# AP Government: Semester Project

Directions:Your project has many parts that will span the course of the entire semester. You must complete each part. Please follow the directions carefully. **Your paper should be ANALYSIS based on arguments and NOT a description of events**. We will develop the following skills:

|  |  |  |
| --- | --- | --- |
| **CCLS - Reading-SS (RH)**  **1. Use relevant information and ideas from documents to support analysis** **2. Determine the main idea of a document** | **CCLS - Writing (W)**  **1.**  **Write an argument to support claims** **5.** **Strengthen writing by planning, revising, editing and rewriting** **7.** **Conduct a research project** **8.** **Gather information from credible sources and properly cite them** **9.  Draw evidence from informational text** | **CCLS – Speaking (S)**  1. Participate in collaborative discussion  **4. Clearly present appropriate information and evidence** |

## Research

* You will choose and research the topic.
* You will use at least SIX DIVERSE AND RELIABLE SOURCES: **TWO BOOKS AND THREE JOURNAL ARTICLES**
* Academic journals: Use “**Gale Database”** from the library tab of the Murrow Website (password empire)

And, use scholar.google.com

* Source must be directly relate to your topic, it will be necessary for part two of your project.
* THE CONSTITUTION should form the basis of your research, arguments, and writing.

***Bibliography***

* Your final paper must have properly formatted **BIBLIOGRAPHY**.

*\* You must also hand in copies of the Cover and copyright page for each book source you use\**

* Please follow **EXACTLY** the Murrow Guidelines for bibliographies using the MLA format.
* REMEMBER: Indent the second line of the sentence

Use the complete URL for websites

Place them Alphabetical order

***Citations***

* You MUST CITE:

1. direct quotes, both entire sentences and phrases
2. paraphrases (rephrased or summarized material) that use an author’s argument or line of thinking
3. statistics, graphs, drawings, or other such aggregations of information or data
4. articles or studies you refer to within your text

**Part 1: Annotated Bibliography - Gather Useful Sources**

An annotated bibliography provides specific information about each source you use. As a researcher, you must become knowledgeable about your topic and must be able to explain the content of your sources, assess their usefulness, and share this information with others who less familiar with the sources. The annotated bibliography allows you to provide **reasoning and commentary** on the sources you chose so that you can assess the usefulness of the source in your paper. Please give an annotated bibliography for each of your sources. (Minimum 4 sentences for each source.)

Example:

**Associated Press, “Manure Overspray Raises Oregon Health Concerns,” McMinnville, Ore., Oct. 7, 2007,** [**http://www.komonews.com/news**](http://www.komonews.com/news)

**/local/10300752.html, accessed 23 March 2011.**

Animal waste can be carriers of E. coli bacteria; blamed last summer for contaminating fresh spinach from California. This article speaks to farm conditions and the unmanageable amounts of waste product created due to too many animals crammed into smaller areas than healthy farming would prescribe. Such conditions show that over production and unnatural farming methods contribute to detrimental environmental conditions. Some of these conditions were also highlighted in the book *Fast Food Nation*.

**Martinez, Steve W. “The U.S. Food Marketing System: Recent Developments 1997-2006,” USDA Economic Research Report No. 42, 2007,**

**http://**[**www.usda.gov**](http://www.usda.gov)**, accessed 20 March 2011.**

This report by the USDA shows the trends of the development of the factory farm, mass production, mass marketing food system. By its explanation it indicates the move away from local agriculture. The conclusions that can be drawn from this report are that food is barely traceable to a source, and therefore the environment pays the price of this low cost food; through fuel pollution due to shipment and also through factory farming for cheaper products.

**Thorsell, William. Globemedia Publishing Inc. “Europe’s farm subsidies: the roots of the problem run deep. December 15, 1990. Accessed 19 March 2011.**

This article addresses the viability of small farms in Europe and claims that they can still reap the benefit of government subsidies. People are less affected by the cost of their food; an expectation that quality may cost money. It offers a possibility that the U.S. could have subsidies for farms that are used to favor small farming and support the rural economy rather than corporate interests.

**Part 2: 25 Index Card Facts – Preliminary Organization of Information**

* You must provide **25 notecards with 10 QUOTES and facts / statistics** from your research attached by a ring or clip.
* ORGANIZE and LABEL your index cards together into groups of similar TOPICS.
* TWO COMPLETE SENTENCES AND IDEAS ( not fragments) on each notecard
* Use quotation marks for direct quotes
* Write facts, quotes, and information on one side of the card and the bibliography information other side of the card.
* You should also include the relevant parts of the CONSTITUTION.

Example: Side 1 Side 2

Paul K. Conkin, *A Revolution Down on the*

*Farm: The Transformation of*

*American Agriculture Since 1929, pg 21.*

Approximately 50% of human labor around the world in the early 1800s was devoted to procurement of food.

**“In the United States at least 90% of the population had some tie to agriculture.”**

**Part 3: Outline - Organize Your Thoughts**

You will create an outline that organizes your THESIS, supporting ARGUMENTS and analytical INFORMATION.

* **Your paper should be ANALYSIS based on arguments and NOT a description of events**.
* Follow the **Harvard Outline format in 2 pages**.
* **MUST INCLUDE A THESIS and FIVE TOPIC SENTENCES**

See an example below:

|  |
| --- |
| **THESIS STATEMENT: Agricultural practices in the United States have effectively shifted to meet the new demands of our society because we governmental policies, agricultural shifts and environmental changes.**    **SP1 The CONSTITUTION** has enabled the US to adapt to the new demand of our of our society because of the legislative powers granted to  Congress and the President enable them to make new laws.   1. Legislative power    1. “elastic clause”   ***\*\*Relate your each paragraph to PROVING YOUR THESIS***  ***\*\*Include a topic sentence that relate your THESIS to the TOPIC of the paragraph***  ***\* Please remember that you must ground the arguments of your paper on the CONSTITUTION.***   * 1. Regulate interstate commerce, or “commerce clause”   **SP2 Agricultural Shifts** have shifted to meet the new demand of our society because…   1. Family Farming have    1. Sustainable farm methods within early agriculture    2. Impact of methods on community and environment 2. Farming Shift – mass production    1. Overproduction    2. Agriculture Legislation – two waves    3. Environmental degradation   **SP3 Changing Environmental and Population Needs** forced our government to adapt because…  A. Source of Problems – Solutions to Problems: What works and what doesn’t!   1. Industrial livestock 2. Largest impact issues 3. Government sustainable agricultural laws and proposals in modern day 4. Community education   **SP4**…  **SP5**… |

**Part 4: FINAL PAPER**

* Your paper should be **5 pages** in times new roman, 12 point font, 1 inch margins, double spaced.
* Direct quotes of 3 lines or more MUST be indented, and single spaced.
* **Student editing day:** your peers will be marking up your work, after **mark up** the **MESSY version** will be **submitted** to me!
* REMEMBER: Analysis, the Constitution, Citations.

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| --- | --- | --- |
| **Introduction** | **Supporting Paragraphs** | **Conclusion** |
| Background Information  (use context and task)  **THESIS**  (make a claim / assertion that  answers the question) | Topic Sentence  (purpose of the paragraph  and relate to proving your thesis)  SPECIFIC DETAILS  (use facts and several quotes)  **Relate to THESIS**  (Always, always prove the thesis) | Summarize topics  (restate main ideas)  **Restate THESIS**  (Reiterate thesis)  Application  (make relevant to present) |

## Part 5: REVISED Research Paper (60 pts.)

Your research paper should be the culmination of all of your hard work, research, and organization.

* **ANALYSIS OF YOUR THESIS IS PRESENT THROUGHOUT YOUR PAPER**
* **Six sources: 2 Books; 3 Journal Articles**
* **5 page paper including** 
  + Times New Roman font
  + 12 point font
  + double spacing
  + 1 inch margin
* **Bibliography follows proper format**
  + Indent the second line of the sentence
  + Use the complete URL for websites
  + Place them Alphabetical order
* **Citations follow proper format**
* **Quotations follow proper format** 
  + Set up quote
  + Indent quote of 3 or more lines
  + Explain quote
* **Proofread paper** has no grammatical errors
* **5pts** off for every day late

**If your bibliography and citations are not correct, your paper will not be accepted.**

**Bibliography and citation information can be found on the Murrow website under “For Students”.**

DUE DATES: Part 1 \_\_\_\_\_\_\_\_\_ Part 2 \_\_\_\_\_\_\_\_\_\_\_ Part 3 \_\_\_\_\_\_\_\_\_\_ Part 4 \_\_\_\_\_\_\_\_\_\_ FINAL \_\_\_\_\_\_\_\_\_\_\_

MY Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AP Government Project Topics: BAND\_\_\_\_\_\_**

**Please determine which topic you would like to become a MASTER.**

**First come, first served. ONLY 2 students per topic.**

**Essay Guidelines:**

The purpose of the writing assignment is to **analyze important Supreme Court cases** to create a clear argument that answers the essay question. This essay is **NOT a book report** or a historical description or recap of events leading up to the decision. Therefore, you should focus your research and writing on **analysis** and proving your **thesis** with supporting evidence and quotations.

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

**Has the Supreme Court properly protected “freedom of religion” for the American people?**

* Must address BOTH the “establishment” and “free exercise” clauses of the First Amendment
* Must use at least FOUR cases in your response
* Must use **analysis, not description,** and properly formatted quotations to support your position

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| **Religion Cases** | **Background** | **Names** |
| **Reynolds v. US** | The Mormons, believing that the law [unconstitutionally](http://en.wikipedia.org/wiki/Constitutionality) deprived them of their [First Amendment](http://en.wikipedia.org/wiki/First_Amendment_to_the_United_States_Constitution) right to [freely practice their religion](http://en.wikipedia.org/wiki/Freedom_of_religion), chose to ignore the [Morrill Anti-Bigamy Act](http://en.wikipedia.org/wiki/Morrill_Anti-Bigamy_Act) at the time. |  |
| **Everson v. BOE** | The case was brought by a [New Jersey](http://en.wikipedia.org/wiki/New_Jersey) taxpayer against a tax funded school district that provided reimbursement to parents of both public and private schooled children taking the public transportation system to school. |  |
| **Engel v. Vitale** | The case was brought by the Jewish families of public school students in [New Hyde Park, New York](http://en.wikipedia.org/wiki/New_Hyde_Park,_New_York) who complained that the voluntary prayer written by the state board of regents to "Almighty God" contradicted their religious beliefs. |  |
| **Employment v. Smith** | Alfred Smith and Galen Black were members of the [Native American Church](http://en.wikipedia.org/wiki/Native_American_Church) and counselors at a private [drug rehabilitation](http://en.wikipedia.org/wiki/Drug_rehabilitation) clinic. They were both fired because they had ingested [peyote](http://en.wikipedia.org/wiki/Peyote), a powerful hallucinogen, as part of their religious ceremonies as members of the Native American Church. |  |
| **Lemon v. Kurtzman** | The case addressed an act that stipulated that "eligible teachers must teach only courses offered in the public schools, using only materials used in the public schools, and must agree not to teach courses in religion." |  |

**Has the Supreme Court properly protected “freedom of speech” for the American people?**

* Should address “symbolic speech” and/or “offensive speech” of the First Amendment
* Must use at least FOUR cases in your response
* Must use **analysis, not description,** and properly formatted quotations to support your position

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| **Speech Cases** | **Background** | **Names** |
| **Schenk v. US** | The United States' entry into the First World War had caused deep divisions in society, regarding the freedom of speech, especially by those on the radical left and by those who had ties to Ireland or Germany. |  |
| **Tinker v. Des Monies** | In 1965, [Des Moines, Iowa](http://en.wikipedia.org/wiki/Des_Moines,_Iowa) residents John F. Tinker (15 years old), John's younger sister [Mary Beth Tinker](http://en.wikipedia.org/wiki/Mary_Beth_Tinker)  (13 years old), and their friend Christopher Eckhardt (16 years old) decided to wear [black armbands](http://en.wikipedia.org/wiki/Black_armband#Mourning) to their schools ([high school](http://en.wikipedia.org/wiki/High_school) for John and Christopher, [junior high](http://en.wikipedia.org/wiki/Junior_high) for Mary Beth) in protest of the [Vietnam War](http://en.wikipedia.org/wiki/Vietnam_War). |  |
| **NSPA v. Skokie** | In 1977 [Frank Collin](http://en.wikipedia.org/wiki/Frank_Collin), the leader of [National Socialist Party of America](http://en.wikipedia.org/wiki/National_Socialist_Party_of_America), announced the party's intention to march through [Skokie, Illinois](http://en.wikipedia.org/wiki/Skokie,_Illinois). In the predominately Jewish community, one in six residents was a [Holocaust](http://en.wikipedia.org/wiki/Holocaust) survivor. |  |
| **Buckley v. Valeo** | In 1974, [Congress](http://en.wikipedia.org/wiki/United_States_Congress) passed significant amendments to the [Federal Election Campaign Act](http://en.wikipedia.org/wiki/Federal_Election_Campaign_Act) of 1971, creating the first comprehensive effort by the federal government to regulate campaign [contributions](http://en.wikipedia.org/wiki/Fundraising) and spending. |  |
| **Virginia v. Black** | In *Virginia v. Black* the Court found addressed Virginia's statute against cross burning that is intended to intimidate. |  |

**Has the Supreme Court properly upheld the “equal protection” clause for the American people?**

* Must address “strict scrutiny” and “minimal scrutiny (rational basis)” interpretations of the Fourteenth Amendment
* Must use at least FOUR cases in your response
* Must use **analysis, not description,** and properly formatted quotations to support your position

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| **14th Amend Cases** | **Background** | **Names** |
| **Korematsu v. US** | Fred Toyosaburo Korematsu was one of the many [Japanese-American](http://en.wikipedia.org/wiki/Japanese_American) citizens living on the [West Coast](http://en.wikipedia.org/wiki/West_Coast_of_the_United_States) at the onset of [World War II](http://en.wikipedia.org/wiki/World_War_II) who were removed from designated "military areas" and placed in [internment camps](http://en.wikipedia.org/wiki/Internment_camp). |  |
| **UC v. Bakke** | Although the Supreme Court had outlawed segregation in schools, and had even ordered school districts to take steps to assure integration, the question of the legality of voluntary affirmative action programs initiated by universities was unresolved. |  |
| **Reed v. Reed** | Sally and Cecil Reed, a married couple who had separated, were in conflict over which of them to designate as administrator of the estate of their deceased son. |  |
| **Plyler v. Doe** | Plyler v. Doe was a case in which the Supreme Court addressed a state statute that denied funding for education to illegal immigrant children as well as a municipal school district's attempt to charge illegal immigrants an annual $1,000 tuition fee for each illegal immigrant student. |  |
| **Hamdi v. Rumsfeld** | This case addressed a [*habeas corpus*](http://en.wikipedia.org/wiki/Habeas_corpus) petition brought on behalf of [Yaser Esam Hamdi](http://en.wikipedia.org/wiki/Yaser_Esam_Hamdi" \o "Yaser Esam Hamdi), a U.S.  [citizen](http://en.wikipedia.org/wiki/Citizen)  who was being detained indefinitely as an illegal enemy combatant after being captured in Afghanistan in 2001. |  |

**PRESENTATION**

The final part of the project will be a brief presentation of your **“FOCUS case”** that you signed up for above. As a **“master”** of that case, you will work with the other members of your group (1-2). Presentation should be 7-10 minutes. You will prepare a clear and simple presentation of the following:

* Explanation of the main facts of the case and the important CONSTITUTIONAL issue
* Several important arguments on **both sides** of the issue
* **Two or three discussion** questions regarding the case
* A **QUOTATION of the DECISION** that is brief and poignantly expresses the main ideas
* PREPARE ESSENTIAL information on POWER POINT PRESENTATION

Our goal is to share the important ideas and the decision from each of the important cases explained above. As we prepare for the AP exam, we should all be well aware of the details for all the cases. Visuals are encouraged as well as an outline of your presentation.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Band: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**ESSAY RUBRIC**

|  |
| --- |
| **IS THE BIBLIOGRAPY PROPERLY FORMATED?**   * **Indent begins the second line** * **Internet sources include URL** * **Source are arranged in Alpha** |

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|  | **EXCELLENT** | **GOOD** | **NEEDS IMPROVEMENT** |
| **FORMAT**  **and**  **ORGANIZATION**  **20%** | **20-18**  **Organization and development are clear: Introduction, supporting paragraphs and a conclusion**  **Coherent thesis that takes a clear position on the topic**  **Topic sentences introduce the topic and are strongly connected to the thesis** | **17-15**  **Organization and development are mostly present: Introduction, supporting paragraphs and a conclusion**  **A vague thesis that takes a somewhat clear position on the topic**  **Topic sentences introduce a somewhat unified topic and partly connect to the thesis** | **14-0**  **Organization and development are not present: missing an Introduction, supporting paragraphs and/or a conclusion**  **Incoherent topic sentences that does not take a position on the topic**  **Topic sentences are NOT unified and are not connected to the thesis** |
| **TEXTUAL**  **EVIDENCE**  **(SOURCES)**  **35%** | **35-30**  **Cites effective and relevant evidence from three texts (sources)**  **Analysis of ideas and evidence from texts are strong and informative**  **Texts (sources) are highly reliable and truthful** | **29-25**  **Cites mostly / vaguely effective and relevant evidence from three texts (sources)**  **Analysis of ideas and evidence from texts are limited and partly informative**  **Texts (sources) are mostly reliable and truthful** | **24-0**  **Cites vague or ineffective evidence from fewer than three texts (sources)**  **Analysis of ideas and evidence from texts are not evident or informative**  **Texts (sources) are not reliable and/or truthful** |
| **SUPPORT**  **CLAIMS**  **(THESIS)**  **35%** | **35-30**  **Provides a strong claim (thesis) throughout the essay**  **Evaluates the claim clearly and explicitly using many highly relevant arguments**  **Provides strong reasoning, analysis and evaluation of the claim (thesis)** | **29-25**  **Provides a mostly present claim (thesis) throughout the essay**  **Evaluates the claim in most parts and uses some relevant arguments**  **Provides some strong reasoning, some analysis and evaluation of the claim (thesis)** | **24-0**  **Provides a vague or is missing claim (thesis) throughout the essay**  **Evaluates the claim with little or no relevant arguments**  **Provides very limited reasoning, limited analysis and evaluation of the claim (thesis)** |
| **LANGUAGE**  **and**  **GRAMMAR**  **10%** | **10-9**  **Proper and formal English language is evident throughout**  **Spelling and grammar is appropriate**  **Meaning of each sentence is clear and connected to the topic sentence and the thesis** | **8-7**  **Proper and formal English language is mostly evident throughout**  **Spelling and grammar is mostly appropriate**  **Meaning of each sentence is mostly clear and mostly connected to the topic sentence and the thesis** | **6-0**  **Proper and formal English language not evident throughout the essay**  **Spelling and grammar is not appropriate**    **Meaning of each sentence is consistently vague and not connected to the topic sentence and/or the thesis** |

**Total Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **PRESENTATION**  **10** | **10-9**  Clearly presents appropriate background information and evidence of the case  Clearly uses words and phrases accurately from the decision of a case (QUOTATION)  Stimulated a elaborate discussion with one or two discussion questions regarding the case | **8-7**  Adequately presents some background appropriate information and evidence of the case  Adequately uses words and phrases from the decision of a case (QUOTATION)  Stimulated an adequate discussion with one or two discussion questions regarding the case | **6-0**  Inadequately presents background information and evidence of the case  Inadequately uses words and phrases from the decision of a case (QUOTATION)  Failed to stimulate discussion with one or two discussion questions regarding the case |

**Total Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_FREEDOM OF RELIGION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Band**

FILL-IN EACH BOX WITH IMPORTANT DETAILS

**Reynolds**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Constitutional Polygamy (Reynolds) | Unconstitutional Speech (Government) |
| Decision | |

**Everson**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Constitutional Spending (Govt) | Unconstitutional Spending (Everson) |
| Decision | |

**Vitale**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Support Prayer (Govt) | Against Prayer (Vitale) |
| Decision | |

**Lemon**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Allow State funding | Don’t allow State funding |
| Decision | |

**Smith**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Allow Native drug use | Disallow Native drug use |
| Decision | |

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_FREE SPEECH\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Band**

FILL-IN EACH BOX WITH IMPORTANT DETAILS

**Schenk**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Constitutional Speech (Schenk) | Unconstitutional Speech (Government) |
| Decision | |

**Tinker**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Constitutional Speech (Tinker) | Unconstitutional Speech (School) |
| Decision | |

**Skokie**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Allow NAZI demonstration | Disallow NAZI demonstration |
| Decision | |

**Buckley**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Support limitation to funding and speech | Oppose limitation to funding and speech |
| Decision | |

**BLACK**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Allow cross-burning | Don’t allow cross-burning |
| Decision | |

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 14th Amendment**

**Korematsu**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Against Internment (Korematsu) | Support Internment (Government) |
| Decision | |

**Bakke**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Not Allow Affirmative Action (Bakke) | Allow Affirmative Action (UC Davis) |
| Decision | |

**Reed**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Support Dad | Support Mom |
| Decision | |

**PLYLER**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Supports Plyler | Against Plyler |
| Decision | |

**HAMDI**

|  |  |
| --- | --- |
| Background/Facts | Constitutional issue |
| Support Hamdi - No ‘enemy combatant’ | Support Government- Yes ‘enemy combatant’ |
| Decision | |