on players’ uniforms. But some schools have moved beyond corporate sponsorship of sports to allowing “corporate partners” to place their names and ads on all kinds of school facilities—libraries, music rooms, cafeterias. Some schools accept money to require students to watch Channel One, a news program that includes advertising. And schools often negotiate exclusive contracts with soft drink or clothing companies.

Some people argue that corporate sponsorships are necessary for cash-strapped schools. Others argue that schools should provide an environment free from ads and corporate influence. Using appropriate evidence, write an essay in which you evaluate the pros and cons of corporate sponsorship for schools and indicate why you find one position more persuasive than the other.

* * * * *

Public Opinion (2006): From talk radio to television shows, from popular magazines to Web blogs, ordinary citizens, political figures, and entertainers express their opinions on a wide range of topics. Are these opinions worthwhile? Does the expression of such opinions foster democratic values? Write an essay in which you take a position on the value of such public statements of opinion, supporting your view with appropriate evidence.