

Providence High School

U.S. Government and AP U.S. Government

2009 Summer Assignment

Introduction

The following assignments are presented to introduce the basic foundations and sources of government and politics in the United States today. The assignments cover information corresponding with a number of chapters of the text will be using this school year. They are extensive and will require that you manage your time well to complete the recommended tasks to be prepared to adequately demonstrate both your grasp of the material presented and your ability to learn independently, (skills that will be valuable to have when you attend college.)

The following tasks are to be independently done. That is, without any assistance from other students. All assignments are to be pledged with the following statement:

“On my honor, I have not received nor did I give information on this assignment.”

You will need to purchase a **three subject spiral notebook** and label each subject as follows:

Subject 1: The Constitution (up to 72 points)

Assignment 1 – Constitution

Assignment 2 – Federalist Papers

Subject 2: Key Terms and Concepts (90 points)

Subject 3: Important Court Cases (up to 100 points)

You will turn in this three subject spiral notebook with your ***handwritten answers*** during the first day of class. **The total summer assignment is valued at up to 250 points. This is considered a major grade. There will be no extra credit.**

If at anytime while working on any assignments and you have questions or need direction, you may contact me at home or school. Contact information is as follows:

AP U.S. Government

Rachelle Williams

rwilliam@providencehs.net

U.S. Government (Summer)

Kristen Matte

kmatte@providencehs.net

U.S. Government (Fall)

Sarah Salinas

ssalinas@providencehs.net

**Providence High School
1215 N. St. Mary’s Street
San Antonio, TX 78215
(210) 224-6651**

Subject 1: The Constitution

Assignment 1: A Guided Tour of the United States Constitution. One point for each correct response.

Using the U.S. Constitution (<http://www.usconstitution.net/const.html>) a dictionary, and any other hard resources necessary, answer the following questions in your own words. You must note the citation (Article, Section, Clause) designating where the information is found.

For example the question “Where do bills for revenue begin?”, would be answered as “Revenue bills must originate in the House of Representatives; Article I, Section 7, Clause 1”.

1. What are the purposes of the government created by the United States Constitution?
2. List the seven Articles and the basic purpose of each.
3. How is representation in the United States House of Representatives determined? In the Senate?
4. What happens in the event of a vacancy in the House? In the Senate?
5. How is the Speaker of the House chosen? Must the Speaker be a member?
6. What officers of the Senate are required by the Constitution?
7. What are the required rules of operation in both houses of Congress?
8. List and briefly explain the 18 expressed powers of Congress.
9. What must happen if a Senator is appointed and confirmed as a justice of the Supreme Court?
10. Explain in your own words the importance of Article I, Section 8, Clause 18.
11. List and explain the three powers expressly denied Congress.
12. List and explain three powers denied the states.
13. What are the qualifications for becoming President?
14. List and explain the powers of the President.
15. How can the Senate check the President?
16. How are the lower courts created?
17. How many justices are required on the Supreme Court?
18. What is impeachment? Who has the power to impeach? Who tries an impeachment?
19. What is the relationship between the States concerning their laws?
20. How are States created? Knowing this, which state might be considered an unconstitutional state?
21. What is the relationship between national and State law?
22. What are the methods to amend the Constitution?
23. What freedoms of expression are protected by the Constitution?
24. List and explain the rights of an accused person.
25. Where are the “due process of law” clauses found in the Constitution? Explain how they work.
26. When is a search warrant required?
27. List the four times that suffrage has been expanded.
28. What happens in the event of a vacancy in the Presidency? The Vice-Presidency?
29. Which amendment was repealed?
30. What did the 17th Amendment do? What part of the original constitution was altered?
31. What happens in the event of a disability to the President?
32. What was the most recent amendment to the Constitution?

Subject 1: The Constitution

Assignment 2: The Federalist Papers. Two points for each correct response.

Using the following web site: <http://www.yale.edu/lawweb/avalon/federal/fed.htm> -- you are to select from the inventory of the Federalist Papers the following “Papers” and answer the following questions relating to these “Papers”.

Federalist #10: This Paper focuses primarily on the problem of special interest groups.

Questions related to Federalist #10:

1. How does Madison justify his concerns about the problem of factions?
2. Why is it impractical and unwise to eliminate factions?
3. What aspects of human nature make factions inevitable?
4. How does the existence of factions undermine law-making?
5. Why are majority-factions more dangerous to democracy than minority factions?
6. Why are pure democracies more vulnerable to factions than republics (representative democracies)?
7. What are two important differences between a pure democracy and a republic?
8. Why are good representatives more likely to be elected in a large republic than in a small republic?
9. Why does a small republic need more representatives in proportion to its population than a larger republic?
10. Why is a smaller republic less likely to find enough good representatives?
11. Why does a larger expanse of territory protect against the formation of majority factions?

Federalist #39: This is an in-depth discussion of the nature of federalism.

Questions related to Federalist #39:

(AP only)

1. What are two characteristics of a true republic?
2. The state governments served as models for which aspects of government proposed by the Constitution?
3. The opponents of the new Constitution claimed that it did not create a true republic. They claimed that it was not close enough to which form of government?
4. Does the procedure for ratification more closely resemble a unitary or a confederate government?
5. Does Congress represent a unitary or a confederate feature of the new government? Explain your answer.
6. How does the Electoral College combine elements of both unitary and confederate government.
7. Madison says that the laws of the new government will operate directly on the citizens, not on the citizens indirectly through the states. Does this make the government more unitary or confederate? Explain your answer.
8. How does the new Constitution allow for local matters to be decided at the local level and national matters to be decided at the national level?
9. How is the amendment process a combination of unitary and confederate features?

Subject 2: Key Terms and Concepts

Assignment: Key Terms

Below is a list of key terms and concepts and people that will be of significance during your learning this year. You are to define and/or identify the following your “Key Terms and Concepts” notebook. One point for each correct response. A good reference is dictionary.reference.com

You must complete all of the following: (90 Points)

1. authority
2. conservatism
3. democracy
4. direct democracy
5. elite theory
6. equality
7. government
8. ideology
9. liberalism
10. liberty
11. limited government
12. pluralism
13. political socialization
14. politics
15. power
16. property
17. republic
18. political culture
19. legitimacy
20. representative democracy
21. Anti-federalist
22. bicameral legislature
23. checks and balances
24. confederation
25. electoral college
26. executive agreement
27. Federalist
28. 1st Continental Congress
29. Great Compromise
30. judicial review
31. natural rights
32. ratification
33. separation of powers
34. 2nd Continental Congress
35. state supremacy clause
36. unicameral legislature
37. Virginia Plan
38. New Jersey Plan
39. Mayflower Compact
40. Thomas Paine
41. block grants
42. categorical-grant-in-aid
43. commerce clause
44. concurrent powers
45. dual federalism
46. federal mandate
47. elastic clause
48. enumerated powers
49. police powers
50. supremacy clause
51. unitary system
52. John Marshall
53. inherent powers
54. reserved powers
55. implied powers
56. actual malice
57. civil liberties
58. clear and present danger
59. establishment clause
60. exclusionary rule
61. libel
62. prior restraint
63. slander
64. symbolic free speech
65. writ of habeas corpus
66. lemon test
67. gag order
68. good faith
69. exception
70. hate speech
71. civil rights
72. de facto segregation
73. de jure segregation
74. feminism
75. gender discrimination
76. glass ceiling
77. grandfather clause
78. literacy test
79. poll tax
80. separate-but-equal
81. sexual harassment
82. suffrage
83. boycott
84. nonviolence
85. affirmative action
86. civil law
87. common law
88. criminal law
89. majority
90. reverse discrimination

Subject 3: Important Court Cases

Assignment:

The following Supreme Court decisions have played a major role in our nation's history and have had a great influence on the evolutionary development of American government. Research the following cases using the example provided. AP students must do all cases. All other students need to cases 1-5. You should be able to access these cases at www.oyez.org or at www.findlaw.com/casecode/supreme.html

The research process is to be followed exactly for each case you research. Each case is valued at **10 points**.

The procedure is as follows:

- Name of the case
- Brief summary of the facts of the case
- The issue of the case
- The Court's decision
- Reasoning for the decision
- Dissenting reasoning for the case if there was a dissenting vote

Example study:

Mapp v. Ohio

Summary of the facts:

One day in May 1957, several Cleveland police officers came to the home of Ms. Dollree Mapp. The police were looking for a fugitive who they believed was hiding out in Ms. Mapp's home. They requested entrance, but Ms. Mapp refused to admit them without a search warrant.

After she refused a second time, the police broke into the apartment and handcuffed her when she grabbed a piece of paper that they told her was a valid search warrant. The police officers searched the entire house and discovered some obscene materials. These materials were used to convict Ms. Mapp under Ohio law for possession of books, pictures, and photographs. The "search warrant" was never produced in court by the prosecution. Ms. Mapp was found guilty.

The Ohio Supreme Court affirmed the conviction, and she appealed to the United States Supreme Court.

Issue:

Was the evidence obtained in the Mapp case admissible in a state court?

Decision:

No. The United States Supreme Court ruled (6-3) that the evidence in the Mapp case had been obtained illegally and thus was not admissible in court.

Reasoning:

At one time common law seizure of evidence by "illegal means" was not viewed as affecting the quality of the materials obtained. As a consequence of this thinking that evidence was evidence however it was obtained, courts did not refuse to admit materials into evidence merely because they were not obtained according to the rules. This view prevailed until 1914 when the Supreme Court ruled, in *Weeks v. United States*, that evidence seized in disregard of the Fourth Amendment standards was to be inadmissible in federal court. This prohibition came to be known as the "exclusionary rule" and was intended to provide a deterrent to illegal conduct by law enforcement personnel.

In the Mapp decision, the Supreme Court made the exclusionary rule applicable to state courts. The majority in Mapp indicated that the exclusionary rule was incorporated because other means by which illegal police behavior might be controlled had failed.

The Cases:

1. Marbury v. Madison, 5 U.S. 137 (1803)
2. Brown v. Board of Education, 347 U.S. 483 (1954)
3. McCulloch v. Maryland, 4 Wheaton 316 (1819)
4. Miranda v. Arizona, 384 U.S. 436 (1966)
5. United States v. Lopez, 514 U.S. 549 (1995)
6. Gibbons v. Ogden, 9 Wheaton 1 (1824)
7. Schenck v. United States, 249 U.S. 47 (1919)
8. Roe v. Wade, 410 U.S. 113 (1973)
9. Gideon v. Wainwright, 372 U.S. 335 (1963)
10. United States v. Morrison, 529 U.S. 598 (2000)