AP European History Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AP GOV Reading Requirements and Assignments:**

**Mr. Duncan 2018-2019**

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**AP Government Assignment 2018‐2019 School Year**

If this is your first AP-level course, please be aware that AP Government may place demands on you that *far outweigh* any regular- or honors-level class you have ever taken, and may indeed be the most intellectually-challenging course you take in your years at MHMS. It is of course important that you approach this class with the proper mindset and motivation. Remember, this is a **college-level course**, but it is one that offers many potential benefits. In terms of the level of the reading, we use college-level textbooks and readings. And this AP Government is a course that will require you to do a great deal of independent reading outside of class as well as timed writing in class.

Since this course can garner you college credits, the level of rigor will be relatively high. If you find the reading to be too difficult or the level of work ethic and intellectualism required to be successful in this course to be too much for you, it would be better for you to find out now the amount of time you may have to dedicate to this class, rather than later. This is a secondary reason for why there is a reading assignment for this course. It is designed to provide you with the analytical skills and factual knowledge necessary to understand Government on an extremely advanced level.

I expect you to come to this class in January ready to work hard, every day! If you do not enjoy taking notes, analyzing centuries-old documents, engaging in challenging discussions, speaking up about controversial historical issues, and asking questions, then this course may challenge you. If you signed up for this course in anticipation of watching movies, filling out worksheets, and completing your homework in fifteen minutes a day, then you are in for quite a surprise indeed.

In anticipation of the semester ahead, I expect that you will spend part of your summer/winter break in preparation for this course by engaging in a two-part reading and writing assignment. This is a ***required assignment***that will help me gauge your reading, writing, and analytical skills.

For SOME of you this is your first foray into the world of Advanced Placement, there

are some truths and some myths with which you should acquaint yourself.

**Issue #1 – Why there is a reading assignment**

Myth – Reading assignments are given to weed out students

Truth – In reality, most AP teachers want to have as many sections of AP as possible, so the notion of using the summer assignment as a weeding instrument is specious. Speaking for myself, the main reason for having the reading assignment is to give the students a few weeks instead of a few days to do the first big reading assignment.– I don’t have much latitude to push back reading assignments. Having only few days to do the first reading assignment after being off would no doubt cause many students to be discouraged by the class (most AP students said they would have dropped AP Gov had they been given the reading assignment on the first day of school to be due the Monday of the second full week). Throw in the fact that each year, we lose the equivalent of 2 weeks of in-class instruction in our AP Government classes (because of school activities, school trips, sports, Snow Days, etc. ), **the reality is that the students frequently have to read ahead of where we are in class;** **I can’t** **base the reading on where we are in class at the time.** Also, as mentioned in the introductory paragraph, I’d rather have students recognize that maybe this course is too much for them sooner rather than later.

**Issue #2 – A student has to be “super smart” to be in Advanced Placement**

Myth – Many students believe that you have to be a so-called “brainiac” to take AP classes

Truth – While it doesn’t hurt to have above-average intelligence, **Advanced Placement is more about work ethic and motivation than it is about raw intellectual ability**. You also need a passion for learning generally and for the subject specifically . I have seen a lot of students really grow and improve because they were willing to be pushed to excel and had the desire to learn more about the subject.

**Issue #3 – Poor performance on summer assignment**

Myth – “If I ‘bomb’ the reading assignment, I will fail the class.”

Truth – Not doing well on the reading assignment means you have dug yourself a bit of a hole but there MAY be some extra credit opportunities, you can overcome a poor start but your margin of error will be thinner. I would not RELY on this if grades are important to you.

**2018 Assignment for Reading**

Rationale for the Reading Assignment

One of the goals of Advanced Placement courses is to prepare you to successfully complete the AP examination so that you may earn college credit. The 2019 AP Government exam will take place on **MONDAY, May 6th , 2015** **at 8am sharp!** In other words, we have approximately 16 weeks in which to cover all the material necessary. With that in mind the reading assignment will introduce you to the content while at the same time familiarizing you with regular class assignments

**Your book is provided by the Duncan Family Foundation and is to be returned when you turn in your assignment**

Gideon's Trumpet Paperback – April 23, 1989

by Anthony Lewis (Author)

ISBN-13: 978-0679723127 ISBN-10: 0679723129

**SUMMER ASSIGNMENT IS DUE:**

You have TWO options

IF you turn it in on the **first week of School in August ( August 6th – 10th)** your assignment will ***get 5 extra credit points***

IF not it is due the week **AFTER FALL BREAK, ( October 15th –**

**19th), NO extra credit.**

This will give me time to grade it and look at your writing before

the class begins.

After that it will be late and 10 points a week will be taken off.

1. In your own HANDWRITTING define the following 23 terms **within the context** of the book. Underline each word. A thorough definition will adequately explain the term and reference its significance in Gideon’s Trumpet. **Definitions should be three to five sentences long.**

Terms can be in any order:

American Civil Liberties Union ( ACLU ) Mapp v. Ohio (Define and Explain)

Amicus curiae McCulloch v. Maryland

Article III (Define and Explain)

Barron v. Baltimore (Define and Explain) Powell v. Alabama

Betts v. Brady (Define and Explain) (Define and Explain)

Sixth Amendment Rule of four

Due process of law Solicitor General

Double Jeopardy Stare decisis

Federalism Writ of certiorari

Fifth Amendment

Fourth Amendment

Gideon v. Wainwright

Habeas corpus

Judicial restraint

In forma pauperis

Judicial review

Answer ALL the following questions FULLY using complete sentences – you are in AP GOV. It is ok to EXPAND your answers and include the question in your response! Handwritten please

Just after Gideon’s first trial…  
1. For what crimes was Gideon convicted?   
2. How well did he defend himself?   
3. Was the trial unfair?   
4. Was the punishment appropriate?   
  
At the point Gideon mails his appeal to the Supreme Court…  
1. On what parts of the Constitution did Gideon base his appeal?   
2. What is the importance of the writ of habeas corpus?   
3. What is a writ of certiorari?   
4. What is an in *forma pauperis* petition?   
5. What is life in prison like?   
  
Following the Supreme Court conference in which they agree to hear the Gideon case…  
1. What is the conference?   
2. What is the importance of precedent (*stare decisis*)?   
3. What precedent was set in *Betts v. Brady 316 U.S. 455* (1942)?   
4. What is the role of law clerks?   
  
Following oral arguments before the Supreme Court…  
1. What were the major points made by Abe Fortas (Gideon’s lawyer)?   
2. What arguments were made by the lawyer representing the state of Florida?   
3. Review the nature of oral arguments before the Court.   
4. How would you decide the case? Why?   
  
Following Gideon’s preliminary appearance in court for the new trial…  
1. What is double jeopardy?   
2. Why isn’t it double jeopardy to try Gideon a second time?   
3. What is a statute of limitations?   
4. Why didn’t the statute of limitations apply since so much time had passed?

5. What is the ACLU and why were they involved in this case?

1. Also respond to the following questions:

a. In what circumstance does the Supreme Court grant writs of certiorari?

Was it surprising the Gideon’s writ was granted? WHY?

b. When is the Supreme Court in session? Describe what takes place at a

Supreme Court conference and at oral arguments before the supreme Court. Describe the oral arguments made by Abe Fortas and Bruce Jacob

c. How does be Fortas use federalism to help argue his side of the case?

d. How does Bruce Jacob, the Assistant Attorney General of Florida, attempt

to use federalism to help argue his side of the case?

e. Discuss, using specific examples, the problems of Abe Fortas encounters

in making his argument.

f. Discuss, using specific examples the problems Bruce Jacob has in proving

his case.

g. Describe the process by which the Supreme Court writes an opinion.

h. What did the court decide in Gideon v. Wainwright and what were the

consequences of the decision?

At the conclusion of the book… ESSAY  
1. Compare and contrast Gideon’s two trials. Give me Details and Opinion – Remember I am looking at your writing skills! IMPRESS ME

**WINTER BREAK PACKET: - not due till January 8th, 2019**

The following assignments will be due on the 2nd day of class (10 percent off for each day it is late). If you have questions, feel free to contact me via email. I look forward to working with all of you!

**Part I: Current Event Portfolio (30 pts)**

AP Government is more related to current events than any course you will take in high school. Knowledge of current political and governmental affairs will significantly help you to understand the things we study throughout this course.

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

• Read either the print or online version of a major newspaper

• Watch national/international news broadcasts (PBS, ABC, CBS, CNN, FOX News, MSNBC, NBC) - not a local news broadcast

• Read major news magazines 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.com or fivethirtyeight.com

• Watch daily or weekly news/current affairs programming (Hardball, Meet the Press, Face the Nation, etc.)

**Assignment Instructions**

Over the Winter you are responsible for keeping a current event portfolio. You will need **THREE current event analyses from two separate weeks.** Your analyses should deal with issues that are of significant importance toAmerican politics and government. Such things include what the president is up to, what Congress is debatingor legislation they are passing, constitutional issues, international crises or foreign policy issues that somehowaffect the US.

**Analyses must include:**

At the top

• Name

• Current Event

The Body

• Double spaced

• 12-point font in Times New Roman with one inch margins

• Minimum of two paragraphs

o 1st paragraph - describe the event or events. What impact does it have on the United States?

o 2nd paragraph - analyze the significance of it and state any opinions, thoughts or analysis that you might have about the event.

**\*Cite sources used in MLA Format**

**Part II: Enlightened Philosophers Reading Assignments (40 pts)**

**\*Excerpts are attached at the end of this document. \***

• John Locke: Second Treatise of Civil Government (excerpts)

• Baron de Montesquieu: The Spirit of the Laws (excerpts)

• Jean Jacques Rousseau: The Social Contract (excerpts)

**Guided Reading Questions for the Enlightened Philosophers’ Excerpts**

• Using the attached excerpts, answer the questions below for each.

• Please refrain from using direct quotes from the philosophers unless it supports an argument or explanation you are making.

• **Responses must be typed and in complete sentences.**

John Locke: Second Treatise of Civil Government

1. How does Locke differentiate between the laws of nature and the laws of man? Provide specific support from the reading.

2. When, according to Locke, is it necessary for man to give up certain civil liberties under the laws of nature?

3. According to Locke, explain the role of the legislative power.

4. Under what circumstances might it be necessary for the people to dissolve their government and start anew? Be detailed and provide support from the reading.

Baron de Montesquieu: The Spirit of the Laws

1. In paragraphs 1-5, Montesquieu lays out an idea that directly influenced the shaping of American government. What is it and why does he state it is so important?

2. According to Montesquieu, who should exercise executive power? Who should exercise legislative power? Why?

3. What does Montesquieu say about the idea of the executive limiting the legislative power? How about the legislative limiting the executive power?

4. Who, according to Montesquieu, should comprise the army, and what role does he say the army should play?

5. According to Montesquieu, what will ultimately cause the state to perish?

Jean Jacques Rousseau: The Social Contract

1. According to Rousseau, what is the social contract and what are the social contract’s benefits to society?

2. What does Rousseau think of the concept of individualism? How does the social contract affect individual will?

3. What is Rousseau’s overall thinking on the concept of a representative democracy?

4. In what ways are Rousseau’s theories and Locke’s theories of the role of government similar? Cite specific examples from your readings.

**Your Current Events and Enlightened Philosophers Reading Assignments are due on the 2nd day of class in January.**