



APGAP & APUSH

SRQ Connection Assignment

It is my sincere hope and personal goal that you will *always* be learning in my class— even when we're discussing issues seemingly unrelated to class content or when you think we're just having fun. One of the things that I always my AVID Ohana is "***Everything we do is on purpose.***" In a very similar way, *everything* we do in both AP U.S. Government & Politics and AP U.S. History has a purpose and has been deliberately planned as an opportunity for you to learn. (No, seriously!) This is true even of the Quizzes/Reading Quizzes & Exams in my class. The assessments in **APGAP** and **APUSH** serve not only as preparation for the Advanced Placement Exam and as an assessment of whether you have (or have not!) learned the curriculum, but serve also as another opportunity to learn, ***even when you do poorly.*** Whether you received an excellent grade on that first assessment— the dreaded *Summer Reading Quiz*— or an other-than excellent one, looking in detail at not only *what* you received but also ***why*** and ***how you might have done better*** will help you improve both your grade in my class and your performance on future multiple-choice assessments both in my class and outside of it on exams such as the SAT & ACT.

Each APGAP & APUSH student— whether missing three items or forty-three, will complete a "Corrections Assignment" for their graded Quiz. This assignment is due: Monday, September 28th (**APUSH**)/Wednesday, September 30th (**APGAP**), ***but you must complete 25% of it by Monday, September 21st (APUSH)/Wednesday, September 23rd (APGAP) as well!***

(Miss four questions? Show Mr. A. your Corrections for one item by Monday/Wednesday. Miss forty? Complete ten by Monday/Wednesday. Get it? If not, see Mr. A. for clarification— and return to Algebra I, Quad A without passing "Go" or collecting \$200.)

Though you may handwrite the 25% you show Mr. Anderson on Monday the 21st/Wednesday the 23rd, your final assignment should be typewritten in 12 point Arial font (I know, Mr. Anderson is obsessed with pedantic detail...) and should mirror the on the back of this page. (And, since you're typing the full assignment and Mr. Anderson has already proven he's not always so swift about getting stuff back to you, you might want to type out the 25% as well and save it so that you can simply add to it for the completed assignment due the next week.)

When you have finished your assignment, staple your graded Scantron to the top of your assignment and your marked copy of the Summer Reading Quiz to the bottom. Any corrections done incorrectly or incomplete (missing parts d and e, for example) will not be graded and the student will receive a zero for the assignment. (I am aware these specifications are very pedantic and requiring them is somewhat neurotic of me, but these are a ***nightmare*** to grade and only your close adherence to my specifications makes it manageable. Thanks in advance for understanding!)

(See *Directions* on reverse)

Directions:

Part I

For each incorrect item on your exam:

- (a) state the incorrect answer you recorded;
- (b) explain **why** you felt this was the correct answer to the question asked; (I want to see the logic you used and will only provide credit if you can show me that you made an intelligent guess based on the information you had— *"I've never opened my textbook once, just closed my eyes and guessed!"* is not an acceptable answer!)
- (c) state what the correct answer was as given by Mr. Anderson or discussed in class;
- (d) explain why this is the correct answer; and
- (e) tell me on what page of your textbook (**APUSH**: 11th Edition of Bailey [brown] or 13th edition [blue/red] of Bailey **OR** Davis' *Don't Know Much About History*/**APGAP**: Lineberry [green]) the answer can be found.

Examples:

4. One type of interest group whose representation in Washington has skyrocketed since 1970 is the...

- (a) c
- (b) I chose this answer because, according to what I understood from the textbook...
- (c) a
- (d) a is the correct answer because, from 1970...
- (e) Lineberry, 289

28. The long-range purpose of the Albany Plan of Union was to

- (a) d
- (b) I chose this answer because I remember that Franklin offered a plan for the economic self-reliance of the colonies at this meeting, and therefore thought the answer dealing with independence was the answer.
- (c) a
- (d) this is the answer because...
- (e) Bailey, 114

Part II (Don't forget this part!!! This is the most important part!!!)

After you have completed the corrections, go back and look at what you missed and why. At the very end of your assignment, write me a short note (5-10 sentences explaining any patterns you might see (e.g., you are changing your answers and second-guessing yourself, you aren't reading questions carefully, etc.) in your mistakes.

Questions? You know how to contact me!