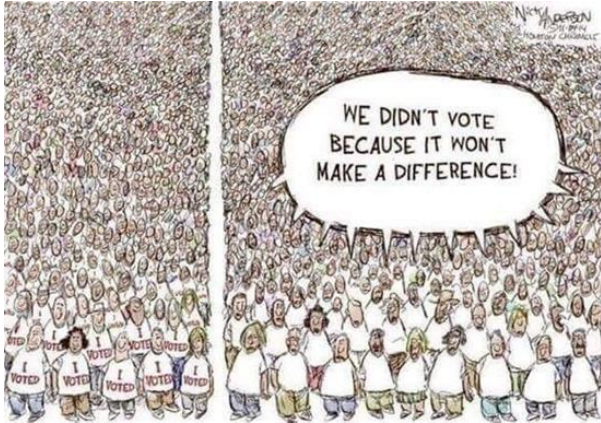


AP U.S. Government & Politics – Summer Reading – 2019 – 2020 School Year



Welcome to U.S. Government & Politics!
We look forward to educating future voters
and preparing you for the AP U.S.
Government & Politics Exam.

*“Knowledge will forever govern ignorance;
and a people who mean to be their own
governors must arm themselves with the
power which knowledge gives.”*
—James Madison

The AP U.S. Government & Politics course 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 behavior. 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.

Summer Reading Assignment

Part I: The 9 Foundational Documents

The AP U.S. Government and Politics course features nine required foundational documents to help students understand the philosophies of the founders and their critics.

These documents are:

- *The Declaration of Independence* (http://www.archives.gov/exhibits/charters/declaration_transcript.html)
- *The Articles of Confederation* (<http://www.ushistory.org/documents/confederation.htm>)
- *Brutus No. 1* (<http://teachingamericanhistory.org/library/document/brutus-i/>)
- *Federalist No. 10* (<http://teachingamericanhistory.org/library/document/federalist-no-10/>)
- *Federalist No. 51* (<http://teachingamericanhistory.org/library/document/federalist-no-51/>)
- *Federalist No. 70* (<http://teachingamericanhistory.org/library/document/federalist-no-70/>)
- *Federalist No. 78* (<http://teachingamericanhistory.org/library/document/federalist-no-78/>)
- *The Constitution of the United States* (<https://constitutioncenter.org/interactive-constitution>)
- *Letter from a Birmingham Jail* (http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)

Assignment: You are to do a close-read of the underlining foundational document for this course – *The Constitution of the United States*. You will also need to read to do a close-read of a second document in order to answer the Free Response Question (FRQ) below. As this is a semester long course, it operates at a very fast pace. You can expect nightly textbook readings to prepare you for the discussion and activities the next day in class. If you want to reduce additional workload during the school year, read each of the nine foundational documents listed above. You can access the documents using the links above.

Assessment: During the first week of school, you will have a Summer Reading Test, which will focus, in part, on *The Constitution of the United States*. You will be required to identify/describe the topics of all of the Articles and the Amendments.

Part II: The 15 Landmark Supreme Court Cases

For the required Supreme Court cases, students should know the major details of each case, the holding in the majority opinion, the constitutional principle used by the justices to support their finding, and the overview of the argument(s) by dissenting justices (if applicable). On the AP Exam, students will need to apply this information to a real-world scenario or in comparison to another case.

The course framework requires the analysis of 15 cases:

- *Marbury v. Madison* (1803)
- *McCulloch v. Maryland* (1819)
- *Schenck v. United States* (1919)
- *Brown v. Board of Education* (1954)
- *Baker v. Carr* (1961)
- *Engel v. Vitale* (1962)
- *Gideon v. Wainwright* (1963)
- *Tinker v. Des Moines Independent Community School District* (1969)
- *New York Times Co. v. United States* (1971)
- *Wisconsin v. Yoder* (1972)
- *Roe v. Wade* (1973)
- *Shaw v. Reno* (1993)
- *United States v. Lopez* (1995)
- *McDonald v. Chicago* (2010)
- *Citizens United v. Federal Election Commission* (2010)

Assignment: You need to read each case brief and learn the facts, question(s) and conclusion/decision for each of the fifteen landmark Supreme Court cases. You can find this information for each case at: www.oyez.org.

Assessment: On the Summer Reading Test, you will be given a scenario and asked to identify if the action in the scenario is constitutional or unconstitutional. Then you will match the scenario to the case that best established the precedent for that situation.

Example:

A student wears an armband to public school to protest the U.S. involvement in Vietnam.

1. Is this unconstitutional or constitutional?
2. What case established the precedent for this scenario?

Part III: Key Terms

Political science focuses on the theory and practice of government and politics at the local, state, national, and international levels. This course will help students develop an understanding of the institutions, practices, and relations that constitute public life and modes of inquiry that promote citizenship. Having a working knowledge of the political science terminology will help in this endeavor. Below are the terms that students will be assessed on in each unit of study.

Unit I – Foundations of American Democracy:

Americans with Disabilities Act (1990)	Indirect Democracy
Anti-Federalists	Informal amendment
Bicameral legislature	Inherent powers
Bill of attainder	Judicial Review
Block grants	“Layer Cake” federalism
Categorical grants	Limited government
Central government	Mandates
Checks and balances	“Marble Cake” federalism
Clean Air Act (1970)	Natural rights
Commerce Clause	Necessary and Proper Clause
Concurrent powers	New Federalism/Devolution
Conditions-of-aid	New Jersey Plan

Cooperative federalism
Direct Democracy
Dual federalism
Elastic Clause
Electoral College
Elite democracy
Enumerated powers
Ex post facto law
Exclusive powers
Factions
Federalism/Federal System
Federalists
Fiscal federalism
Formal amendment
Full Faith and Credit Clause
Grants
Great (Connecticut) Compromise
Implied powers
Incentives

Participatory democracy
Pluralist democracy
Popular sovereignty
Privileges and Immunities Clause
Ratification
Representative democracy
Republic
Reserved powers
Reserved Powers
Revenue sharing
Separation of powers
Shay's Rebellion
Slave Trade Compromise
Social contract
Supremacy Clause
Supermajority
Three-Fifths Compromise
Unicameral legislature
Virginia Plan

Unit II/III – American Political Ideologies and Beliefs; and Political Participation:

Amicus curiae briefs
Benchmark polls
Caucus
Closed primaries
Coattail effect
Conservative ideology
Core Values:
- Rule of law
- Equality of opportunity
- Individualism
- Free enterprise
- limited government
Critical elections
Dealignment
Democrat Party (DEM)
Divided government
Electorate
Exit polls
Faithless elector
“Free rider” problem
Fixed terms
Focus group
Front-loading
Gatekeeper
Hard money
Horseshoe journalism
Incumbency advantage
Incumbent
Initiative
Iron triangle
Issue ads
Liberal ideology
Libertarian ideology
Linkage institutions

Litigation
Lobbying
Mass survey
Open primaries
Party platforms
Party-line voting
Patronage
Pluralism
Plurality
Political Action Committees (PACs)
Political efficacy
Political socialization
Proportional voting system
Prospective voting
Push polls
Random sample
Rational-choice voting
Realignment
Referendum
Republican Party (GOP)
Retrospective voting
Revolving door
Safe seat
Scorekeeper
Single-member district
Soft money
Sound bite
Suffrage
Superdelegate
Swing states
Tracking polls
Watchdog
Winner-take-all voting system

Unit IV – Interaction Among Branches of Government:

“advise and consent”
appropriation
bicameral
budget deficit
bully pulpit
bureaucracy
bureaucratic discretion
casework
civil service system
closed rule
cloture
Commander-in-Chief
committee chairperson
committee hearings
Committee of the Whole
concurring opinion
conference committee
congressional committee
congressional oversight
constituents
delegate role
discharge petition
discretionary spending
dissenting opinion
divided government
earmarks
entitlements
executive agreement
executive orders
executive privilege
filibuster
franking privilege
gerrymandering
government corporations
gridlock
holds
impeachment
injunction
“iron triangles”
issue networks
judicial activism
judicial restraint
judicial review
jurisdiction – original vs. appellate
lame-duck president
line item veto
logrolling
majority opinion
mandatory spending
mark-up
Medicaid
Medicare
merit system
partisan role
patronage
pocket veto
politico role
pork (barrel)
power of the purse
precedent
quorum
reapportionment
red tape
redistricting
rider
rule-making authority
Rules Committee
select committee
senatorial courtesy
signing statements
Speaker of the House
spoils system
standing committee
stare decisis
State of the Union
trustee role
unanimous consent
veto
writ of certiorari

Unit V – Civil Liberties and Civil Rights:

affirmative action
Bill of Rights
civil liberties
civil rights
Civil Rights Act of 1964
Civil Rights movement
clear and present danger doctrine
compelling state interest
cruel and unusual punishment
de facto segregation
de jure segregation
death penalty
defamation
double jeopardy
due process clause
Miranda rule/warnings
National Organization for Women (NOW)
obscenity
USA PATRIOT Act of 2001
poll tax
prior restraint
Pro-choice movement
Pro-life movement
public safety exception
racial classification
racial gerrymandering
right to privacy
search warrant
secular
selective incorporation

eminent domain	separate but equal doctrine
equal protection clause	slander
establishment clause	speedy and public trial
exclusionary rule	strict scrutiny
free exercise clause	symbolic speech
grand jury	time, place, and manner regulations
grandfather clause	Title IX of the Education Amendments Act of 1972
hate speech	unreasonable search and seizure
impartial jury	USA Freedom Act of 2015
indictment	Voting Rights Act of 1965
Jim Crow laws	Women's Rights movement
libel	
majority-minority districting	

Assignment: All of the key terms that will be assessed on the Key Terms Quizzes are listed above. You are to study the terms for Unit I by making flash cards, Quizlets, etc. The key terms from the other Units are provided in case you want to get a head start this summer.

Assessment: The key terms will not be assessed on the Summer Reading Test. However, you will take a Key Terms Quiz during each Unit of study where you will need to be able to use the term in context. For example, if the term was the Privileges and Immunities Clause, you would be given the following quiz question: An individual from Ohio cannot be banned from buying land on the coast of California because of the _____.

Part IV: Preparing for the Exam

The AP U.S. Government and Politics Exam measures students' understanding of required content. Students must be able to define, compare, explain, and interpret political concepts, policies, processes, perspectives, and behaviors that characterize the U.S. political system. The AP Exam is divided into two components: Multiple Choice Questions and Free-Response Questions.

Multiple Choice Questions

Multiple-Choice Questions Section I of the AP U.S. Government and Politics Exam consists of 55 multiple-choice questions, including:

- Quantitative Analysis: Analysis and application of quantitative-based source material
- Qualitative Analysis: Analysis and application of text-based (primary and secondary) sources
- Visual Analysis: Analysis and application of qualitative visual information
- Concept Application: Explanation of the application of political concepts in context
- Comparison: Explanation of the similarities and differences of political concepts
- Knowledge: Identification and definition of political principles, processes, institutions, policies, and behaviors

Free-Response Questions (FRQ)

Free-Response Questions Section II of the exam consists of four questions that prompt students to:

- Concept Application: Respond to a political scenario, explaining how it relates to a political principle, institution, process, policy, or behavior
- Quantitative Analysis: Analyze quantitative data, identify a trend or pattern, draw a conclusion from the visual representation, and explain how the data relates to a political principle, institution, process, policy, or behavior
- SCOTUS Comparison: Compare a non-required Supreme Court case with a required Supreme Court case, explaining how information from the required case is relevant to that in the non-required one
- Argument Essay: Develop an argument in the form of an essay, using evidence from one or more required foundational documents

One of the new question types is the Argument Essay. In this essay question, students are given a prompt that can have more than one possible response. They will be asked to write a defensible claim or thesis that responds to the question and establishes a line of reasoning (the response cannot earn a point for simply restating the prompt). They must then cite and describe one piece of evidence from a list of foundational documents. To earn additional points students must identify a second piece of specific and relevant evidence, making sure they explain how or why both pieces support the claim or thesis. To complete their essay students must identify an opposing or alternative perspective, demonstrate a correct understanding of it, and refute, concede, or rebut that perspective.

Assignment: To help prepare for one part of the AP Exam, you will complete an FRQ – Argument Essay. You may use your notes from the readings of the nine foundational documents to complete the essay.

Develop an argument that explains which of the three models of representative democracy—participatory, pluralist, or elite—best achieves the founders’ intent for American democracy in terms of ensuring a stable government run by the people.

In your essay, you must:

Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning

- ✓ Support your claim with at least TWO pieces of accurate and relevant information:
 - At least ONE piece of evidence must be from one of the following foundational documents:
 - Declaration of Independence
 - Brutus 1
 - Federalist No. 10
 - Federalist No. 51
 - U.S. Constitution
 - Use a second piece of evidence from another foundational document from the list
- ✓ Use reasoning to explain why your evidence supports your claim/thesis
- ✓ Respond to an opposing or alternative perspective using refutation, concession, or rebuttal

Assessment:

A good response should:

- Articulate a defensible claim or thesis that responds to the question and establishes a line of reasoning (0–1 point)
- Describe one piece of evidence that is accurately linked to the topic of the question (1 out of 3 points); use one piece of specific and relevant evidence to support the argument (2 out of 3 points); use two pieces of specific and relevant evidence to support the argument (3 out of 3 points)
- Explain how or why the evidence supports the claim or thesis (0–1 point)
- Respond to an opposing or alternate perspective using refutation, concession, or rebuttal that is consistent with the argument (0–1 point)

Questions: If you have any questions, please contact Mr. Berger (berger_b@shaker.org) and Ms. Owens (owens_k@shaker.org). We look forward to meeting you in August!

Due Dates:

Summer Reading FRQ – Friday, August 23, 2019

- This Free Response Question (FRQ) will be graded based upon completion.
- You may type the essay or handwrite it in the area provided below.

Summer Reading Test – Wednesday, August 28, 2019

- This will be a scantron based Test that will include the following:
 - Articles and Amendment of the U.S. Constitution
 - Key Supreme Court Cases
- See above for details on the types and format of the questions

Unit I Key Terms Quiz – Friday, September 6, 2019

