



2020 AP Exam Prep

*for student success with the
AP US Government & Politics Exam*



GoPoPro

www.gopopro.com

AP® United States Government & Politics Exam

2020 Exam Format

The 2020 AP® GoPo Exam is at 4:00 pm Eastern Time on Monday, May 11, 2020.

Due to the Coronavirus Pandemic the AP US Government and Politics Exam has been altered for 2020.

Highlights of changes for 2020 exam:

- ★ The exam will be taken online at home!
- ★ The exam will last 40 minutes!
- ★ The exam will consist of only TWO Free Response Questions!
- ★ Yes, there are NO multiple choice questions on the exam!

Free Response Questions

2 mandatory Questions. 40 minutes. 100% of exam grade.

- **Argument Essay:** Develop an argument in the form of an essay, using evidence from one or more required foundational documents **(25 minutes. 60% of total score)***
- **Concept Application:** Respond to a political scenario, explaining how it relates to a political principle, institution, process, policy, or behavior **(15 minutes. 40% of total score)***

These question formats and scoring rubrics have been altered for 2020

AP Government and Politics Exam 2020

Test date and time	Exam Date: May 11 <ul style="list-style-type: none"> ● Hawaii Time: 10 a.m. ● Alaska Time: 12 p.m. ● Pacific Time: 1 p.m. ● Mountain Time: 2 p.m. ● Central Time: 3 p.m. ● Eastern Time: 4 p.m. 	
Exam timing	<p>Students will have 25 minutes to read and respond to Question 1, and then 5 minutes to upload their response. After uploading the response to Question 1, students will have 15 minutes to respond to Question 2, with 5 additional minutes to upload their response to Question 2. Once their response to Question 1 has been submitted, they cannot go back to it.</p>	
Questions	Question 1 (25 minutes)	Question 2 (15 minutes)
% of exam weight (rounded)	60%	40%
Question name	Argument Essay	Concept Application
Question description	<p>Question 1 assesses students' ability to do the following:</p> <ul style="list-style-type: none"> ● Articulate a defensible claim or thesis that responds to the question and establishes a line of reasoning ● Provide evidence from 1 of the foundational documents listed in the question to support the claim ● Provide evidence from a second foundational document, or from knowledge 	<p>Question 2 presents students with an authentic scenario, and assesses students' ability to do the following:</p> <ul style="list-style-type: none"> ● Explain the effects of a political institution, behavior, or process ● Transfer understanding of course concepts and apply them in a new situation or scenario

	<p>of course concepts, to support the claim</p> <ul style="list-style-type: none"> Use reasoning to explain why both pieces of evidence support the claim 	
<p>Corresponding free-response question (FRQ) type in the course and exam description binder</p>	<p>FRQ 4. Follows the question type and scoring for FRQ 4, with the following modifications to the Scoring Guidelines:</p> <ul style="list-style-type: none"> Additional point added to Row B for a second piece of evidence. Additional point added to Row C to assess reasoning separately for each piece of evidence. Row D (Alternative Perspective) is eliminated from this year's scoring. 	FRQ 1
<p>Units eligible for 2020 exam</p>	Units 1–3	
<p>Units not included in 2020 exam</p>	Units 4–5	
<p>Make-up test date and time</p>	<p>Date: June 1</p> <ul style="list-style-type: none"> Hawaii Time: 6 a.m. Alaska Time: 8 a.m. Pacific Time: 9 a.m. Mountain Time: 10 a.m. Central Time: 11 a.m. Eastern Time: 12 p.m. 	

Check out our great [online review](#) companion

2020 Exam Content

The AP Curriculum

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

The 2020 AP® GoPo exam covers 3 different units of study.

- **Unit 1** Foundations of American Democracy
- **Unit 2** Interactions Among Branches of Government
- **Unit 3** Civil Liberties and Civil Rights

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- Unit 4 will NOT be covered on the exam
 - Unit 5 will NOT be covered on the exam

*(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
1	Foundations of American Democracy
2	Interactions Among Branches of Government
3	Civil Liberties and Civil Rights

The AP Exam

AP Exam Format

Questions	# of Questions	Timing	Percent of Total Exam Score
Free Response	2 mandatory	40 minutes	100%
FRQ #1 Argument Essay	1	25 minutes	60%
FRQ #2 Concept Application	1	15 minutes	40%

The AP® GoPo exam covers required [9 Foundational Documents](#) and [15 Landmark Supreme Court Cases](#).

[Required Foundational Documents](#)

- [Federalist No. 10](#)
- [Brutus No. 1](#)
- [The Declaration of Independence](#)
- [The Articles of Confederation](#)
- [The Constitution of the United States](#) (Including the Bill of Rights and following Amendments)
- [Federalist 51](#)
- [Letter from Birmingham Jail](#)
- [Federalist No. 70](#)
- [Federalist No. 78](#)

[Required Landmark Supreme Court Cases](#)

- [Marbury v. Madison, 1803*](#)
- [McCulloch v. Maryland, 1819*](#)
- [Brown v. Board of Education, 1954*](#)
- [Gideon v. Wainwright, 1963*](#)
- [Tinker v. Des Moines Independent Community School District, 1969*](#)
- [Roe v. Wade, 1973*](#)
- [United States v. Lopez, 1995*](#)
- [Baker v. Carr, 1961*](#)
- [Engel v. Vitale, 1962*](#)
- [New York Times Company v. U.S., 1971*](#)
- [Schenck v. United States, 1919*](#)
- [McDonald v. Chicago, 2010*](#)
- [Shaw v. Reno, 1993*](#)
- [Wisconsin v. Yoder, 1972*](#)
- [Citizens United v Federal Election Commission \(FEC\), 2010*](#)

Check out our great [online SCOTUS](#) companion

Foundational Documents Organizer

Title (ALL CAPS)	
Author(s)	
Year	
Main Point	
Make a claim about its 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	
Visual	<i>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.</i>

You should complete this organizer for each of the 9 [Primary Source Document](#).
Keep them in a binder or folder which you can use to make connections and review.

Landmark Cases Organizer

Case Name	
Case Date	
Chief Justice	
Amendment	
Background	
Court Ruling (#s & dissent)	
Constitutional Issue & Significance	
Ranking	
Image	<i>On the back of this sheet, draw your SCOTUS case! 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.</i>
Related Cases	

Test Tech Tips

You will be taking this exam on the internet!

Obviously, you will need internet access and an internet connected device. If you do NOT have internet access or a connected device please contact the College Board immediately.

<https://collegeboard.tfaforms.net/74>

If possible, for test day make sure you will have:

- Uninterrupted internet access for the duration of the 45 minute test.
 - A space to test where you will not be interrupted.
 - Get to your test site (your computer, tablet, or smartphone) at least ten minutes before the test begins.
 - Tell your family, friends, neighbors, dogs, whoever you will be around to please give you some space for this important test.
 - Do a [power pose](#) before you begin testing!
-

Let's work to make this test about what you know and how you can think about government and politics, instead of being about your tech prowess. Try to use tech that is simple and easy for you.

If you use the same computer every day you should use that computer on exam day.

If you sit in the same place to learn politics and practice for the test every day, sit there for the test.

Also, don't even think about cheating. It's wrong. You don't need to. They will catch you. Don't do it.

Now let's talk about what's on the AP Exam! It's changed but that shouldn't bother you since you've never taken it before! In fact, I'll argue that the exam changes are going to make you successful!

UNIT 1–Foundations of American Democracy

Unit	Title and Topics
1	Foundations of American Democracy Separation of Powers Checks and Balances Federalism Theories of Democracy Constitutional Convention Founding Documents

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*](#) and [*The Articles of Confederation*](#)

[*The Constitution of the United States*](#)

[*Federalist No. 10*](#) v. [*Brutus No. 1*](#)

[*Federalist No. 51*](#)

[*Marbury v. Madison*](#)

[*McCulloch v. Maryland*](#)

[*United States v. Lopez*](#)

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](#)

Check out these [Unit 1 class starters](#)

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 AAAARRRRRRRRRR!
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

Take any three of the following terms to write onto a venn diagram (following page), then fill in the venn diagram with ways the three terms are similar and different.

Repeat with another three terms, until you have used all of the terms.

Federalism

Bill of Rights

U.S. Constitution

Federalist No. 78

Brutus 1

Declaration of Independence

Articles of Confederation

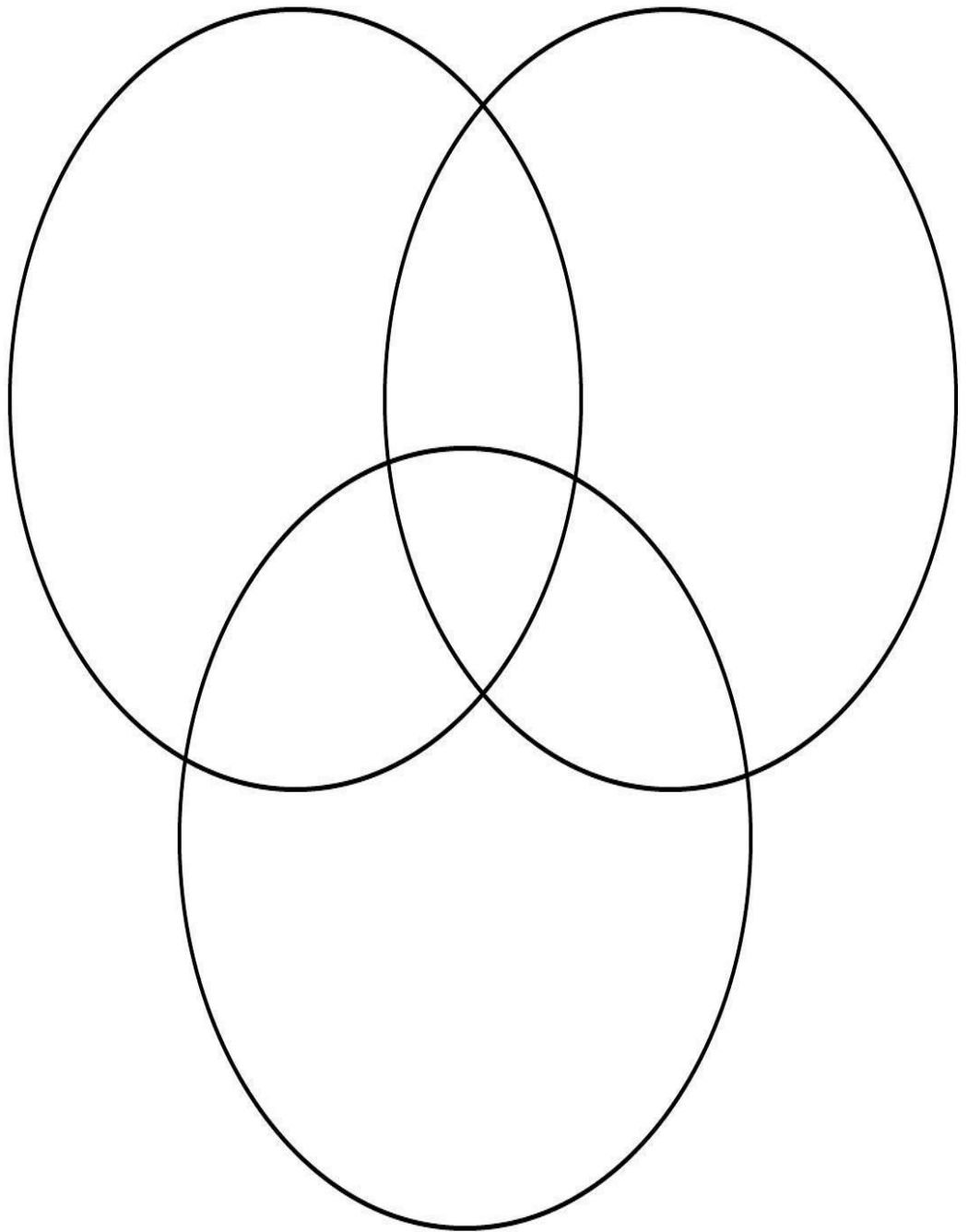
Marbury v. Madison

McCulloch v. Maryland

Checks and Balances

U.S. v. Lopez

Federalist No. 51



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 its name?

There will be NO multiple choice questions on the exam, but the following practice test will be good practice in understanding the concepts and content from the unit.*

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.

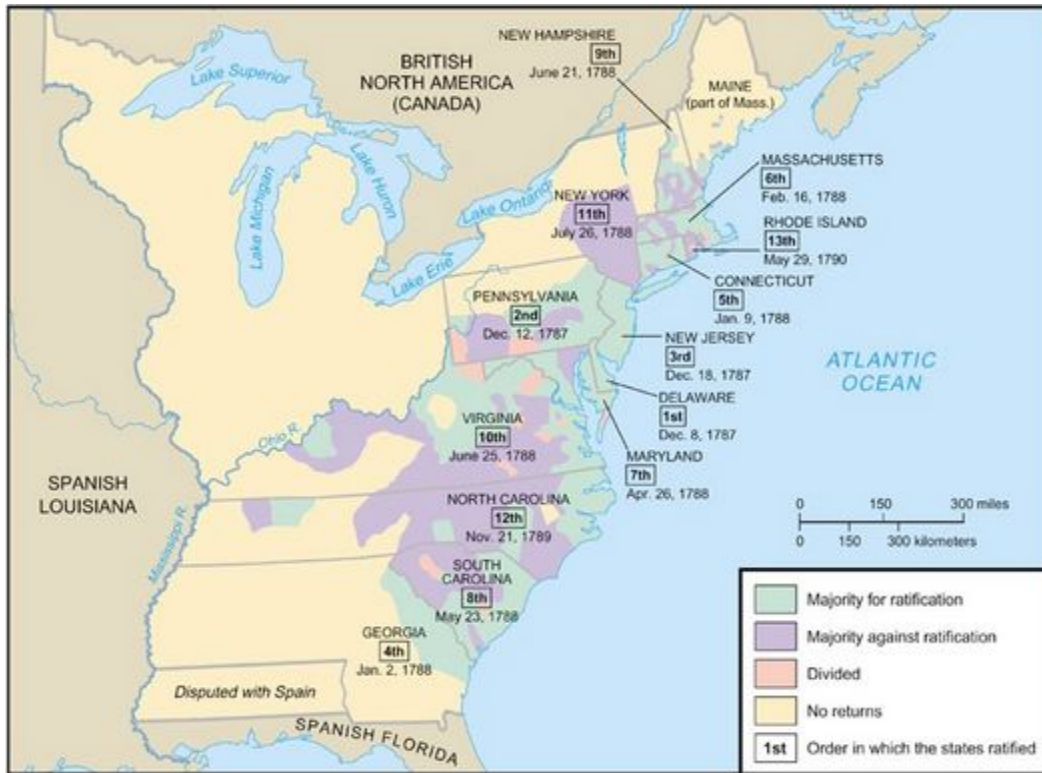
1. Which of the following was the most important constitutional issue in the landmark Supreme Court case, *United States v. Lopez* (1995)?
- A. The legitimacy of Checks and Balances
 - B. The limits of Congress' ability to legislate with the commerce clause
 - C. The power of the states to exercise Immigration enforcement
 - D. 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?
- A. The First Amendment
 - B. The Declaration of Independence
 - C. The Preamble of the U.S. Constitution
 - D. The Bill of Rights
3. One of the main reasons for writing the document that is quoted in the excerpt above was to
- A. Establish a system of Checks and Balances
 - B. Establish a justification for ending the Articles of Confederation
 - C. Express to the world the reasons for American separation from Britain
 - D. Convince states to ratify the U.S. Constitution
4. When anti-Federalists wrote *Brutus No. 1*, which of the following was their main goal?
- A. Get the Southern states to agree on the Three-fifths Compromise
 - B. End Judicial Review
 - C. Stop the ratification of the U.S. Constitution
 - D. Argue for a bicameral legislature

Questions 5 and 6 refer to the map below.



RATIFICATION OF THE CONSTITUTION

5. The map illustrates which of the following.
 - A. Which states were for and which were against fighting the War of Independence
 - B. The order of ratification of the US Constitution.
 - C. The popularity of the Louisiana purchase by states
 - D. Which states had slave populations greater than white populations

6. Of all of the following, which was **LEAST** important issue at the Constitutional Convention?
 - A. Representation of states
 - B. Status of slaves
 - C. Composition of legislature
 - D. Women's rights

7. Which of the following issues was most central in the ruling of *McCulloch v. Maryland* (1819)?
 - A. Interpretation of the First Amendment
 - B. Slavery
 - C. The constitutionality of the Louisiana Purchase
 - D. Federalism

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

	<u>Articles of Confederation</u>	<u>U.S. Constitution</u>
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?

	<u>Federalists</u>	<u>Anti-Federalists</u>
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;

- A. Power is decentralized and strongly vested in the states or subnational units
- B. Subnational units of government do not exist
- C. All laws are exactly the same in all states
- D. 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
4	Institutions of Government Congress Presidency Judiciary Bureaucracy Institutions, the Political Process, and Citizens

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](#)

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](#)

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 an 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?
 - A. Agriculture
 - B. District of Columbia
 - C. Ways and Means
 - D. Conference Committee

2. Logrolling refers to
 - A. shift of parties from majority to minority status in either house
 - B. trading votes with colleagues
 - C. gerrymandering of House districts
 - D. when a bill goes from subcommittee to committee

3. Which of the following best describes pork barrel politics?
 - A. Senators from states with agricultural economies promote pig farming.
 - B. Voters in rural areas support different issue positions than do voters in metropolitan areas.
 - C. Members of Congress negotiate bills so that individual districts get money for projects that do not necessarily benefit the nation as a whole.
 - D. Members of the Senate Judiciary Committee refuse to endorse president's court nominees

4. During midterm elections
 - A. The president's party always loses seats
 - B. The president's party never loses seats
 - C. The president's party tends to lose seats
 - D. 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:
- A. the member nominated by the president
 - B. the senior member of the majority party
 - C. the one selected by the entire chamber
 - D. the one with the greatest vote margin in their district
 - E. the best Jell-O wrestler of the group
 - F. 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
- A. According to the chair of their committee
 - B. According to their personal ideology
 - C. In keeping with the desires of their constituents
 - D. According to the pressure of lobbyists
7. A discharge petition does which of the following
- A. ends a filibuster
 - B. forces a bill out of committee
 - C. censures a member of Congress
 - D. sends a bill to conference committee
 - E. Sends all committee members running for their gas masks
8. Conference committees
- A. Register bills to be introduced on the floor and schedule debate
 - B. Handle proposed legislation that deals with more than one area of policy
 - C. Work out compromises between house and Senate versions of bills
 - D. 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
- A. Conducting oversight
 - B. Filibustering
 - C. Introducing another bill
 - D. Log rolling
10. The more than 400 amendments have offered to the recent H.R. 1, House Appropriations Bill, is an example of
- A. a discharge petition
 - B. an authorization bill
 - C. a vote of cloture
 - D. 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
2	Institutions of Government Congress Presidency Judiciary Bureaucracy Institutions, the Political Process, and Citizens

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](#)

Check out these [Unit 2 class starters](#)

Unit 2 - Part 2 - Presidency 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.

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](#)

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.

- Describe two enumerated powers Congress has in making foreign policy.
- Describe two expressed powers the president has in making foreign policy.
- Explain how executive agreements expand the president's ability to implement foreign policy.
- 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.

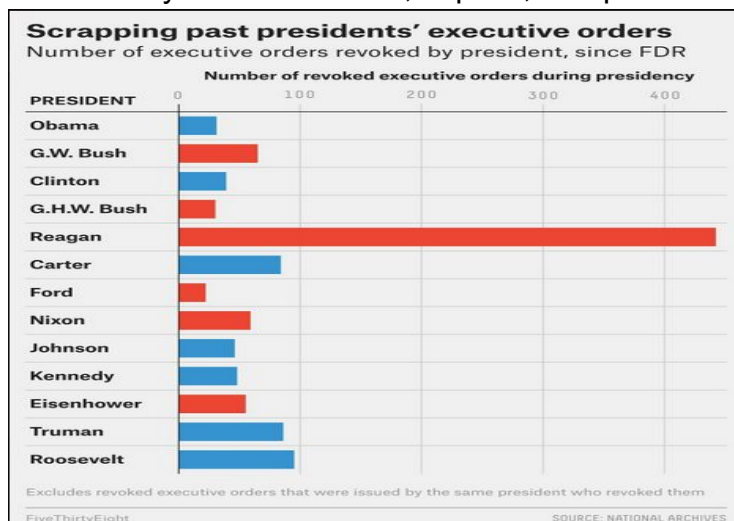
- Describe the primary constitutional conflict between Congress and the President over the decision to go to war.
- Describe two provisions of the War Powers Resolution that were designed to limit the President's power over war making.
- The War Powers Resolution has received mixed reviews, but Congress 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
 - A. advise the president in foreign affairs
 - B. preside over the Senate and to vote in case of a tie
 - C. serve as the president's good will ambassador to other countries
 - D. chair government commissions at the President's request

2. In vetoing a bill, the President does which of the following?
 - A. Rejects only a part of the bill without rejecting it entirely.
 - B. Decides on a bills constitutionality.
 - C. Sends the bill back to its original committee for further review.
 - D. Rejects all sections of the bill.

3. Which of the following is true of divided government
 - A. There are less presidential vetoes during divided government
 - B. Less money is spent by the federal government during divided government
 - C. There is more agreement in politics during divided government
 - D. Divided government has happened very rarely in the last half century

4. In general, Congress is most likely to defer to the President:
 - A. in times of international crisis
 - B. in the area of social policy
 - C. late in the president's term
 - D. when the economy is weak

5. The primary function of the White House staff is to
 - A. Carry out policy
 - B. Advise the president
 - C. Represent the bureaucratic agencies
 - D. Act as liaison with members of Congress

6. Which of the following are powers of the president?
 - A. granting pardons
 - B. dismissing Supreme Court justices
 - C. appointing every member in the bureaucracy
 - D. Declaring war

7. Which of the following is the most likely consequence of divided government?
 - A. Reorganization of the federal bureaucracy
 - B. Conflict between states
 - C. Delays in confirmation of federal court nominees
 - D. Conflicts between national government and states

8. Executive orders by the president are primarily issued to
- A. Reorganize the chairs of committees of the legislative branch
 - B. Negotiate treaties with foreign countries
 - C. Direct action by the federal bureaucracy
 - D. Resolve conflict between state governments
9. Which of the following factors is the greatest influence on a citizen's approval of the president?
- A. The citizen's party affiliation.
 - B. The president's success in working with Congress.
 - C. The citizen's state of residency.
 - D. The president's success in diplomacy.
10. Which of the following tasks falls to the vice president?
- A. Leading cabinet meetings
 - B. Presiding over the Senate
 - C. Commanding the military
 - D. Determining the federal budget
11. Among the executive branch's checks on the legislative branch is their power to
- A. override a veto
 - B. introduce bills to the floor of Congress
 - C. break a filibuster
 - D. break a tie in the Senate
 - E. levitate and use his x-ray vision
12. The President's chief of staff is often referred to as the gatekeeper because
- A. The chief of staff must approve any nominees to the executive branch
 - B. Access to the president is usually controlled by the chief of staff
 - C. The chief of staff decides on funding for different departments of the executive branch
 - D. 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
- A. Department of the Treasury
 - B. Congressional Budget Office
 - C. Office of Management and Budget
 - D. 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
2	Institutions of Government Congress Judiciary Judiciary Bureaucracy Institutions, the Political Process, and Citizens

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](#)

Check out these [Unit 2 class starters](#)

UNIT 2 – Interactions of Government

Part 4 - Bureaucracy

Unit	Title and Topics
2	Institutions of Government Congress Presidency Judiciary Bureaucracy Institutions, the Political Process, and Citizens

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

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](#)

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.
 - a. Describe two fundamental beliefs of judicial conservative
 - b. Describe two fundamental beliefs of judicial activists.
 - c. 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 (relative to the others)	Question You Have

There will be NO multiple choice questions on the exam, but the following practice test will be good practice in understanding the concepts and content from the unit.*

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.

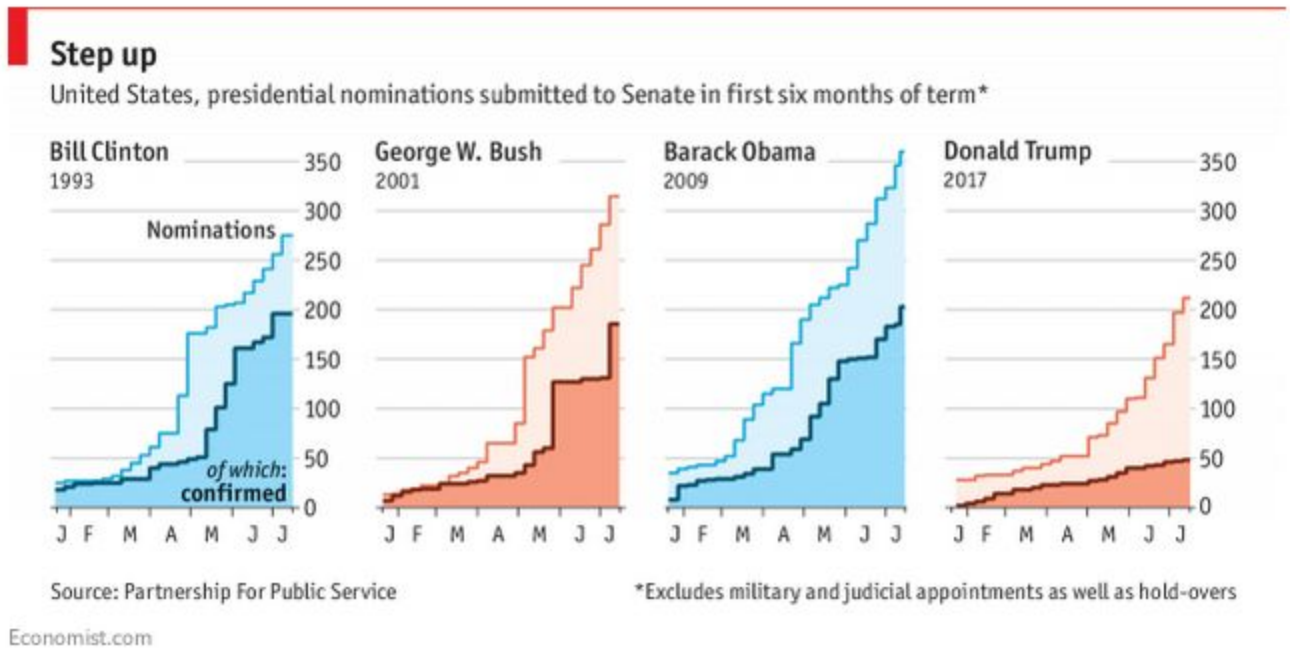
There can be no need, however, to multiply arguments or examples on this head. A feeble Executive implies a feeble execution of the government. A feeble execution is but another phrase for a bad execution; and a government ill executed, whatever it may be in theory, must be, in practice, a bad government."

1. This quotation comes from which of the following sources?
 - A. Brutus 1
 - B. The Declaration of Independence
 - C. Federalist No. 70
 - D. The Bill of Rights

2. James Madison, author of the excerpt above, in the writing is concerned chiefly with which of the following:
 - A. Federalism
 - B. Establish a justification for ending the Articles of Confederation
 - C. Bicameralism and judicial review
 - D. The power of the executive

3. If the Supreme Court reaches a tie on a decision on a case which of the following happens
- The Supreme Court Chief Justice gets to decide the verdict
 - The next lowest court's ruling stands.
 - The Vice President gets to break the tie
 - 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:
- The number of nominees varies by president, as does the rate of confirmation
 - All four presidents had the same number of appointments
 - Republican presidents always make more nominations in their first six months in office than Democrats
 - 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:
- Federalism
 - Checks and balances
 - Judicial review
 - Pluralism

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

- A. control the budgetary process
- B. have an independence from the President that is guaranteed by the Constitution
- C. find it easier to marshal public support than does the President
- D. 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?

	<u>Judiciary</u>	<u>Bureaucracy</u>
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?

	<u>Presidential</u>	<u>Congressional</u>
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:

- A. Bank interest rates
- B. Government spending
- C. Oil prices
- D. Troop-strength levels of the armed services

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

- A. They must be citizens of the US
- B. They serve two-year terms of Office
- C. They can have their election chances directly affected by reapportionment
- D. 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
3	Civil Rights and Liberties Rights and the Judiciary Your Rights The 14th Amendment and Rights

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 <i>Letter from Birmingham Jail</i>	<i>U.S. Constitution</i> <i>Bill of Rights</i> <i>First Amendment</i> <i>Tinker v. Des Moines</i> <i>Schenck v. United States</i> <i>New York Times Co. v. U.S.</i>
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Primary Source Document

[Letter from Birmingham Jail](#)

Check out these [Unit 3 class starters](#)

Civil Liberties & Civil Rights 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.

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](#)

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

- A. Upheld the constitutionality of the Civil Rights Act
- B. Ruled that the government could not violate the Establishment Clause
- C. Ruled that even students are entitled to certain rights at school
- D. Ruled that states could not violate an individual's 4th Amendment rights
- E. Ruled that an arrestee must be told of their rights
- F. Guaranteed every defendant a court appointed lawyer
- G. 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

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:

- A. libel
- B. flag burning
- C. political demonstrations
- D. criticizing government officials

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

- A. Article VI of the Constitution
- B. The establishment clause
- C. The Religious Freedom restoration Act
- D. The free exercise clause

3) The "wall of separation" doctrine refers to the

- A. Division between levels of government
- B. Unique powers possessed by each branch of government
- C. Division of church and state
- D. 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

- A. remain silent
- B. be represented by a lawyer
- C. negotiate a plea bargain
- D. receive a speedy and public trial

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

- A. due process clause of the Fifth Amendment
- B. Eighth Amendment restriction against cruel and unusual punishment
- C. abolition of slavery by the Thirteenth Amendment
- D. "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 1 st Amendment was the basis for the Engel v Vitale ruling?

Civil Liberties

100	What are the five liberties of the 1 st 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?

There will be NO multiple choice questions on the exam, but the following practice test will be good practice in understanding the concepts and content from the unit.

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?

- A. *Schenck v. U.S.* (1919)
- B. *Tinker v. Des Moines* (1969)
- C. *N.Y. Times v. U.S.* (1971)
- D. *Engel v. Vitale* (1962)

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

- A. Set limits to freedom of speech
- B. Balanced between the free exercise clause and the establishment clause
- C. Established the doctrine of judicial review
- D. Used the 14th Amendment to incorporate the 5th Amendment

3-This ruling, like all Supreme Court rulings:

- A. Was read aloud at the beginning of oral arguments.
- B. Must be unanimous to have the force of law.
- C. Is based upon the Court’s understanding of the Constitution.
- D. Applies only to the federal government.

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

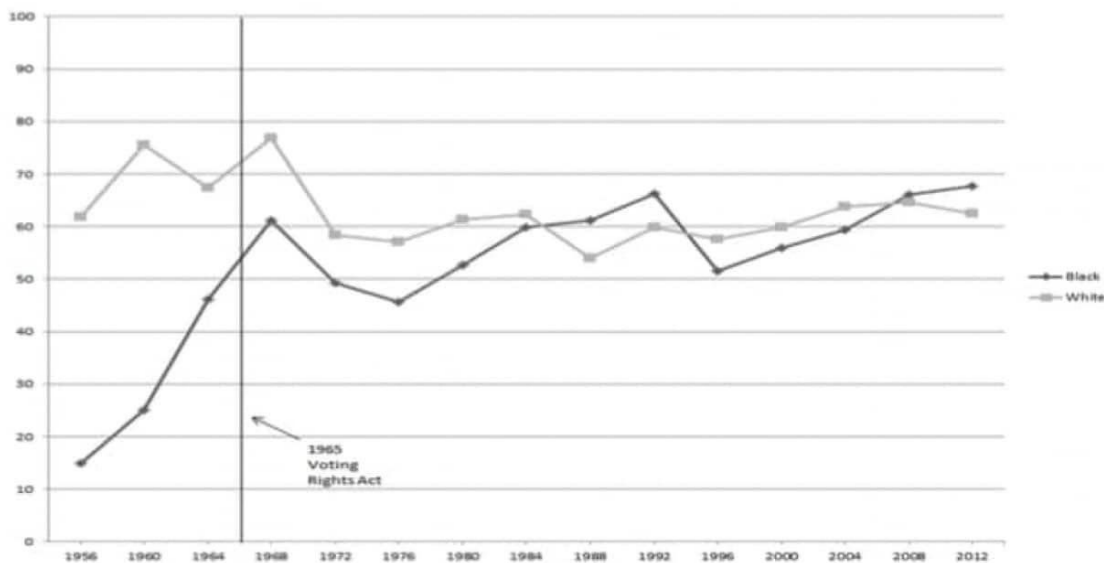
- A. It led to an immediate and permanent integration of all American schools.
- B. It overturned the separate but equal doctrine and established a new precedent.
- C. Like all Supreme Court cases, it was argued before the Court by the U.S. Attorney General
- D. Its ruling has been overturned by subsequent 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?

- A. The right to privacy
- B. The right to counsel
- C. Freedom of Assembly
- D. The writ of habeas corpus

Questions 6-7 refer to the following graph

Figure 2: Black and White Presidential Election Voter Turnout in Former Confederate States, 1956-2012. (Percent of Voting Age Population)



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

- A. Today, less than half of eligible Black voters turnout in elections in the south.
- B. The Voting Rights Act had no impact on voting rate in the South.
- C. Before the Voting Rights Act, Black voting rates were much higher than White voting rates in the south.
- D. 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?

- A. It was part of the Civil Rights Movement against racial discrimination in the United States
- B. It was ruled unconstitutional in its entirety by the Supreme Court
- C. It was the subject of harsh criticism by Dr Martin Luther King in his Letter from Birmingham Jail
- D. 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?

	<u>Wisconsin v. Yoder (1972)</u>	<u>Tinker v. Des Moines (1969)</u>
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?

	<u>Roe v. Wade (1973)</u>	<u>Brown v. Board (1954)</u>
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	Overtured 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:

- A. Shame the Johnson Administration into signing the Civil Rights Act
- B. Convince Southern Christian preachers of the justice of his cause
- C. Alert the Supreme Court to his lack of habeas corpus rights
- D. 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)		



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 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

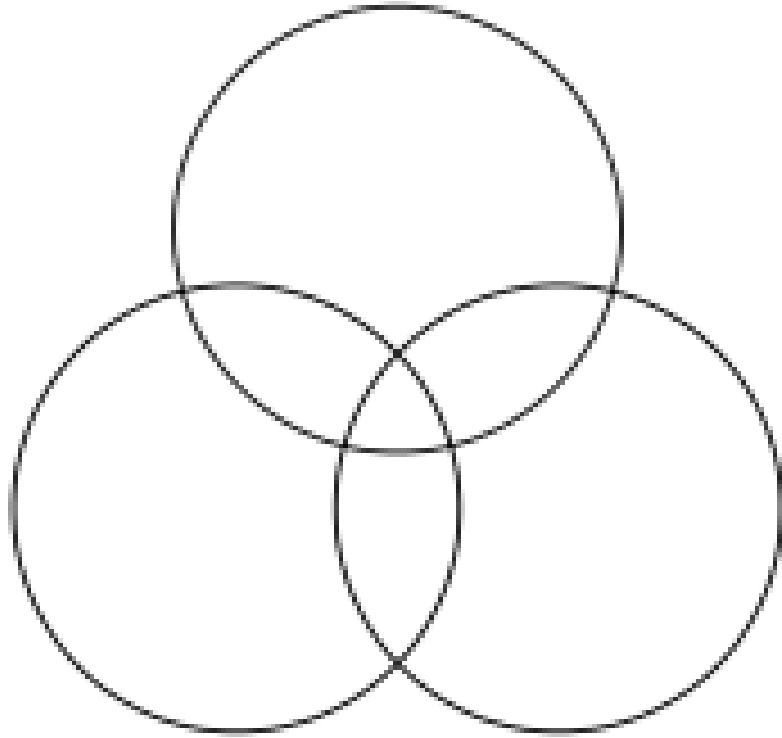
1. Except for FRQ #4 the FRQ is not an ESSAY! You do NOT need to write an introduction or conclusion
2. Organize your thoughts and make an outline before you write your answer
3. Facts, facts, facts please - and a good example never hurt!
4. We count on for what’s right, not off for what’s wrong (value 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

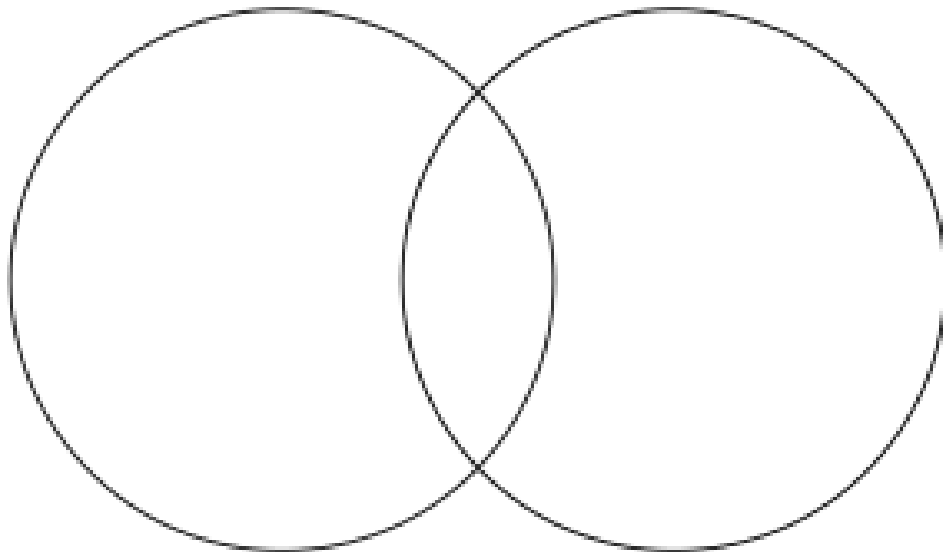
1. _____
2. _____
3. _____
4. _____
5. _____

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

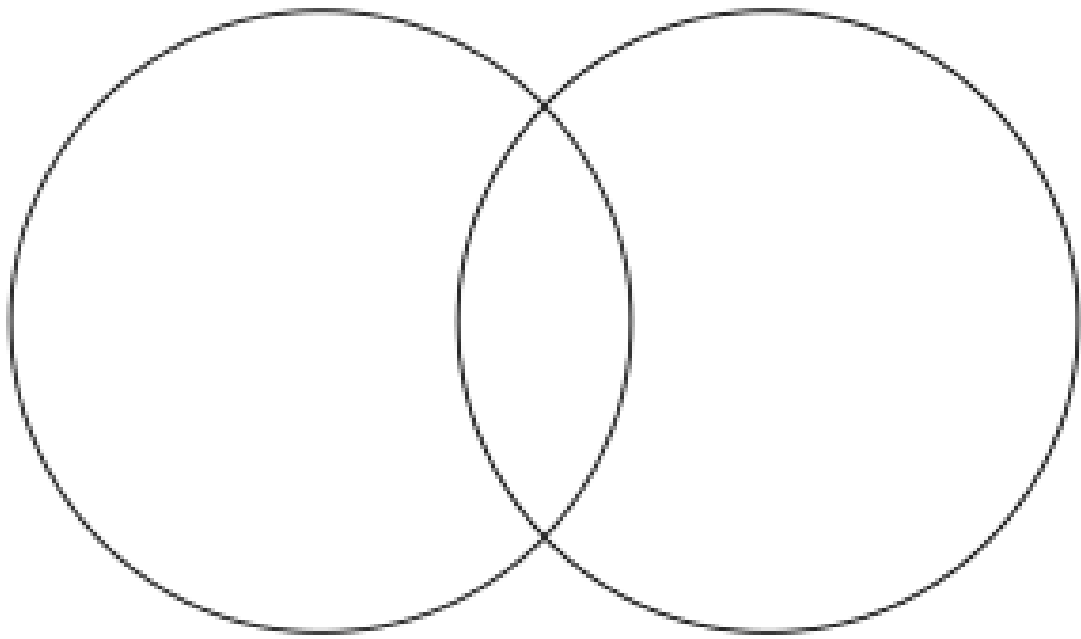
Fun with Venn Diagrams (you should be able to fill in at least 3 things in each area!)



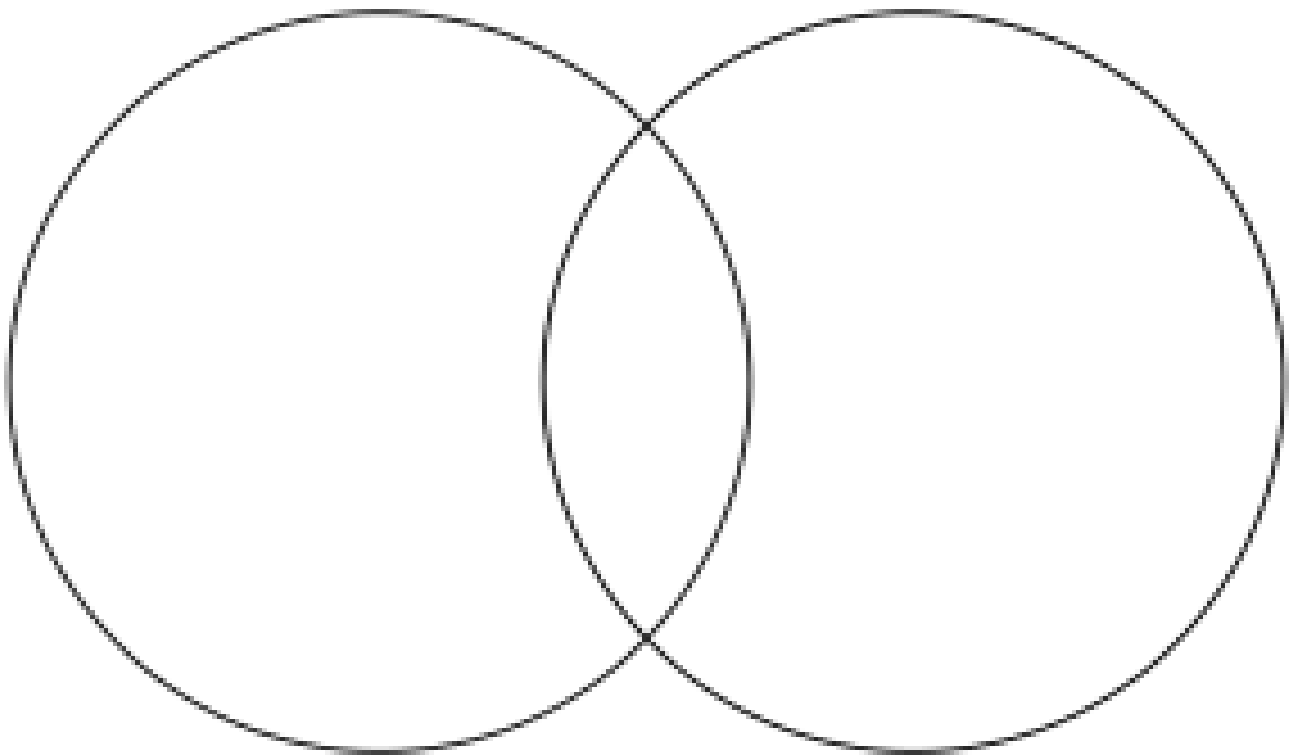
1. Powers of the three Branches of government



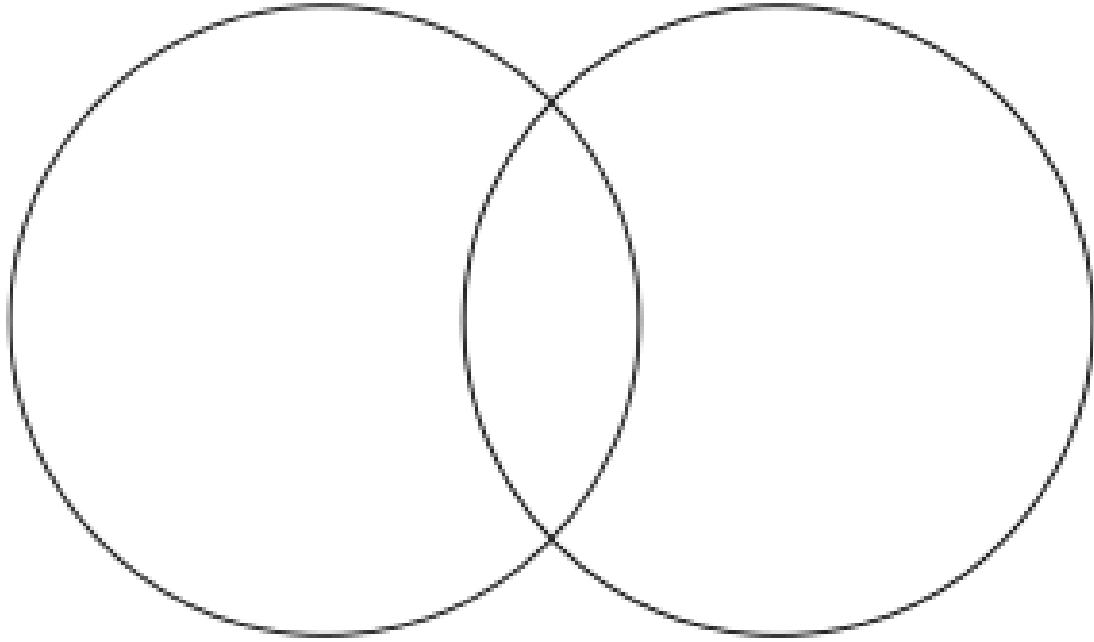
2. POTUS v Congress



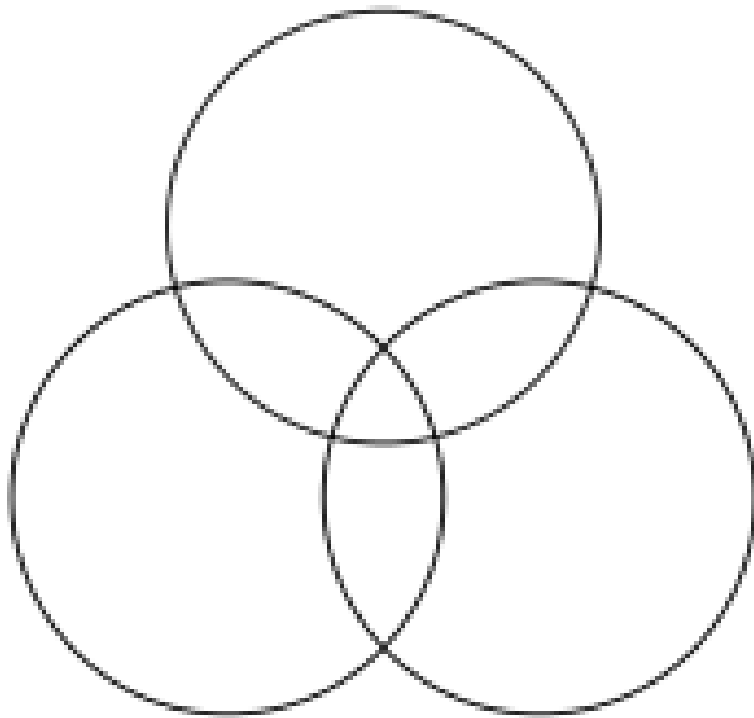
3. House v Senate



4. Conservatives v Liberals



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!

Final Documents and Cases Review

Take any three of the court cases or any three of the foundational documents to write onto a venn diagram (following page), then fill in the venn diagram with ways the three terms are similar and different. Repeat with another three terms, until you have used all of the terms.

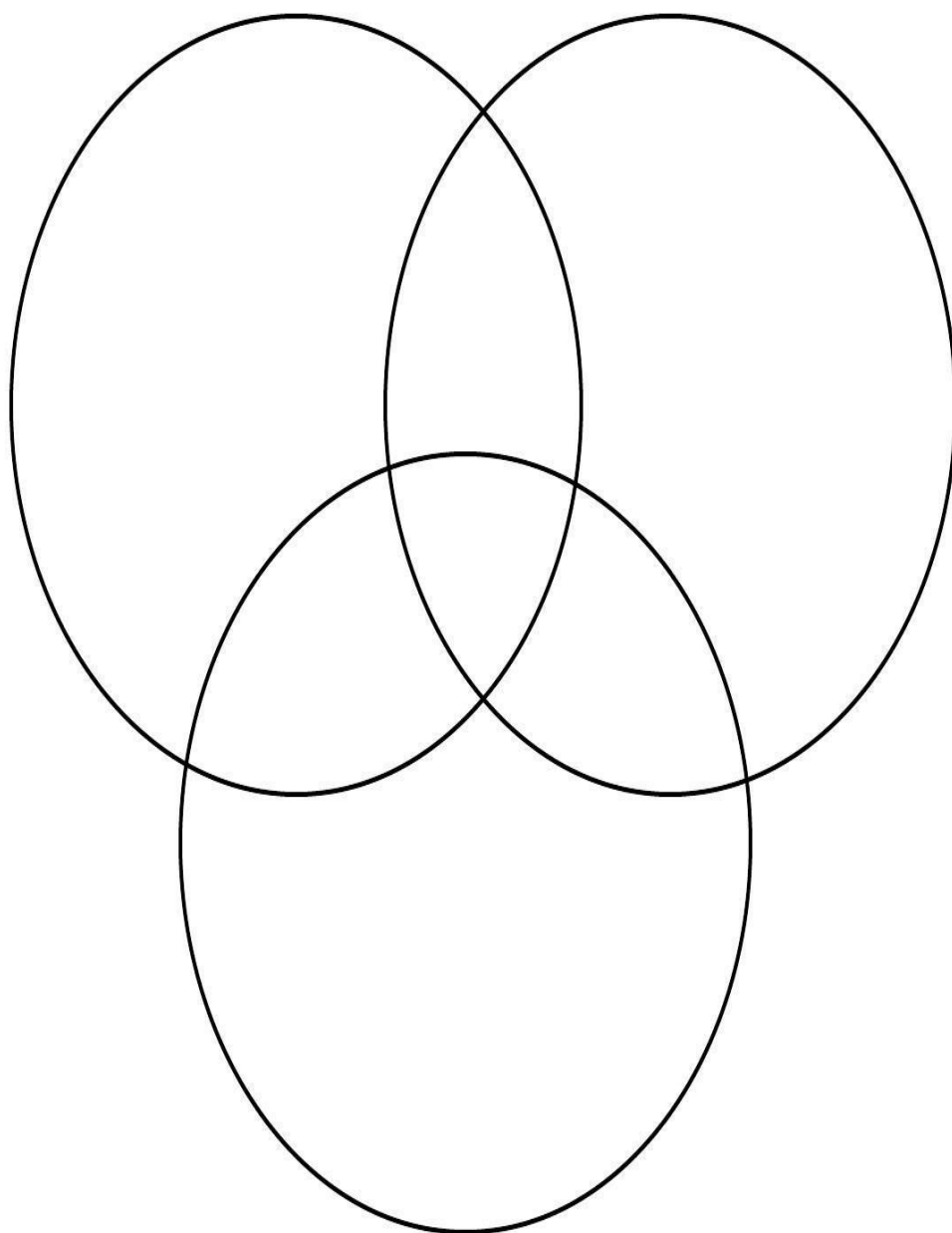
The AP® GoPo exam covers required [9 Foundational Documents](#) and [15 Landmark Supreme Court Cases](#).

Required Foundational Documents

- [Federalist No. 10](#)
- [Brutus No. 1](#)
- [The Declaration of Independence](#)
- [The Articles of Confederation](#)
- [The Constitution of the United States](#) (Including the Bill of Rights and following Amendments)
- [Federalist 51](#)
- [Letter from Birmingham Jail](#)
- [Federalist No. 70](#)
- [Federalist No. 78](#)

Required Landmark Supreme Court Cases

- [Marbury v. Madison, 1803*](#)
- [McCulloch v. Maryland, 1819*](#)
- [Brown v. Board of Education, 1954*](#)
- [Gideon v. Wainwright, 1963*](#)
- [Tinker v. Des Moines Independent Community School District, 1969*](#)
- [Roe v. Wade, 1973*](#)
- [United States v. Lopez, 1995*](#)
- [Baker v. Carr, 1961*](#)
- [Engel v. Vitale, 1962*](#)
- [New York Times Company v. U.S., 1971*](#)
- [Schenck v. United States, 1919*](#)
- [McDonald v. Chicago, 2010*](#)
- [Shaw v. Reno, 1993*](#)
- [Wisconsin v. Yoder, 1972*](#)
- [Citizens United v Federal Election Commission \(FEC\), 2010*](#)



FRQ #2

Concept Application Question

40% of AP Exam Score

[Writing the Concept Application Question - CAQ](#)

Okay, so you are pretty freaked out about the sudden changes in the 2020 AP exam. Fear not; we've got you covered. Here goes.

There are two FRQs on this year's totally rearranged exam.

1. Argument Essay - (25 minutes. 60% of your score)
2. Concept Application Question (15 minutes. 40% of your score)

It's not going to be so bad. Let's start with the easier of the two, #2) Concept Application Question. **Pro Tip: the concept application question is really pretty easy.** You can do this!

This year, all of a sudden, the entire AP exam is only two questions. When you think about it, that's sort of cool. If someone had said to me, instead of answering 55 multiple choice questions and four Free Response Questions, this year you will only have to answer two Free Response Questions on the entire AP exam I probably would have said: bring it! But whether or not you like it, the reality is there are only two questions on the AP exam. So let's work to make sure we can get maximum credit on those two questions. Today we will start by tackling the easier and shorter type of question: The **Concept Application Question**. The good news is that this type of question is a piece of cake. There's lots of things you can do to prepare for the **Concept Application Question**, or the "CAQ!" Wait, that doesn't sound so good. Actually, let's call it the **Concept Application Question**, after all.

First of all, think about current events related to AP Gov. Yes, there's lots to think about, like everything happening right now with the crazy horrible coronavirus pandemic. So think for a moment about current events like states legalizing marijuana, student speech rights, school shootings, border policy, or the coronavirus outbreak. Think about how any of these current events are related to or link back to the curriculum (what we learned in class). As you think about how states and the federal government are fighting over personal protective equipment or ventilators, what you learned in class about federalism, the rights and powers of states, and the powers of the federal government can help you understand the fight. All the things you learned in class, the textbook, or your readings can help you understand what's going on out there in the real world. Your class provides the why to any real world political question. Whenever your great aunt Maude says, "Can Donald Trump really do that?" You will have the answer, which will come from your knowledge of GoPo. This will, of course, make you a hero to your family, but

even better, when social distancing is over and we can all go on dates again, some cutie patootie will think you are super smart and want to be your friend. To practice the analytical reasoning skills from GoPo, specifically in the case of the **Content Application Question**, make sure you can understand how all you know about GoPo explains the *why* of current events. Many Americans know that there is a shortage of ventilators, a good GoPo student can explain why there is a shortage and what the POTUS can and can't do about it and what exactly the Constitution and our political history says about what the federal government can and can't do about it. By the way, say POTUS to any cutie patootie and they will think you are super-cool! A casual reference of these cool GoPo terms are a winner in any social situation!

So, you can basically practice the Concept Application Question right now, right in your brain by asking yourself hard questions. Can the President order General Motors to produce ventilators? And then following that up with some facts that help explain why. If you can do that kind of thing then you are going to get maximum points on almost half of the total AP exam. SWEET!

Give it a shot. Think of any current event: 2020 presidential election, FEMA response to coronavirus, President shutting down all flights from CHina, etc. and ask yourself - well why is it that way and what does the constitution say to explain why it's that way. So practice, practice, practice thinking through this kind of question. Practice doesn't always make perfect, but it usually makes better! It will lower everybody's blood pressure, and on exam day this sort of question will seem familiar and hopefully even feel like a breeze!

Let's work through this example to see how the Concept Application Question thingy works.

Free-Response Question

Directions:

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

It is suggested that you spend approximately 15 minutes each on this question.

Unless directions indicate otherwise, respond to all parts of all 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 in 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 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 there on their own.

First, read the scenario with your hands (that 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 special government and politics terms (like federalism), 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.

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 in their state, its possession is still a federal crime.

NPR, January 29, 2018

So basically, you might possibly have done the following with your test :

Circle

Schedule I
recreational

Underline

Act
U.S. Congress
legal/legalized
federal

Star

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

Marking up the paper is a good way to focus your attention. And remember, students, you will have a TON of time to answer this very short and simple little question so you have time for all this marking and thinking before you write your answer.

One last thing, and this is important, take a second and write a super-short synopsis of the scenario. For example, you could write: *Now that marijuana is legal in 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.*

Take the time to make sure you see what the issue is and where you are headed. And break out all of your amazing GoPo knowledge as you wonder about the issue at the heart of the scenario- *well why is it that people are afraid to invest in something that is legal in a state? HmMMMMM.*

Okay. Let's get to work Now let's break the question down into parts and answer this bad-boy!

Pro Tip: Answer all the parts of the question!

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

Rewrite this sentence so that you can understand it!!!! For example, In North Carolina, where I'm from I would write something like: *What can them ol'boys in Congress do about this mari-juana investor mess?*

And then make a little chart listing maybe two or three things that answer that question.

*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! But really if you think about what Congress can do about anything at all it usually goes back to making a law. The other stuff is just icing on the cake.

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.

Rewrite in English!: How does the thing Congress did in part A (make a law) impact the states?

Quick Chart Time.

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

Easy peasy. They say that in North Carolina. Translation: _____
Now part c.

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

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

Quick Chart.

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 its 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. Remember, whatever you use in part A you have to use in part B.

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.	<p>The Congress can :</p> <ul style="list-style-type: none"> ● 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.	<ul style="list-style-type: none"> ● 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 the history of federalism in the United States.	<ul style="list-style-type: none"> ● Impacts balance of power between federal and state governments ● Constant struggle between federal v. state power going back to Federalists v. Anti-federalists <p>References to:</p> <ul style="list-style-type: none"> ● National Supremacy ● McCulloch v. Maryland ● Civil War 	1

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

And remember, every concept application question will have three parts and be worth **three points**.

You will be given **15 minutes** to answer every concept application question.

And most important of all, remember: **you've got this!**

Okay, that was so much fun let's try again. Let's just pause to remember that this free response question is always a **3 point question** which you have **15 minutes to answer**.

Free-Response Question

Directions:

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

It is suggested that you spend approximately 15 minutes on this question. Unless directions indicate otherwise, respond to all parts of all four questions. In your response use substantive examples where appropriate.

WASHINGTON — Scott Pruitt, the administrator of the Environmental Protection Agency, told a Senate panel on Wednesday that one of his employees had worked without pay on her personal time to find him a place to live, a service that Democrats said amounted to a violation of federal law...They were part of testimony before the Senate Appropriations subcommittee on the environment, the third congressional hearing Mr. Pruitt has faced in less than a month.

While President Trump has said he continues to support his embattled E.P.A. chief, senior members of the White House staff have opened a renewed push to persuade their boss to fire Mr. Pruitt.

New York Times, May 16, 2016

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

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

(B) In the context of the scenario, explain how the use of congressional power described in Part A can be affected by its interaction with the presidency.

(C) In the context of the scenario, explain how the interaction between Congress and the presidency can be affected by the public.

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 there on our 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.

WASHINGTON — Scott Pruitt, the administrator of the Environmental Protection Agency, told a Senate panel on Wednesday that one of his employees had worked without pay on her personal time to find him a place to live, a service that Democrats said amounted to a violation of federal law...They were part of testimony before the Senate Appropriations subcommittee on the environment, the third congressional hearing Mr. Pruitt has faced in less than a month.

While President Trump has said he continues to support his embattled E.P.A. chief, senior members of the White House staff have opened a renewed push to persuade their boss to fire Mr. Pruitt.

So basically, you would done the following on your test :

Circle

Scott Pruitt (remember him?)

Senate Appropriations Committee

Underline

Environmental Protection Agency.

Senate

Congressional hearing

President

White House staff

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 hearings 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 your attention. And remember, students, you will have a TON of time to answer this very short and simple little question.

Write a super-short synopsis of the scenario. For example, a student might write: *The dang Senate held hearings on ethical violations by the chief of the dagum EPA.*

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

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

Let's rewrite this in the vernacular! (English): *What can them ol'boys in Congress do about this mess?*

And then let's have 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?

- Hold hearings
- Investimigate (investigate)
- Withhold funding for an agency
- Pass a law
- Approval of nominees

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 can be affected by its interaction with the presidency.

Translation: What can the POTUS do about the thing you just wrote in part A.

Chart:

What can POTUS do?

- Fire administrators
- Make executive order
- Nominate new leadership
- Veto law

(C) In the context of the scenario, explain how the interaction between Congress and the presidency can be affected by the public.

Translate: How can the people impact what the COTUS and POTUS do?

Chart:

People power

- Vote
- Lobby
- Form interest group
- Protest
- Contact officials

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. And remember, whatever you use in part A you also much use in part B.

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 allegations outlined in the scenario.	<ul style="list-style-type: none">• The Congress can call hearing to investigate the bureaucratic response of the executive branch.• The Congress can make laws about the issue outlined in the scenario.• The Congress could refuse to approve presidential nominees.• Congress can change funding for bureaucratic agencies.	1
In the context of the scenario, explain how the use of congressional power described in Part A can be affected by its interaction with the presidency.	<ul style="list-style-type: none">• President can oversee the bureaucracy and their response to this situation.• The president could issue an executive order regarding executive agency rules on enforcement of gun laws• The president could nominate leaders to lead the bureaucracy (ATF, FBI, etc).• The president could work with the congress to pass legislation.• The president could use the bully pulpit to address the nation and pressure the public to urge lawmakers to act.• President could call a special session of Congress to address the scenario.	1
In the context of the scenario, explain how the interaction between the presidency and Congress can be affected by public opinion.	<ul style="list-style-type: none">• The public could call on Congress to hold hearing, investigate, fund/defund agencies, or make laws regarding the scenario. This could happen because of Congressional concern over public opinion polls, interest groups, campaign contributions, grassroots efforts, protest, and voting.	1

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

Now let's do the other FRQ - the (*ominous music playing*) Argument Essay!!!!

FRQ #1

Writing the Argument Essay

Argument Essay 2020: Develop an argument in the form of an essay, using evidence from one or more required foundational documents.

So this is the part of the test that has folks the most worried. And the argument essay is definitely a challenging portion of the test, but if you slow down, take your time, write clearly, show what you know, and most importantly ANSWER THE PROMPT you will do great!

Remember, **AP** stands for **Answer the Prompt!**

First of all, please keep in mind that the argument essay rules have changed for the 2020 exam. You can check out the College Board [Scoring Guidelines](#) to see exactly what they want. If you were trained on how to write the pre-coronavirus FRQ #4 argument essay you will be well prepared for the new 2020 version of this question. It's not totally different, just changed a little.

The **Argument Essay 2020** is a **25 minute, 7 point question** which counts **60% of your total exam grade**.

Now remember, when you look at the argument essay question in its entirety, in all its parts, all at once it can seem pretty daunting, but if you take your time and just answer each part of the question piece by piece you will do great and get lots of points!

We will walk you through the steps of how to break the question down but basically if you just read all parts of the question, answer all parts of the question you can get well.

Okay. Let's do this! We will walk you through a simulated prompt. Let's make this essay easy! Here's a sample argument essay question.

Free-Response Question

Directions:

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

It is suggested that you spend approximately 25 minutes on this question. Unless directions indicate otherwise, respond to all parts of all questions. In your response use substantive examples where appropriate.

The United States established an independent government to overthrow the bonds of British tyranny. Over time American democracy has grown and political equality has expanded.

1. Develop an argument that explains whether the American electoral process has achieved the 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 American political process.

- Use reasoning to explain why your evidence supports your claim/thesis

POINT 1 CLAIM

Wow. That's a whole lot of words to wrangle. So let's take it apart and break it down! You've got this. First let's get a point for making a **claim**.

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

Rewrite the prompt into a question:

Your sentence might look like this:

1. Has the American electoral process achieved the Framers' intent for American democracy?

Let's also take a second and make sure we know what all these fancy words mean.

Electoral process = how Americans vote

Framers = the old White guys who founded our nation

And remember, we want to make sure to connect both sides of the argument (electoral process) and (Framers) as we write using the word BECAUSE!

Cool. Now let's tackle our question. And this wasn't hard, we mostly just rearranged some words and added a question mark.

Now let's answer your question with a statement. Your answer should be a simple yes or no. answer Please avoid maybe, sort of, sometimes or other wishy washy words (wwws). Be sure your answer connects both parts of the argument with the word BECAUSE: The Framers' intent for democracy and the electoral system.

Try writing an answer in your own words:

Here's what an answer might look like:

Yes

The Framers established a democratic system where all men were equal. 200 years later, BECAUSE of an expansion of voter rights our electoral process America has moved closer to the democratic dream of the Framers. **1 point**

-Or-

No

The Framers wanted to overthrow the tyranny of Great Britain but BECAUSE they did not intend to create a full democracy of political equality they would be concerned about the increase of equality in the United States today through near universal suffrage. **1 point**

Explain whether you like the Yes or the No answer (above) better:

Underline the word BECAUSE in both answers. Either the Yes or the No will get **1 point**.

Now let's go over what we just learned.

Checklist

- Did you turn the statement into a question?
- Did you answer the question in a statement?
- Did you take a side and definitely answer yes or no?
- Did you mention the one part about the framers intent?
- Did you mention the other part about the electoral system?
- Did you connect both parts of the question with the word BECAUSE.

Yay. if you said yes to all this then you made a **claim** and got the first point. **1 point**

And here is the fancy smancy College Board way of saying what you just did:

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

Cool - you just got one point! That means you've got the question 100% right so far.

Take a second and review what you did.

- Take the statement
- Turn it into a question
- Answer the question
- Connect both parts of the argument with BECAUSE

Take a deep breath. SWAG!

POINTS 0-4 PROOF

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

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

Let's remember your question:

Has the American electoral process achieved the Framers' intent for American democracy?

We already answered this question with either a definite YES or a definite NO, now all we have to do is prove our claim with a little evidence. And remember, our evidence must come from at least one of the required foundational documents that the question lists.

- The Declaration of Independence
- U.S. Constitution
- Letter from Birmingham Jail

I'll try to prove the answer with a YES and then I'll let you try it later with a NO.

Proof

Our first proof demands a Foundational document from the list above. Let's use the *Declaration of Independence*.

PRO TIP: ONLY use a document you know!!!

Now let's think about the Declaration of Independence. 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.

Let's remember our CLAIM

The Framers established a democratic system where all men were equal. 200 years later, BECAUSE of an expansion of voter rights our electoral process America has moved closer to the democratic dream of the Framers.

Let's use our proof

The Declaration of Independence not only threw off the bonds of British tyranny, but by stating that, "All men are created equal." it established the framers' goal of democracy and political equality.

Now let's check.

- Did we use a foundational document from the list or our knowledge of GoPo?
- Did we use it correctly/accurately?
- Did we say what the document is, says, or does?
- Did we connect that document to our claim.

1 point for using the document correctly.

1 point for connecting the document to your claim.

More Proof

Our second proof or piece of evidence can come from another Foundational document (from the list or not) or just generally from our knowledge (in the case of this question) 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 about how the way we vote achieves the goal of the Framers.

Just for old time's sake, let's restate our claim:

The Framers established a democratic system where all men were equal. 200 years later, BECAUSE of an expansion of voter rights our electoral process America has moved closer to the democratic dream of the Framers.

We already proved we knew a little bit about the Declaration of Independence and then connected it back to the claim about equality. Now let's focus on the voting side of the proof.

Let's think it through: Equality is guaranteed by voting. In the 20th century the franchise (who can vote) 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.

The Declaration of Independence reads: *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 to include non-whites, women, 18 year-olds, and more. Political 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.

We didn't need to go all in with all the details of the Amendments. That was just icing on the cake, all we needed to do was show how the way we vote has expanded and then connect that

back to our claim about the Framers's goal of political equality. And this is a good place to use some of your fancy GoPo vocabulary words correctly. We did that! Yay!

Okay so we have a second proof finished. Let's do the checklist again,

Now let's check.

- Did we use a foundational document from the list or our knowledge of GoPo?
- Did we use it correctly/accurately?
- Did we say what the document is, says, or does?
- Did we connect that document to our claim.

1 point for using our knowledge of GoPo correctly.

1 point for connecting that knowledge to your claim.

So far we have 5 total points! And we haven't even written that much! Yay!

I just did the proof portion for a YES claim. Go ahead and try to write your own proof for a yes claim or get fancy and write your own proof for a NO claim:

Now score your proof. How'd you do?

What did you learn about proving????

POINTS 0-2 REASONING

Now the test makers (game makers- Seneca Crane) 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 (remember that?) and the proof that supports it. So let’s do that...Proof 1 plus Proof 2

This is the BECAUSE part.

Let’s remember our claim

Yes

The Framers established a democratic system where all men were equal. 200 years later, BECAUSE of an expansion of voter rights our electoral process America has moved closer to the democratic dream of the Framers.

And let’s try to connect our proof back to the claim.

When the Framers wrote in the *Declaration of Independence* that “*All men are created equal.*” they laid the groundwork for a democratic system of government. Over the centuries the definition of men has expanded as we have included more people at the voting booth. NOW that women, non-Whites, and 18 year-olds can vote we have moved closer to the promise of democracy the Framers gave us in our founding document, *The Declaration of Independence*. As our voting becomes more inclusive, we truly become closer to the equality that the Framers promised.

Two more points! Now we’re cooking with gas!!!!!!

1 point for connecting the first proof to the claim.

1 point for connecting the second proof to the claim. For a grand total of 7 points!

Let’s make sure we know what we did and why it worked.

Final Checklist

- Did you turn the statement into a question?
- Did you answer the question in a statement?
- Did you take a side and definitely answer yes or no?
- Did you connect both parts of the question with the word BECAUSE.
- Did you use proof from the Foundational documents listed to answer the question?
- Did you use proof from your GoPo knowledge to answer the question?
- Did you tie it all up in a bow by using reasoning with the word BECAUSE to connect your proof to your claim?

We did great. And you will do great on the AP Exam!

This handy rubric/template may help you better organize your thinking and writing:



Argument FRQ Template

<p>CLAIM(up to 1 point): Responds to the prompt with a yes or no claim that establishes a line of reasoning.</p> <ul style="list-style-type: none"> - Turn the prompt into a question. - Choose a side or position to answer that question. - Explain why you choose that side? “Because . . .” <p>Use the word BECAUSE!</p>	<p>Your thesis/claim: Turn the prompt into a question: Choose a side or position and answer the question: Because:</p>	
<p>PROOF (up to 4 points: one point for correct understanding of each piece of evidence and one point for how each piece of evidence relates to your CLAIM: You must provide two specific and relevant examples of evidence that support the argument (the “because” part) crafted in the thesis to earn full credit.</p> <ul style="list-style-type: none"> - One piece of evidence MUST be one of the foundational documents listed in prompt. <p>The second piece of evidence can be from a different foundational document OR your knowledge of GoPo content.</p> <p>Use GoPo vocabulary words!</p>	<p>Evidence #1</p> <p>Name the evidence (one of the foundational documents from prompt) and describe (summarize or quote from) the document. Must relate to prompt!</p> <p>How does Evidence #1 support your CLAIM?</p>	<p>Evidence #2</p> <p>Name the evidence (second piece of evidence anything from GoPo) and describe (summarize) Evidence #2. Must relate to prompt!</p> <p>How does Evidence #2 support your CLAIM?</p>
<p>REASONING (up to 2 points): Explain how or why each piece of evidence supports your claim/thesis and answers the prompt.</p> <p>LINK BACK TO THE CLAIM! (you can restate your CLAIM here)</p> <p>Tie it all up in a bow! Close the loop - connect all the evidence to your CLAIM!</p>	<p>Reasoning for evidence #1</p> <p>Connect the evidence to your CLAIM (the “because” part):</p>	<p>Reasoning for evidence #2</p> <p>Connect the evidence to your CLAIM (the “because” part):</p>

May the Force be with you!

Here's the 2020 College Board Rubric.

It's just a graphic way of doing what we just did. Sometimes charts and graphics help me understand what I need to do.

AP United States Government and Politics Scoring Rubric for 2020 Question 1: Argument Essay					7 points
Reporting Category	Scoring Criteria				
Row A Claim/Thesis (0-1 points) 	0 points		1 point		
	Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.		Responds to the prompt with a defensible claim or thesis that establishes a line of reasoning.		
	Decision Rules and Scoring Notes				
Responses that do not earn this point: <ul style="list-style-type: none"> The intended claim or thesis only restates the prompt. The intended claim or thesis does not make a claim that responds to the prompt. 		Responses that earn this point: <ul style="list-style-type: none"> The claim or thesis responds to the prompt rather than restating or rephrasing the prompt and establishes a line of reasoning. 			
Additional Notes: <ul style="list-style-type: none"> The claim or thesis must consist of one or more sentences that may be located anywhere in the response. A claim or thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning. 					
Row B Evidence (0-4 points) 	0 points	1 point or 2 points	3 points	4 points	
		Provides one piece of evidence (1 pt) or two pieces of evidence (2 pts) that are <u>relevant to the topic of the prompt</u> .	Must provide <u>two</u> pieces of specific and relevant evidence, and use one piece to <u>support the claim or thesis</u> .	Uses <u>two</u> pieces of specific and relevant evidence to <u>support the claim or thesis</u> .	
	Decision Rules and Scoring Notes				
Responses that do not earn points: <ul style="list-style-type: none"> Do not provide any accurate evidence Provide evidence that is not relevant to the topic 		Responses that earn 1 point: <ul style="list-style-type: none"> Must provide one example of evidence relevant to the topic of the prompt May or may not have a claim or thesis Responses that earn 2 points: <ul style="list-style-type: none"> Must provide two examples of evidence relevant to the topic of the prompt May or may not have a claim or thesis 	Responses that earn 3 points: <ul style="list-style-type: none"> Must provide two pieces of specific evidence relevant to the topic of the prompt. One of these pieces of evidence must support the claim or thesis. The evidence may come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts. 	Responses that earn 4 points: <ul style="list-style-type: none"> Must provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence must come from a foundational document listed in the prompt. The other piece of evidence can come from a different foundational document or from knowledge of course concepts. 	
Additional Notes: <ul style="list-style-type: none"> For 2020 only, two points will be awarded for students who provide two examples of evidence relevant to the topic of the prompt. To earn three or four points in Row B, the response must have a defensible claim or thesis (earned the point in Row A). To earn four points, the response must use one of the foundational documents listed in the prompt. 					

An additional point has been added in Row B to award points for each piece of evidence separately

Reporting Category	Scoring Criteria			
<p>Row C Reasoning (0-2 points)</p> <p>LC</p>	<p>0 points</p>	<p>1 point Explains how or why one piece of evidence supports the claim or thesis</p> <p>2 points Explains how or why two pieces of evidence support the claim or thesis</p>		
<p>Each piece of evidence that is supported with reasoning will earn one point (up to 2 pts)</p>	<p style="text-align: center;">Decision Rules and Scoring Notes</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="409 527 889 663"> <p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Include evidence but offer no reasoning to connect the evidence to the claim or thesis • Restate the prompt without explaining how the evidence supports the claim or thesis </td> <td data-bbox="889 527 1563 663"> <p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Must explain the relationship between the evidence provided and the claim or thesis for at least one piece of evidence <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Must explain the relationship between the evidence provided and the claim or thesis for at least two pieces of evidence </td> </tr> </table>		<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Include evidence but offer no reasoning to connect the evidence to the claim or thesis • Restate the prompt without explaining how the evidence supports the claim or thesis 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Must explain the relationship between the evidence provided and the claim or thesis for at least one piece of evidence <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Must explain the relationship between the evidence provided and the claim or thesis for at least two pieces of evidence
<p>Responses that do not earn this point:</p> <ul style="list-style-type: none"> • Include evidence but offer no reasoning to connect the evidence to the claim or thesis • Restate the prompt without explaining how the evidence supports the claim or thesis 	<p>Responses that earn 1 point:</p> <ul style="list-style-type: none"> • Must explain the relationship between the evidence provided and the claim or thesis for at least one piece of evidence <p>Responses that earn 2 points:</p> <ul style="list-style-type: none"> • Must explain the relationship between the evidence provided and the claim or thesis for at least two pieces of evidence 			
	<p>Additional Notes:</p> <ul style="list-style-type: none"> • To earn one or two points, the response must have a defensible claim or thesis (earned the point in Row A) and support that argument with at least one piece of specific and relevant evidence (earned at least 3 points in Row B). 			
	<p>Additional Note: For 2020 only, Row D (Alternative Perspective) is not included and responses will not be awarded points for responding to alternative perspectives</p>			

Have Fun Stormin' the Castle!