

AP Summer Assignment 2021

AP United States Government and Politics

Mrs.Penske (tpenske@millerplace.k12.ny.us)

DearStudents,

Welcome to Advanced Placement U.S. Government & Politics! I am so pleased you have enrolled in this class and hope next year's course will open your eyes and ears to our governmental system, political environment and your presumed role in it. Next year will be an exciting year for you all, not only because it will be your senior year, but because it promises to be a very busy political and governmental year as well!

According to the College Board's course description, *“Advanced Placement U.S. Government and Politics 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 behaviors. [Students] 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, [students] will complete a political science research or applied civics project.”* The College Board redesigned the course curriculum framework and exam in 2018 with the help of many stakeholders including AP teachers, higher education faculty as well as the public at-large and experts from across the political spectrum.

This course will require all of us to push ourselves to do our best work, not just enough to “skate by”. Independent reading and current events analysis is essential to succeeding in the AP U.S. Government & Politics course. Our summer assignment lays a great foundation for our first unit of study and will allow you to become an informed and engaged citizen participant. Many of you may not currently read national newspapers like the New York Times or news magazines such as Newsweek or US News and World Report. You may not even watch nightly news television programs on CBS, ABC, CNN or Fox News. This must change immediately for you to be fully prepared for our class. If you have not yet done these things on a regular basis, don't panic, there will be time for you to get up to speed. You only need to have the desire to want to learn about our government and political system. With that desire, we as a team will work towards our common goal of improving our democracy by creating a more informed populace.

Enjoy your summer and stay engaged in terms of what is happening in our country and world. If you have any questions regarding the summer assignment on the subsequent pages, please do not hesitate emailing me (tpenske@millerplace.k12.ny.us)

The summer assignment will be due on Friday,September 3, 2021

Sincerely,

Mrs.Penske

Social Studies Department

The AP course for US Government is a college-level class that is designed to prepare you for the AP exam in May. In order to set you up for success in this class, it is essential that you learn material through this summer assignment to help you review the Constitution, major Supreme Court cases in our country's history and be able to apply them to current events. You will use this information constantly throughout the year.

Themes for the Course:

1. Foundations of Democracy – constitution and political ideologies behind it.
2. Interactions among branches – Congress, the presidency, the courts.
3. Civil Liberties and Civil Rights – Bill of Rights and how the government protects groups from discrimination.
4. American Political Ideologies and Beliefs – Democrats, Republicans, Liberals, Conservatives...
5. Political Participation - Voting, lobbying, etc.

There are three parts to the Summer Assignment

Part One The United States Constitution (materials attached include Constitutional Scavenger Hunt Important Constitutional Clauses and Three Branches)

You will be expected to read and review the entire US Constitution over the summer (it's not long, but you need to allocate enough time to be familiar with its main parts). While you should read the original text at least once, the following outline and using Quizlet will help you study

The United States Constitution- the essential guide to our government's structure and core philosophy

Find---- this website has a nicely searchable version:

<http://www.usconstitution.net/const.html>

Read----We will be using the Constitution all year long. Read every word thoroughly—from the beginning of the end. Look up what you don't understand.

Write---Complete the worksheet attached. You'll use it all year as your personal guide to the Constitution.

Test--- This information will be tested in the first weeks of school. Also, you will need to know the Constitution very well on the AP test- get started now

Part Two - Essential Supreme Court Cases for our class

(material attached: Activity #2 Supreme Court Case Journals).

Supreme Court Case Journals- research the top 40 Supreme Court cases that you should know for the AP test, (attached) these cases will be used in class so make sure you understand what is happening in each one

*Each case summary should be typed on its own page.

The Constitutional question, background information, and summary should be written in complete sentences.

See sample on in this packet

For each case, you will need to provide the following:

1. Constitutional Question- You need to establish what Constitutional question arose from the specific case. *Make sure to include which article or amendment is in question.*
2. Background Information- In one paragraph, summarize the background information of the case. What is this case about? What happened in this case to bring it to the Supreme Court? This section should be 6-8 sentences to explain the details of the case.
3. Summary of the Court's Opinion- The summary should include the vote of the court as well as explain what they decided and why. If you see connections to other cases, make sure that you note that in this section. This section should be 6-8 sentences to explain what the ruling means.
4. Image- Include an image that reminds you of the case- it can be clip art, hand-drawn, or a picture from the internet- keep it appropriate!

WHERE DO I FIND THIS INFORMATION?

Resources: I recommend that you use **oyez.org** or **landmarkcases.org** to help get you started. Wikipedia.com is a source that you can read over but **it should not be** your only source for information on a court case. You may also use other sources you can locate to help clarify the information, but they must be reliable sources. Be sure that your background of the case and the opinion of the Court are in your own words.

*If any part of your Supreme Court case journal is not in your own words, it will not be graded and you will not receive credit!

Take the material and **rewrite** it so it makes sense to you! I don't want to see you trying to pass off the Wikipedia entry as your own.

Part Three: Current Events Journal Task

This summer there will be an abundance of news stories centered around governmental responses to the Covid-19 Pandemic as well as ongoing coverage of the Biden Administration, war in the Middle East, etc. Students are to follow current events over the summer and get a head start on understanding how the U.S. government/political system operates.

Task:

Students will need to select a total of **three news articles from three separate weeks over the summer**, and write a **1 single-spaced page reflection for each article using 12pt. Times New Roman font (a total of 3 pages)**.

- Students should look for articles from different sources that emphasize any ONE of the following constitutional principles/concepts from our first unit of study: **federalism, separation of powers, checks and balances, judicial review, elastic clause, the supremacy clause and the commerce clause.**

- **The articles can focus on any of the following topics** : the Congress, the Supreme Court, the President, a government agency, state governments, foreign policy, domestic policy, homeland security, immigration, taxes, healthcare reform, education, judicial/cabinet appointments, economic policy, interest/lobbyist groups, political parties, election-related news, polls. (This is not an inclusive list.)

Each current events reflection MUST include:

- A brief summary of the article.
- The impact of this event/decision on the US government and populace.
- The possible consequences of this event/decision (positive, negative or neutral).
- A clear connection to AT LEAST 1 of the constitutional principles/concepts listed above.
- An evaluation of bias, if any, in the article.

Students must clearly address each item above in their reflection. Students need to include a citation in MLA format at the end of each reflection. Students must pay attention to the date of the article as the articles must be from three different weeks over the summer. (IE. 1 article from July 13, 1 article from July 29, and 1 article from August 12).

Sources to consider: abc news, The New York Times, The Washington Post, Washington Examiner, CNN, Fox News, MSNBC, RealClear Politics, Politico, etc.

Remember the goal of the summer assignment is to better understand how our governmental system operates, so keep that in mind when selecting articles.

Part 1: Constitutional Scavenger Hunt

The US Constitution is an EXTREMELY important document for everyone in this country, especially AP GoPo students! Understanding it will provide a great foundation for our class. Therefore, you will READ IT, KNOW IT and LOVE IT by the time you enter our class in September. *This work will be especially useful for Unit 1!*

Task #1: Structure of the Constitution—Read each article and summarize the general purpose or subject of the article. Use words, pictures, symbols, color, etc. in your summary. Answer the analysis questions.

Article Number and Title	Summary/General Purpose or Subject
Article I	
Article II	
Article III	
Article IV	
Article V	
Article VI	
Article VII	

- 1) Using Articles I, II, & III, describe how each branch can check the other branches.
- 2) Why do you suppose the founders designed our federal government this way?

Task #2: The Amendments— Briefly describe each amendment to the U.S. Constitution.
Answer the analysis questions

AMENDMENT	Brief description of the amendment (all parts).
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

21	
22	
23	
24	
25	
26	
27	

- 3) What are the first 10 Amendments to the Constitution collectively known as and why were they added to the Constitution?
- 4) Identify the three amendments that were passed in the years immediately after the Civil War. What were the goals of these amendments?
- 5) Describe three amendments that extended suffrage to new groups of people and briefly explain the historical context/events that likely led to the passage and ratification of these amendments.

Task#3: Important Constitutional Clauses—The following are important clauses listed in the Constitution or the Amendments. For each, describe the clause in your own words, cite where it is located in the Constitution (Article #, Section #, Clause #) and explain why the clause is so important.

Constitutional Clause	Description & Citation	Importance/Significance
Full Faith and Credit Clause		
Commerce Clause		
Supremacy Clause		
Necessary and Proper Clause (Elastic Clause)		
General Welfare Clause		
Establishment Clause		
Free-exercise Clause		
Free-speech Clause		
Due Process Clause		
Equal Protection Clause		

B. The Three Branches- Powers

Enumerated powers are those listed specifically in the Constitution. Look through the first three Articles for examples. Pay careful attention to checks and balances—how each branch of government controls the others. Remember to answer in your own words, and to look up what you don't understand.

LEGISLATIVE BRANCH	
Checks & Balances: What are TWO enumerated powers it has over the President?	
1.	2.
Checks and Balances: What is ONE enumerated power it has over the courts?	
1.	
What other enumerated powers does Congress have?	
EXECUTIVE BRANCH	
Checks & Balances: What is ONE enumerated power it has over the courts?	
1.	
Checks & Balances: What is ONE enumerated power it has over Congress?	
1.	
What other enumerated powers does the President have?	

JUDICIAL BRANCH

Checks & Balances: What's ONE enumerated power it has over the President?

a.

Checks & Balances: What is ONE enumerated power it has over Congress?

a.

What other enumerated powers do the courts have?

Follow-up #2

Identify and explain two powers that the Constitution specifically DENIES to Congress.

C. The Amendment Process

In your own words, describe TWO ways to propose an amendment, and TWO ways to ratify an amendment.

2 Ways to Propose an Amendment	2 Ways to Ratify an Amendment

Follow-up #4

Can you find which process of proposal and ratification has been used most often?

Which has never been used? Why do you think it has never been used?

D. Requirements for National Office

What requirements can you find to hold political office in the United States? Fill in the table below with your findings from the Constitution and the amendments.

	House of Representatives	Senate	President	Supreme Court Justice
Age Requirement				
Citizenship Requirement				
Length of Term				
Gaining Office- How does it happen? Who is involved?				

Follow-Up #4

Why would the requirements vary for different offices? Come up with some theories on why the founders would make different rules for different branches.

Follow-Up #5

Where and what is the Elastic Clause in the U.S. Constitution?

Activity #2- Supreme Court Case Journals

You need to research each of the 40 Supreme Court cases listed below. Each case summary should be typed on its own page. The Constitutional question, background information, and summary should be written in complete sentences. See example on next page.

For each case, you will need to provide the following. For more details, see first page of packet.

- Constitutional Question
- Background Information
- Summary of the Court's Opinion
- Image

WHERE DO I FIND THIS INFORMATION?

Remember you can read over Wikipedia but your answer should not be from Wikipedia. Wikipedia should not be your only source for information on a court case. Be sure that your background of the case and the opinion of the Court are in your own words.

***If any part of your Supreme Court case journal is not in your own words, it will not be graded and you will not receive credit!** Take the material and re-write it so it makes sense to you! I don't want to see you trying to pass off the Wikipedia entry as your own.

40 COURT CASES (CHRONOLOGICAL ORDER)

1803-1969	1971-2012
1. Marbury v. Madison (1803)	21. Lemon v. Kurtzman (1971)
2. McCulloch v. Maryland (1819)	22. Furman v. Georgia (1972)
3. Barron v. Baltimore (1833)	23. Roe v. Wade (1973)
4. Gibbons v. Ogden (1824)	24. U.S. v. Nixon (1974)
5. Scott v. Sanford (1857)	25. Buckley v. Valeo (1976)
6. Reynolds v. US (1878)	26. Gregg v. Georgia (1976)
7. Plessy v. Ferguson (1896)	27. California Board of Regents v. Bakke (1978)
8. Schenck v. US (1919)	28. New Jersey v. T.L.O. (1985)
9. Gitlow v. New York (1925)	29. Hazelwood v. Kuhlmeier (1987)
10. Near v. Minnesota (1931)	30. Texas v. Johnson (1989)
11. Korematsu v. US (1944)	31. Oregon Employment Division v. Smith (1990)
12. Brown v. Board of Education (1954)	32. Planned Parenthood v. Casey (1992)
13. Mapp v. Ohio (1961)	33. U.S. vs Lopez (1995)
14. Engel v. Vitale (1962)	34. Bush v. Gore (2000)
15. Gideon v. Wainwright (1963)	35. Grutter v. Bollinger (2003)
16. Heart of Atlanta Motel v. United States (1964)	36. Kelo v. City of New London (2005)
17. Griswold v. Connecticut (1965)	37. Citizens United v. FEC (2010)
18. Miranda v. Arizona (1966)	38. McDonald v. City of Chicago (2010)
19. Brandenburg v. Ohio (1969)	39. Affordable Care Act Ruling (2012)
20. Tinker v. Des Moines (1969)	40. Obergefell vs. Hodges (2015)

A SAMPLE CASE SUMMARY IS ON THE NEXT PAGE

*Yes, you may use the information from this case summary to help you write your own.

Marbury v. Madison (1803)

a. Constitutional Question:

Does the Supreme Court of the United States have the power, under Article III, Section 2, of the Constitution, to interpret the constitutionality of a law or statute passed by Congress?

b. Background Information:

In the last few hours of office, President John Adams made a series of “midnight appointments” to fill as many government posts as possible with Federalists. One of these appointments was William Marbury as a federal justice of the peace. When Jefferson took office as President, he instructed his Secretary of State James Madison to not deliver the appointment. Marbury sued Madison to get the appointment he felt he deserved. He asked the court to issue a writ of mandamus requiring him to deliver the appointment. The Judiciary Act, passed by Congress in 1789, permitted the Supreme Court of the U.S. to issue such a writ.

c. Opinion

Court said yes to judicial review- voted 4-0.

The Court decided that Marbury’s request for a writ of mandamus was based on a law passed by Congress that the Court held to be unconstitutional. The court said that the federal law contradicted the Constitution, and since the Constitution is the Supreme Law of the Land, it must reign supreme. Through this case, Chief Justice John Marshall established the power of judicial review: the power of the court not only to interpret the constitutionality of a law or statute, but also to carry out the process and enforce its decision.

d. Image:

