

AP U.S. Government & Politics Summer Assignment



Dear Advanced Placement U.S. Government & Politics Student,

Welcome to Advanced Placement U.S. Government & Politics! I am pleased you have enrolled in this class, and I hope next year's course will open your eyes and ears to our governmental system, political environment and your presumed role in it.

According to the College Board's course description, "Advanced Placement U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. [Students] will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

The College Board redesigned the course curriculum framework and exam in 2018 with the help of many stakeholders including AP teachers, higher education faculty as well as the public at-large and experts from across the political spectrum. This course will require all of us to push ourselves to do our best work, not just enough to "skate by". Independent reading and current events analysis are essential to succeeding in the AP U.S. Government & Politics course.

Our summer assignment strives to lay a great foundation for our first unit of study and will allow you to become an informed and engaged citizen participant. You will be looking at some of the core concepts of the course that helped build our country's government and laid the foundation for everything that came after.

To succeed in this course, you will need to have the desire to learn about our government and political system. With that desire, we as a team will work towards our common goal of improving our democracy by creating a more informed populace. Enjoy your summer and stay engaged in terms of what is happening in our country and world. If you have any questions regarding the summer assignment on the subsequent pages, please do not hesitate to email me. The summer assignment will be

DUE on the FIRST THURSDAY OF THE SCHOOL YEAR!!!!. You will be TESTED on this information!!!

Best Regards,

Mr. Young- cyoung@oxfordasd.org

Part 1: Types of Democracy

Define the terms below. Use your own resources to find these definitions

Term	Definition
Participatory Democracy	
Pluralist Democracy	
Elite Democracy	

Create an example of each type of democracy below (Use your imagination, it doesn't need to be a real example!)

Type of democracy	Example
Participatory Democracy	
Pluralist Democracy	
Elite Democracy	

Pros and Cons: What are the pros and cons of each of these systems? Fill out this chart using your own research!

Type of democracy	Pros	Cons
Participatory Democracy		
Pluralist Democracy		
Elite Democracy		

Part 2: Declaring Independence

1. What were the arguments for the U.S declaring independence from Britain?
2. What were the arguments against the U.S declaring independence?
3. What groups supported independence? What groups did not? Why?

Required Document: The Declaration of Independence

In AP Government there are important historical documents called Required Documents. These are 9 documents that are incredibly important to American Government and therefore are required knowledge for you to know in this course. It is expected that these 9 documents will appear on your AP exam, so you need to know them!

Directions: Using a copy of the Declaration of Independence (you can find this easily online, and you can even copy and paste this link <https://www.archives.gov/founding-docs/declaration-transcript>) answer the questions below.

1. What is the purpose of the Declaration of Independence as stated in the preamble? (Don't overthink this!)
2. According to Jefferson, who has the right to create a government? What is the purpose of a government? What should be done if a government fails to fulfill its purpose?
3. What are the unalienable rights as listed by Jefferson? Where did he get these ideas?
4. List the four parts of the Declaration. Explain the purpose of each part:

Part I:

Part II:

Part III:

Part IV:

5. What did Jefferson mean by "all men are created equal"?

Part 3: Our First Try at Government (derogatory) The Articles of Confederation and Shay's Rebellion

Required Document: Articles of Confederation

Directions: Use your resources (except AI) to answer the following questions.

1. What was the structure of the government under the Articles of Confederation? What powers did the government have and what powers did they not have?
2. What were three weaknesses of the Articles of Confederation and how did these weaknesses impact the U.S?
3. Why might the founding fathers have purposefully designed a weak government?

4. What events led to Shay's Rebellion? What parallels can be drawn to the American Revolution?

5. Describe Shay's Rebellion. How did it finally come to an end?

6. How did Shay's Rebellion lead to the end of the Articles of Confederation

Part 4: Federalist 10 and Brutus 1

Background Questions:

1. Who were the Federalists? What did they want in a government?

2. Who were the Anti-Federalists? What did they want in a government?

3. What groups in society were more likely to be Federalists? Anti-Federalists?

Required Documents: Federalist 10 and Brutus 1

Directions: Use the following documents to answer these questions. Fed 10 can be found here

https://avalon.law.yale.edu/18th_century/fed10.asp and Brutus 1 can be found here

<https://teachingamericanhistory.org/document/brutus-i/> . Questions 1-5 pertain to Federalist 10, 6-8 Brutus 1, and 9 on both!

1. What is a faction? Why are factions a problem in government?

2. What are the two methods for curing the mischiefs of faction? What are the two methods for removing the causes of faction?

3. What does Madison argue that the causes of faction cannot be removed?

4. Why does a republic do a better job of controlling the effects of faction than a pure democracy? Why does a large republic do a better job of controlling the effects of faction than a small republic?

5. Is Madison arguing in favor of majority rule or against it? Does he trust the masses to make enlightened choices or not? How does his answer to this question influence his approach to government?

6. According to Brutus, can a large republic sufficiently protect the rights of the people and the state, or is a confederation the only way to do so? Why?
7. Should a federal legislature be able to repeal state laws in order to impose federal laws? Why or why not?
8. Should a republic be made up of a small group of like-minded people, or is the diversity of opinion beneficial to the success of the federal government?
9. Whose arguments did you find yourself agreeing with more, Madison in Fed 10 or Brutus in Brutus 1? Why?

Part 5: Final One! The 6 Big Ideas of the Constitution.

Directions: Define the following Big Ideas of the Constitution, Explain why they are important, and Provide an example of each!!!

a. Limited Government

b. Popular Sovereignty

c. Republicanism

d. Checks and Balances

e. Separation of Powers

f. Federalism

Congrats you did it!!!!