

AP American Government and Politics
Summer Assignments
Summer/Fall 2020

Contact Sarah Rinker (sarahrinker@anderson5.net) with questions while you complete the assignments, or join the Remind by texting @tlhAPGOPO to 81010.

All of the following work should be typed and printed (unless otherwise noted) and is *due on the first day of class in January*. You will submit your assignments in a ½” binder with 5 divided sections, one for each of the assignments. All assignments will be recorded as one major grade.

****Although the course will begin in January, it is *highly* recommended that students begin the assignments over the summer and revise them in the weeks leading up to the start of the spring semester.**

1. **Current Events Journal (40 points)**
2. **Constitution Guided Reading (15 points)**
3. **Bill of Rights/Amendment explanations (10 points)**
4. **Current government officers list (5 points)**
5. **Case brief (30 points)**

Optional reading (we will be reading these during the class, but it is suggested you become familiar with these documents ahead of time):

- The Declaration of Independence
- The Articles of Confederation
- Federalist 10
- Federalist 51
- Federalist 70
- Federalist 78
- Brutus 1
- Letter from Birmingham Jail

Required APGOPO Project:

- College Board requires APGOPO students to complete a project by the end of the semester. More information about this project will be provided in January.

Part 1: Current Events Journal

AP Government is more directly related to current events than any course you will take in high school. Everything that we will study relates to how politics and government works in modern America. Accordingly, knowledge of current political and governmental affairs will significantly help you to understand the things we study, and will, in fact, be necessary to succeed in the course. If you know what is going on in the country with respect to politics and government, you will do better in the course.

You should follow major current events by doing one or more of the following on as close to a daily basis as possible:

- Read either the print or online version of a major newspaper.
- Watch a national/international news broadcast (CNN, MSNBC, FOX News, PBS, ABC, CBS, NBC) – not a local news broadcast (for example, WYFF is too “soft”).
- Read major newsmagazines or political journals (Time, Newsweek, US News and World Report, The Economist, The Atlantic, The New Yorker)
- Read articles from an online political journalism website such as Politico (politico.com) or Five-Thirty-Eight (fivethirtyeight.com/politics)
- Watch daily or weekly news/current affairs programming (Hardball, Meet the Press, Face the Nation, This Week, etc.)

During the course of the fall semester (beginning the week of August 23-29 and ending the week of January 3-9), keep a current events journal. At the end of each week, type minimum two paragraphs (complete sentences) about the major event or events in American government and/or politics from the past week. In the first paragraph, you should describe the event or events, and, in the second paragraph, you should analyze the significance of it/them and state any opinions, thoughts, or analysis that you might have about it/them. You must intelligently discuss one particularly important issue each week.

Your journal should deal with issues that are of significant importance to American politics and government. Such things include what the president is up to, how the 2020 election is progressing, what Congress is debating or legislation that they are passing, constitutional issues or major federal court decisions concerning them, debates over political issues in America, international crises or foreign policy issues that somehow affect the US or that our government must deal with, etc. You should NOT focus on celebrity gossip or sports news.

With each week’s entry, you must cite in MLA format at least one news media source (or more) that you used during that week.

Email me if you come to the end of a week and you are stuck. I will give you as many ideas of what to look into as I can. You can also email me or contact me through Remind with any questions about current events (or questions about MLA citations). I love to keep the dialogue about current events flowing!

Your journal will be due on the first day of class in January, and you should have a ***total of 20 entries***.

Part 2: Constitution Guided Reading

You will read the United States Constitution and create for yourself a basic understanding of the document that contains the guiding principles of American self-rule. Be sure to use your best handwriting (I can't grade it if I can't read it!). **You must use blue or black ink pen.**

Use the interactive Constitution found at <https://constitutioncenter.org/interactive-constitution> to fill in the blanks. You should read the full, original text for this activity.

The preamble:

This paragraph (beginning with "We the people...") outlines the basic tasks we expect our federal government to perform. List each one as it's written in the document, then in the blank next to it, think of something the federal government actually does to carry out this action.

TASK

ACTION

1. _____
2. _____
3. _____
4. _____
5. _____

Article I

...outlines which branch of government? _____

Section 2... describes which chamber? _____

Length of term in office: _____ Minimum age: _____

Minimum years as US citizen: _____

Number of representatives per state shall be based upon: _____

Which "sole power" belongs to this chamber as described in Section 2?

Section 3... describes which chamber? _____

Fill out each of the following rules and requirements as prescribed:

Number of Senators per state: _____ Senators are to be chosen by: _____

**this was later amended

Every two years, how many Senators will be up for re-election? _____

Length of term in office: _____ Minimum age: _____

Minimum years as US citizen: _____

The "President of the Senate" is": _____

With what power? _____

Which "sole power" belongs to this chamber as described in Section 3? _____

Section 4, 5, & 6... describes how the chambers are to operate with respect to meetings and adjournments, compensation, internal structure rules, etc. Who is tasked with running the House and the Senate? _____

Section 7... describes the legislative process.

In Clause 1, only the House of Representatives may: _____

Refer to Clause 2 to fill in the blanks:

A bill must pass _____ before being sent to _____.

If the bill is not signed into law, it returns to each chamber where a _____ vote is needed before the bill may become a law.

Section 8... describes all the powers given to Congress. Write each power in your own words in the space provided (each separated paragraph or sentence is a clause)

Clause 1: _____

Clause 2: _____

Clause 3: _____

Clause 4: _____

Clause 5: _____

Clause 6: _____

Clause 7: _____

Clause 8: _____

Clause 9: _____

Clause 10: _____

Clause 11: _____

Clause 12-16 call for Congress to: _____

Clause 17 allows for Congress to appropriate land for: _____

Clause 18 gives Congress the ability to: _____

Section 9... limits the federal government to certain key areas – look up and define the following terms:

Writ of habeas corpus: _____

Bill of attainder: _____

Ex post facto law: _____

Also in this section, Congress cannot place a tax on _____,

nor in regulating commerce favor one state over another.

Section 10... places limits on state governments, including the following:

No state may enter into _____ with another state or foreign country.

Article II

...outlines which branch of the federal government? _____

Fill out each of the following rules and requirements as prescribed in Section 1:

Length of term in office: _____ Minimum age: _____

Citizenship requirement: _____ Residency requirement: _____

Paragraphs 2, 3, and 4 of Section 1 (although later amended) describes _____

The last paragraph of Section 1 describes _____

Section 2 ... describes the President's powers.

With regards to the military, the President is the _____.

The President has the power to grant _____

With the advice and consent of the Senate, the President may make _____ and
nominate/appoint _____

When the Senate is in recess, the President may fill vacancies. How long may these appointments
last? _____

Section 3... outlines three things the President may do with respect to Congress. They are:

Section 4... for which offenses may the President, Vice President and other executive officers be
impeached and removed from office?

Article III

...outlines which branch of federal government? _____

Section 1... establishes one _____

Who is given the power to establish the "inferior" courts of the federal system? _____

Based on the idea that judges shall hold their office during "good behavior," how long is the term of
a federal judge and Supreme Court justice? _____

Section 2... identify six areas in which the federal courts have jurisdiction as describes in Clause 1:

Clause 2... describes the jurisdiction of the Supreme Court.

The Supreme Court has original jurisdiction when the parties involved are _____
or _____.

In all other federal cases, the Supreme Court has _____ jurisdiction.

Section 3 ... defines _____ as the only crime in the Constitution. The Framers intended this very specific definition to prevent the loose use of the charge, for example, against people who criticize the government. How is the crime defined?

Article IV:

...outlines relations between the states, and the federal government's obligations to states.

Section 1... calls for states to extend _____ to the acts, records, and proceedings of other states.

Sections 2... describes how citizens of states shall be treated in other states.

Clause 1 entitles citizens of each state all _____ & _____.

Clause 2 does not allow _____

*Clause 3 was later replaced by an amendment.

Section 3... who is given the power to admit new states to the union? _____

Section 4... the federal government guarantees it will do three things for the states:

1. _____
2. _____
3. _____

Article V:

...outlines how the Constitution will be amended in the future.

Which are the two ways an amendment may be proposed?

Which are the two ways an amendment will be ratified?

Article VI

...describes how the Constitution itself would be ratified

States needed for ratification: _____ On what day was the Constitution signed?: _____

Number of Convention attendees who signed the final document: _____

Part 3: Amendments

The Constitution has 27 amendments. The first 10 are referred to as the Bill of Rights. Why were the Bill of Rights originally added to the Constitution? (**Hint!** Answer MUST include Federalists and Anti-Federalists to earn credit!)

Read the 27 amendments and write a brief description of each amendment's overall intent *in your own words* (not necessary to be very specific about the provisions in each amendment):

1st: _____

2nd: _____

3rd: _____

4th: _____

5th: _____

6th: _____

7th: _____

8th: _____

9th: _____

10th: _____

11th: _____

12th: _____

13th: _____

14th: _____

15th: _____

16th: _____

17th: _____

18th: _____

19th: _____

20th: _____

21st: _____

22nd: _____

23rd: _____

24th: _____

25th: _____

26th: _____

27th: _____

Part 4: Current Government Officers

Fill in the following blanks:

1. President: _____
2. Vice President: _____
3. Secretary of State: _____
4. Secretary of Defense: _____
5. Attorney General: _____
6. Speaker of the House: _____
7. Chief Justice: _____
8. Governor of South Carolina: _____
9. Two Senators from South Carolina: _____ &

10. Anderson's representative in the US Congress: _____
11. Anderson is part of what Congressional district? _____

Part 5: Case Brief

You will be responsible for knowing 15 landmark Supreme Court cases (listed below) for the AP exam. You will pick ONE of the cases to research and write a 1-2 page, single spaced case brief (do NOT go over 2 pages!!). An example is included in this packet. It is important that you properly cite your sources using MLA format. Plagiarism will result in an automatic zero.

Do not put this assignment off until the last minute. I will help you with as much of this as possible, you just have to reach out and ask! **Do NOT use first person.**

Cases to choose from:

1. *Marbury v Madison* (1803)
2. *McCulloch v Maryland* (1819)
3. *Schenk v United States* (1919)
4. *Brown v Board of Education* (1954)
5. *Baker v Carr* (1961)
6. *Engel v Vitale* (1962)
7. *Gideon v Wainwright* (1963)
8. *Tinker v Des Moines Independent School District* (1969)
9. *New York Times Company v United States* (1971)
10. *Wisconsin v Yoder* (1972)
11. *Roe v Wade* (1973)
12. *Shaw v Reno* (1993)
13. *United States v Lopez* (1995)
14. *McDonald v Chicago* (2010)
15. *Citizens United v Federal Election Commission (FEC)* (2010)

You will follow this general outline:

- I. Key Issues in the Case
 - What was the issue at hand? What rights were violated that led to the legal proceedings? (Hint: these are usually violations of a person's 1st-10th Amendment rights, 14th Amendment rights, or a Constitutional clause, such as the Supremacy Clause, or the Commerce Clause).
- II. Brief Answers to the Key Issues
 - How did the SCOTUS resolve the issues that you outlined in part 1? What was their justification?
- III. Brief Summary of the Case
 - This is the story of the case. What happened that led to the legal proceedings?
- IV. Procedural History
 - How did the case make its way to the SCOTUS? How did each of the lower courts rule?
- V. Court's Reasoning
 - What was the court's reasoning for the ruling? Were other cases cited as *precedent* (if any)?
- VI. Brief Comment: Impact of the Case
 - What *precedent* does this case establish? How was the country impacted?

Hardwick v Heyward
711 F.3d 426 (4th Cir. 2013)

Key Issues in the Case

The key legal issue in this case is focused on whether or not the administration of Latta Middle School and Latta High School violated a student's First Amendment right to free speech, as well as the Fourteenth Amendment right to due process. Specifically, the plaintiff, Hardwick, posed the following two questions to the court:

- Is the protection of free speech, which is ensured by the First Amendment, violated by the middle and high school's dress code policies that prohibit the display of Confederate Flags on apparel due to their potential to "distract others and interfere with the instructional programs" or are "deemed to be offensive"?
- Is the Fourteenth Amendment's right to due process violated by the school's "overbroad and vague" dress code, which are not viewpoint neutral and therefore violate the student's right to equal protection?

Brief Answers to the Key Issues

According to the Fourth Circuit Court, the dress codes at Latta Middle and High Schools which prohibit students from wearing clothing that distracts others or "interferes with the instructional programs, or otherwise cause disruption" does not violate the student's First Amendment rights to freedom of speech and expression because there has been a history of racial tensions at the schools, and recent disciplinary records of altercations at the school resulting from racially charged arguments.

Furthermore, the Fourth Circuit Court found that Hardwick's Fourteenth Amendment rights to due process and equal protection were not violated because the court found that schools have greater leeway when creating school policies in order to respond to "a wide range of unanticipated conduct that is disruptive of the educational setting."

Brief Summary of the Facts of the Case

Candice Hardwick attended Latta Middle School (of which Heyward was principal) and Latta High School from 2002-2006. During that time, Hardwick was forced to change out of shirts that displayed the Confederate flag on multiple occasions, and on one occasion was punished with in-school suspension for wearing one of these shirts. Hardwick's parents sent letters to the district's superintendent (John Kirby) on two occasions, stating that Candice's clothing had been approved by them and reflected their family's heritage. Kirby responded with a letter to the parents outlining the history of racial tensions in the school district that could lead to different interpretations of the shirts. Candice continued to wear the shirts, including a shirt saying "Jesus and the Confederate Battle Flag: Banned from Our Schools but Forever in Our Hearts," a shirt saying "Our School Supports Freedom of Speech for All (Except Southerners)," and a shirt saying "Public Schools Should Educate Not Discriminate Against Southern Heritage." Hardwick also wore what she referred to as a "protest shirt" which had a picture of the American flag with the words "Old Glory: Flew over legalized slavery for 90 years!" Hardwick's parents continued to attempt to have the school board change its policies on the school's dress code, until the spring of 2006 when Candice, through her parents, filed a motion for summary judgement based on a violation of her First and Fourteenth Amendment rights.

Procedural History

The district court granted a summary judgement to the defendants (principals of Latta Middle and High Schools) on both the First and Fourteenth Amendment claims. Hardwick appealed this judgement, and the Fourth Circuit Court concluded that they lacked jurisdiction because the district court's opinion did not address the "protest shirt" that Candice had worn and her claims related to that shirt. Therefore the circuit court remanded the case.

The district court once again granted summary judgement to the defendants, this time based on the protest shirts (and reaffirming the judgement based on the other shirts in question). Hardwick then appealed again to the Fourth Circuit Court, asserting once again that her First and Fourteenth Amendment rights were violated. On appeal, the Fourth Circuit Court upheld the district court's decision and granted summary judgement to Latta Middle and High Schools (Heyward).

Court's Reasoning

According to the Fourth Circuit Court, the Confederate flag can be interpreted in several different ways, and that for many, it is a "symbol of racial separation and oppression" which can exacerbate racial tensions that have existed in some school districts for decades, leading to racially charged incidents. Because of this reason, school officials must predict that the Confederate flag will disrupt schools. As for Hardwick's claim that her Fourteenth Amendment rights were violated, the court reasoned that, based on photographs submitted by the schools of other dress code violations, that the dress code was not overly broad and was uniformly enforced.

In *Tinker v Des Moines Independent Community School District*, the US Supreme Court established a framework used to oversee student speech in schools. In this case, the Court determined that school officials may prohibit or punish student speech and expression if it interferes with the requirements for the appropriate operation of a school. Schools may even regulate speech before it occurs (in this case through a dress code) if officials are led to believe that the speech will cause a disruption. Officials in Latta were justified in believing that the display of a Confederate flag had the potential to cause a racially charged disruption in the schools. The court also cited *Bethel School District v Fraser*, saying that school officials can "prohibit the use of vulgar and offensive terms".

Brief Comment: Impact of the Case

School administrators must be conscientious of their school's dress code and consistent in its enforcement. Although students may be compelled to express themselves through the way they dress, they are not necessarily protected by their First Amendment protections of freedom of speech and expression. This case demonstrates how important it is for school administrators to foresee potential disruptions caused by student's clothing, and remain consistent in their enforcement of school policies so students do not feel as though they are being targeted because of how they choose to dress.