**Edward R Murrow: Social Studies**

**Allen Barge, Principal**

**AP American Government: Semester One**

|  |  |  |
| --- | --- | --- |
| **Textbook homework**provides a background and foundation for understanding American Government. You must submit homework on the due date. Late work will only be accepted with a note from your parent. Always include your name, band, and the homework number on the top right corner of each sheet. Each question’s response should be longer than half a page written on college-ruled paper. Therefore, no homework should be less than 2 pages or more than 4 pages. Be concise with your answers and gather all information before writing.  | **Newspaper assignments**supplement the textbook and are designed to make connections from the text to government today. The actual article should be ‘cut’ or ‘cut and pasted’ from the internet and **attached** to your **written evaluation and application** of the article to text and or class discussion. THIS SHOULD BE DONE NEATLY. A written response should relate the article to the ideas of the reading.**Suggestions:** **http://mistermills.weebly.com/links.html**  www.nytimes.com/pages/politics/index.html [www.washingtonpost.com/wp-dyn/politics](http://www.washingtonpost.com/wp-dyn/politics) www.realclearpolitics.com  www.politco.com | **Reading assignments**provide deeper insight and analysis of common themes and trends in government. These assignments will lead the entire class discussion for all or most of the band they are due. You must arrive to class **with the article**(s) and be prepared to discuss them. You must take **detailed notes** on 5-10 important ideas that relate to the question that accompanies the reading. You should include quotations and page numbers with interesting ideas or facts to contribute to a discussion with your peers. We will analyze the readings and relate them to current events and trends in American Government. Each student will be required to make at least one comment about each reading.**BLOG POSTS-** Will be assigned occasionally throughout the cycle to respond to the readings or political events that are happening. |

 **UNIT ONE: IS THE CONSTITUTION JUST?**

**A: *How did views of human nature influence the founders?*** \*\*handout / website\*\*

 Read: “Second Treatise, Of Civil Government,” John Locke

 1. Outline 3 of Locke’s ideas about people and 3 of Locke’s ideas about government and explain why you agree or disagree.

 2. Write 2 discussion questions to ask your peers about the reading.

 3. What would Locke say about today's American Government and political atmosphere?

**#1 Constitution: Colonial Mind, Convention, Framers: 18-27 AND the Constitution**

1. Describe the role/importance of “unalienable rights” for the colonists.
2. Explain with supporting evidence and examples FIVE weaknesses of the Articles of Confederation.
3. Does the Constitution (without the Bill of Rights) solve the weaknesses of the Articles of Confederation? Be specific.

**B: *Should the Constitution be ratified?*** *\*\*website\*\**

Read: textbook 30-36 **AND** “Ratification Debates,” James Padover

 1. Create a T-Chart that offers at least 6 arguments for each side of the ratification debate.

 2. Answer the question above with 3 TEAL support paragraphs. Last name: A-L must answer YES / M-Z must answer NO

 3. Write 2 questions that you would like the opposing side to answer.

**#2: *Were the framers acting in their own self-interest or in the interest of America?***

Read: textbook 36-41 **AND** “Economic Interpretation of the Constitution,” Charles Beard

 1. Outline 5 arguments with short quotes

 2. Respond to the following statement in 3 TEAL support paragraphs:

 “The Constitution was written by and for white, male property owners”

 3. Write 2 discussion questions about the reading.

**C: CONSTITUTION VOCABULARY LIST - Must be HANDWRITTEN on index cards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Natural law****Natural Rights****Thomas Hobbes****John Locke****Human Nature****Articles of Confederation**Declaration of Independence  | **Civic Duty****Shays Rebellion****Federalist****Anti-Federalist****Federalist Paper 10****Factions****Constitutional Convention** | **Virginia Plan****NJ Plan****Connecticut Plan****Great Compromise****3/5 Compromise****Pure Democracy****Republic** | Rousseau’s *The Social Contract*Montesquieu *The Spirit of the Laws*Bill of Rights**Supremacy Clause****Consent of the governed** | **Separation of powers****Checks and balances****Judicial review**Limited GovernmentPopular SovereigntyPopular Vote |

**D: UNIT #1 TASK: Complete and submit the end of unit handout.**

**-------------------------------------------------------------------------------------------------------------------------------------------------**

**UNIT TWO: DO POLITICAL PARTIES SUPPORT OR UNDERMINE THE CONSTITUTION?**

**#3 Political Parties: Founding, 151-155, 161-162**

1. What are the purposes and goals of political parties?
2. How did political parties begin during the founding of America?
3. How have parties declined?

**NEWSPAPER:** Find and explain an article that illustrates how political parties are working or not working.

**#4 Political Parties: Structure, Conventions, Minor Parties 162-167, 171-177**

1. Explain the role of the Party convention.
2. Explain the different types of Minor parties. Which do you think is / could be most effective?

 3. Why aren’t Third Parties effective?

 **NEWSPAPER:** A-L bring in article from Democratic Convention 2012, M-Z article from Republican Convention 2012

**E: *Are political parties good or bad for our ‘democratic’ government?***

 “Political Parties and Democracy,” S.C. Stokes

 <http://www.u.arizona.edu/~zshipley/pol431/PoliticalParties.pdf>, 243-250 only

“Democracy’s ‘Cancer’” Mickey Edwards Listen to Fresh Air on WHYY (Listen for 20 min 44 sec.)

 http://www.npr.org/2012/09/04/160541977/mickey-edwards-on-democracys-cancer

 “Perspectives on American Political Parties” Martin Wattenberg (website)

 1. Create a T-Chart that offers at least 6 arguments for each side: GOOD and BAD.

 2. Answer the question above with 3 TEAL support paragraphs. Last name: A-L must answer BAD / M-Z must answer GOOD

 3. Write 2 questions that you would like the opposing side to answer.

**F: POLITICAL PARTIES VOCABULARY LIST: Handwritten on Index cards**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Political PartyPartisanshipBipartisanParty Polarization | CaucusParty Platform National Party ConventionConvention DelegateIndependent | Democrat/ LiberalRepublican/ConservativeGreen PartyRNCDNC | Party RegistrationParty IdentificationPolitical Ideology Public Opinion | Two Party SystemWinner take allMinor / Third PartyLibertarian Party |

**G: UNIT #2 TASK: Complete and submit the end of unit handout.**

**-------------------------------------------------------------------------------------------------------------------------------------------------**

**UNIT THREE: DOES THE ELECTORAL PROCESS UPHOLD “DEMOCRACTIC PRINCIPLES”?**

**#5 Elections: President/Congress, Primary/General 185-195**

1. Describe THREE things YOU would have to do in order to run for president.
2. Explain the THREE differences between the primary and general campaign. (see pg. 196)
3. Describe THREE important campaign issues.

**#6 Elections: Nominating President, Party / Voters 177-183, table 7.5, 7.6**

1. Do the delegates represent the voters? See 7.6
2. Explain how the voters in the primaries are unique?
3. What strategy does Wilson (author of textbook) suggest for both parties to win the presidency?

**#7 Elections: Party, Issues, Campaign, Coalition 208-217**

1. Explain why the parties or the issues are more important in an election?
2. Explain the differences between prospective and retrospective voters. Which are more influential in our current election cycle?
3. How does the campaign process challenge / change / test candidates?
4. Explain how the campaign influences policy? Good or Bad.

***H: Was the 2008 election of Barack Obama a critical election?***

 “A Theory of Critical Elections” VO Key (website)

 Read the following websites:

1. Explain the meaning of a “Critical Election.”

 2008 <http://www.realclearpolitics.com/articles/2008/11/is_2008_a_realigning_election.html>

 2008 <http://www.salon.com/politics/war_room/2009/04/20/sabato/index.html?source=rss>

1. Explain FOUR arguments for and FOUR arguments against: The election of Barack Obama in 2008 was a critical election.

2012 <http://www.usatoday.com/interactives/news/politics/how-the-race-was-won>

3. Do the 2012 results support or reject the theory that Obama’s election was a critical election? (2 TEAL support paragraphs)

**#8 Political Participation: Voter Turnout 131-140**

1. Compare American voter turnout to other countries by identifying THREE DIFFERENCES.
2. Explain THREE changes caused by motor voter legislation on voting trends?
3. How has state and federal control or influence over elections changed overtime?
4. Fig. 6.2: How does this table explain the American electorate? Explain these trends with one reason or example.

**#9 Money and Elections: 200-207 (Woll 230-238)**

1. Explain THREE reasons why money is so important in an election? Where does money come from?
2. Explain EIGHT limits on campaign financing / spending. Do you agree or disagree with those limits?
3. What is the correlation between money and winning? (use fig 8.3)

 **NEWSPAPER:** Find and explain an article related to financing the presidential campaign of 2012.

**#10 Political Participation: 140-146 (use figures)**

1. Explain FOUR factors that make one more likely to participate in politics? Explain FOUR factors that make one unlikely? (fig 6.4)
2. Besides voting, explain THREE ways Americans participate in politics besides voting?
3. Support or oppose the following statement with THREE reasons: “It possible for Americans vote less but participate more.”
4. View fig. 6.5, and explain FOUR facts illustrated by the chart. Explain which form of “participation” you deem the most important?

***I: Should voter turnout be addressed or ignored?***

“Democratic Practice and Democratic Theory,” Berlson, Lazarsfeld, McPhee (website)

 “The Responsible Electorate,” V.O. Key (website)

 “Voter Turnout” FairVote.org <http://www.u.arizona.edu/~zshipley/pol431/PoliticalParties.pdf>

 1. Create a T-Chart that offers at least 5 arguments for each side.

 2. Answer the question above with 3 TEAL support paragraphs. Last name: A-L must answer NO / M-Z must answer YES

 3. Write 2 questions that you would like the opposing side to answer.

**J: ELECTIONS VOCABULARY LIST**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Single member districtElectoral CollegeElectoral VotesLinkage institutionSafe SeatCoattail EffectIncumbent AdvantageIndependent Expenditure | RealignmentProportional RepresentationMcCain-Feingold BillHard MoneySoft MoneyBCRA527’sFEC | Citizens United PACEndorsementsGeneral ElectionsDirect Primary Closed PrimaryOpen PrimaryBlanket Primaries | Voter Turnout26th AmendmentVoter RegistrationBallot Access LawsMotor Voter ActThird Party LegitimacyCandidate-run campaignSwing States | Front loadingSuper TuesdayPresidential YearCritical ElectionCongressional Year/ Midterm ElectionsPrimary ElectionSplit ticket  |

**K: UNIT #3 TASK: Complete and submit the end of unit handout.**

**-------------------------------------------------------------------------------------------------------------------------------------------------**

**UNIT FOUR: DO INTEREST GROUPS SUPPORT OR UNDERMINE OUR GOVERNMENT?**

**#11 Interest Groups: Movements, Funds, Bias, 231-237**

1. Explain 3 “social movement” interest groups. Good or Bad?
2. Why has union membership declined over the years?
3. Compare the different ways interest groups are funded.
4. **NEWSPAPER:** Find and explain an article about a specific interest group (not a PAC) and explain why it has a positive or negative impact.

**#12 Interest Groups: Activities, PACs, Trouble, Regulating 237-246**

1. How do interest groups advance their cause? (Explain FIVE ways)
2. Explain the ‘revolving door,” is it good or bad?
3. Explain THREE limits to interest groups. Should there be more or fewer limitations?
4. **NEWSPAPER:** Find and explain an article about a ‘SUPER PAC” and explain if it has a positive or negative impact.

***L: Do interest groups have a positive or negative impact on American government/policy? (online***

“Interest Groups” David Truman

 “The End of Liberalism: The Indictment” Theodore Lowi

 “Interest Groups and the American Political System” Rozell and Wilcox

1. Create a T-Chart that offers at least 5 arguments for each side.

 2. Answer the question above with 3 TEAL support paragraphs. Last name: A-L must answer YES / M-Z must answer NO

 3. Write 2 questions that you would like the opposing side to answer.

**M: VOCABULARY LIST**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| FactionPluralismInterest Group | Amicus CuriaeLobbyistLobbyingGrass-root Lobbying | Revolving doorIron TriangleIssue NetworkIssue Advocacy | PACSuper PACsLeadership PACBundling | LitigationIdeological / Issue AdvocatesSingle Issue GroupsElectioneering |

**N: UNIT #4 TASK: Complete and submit the end of unit handout.**

------------------------------------------------------------------------------------------------------------------------------

**UNIT FIVE: IS POWER PROPERLY DISTRIBUTED BY THE CONSTITUTION?**

**#13 Federalism: Meaning, Beginning, Elastic Language 49-58**

1. Describe THREE reasons the framers chose to adopt FEDERALISM into our new constitution.
2. Explain with details THREE examples of federalism in our lives today.
3. How is federalism “elastic” or vague in the constitution?
4. Explain the McCulloch v. Maryland decision and its impact on the federalism debate.

**NEWSPAPER:** Find an article and EXPLAIN HOW IT ILLUSTRATES AN EXAMPE OF FEDERALISM TODAY.

**#14 Federalism: Federal-States Relations 58-67**

1. Why did states want grants-in-aid from the federal government?
2. How has the use of grants-in-aid changed from 1960 to 1992? (use Fig. 3.2, 3.3 and table 3.1)
3. How did/does federal money to the states change over time?
4. Explain “conditions in aid.” Good or bad?

**O: *Should Power Be Transferred From the Federal Government to the States?*** \*\*\*website\*\*\*

“Power to the States” Kirk Cox

 “Forever Federal” John Kester

1. Create a T-Chart that offers at least 5 arguments for each side.

 2. Answer the question above with 3 TEAL support paragraphs. Last name: A-L must answer YES / M-Z must answer NO

 3. Write 2 questions that you would like the opposing side to answer.

**#15 Separation of Powers / Checks and Balances**

Visit the following website: <http://www.youtube.com/watch?v=Nnqk-yGzYYg&noredirect=1>

1. Explain the separated powers defined by the constitution. Use 2 specific examples
2. Explain the meaning of “Ambition must be made to counteract ambition.”
3. Justify the statement, “Congress has more power than the other branches,” with THREE supporting examples.
4. Is the “checking and balancing” of powers among branches a blessing or a curse for our government, use THREE examples.

**P: FEDERALISM VOCABULARY LIST**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| FederalismDual FederalismDevolutionMarble Cake FederalismUnitary system | ConfederationExpressed PowersImplied PowersReserved PowersConcurrent Powers | Necessary and ProperInherent PowersFederal MandateSupremacy ClauseConditions in Aid | Categorical GrantProject GrantBlock GrantFormula GrantRevenue sharingGrant-in-aid  | CentralistsDecentralists10th AmendmentMcCullough V. MDJohn Marshall |

**Q: UNIT TASK #2: Complete and submit the end of unit handout.**

**------------------------------------------------------------------------------------------------------------------------------**

**UNIT SIX: DOES CONGRESS USE OR ABUSE ITS POWER?**

**#16 Congress: Powers, Evolution, : 282-284, 289-304**

1. Explain the SIX most important powers given (delegated) to Congress.
2. Explain a Filibuster. Why is it used?
3. Explain the structure of the House of Representatives and the US Senate. How are they similar and different?

**NEWSPAPER #1:** Find an article of Congress using a DELEGATED POWER and explain whether it is USING or ABUSING its power.

**NEWSPAPER #2:** Find an article of Congress using a FILIBUSTER and explain whether it is USING or ABUSING its power.

**#17 Congress: Bill, Debate, Vote, Reform: 310-322**

 Watch <http://www.centeroncongress.org/e-learning-module-the-dynamic-legislative-process> (Sections 2, 4 and 3)

 (Go to the site, click on the Red, white and blue icon in the middle, and go to sections 2, 3 and 4)

1. Describe the process in many steps of ‘how a bill becomes a law’ by using the key words? Is it good or bad that the process is long?
2. Explain pork barrel (or earmarks).

**NEWSPAPER:** Find an article about “pork barrel” or earmarks. Explain the positive and/or negative impact on government.

**#18 Congress: Incumbency, Party, Getting Elected, Organization: 189-192**

1. Define: marginal, malapportionment, gerrymandering and majority-minority districts
2. Explain FOUR advantages that incumbents have in being reelected. Is this good or bad?
3. Using table 8.1, how has state representation changed from 1988 to 2002?

***R:******Do congressman serve the interest of their constituents, the nation or themselves (re-election)?*** \*\*website\*\*\*

 “Congress and the Quest for Power” Lawrence Dodd

 “Congress the Electoral Connection” David Mayhew

 “Home Style and Washington Career” Richard Fenno

 List of THREE arguments in support of each position: Constituents, Nation, Themselves (re-election)

**S: CONGRESSS VOCABULARY LIST**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| BicameralUnicameralConstituentIncumbentTrusteeRepresentation InterpretationLogrollingRiderPigeonhole | Opinion PollingReapportionmentCensus BureauRedistrictingGerrymandering*Baker v. Carr*Safe SeatVeto Override Commerce Clause | Speaker of HouseMajority LeaderWhipMinority LeaderSeniority RuleTaxing and SpendingCongressional OversightSunset Provision“Advice and Consent” | FilibusterClotureEarmarkPork BarrelSenatorial CourtesyGerrymanderingMark upSubcommittee | Standing CommitteeSelect CommitteeJoint CommitteeConference CommitteeHouse Rules CommitteeCommittee ChairpersonHearingFranking |

**T: Unit Task #6: Complete and submit the end of unit handout.**

**-------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**UNIT SEVEN: DO WE HAVE AN ‘IMPERIAL PRESIDENCY’?**

**#19 President: Powers, Office, WHO, Cabinet, Persuasion 340-346; 350-359**

1. Explain the 5 most important explicit powers of the presidency.
2. Explain the different ways a President may organize his assistants and cabinet. Which is best?
3. Explain the “Power of Persuasion.”

**NEWSPAPER:** Find and explain an article showing the President Obama using his power of persuasion.

***U: Does the power to persuade give the President too much power?*** \*\*\*website\*\*\*

“Power to Persuade,” Richard Neustadt

 “Presidential Paradoxes” Cronin and Genovese

 “The Presidential Character” James Barber

 1. Create a T-Chart that offers at least 5 arguments for each side.

 2. Answer the question above with 3 TEAL support paragraphs. Last name: A-L must answer NO / M-Z must answer YES

 3. Write 2 questions that you would like the opposing side to answer.

**#20 President: Divided, Gridlock, Evolution : 330-340**

1. What is divided government?
2. Explain the benefits and drawbacks of gridlock. Is it good or bad?
3. Explain the evolution and fluctuation of the power of the President?

***V: Is a divided government a good government?***

“The Politics of Divided Government,” G. Cox and S. Kernell \*\*website\*\*

 “Welcome Return of Divided Government” <http://www.realclearpolitics.com/articles/2006/11/the_welcome_return_of_divided.html>

 “Is divided government good or bad..?” <http://blog.constitutioncenter.org/2010/11/is-divided-government-good-or-bad-for-the-country/>

 1. Create a T-Chart that offers at least 5 arguments for each side.

 2. Answer the question above with 3 TEAL support paragraphs. Last name: A-L must answer YES / M-Z must answer YNO

 3. Write 2 questions that you would like the opposing side to answer.

**#21 Bureaucracy: Today, Allies 378-387, 390-391**

1. Explain the size of bureaucracy in government today compared to before WWII.
2. Explain how bureaucrats are recruited and retained. Good or bad?
3. How can bureaucrats sabotage their bosses?

**#22 Bureaucracy: Agency Allies, Oversight, Vetos, Pathologies 390-398**

1. Diagram the Iron Triangle. Good or Bad?
2. Explain 4 checks/limits on the power of the bureaucracy.
3. How might bureaucracy be fixed or reformed? (or not)

***W: Is the Bureaucracy a threat to liberty?*** \*\*\*website\*\*\*

 “The Preservation of Bureaucracy” Jacob Hornberger

 “In Defense of Government” Ellsworth Barnard

 1. Create a T-Chart that offers at least 5 arguments for each side.

 2. Answer the question above with 3 TEAL support paragraphs. Last name: A-L must answer NO / M-Z must answer YES

 3. Write 2 questions that you would like the opposing side to answer.

**X: PRESIDENTIAL VOCABULARY LIST and UNIT TASK**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TreatyExecutive agreementVetoState of the UnionExecutive PrivilegeBully PulpitWar Power Resolution | Executive OrderImpoundmentChief of staffCabinetMandateAmbassadorDiplomat | Cycle of decreasing influenceImperial PresidencyDivided GovernmentGridlockApproval RatingsHoneymoon PeriodLame Duck | Power of PersuasionPresidential CoattailsCommander in ChiefChief ExecutiveCongressional OverridePocket VetoLine-Item Veto | WatergateVice PresidentImpeachmentBureaucracy/Federal AgenciesOMBRevolving Door“Red Tape” |

**-------------------------------------------------------------------------------------------------------------------------------------------------**