**OVERVIEW: REASON & RATIONALE**  
Students face two challenges as they transition from their freshman year into AP Government and Politics. The first is a basic under-standing of the course material. Specifically, this will allow students to not only explore topics that will be covered in the first quarter, but also presents that material in a way that offers relevance to the curriculum. Additionally, many students seem to struggle – at first – with the demands of the course. This assignment will provide the opportunity to consider different viewpoints, think critically about societal issues, and process larger concepts while focusing on the skills of note-taking and processing. Our hope is that this assignment will provide both a jump-start to the curriculum and make you more prepared for what is to come.

**EXPECTATIONS & REQUIREMENTS**

**Part I – Skills: Notetaking**Directions: Many students have not been exposed to the effective note-taking skills necessary to be successful in the course throughout the year. As a result, all students are expected to review the different notetaking systems, presented by California Polytechnic State University, on this [website](https://asc.calpoly.edu/ssl/notetakingsystems) OR this [document](https://content-calpoly-edu.s3.amazonaws.com/asc/1/documents/StudySkills/NoteTakingSystems.pdf). While students must use one of these formats for the rest of your summer assignment, a full understanding of strategies will benefit you throughout the course, as the primary nightly assignment will be to read and take notes.

**Part II – Concepts/Ideas**Watch and take notes on each of the following Ted Talks. The terms and concepts under each talk appear in the presentation and should be reflected in the notes that you take. With that said, your notes should NOT just be a list of these terms and definitions. Remember, you should use one of the formats you reviewed in the first part of this summer assignment. (*Important*: *Notes must be handwritten*).

1. [Hamilton vs. Madison and the Birth of American Partisanship](https://www.ted.com/talks/noah_feldman_hamilton_vs_madison_and_the_birth_of_american_partisanship) (Noah Feldman)

* Alexander Hamilton
* Constitution
* Democratic Republican
* Faction
* Federalist
* Federalist Papers
* Infrastructure
* James Madison
* Partisanship
* Republic

1. [Lessons from Past Presidents](https://www.ted.com/talks/doris_kearns_goodwin_on_learning_from_past_presidents) (Doris Kearns Goodwin)

* Abraham Lincoln
* American Revolution
* Cabinet
* Civil Rights
* Congress
* Emancipation Proclamation
* Franklin Roosevelt
* George Washington
* Lyndon Johnson
* Medicare
* President
* Senate

1. [Political Common Ground in a Polarized United States](https://www.ted.com/talks/gretchen_carlson_david_brooks_political_common_ground_in_a_polarized_united_states) (Gretchen Carlson and David Brooks)

* Barack Obama
* Bernie Sanders
* Campaign
* Donald Trump
* Educational Vouchers
* Fake News
* Foreign Policy Hawks
* Fox News
* Healthcare
* Hillary Clinton
* Immigration
* New York Times
* Nominee
* Political Correctness
* Political Spectrum
* Populism/Elitism
* Racism
* Republican Party
* Ronald Reagan
* Rustbelt (Middle America)
* Sexism
* Social Conservatives
* White Collar Job
* Xenophobia

1. [Conservative’s Plea: Let’s Work Together](https://www.ted.com/talks/arthur_brooks_a_conservative_s_plea_let_s_work_together) (Arthur Brooks)

* Capitalism
* Conservative
* Democrats
* Economic Liberty
* Entrepreneurship
* Free Market
* Free Trade
* Globalization
* Ideology
* Income Inequality
* Liberal
* Polarization
* Poverty
* Property Rights
* Republicans
* Taxes

1. [How to Have Better Political Conversations](https://www.ted.com/talks/robb_willer_how_to_have_better_political_conversations) (Rob Willer)

* Equality
* Loyalty
* Moral Divide
* Moral reframing
* Patriotism
* Political Divide

1. [In Praise of Conflict](https://www.ted.com/talks/jonathan_marks_in_praise_of_conflict) (Jonathan Marks)

* 3 Branches of Government
* Framers
* Human Rights
* Industry
* Public Sector
* United Nations

1. [Why Ordinary People Need to Understand Power](https://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power) (Eric Liu)

* Activist
* American Revolution
* Bias
* Bill/Law/Policy
* Civic Engagement
* Civics
* Civil Rights Movement
* Democracy
* Institutions
* Lobbyist
* Localism
* Media
* Monopolies
* Power

1. [How to Overcome Apathy and Find Your Power](https://www.ted.com/talks/dolores_huerta_how_to_overcome_apathy_and_find_your_power?language=en) (Dolores Huerta)

* Apathy
* Democracy
* Feminist
* Taxes

**Part III – Issues**It is imperative that students in this course consider other viewpoints and evaluate issues using claims and evidence. As a result, students will explore five issues using <www.ProCon.org>. This is an organization that utilizes research-based evidence to support the “pros and cons” of modern controversial political viewpoints for the purpose of "promoting critical thinking, education, and informed citizenship by presenting controversial issues in a straight-forward, nonpartisan, and primarily pro-con format." Using the website, or the links below, students should:

1. Consider each topic and place your preliminary opinion at the top of the chart
2. Read the link for each of the following issues and complete a two-page chart for EACH topic:
   1. [Gun Control](https://gun-control.procon.org/) – Should more gun control laws be enacted?
   2. [Social Media](https://socialnetworking.procon.org/) – Are social networking sites good for our society?
   3. [Illegal Immigration](https://immigration.procon.org/) – Should the government allow immigrants who are here illegally to become US citizens?
   4. [Recreational Marijuana](https://marijuana.procon.org/) – Should recreational marijuana be legal?
   5. [Standardized Tests](https://standardizedtests.procon.org/) – Is the use of standardized tests improving education in America?
3. Each chart should (**The chart template appears at the END of this summer assignment**):
   1. Identify the question
   2. Provide your preliminary opinion
   3. Summarize each side of the debate – Your summary should NOT be a list of claims and instead summarize the collective information presented
   4. Ask a question about the topic
   5. Provide a final assessment as to which side seems most plausible
4. Note: Your work must be handwritten

**A NOTE OF CAUTION**Everything submitted on the first day of school must be your own original work. Consider this issue in all parts of the assignment. Failure to complete this individually or use of copied material, for example, is a violation of our school’s honor policy and will result in a FAILING GRADE on your summer assignment. Refer to the Honor Policy on the JHS webpage for further explanation and consequences of violations.

**GRADING & DUE DATE**All completed assignments **will be collected the first day of school (remember, you will have this class every day)** and should be submitted in one of two ways. You may either clearly label everything and staple the corresponding assignments OR submit everything in a pocketed folder. Regardless, everything should be labeled and your first and last name should appear on your assignments. The final summer assignment will count for 10% of your first quarter grade for AP Government and Politics.

**QUESTIONS OVER THE SUMMER**If you have any questions over the summer, please contact one of the AP Government instructors. As it is the summer, we may not respond immediately; we will get back to you as soon as our schedule permits. We will not be responding to emails after Friday, August 16, 2019. Our contact information is as follows:

* Mr. McDonald – [brian.mcdonald@dpsnc.net](mailto:brian.mcdonald@dpsnc.net)
* Mr. O’Keefe – [brian.okeefe@dpsnc.net](mailto:brian.okeefe@dpsnc.net)
* Mr. Zakrzewski – [erik.zakrzewski@dpsnc.net](mailto:erik.zakrzewski@dpsnc.net)

|  |  |
| --- | --- |
| Question: | |
| Preliminary Opinion: | |
| PRO | CON |
| PRO (continued) | CON (continued) |
| Question (*Note: This should be a question that still remains after your review and reflection on the issue*) | |
| Final Assessment | |