**Why does AP U.S. Government & Politics have a summer assignment?**

Advanced Placement courses are designed to enable the student to successfully master the College Board Advanced Placement Exam given in the spring. Upon successful completion of the exam, the student should receive college credit (depending on the college’s score requirements). A summer assignment allows more time to master the required topics.

The AP U.S. Government & Politics Summer Assignment has been designed to give students:

1. A head start on the required course content, specifically the Constitution.
2. A chance to enrich their background knowledge of course concepts.
3. A preview of assignments they will be expected to do throughout the course.

Your task, as a student, will be to demonstrate an understanding of the concepts covered in your summer assignment prior to the opening of school. The summer assignment will be graded and counted as a significant part of each student’s first marking period grade.

We am dedicated to giving our students the best opportunity to receive college credit. My AP course is a highly structured, very demanding college level course. Thus it is imperative that a high level, rigorous academic environment exist in my AP classes and that my AP students are dedicated to learning, highly motivated, and willing to put forth the time and effort, both in and outside of the classroom, required for a course of this intensity.

As a student in AP government, you will be expected to come prepared to class every day. To ensure that you are ready for the first days of class, we have created the following summer assignment. This two- part summer assignment will be collected, in its entirety, on the first day of class.

Complete sentences only. The assignment will count towards the first semester’s grade. I do not award full credit for late work. If you have any questions during the summer holiday; feel free to email either of us at BBertrand@ebrschools.org​ . or Alee6@ebrschools.org We look forward to an amazing year with​ you.

Mr. Bertrand and Mr. Lee

# Part I: The United States Constitution

The Constitution is the foundation of our government and, as such, it is important for you to have a thorough understanding of this document. Read the Constitution and complete the corresponding chart.

This information will be collected on the first day of school as part of your summer assignment grade. ***THIS ACTIVITY MUST BE HANDWRITTEN!***

Assignment/ Rationale: In order to be successful in AP Government and Politics you need to have an advanced understanding of the Constitution. It is the framework for the United States government and therefore, this course. The purpose of this assignment is for you to become familiar with the outline of the Constitution then apply the contents of the document to real life scenarios.

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| --- | --- |
| **Article I** |  |
| **Article II** |  |
| **Article III** |  |
| **Article IV** |  |
| **Article V** |  |
| **Article VI** |  |
| **Article VII** |  |

**Summarize the purpose of each article on one or two sentences each.**

**Outline the general purpose for each of the 27 Amendments to the Constitution**

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| --- | --- |
| Amendment 1 |  |
| Amendment 2 |  |
| Amendment 3 |  |
| Amendment 4 |  |

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|  |  |
| Amendment 5 |  |
| Amendment 6 |  |
| Amendment 7 |  |
| Amendment 8 |  |
| Amendment 9 |  |
| Amendment 10 |  |
| Amendment 11 |  |
| Amendment 12 |  |
| Amendment 13 |  |
| Amendment 14 |  |
| Amendment 15 |  |
| Amendment 16 |  |
| Amendment 17 |  |
| Amendment 18 |  |
| Amendment 19 |  |
| Amendment 20 |  |
| Amendment 21 |  |
| Amendment 22 |  |
| Amendment 23 |  |
| Amendment 24 |  |
| Amendment 25 |  |
| Amendment 26 |  |
| Amendment 27 |  |

# Part II: The pivotal Supreme Court cases

The following is an example of what you are expected to provide for each of the Supreme Court cases listed below. Each case is linked to the actual text of the Supreme Court decision. A constitutional question is posed. In a paragraph, summarize the background information of the case. Included in your first paragraph should be a discussion of which article or amendment of the Constitution is in question. In a second paragraph, summarize the opinion of the Court. You may use any other sources you can locate to help clarify the information. Be sure that your background of the case and the opinion of the Court are in your own words. Under no circumstances are you to cut and paste any material that you find during your research. Cases must be researched on one of the following websites:

http://www.law.cornell.edu/ or http://lp.findlaw.com or [http://www.Oyez.co](http://www.oyez.com/)​ [m.](http://www.oyez.com/)​ ***THIS ASSINGMENT***​ ***MUST BE HANDWRITTEN!***

***Example: Marbury v. Madison Constitutional Question: Does the Supreme Court of the United States have the power, under Article III, Section 2, of the Constitution, to interpret the constitutionality of a law or statute passed by Congress?***

***Answer:***

***In his last few hours in office, President John Adams made a series of “midnight appointments” to fill as many government posts as possible with Federalists. One of these appointments was William Marbury as a federal justice of the peace. However, Thomas Jefferson took over as President before the appointment was officially given to Marbury. Jefferson, a Republican, instructed Secretary of State James Madison to not deliver the appointment. Marbury sued Madison to get the appointment he felt he deserved. He asked the Court to issue a writ of mandamus, requiring Madison to deliver the appointment. The Judiciary Act, passed by Congress in 1789, permitted the Supreme Court of the United States to issue such a writ.***

***The Court decided that Mary’s request for a writ of mandamus was based on a law passed by Congress that the Court held to be unconstitutional. The Court decided unanimously that the federal law contradicted the Constitution, and since the Constitution is the Supreme Law of the Land, it must reign supreme. Through this case, Chief Justice John Marshall established the power of judicial review: the power of the Court not only to interpret the constitutionality of a law or statute but also to carry out the process and enforce its decision.***

**The Cases:**

***McCullough v. Maryland (1819***​) - Constitutional Question: Does the state of Maryland have the right to tax a federal agency which was properly set up by the United States Congress?

***Brown v. Board of Education, Topeka (1954)***​ – Constitutional Question: Does segregation of children in public schools deny blacks their Fourteenth Amendment right of equal protection under the law?

***Engle v. Vitale (1962)***​ – Constitutional Question: Does a non – denominational prayer, recited in every classroom in a school district, violate the First Amendment’s provision for separation of church and state?

***Gideon v. Wainwright (1963)***​ – Constitutional Question: Did the state of Florida violate Gideon’s Sixth Amendment right to counsel, made applicable to the states by the Fourteenth Amendment, by not providing him with the assistance of counsel for his criminal defense

***Tinker v. Des Moines (1969)***​ – Constitutional Question: Do Marybeth and John Tinker have a First Amendment right to free speech to wear black armbands as a symbol of protest in a public school?

***Roe v. Wade (1973)***​ – Constitutional Question: Does a state law which bans or regulates abortion violate a woman’s right to privacy or personal choice in matters of family decisions or marriage?

***McDonald v. Chicago (2010)***​ – Constitutional Question: ​Does the Second Amendment apply to the states because it is incorporated by the Fourteenth Amendment's Privileges and Immunities or Due Process clauses and thereby made applicable to the states?

***Citizens United v. Federal Election Commission (2010)***​ – Constitutional Question: ​Did the Supreme Court's decision in ​*McConnell*​ resolve all constitutional as-applied challenges to the BCRA when it upheld the disclosure requirements of the statute as constitutional?

***Baker v. Carr (1961)***​ – Constitutional Question: ​Did the Supreme Court have jurisdiction over questions of legislative apportionment?

***Shaw v. Reno (1993)***​ – Constitutional Question: ​Did the North Carolina residents' claim, that the State created a racially gerrymandered district, raise a valid constitutional issue under the Fourteenth Amendment's Equal Protection Clause?

***United States v. Lopez (1995)***​ – Constitutional Question: Is the 1990 Gun-Free School Zones Act,​ forbidding individuals from knowingly carrying a gun in a school zone, unconstitutional because it exceeds the power of Congress to legislate under the Commerce Clause?

***Wisconsin v. Yoder (1972)***​ – Constitutional Question: ​Did Wisconsin's requirement that all parents send their children to school at least until age 16 violate the First Amendment by criminalizing the conduct of parents who refused to send their children to school for religious reasons?

***New York Times Co. v. United States (1971)***​ – Constitutional Question: ​Did the Nixon administration's

efforts to prevent the publication of what it termed "classified information" violate the First

Amendment?

***Schenck v. United States (1919)***​ – Constitutional Question: ​Did Schenck's conviction under the Espionage Act for criticizing the draft violate his First Amendment right to freedom of speech?