

June 7, 2011

Dear AP NSL Students:

Congratulations on registering for the AP NSL Government class here at Quince Orchard High School. You have chosen to take on an academic course that will challenge you to perform at the college level, and you are doing that in the 10<sup>th</sup> grade, something that demonstrates your seriousness and maturity.

We are really looking forward to working with all of you to develop the analytical skills and knowledge that will lead you to success on the AP test in May. While that may seem a long way off, especially as you are lounging by the pool or beach, we do need to start preparing for the school year. We have prepared a summer packet, in order to ensure that everyone develops some background knowledge and grows comfortable with some of the content we will be covering. You will see that there are four activities. We recommend completing one activity per week. Many of the activities have multiple parts, so make sure you budget your time. **You should complete all assignments on separate paper (a printed Word document, rather than hand-written, is preferable), answer all questions IN YOUR OWN WORDS - which will be collected the first day of school.** Under the current grading policy, homework completion can count up to 10% of your first quarter grade.

Finally, there is one other thing you can do over the summer to prepare for the course – Become a regular consumer of the news! Follow the top political stories and issues and keep up with what your government (national, state or local) is doing. Scan newspapers (you can do this on-line now; of course), watch the Sunday morning news talk-shows, nightly news or CNN. Part of the goal of any government course is to have students become informed citizens and play their part in our great democracy.

The students who come into the class with a fair amount of background knowledge (and vocabulary) are almost always the most successful. So, we're trying to ensure that success by requiring some preparation. Enlist the help of your parents or other adults who can "talk politics" with you.

We have posted the activities and materials on the school web page, ([www.qohs.org](http://www.qohs.org)) follow the AP NSL Summer Packet link. Should you need a hard copy, please pick one up from me in Room 321 before June 17<sup>th</sup>. Welcome to AP NSL, should you have any questions – contact Mrs. Jones at [kebjones@gmail.com](mailto:kebjones@gmail.com) or [Karen\\_E\\_Jones@mcpsmd.org](mailto:Karen_E_Jones@mcpsmd.org). See you in August!

Sincerely,

Ms. Jones & Ms. Yang

## ACTIVITY ONE – GETTING TO KNOW THE CONSTITUTION

OBJECTIVE: After completing this activity, students should be able to

1. Identify and define the 6 principles of the U.S. Government
2. Outline the characteristics of government established by the Constitution
3. Recognize how the underlying principles are reflected in the Constitution

### ASSIGNMENT:

1. Read the enclosed handout on The Six Principles of Government
2. Go to [www.law.cornell.edu/constitution/constitution.overview.html](http://www.law.cornell.edu/constitution/constitution.overview.html) in order to view selected articles from the Constitution and answer the following questions (3A-10A)

3. Read the Preamble (the introduction to the Constitution)

*3A – According to the preamble, what are the purposes of government?*

4. Read Article I, Section 1

*4A – What body or branch of government is established in Article I?*

*4B – Define the term legislate.*

Read Article I, Section 7

*4C – What steps are involved in a bill becoming a law?*

Read Article I, Section 8

*4D – Identify 5 powers that are granted to Congress.*

5. Read Article II, Section 1

*5A – What body or branch of government is established in Article II?*

*5B – Define the term execute.*

Read Article II, Section 2

*5C – Identify 3 powers the President has.*

6. Read Article III, Section 1

*6A – What body or branch of government is established in Article III?*

*6B – Define the term judicial.*

7. Read Article IV, Section 1

*7A – Article IV offers guidelines concerning relationships between whom?*

8. Read Article V

*8A – According to Article V, what can Congress do?*

*8B – Define the term amendment*

9. Read Article VI

*9A – What does this article say about the Constitution?*

10. Read Amendments I-X (otherwise known as the Bill of Rights)

*10A – Briefly outline the rights found in the first 10 Amendments*

**NOW that you have familiarized yourself with the Constitution and its principles – see if you can recognize how the principles are reflected in the Constitution. For each of the following sections of the Constitution, identify which principle is established. Give the reason for your choice – multiple answers may be correct. USE the principles on the enclosed handout: Popular Sovereignty (PS); Limited Government (LG); Separation of Powers (SP); Checks and Balances (CB); Federalism (F) – note Judicial Review will NOT be used**

**The first one is done for you –**

**11. Preamble – PS, “We the people” establishes that the source of power for the government is the people**

**12. Article I, Section I -**

**13. Article I, Section 3 (last 2 paragraphs) -**

**14. Article I, Section 7 (2<sup>nd</sup> paragraph) -**

**15. Article I, Section 9**

**16. Article II, Section 1 -**

**17. Article II, Section 2 (2<sup>nd</sup> paragraph) –**

**18. Article III, Section 1 -**

**19. Article IV, Section 4 -**

**20. Article VI (2<sup>nd</sup> paragraph) -**

**21. 1<sup>st</sup> Amendment -**

**22. 10<sup>th</sup> Amendment -**

## ACTIVITY TWO – UNDERSTANDING FEDERALISM

OBJECTIVE: After completing this activity, students should be able to

1. Explain the federal relationship established under the Constitution
2. Identify powers granted to the national government and those reserved to the states
3. Analyze a current issue to evaluate the tension that still exists between national and state powers

### ASSIGNMENT:

1. Use the following website <http://usgovinfo.about.com/od/rightsandfreedoms/a/federalism.htm>

To do the following:

- A. Define federalism
- B. Create a chart that shows the powers 1) delegated to the National Government  
2) reserved for the state governments and  
3) held concurrently by both national and state

2. Go to the following website – <http://usgovinfo.about.com/library/weekly/aa042300a.htm>

(Federalism, whose power is this anyway?) Use the website to answer the following:

- C. What are some powers that are denied to the states? Why?

Sometimes the line between states powers and federal powers is not clear. Ultimately, these disputes are resolved in court.

- D. What did the court rule in *Brown v Board of Education*? How did southern states respond?  
How was it ultimately resolved?
- E. What was the issue/conflict in *Reno v Conlon*? What did the Supreme Court rule in terms of the DPPA (Federal law)? Why – what was the basis for their ruling?

3. Read the enclosed articles; “Appeals court questions Obama healthcare lawsuit” and “FEMA and Federal Partners Support Missouri, Midwest States in Response to Severe Storms”, and answer the following

- F. How do these articles illustrate Federalism? Is there tension or cooperation between national and state levels?
- G. Do you think health care is an area where the states (like Virginia) should be able to overrule federal policies?
- H. What responsibility does the Federal government have to help states and localities?

**ACTIVITY THREE –THE NATURE OF INTEREST GROUPS & MONEY AND ELECTIONS – use post website on election -**

**OBJECTIVE:** After completing this activity, students should be able to

- 1. Identify the potential Presidential candidates and evaluate their campaigning efforts and standings in the polls**
- 2. Identify the role that interest groups and PACs play in politics**

**ASSIGNMENT:**

- 1. Use the Washington Post 2012 Election website (<http://www.washingtonpost.com/politics/campaigns?wpsrc=AG0002632>) to complete the following**
  - a. Identify the potential Republican Candidates**
  - b. Choose one candidate and examine the “Why they matter” and “the Issues” tabs; briefly summarize their important qualifications and positions**
  - c. Read one current events piece from the top “Campaign 2012” Section; Report on the story – what is the candidate doing ??**
  - d. Follow the polls – check out how your candidate is doing (<http://www.pollingreport.com/2012.htm>)**
    - Within the field of Republican nominees**
    - Head to head vs. Obama**
    - Compare an earlier poll with a more recent poll (August)**
- 2. Read the enclosed handout on The Nature of Interest Groups and Money and Elections**
- 3. Define the following terms:**
  - Interest group –**
  - Lobbying –**
  - PAC –**
- 4. How do interest groups hope to influence politics? Describe 3-4 strategies or techniques that they use.**

Should you need help/on-line resource, you can use this link

**([http://books.google.com/books?id=6ubh-K1gBooC&pg=PA238&lpg=PA238&dq=direct+techniques+used+interest+groups&source=bl&ots=sATukqyRWm&sig=MTtSEKB27bK86UZaveC2DIjiRNM&hl=en&ei=zhAJTJiSIYP48AaEzuy7AQ&sa=X&oi=book\\_result&ct=result&resnum=5&ved=0CC8Q6AEwBA#v=onepage&q=direct%20techniques%20used%20interest%20groups&f=false](http://books.google.com/books?id=6ubh-K1gBooC&pg=PA238&lpg=PA238&dq=direct+techniques+used+interest+groups&source=bl&ots=sATukqyRWm&sig=MTtSEKB27bK86UZaveC2DIjiRNM&hl=en&ei=zhAJTJiSIYP48AaEzuy7AQ&sa=X&oi=book_result&ct=result&resnum=5&ved=0CC8Q6AEwBA#v=onepage&q=direct%20techniques%20used%20interest%20groups&f=false) -starting on pg 238)**

- 5. Read the enclosed articles, “GOP presidential candidates rush to secure big donors” and “Obama, Democrats Set \$60 Million Fundraising Goal for June” and answer the following**
  - a. What do these articles show about the importance of raising money to a campaign**
  - b. In the GOP article, what considerations does lobbyist Rick Hohlt weigh in terms of who to support?**
  - c. In the Obama article, how/why are they also emphasizing low-dollar fundraising**

## ACTIVITY FOUR –THE BRANCHES OF GOVERNMENT

OBJECTIVE: After completing this activity, students should be able to

1. Identify and describe the functions of the three branches of government
2. Describe the powers of the three branches of government

### Evaluate the checks and balances between the branches of government

Use Ben's Guide to the U.S. government (for grades 9-12) to answer the following questions about the branches of government - <http://bensguide.gpo.gov/9-12/government/branches.html>

#### 1. EXECUTIVE BRANCH

- A. What are the 4 parts of the Executive Branch?
- B. Describe the 3 main categories of powers of *The President*
- C. Explain the President's effect on the law-making process (*Legislative Powers of Pres*)

#### 2. LEGISLATIVE BRANCH

- A. Identify the 2 houses of Congress
- B. What are the most important *Powers of Congress*? What are implied powers?
- C. What powers are shared with the President?
- D. How is the *House of Representatives* organized? What special jobs does it have?
- E. How is the *Senate* organized? What special jobs does it have?

#### 3. JUDICIAL BRANCH

- A. Describe the structure of the federal court system? How are lower courts established?
- B. What is the courts most important power? How did the courts get this power?
- C. What is the relationship between *The Supreme Court* and the state courts?
- D. How do most cases make their way to the Supreme Court? What is original jurisdiction? (*How the Supreme Court Works*)

4. READ the enclosed articles on our military involvement in Libya; "Obama Letter to Congress on Libya Sparks Protest" and "House debates resolutions on US military role in Libya, president's authority" and answer the following:

- A. What executive and legislative powers/roles are evident? How do they conflict?
- B. What criticisms are being levied? What additional actions might be taken?