

## Summer Coursework for AP US Government and Politics

1. 2 Paragraph summary on each of the following sections of the Lanahan Reader. The first paragraph is to summarize what the author is talking about. The second paragraph is to pick out key points that you believe I wanted you to understand before the beginning of the year and why.
  - a. Alexis de Tocqueville: Democracy in America....Page 3
  - b. James Madison: The Federalist 10 and 51....Page 67
  - c. Richard Fallon: The Dynamic Constitution....Page 310
  - d. David Bernstein: You Can't Say That....page 379
2. Marble Notebook Project Setup: The Project criteria is attached.
3. Reading Notes for Chapters 1 and 2. Reading Notes are attached.
4. Letter from Birmingham Jail- Analysis 1 and 2

All assignments (except the Marble Notebook) shall be submitted to Google Classroom by September 4<sup>th</sup>. You have received an invite in your Morris Catholic email. If you are joining or can't find it, the class code is **uf4u98**. Go to [classroom.google.com](https://classroom.google.com) and login with your mcstudent email account. Look to join class and put in the class code.

## MARBLE NOTEBOOK PROJECT

### For Summer Work Only: (50 Points)

Step 1: Buy yourself a marble notebook like the one below. Make sure it has 100 pages.

Step 2: List a Table of Contents for the 15 mandatory Supreme Court Cases we need to learn about this year: The cases are as follows:

1. McCullough v. Maryland	2. United States V. Lopez	3. Engle v. Vitale	4. Wisconsin v. Yoder
5. Tinker v. Des Moines Independent Community	6. New York Times v. US	7. Schenck v. US	8. Gideon v. Wainwright
9. Roe v. Wade	10. McDonald v. Chicago	11. Brown v. Board of Education	12. Citizens United v. FEC
13. Baker v. Carr	14. Shaw v. Reno	15. Marbury v. Madison	

Step 3: Place the First Case: McCullough v. Maryland on the page after the Table of Contents. List the year of the case. The name of the Court (Marshall Court, Warren Court, Roberts Court.... who was the Chief Justice). The questions of the court (What was the constitutional questions this case was looking to solve?). Finally, the decision of the Court (add in the vote count [3-6] and main points of the conclusion. You can spruce the title page up with pictures, cartoons or any other information.

Step 4: Counting the first page, count 5 pages and start the next case United States V. Lopez. Repeat Step 3 and 4 until all 15 court cases are in your note book with 5 pages for each section.

## **During The Year Work**

So why did I spend all summer setting this up?

One of the key foci of the new test is to be able to compare Supreme Court Cases. Through this notebook, we're going to keep a tally of cases that either support or contradict the cases we are looking at. We will also be occasionally looking through the year at politics that refer to these cases and sometimes cause a branch off of the decision to new areas.

2 of the pages (front and back) that you saved will go towards cases that contradict, support or create new law from this case.

The last 2 pages will be two current event news articles that talk about these cases. The back page should have a summary of the article and how it relates the case you are looking at.

Every week of the year, one court case should be completed. At the end of the month, I will collect your journals and for each court case completed, you will receive 20 points. (80 points for the month)

Grand Total of Points for this project by the end of the year: 300 (worth about three test grades).

### **How to Use Reading Notes**

In AP classes, your workload increases. You will be responsible for having read chapters of material before a day's class. If you do not complete your reading, you will fall behind quickly. To ensure my class can be more about analysis and discussion, you will need to keep up with the reading. Over the summer, you will be asked to complete the reading of Chapter 1 and 2 before the start of the year. You should have the reading notes completed before the first class and come prepared with any questions you may have.

It goes without saying that copying your reading notes from other people will be watched out for. I understand that you may run out of time on a deadline. Copying requires very little brainpower to do. It is important that you have active brainpower for recalling this information. If you really need help, I would have you ask your classmates for help verbally and transcribe in your own words. It will help with your recall process.

### **FAQ**

#### **So Mr. Malecki, what do I have to do for the Reading Notes?**

Complete the entire page. Headers will give directions. Anything in Bold and underlined are definitions and should be written out completely. You do not need full sentences unless it's a clear essay question or summary.

#### **How much do I have to write?**

As much as it takes to answer the question.

#### **There's not enough space.**

Attach a scrap sheet of paper to the end of your reading notes.

#### **This is just busywork right?**

No, these worksheets are designed to be your notes for the chapter. After they are graded and returned to you, you should keep them in a binder to study from.

#### **Some of the questions ask me for my opinion or to summarize...that means all answers I put are correct right?**

No an opinion can still be wrong if ill-informed or without basis in fact. For these reading notes, if there is no information from the book to back up your opinion then you will be marked down. You need to know information from the text and learn to back up your answer otherwise you may be graded poorly on the AP exam. You may have strong political opinions, but **this is not about your political opinion of things.** You are being taught to pass this exam. If you do not use information we learn throughout the year to back up your opinions, **you will** do poorly on the FRQ questions.

**That being said. No matter if you are a Libertarian, Marxist, Republican, Democrat, Green Party, etc. etc. you will not be graded down for your opinion. Only if you can't back your opinion up with research from the book or other sources we use this year. That is when you will be docked for your points Your Freedom of Speech does not include protection from attack of your position for not having reliable sources.**

#### **Why do I need to read ahead?**

Our class is going to be asking for analysis, debate, comparisons and in depth study. If you do not know the basic content of the chapter, we cannot get into the analysis part because we need to learn the content. (HINT: If we ever go to PowerPoint only and no discussion for several weeks, it means people aren't doing their work and Mr. Malecki feels you need to learn content in class. That is not a good sign for you getting a 4 or 5).

## Letter from Birmingham Jail

This year there will be some required reading you have to do before the end of the year. Letter from Birmingham Jail by Martin Luther King Jr. is one of them. This letter and its analysis of the 14<sup>th</sup> amendment will definitely be brought up on the exam. We will also be discussing it briefly during our Unit on Civil Liberties and Civil Rights (Unit 2). For the summer, please go to these websites and complete Analysis 1 and 2. A copy of the letter is also included in the links.

Copy of the Letter:

[https://kinginstitute.stanford.edu/sites/default/files/letterfrombirmingham\\_wwcw\\_0.pdf](https://kinginstitute.stanford.edu/sites/default/files/letterfrombirmingham_wwcw_0.pdf)

Copy of Analysis 1

[https://kinginstitute.stanford.edu/sites/default/files/birmingham\\_analysis1.pdf](https://kinginstitute.stanford.edu/sites/default/files/birmingham_analysis1.pdf)

Copy of Analysis 2

[https://kinginstitute.stanford.edu/sites/default/files/birmingham\\_analysis2.pdf](https://kinginstitute.stanford.edu/sites/default/files/birmingham_analysis2.pdf)

Place all of the questions for Analysis 1 and 2 in a single word document and omit the readings when you turn this in to Google Classroom.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**APGOPO Reading Notes**  
***Chapter 1: The Study of American Government***

Define the following Terms:

Issue	
Politics	
“Political Dropouts”	

\_\_\_\_\_ The Financial Position of the state and national governments under the Articles of Confederation could best be described as?

- A. Sound, strong, and based on a large surplus of revenue
- B. Sound, strong, but uncertain around the edges.
- C. Uniformly stable at the state level, but the national government struggled with debt.
- D. Stable at the national level with little cause for concern in any of these states.
- E. Growing debt at the national level and several states with financial crises.

Define the following terms about how is power distributed:

Power	
Authority	
“Formal Authority”	
Legitimacy	

\_\_\_\_\_ The text notes a tendency for issues that once were \_\_\_\_\_ to become \_\_\_\_\_.

- A. Simple; complicated
- B. Public; secret
- C. Social; political
- D. Private; public
- E. Economic; social

Who is George Mason?

What is the definition of Democracy:

List the two types of Democracy and define each of them.

- \_\_\_\_\_ For representative democracy to work
- a. there must be an opportunity for genuine competition of leadership.
  - b. individuals and parties must be free to run for office.
  - c. there needs to be freedom of speech and press.
  - d. voters must perceive that a meaningful choice exists.
  - e. All of the above are true.

- \_\_\_\_\_ How did Aristotle define democracy?
- a. Rule of the few
  - b. Rule of the one
  - c. Rule of the powerful
  - d. Rule of the many
  - e. Rule of the intelligent

- \_\_\_\_\_ In this type of political meeting, the adult citizens of a community gather in a common area to vote directly on all major issues and expenditures of the town.
- a. A meeting of the Board of Alderman
  - b. A meeting of City Council
  - c. A New England town meeting
  - d. A meeting of the general assembly
  - e. A meeting of the forum

## 1-2 Political Power in America: 5 Views

What is the definition of elite?

Describe the 5 views of political power in America

Class View	
Power Elite View	
Bureaucratic View	
Pluralist View	
Creedal Passion View	

Which of these viewpoints do you most agree with?

**1-3 Who Governs? To What Ends?**

*Expanding the Political Agenda*

Summarize what is meant by a “Political Agenda.”

4 things that affect Political Agendas. Define them and give an example from history that fits the definition.

Political Values	
Weight of Custom and Tradition	
Importance of Events	
Terms of Debate	

\_\_\_\_\_ What effect does the national media most likely have on the political agenda?

- a. Publicize issues by giving them most attention
- b. Influence politicians into voting a particular way
- c. Produce stories that force politicians to act
- d. The size and power demands act
- e. None of the above is true.

\_\_\_\_\_ National policy can be made by actions of state governments. Which of these would not be an example of State Governments creating national policy.

- a. Colorado steering the legalization of marijuana for recreation
- b. States making laws banning telemarketers from calling during certain hours.
- c. Vermont and California statutes allowing Same-Sex unions
- d. The Border Wall in the Southwest to prevent illegal immigration.
- e. None of these are examples.

**1-4 Politics of Different Issues**

What are the two ways we measure issues in the United States. Define the two ways.

What are the two aspects of the way we measure issues in the United States. Explain them and give an example for each.

*Four Types of Politics*

Majoritarian Politics	
Interest Group Politics	
Client Politics	
Entrepreneurial Politics	

*Define these terms:*

Pork-Barrel Spending	
Log-Rolling	
Policy Entrepreneurs	

*Summary: Do Not Write.*

By the end of this paper you should be able to do the following:

1. Explain how politics drive democracy
2. Discuss the five ways political power is distributed in the US
3. Explain why "Who Governs?" and "to what ends?" are fundamental questions in American Politics
4. Summarize the key concepts for classifying the politics of different political issues.

**ARE YOU ABLE TO EXPLAIN THESE POSITIONS IN CLASS IN DETAIL? IF NOT, IT WILL BE TOUGH IN CLASS. UNDERSTAND THIS PAGE.**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**APGOPO Reading Notes**  
***Chapter 2: The Constitution***

***2-1: The Problem of Liberty***

Liberty was a key factor in the motivation of the American Revolution. Explain how the goals of Liberty changed from Pre-Revolution to Post-Revolution. (Must be 5 sentences minimum)

Define ***unalienable***. After the definition explain in detail how the colonists viewed these rights and then how Thomas Jefferson explained these rights in the Declaration of Independence.

What were the revolutionary ideals that America based its principals on?

What happened in the 11 years that elapsed between the Declaration of Independence and the signing of the Constitution?

What were the ***Articles of Confederation?***

Name the 10 weaknesses of the Articles of Confederation


- \_\_\_\_\_ Which of these was not a power of the Articles of Confederation's Congress?
- a. Congress could borrow money from the people.
  - b. Congress could establish and control the armed forces, declare war and make peace.
  - c. Congress could tell states how to regulate its commerce
  - d. Congress could settle disputes between states on state petition
  - e. Congress could create a postal system, admiralty courts, government departments, and regulate Indian affairs.

The Articles of Confederation created little more than

“ \_\_\_\_\_ ”

## ***2-2 The Constitutional Convention***

Explain what the Constitutional Convention's purpose was and when it was established.

Name the countries Madison and Jefferson studied to base American Government on. What did he conclude about these countries?

- 1.
- 2.
- 3.
- 4.
- 5.

What did Madison learn from the Pennsylvania and Massachusetts state constitutions?

What was Shay's rebellion and how did it affect the Founders' ideas about the Constitution?

*Two types of Governing*

*Virginia Plan*

Type of Government	
Organization	
How many Houses of Congress (Explain each)	
Key Features	

*NJ Plan*

Type of Government	
Organization	
How many Houses of Congress (Explain each)	
Key Features	

*What was the Great Compromise? Explain in detail how it set up the government we know today.*

What were some of the ways the founders wanted government officials (Presidents, Judges, Senators) to gain public office?

### **2-3 Ratification Debate**

What type of government did the founders choose for the United States? Define the term and give an explanation of how Americans use it today.

*Philosopher's contributions to the Constitution: Identify the work that the philosophy of governance can be found and summarize the basic philosophy.*

<i>Name of Philosopher</i>	<i>Work</i>	<i>Philosophy of Government</i>
<i>Aristotle</i>		
<i>John Locke</i>		
<i>Thomas Hobbes</i>		

Define **Judicial Review**. What were the founders opinions on this power?

Define **Federalism**. What are the key characteristics of this theory of government?

*3 TYPES OF POWERS: Define the powers and give an example of each.*

Enumerated Powers	
Reserved Powers	
Concurrent Powers	

How did the Founders view human nature and governance?

What are Checks and Balances?

What do we mean by separation of powers?

Madison spoke of “Double Security.” What does this mean?

Define ***faction***

*First 2 Political Parties: Explain what each believed.*

Federalist	
Anti-Federalist	

What is a ***coalition***? What did Madison write in *Federalist No. 51* about factions in a Large Republic?

*What are the 7 liberties guaranteed in the Constitution before the Bill of Rights was added?*


*Define these terms:*

<i>Habeas Corpus</i>	
<i>Bill of Attainder</i>	
<i>Ex-Post-Facto Law</i>	
<i>Bill of Rights</i>	

*Explain in detail how the Consitution dealt with Slavery.*

*Explain the 3/5ths Compromise.*

## **2-4 Democracy and the Constitution: Post Ratification Debates**

*Sum up the economic interests of the framers. Give 3-4 different reasons why richer individuals were more apt to vote for the Constitution.*

*How did the Framers view the terms **liberty** and **equality**. Explain why these two are sometimes at odds today.*

*Some of the modern views of Constitutional Reform would appall the framers. For the two different ways presented in the book, explain why these could make our government simpler and more efficient.*

Reducing the Separation of Powers	
Making the System Less Democratic	

Define **Line-Item Veto**? Why did it not work for President Clinton?

Who is Right about the Constitution? Strict Constructionists (Who believe the Constitution should not be changed) or Loose Constructionists (Who believe the Constitution needs to change with the times? Pick one item from the book in the Who is Right section and elaborate why you believe in it.

***Summary: Do Not Write Anything.***

By the end of these notes you should be able to do the following:

1. Explain how evolving debates about Liberty led from the Revolutionary War to the Constitutional Convention.
2. Discuss the major proposals and compromise over representation in the Constitutional Convention.
3. Summarize the key issues presented by Federalists and Anti-federalists in the ratification debates for the Constitution.
4. Discuss continuing debates about democracy and the Constitution.

*ARE YOU ABLE TO EXPLAIN THESE POSITIONS IN CLASS IN DETAIL? IF NOT, IT WILL BE TOUGH IN CLASS. UNDERSTAND THIS PAGE.*