

# Summer Reading Assignment - AP Government

All AP Government students must complete an additional summer assignment. The assignment will be referred to throughout the course, so it will be imperative that each student completes the work over the summer.

As you may expect, an advanced course like this will require students to push their limits and challenge themselves. In addition to any school-wide summer reading assignments, AP students will be asked to complete the following:

## Assignment:

1. Purchase the following required course texts prior to July 1.
  - Wolford, *AMSCO AP United States Government & Politics*, 2020 Edition
  - Zelizer, Julian E. *The Fierce Urgency of Now: Lyndon Johnson, Congress, and the Battle for the Great Society*, 2015 (ISBN: 978-0143128014)
2. Read Julian E. Zelizer's The Fierce Urgency of Now: Lyndon Johnson, Congress, and the Battle for the Great Society. You will demonstrate your understanding of the book through an essay written in two parts. You may choose which prompt you want to respond to for each part. Each part must be at least two pages, typed double-spaced Times New Roman 12-point font, 1-inch margins all around. Do not skip lines between paragraphs.

**Your completed essay is due on the first day of school. Any student who does not complete these assignments or enters the course after the first day of class must prepare an 8-10 page book report on a topic concerning American Government to be agreed upon with the instructor.**

3. In *AMSCO Advanced Placement United States Government & Politics*, read the following section and draft a handwritten the study guide below based on the instructions below. You may either print the guide and write directly on the sheet or copy the questions into notebook paper.
  - a. Chapter 1, "The Constitution," pages 1-16 (including the Introduction to Unit 1)

**This will be assessed through a quiz covering the above reading during the first week of class, at which point you will also turn in your handwritten study guide for a separate grade.** You must have your study guide completed on the first day of school.

## Essay Prompts for Assignment #1

Part One (pp.1-2 of essay)	Part Two (pp. 3-4 of essay)
Covers Chapters 1-4	Covers Chapters 5-9
<b>Choose One</b>	<b>Choose One</b>
<p>1.A - Identify evidence that demonstrates the claim that the U.S. featured “deadlocked democracy” in the years before Lyndon Johnson’s presidency. Conclude by briefly explaining how Johnson broke this deadlock with the passage of the Civil Rights Act of 1964.</p> <p>1.B - Make an argument about how Johnson’s upbringing and previous life experiences shaped his priorities for the Great Society. Be sure to accurately portray his upbringing and his policy priorities.</p> <p>1.C – Identify at least 5 different actors (individuals or groups) and describe their influence on the passage of Civil Rights legislation in 1964.</p>	<p>2.A – Describe how the 89<sup>th</sup> Congress carried out Johnson’s vision for the Great Society Program. You <b>must</b> reference education policy, Medicare, and voting rights in your answer.</p> <p>2.B – Explain how ideological politics (“liberal” vs. “conservative”) both worked in Johnson’s favor and against him during the election cycles of 1964 and 1966 respectively.</p> <p>2.C – Make an argument about why Lyndon Johnson did not seek re-election in 1968. Your answer should reference what made him both popular and unpopular in the years following his 1964 landslide election.</p>

For quoted material, please use in-text citations in MLA style, e.g. (Zelizer, 24).

**Remember:** your completed essay will include 1 prompt from each column (2 pages per prompt, 4 pages total)

Please label which prompt you chose at the beginning of each part of the essay (e.g. 1.A)

## Assignment #2: Study Guide for AMSCO, Ch.1, "The Constitution," pages 1-16

**Instructions:** Please print and fill out (handwritten) as you read Chapter 1, pages 1-16 of your AMSCO book. If for some reason you cannot print the study guide out, copy the questions into your notebook and fill out the guide in your notebook. It must be handwritten for credit. No typed copies will be accepted. You may stop reading at p.17 or read the entire chapter if you wish.

### Pg. 1: Foundations of American Democracy

Explain the key difference between the **Federalists** and the **Anti-Federalists** at the Constitutional Convention of 1787:

Describe, generally, what the Constitution sought to define:

Define **Federalism**:

### Pgs. 2-9: American Independence and Early National Government

Describe what occurred in 1791 as it related to the Constitution:

In the 1770s, what components of **Enlightenment** thought were the colonists inspired by?

Using pg.4, explain how King George III and Parliament restricted the colonists' freedoms. Give concrete examples of forms of oppression:

Summarize **John Locke's** contribution to **natural law theory**:

What is the **social contract** that Jean-Jacques Rousseau envisioned?

Define **popular sovereignty**:

What was **Montesquieu's** key contribution to the structure of governmental power?

What three entitlements that could not be taken away except under laws created through the consent of the governed formed the bedrock of **republicanism**?

Briefly describe the key qualities of the three kinds of **representative democracies**:

**Participatory:**

**Pluralist:**

**Elite:**

What sources did the **Declaration of Independence** draw upon? What did it explain?

Ratified in 1781, what were the **Articles of Confederation**?

**Pgs. 10-16: An Ineffective Confederation and a Call for New Government**

Summarize the key weaknesses of the **Articles of Confederation**:

What critical problem with the Articles did Shays' Rebellion (1786) expose?

According to pgs. 11-12, what were some of **James Madison's** key contributions to the Constitutional Convention?

Fill out the table below:

Key Features of the <b>Virginia Plan</b>	Key Features of the <b>New Jersey Plan</b>

What did the small states fear about the **Virginia Plan**?

Explain how the issue of “representation” also frustrated the more populous states:

What was agreed upon as the **Great (Connecticut) Compromise**?

What was agreed upon as the **Three-Fifths Compromise**?

What was the disagreement that prompted the formation of the **Electoral College**?

Describe the characteristics of the **Electoral College**: