

Advanced Placement United States Government and Politics / S. Bassett

2011 Course Preparation

Material Preparation

1. Pick up your main texts for our class in the bookroom:
 - Lowi's American Government
 - Cliffs' US Government and Politics
2. Set up class materials:
 - 200 notecards and a box to store them at home
 - a notebook
 - a marker to keep in your notebook

Academic Preparation

Overview: To gain an understanding of the political principles which shape our government, students will read the U.S. Constitution and excerpts of *The Federalist Papers*. Upon demonstrating proficiency with this material, students will share their knowledge with our school community. This year, GOPOS (government and politics students) will facilitate our school's recognition of the federally mandated "Constitution Day" on September 16th. Preparation for this event will be completed over the summer with Steps 4 -6.

Step	Assignment	Due Date/Where to Submit
1	Topic Selection	6/16 in room 205
2	<i>The Federalist Papers</i> Questions	7/29 to sbassett@fairfield.k12.ct.us
3	U.S. Constitution Questions	7/29 to sbassett@fairfield.k12.ct.us
4	"Our Historic Constitution in Your Modern Life" Presentation Plan	8/19 in APGov Edline folder entitled "Constitution Day Presentations"
5	Critiques of Presentation Plans	9/5 in APGov Edline folder entitled "Constitution Day Presentations"
6	Posters and Shirt	9/5 in room 205

Step by Step Process

Step 1: Come to room 205 to select a partner and topic for Step 4 by June 16, 2011.

Step 2: Read *The Federalist Papers* and answer the questions below by July 29, 2011. Email your answers to sbassett@fairfield.k12.ct.us

Start with this brief introduction to *The Federalist Papers* before reading excerpts of some notable articles. http://thomas.loc.gov/home/histdox/abt_fedpapers.html

1. Why were *The Federalist Papers* written?
2. Who wrote them?
3. How are *The Federalist Papers* utilized today?

The Federalist No. 10 http://thomas.loc.gov/home/histdox/fed_10.html

4. What is a faction?
5. Why may factions be considered dangerous?
6. What is the first remedy for factions? Why is this remedy undesirable?
7. What is the second remedy? Why is this remedy undesirable?
8. Why is the tendency to form factions considered to be part of the nature of man?
9. While Madison believed one cannot control the causes of factions, he believed we can control factions' effects. What are the two ways the effect of factions may be mitigated?
10. Why did Madison believe our large republic may be best suited for controlling the impact of factions?

The Federalist No. 51 http://thomas.loc.gov/home/histdox/fed_51.html

11. What points are made about how power should be separated between legislative, executive, and judicial departments?
12. What is a "federal" system of government?
13. What points are made about how power should be divided in our federal system?
14. How might Americans be protected by a measure of "double security"?

The Federalist No. 78 http://thomas.loc.gov/home/histdox/fed_78.html

15. Why is the judiciary considered the branch least likely to annoy or injure citizens?
16. Although the principle of judicial review was established in *Marbury v. Madison* (1803), one may see the original intent of the founding fathers in this article. Where in this article may one find the idea that the Supreme Court might have the power of judicial review?

The Federalist No. 84 http://thomas.loc.gov/home/histdox/fed_84.html

17. This article was written in response to the call for an addition of a Bill of Rights to the Constitution. Hamilton observed that the Constitution already included provisions which

would protect the rights of citizens. Identify these provisions and explain how these provisions would protect citizens' rights.

18. Hamilton asserted that a Bill of Rights might even be dangerous. Summarize his argument. Do you agree with his reasoning? Why/why not?

Step 3: Read the U.S. Constitution and summarize the topics found in each article and in some major amendments. Email your summary to sbassett@fairfield.k12.ct.us by July 29, 2011. http://www.archives.gov/exhibits/charters/constitution_transcript.html

1. Article I:
2. Article II:
3. Article III:
4. Article IV:
5. Article V:
6. Article VI:
7. Article VII:
8. Bill of Rights:

a. Identify freedoms protected, and

b. Identify "due process" rights.

9. Additional amendments: Identify the features of amendments which have made the U.S. "more democratic".

Step 4: Select a topic below and prepare a 30 minute interactive presentation to be delivered on Constitution Day. Post your presentation plan in our Edline folder by August 19, 2011.

"Our Historic Constitution in Your Modern Life" Presentation Topics:

1. Has the U.S. Supreme Court followed the original intent of our founding fathers? Present key cases of judicial activism and judicial restraint in the 20th and 21st centuries.
2. What is the "Tea Party"? What is their perspective about the current implementation of the U.S. Constitution?
3. What is the new health care law? Why do critics question its constitutionality?
4. Can students have religious clubs after school? Can prayers be recited at graduation? Can history instructors teach about the Bible? Why are we allowed to say "under God" in the pledge? Explore the free exercise clause and the establishment clause of the 1st Amendment.
5. Can students be randomly drug tested in school? Can lockers and backpacks be searched? What privacy rights can students expect in school?
6. Why is it ok for the KKK to have organized demonstrations but students cannot walk out of school and have spontaneous demonstrations? Was it ok for homophobic

demonstrators to disrupt military funerals recently? What are the rules around our freedom of assembly?

7. Does the school have the right to censor the student newspaper? Do private newspapers have the right to publish sensitive material like Wikileaks? How free is our press?
8. What would Alexander Hamilton, John Jay, James Madison, and Thomas Jefferson have to say about the current state of the U.S.? (One option here is to role play the founding fathers for the day.)
9. What are the constitutional qualifications for being president? Do we need these qualifications? Should we have others? Who are some of the front runners for the 2012 election and what are their platforms?
10. Is the death penalty a violation of the 8th Amendment's prohibition against cruel and unusual punishment?
11. What are our constitutional rights if we are accused of a crime?
12. Why is flag burning considered a constitutional right?
13. What is the "double security" promised to us by the founding fathers in *The Federalist No. 51*?
14. Should we abolish the Electoral College?
15. Should members of Congress have term limits?
16. How has the executive branch gained more power over time? Does the nation benefit from this consolidation of power?
17. Although political parties are not part of the Constitution, they have a powerful impact on our nation. How have constitutional provisions impacted political parties and the American political experience?
18. Should U.S. Senators be allowed to filibuster?
19. Design your own topic and submit your proposal for teacher approval.
20. Make a song, dance, video or skit addressing any of the topics above, or another topic of your choice. Submit your proposal for teacher approval.

Step 5: Critique 3 of your classmates' presentation plans in our Edline folder. Identify 2 strengths and offer 2 suggestions for improvement. Drop your critique in the appropriate folder on Edline by the first day of class. No presentation may be "double critiqued" until all presentations have had at least one critique.

Step 6: On the first day of class, bring

-2 large posters you have created which illustrate how Americans benefit from the freedoms embodied in the U.S. Constitution. These posters will be displayed in school. Due on the first day of class.

-a tee shirt on which you have written a notable quote from the Constitution or *The Federalist Papers*

Assessment List

Criteria	Point Value	Points Earned
Step 2: The Federalist Papers (50 points)		
1. Why written	1	
2. Who wrote	1	
3. How used	1	
4. Define faction	1	
5. How dangerous	2	
6. Remedy1/undesirable	2	
7. Remedy2/undesirable	2	
8. Why factions	2	
9. Control factions (2)	4	
10. Large republic	2	
11. How sep power	6	
12. Define federal	1	
13. How divide federal	2	
14. Double security	5	
15. How judiciary restrained	2	
16. Judicial review	4	
17. Provisions protecting citizens	6	
18. Bill of Rights dangerous?	6	
Step 3: The U.S. Constitution (68 points)		
Article 1	7	
Article 2	7	
Article 3	7	
Article 4	7	
Article 5	4	
Article 6	5	
Article 7	4	
Bill of Rights -Freedoms protected	5	
Bill of Rights –Due process	11	
Democratizing amendments	11	
Step 4: “Our Historic Constitution in Your Modern Life” Presentation Plan (50 points)		
Strong connections/references to Constitution	10	
Strong links to modern times	10	
Visual aids are included	10	
Design is interactive	10	
Plan is detailed/well designed for 30 minute presentation	10	
Step 5: Presentation Critiques (12 points)		
2 strengths x 3 presentations	6	
2 suggestions x 3 presentations	6	
Step 6: Posters and Shirts (20 points)		
2 posters w/ benefits of constitutional freedoms	10	
Shirt w/ notable quote	10	
TOTAL POSSIBLE POINTS	200	