

## AP U.S. GOVERNMENT AND POLITICS

### Unit 1– Foundations of American Democracy

The U.S. Constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. Compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of conflict in U.S. politics over the proper balance between individual freedom, social order, and equality of opportunity.

The first semblance of a national government created after independence was a state centered, decentralized system that reflected a fear of a powerful central government. Yet, the lack of powers held by the weak national Congress, coupled with each state's independent and often conflicting actions, raised concerns with such key actors as James Madison and Alexander Hamilton as to whether the Articles of Confederation were able to protect the new nation. The weaknesses led to a call for change and a decision to host a convention to revise the Articles. The convention itself was a triumph of negotiation, collaboration, and compromise, extending beyond the delegates' original mandate. It led to the creation of a new constitution that granted more centralized authority, while dispersing powers among three branches in the national government, and reserving powers and authority to the states to govern within their borders.

The group that favored the new federal Constitution, the Federalists, argued that the constitutional separation of powers and checks and balances would protect people from governmental tyranny and unify the nation. The Federalists also argued that although the Constitution lacked a specific listing of rights, it protected civil liberties in general by limiting the national government to powers that were enumerated. By contrast, the Anti-Federalists argued against the new federal system, claiming that the new Constitution would erode the sovereignty of the states, the prominence of local self-government, and their inherited liberties, as it lacked a specific listing of rights needed to protect the people from the national government. The Federalists, after James Madison's eventual concurrence, promised the Anti-Federalists that they would support the addition of a bill of rights once the Constitution was ratified. The Constitution was ratified in 1788 although the last state, Rhode Island, did not ratify it until 1790. The Bill of Rights, the first ten amendments to the U.S. Constitution, was ratified in 1791.

More than 200 years later, the compromises that were necessary for the Constitution's ratification, and in some instances led to ambiguity, continue to fuel debate and sometimes even conflict over how best to protect liberty, equality, order, and private property.

#### AP CB Unit 1 Big Ideas

Big Idea 1 Constitutionalism	Why are there debates about the balance of power between the federal and state governments?
Big Idea 2 Liberty & Order	Is the Bill of Rights necessary? Why? Why not?
Big Idea 4 Competing Policy-Making Interests	How does the Constitution affect you and the choices you make?

<b>Reading Activity</b>	<p>You are expected to read the textbook chapters, required AP documents, required AP Supreme Court cases, and supplemental readings as assigned</p> <p><i>Stories of a Nation</i> (SOAN) Textbook Chapters: Chapters 1-3</p> <p>Required Documents:</p> <ul style="list-style-type: none"> <li>• <i>Declaration of Independence</i></li> <li>• <i>Federalist 10</i></li> <li>• <i>Brutus 1</i></li> <li>• <i>Articles of Confederation</i></li> </ul>
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	<ul style="list-style-type: none"> <li>• <i>US Constitution- Summer reading</i></li> <li>• <i>Federalist 51</i></li> </ul> <p>Required Cases:</p> <ul style="list-style-type: none"> <li>• <i>McCulloch v. Maryland</i></li> <li>• <i>United States v. Lopez</i></li> </ul> <p>AP Suggested Supplemental Reading: <i>How American Politics Went Insane</i></p>
<b>Writing Activity</b>	<p><u>Outline</u> a list of arguments that you would use to answer the essay below.</p> <p><i>“Develop an argument that explains which of the three models of representative democracy – participatory, pluralist, or elite – best achieves the founders’ intent for American democracy in terms of ensuring a stable government run by the people.”</i></p> <p>Your outline should contain</p> <ul style="list-style-type: none"> <li>• defensible thesis sentence</li> <li>• evidence from <i>Brutus 1</i> and/or evidence from <i>Federalist 10</i> bullet point(s)</li> <li>• evidence from U.S. Constitution bullet point(s)</li> <li>• Explain how your evidence supports your claim/thesis</li> <li>• Refute an opposing evidence/arguments that could be used against your claim</li> </ul> <p>*We will be using this outline in class.</p>
<b>Discussion Activity</b> (Prep these questions for a Socratic Seminar)	<p>The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power. Prepare talking points for BOTH of the topics below (be sure to include specific, factual evidence to support your opinions).</p> <p><b>Brutus 1 Questions to Consider</b></p> <ol style="list-style-type: none"> <li>1. Which form of government (a large national republic or a confederation of small republics) is more likely to preserve and protect personal liberties and why?</li> <li>2. Can a larger republic, based on the principle of consent of the governed, sufficiently protect the rights and liberties of the individual states and people, or is a confederation the only method of securing such liberty?</li> <li>3. Should the federal legislature be able to repeal state laws in order to impose federal laws for the purpose of promoting the general welfare or common defense of the nation? If so, why? If not, why?</li> <li>4. Brutus argues that in a republic, “the manners, sentiments, and interests of the people should be similar...if not, there will be a constant clashing of opinions and the representatives of one part will be constantly striving against the other.” Should a republic be made up of a small group of like-minded people? Or, is diversity of opinion beneficial to the success of a federal government?</li> </ol> <p><b>Federalist 10 Questions to Consider</b></p> <ol style="list-style-type: none"> <li>1. First discuss Madison’s thesis and ideological bias in Federalist #10 (Federalist Papers).</li> <li>2. How does Madison define a “faction?” How are factions in Madison’s day similar to or even the same as modern special interest groups?</li> <li>3. What problems do factions present to government and politics, both in the 18th Century and today?</li> <li>4. Madison argues that “the causes of faction cannot be removed; and that relief is only to be sought in the means of controlling its effects.” Interpret the quote and explain why Madison believes that pure democracy is not the answer.</li> <li>5. Why does Madison believe a large republic as created by the Constitution is the best tool to limit the effects of factions? Is Madison right? Defend your answer.</li> </ol>

	6. What do you think Madison would say about the modern American special interest groups and the state of politics today
<b>Chapter One Pager</b> (Due on the day of the exam--- DO NOT wait till the night before.... This is to be completed as you read and work through the material)	<p>Create a one-pagers for Chapters 1-3, a total of three. Use a one pager template on the course Weebly or create your own. Be sure to hand write the information and fill the page- typed work will not be accepted.</p> <p>Your one pager must include:</p> <ul style="list-style-type: none"> <li>• a border with key terms/ideas</li> <li>• chapter title</li> <li>• minimum of two visuals</li> <li>• main idea from each chapter sub-section</li> <li>• colorful, LEGIBLE, minimum white space</li> <li>• current event connection</li> </ul> <p>*See class Weebly additional details such as samples and rubric</p>

**Vocabulary** (NOTE: Bolded words are specifically mentioned in the framework established by the College Board. Non-bolded words are supplemental vocabulary that are necessary to understand the complexities of the content. ALL of the vocabulary should be studied for the test!)

<b>10<sup>th</sup> Amendment</b>	<b>Declaration of Independence</b>	<b>impeachment</b>	ratify
<b>14<sup>th</sup> Amendment</b>	<b>democracy</b>	<b>implied powers</b>	<b>republicanism</b>
<b>aid programs</b>	democracy	inherent power	reserved powers
<b>Alexander Hamilton</b>	devolution	<b>James Madison</b>	<b>revenue sharing</b>
amend	dual federalism	<b>John Adams</b>	second-order devolution
<b>Anti-Federalist</b>	(layer-cake)	John Lock	<b>separation of powers</b>
<b>Articles of Confederation</b>	elastic clause	judicial review	<b>Shays' Rebellion</b>
<b>Ben Franklin</b>	<b>electoral college</b>	<b>limited government</b>	<b>social contract</b>
bicameral legislature	<b>elite democracy</b>	majority rule	supremacy clause
bill of attainder	<b>enumerated powers</b>	<b>mandates</b>	<b>The Grand Committee</b>
<b>block grants</b>	ex post facto law	Marbury v. Madison	Thomas Hobbs
<b>Brutus #1</b>	factions	<b>McCulloch v.</b>	<b>Thomas Jefferson</b>
<b>categorical grants</b>	<b>Federalism</b>	<b>Maryland</b>	<b>Three-Fifths</b>
centralized	<b>Federalist</b>	<b>natural rights</b>	<b>Compromise</b>
<b>checks and balances</b>	<b>Federalist #10</b>	<b>necessary and proper clause</b>	unalienable rights
<b>commerce clause</b>	<b>Federalist #51</b>	New Jersey Plan	unfunded mandates
Committee of Five	Federalist Papers	<b>participatory democracy</b>	<b>United States v. Lopez</b>
<b>concurrent powers</b>	Full Faith and Credit	<b>democracy</b>	veto
<b>Constitution</b>	<b>George Washington</b>	<b>Philadelphia</b>	Virginia Plan
cooperative federalism	Gibbons v. Ogden	<b>convention</b>	writ of Habeas Corpus
(marble cake)	<b>Great (Connecticut)</b>	<b>pluralist democracy</b>	
decentralized	<b>Compromise</b>	<b>popular sovereignty</b>	

## 1. A balance between governmental power and individual rights has been a hallmark of American political development.

Ideas the U.S. Government is Based (SOAN 1.2)

Term	Definition
Natural Rights and list the three	1.

	2. 3.
Popular Sovereignty	
Republicanism	
Social Contract	

**LO LOR-1.A Explain how democratic ideals (limited government, natural rights, popular sovereignty, republicanism, social contract) are reflected in the Declaration of Independence and the U.S. Constitution**

**American Democratic Ideals Reflected in Documents (SOAN 1.2 and 2.2)**

	Author(s)	Describe Purpose	Explain the Main Ideas
Declaration of Independence			
U.S. Constitution			

**LO LOR-1.B Explain how models of representative democracy (participatory, pluralist, elite) are visible in major institutions, policies, events, or debates in the U.S.**

**Theories of Representative Democracy (SOAN 1.3)**

	Definition	Examples in Major Government Institutions	Examples in U.S. Government Policy Decisions	Examples in U.S. Events	Examples in U.S. Debates on Policy
Participatory Democracy					
Pluralist Democracy					



Elite Democracy					
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**Note:** The three models of representative democracy continue to be reflected in contemporary institutions and political behavior and can take several forms along this scale.

**Note:** The debate between the Federalist No. 10 and Brutus No. 1, reflect the tension between the broad participatory model and the more filtered participation of the pluralist and elite models.

## 2. The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.

**LO Con-1.B Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states (lack of centralized military power to address Shays' Rebellion, lack of tax-law enforcement power)**

### Article of Confederation and its Weaknesses (SOAN 2.1)

	Description Incidents and Challenges	Description of the Long-term Challenge
Shay's Rebellion		
Power to Tax		

**LO Con-1.A Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents (Federalist #10 and Brutus #1).**

### Views on Central Government and Democracy (SOAN 2.4)

<b>Define: FACTION</b>		
	<b>Federalist</b>	<b>Anti-Federalists</b>
Foundational Document:		Foundational Document:
Author		Author
Main Idea(s) (reasons to ratify constitution)		Main Idea(s) (reluctance to ratify constitution)

## 3. The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government

**LO Con-1.C Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system (Great/Connecticut Compromise, Electoral College, Three-Fifths Compromise, Compromise on the importation of slaves, Amendment process, role of central government).**

**Compromises at the Constitutional Convention (SOAN 2.2)**

	Description of the the Compromise
Great (Connecticut) Compromise	<p>Virginia Plan:</p> <p>New Jersey Plan:</p> <p>Great (Connecticut) Compromise</p>
Electoral College	
Three-Fifths Compromise	
Compromise on the importation of slaves	

**Note:** Compromises deemed necessary for adoption and ratification of the Constitution.

**Amendment Process (SOAN 2.3)**

What does it mean to Formally Amend the Constitution?		
What does it mean to Informally Amend the Constitution?		
<b>Which Article describes the Formal Amendment Process</b>		
<b>2 Ways to Formally Amend</b>	<b>Propose a Constitutional Amendment</b>	<b>Ratify a Constitutional Amendment</b>
	(1)	(1)
	(2)	(2)

**Note:** Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process.

**Political Negotiations and Compromise and the Development of the Constitutional System** (Application of Content)

**Explain how each of the following scenarios are debated, balancing rights of individuals, state powers, and national powers.**

- Government surveillance resulting from the federal government's response to the 9/11 attacks.

- Role of the federal government in public school education.

**Note:** The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power.

**Note:** The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today.

**4. The Constitution created a competitive policy-making process to ensure the people's will is represented and that freedom is preserved.**

**LO PMI-1.A Explain the constitutional principles of separation of powers and checks and balances. (SOAN 2.3)**

Terms	Definition
Separation of Powers	
Checks and Balances	

**LO PMI-1.B Explain the implications of separation of powers and checks and balances for the U.S. political system (multiple access points for stakeholders and actions taken against public officials who have abused their power).**

**Federalist No. 51 (SOAN 2.4)**

Author	
Main ideas	
Explain how majority abuse is prevented	
Explain how public policy is influenced by checks and	

<b>balances and other stakeholders</b>	
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**Note:** Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances.

#### **Impeachment and Removal of a President** (*Constitution Summer Reading & Application*)

<b>Reasons for impeachment:</b>	1.  2.  3.
<b>Step 1: House of Representatives</b>	<b>Step 2: Senate</b>
Explain the House of Representatives' role in checks and balance.	Explain the Senate's role in checks and balance.
Votes Needed to impeach:	Votes needed to remove:
During the formal Senate trial, who is the presiding judge?	
Explain how impeachment and removal represents the Constitutional system of government.	

### **5. Federalism reflected the dynamic distribution of power between national and state governments**

#### **Federalism** (*SOAN 3.1- 3.2*)

<b>Expressed/Enumerated (National Powers)</b>	<b>Concurrent (Shared Powers)</b>	<b>Reserved (State Powers)</b>
Definition:	Definition:	Definition:
List: (Provide at least 5)	List:	List:
<b>Implied (National Powers)</b>		
Definition:		
Explain:		



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**Note:** Societal needs affect the constitutional allocation of power between the national and state governments.

**LO CON-2.A Explain how societal needs affect the constitutional allocation of power (exclusive and concurrent) between the national and state governments (grants, incentives, aid programs, revenue sharing, mandates, categorical grants, block grants).**

**Grants, Incentives, and Aids (SOAN 3.4)**

Term	Define	Example
Grants		
Incentives		
Federal Revenue Sharing		
Mandates		
Categorical Grants		
Block Grants		
Explain how grants, incentives, and aid programs meet federal societal changes <b>AND</b> balance power.		

**Note:** Categorical grants have increased federal power because the states must comply with the regulations.

**LO CON-2.B Explain how the appropriate balance of power between national and state governments has been interpreted differently over time (10<sup>th</sup> Amendment, 14<sup>th</sup> Amendment, commerce clause, necessary and proper clause)**

**Balance of Power between National and State Governments (SOAN 3.2- 3.3)**

	Describe	Explain importance in a federal system
10 <sup>th</sup> Amendment		
14 <sup>th</sup> Amendment		
Commerce Clause		



Necessary and Proper Clause		
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**Note:** Interpretation of Constitutional powers is at the heart of the debate over the balance of power between the national and state governments.

**Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.**

**National and State Power Balance of Power (SOAN 3.3 & 3.5)**

Court Case	Year	Brief description of the case and outcome	Constitutional principles
<i>McCulloch v. Maryland</i>			
<i>United States v. Lopez</i>			
Explain how the appropriate balance of power between national and state governments has been interpreted differently over time.			

**Note:** The balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation

**Policy-Making: Distribution of power (Application)**

**Task:** For each of the following columns, explain how the distribution of power impacts policy making. Be sure to include the influence of stakeholders and institutions involved, i.e. President, Interest Groups, Congress, etc.

Legislative	Executive	Judicial	National Power	State Power

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