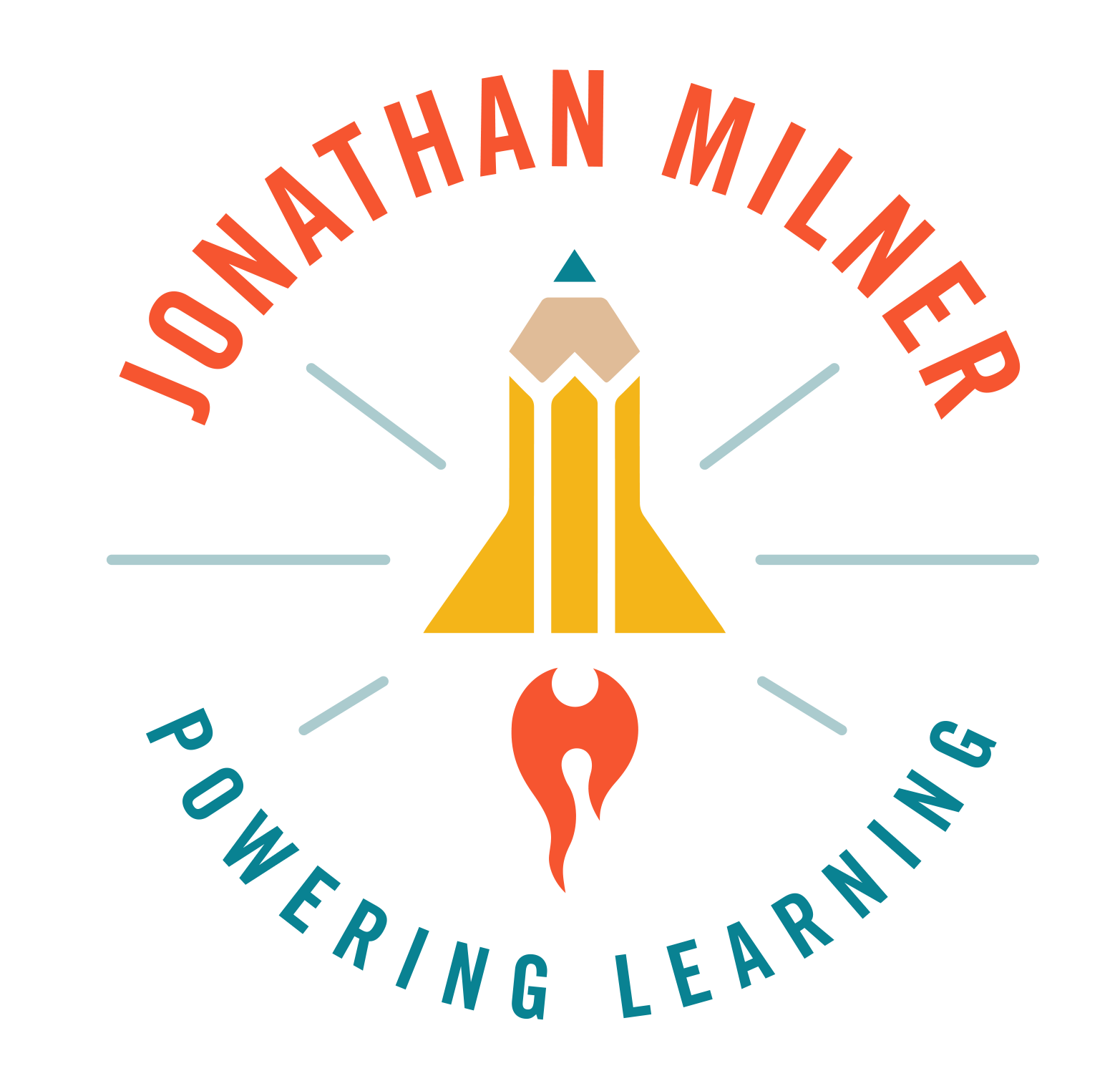
****

**High Five**

**GoPo Pro Student Test Prep Magic**

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*AP US Government & Politics*



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**AP® United States Government & Politics Exam**

**The 2019 AP® GoPo Exam is at 8:00 am on Monday, May 6, 2019.**

## **The GoPo exam consists of two parts.**

## **I. Multiple Choice**

## **55 questions. 80 minutes. 50% of exam grade.**

* **Quantitative Analysis:** Analysis and application of quantitative-based source material  
   Five sets of quantitative analysis questions ((table, chart, line graph, map, etc.)  
  Each set will contain two multiple-choice questions for a total of ten questions.
* **Qualitative Analysis:** Analysis and application of text-based (primary and secondary) sources  
  Two sets of questions based on a text.
* **Visual Analysis:** Analysis and application of qualitative visual information  
  Three sets of visual qualitative sources. (political cartoon, infographic, etc.)
* **Concept Application:** Explanation of the application of political concepts in context
* **Comparison:** Explanation of the similarities and differences of political concepts  
  Five sets of comparison charts
* **Knowledge:** Identification and definition of political principles, institutions, processes, policies, and behaviors

## **II. Free Response**

## **4 mandatory Questions. 1 hour, 40 minutes. 50% of exam grade.**

* **Concept Application:** Respond to a political scenario, explaining how it relates to a political principle, institution, process, policy, or behavior **(20 minutes. 12.5% of total score)**
* **Quantitative Analysis:** Analyze quantitative data, identify a trend or pattern, draw a conclusion for the visual representation, and explain how it relates to a political principle, institution, process, policy, or behavior **(20 minutes. 12.5% of total score)**
* **SCOTUS Comparison:** Compare a nonrequired Supreme Court case with a required Supreme Court case, explaining how information from the required case is relevant to that in the nonrequired one **(20 minutes. 12.5% of total score)**
* **Argument Essay:** Develop an argument in the form of an essay, using evidence from one or more required foundational documents **(40 minutes. 12.5% of total score)**

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**The AP Curriculum**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Title** | **Topics** | **Documents** |
| 1 | **Foundations of American Democracy** | Constitutional Convention  Separation of Powers  Checks and Balances  Federalism | *The United States Constitution*  *Articles of Confederation*  *Federalist No. 10*  *Brutus 1*  *Federalist No. 51*  *Tenth Amendment*  *Fourteenth Amendment*  *McCulloch v. Maryland*  *US v. Lopez* |
| 2 | **Interactions Among Branches of Government** | Congress  Presidency  Judiciary  Bureaucracy  Making Public Policy | *Federalist No. 70*  *Twenty-Second Amendment*  *Article III of the Constitution*  *Federalist No. 78*  *Marbury v. Madison* |
| 3 | **Civil Liberties and Civil Rights** | First Amendment  Civil Rights  *Letter from Birmingham Jail* | *U.S. Constitution*  *Bill of Rights*  *First Amendment*  *Tinker v. Des Moines*  *Schenck v. United States*  *New York Times Co. v. U.S.* |
| 4 | **American Political Ideologies and Beliefs** | Ideology  Political socialization |  |
| 5 | **Political Participation** | Political Parties  Elections  Interest Groups  Mass Media | *Baker v. Carr*  *Shaw v. Reno* |

## 

## 

## **The AP® GoPo exam covers Five different units of study.**

* Unit 1 **Foundations of American Democracy (approximately 15-22% of multiple choice questions)**
* Unit 2 **Interactions Among Branches of Government (approximately 25-36% of multiple choice questions)**
* Unit 3 **Civil Liberties and Civil Rights (approximately 13-18% of multiple choice questions)**
* Unit 4 **American Political Ideologies and Beliefs (approximately 10-15% of multiple choice questions)**
* Unit 5 **Political Participation (approximately 20-27% of multiple choice questions)**

\*(There is no unit specifically on state/local politics, there is no longer a unit specifically on policy, there is no unit on international politics, there is no unit on Monster Trucks.)

**AP Exam Content Breakdown**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Unit Title** | **% of Exam** | **# of Questions** |
| **1** | **Foundations** | **15-22%** | **8-12** |
| **2** | **Branches** | **25-36%** | **14-22** |
| **3** | **Civil** | **13-18%** | **7-10** |
| **4** | **Beliefs** | **10-15%** | **5-8** |
| **5** | **Participation** | **20-27%** | **11-15** |
| **Total** |  | **100%** | **55** |

**The AP Exam**

**AP Exam Format**

|  |  |  |  |
| --- | --- | --- | --- |
| Section | # of Questions | Timing | Percent of Total Exam Score |
| I. Multiple Choice | 55 | 80 minutes | 50% |
| II. Free Response | 4 mandatory | 1 hour, 40 minutes | 50 |
| Concept Application |  | 20 minutes | 12.5% |
| Quantitative Analysis |  | 20 minutes | 12.5% |
| SCOTUS Comparison |  | 20 minutes | 12.5% |
| Argument Essay |  | 40 minutes | 12.5% |

## **The AP® GoPo exam covers required** [**9 Foundational Documents**](https://docs.google.com/document/d/11OBBAGMtbECgzpi9OuKY7J6_l6jkOPNc9aP7oMBSgng/edit) **and** [**15 Landmark Supreme COurt Cases**](https://docs.google.com/document/d/1fKzhKRTylogApLZXgGChYs8XdzlnX4JNSqv4Xg5am7U/edit)**.**

## [**Required Foundational Documents**](https://docs.google.com/document/d/11OBBAGMtbECgzpi9OuKY7J6_l6jkOPNc9aP7oMBSgng/edit)

## ***[Federalist No. 10](http://teachingamericanhistory.org/library/document/federalist-no-10/)***

## ***[Brutus No. 1](http://teachingamericanhistory.org/library/document/brutus-i/)***

## ***[The Declaration of Independence](https://www.archives.gov/founding-docs/declaration-transcript)***

## ***[The Articles of Confederation](http://www.ushistory.org/documents/confederation.htm)***

## [***The Constitution of the United States***](https://constitutioncenter.org/interactive-constitution)**(Including the Bill of Rights and following Amendments)**

## ***[Federalist 51](http://teachingamericanhistory.org/library/document/federalist-no-51/)***

## ***[Letter from Birmingham Jail](http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)***

## ***[Federalist No. 70](http://teachingamericanhistory.org/library/document/federalist-no-70/)***

## ***[Federalist No. 78](http://teachingamericanhistory.org/library/document/federalist-no-78/)***

## [**Required Landmark Supreme Court Cases**](https://docs.google.com/document/d/1fKzhKRTylogApLZXgGChYs8XdzlnX4JNSqv4Xg5am7U/edit)

## [**Marbury v. Madison**](http://www.gopopro.com/landmark-court-cases-1/2017/1/24/marbury-v-madison)**, 1803\***

## [***McCulloch v. Maryland***](http://www.gopopro.com/landmark-court-cases-1/)***, 1819\****

## [***Brown v. Board of Education***](https://www.oyez.org/cases/1940-1955/347us483)***, 1954\****

## [***Gideon v. Wainwright***](https://www.oyez.org/cases/1962/155)***, 1963\****

## [***Tinker v. Des Moines Independent Community School District***](https://www.oyez.org/cases/1968/21)***, 1969\****

## [***Roe v. Wade***](https://www.oyez.org/cases/1971/70-18)***, 1973\****

## [***United States v. Lopez***](http://www.gopopro.com/landmark-court-cases-1/2017/2/9/united-states-v-lopez)***, 1995\****

## [***Baker v. Carr***](https://www.oyez.org/cases/1960/6)***, 1961\****

## [***Engel v. Vitale***](https://www.oyez.org/cases/1961/468)***, 1962\****

## [***New York Times Company v. U.S.***](https://www.oyez.org/cases/1970/1873)***, 1971\****

## [***Schenck v. United States***](https://www.oyez.org/cases/1900-1940/249us47)***, 1919\****

## [***McDonald v. Chicago***](https://www.oyez.org/cases/2009/08-1521)***, 2010\****

## [***Shaw v. Reno***](https://www.oyez.org/cases/1992/92-357)***, 1993\****

## ***[Wisconsin v. Yoder](https://www.oyez.org/cases/1971/70-110), 1972\****

## ***[Citizens United v Federal Election Commission (FEC)](https://www.oyez.org/cases/2008/08-205), 2010\****

## 

**Check out our great** [**online SCOTUS**](https://www.gopopro.com/landmark-court-cases-1) **companion**

[Foundational Documents Organizer](https://drive.google.com/open?id=1X793wVVCB2vNGcR7SSwLWLOEBmrRwDBPHmtO8oL0Z94)

|  |  |
| --- | --- |
| **Title**  **(ALL CAPS)** |  |
| **Author(s)** |  |
| **Year** |  |
| **Main Point** |  |
| **Significance & impact on American political history** |  |
| **Connections (to other documents & to GoPo)** |  |
| **Mnemonic**  **(something to help you remember it)** |  |
| **Ranking (1=most - 9=least important)** |  |
| **Quote - from the document** |  |
| **Visual** | *On the back of this sheet, draw your foundational document! Take 20 or 30 seconds-that’s all you need. Nothing fancy. Don’t expect a masterpiece. Draw with symbols or stick figures, or even cut and paste images, if you wish. Now Look at your drawing and say the name of it to yourself. You’ve got it. That’s all.* |

You are going to encounter a number of primary source documents throughout this course and your dating life. Fill in this graphic organizer for every major Primary Source Document you encounter. Keep them in a binder or folder which you can use to make connections and review.

[Landmark Cases Organizer](https://drive.google.com/open?id=12B72pEkLPbSTUcz_T3OUke8Mu-uL7S-fr9N7c1WNaTk)

|  |  |
| --- | --- |
| Case Name |  |
| Case Date |  |
| Chief Justice |  |
| Amendment |  |
| Background |  |
| Court Ruling (include #s & dissent) |  |
| Constitutional Issue & Significance |  |
| Ranking |  |
| Image |  |
| Related Cases |  |

On the back of this sheet draw a picture of the case. Take a second and look at your drawing.

[UNIT 1–Foundations of American Democracy](https://docs.google.com/document/d/1oIZ3njp7TkXkkB1STyhK46oS9UzooV8sYOW3-rTOXIY/edit)

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title and Topics** | **Percent of AP Exam** |
| **1** | **Foundations of American Democracy**  Separation of Powers  Checks and Balances  Federalism  Theories of Democracy  Constitutional Convention  Founding Documents | **15-22%** |

**Students will be able to:**

1. Analyze the benefits and costs of democracy
2. Describe the preconditions necessary for democracy to flourish
3. Evaluate the ways in which the United States is and isn’t democratic
4. Describe the history of the Constitutional Convention
5. Evaluate the flaws of the Articles of Confederation
6. Analyze the compromises of the Constitutional Convention and their consequences
7. Explain the echoes of the Constitution in contemporary America
8. Analyze the founding documents of the American Political system
9. Describe the consequences of the battle between the Federalists & Anti-Federalists
10. Identify the conflicts and compromises in the writing of the US Constitution
11. Analyze the causes and effects of our system of checks and balances
12. Identify the concept of judicial review
13. Explain the evolution of the Constitution through US history
14. Explore the adoption of the Bill of Rights
15. Describe the amendment process of the US Constitution
16. Compare the key components of federal, confederal, and unitary governments

**Big Questions**

How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?

How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?

Primary Source Documents

[*The Declaration of Independence*](https://www.archives.gov/founding-docs/declaration-transcript) *and* [*The Articles of Confederation*](http://www.ushistory.org/documents/confederation.htm)

[*The Constitution of the United States*](https://constitutioncenter.org/interactive-constitution)

[*Federalist No. 10*](http://teachingamericanhistory.org/library/document/federalist-no-10/) v. [*Brutus No. 1*](http://teachingamericanhistory.org/library/document/brutus-i/)

[*Federalist No. 51*](http://teachingamericanhistory.org/library/document/federalist-no-51/)

[Marbury v. Madison](https://www.oyez.org/cases/1789-1850/5us137)

[McCulloch v. Maryland](https://www.oyez.org/cases/1789-1850/17us316)

[United States v. Lopez](https://www.oyez.org/cases/1994/93-1260)

**UNIT 1–Foundations of Democracy Test Review**

To prepare for the test you should look over your class notes, read any handouts or readings, reread the chapters from the textbook, confer with your classmates, watch any videos and view any links from class, and study the following.

This is not a vocabulary test, but you should be familiar with the following terms.

**Define the following terms**

1. Representative democracy
2. Constitutional democracy
3. Constitutionalism
4. Statism
5. Popular consent
6. Majority
7. Plurality
8. Social capital
9. Ideology
10. Theocracy
11. Articles of Confederation
12. Shay’s Rebellion
13. Bicameralism
14. Connecticut Compromise
15. Three-fifths Compromise
16. Federalists
17. Anti-Federalists
18. The Federalist papers
19. Separation of powers
20. Checks and balances
21. Divided government
22. Impoundment
23. Direct primary
24. Referendum
25. Judicial review
26. Impeachment
27. Executive privilege
28. Custom and Usage
29. Devolution revolution
30. Federalism
31. Unitary system
32. Confederation
33. Block Grants
34. Categorical Grants
35. Express powers
36. Implied powers
37. Necessary and proper clause
38. Inherent powers
39. Commerce clause
40. Federal mandates
41. Concurrent powers
42. Full faith and credit clause
43. Extradition
44. Interstate compact
45. National supremacy
46. Unfunded Mandate
47. Preemption
48. Centralists
49. Decentralists
50. Revenue sharing

**Link to our** [**online glossary**](https://www.gopopro.com/vocab)

**Check out these** [**Unit 1 class starters**](https://www.gopopro.com/starters/tag/UNIT+1)

**Answer the following Quazy Questions**

1. What conditions are necessary for democracy to work?
2. What were the major weaknesses of the articles of confederation?
3. Analyze the differences between the New Jersey and the Virginia plans.
4. List the main disagreements between the Federalists and Anti-Federalists:
5. List some of the main changes in the structure of our government since the writing of the Constitution:
6. What are the main points of the Federalist papers nos. 10, 51 & 78?
7. What are the origins of judicial review?
8. What is the importance of Marbury v Madison and McCulloch v Maryland?
9. What are some alternatives to federalism?
10. What are the states prohibited from doing by the Constitution?
11. What are the main arguments of the centralist v decentralist debate?
12. What are the goals of federal grants?
13. According to John Locke’s idea of the social contract, people give up their perfect liberty in order to gain a bit of security. Why do they do this? Have we given up too much liberty or not enough in the US today?
14. Give an example of a block grant and explain how grants work.
15. Q: Did you hear about the new pirate movie? A: It’s rated AAAARRRRRRRRR!
16. What is the future of the national government?
17. What is the future of federalism?
18. What would the Framers think of our political system today?
19. Is our country getting more democratic?
20. James Madison said, “If all men were angels, no government would be necessary.” What did he mean? Explain whether government make us less angelic or more.
21. What is the difference between unitary, confederal, & federal systems and what are two pros and cons of each?
22. What does the legalization of marijuana have to do with federalism?
23. According to Rousseau, Man is born free, and yet everywhere he is in chains. What did he mean and what would Rousseau say about the US today?
24. Make a Venn diagram listing the checks and balances of the three branches of government.
25. Q: What did the French President say to the American President about the Chinese President? A: That’s what Xi said!

**Brainstorm**

List & define the top 5 terms you think will be on the test.   
Write down one question you think will be asked on the test (along with 4 answers).

Write down 3 things you know about each foundational document from this unit.

Write down 3 things you know about each landmark court case from this unit.

LIst the top three best things about federalism.

LIst the top three best things about the U.S. Constitution.

LIst the top three best things about democracy.

**Critical Review**

I will give you three or four of the following terms to write on a blank piece of paper, markup into a flowchart, to explain how they connect.

Federalism

Bill of Rights

U.S. Constitution

Federalist No. 78

Brutus 1

Declaration of Independence

Articles of Confederation

Marbury v. Madison

McCulloch v. Maryland

Checks and Balances

U.S. v. Lopez

## 

Unit 1 Jeopardy Questions

**Unit 1 - Constitutional Democracy**

|  |  |
| --- | --- |
| 100 | What is the difference between representative and direct democracy? |
| 200 | What governing document was replaced by the US Constitution in 1789? |
| 300 | What state was the compromise that led to a bicameral legislature named after? |
| 400 | What compromise accommodated concerns over how to count slaves for apportionment? |
| 500 | In the battle over Constitutional ratification, what group argued for the inclusion of the Bill of Rights? |

**Unit 1 - The Living Constitution**

|  |  |
| --- | --- |
| 100 | How many amendments does the U.S. Constitution have? |
| 200 | What do we call it when the presidency is controlled by one party and the legislature by another? |
| 300 | Name two checks the legislature has over the executive branch? |
| 400 | What was the precedent set in Marbury v. Madison? |
| 500 | What portion of the states does it take to ratify an amendment to the Constitution? |

**Unit 1 - American Federalism**

|  |  |
| --- | --- |
| 100 | What is the name for powers specifically given to one of the branches of government? |
| 200 | List an example of a program funded by a categorical formula grant: |
| 300 | What precedent did McCulloch v. Maryland set? |
| 400 | What do we call powers that are shared by both state and federal government? |
| 500 | Article I, Section 8, Clause 1 gives the Congress the power to regulate all business activities that cross state lines or affect more than one state or other nations. What is it’s name? |

**Unit 1 Practice Test**

*The following test consists of 10 questions. You have 15 minutes to answer your questions.*

*Set a timer and note how long this practice test takes. Mark your answers on the Answer Sheet.*

1. Which of the following was the most important constitutional issue in the landmark Supreme Court case, *United States v. Lopez* (1995)?

1. The legitimacy of Checks and Balances
2. The limits of Congress' ability to legislate with the commerce clause
3. The power of the states to exercise Immigration enforcement
4. Student privacy rights at school

**The next two questions refer to the following excerpt:**

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness."

2. This quotation comes from which of the following sources?

1. The First Amendment
2. The Declaration of Independence
3. The Preamble of the U.S. Constitution
4. The Bill of Rights

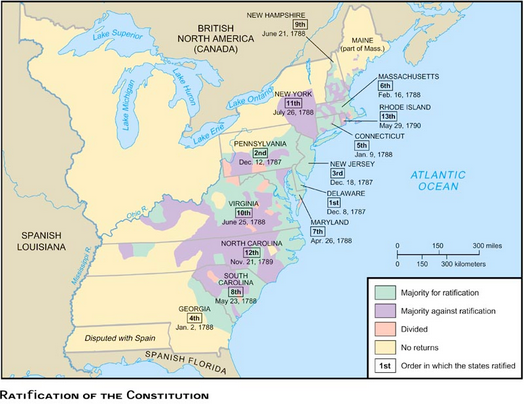
3. One of the main reasons for writing the document that is quoted in the excerpt above was to

1. Establish a system of Checks and Balances
2. Establish a justification for ending the Articles of Confederation
3. Express to the world the reasons for American separation from Britain
4. Convince states to ratify the U.S. Constitution

4. When anti-Federalists wrote *Brutus* *No. 1,* which of the following was their main goal?

1. Get the Southern states to agree on the Three-fifths Compromise
2. End Judicial Review
3. Stop the ratification of the U.S. Constitution
4. Argue for a bicameral legislature

**Questions 5 and 6 refer to the map below.**



5. The map illustrates which of the following.

1. Which states were for and which were against fighting the War of Independence
2. The order of ratification of the US Constitution.
3. The popularity of the Louisiana purchase by states
4. Which states had slave populations greater than white populations

6. Of all of the following, which was **LEAST** important issue at the Constitutional Convention?

1. Representation of states
2. Status of slaves
3. Composition of legislature
4. Women’s rights

7. Which of the following issues was most central in the ruling of *McCulloch v. Maryland* (1819)?

1. Interpretation of the First Amendment
2. Slavery
3. The constitutionality of the Louisiana Purchase
4. Federalism

8. Which of the following is an accurate comparison of the Articles of Confederation and the U.S. Constitution?

|  |  |  |
| --- | --- | --- |
|  | Articles of Confederation | U.S. Constitution |
| A) | Contained a Bill of Rights | Does not contain a Bill of Rights |
| B) | Argued for by Federalists | Strongly supported by Anti-Federalists |
| C) | Was never the Constitution of the United States | Has been the only Constitution of the  United States |
| D) | Created a weak central government  with most powers reserved to states | Created a strong central government with some powers reserved to states |

9. Which of the following is an accurate comparison of the Federalists and the Anti-Federalists?

|  |  |  |
| --- | --- | --- |
|  | Federalists | Anti-Federalists |
| A) | Pro British | Anti-British |
| B) | Anti Bill of Rights | Pro Bill of Rights |
| C) | Wanted a weak national government and strong state governments | Wanted a strong national government and weak state governments |
| D) | Pro democracy | Anti democracy |

10. In a confederal system, which of the following is most likely to be true;

1. Power is decentralized and strongly vested in the states or subnational units
2. Subnational units of government do not exist
3. All laws are exactly the same in all states
4. There is a tyrannical central government

**Unit 1 Answer Sheet**

1. **\_\_\_\_\_**
2. **\_\_\_\_\_**
3. **\_\_\_\_\_**
4. **\_\_\_\_\_**
5. **\_\_\_\_\_**
6. **\_\_\_\_\_**
7. **\_\_\_\_\_**
8. **\_\_\_\_\_**
9. **\_\_\_\_\_**
10. **\_\_\_\_\_**

**Self Check**

* How much time did you take on this practice test?
* How many questions did you get right?
* Which questions did you miss?
* Do you understand why you missed each of them?
* What topics or ideas from this unit are you still finding challenging?
* Do you understand the skills you must have to be successful on this test?
* What do you need to do to improve your score on this unit?
* What is a pirate’s favorite South American country?
* What percent of statistics are made up on the spot?

**Unit 1 Answer Sheet KEY**

1. **B**
2. **B**
3. **C**
4. **C**
5. **B**
6. **D**
7. **D**
8. **D**
9. **B**
10. **A**

Make your own comparison charts about any topics from Unit 1. Take your time!

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

**UNIT 2 – Interaction Among Branches of Government - Part 1 - Congress**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title and Topics** | **Percent of AP Exam** |
| **4** | **Institutions of Government**  **Congress**  Presidency  Judiciary  Bureaucracy  Institutions, the Political Process, and Citizens | **40%** |

**Unit Two - Political Institutions**

**Part 1 - Congress**

Students will be able to:

Identify the powers of the Congress

List the differences between the House and the Senate

Describe the way bills become laws and identify the many hurdles bills face

Explain the congressional electoral process

Analyze the costs and benefits, causes and effects of effects of high incumbent reelection rates

Identify the different leadership positions in Congress

Analyze the connection between representatives and constituents

Evaluate the weight of the different factors representatives consider when they vote

Analyze the connection between representatives and constituents

Describe the methods of oversight of the bureaucracy

Evaluate the relative power of the three branches of government

**Unit 4 is divided into the following sections**

1. **Congress**
2. Presidency
3. Judiciary
4. Bureaucracy

**Congress Goals**

By the end of the Congress section of Unit 2, you will know:

1. Powers of Congress
2. Differences Between House and Senate
3. How a bill becomes a law
4. Committee System
5. How Congress people are elected and how they vote

**Check out these** [**Unit 2 class starters**](https://www.gopopro.com/starters/tag/UNIT+2)

**Congress Test Review**

**You must know**

* How a bill becomes a law
* Powers of Congress
* Differences Between House and Senate
* Committee System
* How members of Congress are elected
* How members of Congress vote
* Congressional demographics

**Define the following terms**

|  |  |  |
| --- | --- | --- |
| 1. Constituents | 12. Majority Leader | 23. Joint Committee |
| 2. Reapportionment | 13. Minority Leader | 24. Seniority Rule |
| 3. Redistricting | 14. Whip | 25. Conference Committee |
| 4. Gerrymandering | 15. Closed Rule | 26. Delegate |
| 5. Safe Seat | 16. Open Rule | 27. Trustee |
| 6. Incumbent | 17. President pro tempore | 28. Log rolling |
| 7. Earmarks | 18. Hold | 29. Attentive Public |
| 8. Bicameralism | 19. Filibuster | 30. Discharge Petition |
| 9. Enumerated Powers | 20. Cloture | 31. Rider |
| 10. Speaker | 21. Standing Committee | 32. Pocket Veto |
| 11. Party Caucus | 22. Select committee | 33. Override |

**Link to our** [**online glossary**](https://www.gopopro.com/vocab)

**Answer the following Questions**

1. Who draws U.S. congressional district lines and how often are these redrawn?
2. What’s the difference between redistricting and reapportionment?
3. Why is bicameralism important in our congress?
4. What are some of the major differences in the different houses of congress?
5. Explain who has more power; a representative or a senator?
6. What is the most powerful job in congress?
7. Who does the senate have the power to confirm?
8. What checks does the congress have on the presidency and the judiciary?
9. Carefully and explicitly list the steps by which a bill becomes a law.
10. How does a whip keep party members in line?
11. What congressional portion does it take to override a presidential veto?
12. List five specific ways to kill a bill.
13. What power does the Rules Committee have?
14. How does divided government affect the ability of the congress to work with the presidency?
15. What is the relationship between congressional subcommittees & congressional parent committees?
16. List some of the powers of the Speaker of the House.
17. Describe and analyze the committee system in the lawmaking process.
18. Explain why there is more minority representation in the House than the Senate.
19. List the top five powers of congress in order.
20. What is the historical effect of midterm elections on the composition of Congress?
21. Explain why Senators are more likely to be trustees than Representatives are.
22. list the top five considerations a representative makes when voting on a bill.
23. How have congressional demographics changed over the past three decades?
24. What’s the difference between and authorizing committee and an appropriations committee?
25. If you could be on any committee in Congress, what would it be and why?

**Identify which chamber of Congress has each of the following powers.**

* Impose taxes
* Approve treaties
* Impeach the President or a judge
* Confirm Supreme Court nominees
* Try the President or a judge after he or she has been impeached

**Warm Up Questions**

1. In general, a member of the House of Representatives who wishes to be influential in the House itself would most likely seek a place on which of the following committees?

1. Agriculture
2. District of Columbia
3. Ways and Means
4. Conference Committee

2. Logrolling refers to

1. shift of parties from majority to minority status in either house
2. trading votes with colleagues
3. gerrymandering of House districts
4. when a bill goes from subcommittee to committee

3. Which of the following best describes pork barrel politics?

1. Senators from states with agricultural economies promote pig farming.
2. Voters in rural areas support different issue positions than do voters in metropolitan areas.
3. Members of Congress negotiate bills so that individual districts get money for projects that do not necessarily benefit the nation as a whole.
4. Members of the Senate Judiciary Committee refuse to endorse president’s court nominees

4. During midterm elections

1. The president’s party always loses seats
2. The president’s party never loses seats
3. The president’s party tends to lose seats
4. The president’s party tends not to lose seats

5. Usually the chair of a standing committee will be the member of the committee who is:

1. the member nominated by the president
2. the senior member of the majority party
3. the one selected by the entire chamber
4. the one with the greatest vote margin in their district
5. the best Jell-O wrestler of the group
6. If they are standing, why do they need a chair?

6. On a bill with high visibility, members of Congress are most likely to vote

1. According to the chair of their committee
2. According to their personal ideology
3. In keeping with the desires of their constituents
4. According to the pressure of lobbyists

7. A discharge petition does which of the following

1. ends a filibuster
2. forces a bill out of committee
3. censures a member of Congress
4. sends a bill to conference committee
5. Sends all committee members running for their gas masks

8. Conference committees

1. Register bills to be introduced on the floor and schedule debate
2. Handle proposed legislation that deals with more than one area of policy
3. Work out compromises between house and Senate versions of bills
4. Deal exclusively with foreign policy

9. A Senator can often prevent the Senate from voting on the bill being debated on the Senate floor by

1. Conducting oversight
2. Filibustering
3. Introducing another bill
4. Log rolling

10. The more than 400 amendments have offered to the recent H.R. 1, House Appropriations Bill, is an example of

1. a discharge petition
2. an authorization bill
3. a vote of cloture
4. an open bill

Congress Jeopardy

# **Congress**

|  |  |
| --- | --- |
| **100** | How many senators are from each state? |
| **200** | How many members of the House of Representatives are there? |
| **300** | What group reconciles bills from the House and the Senate? |
| **400** | List three ways a bill can die in congress? |
| **500** | **What majority is needed to vote to override a presidential veto?** |
| **600** | Who is the most powerful member of Congress? |
| **700** | What is the selection of committee chair usually based upon? |

**Congress ii**

|  |  |
| --- | --- |
| **100** | What is a rider? |
| 200 | How do you end a filibuster? |
| **300** | Who breaks a tie in the Senate? |
| **400** | **List three powers shared by the House and the Senate?** |
| **500** | What are two powers of the Speaker of the House? |
| **600** | What are two differences between the Senate and the House? |
| **700** | Which chamber approves presidential nominations? |

**Congressional Officials**

|  |  |
| --- | --- |
| **100** | Who is the current Speaker of the House? |
| **200** | What is the current House majority party? |
| **300** | Who is the current Senate Majority Leader? |
| **400** | Who is the current House Minority Leader? |
| **500** | Who is the current Senate Minority Leader? |
| **600** | **Who is the current president pro tempore of the Senate?** |
| **700** | Which chamber currently has a higher proportion of non-Whites? |

**Final jeopardy**

Who are the top three individuals in the line of presidential succession?

1. Vice President
2. Speaker of the House
3. President Pro Tempore of the Senate

**Daily Double**

**Institutions of Government Review: *Last One Standing* Lesson**

**Materials**

**Time**

* About 10 minutes

**Procedure**

**Institutions of Government Review: *Last One Standing***

1. Get in teams of 4. Give each team a random number starting at #1 and working up. Teams list any 5 powers of Congress.
2. Starting with team 1 ask teams to name one power of Congress. If a group lists a power that is in the Constitution, write it on the board. If they list a power that is NOT in the Constitution, the team is out and is exiled to Canada.
3. Call on all the groups in order until there is a last group that is still naming accurate powers. They are the winner.

UNIT 2 – Interaction Among Branches

Part 2 - Presidency

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title and Topics** | **Percent of AP Exam** |
| **2** | **Institutions of Government**  Congress  **Presidency**  Judiciary  Bureaucracy  Institutions, the Political Process, and Citizens | **25%-36%** |

**Unit TWO - Interaction Among Branches**

**Part 2 – Presidency**

Students will be able to:

Identify the major powers of the president

Analyze the reasons for the evolution of presidential power over the 20th century

Describe the many different jobs of the president and evaluate their relative importance

Identify the duties and evaluate the relative power of different actors in the executive branch

Describe the methods of presidential oversight of the bureaucracy

Evaluate the relative power of the three branches of government

**Unit 2 is divided into the following sections**

1. Congress
2. **Presidency**
3. Judiciary
4. Bureaucracy

**Primary Source Document**

[Federalist No. 70](http://teachingamericanhistory.org/library/document/federalist-no-70/)

**Check out these** [**Unit 2 class starters**](https://www.gopopro.com/starters/tag/UNIT+2)

[**Unit 2 - Part 2 - Presidency Test Review**](https://drive.google.com/open?id=1-KXF73jX_a8E-86GOVCigHKCLHfYEAK2kVJiO3rDOko)

To prepare for the test you should look over your class notes, read any handouts or readings, reread the chapters from the textbook, confer with your classmates, watch any videos and view any links from class, and study the following.

**Define the following terms**

1. Pocket veto
2. presidential honeymoon
3. Office of management and budget
4. Executive office of the president
5. Office of management and budget
6. Chief of staff
7. Rally point
8. Mandate
9. Impeachment
10. State of the Union address
11. Executive privilege
12. Executive agreement

**Link to our** [**online glossary**](https://www.gopopro.com/vocab)

**Answer the following questions**

1. What was the intent of the framers when constructing the presidency?
2. Describe the executive office of the president and its organization:
3. What are the functions of the white house staff?
4. Does the White House Staff get either elected by the people or confirmed by congress?
5. Does the White House staff have too much power?
6. What is the maximum number of terms a president can serve?
7. List the five most important posts in the cabinet and the people who currently serve there.
8. Must the president have a cabinet?
9. List the first 5 in the presidential line of succession:
10. Explain which of the many jobs of the president is the most important:
11. Define the role of the following people, who they are, and what the constitution says about them:
    * Vice President
    * First Lady
    * Cabinet
    * Executive office of the President
    * OMB
    * White house staff

**Critical Question Practice**

1. Congress and the president both have a role in making foreign policy. Despite recent expansions in presidential power, there are still limits on presidential decision making in foreign policy.

(a) Describe two enumerated powers Congress has in making foreign policy.

(b) Describe two expressed powers the president has in making foreign policy.

(c) Explain how executive agreements expand the president’s ability to implement foreign policy.

(d) Explain how one of the following can limit the president’s ability to implement foreign policy.

* Elections
* Presidential approval ratings

2. Conflicts between Congress and the President over

war powers have their origin in the United States Constitution. In 1973 Congress passed the War Powers Resolution in an attempt to clarify the balance of

powers between the two branches of government.

(a) Describe the primary constitutional conflict between Congress and the President over the decision to go to war.

(b) Describe two provisions of the War Powers Resolution that were designed to limit the President’s power over war making.

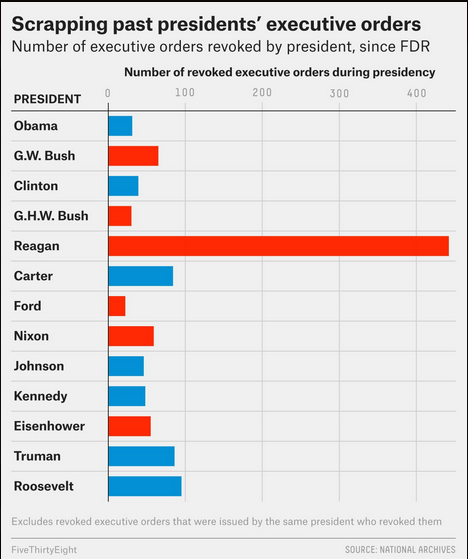
(c) The War Powers Resolution has received mixed reviews, but Congress has other powers over war making. Other than the constitutional power that you described in (a), identify and explain two other formal powers Congress has over war making.

**Brainstorm**

List & define the top 5 terms you think will be on the test.

**Visual**

Make sure you can describe, explain, and predict consequences of this data.



**Warm Up Questions**

1. The only official task of the vice-president is to

1. advise the president in foreign affairs
2. preside over the Senate and to vote in case of a tie
3. serve as the president's good will ambassador to other countries
4. chair government commissions at the President's request

2. In vetoing a bill, the President does which of the following?

1. Rejects only a part of the bill without rejecting it entirely.
2. Decides on a bills constitutionality.
3. Sends the bill back to its original committee for further review.
4. Rejects all sections of the bill.

3. Which of the following is true of divided government

1. There are less presidential vetoes during divided government
2. Less money is spent by the federal government during divided government
3. There is more agreement in politics during divided government
4. Divided government has happened very rarely in the last half century

4. In general, Congress is most likely to defer to the President:

1. in times of international crisis
2. in the area of social policy
3. late in the president’s term
4. when the economy is weak

5. The primary function of the White House staff is to

1. Carry out policy
2. Advise the president
3. Represent the bureaucratic agencies
4. Act as liaison with members of Congress

6. Which of the following are powers of the president?

1. granting pardons
2. dismissing Supreme Court justices
3. appointing every member in the bureaucracy
4. Declaring war

7. Which of the following is the most likely consequence of divided government?

1. Reorganization of the federal bureaucracy
2. Conflict between states
3. Delays in confirmation of federal court nominees
4. Conflicts between national government and states

8. Executive orders by the president are primarily issued to

1. Reorganize the chairs of committees of the legislative branch
2. Negotiate treaties with foreign countries
3. Direct action by the federal bureaucracy
4. Resolve conflict between state governments

9. Which of the following factors is the greatest influence on a citizen’s approval of the president?

1. The citizen’s party affiliation.
2. The president’s success in working with Congress.
3. The citizen’s state of residency.
4. The president’s success in diplomacy.

10. Which of the following tasks falls to the vice president?

1. Leading cabinet meetings
2. Presiding over the Senate
3. Commanding the military
4. Determining the federal budget

11. Among the executive branch’s checks on the legislative branch is their power to

1. override a veto
2. introduce bills to the floor of Congress
3. break a filibuster .
4. break a tie in the Senate
5. levitate and use his x-ray vision

12. The President’s chief of staff is often referred to as the gatekeeper because

1. The chief of staff must approve any nominees to the executive branch
2. Access to the president is usually controlled by the chief of staff
3. The chief of staff decides on funding for different departments of the executive branch
4. Any bill that the president signs must pass through the chief of staff

13. Which of the following institutions is responsible for compiling the president’s budget proposal

1. Department of the Treasury
2. Congressional Budget Office
3. Office of Management and Budget
4. Federal Reserve Board

**Presidency Jeopardy**

**President I**

|  |  |
| --- | --- |
| 100 | How long can the president serve? |
| 200 | Who was the longest serving president? |
| 300 | What is an executive order? |
| **400** | **What constitutional amendment enacted presidential term limits?** |
| 500 | Name three positions the president can appoint: |
| 600 | What is a lame duck? |
| 700 | How can the coattail effect help congressional candidates? |

**President II**

|  |  |
| --- | --- |
| 100 | What is the name of the president’s limo? |
| 200 | What is the maximum number of presidential terms? |
| 300 | Name three presidential powers in the Constitution: |
| **400** | **What are the limits on whom the president can pardon?** |
| 500 | What is a presidential honeymoon? |
| 600 | What is a pocket veto? |
| 700 | How long can the president commit troops without Congressional approval? |

**Officials**

|  |  |
| --- | --- |
| 100 | Who is the vice president? |
| 200 | Who was the president’s chief rival in the 2008 campaign? |
| 300 | What are the four departments in the inner cabinet? |
| 400 | Who is the secretary of state? |
| 500 | What is the most recently established department of the US bureaucracy? |
| **600** | **Who is the president’s chief of staff?** |
| 700 | Who are the top four individuals in the line of presidential succession? |

**Final jeopardy** - Who has the current president appointed to the US Supreme Court?

UNIT 2 – Interactions of Government

Part 3 - **Judiciary**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title and Topics** | **Percent of AP Exam** |
| **2** | **Institutions of Government**  Congress  Judiciary  **Judiciary**  Bureaucracy  Institutions, the Political Process, and Citizens | **25%-36%** |

**Unit Two - Interaction Among Branches of Government**

**Part 3 – Judiciary**

Students will be able to:

* Identify the major powers of the judiciary
* Analyze the reasons for the evolution of judicial power throughout US history
* Understand the history of the US judiciary
* Identify the duties and evaluate the relative power of different actors in the judicial branch
* Identify the key features of judicial philosophy
* Describe the course of a case as it moves through the judicial branch
* Evaluate the relative power of the three branches of government
* Evaluate the impact of public opinion on the judiciary
* Describe the relationship between the judicial branch and linkage institutions such as the media, interest groups, and political parties

**Unit 2 is divided into the following sections**

1. Congress
2. Judiciary
3. **Judiciary**
4. Bureaucracy

**Primary Source Document**

[Federalist No. 78](http://teachingamericanhistory.org/library/document/federalist-no-78/)

**Check out these** [**Unit 2 class starters**](https://www.gopopro.com/starters/tag/UNIT+2)

UNIT 2 – Interactions of Government

Part 4 - **Bureaucracy**

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title and Topics** | **Percent of AP Exam** |
| **2** | **Institutions of Government**  Congress  Presidency  Judiciary  **Bureaucracy**  Institutions, the Political Process, and Citizens | **25%-36%** |

**Unit Two Interactions Among Branches of Government**

**Part 4 Bureaucracy**

Students will be able to:

* Identify the major powers of the bureaucracy
* Analyze the reasons for the evolution of the bureaucracy throughout US history
* Understand the history of the US bureaucracy
* Identify the duties and evaluate the relative power of different actors in the bureaucracy
* Analyze the causes of the growth of the modern bureaucracy
* Evaluate the impact of an unelected bureaucracy on our democratic system
* Identify the major agencies of the US government and their powers
* Describe the methods of bureaucratic oversight
* Explain the ways Congress and the president attempt to control the bureaucracy
* Evaluate the relative power of the three branches of government
* Evaluate the impact of public opinion on the bureaucracy
* Describe the relationship between the bureaucracy and linkage institutions such as the media, interest groups, and political parties

**Unit 2 is divided into the following sections**

1. Congress
2. Presidency
3. Judiciary
4. **Bureaucracy**

[UNIT 2 TEST REVIEW–Judiciary & Bureaucracy](https://docs.google.com/document/d/19-D8DP2p4pJSnDB30bpP8gvco1Vi_N7Of6S73PjkJxE/edit?usp=sharing)

To prepare for the test you should look over your class notes, read any handouts or readings, reread the chapters from the textbook, confer with your classmates, watch any videos and view any links from class, and study the following.

**Define the following terms**

1. Concurring opinion
2. Writ of certiorari
3. Government corporations
4. Original jurisdiction
5. amicus curiae
6. Bureaucrat
7. Bureaucracy
8. Independent regulatory commission
9. Independent agency
10. Government corporation
11. Atari Video Game System
12. Senior Executive Service
13. Civil service
14. Spoils system
15. Merit system
16. Smokey The Bear
17. Office of Personnel Management (OPM)
18. Office of management and budget (OMB)
19. Judicial activism
20. Judicial restraint
21. Hatch Act
22. Implementation
23. Administrative discretion
24. Rule
25. Dissenting opinion
26. Concurring opinion
27. Federal Register
28. Uncontrollable spending
29. Stare decisis
30. Entitlement program
31. Oversight
32. Central clearance
33. Justiciable disputes
34. class action suits
35. Judicial review
36. Civil law
37. Defendant
38. Solicitor General
39. Appellate jurisdiction
40. Court of appeals
41. Precedent
42. Writ of certiorari
43. In forma pauperis
44. docket

**Link to our** [**online glossary**](https://www.gopopro.com/vocab)

**Answer the following questions**

**The Judiciary**  
1. What is one check the Supreme Court has on the presidency?  
2. Who represents the government in front of the Supreme Court?  
3. Who are the two Supreme Court appointees under Clinton?  
4. How many Supreme Court justices are there?  
5. Name **all** the current Supreme Court justices?  
8. Describe the structure of the federal Court system:  
9. Describe the federal prosecution and defense system:  
10. Discuss the politics of judicial selection:  
11. Describe how cases get to the Supreme Court.  
12. What is the role of oral argument in Supreme Court cases?

13. What portion of federal cases end up with a plea bargain

14. Explain the main differences between judicial activism and restraint:

15. Describe the major steps in a case going through the Supreme Court:  
  
**The Bureaucracy**  
1. How many bureaucrats work for the US government?  
2. Describe the evolution of the bureaucracy:  
3. Describe the organization of the bureaucracy:  
4. What are the three parts of an iron triangle?  
5. Compare and contrast the informal and the formal organization of the bureaucracy:  
6. What agency staffs the bureaucracy?  
7. Describe their hiring practices:  
8. Define and describe the 5 principles of bureaucratic management:  
9. How does the textbook model of bureaucratic management work?  
10. What are the historical roots of American government bureaucracy?  
11. What is the public perception of the bureaucracy?  
12. In what ways is the bureaucracy being privatized?  
13. Describe the relationship between the bureaucracy and the executive branch:  
14. Describe the relationship between the bureaucracy and the legislative branch:  
15. What was the effect of the Civil Service Reform Act of 1978?  
16. Describe current reform of the bureaucracy:  
17. Has the bureaucracy, as a percentage of the population, risen or declined in the past 10 years?  
18. How can the president oversee and control the bureaucracy?

19. How can the Congress oversee and control the bureaucracy?

20. What is the main duty of the OPM?

21. How has the federal bureaucracy changed since the time of the first president?

22. Why is the bureaucracy called the undefined branch?

23. How big is the federal bureaucracy?

24. How do the demographics of the bureaucracy compare with those of the US in general?

**Critical Question**

1. Judicial conservatives and activists have long battled for control of the US

Supreme Court.

1. Describe two fundamental beliefs of judicial conservative
2. Describe two fundamental beliefs of judicial activists.
3. Choose any landmark Supreme Court case and explain how the majority opinion in that case reflected judicial activism.

**Brainstorm**

List & define the top 5 terms from this unit that you think will be on the test.

Institutions Jeopardy

# **Judiciary**

|  |  |
| --- | --- |
| 100 | How many justices does it take to bring a case to the Supreme Court? |
| 200 | What case established judicial review? |
| **300** | **Who does the Constitution give the power to set up the US federal Courts?** |
| 400 | What is an amicus curiae brief? |
| 500 | What are three core beliefs of judicial conservatives? |

# 

# **Court Cases**

|  |  |
| --- | --- |
| 100 | What case guarantees a lawyer for the defendant? |
| 200 | According to this case, what amendment guarantees a lawyer for a defendant? |
| 300 | What rule was established in Mapp v Ohio? |
| 400 | What would a judicial activist say about the right to privacy? |
| **500** | **What court case set the precedent for Roe Versus Wade?** |

**Bureaucracy**

|  |  |
| --- | --- |
| 100 | List one current US independent agency: |
| 200 | What are two examples of government corporations? |
| 300 | What is the most recently established department of the US bureaucracy? |
| **400** | **What are three forms of congressional oversight of the bureaucracy?** |
| 500 | What is the difference between iron triangles and issue networks? |

**Final Jeopardy:** Name 5 justice of the US Supreme Court?

**Daily Double**

**Branches of Government Think Sheet**

**A. Use your brain alone to complete as much of this Branches Chart as possible.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Branch** | **Purpose** | **Power Ranking** | **Question You Have** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Unit 2 Practice Test**

*The following test consists of 10 questions. You have 15 minutes to answer your questions.*

*Set a timer and note how long this practice test takes. Mark your answers on the Answer Sheet.*

**The following two questions refer to the following excerpt:**

"Energy in the Executive is a leading character in the definition of good government. It is essential to the protection of the community against foreign attacks; it is not less essential to the steady administration of the laws; to the protection of property against those irregular and high-handed combinations which sometimes interrupt the ordinary course of justice; to the security of liberty against the enterprises and assaults of ambition, of faction, and of anarchy. Every man the least conversant in Roman story, knows how often that republic was obliged to take refuge in the absolute power of a single man, under the formidable title of Dictator, as well against the intrigues of ambitious individuals who aspired to the tyranny, and the seditions of whole classes of the community whose conduct threatened the existence of all government, as against the invasions of external enemies who menaced the conquest and destruction of Rome.

There can be no need, however, to multiply arguments or examples on this head. A feeble Executive implies a feeble execution of the government. A feeble execution is but another phrase for a bad execution; and a government ill executed, whatever it may be in theory, must be, in practice, a bad government.”

1. This quotation comes from which of the following sources?

1. Brutus 1
2. The Declaration of Independence
3. Federalist No. 70
4. The Bill of Rights

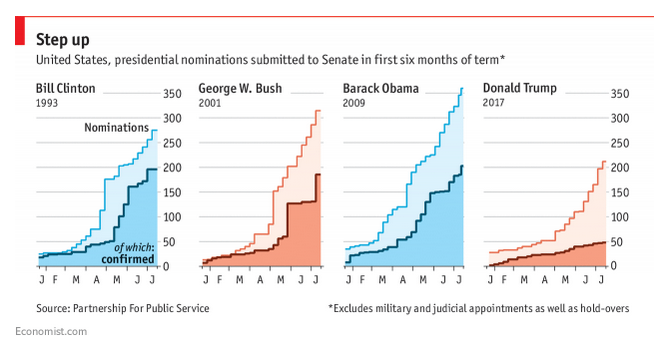
2. James Madison, author of the excerpt above, in the writing is concerned chiefly with which of the following:

1. Federalism
2. Establish a justification for ending the Articles of Confederation
3. Bicameralism and judicial review
4. The power of the executive

3. If the Supreme Court reaches a tie on a decision on a case which of the following happens

1. The Supreme Court Chief Justice gets to decide the verdict
2. The next lowest court’s ruling stands.
3. The Vice President gets to break the tie
4. The Supreme Court must take the case again next year

**Questions 4 and 5 refer to the chart below.**



4. Which of the following statements can be supported by the data from the chart above:

1. The number of nominees varies by president, as does the rate of confirmation
2. All four presidents had the same number of appointments
3. Republican presidents always make more nominations in their first six months in office than Democrats
4. Presidential popularity is the only factor determining the rate of confirmation of nominees

5. Which of the following themes is most central to the visual above:

1. Federalism
2. Checks and balances
3. Judicial review
4. Pluralism

6. An advantage that bureaucrats in the federal government have over the President in the policymaking process is that bureaucrats

1. control the budgetary process
2. have an independence from the President that is guaranteed by the Constitution
3. find it easier to marshal public support than does the President
4. usually have a continuity of service in the executive branch that the president lacks

7. Which of the following is an accurate comparison of the judiciary and bureaucracy?

|  |  |  |
| --- | --- | --- |
|  | Judiciary | Bureaucracy |
| A) | Serve for life with good behavior | Elected |
| B) | Must be 35 | Not mentioned in the Constitution |
| C) | Approved by Senate | All members are approved by Senate |
| D) | Can check the power of the legislature | Can be investigated by the legislature |

8. Which of the following is an accurate comparison of a Presidential and Congressional power over the bureaucracy?

|  |  |  |
| --- | --- | --- |
|  | Presidential | Congressional |
| A) | Can hire and fire heads of departments | Can hire and fire heads of agencies |
| B) | Passes laws to reorganize bureaucracy | Issues Executive orders to  reorganize bureaucracy |
| C) | Nominates | Confirms |
| D) | Holds hearings | Investigates |

9. The activities of the Federal Reserve Board have the most direct influence on which of the following:

1. Bank interest rates
2. Government spending
3. Oil prices
4. Troop-strength levels of the armed services

10. Which of the following is true of both members of the House of Representatives and Senators?

1. They must be citizens of the US
2. They serve two-year terms of Office
3. They can have their election chances directly affected by reapportionment
4. They must be at least thirty years of age.

**Unit 2 Answer Sheet**

1. **\_\_\_\_\_**
2. **\_\_\_\_\_**
3. **\_\_\_\_\_**
4. **\_\_\_\_\_**
5. **\_\_\_\_\_**
6. **\_\_\_\_\_**
7. **\_\_\_\_\_**
8. **\_\_\_\_\_**
9. **\_\_\_\_\_**
10. **\_\_\_\_\_**

**Self Check**

* How much time did you take on this practice test?
* How many questions did you get right?
* Which questions did you miss?
* Do you understand why you missed each of them?
* What topics or ideas from this unit are you still finding challenging?
* Do you understand the skills you must have to be successful on this test?
* What do you need to do to improve your score on this unit?
* What is a pirate’s favorite island nation?
* What percent of statistics are made up on the spot?

**Unit 2 Answer Sheet KEY**

1. **C**
2. **D**
3. **B**
4. **A**
5. **B**
6. **D**
7. **D**
8. **C**
9. **A**
10. **A**

Make your own comparison charts about any topic from Unit 2

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

UNIT 3 – Civil Liberties & Civil Rights

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title and Topics** | **Percent of AP Exam** |
| **3** | **Civil Rights and Liberties**  **Rights and the Judiciary**  **Your Rights**  **The 14th Amendment and Rights** | **13%-18%** |

**Students will be able to:**

Define civil liberties

Define civil rights

Understand the difference between civil liberties and civil rights

Identify the key components of the First Amendment  
Analyze the causes and effects of selective incorporation  
Identify key First Amendment rights Supreme Court cases  
Describe some of the major protections guaranteed by the First Amendment  
Describe the tension between security and liberty in contemporary politics and evaluate the merits of both sides of the argument  
Describe the evolution of First Amendment protections over the past two centuries  
Identify the key provisions and protections of the Fourth Amendment  
Describe the evolution of the rights of the accused over the past half century  
Identify the parameters of student rights in schools  
Describe the key moments in the history of the struggle for civil rights in the US  
Analyze the state of race relations in the US today   
List and evaluate the success of different methods the US government has used to fight discrimination  
Evaluate the impact of race on US politics  
Evaluate the statement: We are living in a post-racial America.

|  |  |  |  |
| --- | --- | --- | --- |
| 3 | **Civil Liberties and Civil Rights** | First Amendment  Civil Rights  *Letter from Birmingham Jail* | *U.S. Constitution*  *Bill of Rights*  *First Amendment*  *Tinker v. Des Moines*  *Schenck v. United States*  *New York Times Co. v. U.S.* |

**Primary Source Document**

[Letter from Birmingham Jail](http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)

**Check out these** [**Unit 3 class starters**](https://www.gopopro.com/starters/tag/UNIT+3)

[**Civil Liberties & Civil Rights Test Review**](https://docs.google.com/document/d/1eky46V03ryUKMFdQ2T4fDIBWpe49WRXyAXHw35A9u6Q/edit?usp=sharing)  
To prepare for the test you should look over your class notes, read any handouts or readings, reread the chapters from the textbook, confer with your classmates, watch any videos and view any links from class, and study the following.

**Define the following terms**

1. First Amendment
2. Establishment Clause
3. Free Exercise Clause
4. Freedom of Petition
5. Clear and present danger doctrine
6. Fighting words
7. Freedom of the Press
8. Freedom of Assembly
9. Lemon Test
10. Writ of Habeas Corpus
11. Ex post facto law
12. Selective incorporation
13. Non-protected speech
14. Prior restraint
15. Libel
16. Obscenity
17. Eminent domain
18. Poll tax
19. Commerce Clause
20. Jim Crow laws
21. Segregation
22. Civil rights act of 1964 (Titles II & VII)
23. Executive privilege
24. Interstate commerce clause
25. Due Process
26. Fifth Amendment
27. 1968 Fair Housing Act
28. EEOC
29. Immigration reform and control act of 1986
30. Eminent domain
31. 14th Amendment
32. 15th Amendment
33. Equality of opportunity
34. Equality of results
35. Affirmative action
36. Rights of a person accused of a crime
37. Civil rights movement
38. Equal protection clause
39. Privacy rights
40. Regulatory taking
41. Miranda rights
42. Separate but equal
43. Bill of attainder
44. Dual citizenship
45. Exclusionary rule
46. Restrictive covenants
47. Double jeopardy
48. Majority-minority districts
49. Letter From Birmingham Jail

**Link to our** [**online glossary**](https://www.gopopro.com/vocab)

**Answer the following questions**

1. What rights are protected in the first amendment?
2. What public funds can go to parochial (religious) schools?
3. How did the Burger Court define obscenity?
4. Is flag burning illegal?
5. Explain whether polygamy is protected by The First Amendment.
6. What is the difference between the Free Exercise Clause + the Establishment Clause?
7. Is the term "separation of Church and State" in the First Amendment?
8. Can a public school have a Bible study?
9. What clause of the constitution has the Congress used to regulate discrimination?
10. What were some ways that whites subordinated Black political power after the civil war?
11. What laws did Congress pass to regulate discrimination?
12. Describe some Supreme Court rulings that help expand the rights of those accused of crimes:
13. Can laws change opinion and behavior?
14. Discuss the difference between equality of opportunity and equality of results.
15. In what way does the Constitution regulate equality?
16. Evaluate the legality of affirmative action, explaining recent Supreme Court rulings regarding affirmative action.
17. What exceptions are there to the general rule against warrantless searches?
18. Explain how the federal government has expanded power regarding civil rights throughout the 20th century.
19. Describe and analyze the expanding role of the government in combating discrimination and expanding economic equality.
20. Identify three Supreme Court cases and explain how they have expanded privacy rights.
21. Describe and analyze the expanding role of the government in combating discrimination and expanding economic equality.
22. Describe the state of our Fourth Amendment rights since 9/11.
23. Describe the state of freedom of the press since the Trump administration took office.
24. Describe the role of the Commerce Clause in regulating discrimination in the U.S.
25. Discuss the impact of the Voting Rights Act and the Civil Rights Act on addressing race discrimination.

**Matching**

For the following questions, write the letter from the set below, next to the number of the case that it matches

1. Tinker v Des Moines
2. Miranda v Arizona
3. Heart of Atlanta Motel v US
4. Engel v Vitale
5. Mapp v Ohio
6. Upheld the constitutionality of the Civil Rights Act
7. Ruled that the government could not violate the Establishment Clause
8. Ruled that even students are entitled to certain rights at school
9. Ruled that states could not violate an individual’s 4th Amendment rights
10. Ruled that an arrestee must be told of their rights
11. Guaranteed every defendant a court appointed lawyer
12. Ruled that the Boy Scouts of America could discriminate based on sexual orientation

**Landmark Supreme Court Cases**

Be sure to know the main facts of the following cases. \*Denotes a **required** SCOTUS case.  
*1.* *Marbury v Madison\*   
2. Schenck v. United States\*  
3. Plessy v Ferguson  
4. Brown v Board\*  
5. Gitlow v New York  
6. Mapp v Ohio  
7. Gideon v Wainwright\*  
8. Miranda v Arizona  
9. Wisconsin v. Yoder\*  
10. Roe v Wade\*  
11. Tinker v Des Moines\*  
12. Miller v California  
13. Buckley v Valeo  
14. New York Times v Sullivan*

*15. New York Times v US\**

*16. Dred Scott v Samford  
17. Engel v Vitale\*  
18. Santa Fe Board v Doe  
19. Swann v Mecklenburg Board  
20. Texas v Johnson  
21. Heart of Atlanta Motel v US  
22. Lemon v Kurtzman  
23. Reynolds v US  
24. Griswold v Connecticut  
25. Boy Scouts v Dale*

26. Bakke v. California

**Free Response Practice -** [**SCOTUS Comparison Question**](https://docs.google.com/document/d/123ThnCbQIdRfqjlHYWrwkS1-9FX71KeoTTfUaQpwhYU/edit)

The First Amendment includes two clauses relating to the freedom of religion.

(a)The Supreme Court based the ruling in the following cases on what portion of Amendment I.

Engel v. Vitale  
Reynolds v. US

(b) Explain how was the Supreme Court’s interpretation of the First Amendment resulted in different rulings in these cases?

(c) Describe one action the President could take who did not agree with either ruling?

**Brainstorm**

List & define the top 5 terms you think will be on the test.

**Warm Up Questions**

1)Under reasonable time, place and manner restrictions, all of the following are protected by the First Amendment EXCEPT:

1. libel
2. flag burning
3. political demonstrations
4. criticizing government officials

2)Citizens are guaranteed that the national government will not interfere with their practice of religion on the basis of:

1. Article VI of the Constitution
2. The establishment clause
3. The Religious Freedom restoration Act
4. The free exercise clause

3)The “wall of separation” doctrine refers to the

1. Division between levels of government
2. Unique powers possessed by each branch of government
3. Division of church and state
4. Barrier between legislative chambers

4) The federal Constitution guarantees all of the following rights to a person arrested and charged with a serious crime EXCEPT the right to

1. remain silent
2. be represented by a lawyer
3. negotiate a plea bargain
4. receive a speedy and public trial

5) The Supreme Court’s decision in *Miranda v. Arizona* was based mainly on the

1. due process clause of the Fifth Amendment
2. Eighth Amendment restriction against cruel and unusual punishment
3. abolition of slavery by the Thirteenth Amendment
4. “full faith and credit” clause of the Constitution

Civil Liberties & Rights Jeopardy

**Court Cases**

|  |  |
| --- | --- |
| 100 | What case guarantees a lawyer for the defendant? |
| 200 | What precedent and what case did Brown versus Board overturn? |
| 300 | What rule was established in Schenck v. U.S.? |
| 400 | What would a judicial activist say about the right to privacy? |
| 500 | What clause of the 1st Amendment was the basis for the Engel v Vitale ruling? |

**Civil Liberties**

|  |  |
| --- | --- |
| 100 | What are the five liberties of the 1st Amendment? |
| 200 | What does the Establishment Clause do? |
| 300 | What is the national religion of the U.S.? |
| 400 | What are two kinds (don’t say the words) of non-protected speech? |
| 500 | What is the meaning of selective incorporation? |

**Civil Rights**

|  |  |
| --- | --- |
| 100 | What Law made all public spaces accessible to all individuals? |
| 200 | What 1896 court case led to the legality of separate but equal? |
| 300 | What do we call the rule outlawing the use of illegally obtained evidence in trial? |
| 400 | What are two areas of life the Civil Rights Act protected from discrimination? |
| 500 | What federal agency fights discrimination in the workplace? |

**Final Jeopardy**

What 1925 cases led to the incorporation of the bill of rights nationwide?

**Unit 3 Practice Test**

*The following test consists of 10 questions. You have 15 minutes to answer your questions.*

*Set a timer and note how long this practice test takes. Mark your answers on the Answer Sheet.*

**The following three questions refer to the following excerpt:**

*“The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic … The question in every case is whether the words are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent.”*

1-The quote above comes from what landmark Supreme Court case?

1. *Schenck v. U.S.* (1919)
2. *Tinker v. Des Moines* (1969)
3. *N.Y. Times v. U.S.* (1971)
4. *Engel v. Vitale* (1962)

2-The clear and present danger doctrine, established by this case, did which of the following?

1. Set limits to freedom of speech
2. Balanced between the free exercise clause and the establishment clause
3. Established the doctrine of judicial review
4. Used the 14th Amendment to incorporate the 5th Amendment

3-This ruling, like all Supreme Court rulings:

1. Was read aloud at the beginning of oral arguments.
2. Must be unanimous to have the force of law.
3. Is based upon the Court’s understanding of the Constitution.
4. Applies only to the federal government.

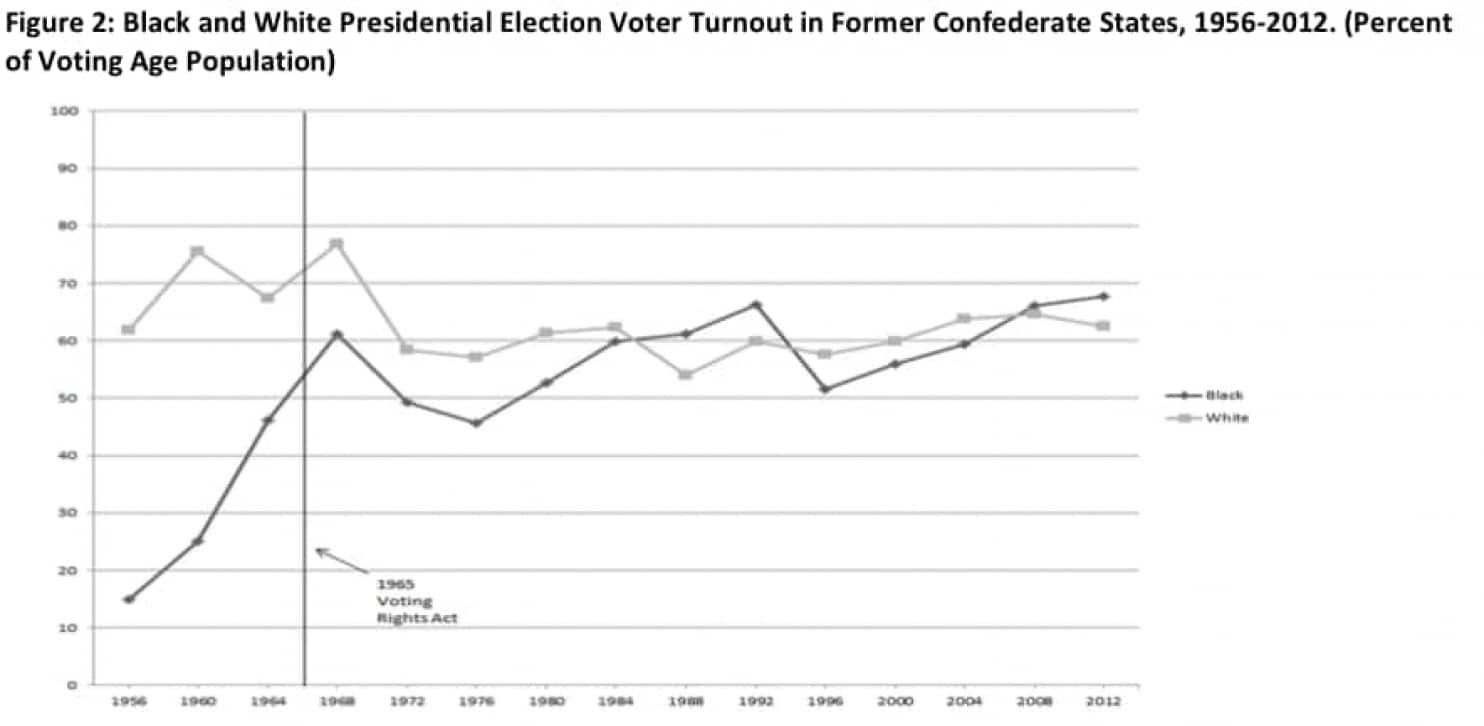
4-Which of the following is true of *Brown v. Board* (1954)?

1. It led to an immediate and permanent integration of all American schools.
2. It overturned the separate but equal doctrine and established a new precedent.
3. Like all Supreme Court cases, it was argued before the Court by the U.S. Attorney General
4. Its ruling has been overturned by subsequent cases like *U.S. v. Lopez* (1995)

5-If someone is charged with a felony offense and put on trial, *Gideon v. Wainwright* (1963) applies which provision of the 6th amendment to this and all felony trials?

1. The right to privacy
2. The right to counsel
3. Freedom of Assembly
4. The writ of habeas corpus

**Questions 6-7 refer to the following graph**



6-Which of the following is true of the data from the graph above?

1. Today, less than half of eligible Black voters turnout in elections in the south.
2. The Voting Rights Act had no impact on voting rate in the South.
3. Before the Voting Rights Act, Black voting rates were much higher than White voting rates in the south.
4. Voting rates for Blacks and Whites have increased in the South since 1950

7-Which of the following is true of the Voting Rights Act, passed by Congress in 1965?

1. It was part of the Civil Rights Movement against racial discrimination in the United States
2. It was ruled unconstitutional in its entirety by the Supreme Court
3. It was the subject of harsh criticism by Dr Martin Luther King in his Letter from Birmingham Jail
4. It led to lower voting rates for African Americans and other minorities

8. Which of the following is an accurate comparison of the following cases?

|  |  |  |
| --- | --- | --- |
|  | *Wisconsin v. Yoder* (1972) | *Tinker v. Des Moines* (1969) |
| A) | Focuses on equal protection clause  of the 14th Amendment | Limits students’ rights in school |
| B) | Increases individual religious liberty | Ruled that symbolic protest is a form of expression protected by the 1st Amendment |
| C) | Establishes clear and present danger doctrine | Incorporates the 4th Amendment  to the states |
| D) | Increases power of public schools | Increases power of public schools |

9. Which of the following is an accurate comparison of the following cases?

|  |  |  |
| --- | --- | --- |
|  | *Roe v. Wade* (1973) | *Brown v. Board* (1954) |
| A) | First Amendment case | First Amendment case |
| B) | Increases individual religious liberty | Rules that segregation is not  Prohibited by Constitution |
| C) | Extended the right to privacy through the due process clause of the 14th Amendment | Overturned the separate but equal ruling from Plessy v. Ferguson |
| D) | The executive branch refused to enforce this court ruling | Increases rights of minorities |

10-When Dr. Martin Luther King Jr. wrote his *Letter From Birmingham Jail* his main goal was to:

1. Shame the Johnson Administration into signing the Civil Rights Act
2. Convince Southern Christian preachers of the justice of his cause
3. Alert the Supreme Court to his lack of habeas corpus rights
4. Spur the Republican Party to file an Amicus Curiae brief on behalf of his lawsuit to integrate the military

**Unit 3 Answer Sheet**

1. **\_\_\_\_\_**
2. **\_\_\_\_\_**
3. **\_\_\_\_\_**
4. **\_\_\_\_\_**
5. **\_\_\_\_\_**
6. **\_\_\_\_\_**
7. **\_\_\_\_\_**
8. **\_\_\_\_\_**
9. **\_\_\_\_\_**
10. **\_\_\_\_\_**

**Self Check**

* How much time did you take on this practice test?
* How many questions did you get right?
* Which questions did you miss?
* Do you understand why you missed each of them?
* What topics or ideas from this unit are you still finding challenging?
* Do you understand the skills you must have to be successful on this test?
* What do you need to do to improve your score on this unit?
* What is a pirate’s favorite kind of salad green?
* What percent of statistics are made up on the spot?

**Unit 3 Answer Sheet KEY**

1. **A**
2. **A**
3. **C**
4. **B**
5. **B**
6. **D**
7. **A**
8. **B**
9. **C**
10. **B**

Make your own comparison charts about any topics from Unit 3 - the best unit ever!

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

UNIT 4 – American Political Ideologies and Beliefs

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title and Topics** | **Percent of AP Exam** |
| **4** | **Political Culture**  The Political beliefs of Citizens  How Citizens learn their Political Beliefs  Public Opinion  How Citizens Participate in Politics | **10%-15%** |

**Unit Four Political Culture**

In this time of American polarization, students will explore the political beliefs and landscape of the United States. We will begin with an examination of our own political beliefs which will then broaden into an investigation of American political culture and ideology. As we explore the political spectrum we will hold a debate between competing ideologies and parties. The culmination of our study of political culture will be our reading of Robert Putnam’s, *Bowling Alone.* Students will examine social capital in our own community and in the United States and will present a presentation on American social capital and its consequences on the American political system.

**Unit Four**

Students will be able to:

1. Identify the key components of American political culture
2. Analyze the sources of political socialization
3. Describe key components of different political ideologies
4. Demonstrate an understanding of the political spectrum
5. Analyze charts and graphs describing American demographics
6. Interpret US demographic data
7. Identify connections between demographics and ideology
8. Describe the roots and evolution of American political culture over time
9. Analyze the effect of US political culture on our political system.
10. Demonstrate their understanding of social capital in their community
11. Determine the effect of social capital on our political systems

[UNIT 4 TEST REVIEW](https://docs.google.com/document/d/1avzD_nBsDnnBXKCpYidpMIPzntjaKPLSNZESwPPSmvE/edit?usp=sharing)

To prepare for the test you should reread any assigned readings, look over class notes, read any handouts or readings, confer with your classmates, watch any videos & study the following.

Answer this, BOOOOOOOOOOOOOOY!

1. List four dimensions of diversity in the American population.
2. In a short essay, compare and contrast the major beliefs of liberalism and conservatism. Consider each ideology's approach to moral, economic, and national defense issues. How are they alike? How are the different? Which is more effective in today's world?
3. What role do educational opportunity, economic wealth, and religious freedom play in achieving the American Dream?
4. What is the difference between cross-cutting cleavages and reinforcing cleavages?
5. How does the idea of The American Dream influence American politics today?
6. Describe the average American today.
7. Describe the average American in 2050.
8. Explain what politics in the US will be like in 2050.
9. Will changes in our country make the US more democratic, or less?
10. What effect does immigration (legal or illegal) have on American political system?
11. What effect will technology have on political socialization and political culture?
12. Where does a pirate like to eat lunch?
13. Rank and describe the three main reasons social capital is declining.
14. List some ways the US could increase social capital.
15. Describe how technology affects social capital.
16. Is ethnocentrism the same things as racism?
17. Describe the way population growth is changing American electoral politics.
18. Explain the effects of low social capital on our political system.
19. Explain the connection between trust and democracy.
20. List and describe 7 different demographic categories in the US.
21. Studies show that, after we control for socioeconomic status, many apparent racial divisions disappear. Explain how race and SES are related.
22. How does diversity affect social capital?
23. Describe 3 current demographic trends in the US.
24. Explain the way you think the US is most divided.

Identify each of the following beliefs as either **Conservative** or **Liberal**:

* Belief that government can bring about equality of opportunity
* belief that some government intervention is necessary to remedy the defects of capitalism
* Pessimistic view of human nature.
* Preference for greater environmental protection
* Belief in keeping government small, especially the national government
* Preference for business
* Preference for individual choice in moral issues such as marriage & abortion
* Belief that the primary task of government is to ensure order.

**Identify the following**

1. political culture
2. suffrage
3. Social capital
4. natural rights
5. democratic consensus
6. majority rule
7. popular sovereignty
8. nationalism
9. American Dream
10. capitalism
11. Political efficacy
12. political ideology
13. liberalism
14. conservatism
15. socialism
16. libertarianism
17. anarchism
18. ethnocentrism
19. Waka Flocka\*
20. political socialization
21. demography
22. political predisposition
23. reinforcing cleavages
24. cross-cutting cleavages
25. manifest destiny
26. race
27. ethnicity
28. fundamentalists
29. gender gap
30. gross domestic product (GDP)
31. socioeconomic status (SES)

**Link to our** [**online glossary**](https://www.gopopro.com/vocab)

**Check out these** [**Unit 4 class starters**](https://www.gopopro.com/starters/tag/UNIT+4)

**Critical Question PRACTICE MAKES PERFECT**  
Although none of these will be on the test, these questions will help you understand the big picture.

1. Define what scholars mean by *political culture,* and list some of the dominant aspects of political culture in the United States.
2. List the contributions to U.S. political culture made by the nation's religious heritage.
3. Explain why some observers are quite concerned about the growth of mistrust in government and why others regard this mistrust as normal and healthy.
4. Define internal and external feelings of *political efficacy,* and explain how the level of each of these has varied over the past generation.
5. Explain why a certain level of political tolerance is necessary in the conduct of democratic politics, and review the evidence that indicates just how much political tolerance exists in this country. Agree or disagree with the text's conclusion that no group is truly free of political intolerance.
6. Describe how conservatives and liberals differ on ideas about education, the military and welfare, and analyze the roots of their political sentiments.
7. Describe + analyze some of the most central American political values and their sources in political socialization.
8. Describe political diversity in the US and analyze its impact on the political process today.
9. Is Radiohead really better than Arcade Fire?
10. Discuss the causes of the decline of social capital in the late 20th century.
11. Explain how demographics (race, class, religion, age) are connected to voting patterns.
12. Are you a Crip or a Blood? Explain.

**BRAINSTORM** → List the top 4 terms from this unit that you think you should study for the exam.

**Warm Up Questions**

1. Of the following, which is generally considered the most important source of political socialization:

1. school
2. family
3. religion
4. mass media
5. civic organizations
6. video awards shows
7. Reality television

2. Political socialization is a term that best refers to

1. the amount of influence political parties have on candidates
2. the growth of PAC power over the past quarter century
3. political values and attitudes held by the public.
4. the process by which people acquire political beliefs and values.

3. Which of the following statements about net wealth (worth) in the US is true?

1. Wealth is the same as income
2. All Americans have roughly the same net wealth
3. The net wealth of White Americans is roughly 10 times that of African Americans
4. In the US, parental wealth has little or no influence on the wealth of their children

4. Which of the following statements about religion in America is true?

1. Most Americans are secular
2. Jews make up about 10% of the US population
3. By 2050 Christians likely will no longer be the majority in America
4. Immigration is changing the religious makeup of America

6. The term “gender gap” refers to the idea that

1. Women tend to be more educated than men
2. Women tend to be more liberal than men
3. Women tend to be proportionally over represented in the US Congress
4. Women tend to be less religious than men

**GoPo Jeopardy**

**4-Political Culture and Ideology**

1. What is the name of the ideology that government can and should achieve justice and equality of opportunity?
2. What is the name of the ideology that limited government ensures order, competitive markets and personal opportunity?
3. The gender gap refers to what fact about political behavior?
4. What is one reason that minority groups tend to support liberalism?
5. The belief that ultimate power resides in the people is known as what?

**5-The American Political Landscape**

1. What section of the country has experienced the fastest population growth in the past two decades?
2. What ethnic group is the largest minority group in the U.S. today?
3. What are two ways that younger Americans differ from older Americans in their political beliefs and habits?
4. The US is predicted to have a minority majority population by 2050. What does this mean?
5. What is the name of political divisions within a society that can make political conflict more intense and society more polarized?

**Unit 4 Practice Test**

*The following test consists of 10 questions. You have 15 minutes to answer your questions.*

*Set a timer and note how long this practice test takes. Mark your answers on the Answer Sheet.*

1-A high student supports a policy of stricter gun control by the federal government of the United States. Which of the following would most likely describe the political ideology of that student?

1. Third Party member
2. Liberal
3. Libertarian
4. Conservative

**Questions 2 and 3 refer to the following excerpt:**

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness."

2-This quotation comes from which of the following sources?

1. The First Amendment
2. The Declaration of Independence
3. The Preamble of the U.S. Constitution
4. The Bill of Rights

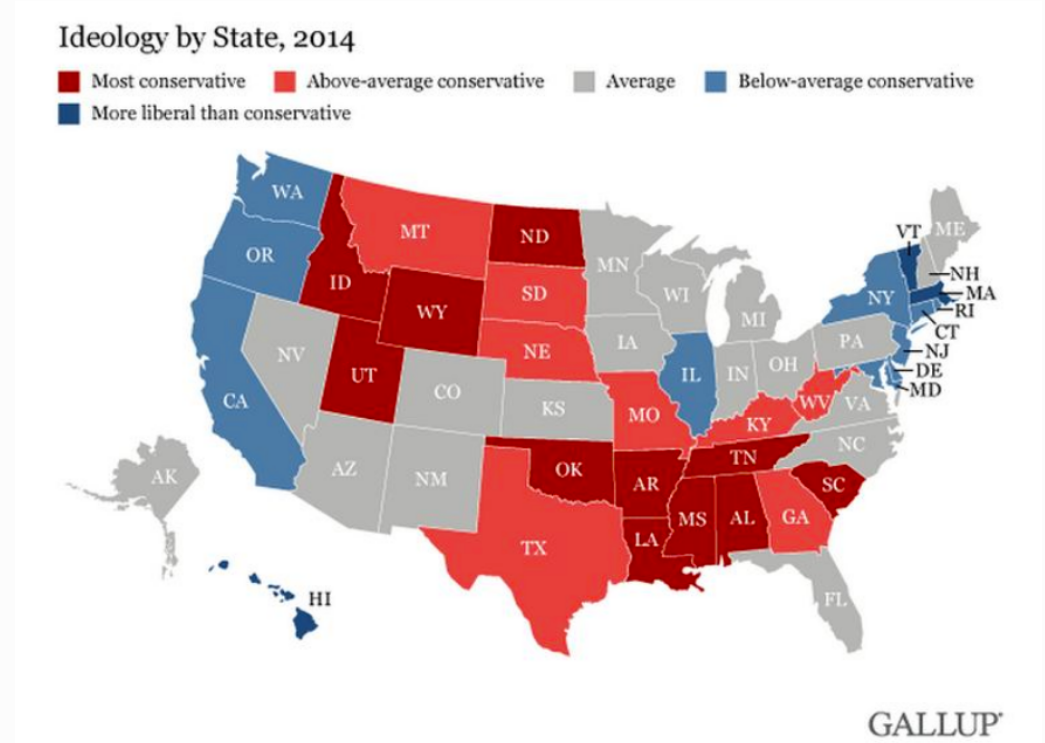
3-Which of the following political values is central to this document

1. A belief in equality of opportunity
2. The value of due process
3. Freedom of religion
4. Self-determination

4- Political socialization is the process by which

1. Federalism and checks and balances work in tandem
2. Presidential campaigns decide which states to focus their resources on
3. The process by which political values are learned and internalized
4. Younger generations prefer socialism to conservatism

**Questions 5-7 refer to the map below**



5. Based on your knowledge of American politics, which of the following statements is reflected in the data in the map?

1. The 11 states which were formerly members of the Confederacy are generally conservative.
2. American states on the coast are always liberal and never conservative.
3. Only landlocked states are conservative.
4. The most populous American states are all very conservative

6. Based on the data in the map and your knowledge of American politics which of the following is most likely true.

1. Dark blue states are generally more likely to have stricter gun control laws
2. Support for women’s reproductive rights is highest in the Southeast.
3. Hawaii is the most patriotic state.
4. The federal government spends more money on the gray states.

7. Based on your knowledge of American politics, which of the following is the most likely consequence of the differentiation in political ideology among the states?

1. Gerrymandering will cease to exist.
2. Red states have no social capital.
3. Different states will have different levels of taxation.
4. Military bases will only be located in red states.

8. Which of the following is an accurate comparison of liberal and conservative views concerning public policy?

|  |  |  |
| --- | --- | --- |
|  | Liberal | Conservative |
| A) | Pro-life | Pro-choice |
| B) | Support same sex marriage | Opposed to same sex marriage |
| C) | Individualism is the most  important value | Equality of opportunity is the  most important value |
| D) | Wants to cut public school funding | Wants to increase public school funding |

9. Which of the following is an accurate comparison of liberal and conservative views concerning economic policy?

|  |  |  |
| --- | --- | --- |
|  | Libertarian | Socialist |
| A) | Command economics | No taxes |
| B) | Equality of opportunity is a core value | Individualism is a core value |
| C) | Very strong anti-drug policies | Believe that citizens should be  allowed to do anything as long as  it does not directly harm anyone else |
| D) | Government has a weak role  in economic matters. | Government has a robust role  in economic matters. |

10. Pride in country is often referred to as:

1. Social capital
2. Political socialization
3. Patriotism
4. Ethnocentrism

**Unit 4 Answer Sheet**

1. **\_\_\_\_\_**
2. **\_\_\_\_\_**
3. **\_\_\_\_\_**
4. **\_\_\_\_\_**
5. **\_\_\_\_\_**
6. **\_\_\_\_\_**
7. **\_\_\_\_\_**
8. **\_\_\_\_\_**
9. **\_\_\_\_\_**
10. **\_\_\_\_\_**

**Self Check**

* How much time did you take on this practice test?
* How many questions did you get right?
* Which questions did you miss?
* Do you understand why you missed each of them?
* What topics or ideas from this unit are you still finding challenging?
* Do you understand the skills you must have to be successful on this test?
* What do you need to do to improve your score on this unit?
* What is a pirate’s favorite South American country?
* What percent of statistics are made up on the spot?

**Unit 4 Answer Sheet KEY**

1. **B**
2. **B**
3. **D**
4. **C**
5. **A**
6. **A**
7. **C**
8. **B**
9. **D**
10. **C**

Make your own comparison charts about any topics from Unit 4 - “the silly unit”

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

UNIT 5 – Political Participation

|  |  |  |
| --- | --- | --- |
| **Unit** | **Title and Topics** | **Percent of AP Exam** |
| **5** | **Political Process**  Interest Groups  Political Parties  Public Opinion, Participation, and Voting  Campaigns and Elections  Mass Media | **20%-27%** |

**Unit Five Political Participation**

Unit three will help students understand the mechanics of the American political process through a rigorous examination of interest groups, political parties, the media, campaigns and elections. Students will complete a project on the American political process by creating a candidate, making campaign ads, attending debates and conventions, meeting lobbyists, reading public opinion polls, and finally running office in mock elections.

**Unit Five Political Participation**

Students will be able to:

* Identify key interest groups in the US political system
* Describe methods interest groups use to pursue their policy objectives
* Identify the platforms of the major political parties
* Identify and describe the tenants of third parties in the US political system
* Analyze the causes and effects of our two party system
* Describe the methods parties use to achieve their political objectives
* Explain the power of the media in the electoral process
* Explain the evolution of the media in contemporary US politics
* Analyze the roles and powers of the different actors in the US political process
* Weigh the costs and benefits of public opinion polling on our political process
* Describe the effects of public opinion on campaigns, elections, parties, and political policy
* Identify the methods used to gauge public opinion
* Analyze the effects of money on our electoral system
* Identify the key provisions of contemporary campaign finance reforms
* Describe the steps of the electoral process
* Detail present proposals for electoral reform
* Analyze the evolution of our electoral process
* Identify different types of campaign ads and their effectiveness on elections
* Analyze the causes and effects of realigning elections

**UNIT 5 REVIEW – Political Participation**

To prepare for the test you should look over your class notes, read any handouts or readings, reread the chapters from the textbook, confer with your classmates, watch any videos and view any links from class, and study the following.

**Unit 5 Test: THE POLITICAL PROCESS**

* Interest Groups
* Political Parties
* Public Opinion, Participation and Voting
* Campaigns + Elections
* The Media

**Define the following terms**

1. Lobbying
2. PACs and Super PACs
3. Bundling
4. Independent expenditures
5. winner take all system
6. closed primary
7. open primary
8. caucus
9. dealignment
10. Duverger’s Law
11. Single member district
12. minor party
13. multiparty system
14. bipartisan
15. coalition
16. incumbent
17. midterm election
18. franchise
19. Term limits
20. primary election
21. political culture
22. divided government
23. Realigning Election
24. proportional representation
25. electoral college
26. safe seat
27. coattail effect
28. candidate appeal
29. national tide
30. name recognition
31. franking
32. caucus
33. national party convention
34. FEC
35. hard money
36. BCRA
37. issue advocacy
38. 527 organizations
39. independent expenditures
40. mass media
41. news media
42. political socialization
43. selective exposure
44. selective perception
45. horse race journalism

**Link to our** [**online glossary**](https://www.gopopro.com/vocab)

**Check out these** [**Unit 5 class starters**](https://www.gopopro.com/starters/tag/UNIT+5)

**Answer the following Questions**

1. Why do incumbents win reelection at such high numbers?
2. What are the main advantages of incumbents in elections?
3. What are some of the most powerful interest groups in America?
4. How did the Bipartisan Campaign Reform Act of 2002 reform money in politics?
5. How do PACS influence politics?
6. How has the power of parties changed over the past century?
7. What are realigning elections and why do they occur?
8. Was 2008 a realigning election?
9. What demographic factors will probably hurt the Republican Party in the future?
10. What are some factions in the Democratic and Republican parties today?
11. Where do most people get their public opinions
12. What are the effects of opinion polls upon democracy
13. List the main reasons Americans don’t vote
14. What are some consequences of low voter turnout
15. How does US political participation compare with that of other nations?
16. What effect does immigration have on American political system?
17. Q: Where does a pirate like to vacation in South America? A: ARRRRRRRgentina.
18. Why might a candidate do well in a primary election, but not in a general election?
19. What are some consequences of low voter turnout in primaries?
20. What did the 17th and 22nd Amendments do?
21. What is a lame duck? Why should you not eat one?
22. What are the main problems with our electoral system?
23. What are the main advantages of high incumbent reelection rates in elections?
24. Describe changes in the primary election system in America.
25. What role does the media have on influencing opinion?
26. What are some factors limiting the power of the media to shape public opinions?
27. What is America’s main media source?
28. How did the Bipartisan Campaign Reform Act of 2002 reform money in politics?
29. What impact does the media have on campaigns and elections?
30. How important is a vice-presidential nomination in a presidential election?
31. In what ways are American elections undemocratic?
32. How has media consolidation affected the media?
33. Are negative campaign ads effective?
34. How many hours of television does the average American watch a day?
35. What are four factors that limit the influence of the media on public opinion?
36. What is the difference between political socialization and selective perception?

**Critical Question**

Americans hate Congress yet re-elect their congressional representative at high rates

1. define incumbent
2. list two reasons why Americans tend to love their congressional representatives
3. list two reasons why Americans tend to dislike Congress as an institution
4. explain why Americans hate Congress and love their congressional representatives

**Warm Up Questions**

1. Party dealignment refers to

1. The fact that about every 50 years a new party emerges in power
2. The fact that America has a two party as opposed to a multiparty system
3. The rise in the number of registered independents
4. The trend of children of parents who both vote for the same major party to vote of the opposite party

2. Which of the following did the Bipartisan Campaign Reform Act of 2002 do?

1. It set limits on how much an individual can give directly to a candidate
2. It set limits on the amount of money a candidate can spend on their own campaign
3. It abolished the Federal Election Commission
4. It gave $50 to each citizen to spend on the election as they saw fit

3. Which of the following is true of political action committees (PACs)?

1. They are the fundraising arms of special interest groups that make campaign contributions to gain access to legislators.
2. They are allowed to contribute to only one candidate in a given contest.
3. They effectively control the presidential campaigns.
4. They may operate at the state level but not on the national level.

4. An election in which there is a significant shift in the bases of electoral support from one political party to another is called a

1. Maintaining election
2. Dealigning election
3. Primary election
4. Realigning election

5. If a child’s parents both identify with the same political party the child will most likely

1. identify with the parents’ party
2. have a low sense of political efficacy
3. become an independent rather than a party identifier
4. become alienated from the political system

6. A major difference between political parties and interest groups is that

1. Interest groups usually recruit candidates for office, while political parties usually limit themselves to making campaign contributions to candidates
2. Political parties seek to gain control of government, while interest groups seek to influence public policy
3. Political parties tend to have narrow coalitions of support, and interest groups tend to have broad coalitions of support
4. Political parties usually focus on 1 issue, while interest groups focus on many issues

**Linkage Institutions & Participation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Linkage Institution** | **What is it?** | **What is an example of it?** | **How does it link people to government?** | **How does it involve you?** | **Democratic?** |
| **Interest Groups** |  |  |  |  |  |
| **Political Parties** |  |  |  |  |  |
| **Elections** |  |  |  |  |  |
| **Media** |  |  |  |  |  |

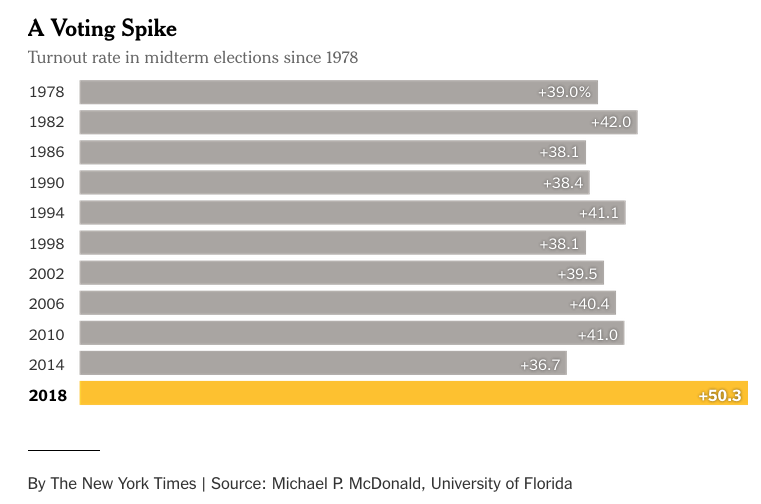
As we go through this unit think about how each of these linkages supports and undermines Democracy.

**Unit Practice Test**

*The following test consists of 10 questions. You have 15 minutes to answer your questions.*

*Set a timer and note how long this practice test takes. Mark your answers on the Answer Sheet.*

**Questions 1-3 refer to the stupid chart below**



1. Which of the following statements is reflected in the data in the chart?

1. Presidential election turnout has declined since 1978.
2. Midterm election turnout is always below 50%.
3. The turnout rate in the 2018 midterm election was the highest since 1978.
4. Women and men vote in elections at very different rates.

2. Which of the following is typically a consequence of increased voter turnout in elections.

1. Less money is spent on the next election.
2. Challengers win at higher rates.
3. The president’s party always wins seats.
4. Minority candidates tend to lose badly.

3. Which of the following is the most likely reason that voter turnout is lower in midterm elections than in presidential elections?

1. People are not interested in presidential elections.
2. There is less media coverage for midterm elections.
3. Midterm elections happen less frequently than presidential elections.
4. Political parties spend all their campaign money on presidential elections.

4. Which of the following is an accurate comparison of interest groups & political parties?

|  |  |  |
| --- | --- | --- |
|  | Interest Groups | Political Parties |
| A) | Goal is to influence  policy | Goal is to make policy through winning elections |
| B) | Represent broad coalitions | Represent small factions |
| C) | Warned against in Federalist No. 51 | Their membership is restricted by  ruling in Citizens United v. FEC |
| D) | Only involved on federal level | Involved on both state &  federal level |

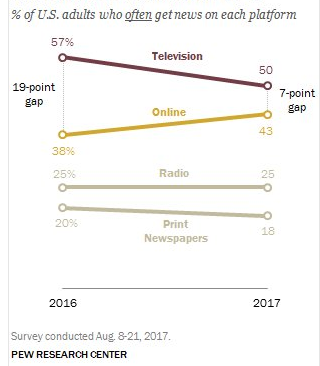
5. Which of the following is an accurate comparison of the Baker v. Carr and Shaw v. Reno?

|  |  |  |
| --- | --- | --- |
|  | Baker v. Carr | Shaw v. Reno |
| A) | Rules that independent commissions must draw all congressional districts | Rules that courts must draw all congressional districts |
| B) | Congressional districts must be of similar population size | Allows racial gerrymandering under strict scrutiny |
| C) | Based on commerce clause | Overturns Voting Rights Act |
| D) | Based on First Amendment  Free Exercise Clause | Based on Fourth Amendment’s  Right to Privacy |

6. Which of the following is an accurate comparison of a Democrats & Republicans?

|  |  |  |
| --- | --- | --- |
|  | Democrats | Republicans |
| A) | Emphasize preference for lower taxes | Emphasize preference for higher taxes |
| B) | Platform is Pro-choice | Platform is Pro-Life |
| C) | Strong rural and White support | Strong Urban and minority support |
| D) | Focuses on  state and local elections | Focuses on  federal elections |

**Questions 7-9 refer to the dumb graph below**



7. Which of the following statements is reflected in the data in the dumb graph?

1. Television news viewing is increasing.
2. The gap between the percent of adults who get news on television and online is shrinking
3. Print newspaper is the number one source of news for adults in the U.S.
4. More adults view their news on television than on the radio and online combined.

8. Which of the following is the most likely cause of the data from the dumb graph?

1. Increase of media literacy classes in high school
2. The two party system
3. Selective exposure
4. Changing and evolving media habits of different American generations

9. Imagine you are a campaign strategists, based on your knowledge of American politics and the graph above, which of the following would be the most successful presidential campaign strategy.

1. Use different types of media to reach different generations
2. Concentrate all money spent on print media
3. Spend no money on media except in blue states
4. Spend all media money on media to reach under 18 year olds.

10. Which of the following was the most direct result of the Supreme Court case *Citizens United v. FEC* (2010)?

1. All negative ads were banned
2. The fairness doctrine was revived and all new broadcasts had to offer equal time to both sides
3. Large amounts of money were spent on independent expenditures in subsequent elections
4. Print media usage declined dramatically

**Unit 5 Answer Sheet**

1. **\_\_\_\_\_**
2. **\_\_\_\_\_**
3. **\_\_\_\_\_**
4. **\_\_\_\_\_**
5. **\_\_\_\_\_**
6. **\_\_\_\_\_**
7. **\_\_\_\_\_**
8. **\_\_\_\_\_**
9. **\_\_\_\_\_**
10. **\_\_\_\_\_**

**Self Check**

* How much time did you take on this practice test?
* How many questions did you get right?
* Which questions did you miss?
* Do you understand why you missed each of them?
* What topics or ideas from this unit are you still finding challenging?
* Do you understand the skills you must have to be successful on this test?
* What do you need to do to improve your score on this unit?
* What is a pirate’s favorite movie rated?
* What percent of statistics are made up on the spot?

**Unit 5 Answer Sheet KEY**

1. **C**
2. **B**
3. **B**
4. **A**
5. **B**
6. **B**
7. **B**
8. **D**
9. **A**
10. **C**

Make your own comparison charts about any topic from Unit 5, *if you think* ***you’re*** *so smart!*

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| A) |  |  |
| B) |  |  |
| C) |  |  |
| D) |  |  |

**Top Eight Review Ideas**

1. Take old US multiple choice exams and go over the answers. Teachers can get tons of multiple choice practice questions and a complete practice exam in our [**Redesign Toolkit**](https://www.gopopro.com/lessons?tag=REDESIGN)**.**
2. Take old US free response exams and go over the answers. Check out the four FRQ Workshops in the toolkit and take a look at [**every FRQ since 2001**](http://www.jonathanmilner.org/lesson/2016/11/20/frq-review)**.**
3. Make flash cards of the most important politics terms. Find a list of all the words you need to know in our [**AP**](https://www.gopopro.com/vocab)**®** [**Government Glossary**](https://www.gopopro.com/vocab)**.**
4. **Review** over any tests, review sheets, class notes you can get your paws on.
5. Make a list/chart/**graphic organizer** of all the specific constitutional powers of the branches of government.
6. **Play some of our fantastic review games**. For review fun try:  
   [GoPo Jeopardy!](https://www.gopopro.com/new-page)[Wheel of SCOTUS](https://www.gopopro.com/lesson/2019/2/20/scotus-review)[Wheel of Foundational Documents](https://www.gopopro.com/lesson/2019/2/20/scotus-review-srlg3)[BinGoPo](https://www.gopopro.com/lesson/2017/3/23/bingopo)[Name that GoPo Tune](https://www.gopopro.com/blog/2015/12/3/name-that-tune)[Odd One Out](https://www.gopopro.com/lesson/2017/3/31/odd-one-out)!   
   **[GoPo Redesign Password](https://www.slideshare.net/milnerj/ap-government-redeisgn-password-reveiw-game)**
7. **And check out our brand new** [**AP**](https://docs.google.com/document/d/1t55dFzJK2LA_jAX6xmazg_XTvwjGjuQwff1HrNdzVbk/edit?usp=sharing)® [**Exam Survival Guide**](https://docs.google.com/document/d/1t55dFzJK2LA_jAX6xmazg_XTvwjGjuQwff1HrNdzVbk/edit?usp=sharing)**!**
8. **On test day,** come to the test rested and relaxed (you cannot cram for this exam), take your time on the test, answer all questions on the multiple choice section, don’t go back and change your answers, build a rubric for your FRQs and write specific and factual answers. Win!

****

**Five things** you should be able to do/know

and **one thing** that you *don’t* really need to do at all.

**5 terms that start with P or F you’d better know and understand**

1. Federalism
2. Pluralism
3. Filibuster
4. Precedent
5. Policy

Trucker hat (starts with T)

**5 big questions to think on**

1. How democratic is the US?
2. How has the US changed demographically and politically over its lifetime?
3. What would the Framers think about the US government today?
4. Does the federal government have too much power?
5. What is the best way to safeguard liberty?

What would life be like without hypotheticals?

**5 things you should be able to compare and contrast**

1. House and Senate
2. Federalists and Anti-Federalists
3. Virginia Plan and New Jersey Plan
4. Republican Party Platform and Democratic Party Platform
5. Interest Groups and Political Parties

Jay-Z and Kanye

**5 things you should be able to explain**

1. How a bill becomes a law
2. How demographics impact voting
3. How federalism impacts policymaking
4. Which branch of government is the most powerful!!
5. How electoral rules impact our political system

Why there isn’t a teacher fashion week at school

**5 things you should be able to do**

1. Interpret data from a chart
2. Not just know, but *understand* GoPo vocabulary
3. Convince me of the most powerful branch
4. Explain how political culture shapes public policy
5. Distinguish point of view in any reading, cartoon, visual

Solve for x

**5 supreme court cases to know**

1. Marbury v. Madison
2. McCulloch v. Maryland
3. Brown v. Board
4. Tinker v. Des Freaking Moines
5. Gideon v. Wainwright

Frazier v Ali

**5 Amendments you better know**

1. 1st
2. 4th
3. 5th
4. 10th
5. 14th

28th (and why that’s funny)

**5 big-time test taking tips**

1. Answer all the questions
2. Eliminate incorrect answers
3. Do NOT change your answers
4. Be cognizant of the time!
5. Stay focused

Eat dessert first

**5 things about Congress to know**

1. How committees work
2. How Congressfolk get elected
3. How a bill becomes a law
4. The demographics of congress and how that has changed
5. Who has power in congress?

The cost of a nice new set of drapes

**5 POTUS facts**

1. Evolution of presidential power
2. Limits on the president/What keeps a president from becoming a dictator (or not)
3. Most important presidential powers
4. Most important people in presidential administration
5. How presidents get elected and stay popular

The exact measurements of the Resolute Desk in the Oval Office (metric)

**5 data points of SCOTUS**

1. How many justices there are (and whether that number can change, and if so, how)
2. The difference between judicial activism and conservatism
3. The power of precedent
4. How a case works its way through the federal justice system
5. The checks of the other branches on the judiciary

The point guard on the SCOTUS basketball team which plays on the “Highest Court In

The Land!”

**5 pieces of FRQ advice**

1. Except for FRQ #4 the FRQ is not an ESSAY! You do NOT need to write an introduction or conclusion
2. Organize your thoughts and make an outline before you write your answer
3. Facts, facts, facts please - and a good example never hurt!
4. We count on for what’s right, not off for what’s wrong (value added grading)
5. Spare tire (if they ask for two things, and you know three, put three!)

Eat at least 5 servings of fruits and vegetables between each question! And never ever

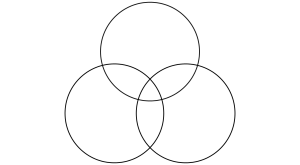
collude with the Russians

**5 questions you have**

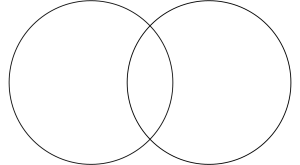
1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is federalism? We never studied that this year!!!!!!!!!!

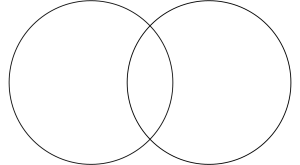
**Fun with Venn Diagrams** (you should be able to fill in at least 3 things in each area!)



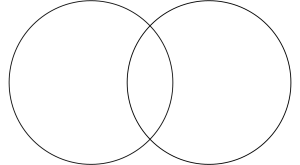
1. **Powers of the three Branches of government**



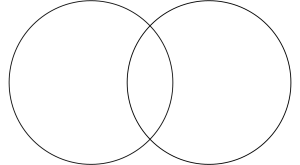
**2. POTUS v Congress**



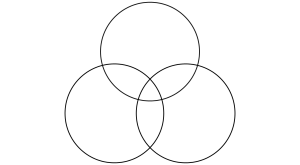
**3. House v Senate**



**4. Conservatives v Liberals**

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**5. Federal system v Unitary System**

****

**The Hulk v Wonder Woman v Axl Rose**

**If you like this AP Exam survival guide, that’s great!**

**FRQ #1**

[Writing the Content Application Question - CAQ](https://drive.google.com/open?id=17-6xHnM1somHjAwqngRYPYMaBZ1hxC8QU4Xx6MJF_fo)

Okay, so you are pretty freaked out about the new FRQs on the redesigned AP exam.

Fear not. We’ve got you covered. Here goes.

There are four types of Free Response Questions on the redesigned AP exam. Today

we will tackle the first type of question: The **Content Application Question**. And the good news is that this type of question is a piece of cake.

There’s lots of things you can do to tackle the **Content Application Question**, we’ll call it the CAQ! Wait, that doesn’t sound good. Let’s call it the **Content Application Question.**

First of all, use current events in your class. And when you talk about states legalizing

marijuana, or student speech rights, or school shootings, don’t just let your classroom devolve into a - he said she said - shouting match. Any scenarios or events you take on should always be linked back to the curriculum, looped back to the analytical reasoning skills we teach in GoPo. Specifically, in the case of the **Content Application Question**, current events, or political scenarios, should always be linked connected back to the curriculum and skills so students can apply the skills and knowledge they are learning to real-world scenarios. In other words, let the world into your classroom, connect it to the course curriculum and skills.

Second of all, practice, practice, practice taking this kind of question. Practice doesn’t always make perfect, but it usually makes better! It will lower everybody’s blood pressure, and your kids will come to see this type of question as a breeze!

Here’s how it works.

If you look in the [AP Government and Politics Redesign Course and Exam Description](https://advancesinap.collegeboard.org/pdf/ap-us-government-and-politics-course-and-exam-description-effective-fall-2018.pdf) and turn to page 97 you’ll see an example of a the Concept application question.

But let’s look through an example of our own to see how this thing works.

Section II: Free-Response Questions

**Directions:**

It is suggested that you take a few minutes to plan and outline each answer.

It is suggested that you spend approximately 20 minutes each on questions 1, 2 and 3 and 40 minutes on question 4. Unless directions indicate otherwise, respond to all parts of all four questions. In your response use substantive examples where appropriate.

## The Controlled Substances Act, passed by the U.S. Congress in 1970, designates marijuana as a Schedule I drug, making it illegal to possess and distribute. 64% of Americans believe that marijuana should be legal, and in the past decade a number of states have legalized the possession of marijuana.

Colorado sold more than $1 billion in recreational marijuana last year, but deep-pocketed investors were excited to take on something even bigger - California. The Adult Use of *Marijuana Act* (AUMA) legalized marijuana in 2016, but many California investors are concerned by the fact that although marijuana may be legal n their state, its possession is still a federal crime.

*NPR*, January 29, 2018

After reading the scenario, respond to A, B, and C below:

(A) Describe a power Congress could use to address the issue outlined in the scenario.

(B) In the context of the scenario, explain how the use of congressional power

described in Part A could impact the states.

(C) In the context of the scenario, explain how this interaction between U.S. Congress and the states is a part of to the history of federalism in the United States.

Scoring the Concept Application Question

A good response should:

* Describe a political institution, behavior, or process connected with the scenario

(0–1 point)

* Explain how the response in part (A) affects or is affected by a political process,

government entity, or citizen behavior as related to the scenario (0–1 point)

* Explain how the scenario relates to a political institution, behavior, or process in the

course (0–1 point)

Before I give you the rubric (answer) let’s see if we can get our students there on their own.

First, read the scenario with your hands (which means writing on the actual test question)!

A clean test question is a bad test question.

*If you’ve heard of any part of this scenario/event before, put a star above it!*

*If you get to an unknown name, word or term circle it.*

*If you see a government and politics terms, underline it.*

*When you’re done, summarize the scenario/event.*

## The Controlled Substances Act, passed by the U.S. Congress in 1970, designates marijuana as a Schedule I drug, making it illegal to possess and distribute. 64% of Americans believe that marijuana should be legal, and in the past decade a number of states have legalized the possession of marijuana.

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*NPR*, January 29, 2018

So basically, a student would possibly have written the following on their test :

**Circle**

Schedule I

recreational

**Underline**

Act

U.S. Congress

legal/legalized

federal

**Star**

You can wish upon a star! Let’s hope the student has marked a big beautiful star above the test question since the idea of congressional laws and state laws would hopefully be nothing new to your class! Still, even if there’s no star, that’s okay. We can figure this one out.

This marking up of the paper should be a good way to focus the students’ attention. And remember, students have a TON of time to answer this very short and simple little question.

One last thing, students should write a super-short synopsis of the scenario. For example, a student might write: Now that marijuana is legal in the California, Investors are flocking to the state. Still, many businesses are concerned that although not against state law, possession of marijuana is still a federal crime.

Now let’s break the question down into parts and answer this bad-boy!

(A) Describe a power Congress could use to address the issue outlined in the scenario.

Let’s have the student rewrite this in the vernacular!!!! For example: *What can them ol’boys in Congress do about this mess?*

And then let’s have the students make a little chart listing maybe two or three things. \*Remember, the College Board reader only marks on for what’s right, not off for what’s wrong so let’s pack a **spare tire** (if we’re not 100% sure of our answer, add an extra answer just in case)!

Here’s our amazing chart

**What can congress do?**

Make a new law

Amend the Constitution

Amend the 1970 Controlled Substances Act

Withhold funding for an agency that enforces federal law against the states

Wow, that’s one smart student!

Now let’s do the same with the next two parts.

(B) In the context of the scenario, explain how the use of congressional power

described in Part A could impact the states.

What can the thing Congress did in part A impact the states

**How does Congress action impact states?**

National Supremacy - federal laws override state laws - impacting states

Constitutional amendments override federal and state laws - impacting states

Amendment of old law (CSA) could change law to make it agree with state laws

Could keep money out of justice department/DEA and stop them from enforcing federal laws thus increasing state power

(C) In the context of the scenario, explain how this interaction between U.S. Congress and the states is a part of to the history of federalism in the United States.

How does this current issue related to federalism in the history of the US?

**Federalism**

Impacts balance of power between federal and state governments

Constant struggle between federal v. state power going back to Federalists v. Anti-federalists

References to:

National Supremacy

McCulloch v. Maryland

Civil War

This is not a history test, but students should be able to put the current federal crisis into the context of American historical roots.

The next part is easy, we just take the little charts we have, take the single best answer from each section (A, B, &C) and turn that best answer into a complete sentence.

Yay! Here’s the rubric...

A good response should:

* Describe a political institution, behavior, or process connected with the scenario (0-1 point)
* Explain how the response in part (A) affects or is affected by a political process, government entity , or citizen behavior as related to the scenario (0-1 point)
* Explain how the scenario relates to a political institution, behavior, or process in the course (0-1 point)

**Concept Application Question**

**3 point question**

|  |  |  |
| --- | --- | --- |
| Scoring Criteria | Sample response | Points possible |
| Describe a power Congress could use to address the issue outlined in the scenario. | The Congress can :   * Make a new law * Amend the Constitution * Amend the 1970 Controlled Substances Act * Withhold funding for an agency that enforces federal law against the states | 1 |
| In the context of the scenario, explain how the use of congressional power  described in Part A could impact the states. | * National Supremacy - federal laws override state laws - impacting states * Constitutional amendments override federal and state laws - impacting states * Amendment of old law (CSA) could change law to make it agree with state laws * Could keep money out of justice department/DEA and stop them from enforcing federal laws thus increasing state power | 1 |
| In the context of the scenario, explain how this interaction between U.S. Congress and the states is a part of to the history of federalism in the United States. | * Impacts balance of power between federal and state governments * Constant struggle between federal v. state power going back to Federalists v. Anti-federalists   References to:   * National Supremacy * McCulloch v. Maryland * Civil War | 1 |

Okay. Not so hard. But practice makes perfect(er).

Have your students write an answer to the Concept application question in the [AP Government and Politics Redesign Course and Exam Description](https://advancesinap.collegeboard.org/pdf/ap-us-government-and-politics-course-and-exam-description-effective-fall-2018.pdf) on page 97 and see how they do!

**FRQ #2**

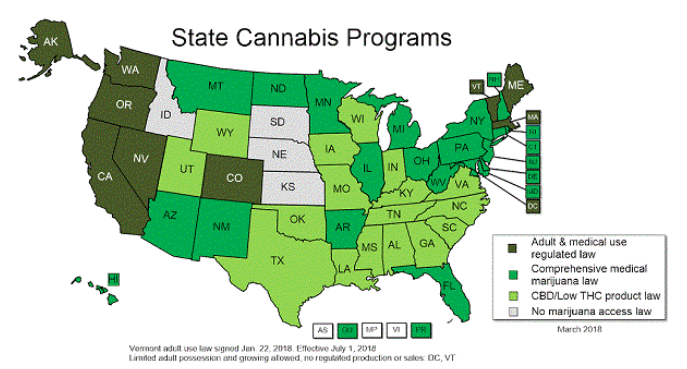
**Writing the Quantitative Analysis Question**

Relax! First of all, you are going to slay this Free Response Question (FRQ)! It’s easy, not *essay*. An FRQ is really not that bad!

You are **NOT** writing an **essay**, there is **no thesis**, **no introduction**, **no conclusion**, and **no need to freak**. So put all your essay anxiety away and get ready to FRQ it!

It is true that there are a whole lot of words and numbers in an FRQ, but Instead of treating this like an essay, let’s think of it as a couple of (usually 3) short answer questions. Now let’s attack the parts of the Free Response Question one at a time!

Our Quantitative Analysis Question starts with a visual image - it could be a chart, a table, a map, an infographic. Take a second and look at it. Don’t panic. Here it is.



**2. Use the information graphic to answer the questions.**

1. **Identify the most common type of marijuana law by state in the Southeast.**
2. **Describe a similarity or difference in cannabis (marijuana) laws by state or region, as illustrated in the information graphic, and draw a conclusion about that similarity or difference.**
3. **Explain how marijuana laws as shown in the information graphic demonstrates the principle of federalism.**

Piece of cake! On to part (A)!

**Pro Tip:** If you are easily distracted, you might want to take a piece of paper and cover up all the parts of the question **except** for the part you are working on!

1. **Identify the most common type of marijuana law by state in the Southeast.**

Can you read? Can you count? Good, this won’t be hard. Let’s use your superhero powers and get part A over with.

**Circle**

The test is going to give you a little bit of help by starting each sentence with a **Key Word** that tells you both *how* to write and also *how much* to write. Thanks test!

Key words we find over and over again in the FRQs include

**Describe**

**Identify**

**Explain**

**C**ircle the **key word in part (A).** Yes, you are going to actually write directly on the test booklet!

**Pro Tip:** Don’t be a baby. Write all over the actual test paper!!!!!!!

In part (A), the **Key Word** is ***Identify.***

That’s simple! **Identify i**s just a super-technical-political sciencey way to say - **tell about or list**. In the real world, if I said, **identify the number of people in the room**, all I would be asking is for you to do is to **tell me how many people were in a room**.

If I asked you to **Identify the most common hair color on the basketball team**- you’d say something like, “the most common hair color on the basketball team is brown.” That’s easy.

Real simple: This is super basic - Who, What, Where, and When! NOT WHY!

**Pro Tip:** *Don’t Ask Don’t tell.* If they don’t ask for why, don’t tell them why! They’ll ask for it later! Save your strength!

**Identify** is way easy!

There is **no why**, **no cause**, **no effec**t, **no thesis statemen**t, no grand statements about the nature of life, the first cause, etc. Just the facts!

In other words, when you are asked to **identify** you can chillax!

And here’s some more good news, when we **identify** we only have to write **ONE** sentence or **TWO** at most.

**Okay!**

**Underline**

In an FRQ, the ***Key Word*** is followed by the ***Key Quantity***. **U**nderline the Key Quantity.

In this case - *most.*

We’re not quite done with part A. We can’t forget to put a star next to the ***Key thing.***

What is the thing we are identifying?

In this case the star goes next to \**type of marijuana law*

The very last thing for part A is to find the ***Key place.***

In Part A or the Quantitative Analysis Question they are going to often ask you to identify something in a certain place. We are going to put an x over the Key place. In this case, the key place is ***the Southeast. Put an x over Southeast.***

By the way, do you know where the Southeast is?

**Pro Tip: It’s not in the Northwest!**

This is really the only part of the question where you actually need to know something you might have learned in class.

At this point you might want to draw a little circle around the key place (the Southeast) right on the map. Ah- that felt nice.

**Yay! You are winning!**

Last!

**Translate**

What does it all mean? It’s time to **T**ranslate!

Right now the question is dressed up in fancy-smancy politics test maker lingo to impress other test makers. Let’s tidy the question up and rewrite it in the vernacular (words you can actually understand)!

**(a) identify the most common type of marijuana law by state in the Southeast.**

On the test paper, right below the question, rewrite part (a) in English! Yes, you are going to write right on the test paper! Don’t worry!

You might rewrite the question like this:

*Tell me what is the most common kind of marijuana law in the Southeast?*

Now all you have to do is look at the visual, read, think, count, and answer the question.

Look at the map, count the states in the Southeast, looking for the most common law. This is not rocket science.

**Pro Tip:** This isn’t APUS, it’s not AP English Lit, it’s AP GoPo and you do NOT need to write a stupid thesis statement! It’s also NOT a limerick, so don’t write a limerick. Now get to work!

Now hold your horses. We’re not going to write our entire FRQ yet. We’re still just organizing and planning. On the actual test sheet, yes that test sheet, next to the actual part **(a) identify the most common level of marijuana law by state in the Southeast -**  restate the question and answer it.

**The most common type of marijuana law in the Southeast is law allowing CBD/low THC product.**

**Don’t worry if you don’t know what CBD means - just make sure you used the visual to correctly answer the question.**

And remember, we’re not explaining this or writing about how the Framers wanted to defeat the tyrannical King George or how, thanks to this constitutional provision, democracy has flourished for hundreds of years, or how the Athenians created the world’s first democracy, or how marijuana is so bad for you and you heard that little Susie’s big sister tried it and went crazy and blind! We’re going to just stick to the facts and keep it simple!

Okay. We’re done for now with part (a). I feel better already.

Now let’s do the old **C**ircle, **U**nderline, **T**ranslate trick on part (B). Here’s the original hard-to-read part of the question/test maker pick up line.

**B. Describe a similarity or difference in cannabis (marijuana) laws by state or region,**

**as illustrated in the information graphic, and draw a conclusion about that**

**similarity or difference.**

Whatever!

**CUT** it out!

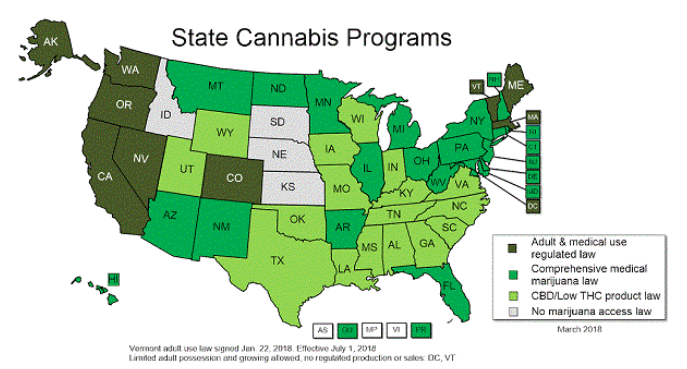
On the actual test paper **C**ircle the **Key Word**.

Can you identify the **Key Word**? That’s right: *DESCRIBE*. On the actual test paper **C**ircle *Describe.* But wait, what does describe mean?

For example, could you *describe* the car in front of your house?

Sure you could: the car is purple (I hope not!); the car has four wheels (I hope so!); the car is full of baby llamas (road trip!) *Describe* simply means to tell about. We all know how to do that!!

In Quantitative Analysis Questions, the mean test maker is going to demand that you describe a similarity or difference in something. That’s easy. And this would be a great time to draw all over your infographic (the map). Let’s look at the visual again and then for fun, let’s make a fun little chart. I love charts! On the test, we’re going to fill in our chart for similarities **or** differences. For this example, I am filling in both similarities and differences.



|  |  |  |  |
| --- | --- | --- | --- |
| Comparison | Place 1 (state or region) | Place 2 (state or region) | Conclusion |
| Similarity | California | Maine | Both California and Maine have laws that allow adults to use marijuana. One can conclude that both states have similar political beliefs and attitudes towards privacy and towards drug usage. |
| Difference | West | Southeast | The West has a very liberal attitude towards marijuana usage, the Southeast, on the other hand does not allow the use of marijuana except in the most limited way. I conclude that these regions must have different demographics and political attitudes and beliefs particularly regarding the use of drugs and privacy. |

Before we write our answer to B - let’s **T**ranslate! Imagine we wanted to translate from sad boring old-person-English into teenager speak (no emojis please). How would our google translate app translate the question from part (b)? Take a second and write it down on the test sheet right below the original part (b).

**B. Describe a similarity or difference in cannabis (marijuana) laws by state or region,**

**as illustrated in the information graphic, and draw a conclusion about that**

**similarity or difference.**

Here’s the Teenglish (Teen English) translation for you:

*Tell me about ONE way that two states in the U.S. have different marijuana laws and why you think that is.*

That’s easy! Here’s what part B looks like in answer form:

**B. Describe a similarity or difference in cannabis (marijuana) laws by state or region,**

**as illustrated in the information graphic, and draw a conclusion about that**

**similarity or difference.**

You could write:

*Both California and Maine have laws that allow adults to use marijuana. One can conclude that both states have similar political beliefs and attitudes towards privacy and towards drug usage*

*Hot dog! We’ve barely broken a sweat and we’re already to the last part of the question!*

Or you could write:

*The West has a very liberal attitude towards marijuana usage, the Southeast, on the other hand does not allow the use of marijuana except in the most limited way. I conclude that these regions must have different demographics and political attitudes and beliefs particularly regarding the use of drugs and privacy.*

But you don’t have to write both, although, technically - you could.

**Pro Tip:** the College Board counts on for what’s right, not off for what’s wrong. This is called *value added grading*. Worry more about what is right than what is wrong!

Now, let’s say you are kinda sure your answer is correct, *but* you are not 100% absolutely positively sure it’s right. When I go on a trip, I always take a **spare tire**, just in case I have a blowout or my car wheels are attacked by a prairie shark. So just in case our answer for part (a) is not right, let’s take a spare tire with us and add a second thing that keeps the people from having too much power over the Court:

There, doesn’t that feel better. We’ve hedged our bets. If you want to keep yourself organized or get real fancy and impress your date you *could* (**not required**) make a cool little chart here:

Wow. Lookin’ good! But wait, do we add another spare tire - just in case?

Heck NO! We don’t have time, the trunk is already full, and I just ate! After all, we wouldn’t take 27 spare tires in our car, would we?! Where would we put the baby llamas???

**Another Pro tip:** whenever you see the term *federal government*, just rewrite it as: *U.S. government*.

Even another Pro tip: Add a little flavor with examples in your answer. If you can think of an example that’s great. Unless specifically asked though, your answer is **not** required to contain an example, but if you have time, why not add a little flavor? You might add something you read in a journal review this year into your answer: *In 2017, California, became like most of the West coast and legalized the use of recreational marijuana. Examples don’t ever hurt.*

Okay, stop showing off! That’s enough. Now let’s move on to part (c) ya later!

Here’s the original stupid question

**C. Explain how marijuana laws as shown in the information graphic demonstrates**

**the principle of federalism.**

Now get out your imaginary scissors (even fake scissors should always be pointed down!), It’s **CUT** time. Let’s **C**ircle, **U**nderline and **T**ranslate.

**C**ircle the key word. In part (c) the **key word** is ***Explain***. YIKES!

*Explain* tells you that you are going to have to write at least two sentences, maybe even three, because you are going to have to connect two things - we’ll call them Thing 1 and Thing 2. This is what we call, closing the loop.

**Pro Tip:** **Close the loop** - the words *because, therefore, etc.* build a bridge between the concept: *federalism* and the thing you identified in the map: *marijuana laws, a*nd help us **solve for why:**

How does Thing 1 connect to Thing 2?

How does Thing 2 impact Thing 1?

That’s going to take a couple of sentences to do!

**Pro Tip:** The College Board does **NOT** count off for spelling or grammar. They don’t count on for it either! Still, you don’t want to anger your FRQ scorer too much! “i no how to spill reel gud and eye alwys thenk meye A and P Engish techer!”

Time to underline.

In part c of every Quantitative analysis question they are going to ask you to explain some concept. This is going to be a big idea or concept you’ve studied this year. You are going to definitely need to know what that concept is.

In this case let’s underline the concept we need to explain: *federalism*.

Now, we know *how* we are going to write (*explain*) and *how much* we are going to write (*2 or 3 sentences*) and we also know we are going to write about federalism*.*

Take a second here and write a definition of the concept.

Federalism: the distribution of power in a government between a central authority (national government) and the constituent units (states).

Now, it’s time to **T**ranslate

**C. Explain how marijuana laws as shown in the information graphic demonstrates**

**the principle of federalism.**

Below the actual words on the actual test, write your actual translation. For example:

*What do marijuana laws tell us about federalism.*

Remember part (A)? I don’t think I’ll ever forget it! In part (A) we identified some marijuana laws in some parts of America, and then in part (B) we described some laws in different parts of the country, now we’re going to **explain** what these marijuana laws have to do with federalism! No problemo!

We’ll start with just the facts, and get around to the explaining part later.

Go ahead and write a little bit about federalism:

*Federalism is the division of power between the national government in Washington, D.C. and the state government. This allows states to sometimes have laws that are different from one another.*

Now let’s close the loop by saying how the laws we described in parts A and B related to C (federalism). Let’s take part of our part B answer and connect it to federalism.

*As we have noted different states, and even regions have very different laws and regulations on drugs. The West has a very lenient laws allowing marijuana usage, whereas the Southeast, does not allow the use of marijuana except in the most limited way. Federalism, the division of power between the national government in Washington, D.C. and the state government, allows for variation between states in the laws, and in the case of marijuana laws, this allows states to sometimes have laws that are different from one another and therefore is a perfect example of federalism at work.*

**Pro(noun) Tip:** Don’t use pronouns! They can be confusing. If you are writing about Congress, write *Congress*, not *it!* If you are writing about the President, write the *President*, not *him!* Don’t be lazy. Remember: When in doubt, throw it (that pronoun) out! Pronouns are FAKE NEWS!

It’s part (d)-o’clock!

**(d) The good news is that there is no part d!**

**Time to Write the actual answer on the actual test answer page!**

So we just did a whole lot of stuff and it took some time but that’s okay! We don’t need to worry. We’ve done all the organizing and we’ve gotten down all the facts we need.

Now all we have to do is to write our information down in sentences.

Write Time is the Right Time!

That was easy!!!!!

Now let’s put all our winning sentences together into one big FRQ answer and we write it in our test booklet!!!!!! The End!

**The Total Answer!**

* ***Marijuana laws vary throughout the United States by region and state. The most common type of marijuana law in the Southeast is law allowing CBD/low THC product. Other areas have very different laws.***
* ***For example, the West has a very liberal attitude towards marijuana usage, the Southeast, on the other hand does not allow the use of marijuana except in the most limited way. I conclude that these regions must have different demographics and political attitudes and beliefs particularly regarding the use of drugs and privacy.***
* ***In many systems that would be problem, but thanks to federalism in the U.S. it works to have room for variation in laws in different states. Federalism, the division of power between the national government in Washington, D.C. and the state government, allows for variation between states in the laws, and in the case of marijuana laws, this allows states to sometimes have laws that are different from one another and therefore is a perfect example of federalism at work.***

Pro Tip: You should put a bullet point at the start of each section of your FRQ or you can write the letter at the beginning of each section. This is NOT mandatory, but I recommend you do this to increase your organization and make the reader’s job easier!

**Recap**

That wasn’t so hard. Now answer some questions

How long did it take you to plan:

How long did it take you to write:

How long did it take toal?

How many sentences did you write?

How many introductions, conclusions, and thesis statements did you write?

Did you solve for why?

How easy was that and are you proud of yourself?

What did you learn about writing a GoPo FRQ?

Now here’s the final take-away:

* **Don’t rush**
* **Plan and organize extensively!**
* **Write all over that dagum test page!**
* **CUT**
* **When you explain - close the loop, build the bridge, and solve for why!**
* **Don’t write an essay! No introduction, thesis, or conclusion!**
* **Get to the point.**
* **Restate the question.**
* **Answer the question.**
* **Give examples (if possible).**
* **Do NOT Bullet or letter your final FRQ.**
* **WIn!**

**FRQ #3**

[SCOTUS FRQ Workshop](https://docs.google.com/document/d/123ThnCbQIdRfqjlHYWrwkS1-9FX71KeoTTfUaQpwhYU/edit)

There are four types of free response questions on the AP exam.

Section II: Four free-response questions (1 hour and 40 minutes)

* Concept Application: Respond to a political scenario, explaining how it relates to a political institution, behavior, or process
* Quantitative Analysis: Analyze quantitative data, identify a trend or pattern, draw a conclusion for the visual representation, and explain how it relates to a political institution, behavior, or process
* SCOTUS Comparison: Compare a nonrequired Supreme Court case with a required Supreme Court case, explaining how information from the required case is relevant to that in the nonrequired one
* Argument Essay: Develop an argument in the form of an essay, using evidence from one or more required foundational documents

We are going to focus on the **SCOTUS Comparison FRQ**.

* **SCOTUS Comparison: Compare a nonrequired Supreme Court case with a required Supreme Court case, explaining how information from the required case is relevant to that in the nonrequired one**

Here is the sample SCOTUS FRQ from the College Board. You will find the question below and on page 99 of the [Course and Exam Description](https://advancesinap.collegeboard.org/pdf/ap-us-government-and-politics-course-and-exam-description-effective-fall-2018.pdf) (CED).

3. Monthly town board meetings in Greece, New York, opened with a prayer given by clergy selected from the congregations listed in a local directory, but nearly all the local churches were Christian, so nearly all of the participating prayer givers were, too. A lawsuit was filed alleging that the town violated the Constitution by preferring Christians over other religious groups and by sponsoring sectarian prayers. Petitioners sought to limit the town to “inclusive and ecumenical” prayers that referred only to a “generic God.” In the ensuing case, Town of Greece v. Galloway (2014), the Supreme Court held in a 5–4 decision that no constitutional violation existed. The majority opinion stated that legislative prayer in this situation lent gravity to public business, reminded lawmakers to transcend petty differences to pursue a higher purpose, reflected values that were a part of the nation’s heritage, provided a spirit of cooperation, and celebrated the changing of seasons. The audience was primarily lawmakers themselves, and though many bowed their heads during the prayer, they did not solicit similar gestures by the public. It was delivered as a ceremonial portion of the town’s meeting.

(A) Identify the constitutional clause that is common to both Greece v. Galloway (2014) and Engel v. Vitale (1962).

(B) Based on the constitutional clause identified in part A, explain why the facts of Engel v. Vitale led to a different holding than the holding in Greece v. Galloway.

(C) Describe an action that members of the public who disagree with the holding in Greece v. Galloway could take to limit its impact.

Scoring the SCOTUS Comparison Question

A good response should:

Identify a similarity or difference between the two Supreme Court cases, as specified in the question (0–1 point)

Provide prompted factual information from the specified required Supreme Court case (0-1 point), and explain how or why that information from the

specified required Supreme Court case is relevant to the non-required Supreme Court case described in the question (0–1 point)

Describe or explain an interaction between the holding in the non-required Supreme Court case and a relevant political institution, behavior, or process (0–1 point)

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Here is a sample question I’ve created that I’d like you to work through.

3. In 1964, the United States congress passed the Civil Rights Act of 1964 barring discrimination in public accomodations. A motel owner in Atlanta refused to allow African Americans to stay in his Heat of Atlanta Motel. His business served mostly interstate travelers. He claimed that Congress had exceeded its authority under the Commerce Clause by regulating a local private business. In the ensuing case, Heart of Atlanta Motel v. U.S. (1964), the Supreme Court held in a unanimous, 9–0 decision that the Civil Rights Act was constitutional. Justice Tom Clark, writing for the Court, pointed out that the Court had long upheld Congress's power to regulate interstate commerce under the Commerce Clause. In this case, Clark said that Congress could regulate both interstate commerce and activities within a state as part of its national "police power" to outlaw moral wrongs.

(A) Identify the constitutional clause that is common to both

Heart of Atlanta Motel v. U.S. (1964) and United States v. Lopez (1995).

(B) Based on the constitutional clause identified in part A, explain why the facts of Heart of Atlanta Motel v. U.S. led to a different holding from the holding in United States v. Lopez.

(C) Describe an action that members of the public who disagree with the holding in United States v. Lopez could take to limit its impact.

Okay. Let’s do this!

Let’s get crazy and start with part **(A)**. Read Part (A).

Underline or highlight the two cases.

One of the cases you aren’t supposed to know about (**nonrequired case**).

The other case you are supposed to know about (**required case**).

(A) Identify the constitutional clause that is common to both

Heart of Atlanta Motel v. U.S. (1964) and United States v. Lopez (1995).

Let’s organize our thoughts by making a chart about the two cases.

**Nonrequired Case Required Case**

|  |  |  |
| --- | --- | --- |
|  | **Heart of Atlanta** | **U.S. v. Lopez** |
| **Date** |  |  |
| **What was case about?** |  |  |
| **Constitutional clause/issue** |  |  |
| **What did ruling say about this clause/issue** |  |  |
| **What’s the similarity/difference** |  |  |

Start with the required case, U.S. v. Lopez. Go ahead and fill in as much as you can about the landmark case you were supposed (!!!) to know about.

Pro Tip: Here’s our list of [required SCOTUS cases](https://www.gopopro.com/top-ten-landmark-supreme-court-cases).

In this case you might write the following.

**Nonrequired Case Required Case**

|  |  |  |
| --- | --- | --- |
|  | **Heart of Atlanta** | **U.S. v. Lopez** |
| **Date** |  | 1995 |
| **What was case about?** |  | Whether congress could pass a law outlawing gun in and around schools. |
| **Constitutional clause/issue** |  | Commerce Clause and how much the congress can regulate interstate commerce. |
| **What did ruling say about this clause/issue** |  | The court actually imposed a limit on the commerce clause and said the government does not have unlimited regulatory ability via the commerce clause. |
| **What’s the similarity/difference** |  |  |

Okay. That was the hard part! Now maybe you couldn’t write as much as I did, but just do your best and write as much as you can. And don’t give up, the test supplies you with all the information you need for the next part of the chart, and filling that in might jog your memory about the big case.

Now this next step should be easy-peasy. Simply take the data from the description of the **nonrequired case** in the question and fill in the chart. For example.

**Nonrequired Case Required Case**

|  |  |  |
| --- | --- | --- |
|  | **Heart of Atlanta** | **U.S. v. Lopez** |
| **Date** | 1964 | 1995 |
| **What was case about?** | Whether the US government could regulate and integrate public accommodations | Whether congress could pass a law outlawing gun in and around schools. |
| **A. Constitutional clause/issue** | Commerce Clause and whether the Congress could use this power to integrate public accommodations | Commerce Clause and how much the congress can regulate interstate commerce. |
| **B. What did ruling say about this clause/issue** | The court ruled that the U.S. government absolutely could use the Commerce Clause to pass laws which regulated segregated public facilities. | The court actually imposed a limit on the commerce clause and said the government does not have unlimited regulatory ability via the commerce clause. |
| **B. What’s the similarity/difference** | Different use of Commerce Clause in these two cases. |  |

Okay. great. So now our chart has a ton of information, we’re organized, and almost ready to write.

Before we write let’s be sure we haven’t forgotten about **part 3.**

(C) Describe an action that members of the public who disagree with the holding in United States v. Lopez could take to limit its impact.

Think about this a second. What could any member of the public do who didn’t like any SCOTUS ruling?

Make a list of anti-SCOTUS actions. For example:

* Pressure Congress to make a new law
* Form an interest group
* Lobby Congress
* Pressure Congress to Amend the Constitution
* Use media to convince public of their cause
* Pressure President regarding future Supreme Court Nominations
* Pressure Senate regarding future Supreme Court Approvals

Okay that was easy. Now it shouldn’t take that long to plug the information from the chart and our **part 3** bullet points (above) into a good answer.

You don’t have to write much. You don’t need a thesis statement/claim. You simply have to go through and plug the information from your chart and bullets into the correct part of the question. Now go to it. Let’s write.

(A) Identify the constitutional clause that is common to both

Heart of Atlanta Motel v. U.S. (1964) and United States v. Lopez (1995).

The constitutional clause that is common to both Heart of Atlanta Motel v. U.S. (1964) and United States v. Lopez (1995) is the commerce clause. The commerce clause of the United States Constitution gives the Congress the power to regulate interstate commerce. Historically, the Supreme Court has interpreted this broadly, meaning that the Congress can regulate many activities between the states that are in some way related to commerce.

(B) Based on the constitutional clause identified in part A, explain why the facts of

Heart of Atlanta Motel v. U.S. led to a different holding from the holding in United States v. Lopez.

Although the Supreme Court has broadly granted the US congress the power to regulate activities such as fighting discrimination or regulating pollution, that may be only tangentially related to commerce, In the Lopez case, the Court ruled that the regulation of guns on private school property was an overreach of the power of the commerce clause and thus was not something the Framers intended Congress to have regulatory power over.

While the Court in 1964, ruled that Commerce clause powers were broad enough to allow the civil Rights Act which regulated public accommodations (hotels), the more recent Lopez ruling set limits on the breadth of the commerce clause (schools and guns). Thus while the earlier Court held the Civil Rights Act constitutional, the more recent Court held, in a 5-4 ruling, that the Gun-Free School Zones Act was unconstitutional.

(C) Describe an action that members of the public who disagree with the holding in United States v. Lopez could take to limit its impact.

Members of the public who disagree with the holding in United States v. Lopez could pressure the congress to amend the Constitution to broaden the commerce clause to include the regulation of guns and schools. Furthermore (here’s our spare tire - extra point - just in case) a member of the public could pressure the president to pick future Supreme Court nominees who have a broader interpretation of the commerce clause.

That’s it!

Now list three things you learned about writing the **SCOTUS Comparison FRQ**:

**FRQ #4**

**Writing the Argument Essay**

**Argument Essay: Develop an argument in the form of an essay, using evidence from one or more required foundational documents**

Okay. Let’s do this! Let’s write an easy essay, esse!

Section II: Free-Response Questions

**Directions:**

It is suggested that you take a few minutes to plan and outline each answer.

It is suggested that you spend approximately 40 minutes on this question. Unless directions indicate otherwise, respond to all parts of all four questions. In your response use substantive examples where appropriate.

1. Develop an argument that explains whether the expansion of rights in the United States has achieved Framers’ intent for American democracy.

In your essay, you must:

* Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.
* Support your claim with at least TWO pieces of accurate and relevant information:
  + At least ONE piece of evidence must be from one of the following foundational documents:
* The Declaration of Independence
* U.S. Constitution
* Letter from Birmingham Jail
  + Use a second piece of evidence from another foundational document from the list or from your study of the electoral process.
* Use reasoning to explain why your evidence supports your claim/thesis
* Respond to an opposing or alternative perspective using refutation, concession, or rebuttal.

Okay. Let’s break it down!

1. Develop an argument that explains whether the American electoral process has achieved Framers’ intent for American democracy.

* *Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.*

That just means- make a claim about if democracy today in the US is what the framers wanted.

Think about it a sec.

It’s really pretty easy. It’s either one or the other of the following.

1-Yes, the US today is what the framers wanted.

2-No, the US today is not what the framers wanted.

\*We are not going to deal with MAYBE here, just YES or NO.

Then think about this.

What was the Framers’ intent for democracy?

It’s really pretty easy. It’s either one or the other of the following.

1-The Framers wanted a democratic America

2-The Framers did not want a democratic America

\*The answer may be a little bit more complicated, but we’ll get to that later. For now, we are not going to deal with SORT OF DEMOCRATIC or QUASI-DEMOCRATIC, just DEMOCRATIC or NOT DEMOCRATIC. Got it?

Next. Let’s think about the US today in terms of the democratic nature of our *electoral process.* Electoral Process just means: *how we vote*.*\**

In other words, *would the way we vote make the framers happy (regarding democracy)*?

It’s really pretty easy. It’s either one or the other of the following.

1-The way we vote achieves the democratic goals of the Framers.

2-The way we vote DOES NOT achieve the democratic goals of the Framers.

Okay! That was easy (or should I say, essay!)

Let’s put it all together in a sentence or two.

The framers’ concept of democracy was based on the idea that all men are created equal. Since the founding of this nation, who is equal has expanded as the ranks of people who can vote, and we have come closer to achieved the intent of all being equal.

We just got a point, yo! Now all we have to do is prove we are right!

Claim

All men are created equal 1, equality is guaranteed by voting, and since the founding of this nation the definition of *men* and who can vote 2 has expanded.

We’re going to focus more on the equal than on the men part of this.

Proof

1 First proof demands a Foundational document from list. Let’s use the Declaration.

The Declaration says: *All men are created equal.* The definition of men has expanded since then. Men once meant only white property owning males.

Now men has expanded broadly. 1

More Proof

2 Second proof demands either another Foundational document from the list or our knowledge of the electoral process (how we vote). Just for fun, let’s take what we know about voting.

Now, we want to say that something in how we vote achieves the goal of equality.

Just for old time’s sake, let’s restate part of our claim:

2 Equality is guaranteed by voting. In the 20th century the franchise has expanded dramatically to allow more people to vote. For example, the 14th Amendment gave the vote to African-Americans. The 19th Amendment gave the right to vote to women. The Voting Rights Act of 1965 made the promise of African-American voting a reality.

Now they want us to “Use reasoning to explain why your evidence supports your claim/thesis”.

This just means that we need to connect the dots or build a bridge between our claim and the proof that supports it.

So let’s do that…Proof 1 plus Proof 2

The Declaration of Independence reads: *All men are created equal.* 1

The definition of men has expanded since then. Men once meant only white property owning males. Now men has expanded broadly. 2

Equality is guaranteed by voting. In the 20th century the franchise has expanded dramatically to allow more people to vote. For example, the 15th Amendment gave the vote to African-Americans. The 19th Amendment gave the right to vote to women. The Voting Rights Act of 1965 made the promise of African-American voting a reality. 3

We just got 3 points, yo! We are doing great

﻿﻿Now all we have to do is find a counter argument to what we just said. This is the MAYBE part.

Here’s a counter argument.

The Framers concept of democracy was not intended to reach beyond White males. The world democracy was never even in the Constitution.

Slavery was written into the Constitution.

There was nothing egalitarian (pro-equality) about the Framers. They would not have been happy with our democracy and all the non-White, non-male voters of today.

See how this is different from our claim? It’s a counterclaim. It goes against our claim.

We might not believe it entirely, but it makes sense and can support this counterclaim in through a view of the foundational documents, and our electoral system.

So here it is our response.

While some look back at the Framers and hope that they wished for democracy and equality, in reality, the Framers concept of democracy was not intended to reach beyond White males. In fact, the world democracy was never even in the Constitution, whereas. Slavery was written into the very fabric of the Constitution. There was nothing egalitarian (pro-equality) about the Framers. They would not have been happy with our democracy and all the non-White, non-male voters of today. 1

One more point! Now we’re cooking with gas!!!!!!

Here’s the official scoring guide:

Scoring the Argument Essay

A good response should:

Articulate a defensible claim or thesis that responds to the question and establishes a

line of reasoning (0–1 point)

Describe one piece of evidence that is accurately linked to the topic of the question

(1 out of 3 points); use one piece of specific and relevant evidence to support the

argument (2 out of 3 points); use two pieces of specific and relevant evidence to support

the argument (3 out of 3 points)

Explain how or why the evidence supports the claim or thesis (0–1 point)

Respond to an opposing or alternate perspective using refutation, concession, or rebuttal that is consistent with the argument (0–1 point)

We did great.

**Have Fun Stormin’ the Castle!**