



AP Government and Politics Summer Reading Assignment

Welcome to AP U.S. Government & Politics! Before we begin in the fall, it is important that you brush up on your knowledge of the U.S. Constitution. In operation since 1789, the U.S. Constitution is the world's longest surviving written charter of government (Senate.gov). Due to its staying power, you might assume Americans are especially knowledgeable of the document, but unfortunately, that is not true.

In 2016, the Annenberg Public Policy Center found that only 26 percent of Americans can name all three branches of government, a statistically significant decline since 2011, when 38 percent could name all three. According to the National Assessment of Educational Progress (NAEP), three-quarters of 12th graders could not even name one power granted to Congress by the Constitution. Survey after survey has shown that Americans' knowledge of their system of government has been on the decline.

As retired Supreme Court Justice Sandra Day O'Connor recently put it, "We have neglected civic education for the past several decades, and the results are predictably dismal... Divisive rhetoric and a culture of sound bites threaten to drown out rational dialogue and debate. We cannot afford to continue to neglect the preparation of future generations for active and informed citizenship."

The following assignment is due by the first week of the school.

There are **FOUR** parts to the assignment.

- Part I is related to reading excerpts of the Federalist Papers.
- Part II involves reading *The Words We Live By: Your Annotated Guide to the Constitution*, by Linda R. Monk. It is available on Amazon in paperback or Kindle format for around \$12-15. Students will read this book and complete the questions below.
- Part III involves completion of a chart on benchmark Supreme Court Cases. You will need to do some outside research for these, or you can purchase *The Supremes 15*
- Part IV Join Google Classroom tdb7iov :

Readings for the class

- We will use *AMSCO US Government & Politics* by David Wolford newest edition
- Highly Recommended: *The Supreme 15-* by. Gretchen Oltman, Johnna Graff, et. al
 - I will have copies of cases but this is a good resource
- Highly Recommended: *Documents and Cases for A.P. US Government and Politics* by Hardy Thames
- We will use *The Words We Live By: Your Annotated Guide to the Constitution*, by Linda R. Monk. Hard copy or Kindle is fine with me as long as you have access to the book.

Part I - Federalist Papers Assignment:

Directions: Read the entire content of this assignment carefully, before you begin. Then answer the questions after each Federalist Paper cited.

A nation without a national government is, in my view, an awful spectacle.

–Alexander Hamilton, The Federalist Papers, No. 85

After the Revolutionary War, many Americans realized that the government established by the Articles of Confederation was not working. America needed a new form of government. It had to be strong enough to maintain national unity over a large geographic area, but not so strong as to become a tyranny.

Unable to find an exact model in history to fit America's unique situation, delegates met at Philadelphia in 1787 to create their own solution to the problem. Their creation was the United States Constitution. Before the Constitution could become "the supreme law of the land," it had to be ratified or approved by at least nine of the thirteen states. When the delegates to the Philadelphia Convention signed the Constitution on September 17, 1787, they knew ratification would not be easy. Many people were bitterly opposed to the proposed new system of government. A public debate soon erupted in each of the states over whether the new Constitution should be accepted. More important, it was a crucial debate on the future of the United States.

THE FEDERALIST PAPERS:

Nowhere was the furor over the proposed Constitution more intense than in New York. Within days after it was signed, the Constitution became the subject of widespread criticism in the New York newspapers. Many commentators charged that the Constitution diminished the rights Americans had won in the Revolution.

Fearful that the cause for the Constitution might be lost in his home state, Alexander Hamilton devised a plan to write a series of letters or essays rebutting the critics. It is not surprising that Hamilton, a brilliant lawyer, came forward at this moment to defend the new Constitution. At Philadelphia, he was the only New Yorker to have signed the Constitution. The other New York delegates had angrily left the Convention convinced that the rights of the people were being abandoned.

Hamilton himself was very much in favor of strengthening the central government. Hamilton's Constitution would have called for a president elected for life with the power to appoint state governors. Hamilton soon backed away from these ideas, and decided that the Constitution, as written, was the best one possible.

Hamilton published his first essay in the New York Independent Journal on October 27, 1787. He signed the articles with the Roman name "Publius." (The use of pseudonyms by writers on public affairs was a common practice.) Hamilton soon recruited two others, James Madison and John Jay, to contribute essays to the series. They also used the pseudonym "Publius."

James Madison, sometimes called the Father of the Constitution, had played a major role during the Philadelphia Convention. As a delegate from Virginia, he participated actively in the debates. He also kept detailed notes of the proceedings and drafted much of the Constitution.

Unlike Hamilton and Madison, John Jay of New York had not been a delegate to the Constitutional Convention. A judge and diplomat, he was serving as secretary of foreign affairs in the national government.

Between October 1787 and August 1788, "Publius" wrote 85 essays in several New York newspapers. Hamilton wrote over 60 percent of these essays and helped with the writing of others. Madison probably wrote about a third of them with Jay composing the rest.

The essays had an immediate impact on the ratification debate in New York and in the other states. The demand for reprints was so great that one New York newspaper publisher printed the essays together in two volumes entitled *The Federalist, A Collection of Essays, written in favor of the New Constitution, By a Citizen of New York*. By this time the identity of "Publius," never a well-kept secret, was pretty well known.

The *Federalist*, also called *The Federalist Papers*, has served two very different purposes in American history. The 85 essays succeeded by helping to persuade doubtful New Yorkers to ratify the Constitution. Today, *The Federalist Papers* helps us to more clearly understand what the writers of the Constitution had in mind when they drafted that amazing document 200 years ago.

What follows are quotations from several essays in *The Federalist Papers*. After each are questions. Use the Internet if you want to view the full copy of each of *The Federalist Papers*. There are many sites where you can view them free of charge.

Federalist Paper 10-James Madison

There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects. There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.

It could never be more truly said than of the first remedy, that it was worse than the disease. Liberty is to faction what air is to fire, an aliment without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.

Questions:

1. What is a faction?
2. Why is destroying liberty a negative thing?

Brutus 1

The first question that presents itself on the subject is, whether a confederated government be the best for the United States or not? Or in other words, whether the thirteen United States should be reduced to one great republic, governed by one legislature, and under the direction of one executive and judicial; or whether they should continue thirteen confederated republics, under the direction and control of a supreme federal head for certain defined national purposes only?

Questions:

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?

Federalist Paper 23—Alexander Hamilton

The principle purposes to be answered by Union are these — The common defense of the members — the preservation of the public peace as well as against internal convulsions as external attacks — the regulation of commerce with other nations and between the States — the superintendence of our intercourse, political and commercial, with foreign countries.

Questions:

1. According to Hamilton, what are the main purposes of forming a Union under the Constitution?

Make a list in your own words.

2. Do the majority of Hamilton's purposes relate to domestic or to foreign affairs?

3. Which one of Hamilton's purposes do you think is the most important for the United States today?

Explain your answer in about 100 words.

Federalist Paper 47—James Madison

The accumulation of all powers legislative, executive and judiciary in the same hands, whether of one, a few or many, and whether hereditary, self appointed, or elective, may justly be pronounced the very definition of tyranny.

Questions:

1. According to this excerpt, do you think Madison supported or opposed the principle of "separation of powers"? (Research this term if you are not familiar with it.)

2. Why do you think Madison held this view of the "separation of powers"?

3. In about 100 words, describe a government in which all legislative, executive and judicial power is in the hands of one person or a single small group.

Federalist Paper 51—James Madison

If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place, oblige it to control itself.

Questions:

1. Which of the following statements would Madison agree with based on his views in the above excerpt?
 - a. Government is necessary.
 - b. The people should elect government leaders who act like angels.
 - c. Elected government officials should be controlled by a system of “checks and balances.”
2. What would you say was Madison’s general opinion of people in government: angels? devils? something else?
3. Find and describe five examples of “checks and balances” in the Constitution (you can find the Constitution online).

Federalist Paper 70

Federalist No. 70 sets the stage for a powerful chief executive through its emphasis on energy in the executive. This essay reviews the challenges of holding this energy accountable in a republican form of government and concludes that recent presidents have stretched their authorities beyond even the most aggressive defense of the concept.

THERE is an idea, which is not without its advocates, that a vigorous Executive is inconsistent with the genius of republican government. The enlightened well-wishers to this species of government must at least hope that the supposition is destitute of foundation; since they can never admit its truth, without at the same time admitting the condemnation of their own principles. 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...

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.

Taking it for granted, therefore, that all men of sense will agree in the necessity of an energetic Executive, it will only remain to inquire, what are the ingredients which constitute this energy?

1. *what are the ingredients which constitute this energy?*
2. *How far can they be combined with those other ingredients which constitute safety in the republican sense?*

3. *And how far does this combination characterize the plan which has been reported by the convention?*

Federalist Paper 72—Alexander Hamilton

The original intent of the Constitution was to place no limit on the number of times an individual could be elected president. However, after Franklin D. Roosevelt won four presidential elections in a row, a constitutional amendment (the 22nd) was passed limiting a person to two terms as president. In the following selection, Hamilton argues against limiting the number of presidential terms.

[An] ill effect of the exclusion would be depriving the community of the advantage of the experience gained by the chief magistrate in the exercise of his office. That experience is the parent of wisdom is an adage, the truth of which is recognized by the wisest as well as the simplest of mankind. What more desirable or more essential than this quality in the government of nations?

Questions:

1. What argument does Hamilton give against limiting the number of times a person may be elected president?
2. What could have been one of the arguments used by those who proposed the 22nd Amendment?
3. President Reagan remarked that there should not be a limit on the number of times a person may serve as president. Do you agree we should go back to the original intent of the Constitution and allow individuals to be elected for any number of presidential terms? Explain your answer in about 100 words.

Federalist Paper 78—Alexander Hamilton

“If then the courts of justice are to be considered as the bulwarks of a limited constitution against legislative encroachments, this consideration will afford a strong argument for the permanent tenure of judicial offices, since nothing will contribute so much as this to that independent spirit in the judges, which must be essential to the faithful performance of so arduous a duty.

This independence of the judges is equally requisite to guard the constitution and the rights of individuals from the effects of . . . designing men.”

Questions:

1. What does Hamilton mean by “the permanent tenure of judicial offices”? Does Hamilton support or oppose this idea?
2. What does Hamilton mean when he says that an “independent spirit in the judges” is essential for them to do their duty?

Part II: *Words to Live By* and the US Constitution

Using the book as well as other possible resources concerning the United States Constitution, complete the questions below. 1-2 sentences are all that is necessary for most questions/boxes, but please use correct grammar.

1. Read through the Preamble to the Constitution. In your own words describe what the Preamble means to us as a guide for understanding the principles and values of the American government.
2. Read each Article of the United States Constitution. Summarize the general purpose or subject of each article in one to two sentences in the chart below.

Article I	
Article II	
Article III	
Article IV	
Article V	
Article VI	
Article VII	

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3. Compare Article I to Article II. Which Article is longer and more detailed? Explain why you believe this is the case.

4. Identify four powers that the Constitution denies to Congress.

5. Identify three powers the Constitution denies to the states.

6. What eligibility requirements does the Constitution establish for members of the House?

7. What eligibility requirements does the Constitution establish for members of the Senate?

8. What eligibility requirements does the Constitution establish on the President?

9. The powers that are specifically granted to the institutions of government are called expressed powers.

A. Identify two expressed powers of the POTUS (President of the United States).

B. Identify two expressed powers of Congress.

10. The court of original jurisdiction is the first court that hears a case. Appellate courts hear cases on appeal from lower courts. Although the SCOTUS (Supreme Court of the United States) functions primarily as an appellate court, it is the court of original jurisdiction in certain kinds of cases. What are they?

11. According to the Constitution, who has the power to declare war (NOTE: Reference Article I)?

12. What power does the Constitution give the POTUS in the area of war?

13. Explain the Commerce Clause. Where is it located in the Constitution?
14. Explain the “Necessary and Proper” Clause. Where is it located in the Constitution?
15. Explain the Supremacy Clause. Where is it located in the Constitution?
16. Given your analysis of the Commerce, Necessary and Proper, and Supremacy Clauses of the Constitution, how do they collectively impact the power of the national government?
17. Explain the idea of habeas corpus. Where is it located in the Constitution?
18. Explain the idea of bills of attainder. Where is it located in the Constitution?
19. Explain ex post facto laws. Where is it located in the Constitution?
20. Explain the Full Faith and Credit Clause. Where is it located in the Constitution?
21. Explain the idea of due process. Where is it found in the Constitution?
22. Explain the Equal Protection Clause. Where is it located in the Constitution?
23. Explain the idea of eminent domain. Where is it located in the Constitution?

24. Outline the general purposes of Bill of Rights (in your own words): We will discuss the remaining Amendments throughout the course of the year.

Amendment	Summary
1st	
2nd	
3rd	
4th	
5th	
6th	
7th	
8th	
9th	
10th	

Part III

Supreme Court Cases

Complete the attached chart with what the benchmark significance of each case is. For example, the significance of the case *Marbury v. Madison* would be: the establishment of judicial review. The “Rights Involved”/Significance column is referring to the bolded heading at the top of each grouping. The question before the court can be found at oyez.com or a general google search. You do not need to fill out the case more than once. Some of the cases fall under 2 different categories.

SUPREME COURT CASES

Incorporation

Barron v. Baltimore (1833)
**Gitlow v. New York* (1925)
Near v. Minnesota (1931)
Chicago v. Lopez

Freedom of Religion: Establishment Clause

Everson v. Board of Education (1942)
**Lemon v. Kurtzman* (1971)
**Engel v. Vitale* (1962)
**Wisconsin v. Yoder* (1972)

Freedom of Religion: Free Exercise Clause

Employment Division, Department of Human Resources of Oregon v. Smith (1990)

Freedom of Speech and Press

**Schenck v. United States* (1919)
**Gitlow v. New York* (1925)
New York Times Co. v. Sullivan (1964)
**Tinker v. Des Moines Independent Community School District* (1969)
**New York Times Co. v. U.S.* (1971)
**Citizens United* (2010)

Judicial Review

**Marbury v. Madison* (1803)

Congress Necessary and Proper Clause

**McCulloch v. Maryland (1819)*

Redistricting and Gerrymandering

Baker v Carr (1962)

Shaw v. Reno (1993)

2nd Amendment rights

District of Columbia v. Heller (2008)

Chicago v Lopez

4th Amendment Rights

Due Process and the Rights of the Accused

**Mapp v. Ohio (1961)*

**Gideon v. Wainwright (1963)*

**Miranda v. Arizona (1966)*

Death Penalty cases: Furman v. Georgia (1972) and Gregg v. Georgia (1976)

**New Jersey v. T.L.O (1985)*

Equal Protection of the Laws – Minorities

**Plessy v. Ferguson (1896)*

**Brown v. Board of Education of Topeka (1954)*

**Regents of the University of California v. Bakke (1978)*

Lawrence v. Texas (2003)

Equal Protection of the Laws – Women and the Rights to Privacy and Abortion

**Griswold v. Connecticut (1965)*

**Roe v. Wade (1973)*

Planned Parenthood v. Casey (1992)

Dobbs v. Jackson (2022)

The highlighted cases are the Supreme 15 Cases

* indicates you should know this case by name. It is sufficient to know them by their shorthand name such as Plessy or Bakke.

**The remaining cases are supplemental to the Supreme 15. Please read over them. We will discuss them at greater length throughout the year.

SUPREME 15

[illegible]

