



## **AP Government & Politics Summer Assignment School Year 2019-2020**

Objective of the summer assignment:

- To learn about the basic structures and functions of several key Constitutional clauses that are critical in the AP Government and Politics course, specifically checks and balances.
- To familiarize yourself with the required writing of the AP Government curriculum.

Resources/Materials necessary for the summer assignment:

- Copy of the Summer Assignment
- Access to AP Government and Politics website found at <http://bit.ly/APGovSummerAssign>
  - Excerpt from *The Words We Live By*
- Access to Connective Device with a free copy of the National Constitution Center's Interactive Constitution app

Estimated length of time to complete: 8 hours

Grade & Due Dates

Component	Due Date	Raw Score	Factor	Total Points
Component 1: Quantitative Analysis	On 9/13/19	4	3.75	15
Component 2: FRQ	On 9/13/19	3	5	15
Constitution Quiz	9/16-17/19	20	1	20
Total Points				50

Questions? Contact:

- Jenifer Hitchcock  
jahitchcock@fcps.edu

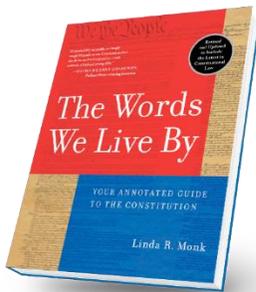
# AP GOVERNMENT & POLITICS Summer Assignment



## Goal:

- To learn about the basic structures and functions of several key Constitutional clauses that are critical in the AP Government and Politics course, specifically checks and balances.
- To familiarize yourself with the required writing of the AP Government curriculum.

## Activities:



**Step 1:** You will read a passage from the book *The Words We Live By* and *Federalist 51*. (Monk, 2015). This excerpt will cover Congress. Pay close attention to checks and balances. Each assignment has an accompanying video that will explain to you the basic structure of the writing assignment, how to write for mastery, and an analysis of the rubric.

**Step 2:** You will be prepared to take a quiz that asks you to **identify** key clauses and sections of the Constitution and Bill of Rights, particularly those that are checks and balances and powers of the government. The recommended resource that is meant to help you brush up on the [Constitution is the Interactive Constitution app from the National](#)

[Constitution Center](#). It will be an open note test; you will only be permitted to use handwritten notes that will be surrendered at the conclusion of the quiz. The quiz will be matching and will identify the general ideas of what each clause covers. The notes should not exceed one page of paper, front and back. The quiz is worth 15 points, and will be on September 17-18. The following quiz will pay particular attention to:



- Article 1 Sections 1-4, 7-9
- Article 2 Sections 1-3
- Article 3 Sections 1-2
- Article 6
- The first Ten Amendments

**Due Date:** Component 1 & 2 will be completed out of class and turned in to your instructor by September 14, 2018. Please have readings done before the start of school in August, 2018 so that they can be turned in on September 17-18, 2018. This assignment is worth 50 project points.

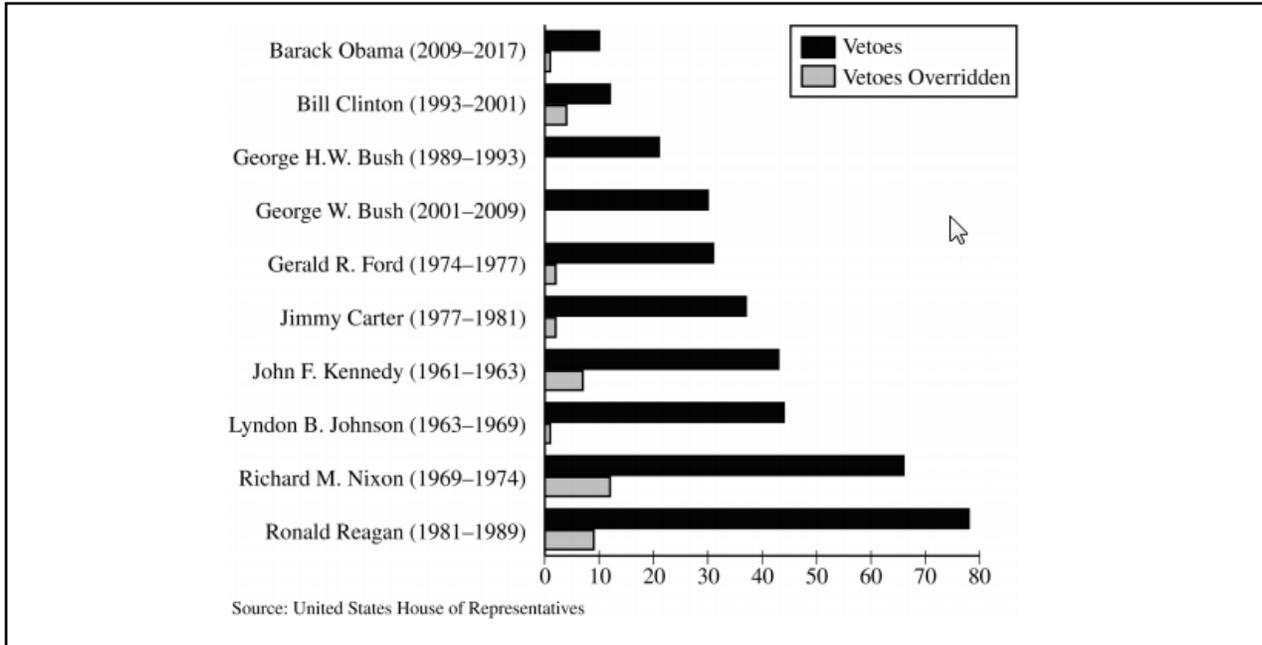
Component	Due Date	Raw Score	Factor	Total Points
Component 1: <a href="#">Quantitative Analysis</a>	On 9/14/18	4	3.75	15
Component 2: <a href="#">Content Application</a>	On 9/14/18	5	3	15
Constitution Quiz	9/17-18/18	20	1	20
<b>Total Points</b>				<b>50</b>

Shaded rows indicate that these portions of the summer assignment will happen during regular in-person instruction during the 2018-19 school year.

Expected time of completion: 8 hours.

**Resources:** Questions? Email Mrs. Hitchcock at [jahitchcock@fcps.edu](mailto:jahitchcock@fcps.edu). All papers, readings, rubrics, and video guides can be found at the following website. You must be logged in with your @fcpschools.net account to access the materials. Click on the FRQ title above for direct links to the YouTube videos. Digital copies for all materials found at <http://bit.ly/APGovSummerAssign>.

Component 1: Read pgs. 24-64 (40 pgs) of *Words* and *Federalist 51* on the Legislative Branch. Answer the following question for the Quantitative Analysis question.



- (A) Describe the information represented in the graph.
- (B) Describe a trend in the graph, and draw a conclusion about the possible causes of that trend.
- (C) Explain how the use of vetoes and veto overrides is a critical component of checks and balances.

***RUBRIC:***

Points	Assessed for:
1	Identify/Describe data in quantitative data
1	Describe trend or pattern
1	Draw a conclusion that explains that trend or pattern
1	Explain how data in the quantitative data demonstrates prompt's principle

**Component 2: Consider the *Words* reading and *Federalist 51*. Answer the following questions.**

In order to lay a due foundation for that separate and distinct exercise of the different powers of government, . . . essential to the preservation of liberty, it is evident that each department should have a will of its own; . . . so constituted that . . . each should have as little agency as possible in the appointment of the members of the others . . . But the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department, the necessary constitutional means . . . to resist encroachments of the others . . . It may be a reflection on human nature that such devices should be necessary to control the abuses of government. . . . 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. . . .

In republican government, the legislative authority necessarily predominates. The remedy for this inconveniency is, to divide the legislature into different branches; . . . as little connected with each other, as the nature of their common functions, and their common dependence on the society, will admit. It may even be necessary to guard against dangerous encroachments by still further precautions. As the weight of the legislative authority requires that it should be thus divided, the weakness of the executive may require, on the other hand, that it should be fortified. . . . In a single republic, all the power surrendered by the people, is submitted to the administration of a single government; and the usurpations are guarded against by a division of the government into distinct and separate departments. . . .

*-Alexander Hamilton, Federalist 51*

- a.) Describe a structure of the Constitution that is intended to restrain the power of the government.
- b.) In the context of the scenario, **explain** how the use of constitutional structure in Part A effects the Congress.
- c.) In the context of the scenario, **explain** how the interaction between the voters and Congress acts to keep Congress from becoming tyrannical.

**RUBRIC:**

Points	Assessed for:
1	Describe political institution, behavior, or process connected with the scenario
1	Explain how the response in part (A) affects or is affected by a political process, government entity, or citizen behavior related to the scenario.
1	Explain how scenario relates to political institution, behavior, or process in the course.