

A.P. Government Summer Assignment 2019

Congratulations on your excellent decision to take A.P. Government! The summer assignment will help ensure that you have mastered critical understandings from 8th grade civics and U.S. history that are essential to your success in this course.

Students may e-mail Mrs. Rodgers and Mr. Dunn (Jennifer.Rodgers@lcps.org and Jeffrey.Dunn@lcps.org -- best to copy both teachers on your e-mail) throughout the summer, though response times may be varied based on other personal and professional commitments.

Part I: Constitution Study Guide

Understanding the U.S. Constitution is critical to the study American government. You should already have some familiarity with the key provisions in this document from 8th grade civics and your American history course. Students will “close read” the original document and utilize the “Interactive Constitution” resource from the National Constitution Center to develop an in-depth understanding of the important provisions in the document. **Close reading** is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.

The **Interactive Constitution** can be found at: <https://constitutioncenter.org/interactive-constitution>

Assessment for Part I: There will be 30-point quiz on August 28th/August 29th. Students may utilize their Constitution study guide on this quiz. Constitution study guide will be checked for a homework grade (10 points)

Part 2: Understanding and Analyzing Primary Documents

The College Board has identified nine foundational documents that are critical to the study of U.S. Government. You should already have some familiarity with these documents from 8th grade civics and your American history course. Students will conduct a “CLUES” analysis of each document, analyzing it from the perspective of a political scientist.

Assessment for Part II: There will be a 30-point quiz on the primary documents on September 3rd/September 4th. Students may utilize their document analysis on this quiz, which will be checked for a homework grade (10 points).

*****The Constitution Study Guide and CLUES document analysis MUST be handwritten. Please don't ask for an exemption. It will make us and you very sad when we tell you NO.*****

Students are advised to join the DHS-- AP Gov Summer Assignment Google Classroom. Links to helpful resources will be provided here.

The classroom code is: 7hbg6p

First Name _____

Last Name _____

A.P. U.S. Government and Politics Required Primary Documents

The College Board has identified the following nine documents as essential to the study of American government and politics. Examine each document through the lens of a political scientist, completing the attached CLUES analysis.

Refer to the [DHS- AP Government Summer Assignment Google Classroom](#) (classroom code: 7hbg6p) to for links to the documents and helpful resources to help you with your analysis. Khan Academy is the most helpful of these resources: <https://www.khanacademy.org/humanities/ap-us-government-and-politics/resources-and-exam-preparation/required-documents-and-cases/a/required-primary-documents-for-ap-government-and-politics>

Nine Required Documents:

- 1. The Declaration of Independence*
- 2. The Articles of Confederation*
- 3. The Constitution of the United States* (Yes, even though you also did the study guide)
- 4. Federalist No. 10*
- 5. Brutus No. 1*
- 6. Federalist No. 51*
- 7. Federalist No. 70*
- 8. Federalist No. 78*
- 9. Letter from a Birmingham Jail*

CLUES Worksheet 1 - Analyzing the **Declaration of Independence** like a political scientist.

Context: consider the source and the audience.

Who is the author of the reading? From what point-of-view is the author writing? Who is the author's audience?

Where/when was the document written? What significant historical events are associated with this document?

What are people, ideas, and events shaped the author's thinking?

Lay out the argument and the underlying values and assumptions.

What is the author's purpose in writing this document?

What assumptions about the world does he or she hold? What values does he or she have about what is important and what government should do?

Uncover the evidence. Outline at least three main arguments made by the author and the evidence offered in support.

Argument	Evidence Offered in Support

Evaluate the conclusion.

Was the author successful in convincing his/her audience to support their arguments? Why or why not?

How did this document impact American government and politics historically?

Sort out the political implications.

What is the political significance of the arguments put forth by the author? How do the ideas put forth in this document affect who wins in the political process and who loses?

What impact do the ideas the author puts forth have on American government and politics contemporarily?

CLUES Worksheet 2 - Analyzing the **Articles of Confederation** like a political scientist.

Context: consider the source and the audience.

Who is the author of the reading? From what point-of-view is the author writing? Who is the author's audience?

Where/when was the document written? What significant historical events are associated with this document?

What are people, ideas, and events shaped the author's thinking?

Lay out the argument and the underlying values and assumptions.

What is the author's purpose in writing this document?

What assumptions about the world does he or she hold? What values does he or she have about what is important and what government should do?

Uncover the evidence. Outline at least three main arguments made by the author and the evidence offered in support.

Argument	Evidence Offered in Support

Evaluate the conclusion.

Was the author successful in convincing his/her audience to support their arguments? Why or why not?

How did this document impact American government and politics historically?

Sort out the political implications.

What is the political significance of the arguments put forth by the author? How do the ideas put forth in this document affect who wins in the political process and who loses?

What impact do the ideas the author puts forth have on American government and politics contemporarily?

CLUES Worksheet 3 - Analyzing the **U.S. Constitution** like a political scientist.

Context: consider the source and the audience.

Who is the author of the reading? From what point-of-view is the author writing? Who is the author's audience?

Where/when was the document written? What significant historical events are associated with this document?

What are people, ideas, and events shaped the author's thinking?

Lay out the argument and the underlying values and assumptions.

What is the author's purpose in writing this document?

What assumptions about the world does he or she hold? What values does he or she have about what is important and what government should do?

Uncover the evidence. Outline at least three main arguments made by the author and the evidence offered in support.

Argument	Evidence Offered in Support

Evaluate the conclusion.

Was the author successful in convincing his/her audience to support their arguments? Why or why not?

How did this document impact American government and politics historically?

Sort out the political implications.

What is the political significance of the arguments put forth by the author? How do the ideas put forth in this document affect who wins in the political process and who loses?

What impact do the ideas the author puts forth have on American government and politics contemporarily?

CLUES Worksheet 4 - Analyzing **Federalist No. 10** like a political scientist.

Context: consider the source and the audience.

Who is the author of the reading? From what point-of-view is the author writing? Who is the author's audience?

Where/when was the document written? What significant historical events are associated with this document?

What are people, ideas, and events shaped the author's thinking?

Lay out the argument and the underlying values and assumptions.

What is the author's purpose in writing this document?

What assumptions about the world does he or she hold? What values does he or she have about what is important and what government should do?

Uncover the evidence. Outline at least three main arguments made by the author and the evidence offered in support.

Argument	Evidence Offered in Support

Evaluate the conclusion.

Was the author successful in convincing his/her audience to support their arguments? Why or why not?

How did this document impact American government and politics historically?

Sort out the political implications.

What is the political significance of the arguments put forth by the author? How do the ideas put forth in this document affect who wins in the political process and who loses?

What impact do the ideas the author puts forth have on American government and politics contemporarily?

CLUES Worksheet 5 - Analyzing **Brutus No. 1** like a political scientist.

Context: consider the source and the audience.

Who is the author of the reading? From what point-of-view is the author writing? Who is the author's audience?

Where/when was the document written? What significant historical events are associated with this document?

What are people, ideas, and events shaped the author's thinking?

Lay out the argument and the underlying values and assumptions.

What is the author's purpose in writing this document?

What assumptions about the world does he or she hold? What values does he or she have about what is important and what government should do?

Uncover the evidence. Outline at least three main arguments made by the author and the evidence offered in support.

Argument	Evidence Offered in Support

Evaluate the conclusion.

Was the author successful in convincing his/her audience to support their arguments? Why or why not?

How did this document impact American government and politics historically?

Sort out the political implications.

What is the political significance of the arguments put forth by the author? How do the ideas put forth in this document affect who wins in the political process and who loses?

What impact do the ideas the author puts forth have on American government and politics contemporarily?

CLUES Worksheet 6 - Analyzing **Federalist No. 51** like a political scientist.

Context: consider the source and the audience.

Who is the author of the reading? From what point-of-view is the author writing? Who is the author's audience?

Where/when was the document written? What significant historical events are associated with this document?

What are people, ideas, and events shaped the author's thinking?

Lay out the argument and the underlying values and assumptions.

What is the author's purpose in writing this document?

What assumptions about the world does he or she hold? What values does he or she have about what is important and what government should do?

Uncover the evidence. Outline at least three main arguments made by the author and the evidence offered in support.

Argument	Evidence Offered in Support

Evaluate the conclusion.

Was the author successful in convincing his/her audience to support their arguments? Why or why not?

How did this document impact American government and politics historically?

Sort out the political implications.

What is the political significance of the arguments put forth by the author? How do the ideas put forth in this document affect who wins in the political process and who loses?

What impact do the ideas the author puts forth have on American government and politics contemporarily?

CLUES Worksheet 7 - Analyzing **Federalist No. 70** like a political scientist.

Context: consider the source and the audience.

Who is the author of the reading? From what point-of-view is the author writing? Who is the author's audience?

Where/when was the document written? What significant historical events are associated with this document?

What are people, ideas, and events shaped the author's thinking?

Lay out the argument and the underlying values and assumptions.

What is the author's purpose in writing this document?

What assumptions about the world does he or she hold? What values does he or she have about what is important and what government should do?

Uncover the evidence. Outline at least three main arguments made by the author and the evidence offered in support.

Argument	Evidence Offered in Support

Evaluate the conclusion.

Was the author successful in convincing his/her audience to support their arguments? Why or why not?

How did this document impact American government and politics historically?

Sort out the political implications.

What is the political significance of the arguments put forth by the author? How do the ideas put forth in this document affect who wins in the political process and who loses?

What impact do the ideas the author puts forth have on American government and politics contemporarily?

CLUES Worksheet 8 - Analyzing **Federalist No. 78** like a political scientist.

Context: consider the source and the audience.

Who is the author of the reading? From what point-of-view is the author writing? Who is the author's audience?

Where/when was the document written? What significant historical events are associated with this document?

What are people, ideas, and events shaped the author's thinking?

Lay out the argument and the underlying values and assumptions.

What is the author's purpose in writing this document?

What assumptions about the world does he or she hold? What values does he or she have about what is important and what government should do?

Uncover the evidence. Outline at least three main arguments made by the author and the evidence offered in support.

Argument	Evidence Offered in Support

Evaluate the conclusion.

Was the author successful in convincing his/her audience to support their arguments? Why or why not?

How did this document impact American government and politics historically?

Sort out the political implications.

What is the political significance of the arguments put forth by the author? How do the ideas put forth in this document affect who wins in the political process and who loses?

What impact do the ideas the author puts forth have on American government and politics contemporarily?

CLUES Worksheet 9 - Analyzing *Letter from a Birmingham Jail*.

Context: consider the source and the audience.

Who is the author of the reading? From what point-of-view is the author writing? Who is the author's audience?

Where/when was the document written? What significant historical events are associated with this document?

What are people, ideas, and events shaped the author's thinking?

Lay out the argument and the underlying values and assumptions.

What is the author's purpose in writing this document?

What assumptions about the world does he or she hold? What values does he or she have about what is important and what government should do?

Uncover the evidence. *Outline at least three main arguments made by the author and the evidence offered in support.*

Argument	Evidence Offered in Support

Evaluate the conclusion.

Was the author successful in convincing his/her audience to support their arguments? Why or why not?

How did this document impact American government and politics historically?

Sort out the political implications.

What is the political significance of the arguments put forth by the author? How do the ideas put forth in this document affect who wins in the political process and who loses?

What impact do the ideas the author puts forth have on American government and politics contemporarily?

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Constitution Study Guide

Understanding the U.S. Constitution is essential to the study of United States Government. Utilize the excellent resource from the [National Constitution Center, the Interactive Constitution](#), to close read the Constitution and answer the questions below. This resource is available online and is also available as an app.

Article I

1. Which branch of government is described in Article I?
2. What are the two chambers of Congress?
3. How long is the term for a Representative? What is the minimum age? What are the other 2 qualifications?
4. How is the Speaker of the House chosen?
5. How long is the term for a senator? What is the minimum age? What are the other 2 qualifications?
6. Who is the president of the Senate and when may that person vote?
7. Which legislative body has the power of impeachment and which body has the power to remove an impeached official?
8. What is the vote that is necessary to convict someone who has been impeached?
9. What is a **quorum**—why is it significant?
10. How are members of Congress expelled?
11. How are members' salaries determined?

12. In what house do all bills concerning taxes originate?
13. The Constitution lists or enumerates the powers of Congress in Article I Section 8. List 18 of them.
14. What is the last power given to Congress in Article I Section 8? It is frequently known as the elastic clause—explain this in your own words?
15. In Section 9, #1, “such persons” refers to slaves. Explain this section in your own words.
16. In Section 9, clause 8 is called the “emoluments clause”. What does this clause mean and why has it been in the news in 2017?
17. What is the *writ of habeas corpus* and when may the *writ of habeas corpus* be suspended?

Article II

1. Which branch of government is discussed in Article II?
2. How long is the term for a president? (Section 1, clause 1)
3. How many electors does each state have in the electoral college? (section 1, clause 2)
4. How old does someone have to be to be elected president? (Section 1, clause 5)
5. What are the other qualifications? (section 1, clause 5)

6. Name five powers of the President. (section 2, clauses 1-3)
7. What fraction of which body of Congress must approve a treaty that the president has negotiated? (section 2, clause 2)
8. When may the President be removed from office? (section 4)

Article III

1. What branch of government is discussed in Article III?
2. What is the term of office for Supreme Court justices? (section 1)
3. Who may establish lower courts? (section 1)
4. In what cases does the Supreme Court have original jurisdiction? (section 2, clause 2)
5. What crime is specifically defined in Section 3?

Article IV

1. According to the “full faith and credit” clause, each state must give full faith and credit to each other’s _____, _____, and _____. (Section 1)
2. Explain in your own words the “privileges and immunities” clause. (Section 2, clause 1)
3. Explain the extradition clause (Section 2, clause 2).
4. Who has the power to admit new states? (Section 3, clause 1)
5. The U.S. has a responsibility to protect every state from what? (Section 4)

Article V

1. What are the two ways an amendment to the Constitution can be proposed?

2. What are the two ways a proposed amendment to the Constitution can be ratified?

Article VI

1. All debts before the Constitution was written are still valid. TRUE/FALSE (Section 1)

2. Explain the supremacy clause in your own words. (Section 2)

3. According to Section 3, Congress can not impose what type of qualification on candidates for public office?

Article VII

How many states need to ratify the Constitution for it to go into effect?

AMENDMENTS

Summarize each of the Amendments in your own words:

1		15	
2		16	
3		17	
4		18	
5		19	
6		20	
7		21	
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12		26	
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