



## **AP U.S. Government and Politics**

Sit where you want because this is America

# Day 1: Quiz-Quiz-Trade (Q-Q-T)

- You each get a Quiz card
- Find a partner, ask your question
- If partner answers **correct**: They get your card
- If partner answers **incorrect**: You keep your card
- If you run out of cards, see me for a new one
- Person with most cards at end gets a prize

Who is the current  
President of the U.S.?

A: Vladimir Putin

Which amendment  
protects a person  
from illegal searches?

A: 4<sup>th</sup> Amendment

# 10 Politically Charged Questions

1. The government should use regulations to protect clean air and water
2. The government should be able to ban certain people from immigrating to the United States
3. People should have to pass an IQ test in order to become parents
4. Access to healthcare is a basic human right
5. The rich should pay a higher tax percentage than the poor or middle class

# 10 Politically Charged Questions

6. Anyone who wants a gun should be able to have one

7. The government should be able to censor language and expressions it finds offensive

8. It is the government's responsibility to ensure every American has a decent standard of living

9. College education should be free for everyone

10. The United States should stay out of the conflicts between other nations

# Student Interest Survey

**Answer the following on a notecard. I will be the only one who reads these.**

- Name / Preferred Name
- Name a favorite book and/or movie:
- What do you want to learn about in this class?

**HW for next  
time: Read  
Declaration of  
Independence and  
Complete Analysis  
Organizer**

# Day 2: Does government have a purpose?



## DEMOCRACY

"A DEMOCRACY IS NOTHING MORE THAN MOB RULE ,WHERE 51% OF THE PEOPLE MAY TAKE AWAY THE RIGHTS OF THE OTHER 49%."

THOMAS JEFFERSON

# The Power to Rule: Round 1

## Guidelines for Round 1:

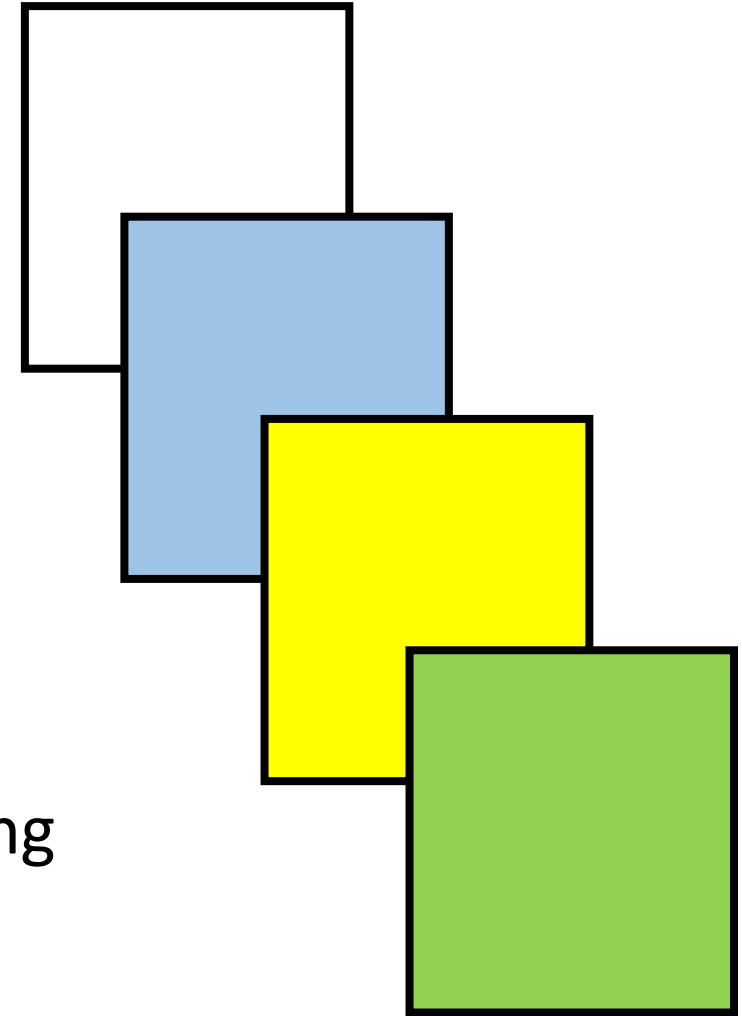
You all have at least one card

Each card has a point value, based on its color

Point values will be revealed after Round 1

**Your Job:** Gain as many points as you can by trading with others

You have two minutes to trade. GO!



# The Power to Rule: Round 1

## Point values of cards:

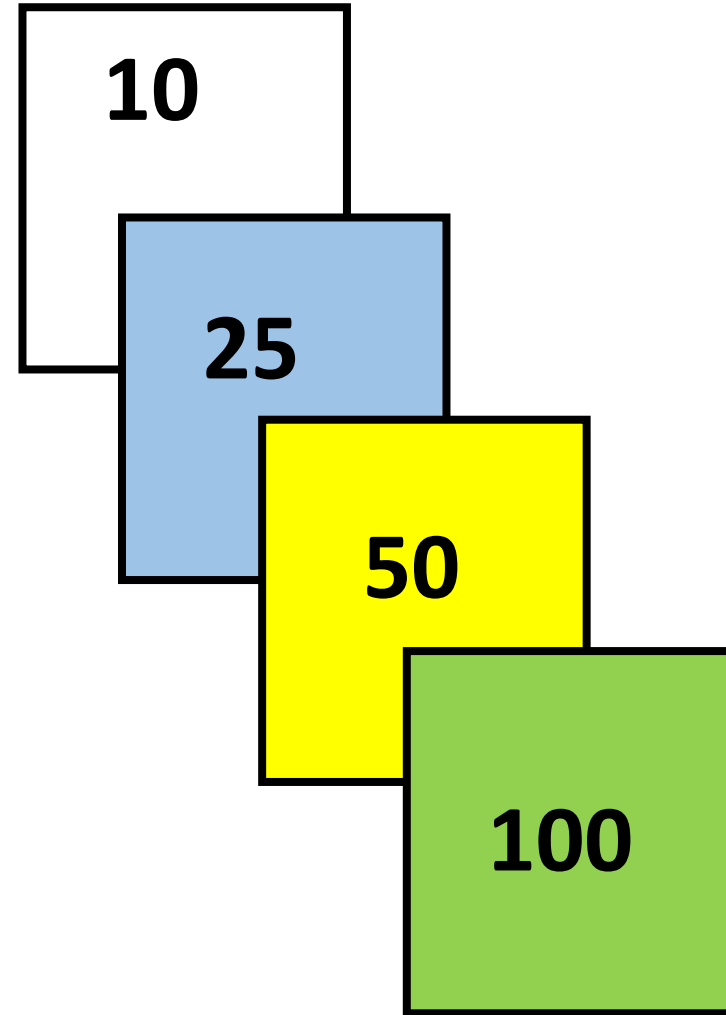
White = 10 points

Blue = 25 points

Yellow = 50 points

Green = 100 points

Add up your points.





# Points and Rules for the Semester

To use the bathroom during class (1 block): 10 pts

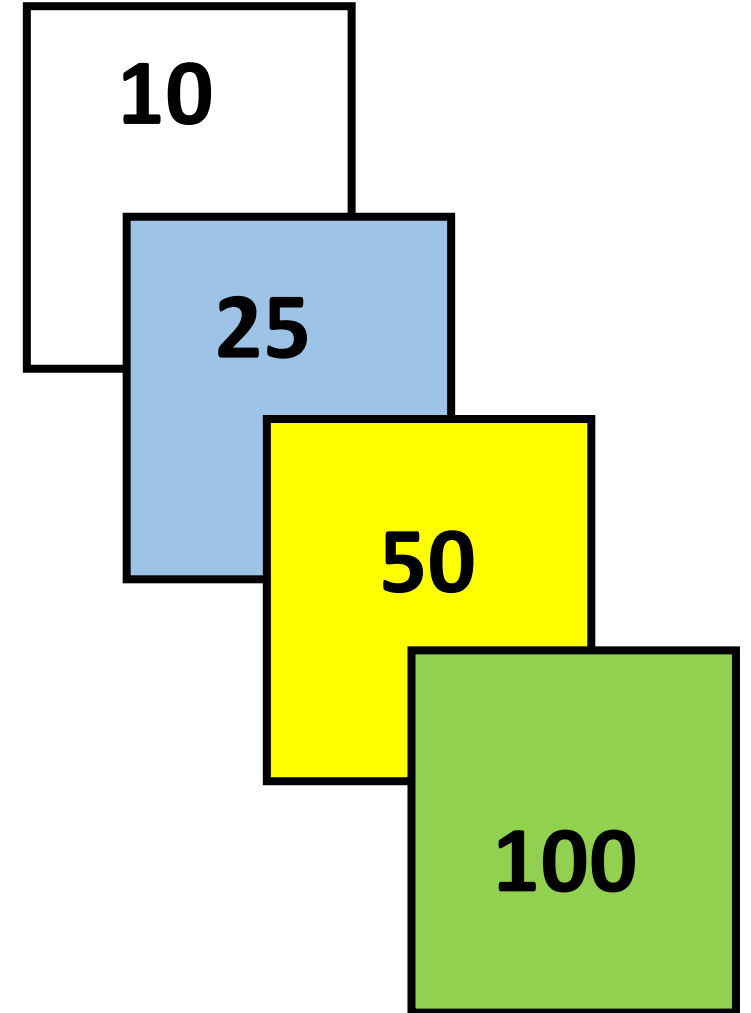
To eat in class (1 block): 20 pts

To use phone in class (1 block): 50 pts

Exempt from Unit 1 Test: 250 pts

1 "Get out of unexcused absence free" pass: 500 pts

Add up your points. Who has the most?



## The Power to Rule: Round 2

### Point values of cards:

White = 10 points

Blue = 25 points

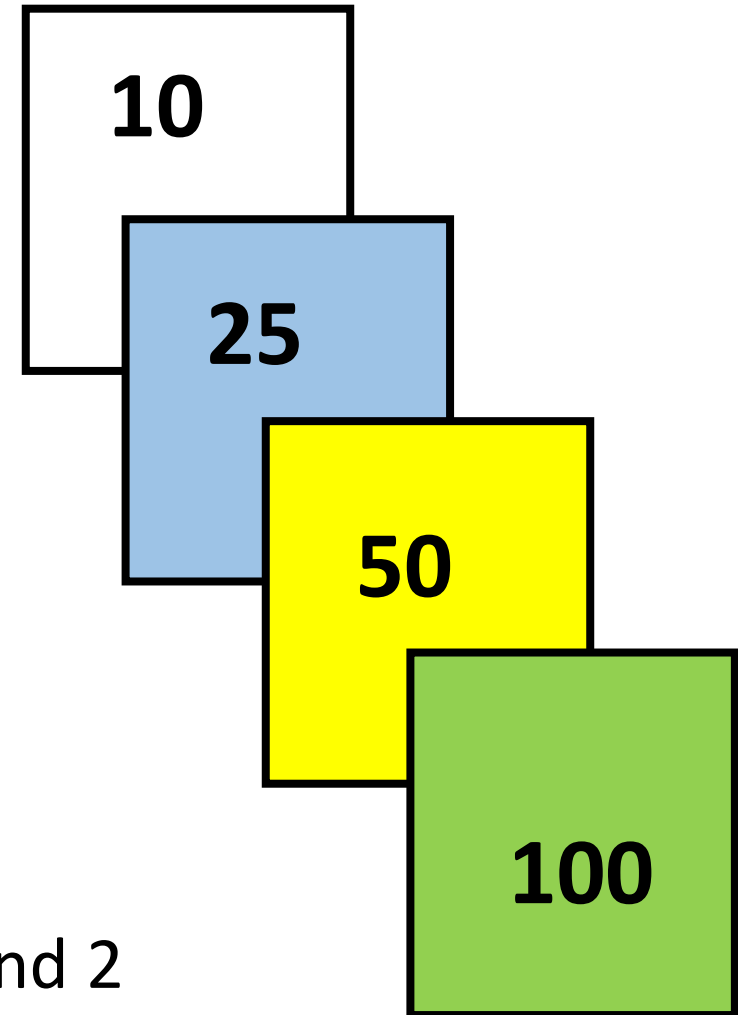
Yellow = 50 points

Green = 100 points

Add up your points. Who has the most?

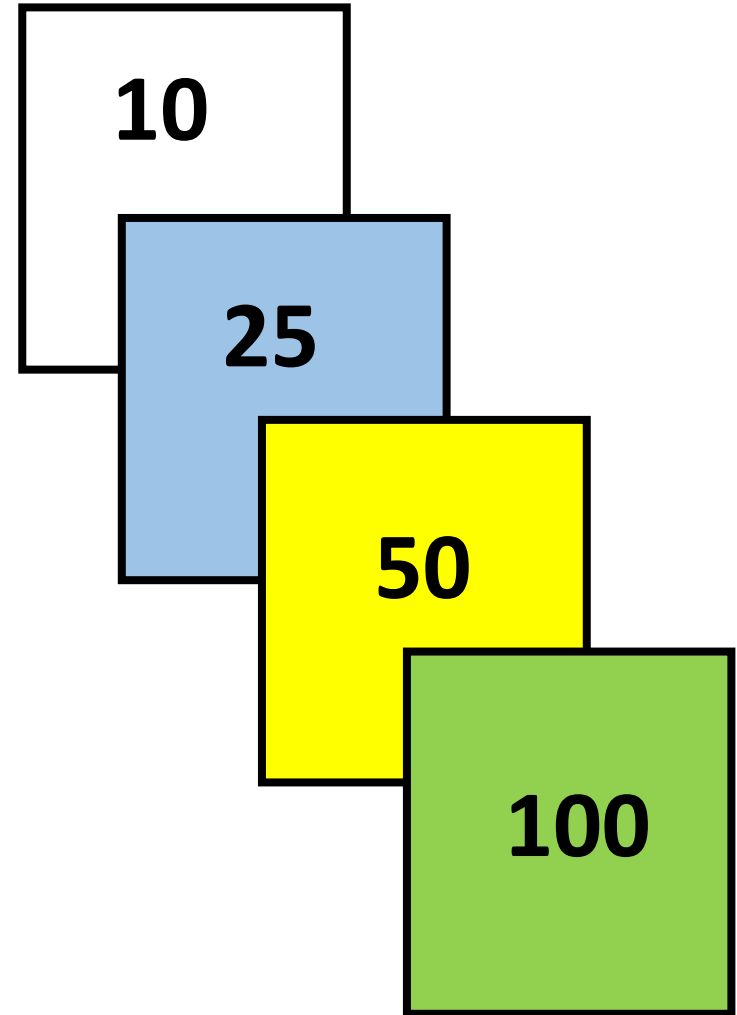
Winner of Round 1 gets to make one rule for round 2

Example: "Everyone give me two yellow cards"



# The Power to Rule: Round 2

## Rule for Round 2:



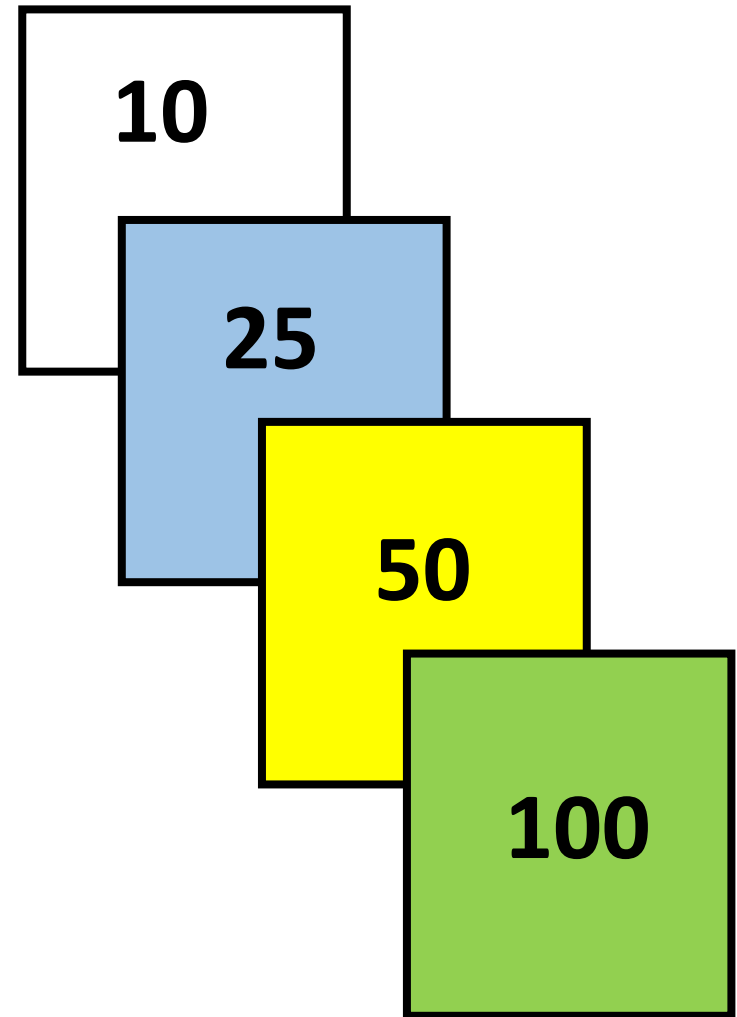
Two minutes to trade for Round 2. GO!

## The Power to Rule: Round 2

Add up your points. Who has the most?

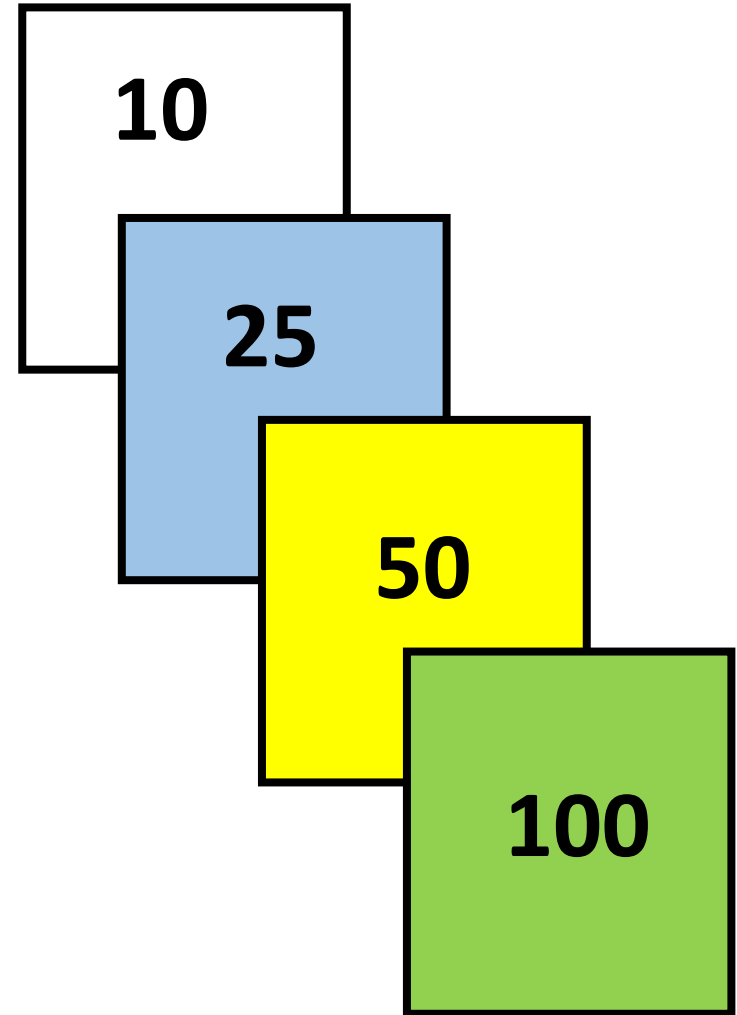
Do we have a new winner?

Winner of Round 2 makes a new rule for Round 3



# The Power to Rule: Round 3

## Rule for Round 3:



One minute to trade for Round 3. GO!

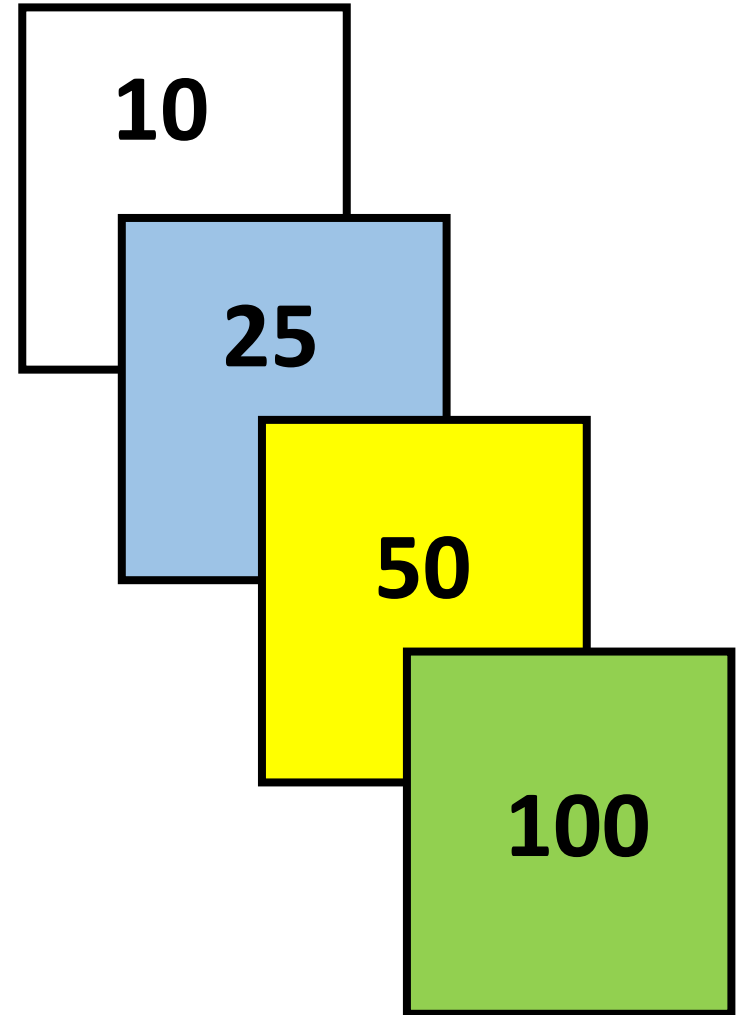
## Discussion:

Who started off with the most power?

Who ended with the most power?


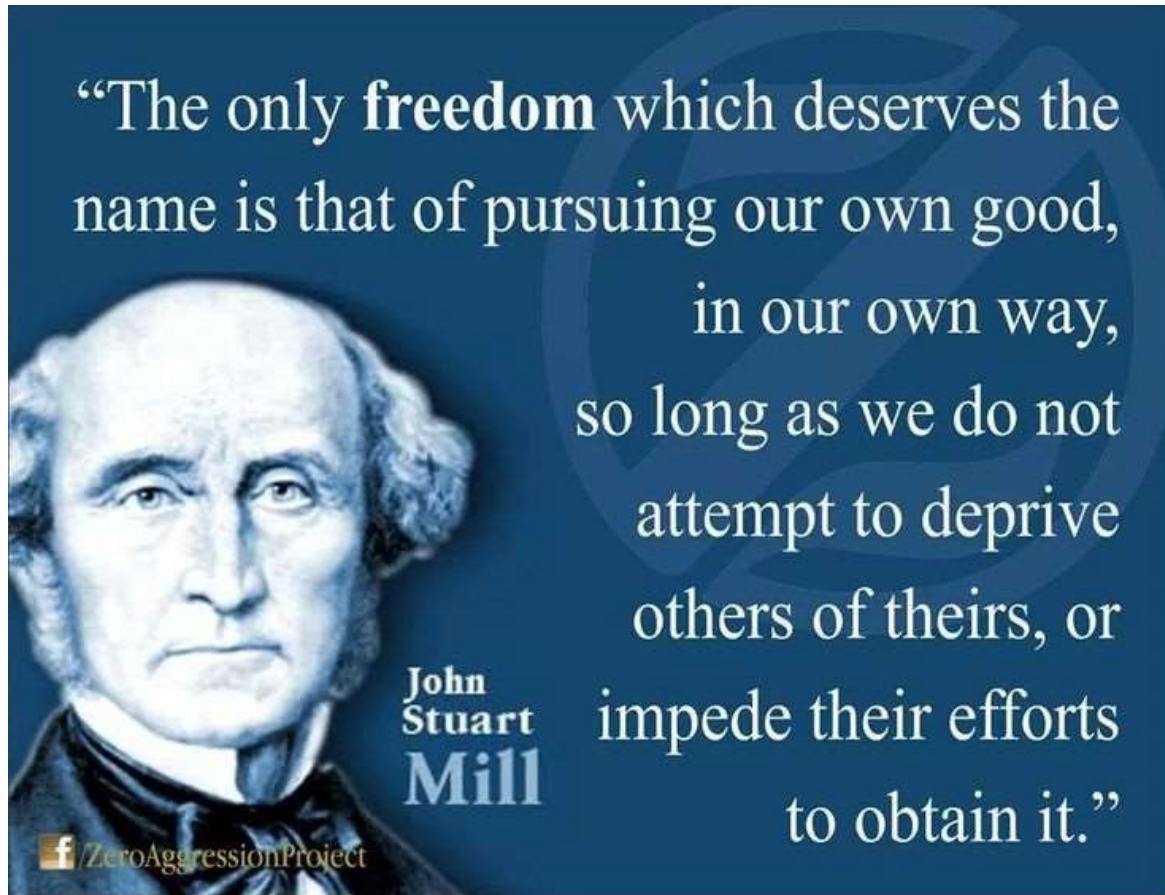
How did power influence our behaviors?

What other things did you notice?



**Quote Analysis:** What are these philosophers' views on government? Which one do you agree with most? How does this relate to the activity?

**“If men were angels, no government would be necessary.” –James Madison**



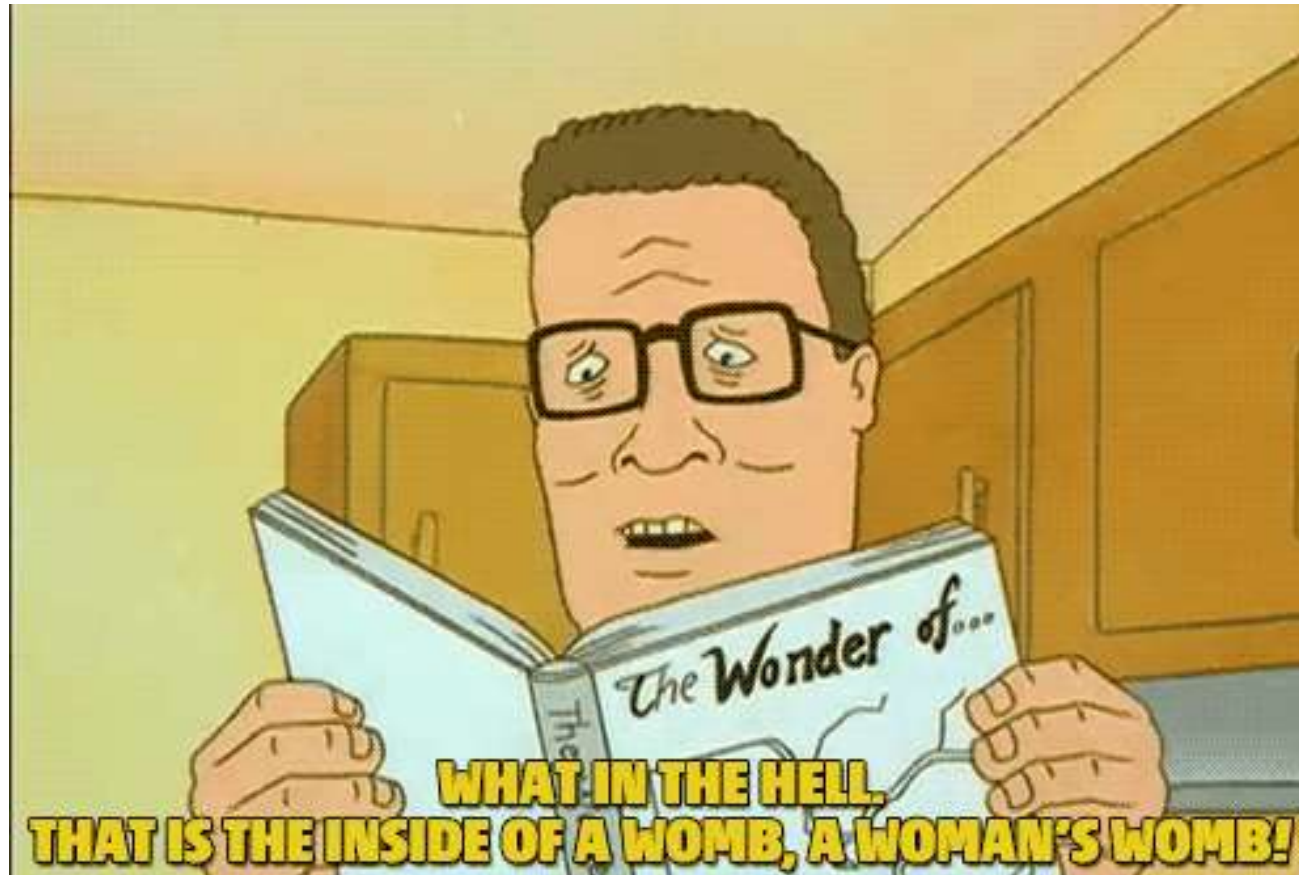
**“Society in every state is a blessing, but government even in its best state is but a necessary evil.”**

—*Thomas Paine*

@tenthamendment

TENTH  
Amendment  
CENTER

**HW: A.** Reading and Questions: *Lineberry, p.8-22:*  
*p. 27 Answer questions 1-14, 19, 21.*

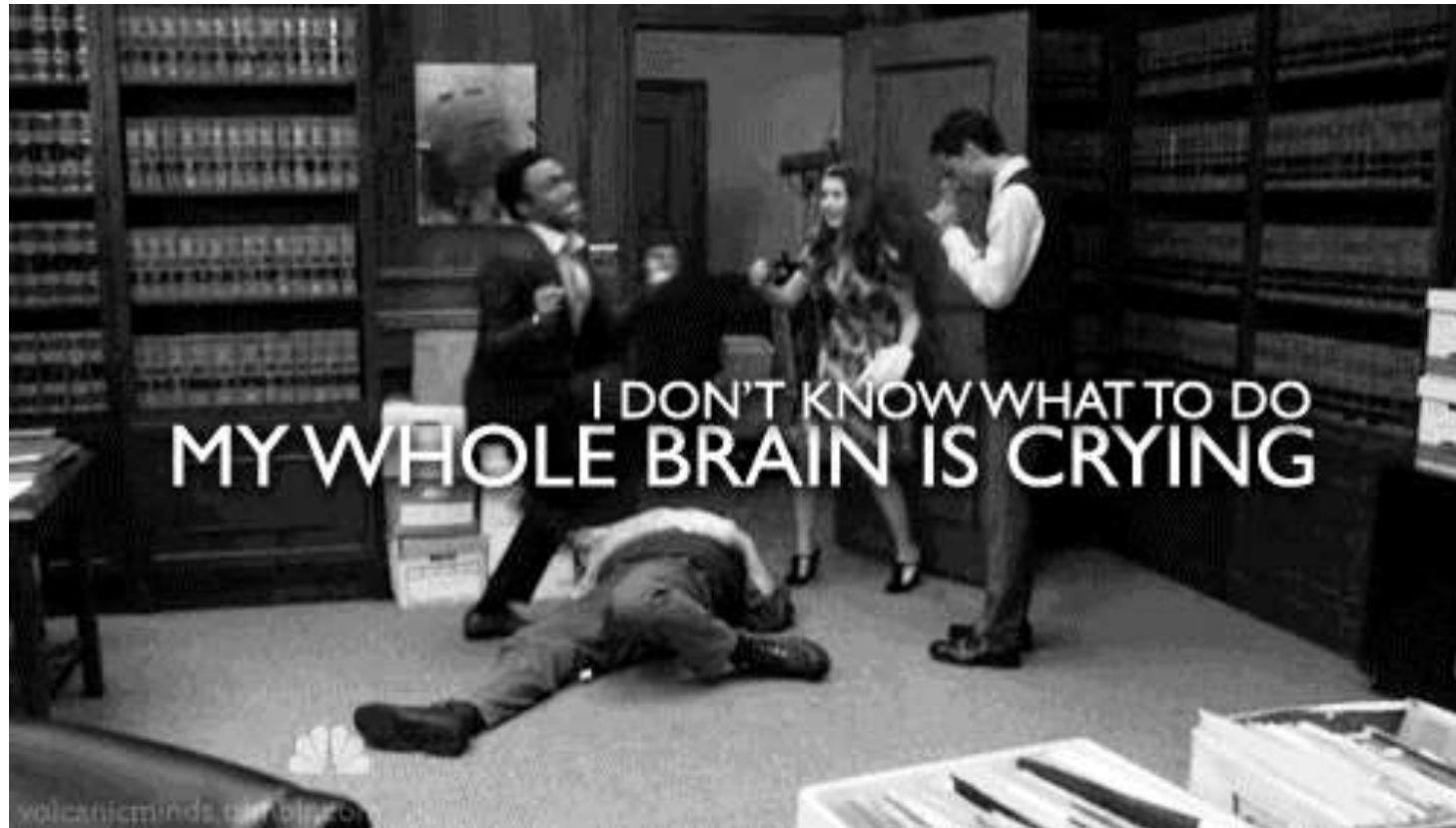


**Quiz Next Class!**



# QUIZ IN 5 MINUTES!

*Lineberry, p.8-22: Questions 1-14, 19, 21.*



# Review Declaration



It's not me.  
It's you.



Definitely you.

# Types of Governments

In your numbered groups:

Check the posters on the wall for accuracy.  
Make corrections if needed.



DEMOCRACY

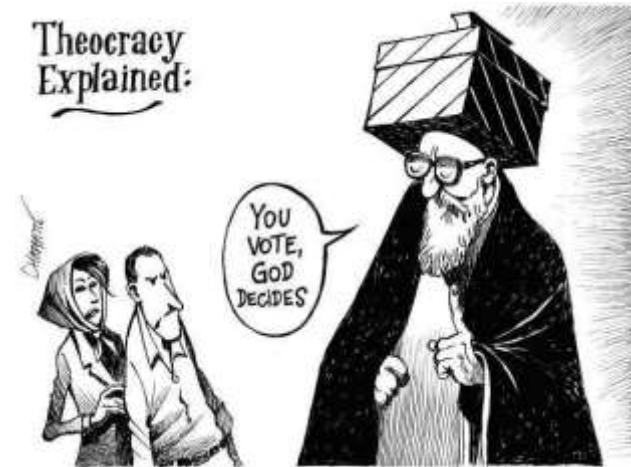


DIKTATORSHIP



INTERVENTION

- Totalitarianism (1's)
- Monarchy (2's)
- Theocracy (3's)
- Direct Democracy (4's)
- Representative Democracy (Republic) (5's )



# Totalitarianism

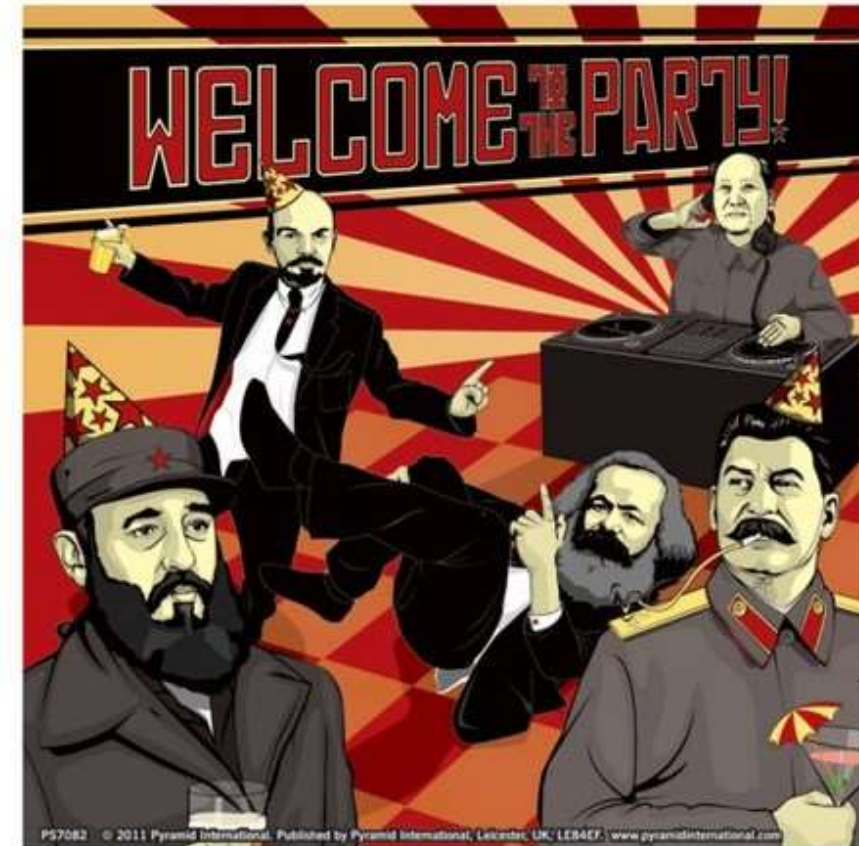
All authority in hands of the state

One leader (or one party/group)

All things public and private controlled by government

Dictators and Fascists

North Korea, Soviet Union, Syria



# Monarchy

Sovereignty vested in one person,  
succeeded through family

Kings and Queens

Ex: Thailand

U.K. (Constitutional Monarchy)



# Theocracy

Sovereignty vested in one person, and law is dictated by religion

Kings, Queens, Presidents

Ex: Saudi Arabia

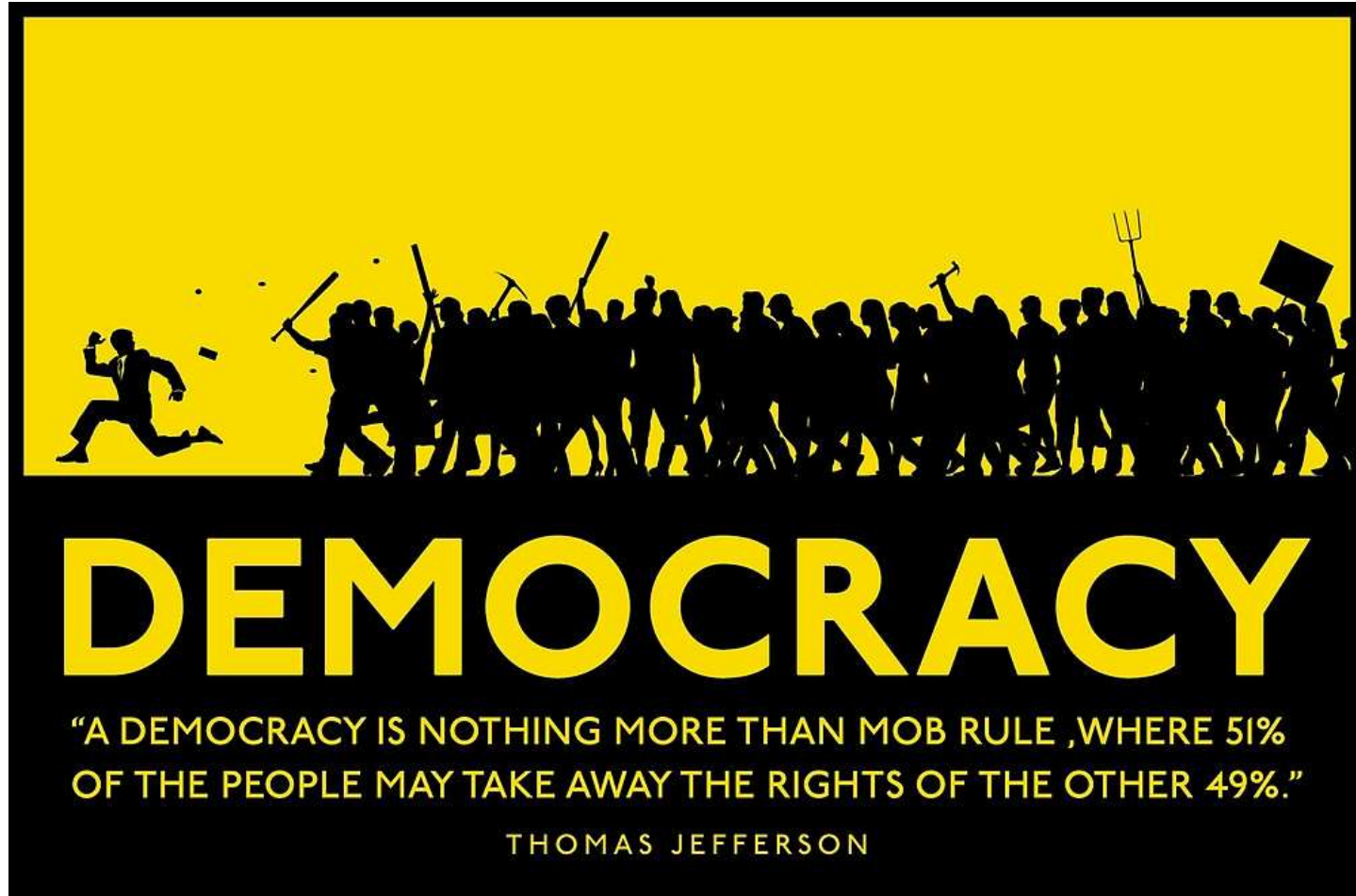
Iran



# Direct Democracy

People directly vote on policies and initiatives

Majority Rule



# Representative Democracy (Republic)

People elect officials to make decisions for them

United States  
Most established democracies





# HW: DUE NEXT CLASS

Reading: *Articles of Confederation*

+ *Lineberry 31-40 (supplement)*

- *Identify 5 events leading to constitutional convention*
- *Describe strengths and weaknesses of the Articles of Confederation*



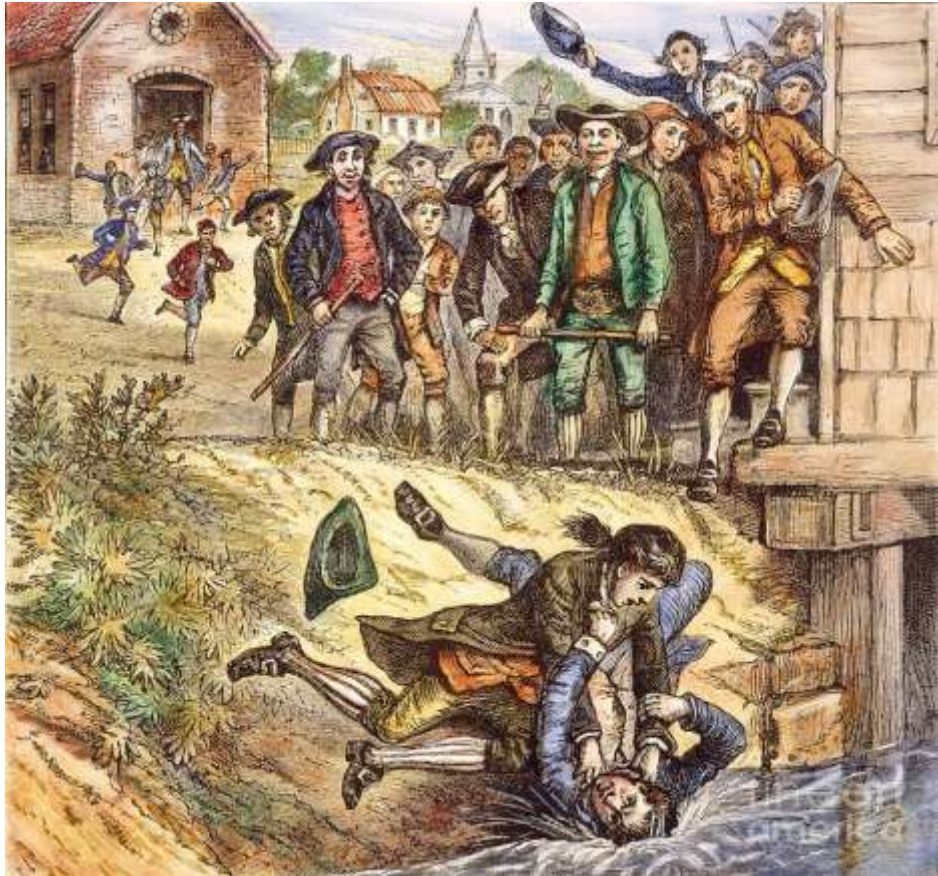
# Partner Reading: *Articles of Confederation*





- *Describe strengths and weaknesses of the Articles of Confederation*
- *Circle STRENGTHS in PINK*
- *Underline WEAKNESSES in YELLOW*



What were at least two weaknesses of the Article of Confederation?

No central authority figure, could not tax, no standing army



POWERS GRANTED BY THE ARTICLES OF CONFEDERATION	POWERS WITHHELD BY THE ARTICLES OF CONFEDERATION
	<ul style="list-style-type: none"><li>• Congress could not raise revenue through taxes</li></ul>
<ul style="list-style-type: none"><li>• Congress could raise armies</li><li>• Congress could declare war</li></ul>	
	<ul style="list-style-type: none"><li>• Congress could not regulate trade and collect tariffs</li></ul>
<ul style="list-style-type: none"><li>• Congress could sign treaties</li></ul>	

**Madison was concerned about the new government becoming tyrannical.**

- **Define** tyranny
- **Describe** the ways in which government and society could be tyrannical
- **Describe** the ways in which the constitution could safeguard against these concerns

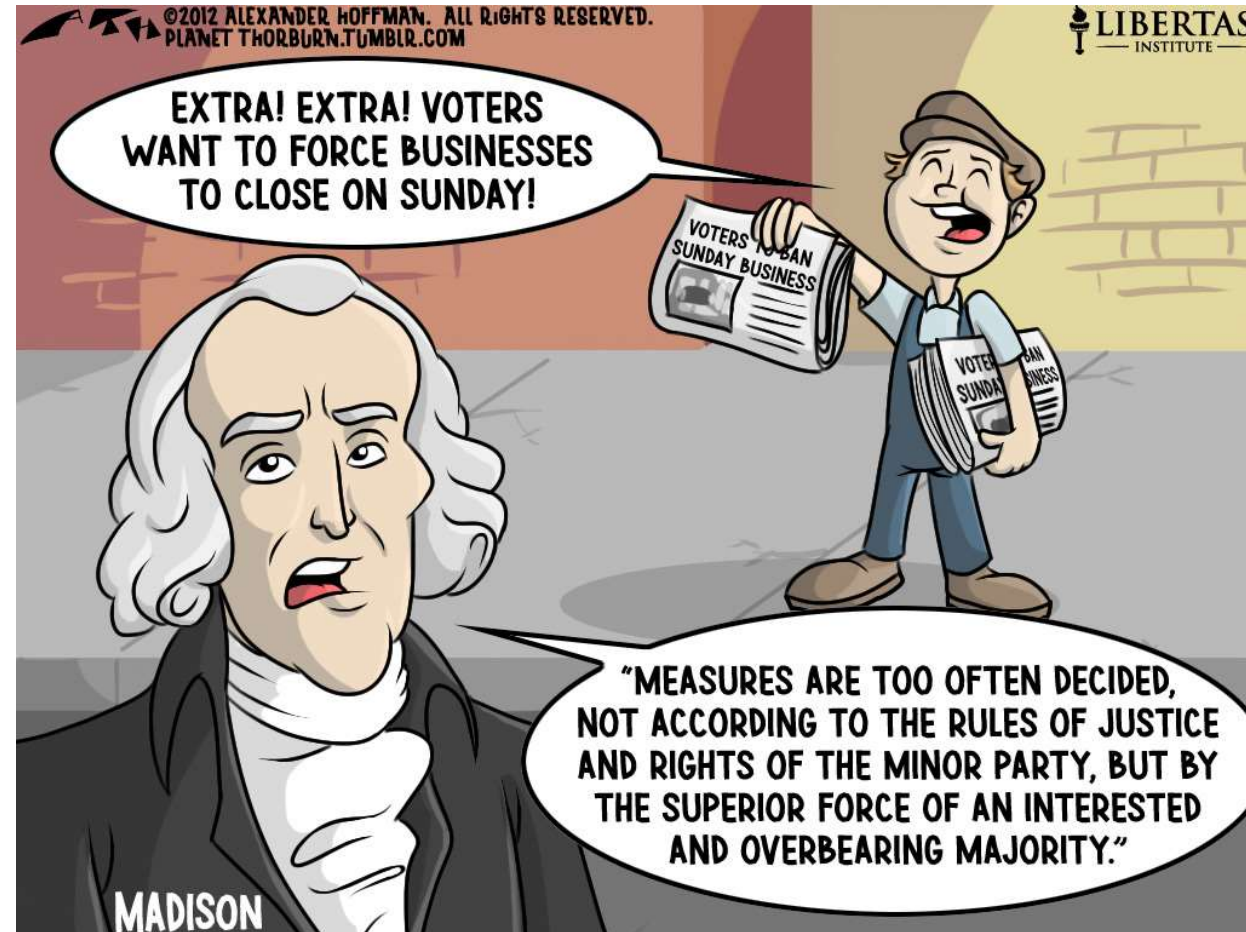


What was James Madison's big worry about framing a new Constitution?

Tyranny of the few, the many, or the one.

What is an example of tyranny by the few?

Rule by one political party, or by the military.



# Six Principles of the Constitution Organizer

- How does the Constitution protect against tyranny of the few, the many, and the one?
- How are powers divided?
- How are the people represented? How do they choose their leaders?
- How is power divided between the central (national) government and the states?
- Any evidence of these principles in current events?



Happy Labor Day: Thank a Union



# **Opening Quick Write Review in Notes:**

**Identify at least 5 failures of the Articles of Confederation**

**AND**

**Describe the principles of the constitution used to correct them**



# A: Identify

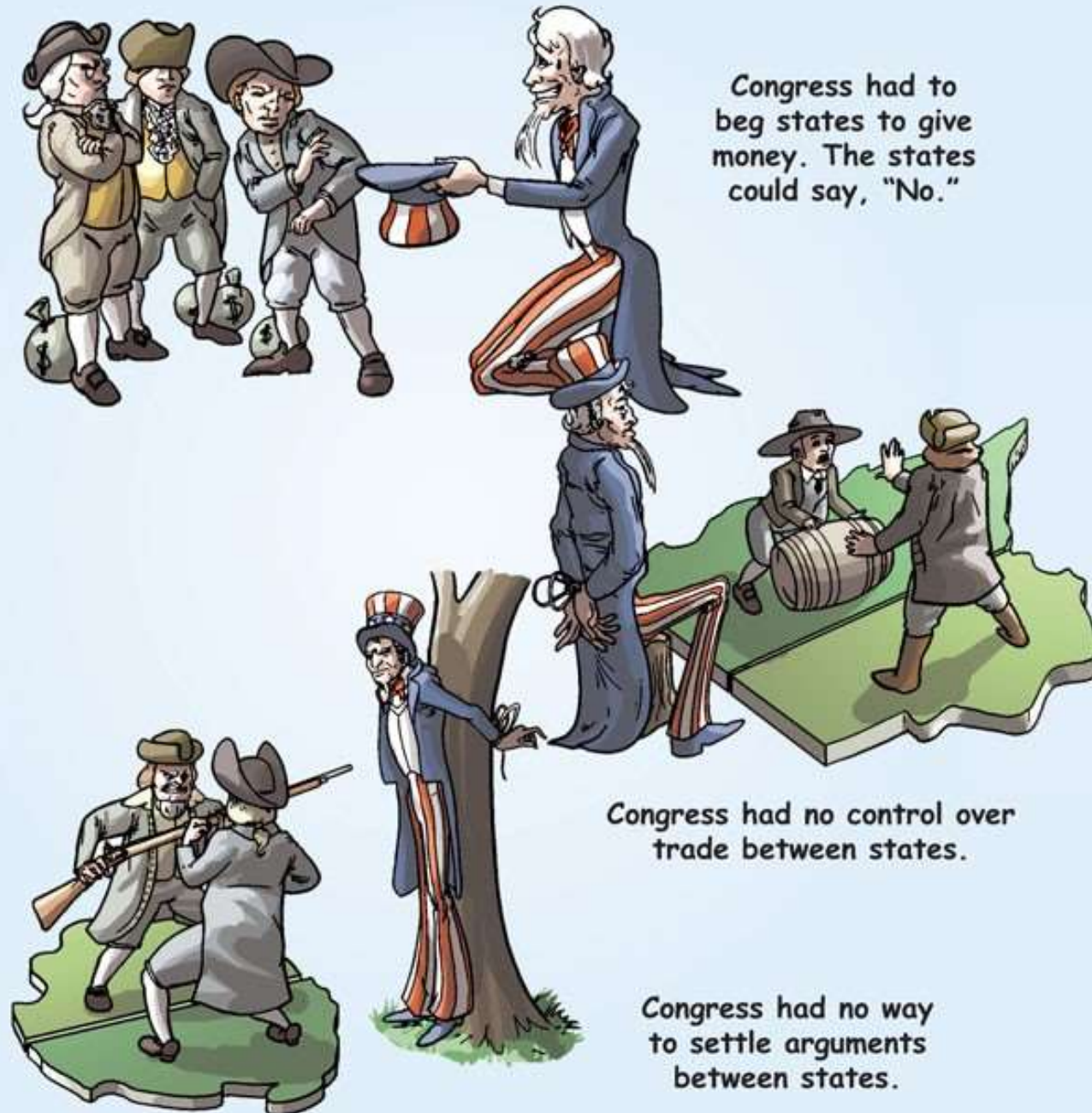
## 5 problems that occurred under the Articles of Confederation.



# FAILURES OF THE ARTICLES OF CONFEDERATION

- No National Military
- Congress could not raise revenue
- Congress could not regulate trade/tariffs
- States imposed tariffs on one another
- Unicameral legislature with one state/one vote
- Needed unanimous consent
- No court system
- No executive

## Under the Articles of Confederation



# Failures of Articles of Confederation and how Constitution tried to address these issues

<u>Failures</u>	<u>Solutions</u>
• No National Military	
• Congress could not raise revenue	
• Congress could not regulate trade/tariffs	
• States imposed tariffs on one another	
• Lack of stable currency	
• Unicameral legislature based on population Needed all 13 colonies in agreement to accomplish anything	
• No court system	
• No executive	

# B: Describe the principles of the constitution used to correct them

## The Six Basic Principles

The Constitution—the supreme law of the land—is built on six basic principles of government.

★	POPULAR SOVEREIGNTY
★	LIMITED GOVERNMENT
★	SEPARATION OF POWERS
★	CHECKS AND BALANCES
★	JUDICIAL REVIEW
★	FEDERALISM

History Illustrated



<https://youtu.be/e6KreWzFeM4>

1. Which of the six principles means that government can exist only with the consent of the governed?
2. Which principle authorizes the courts to determine the constitutionality of government actions?

## QW: In notebooks:

Identify and summarize the major topics covered in **EACH** of the 7 articles of the Constitution



**Federalist 10 + 51**

1, 3

Summarize the authors' arguments for a strong central government

**Brutus 1**

2, 4

Summarize the author's arguments against a strong central government

5

What similar concerns do the authors of these documents share?

How do each propose to address these similar concerns?

# HW: Read and Highlight Federalist 10

## Federalist 10 Questions

Paragraph 2: **Define** “faction” in your own words

Paragraph 3: **Identify** the two methods of curing factions

The rest:

**Evaluate** the methods of curing factions

**Justify** an argument why factions are good and how they are bad.

**Explain** how the Constitution protects against factions.



# HW: Read and Highlight Federalist 51

## Federalist 51 Questions

### Paragraph 2:

Why would it be necessary to have judges appointed rather than elected?

Why would it be necessary that they be appointed for life?

### Paragraph 6:

Why should the legislative branch be divided into two chambers?

### Paragraph 9:

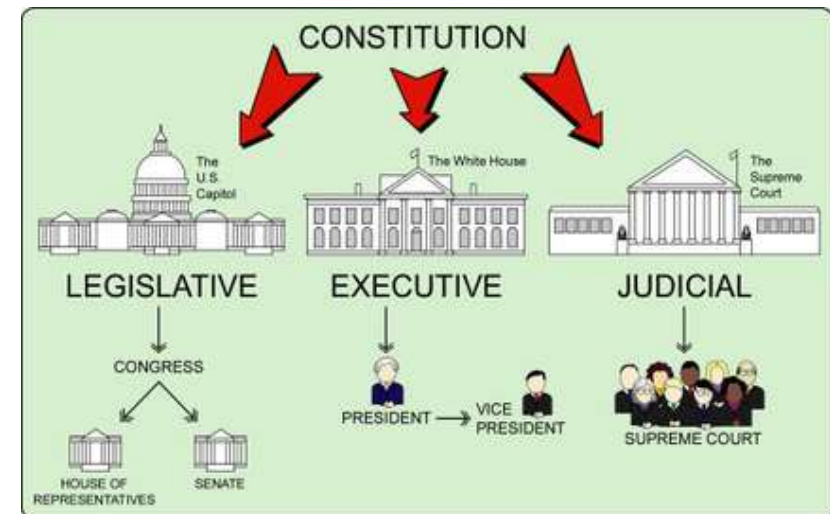
What is meant by America being a “compound republic”?

How does federalism doubly protect the rights of the people?

### Paragraph 10:

What is the argument for a diverse nation?

What is the concern about factions?





# **HW: Read and Highlight Brutus No. 1**

## **Anti-Federalist Questions**

### **Paragraphs 2-4:**

Summarize the concerns Brutus has with a centralized form of government

### **Paragraphs 5-6:**

Brutus mentions the “necessary and proper clause” and the “supremacy clause”

Define both of these clauses and explain why Brutus is against them

### **Paragraph 9:**

Should a republic be made up of a small group of like-minded people?

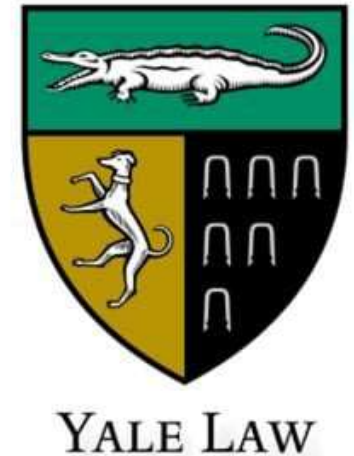
Or, is diversity of opinion beneficial to the success of a federal government? Explain.

### **Overall:**

Explain how the Six Principles of the Constitution may address the concerns Brutus has.

# Law School

- The Articles have failed
- We have theorized our philosophies of what a new government should behold
- Now let's see what's actually in this proposed Constitution



**Pretest:** Outline  
**Year 1:** Six Principles and Federalism  
**Year 2:** Town Hall  
**Year 3:** Civil Liberties

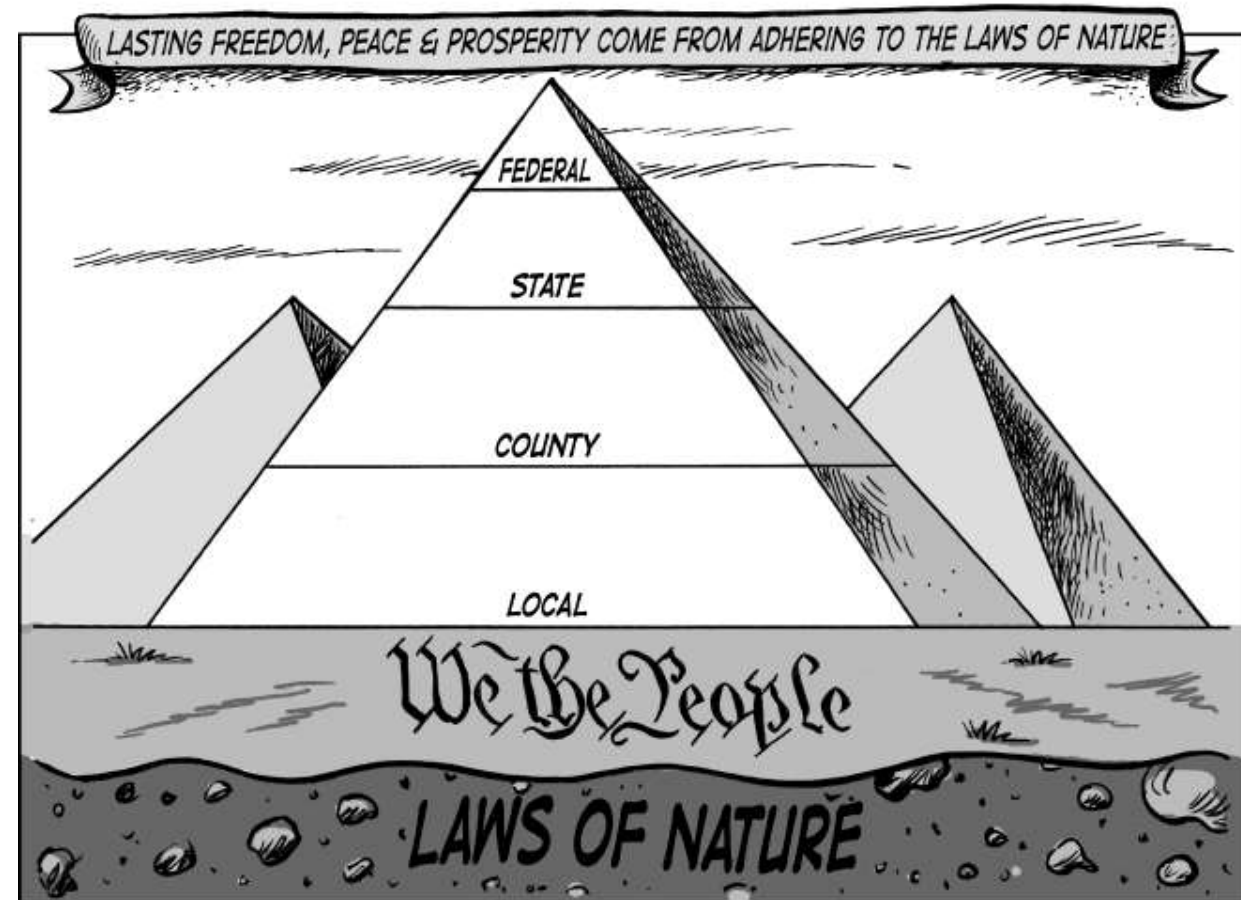


Do natural disasters, such as Hurricane Harvey, justify a federal response in assisting the states?

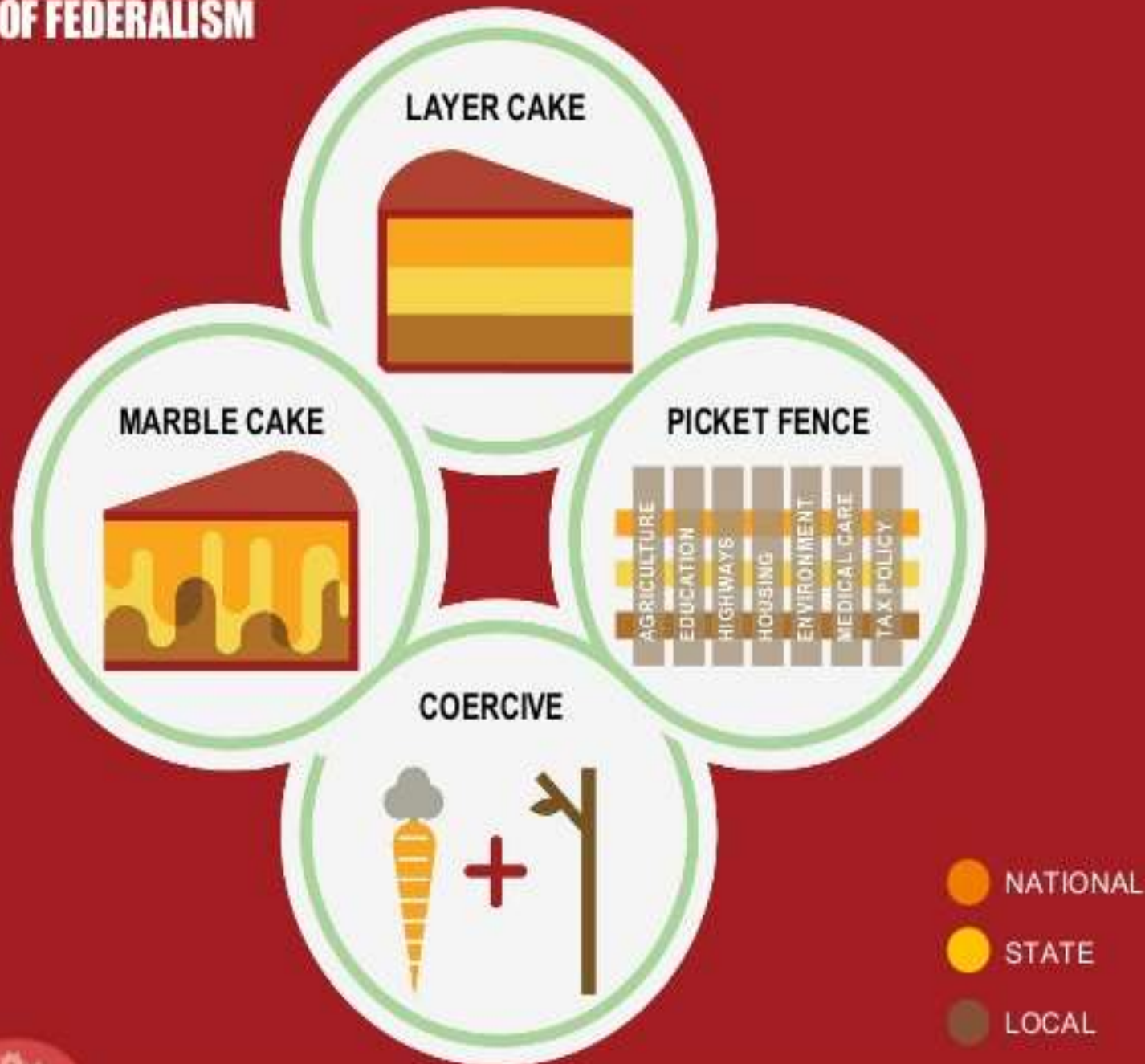
In other words, is the federal government responsible for helping the states in the case of a natural disaster?

# Federalism

- Power divided between federal (national), state, and local governments
- Limit size and power of federal government over states
  - Interstate commerce/necessary and proper/supremacy
- Still meet the needs nationwide
- Give local government control over its own decisions



# VERSIONS OF FEDERALISM



**What events or circumstances make sense to have a national response?**

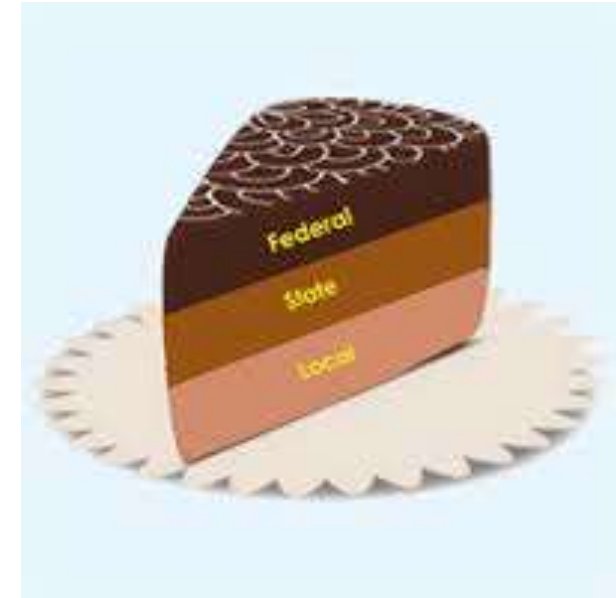
**What things should be left to the states?**

# Dual v Cooperative Federalism

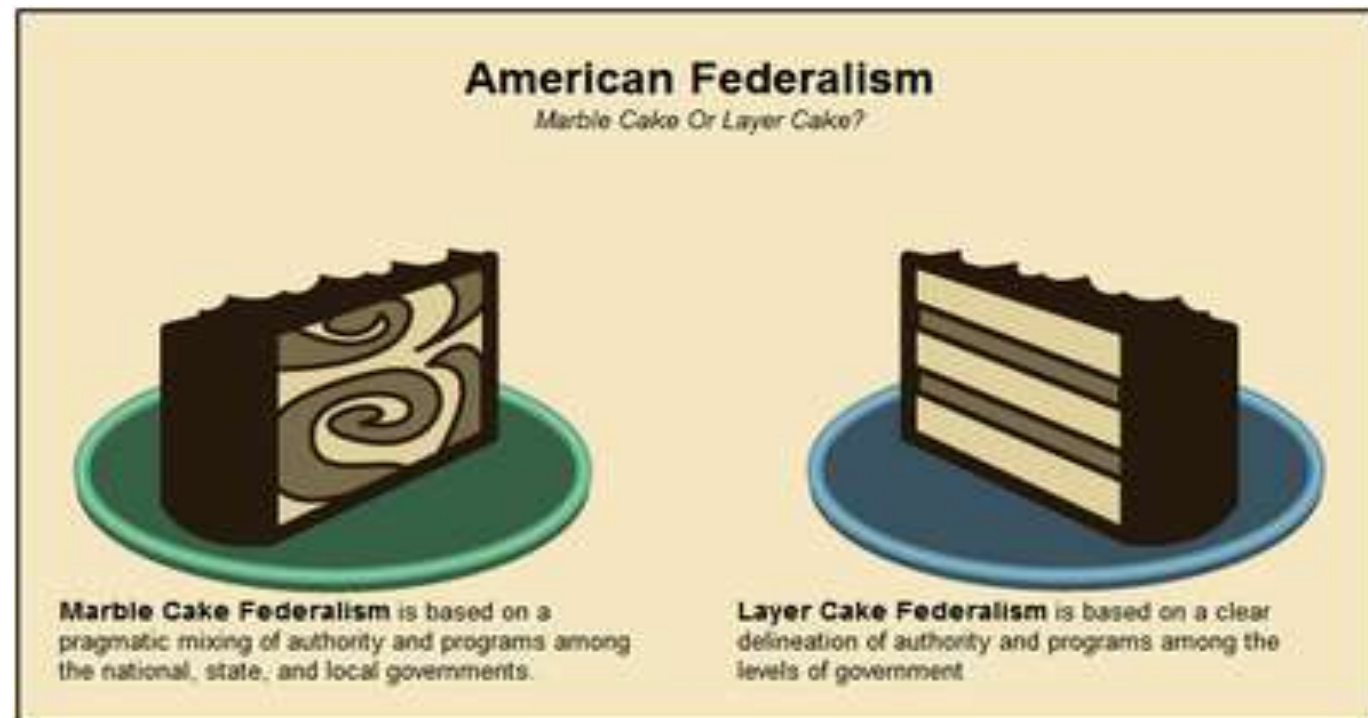
## DUAL FEDERALISM:

Each level of government has distinct responsibilities that do not overlap.

States are sovereign.



Layered Cake



# Cooperative (Marbled Cake or 50 marbled cupcakes)

## Cooperative Federalism:

Elements of national and state influence swirl around each other, without clear boundaries



What version do you think best describes our U.S. Government today?



# Constitutional Powers

- **Enumerated/Expressed**

Officially written in text

- **Delegated**

Federal government

- **Reserved**

Left to the states (Amendment X)

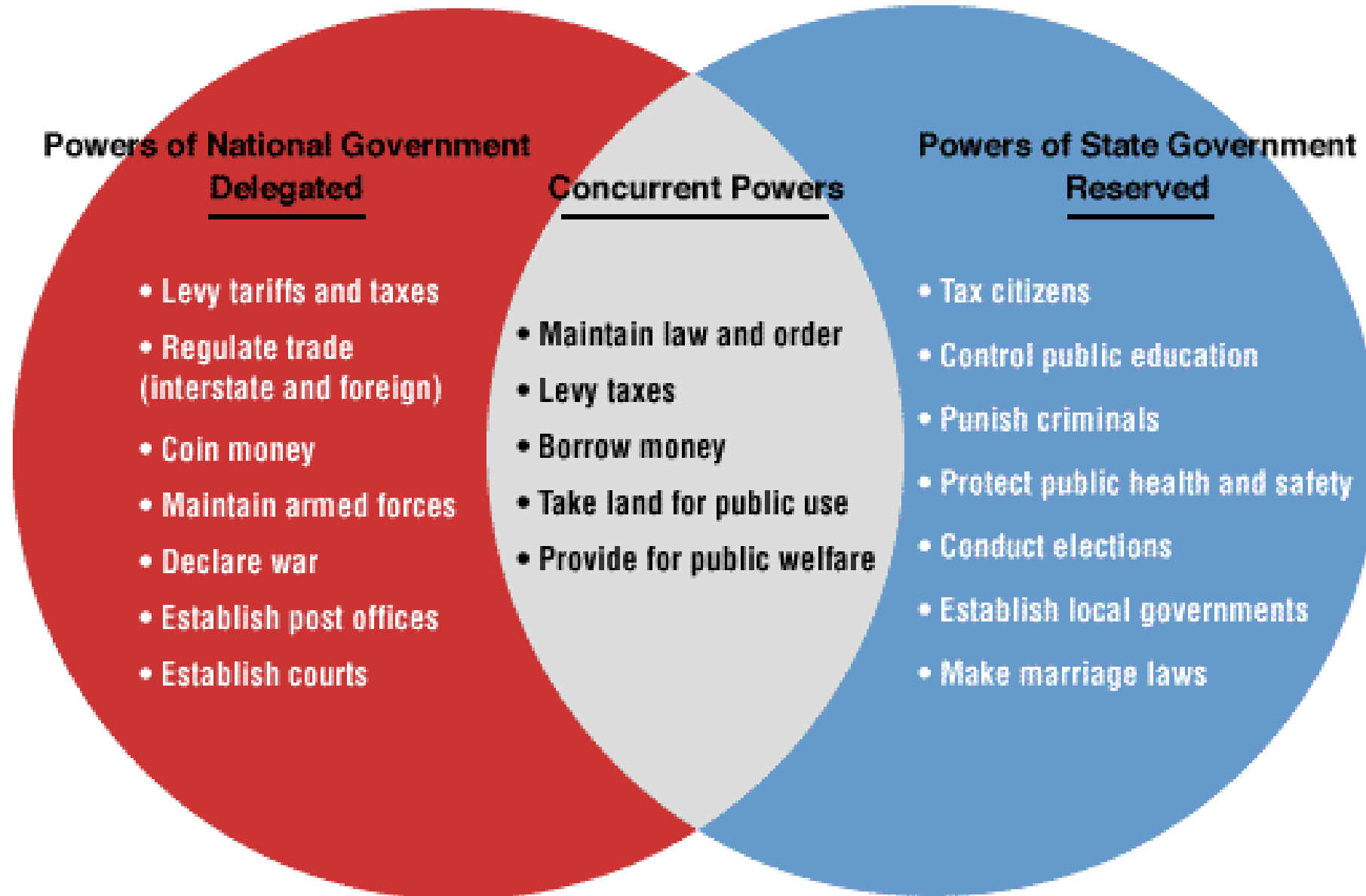
- **Concurrent**

All levels of gov





# Federal System



# Implied Powers

Federal government has powers that go beyond those expressly written into the Constitution.

*Executive Orders (A. II S. II)*

**“Take care that the laws be faithfully executed”**

**(Enumerated)**



**Nixon creating the Environmental Protection Agency by Executive Order**

**(Implied)**

HW:

Review Lineberry Text: p. 72-84

Read and Answer Questions SCOTUS Case:  
Case: McCulloch v. Maryland



# McCullough v. Maryland, 1819 (*Don't write*)



Can Congress create a national bank?

Can a state tax the Bank of U.S.?

# McCullough v. Maryland, 1819 (*Don't write*)

**\*\*Supremacy of national gov't over states**



In *McCulloch v. Maryland* (1819) Congress had **implied powers** under the **Necessary and Proper Clause** to create the Second Bank of the United States . . .

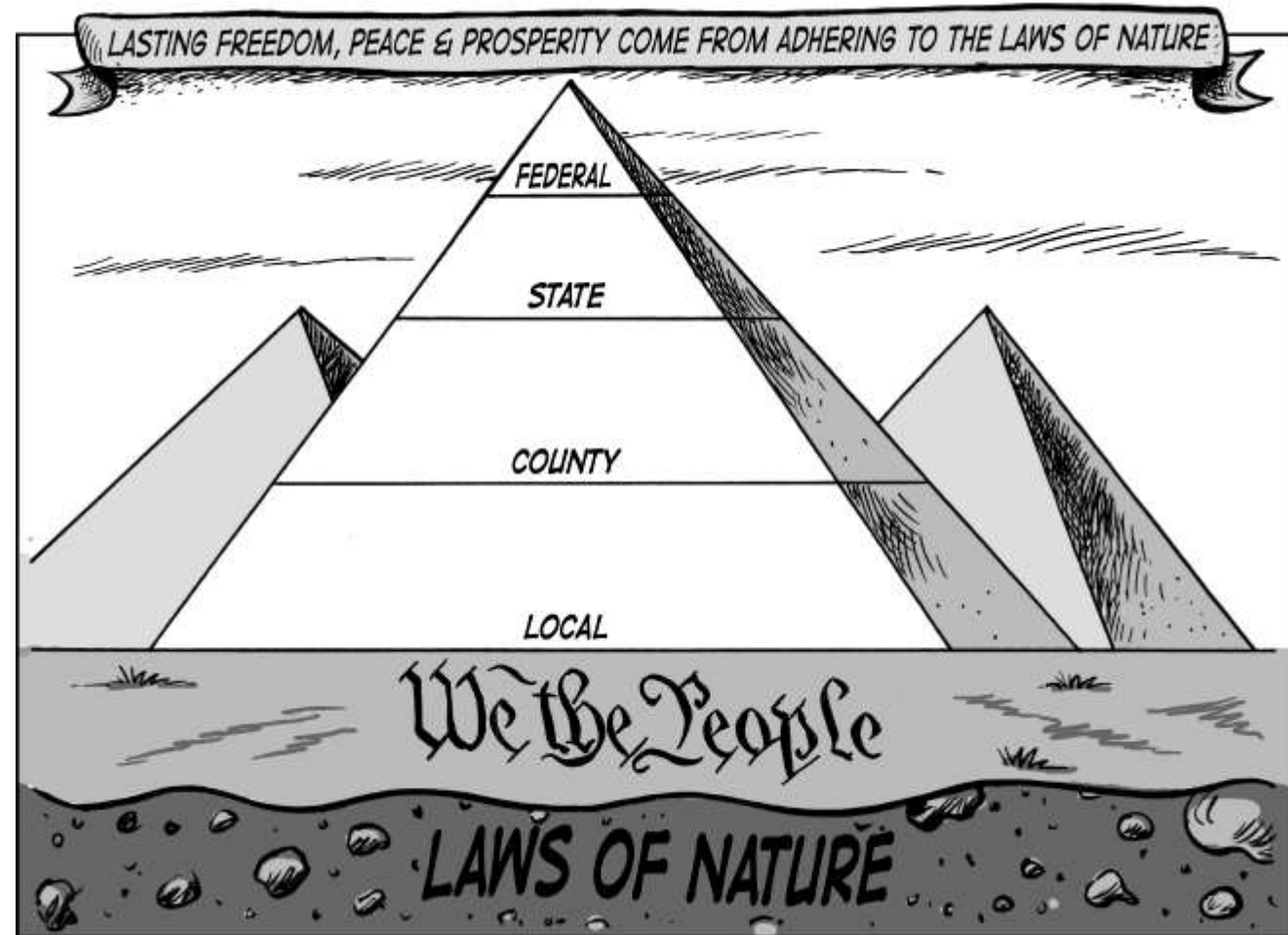
Can Congress create a national bank? **YES** (elastic clause allows for implied powers)...

Can a state tax the Bank of U.S.? **NO** (federal government is supreme - state can't destroy federal institution)

# Federal v. State

What powers does the federal government use over the states?

What tools does the federal government use to pressure the states to comply with its demands?



# Federal v. State

What powers does the federal government use over the states?

What tools does the federal government use to pressure the states to comply with its demands?



The Necessary and Proper Clause (*The Elastic Clause*)- Clause in Article I that allows Congress to “stretch” their expressed powers  
(ex. Create an Air Force)



## Article I

### Section 8

*“The Congress shall have the power to make all laws necessary and proper for carrying out their expressed powers”*

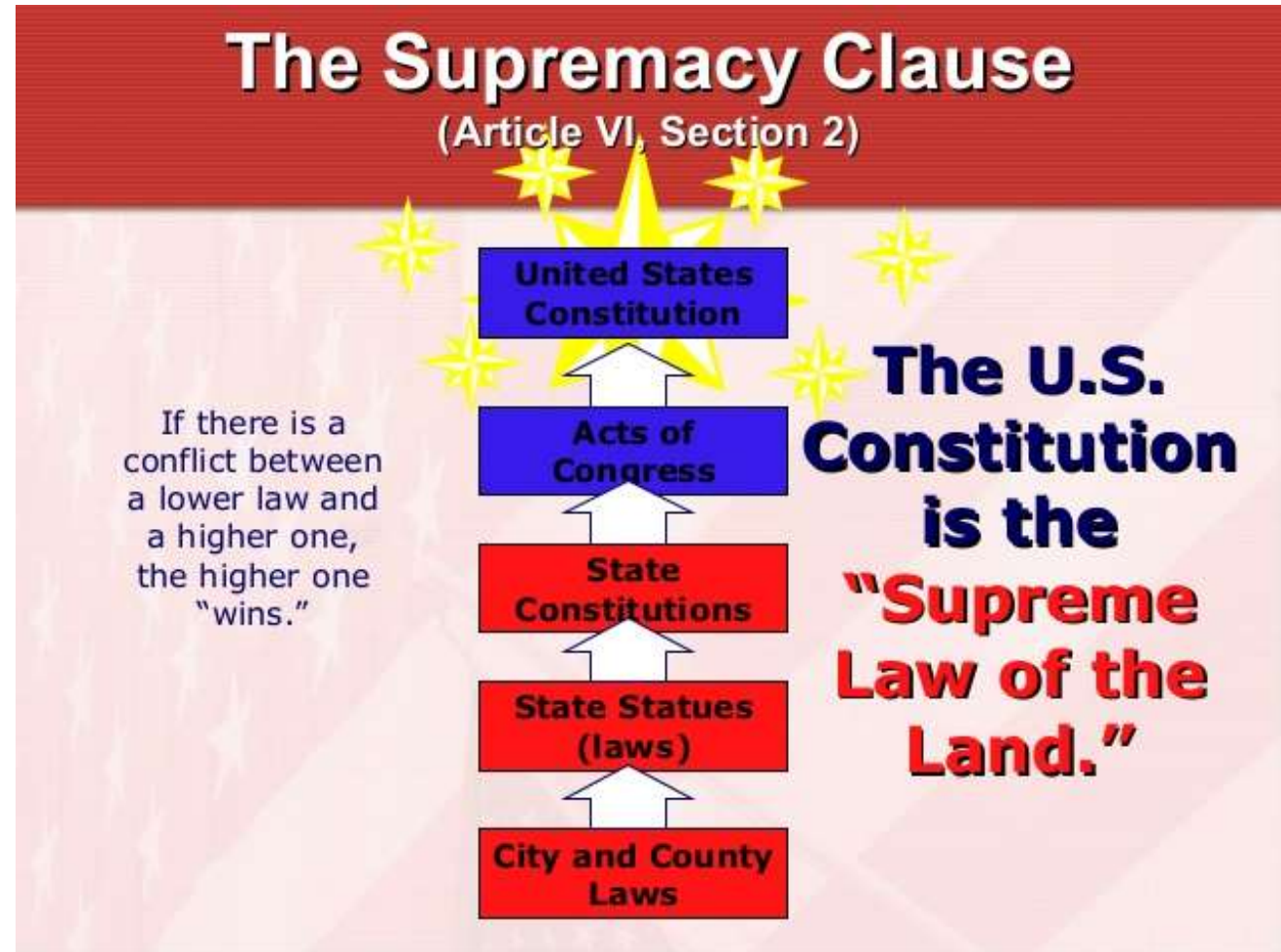
**THE ELASTIC CLAUSE**

[http://www.youtube.com/watch?v=EsudHmV-B\\_Y&safe=active](http://www.youtube.com/watch?v=EsudHmV-B_Y&safe=active)

# Federal v. State

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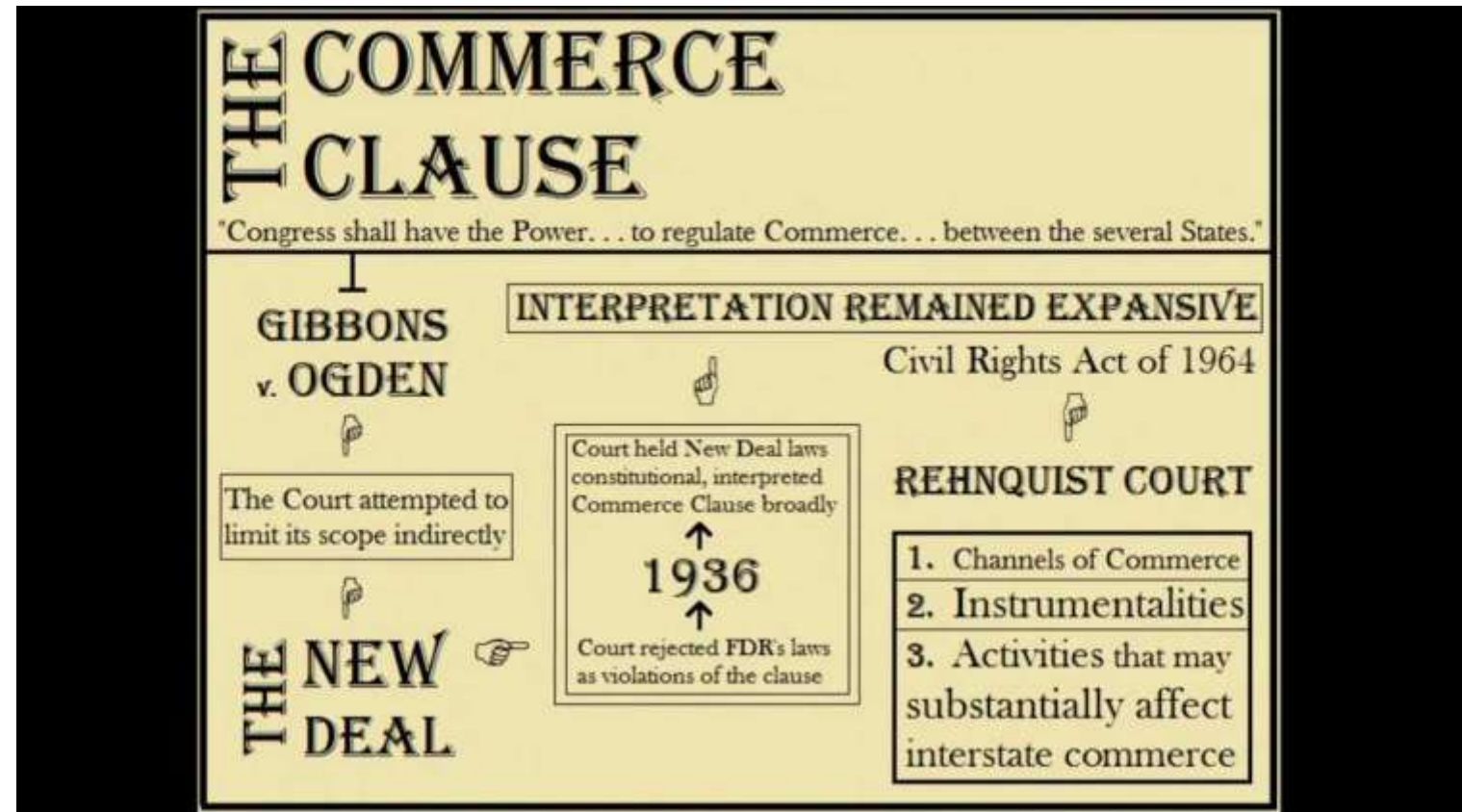




# Federal v. State

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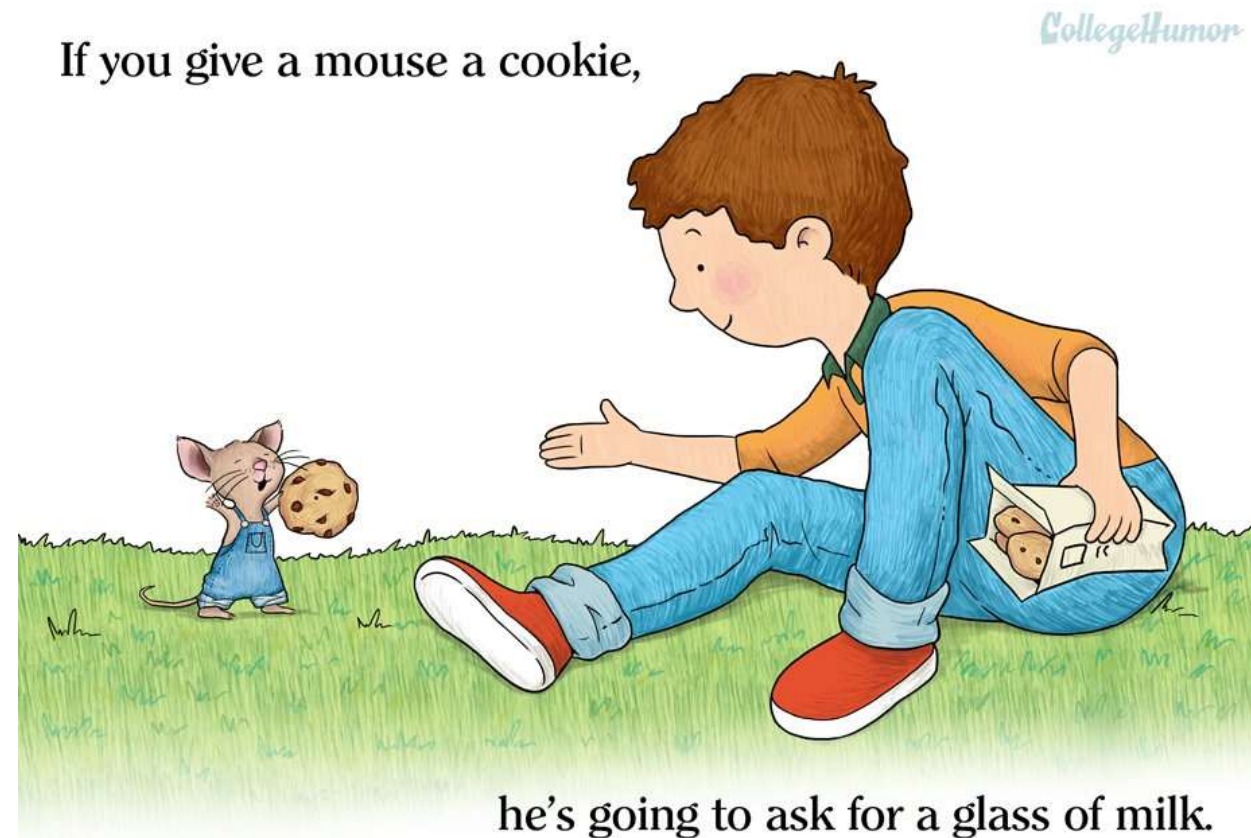


# Fiscal Federalism (Begin Writing)

The system of distributing federal money to state governments.

*The power of the national government to influence state policies through grants*

The federal government holds purse strings.



## Conditions of Aid:

States meet requirements for federal funds

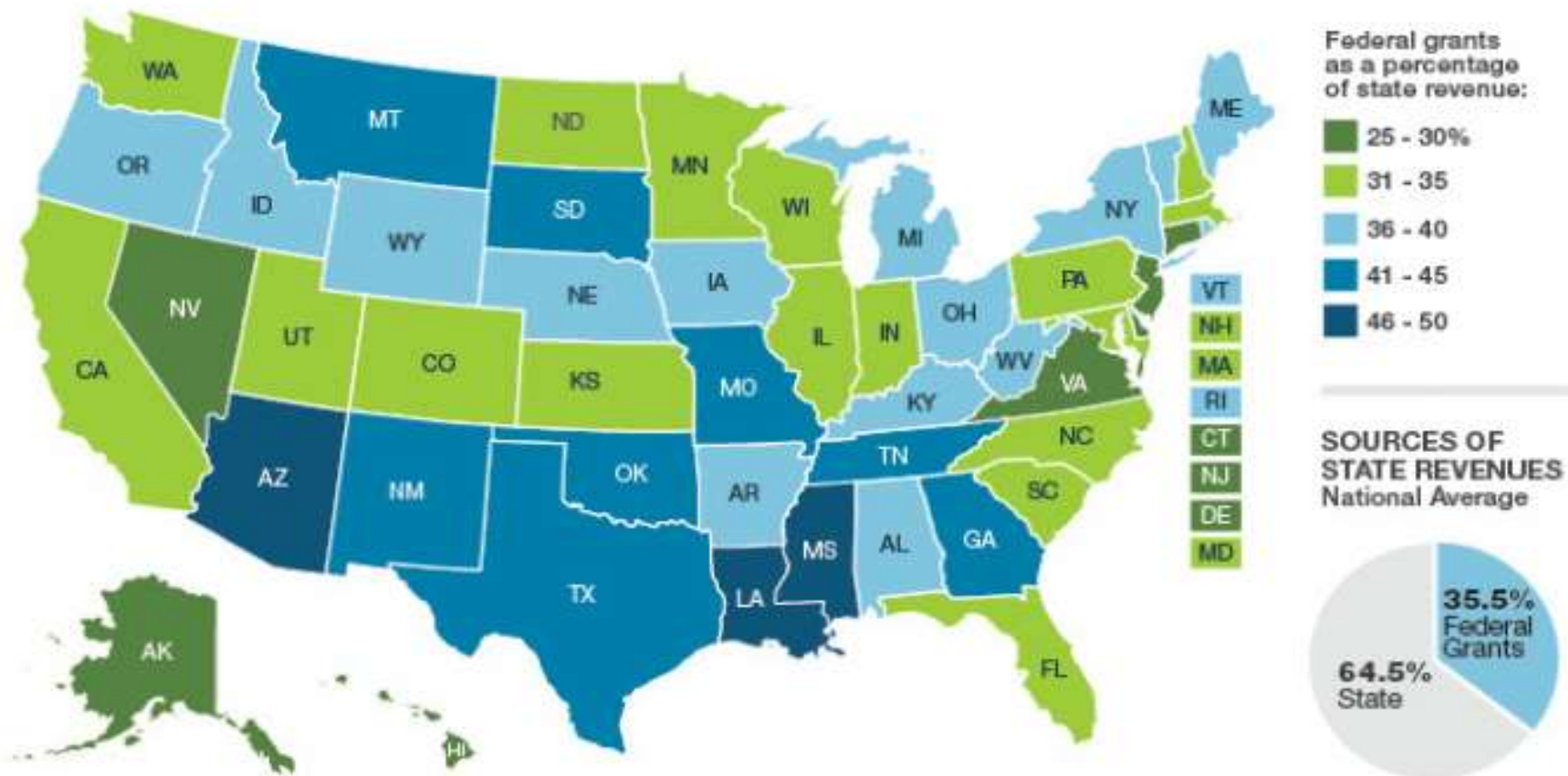


"In two words, yes and no."

—A 1949 Herblock Cartoon. © by The Herb Block Foundation



## FEDERAL GRANTS RANGED FROM 25% TO 50% OF STATES' 2010 REVENUES



Source: Pew analysis of U.S. Census Bureau, Governments Division, 2010 Survey of State Government Finances.

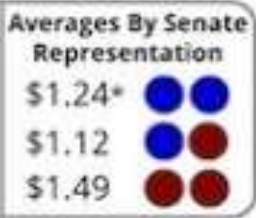
Notes: Data are for state fiscal year 2010. State revenues include taxes, service charges, and other forms of revenue. Federal grants include funds from the American Recovery and Reinvestment Act of 2009. Federal grants are the main form of federal spending that directly impacts state budgets. These grants fund many programs including Medicaid, education, and transportation.

# Do You Get More Back Than You Pay In Taxes?

The Ratio Of Benefits Received To Taxes Paid, By State



**Personal Government Benefits Include:**  
 Medicare, Social Security, Medicaid, Income Assistance, SNAP, Unemployment Insurance, Veterans Benefits, Education Assistance, Payments To Native Populations, etc.



\* Includes VT and CT Because Both Independent Senators Caucused With The Democrats

Sources: 2010 BEA and IRS data

# Education and Federalism: Title IX Gender Discrimination

Fed can also coerce states into following federal laws or risk losing funding

Ex: Title IX of education law bans discrimination on gender

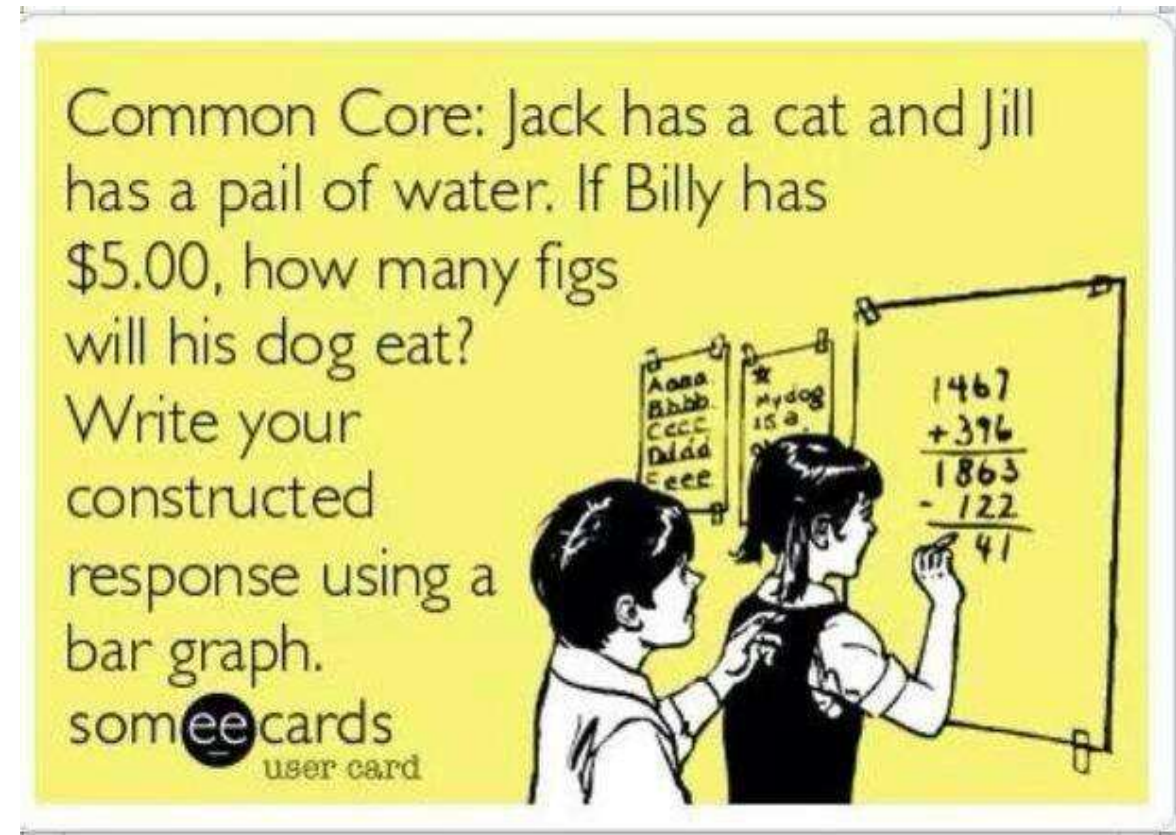
POLITICS | Thu Jun 2, 2016 | 2:03am EDT

## Obama says transgender bathroom directive based on law



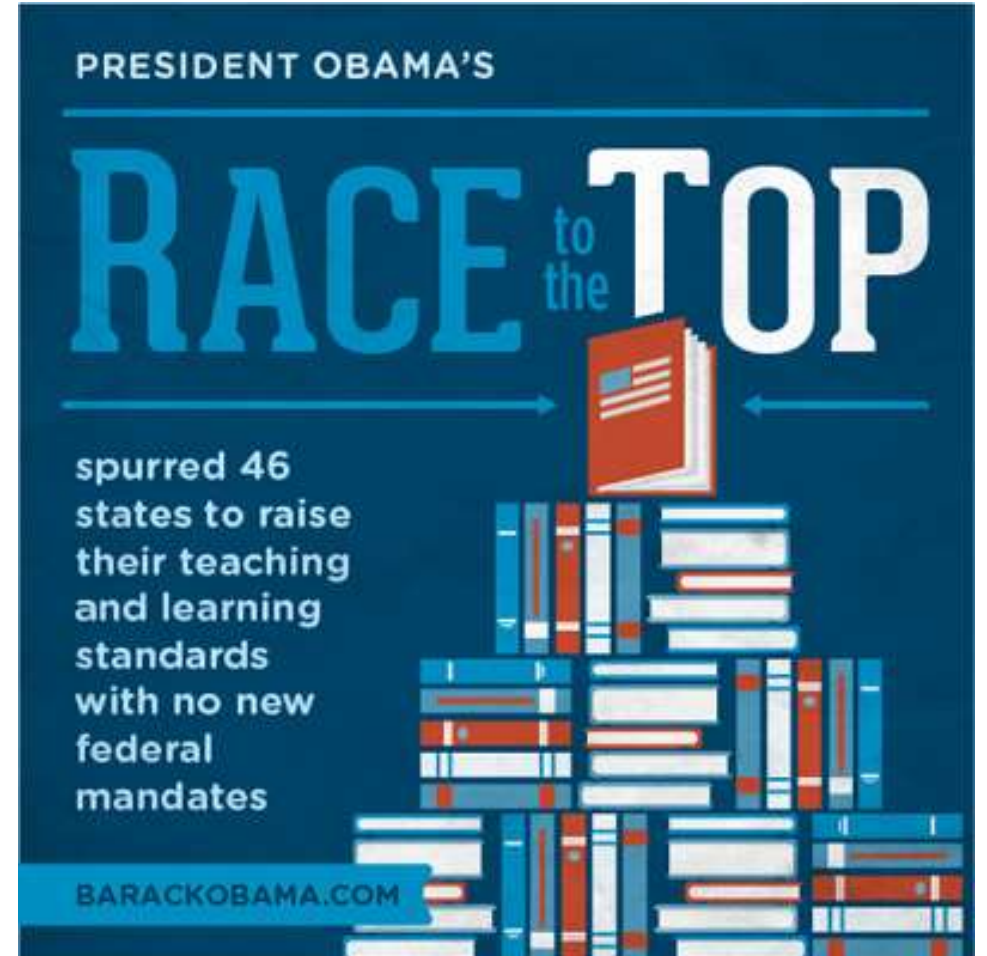
# Education and Federalism: Common Core

- Academic Standards adopted by 43 states
- Written by National Governors Association and Council of Chief State School Officers
- Prepare students for college and global competition
- States must either adopt written standards or create their own in order to receive federal funding



# Education and Federalism: Race to the Top

- Federal competitive grant to encourage innovation in schools
- Adopt Common Standards
- Measure Teacher Effectiveness
- Improve test scores of low performing schools
- End racial disparities in behavior referrals and suspensions





# Federal and State Funding Makes Up a Significant Share of Public College and University Budgets

Composition of public higher education institutional revenue, fiscal year 2013



Sources: Pew's analysis of data from the U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015)

## Fed Control (1, 3, 5)

1. What is the argument for having one set of educational standards adopted across the entire United States?
2. What does the Constitution say, if anything, about the role of the states and the federal government in education policy?
3. How can states qualify for additional federal funding for education? How does this alter the federal government's role in education?

## State Control (2, 4, 6)

1. What was the role of local governments in creating the Common Core standards?
2. What does the Constitution say, if anything, about the role of the states and the federal government in education policy?
3. How can the federal government entice states to adopt a set of nationalized standards? How can dependence on federal dollars for education affect decision making for local school districts?

# HW: Federalism and Grants

Lineberry p. 80-90

## Quiz Next Class:

- Types of Federalism
- Enumerated v. Implied Powers
- Fiscal Federalism

## ▶ FOLLOW THE FOOD ▶

THE ECONOMIC POWER OF THE SCHOOL LUNCH

**Lunch leads to learning**  
*The \$11 billion National School Lunch Program serves more than 30 million kids every day. Nationwide, roughly half of public school children qualify for a free or reduced-price lunch. But that number determines a lot more than who gets a free turkey sandwich.*



**State education aid for at-risk students**  
Many states calculate funding for school districts based on the percentage of students who qualify for free and reduced-price lunch. In Baltimore, Md. that adds up to more than \$300 million a year, or more than a quarter of the district's operating budget.

**Federal Title I funding**  
Districts dole out federal funding for high-poverty schools based on eligibility for free and reduced-price lunch. In 2013 Title I grants totaled more than \$13 billion.

**Federal E-Rate program**  
The \$2 billion E-Rate program provides schools with discounts of up to 90% on their telephone and internet bills, based on poverty levels determined by the lunch program.

**Other benefits**  
For families, eligibility for free and reduced-price lunch can lead to other benefits, including transportation assistance, waivers for school fees and discounts on your internet bill.

**Sources:**

- ▶ United States Department of Agriculture
- ▶ Center On Budget and Policy Priorities
- ▶ Food Research and Action Center
- ▶ US Department of Education



Which of the following cakes best reflects today's style of federalism?



**A. Layer Cake (Dual Federalism)**



**C. 50 Marble cupcakes  
(Cooperative Federalism)**

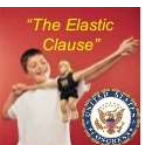


**B. Marble Cake (Cooperative Federalism)**

**EXPLAIN!**

# Quiz in 5 mins:

- Types of Federalism
- Enumerated v. Implied Powers
- Fiscal Federalism



The Necessary and Proper Clause (*The Elastic Clause*)- Clause in Article I that allows Congress to "stretch" their expressed powers (ex. Create an Air Force)

We the People

## Article I

### Section 8

"The Congress shall have the power to make all laws **necessary and proper** for carrying out their expressed powers"

**THE ELASTIC CLAUSE**

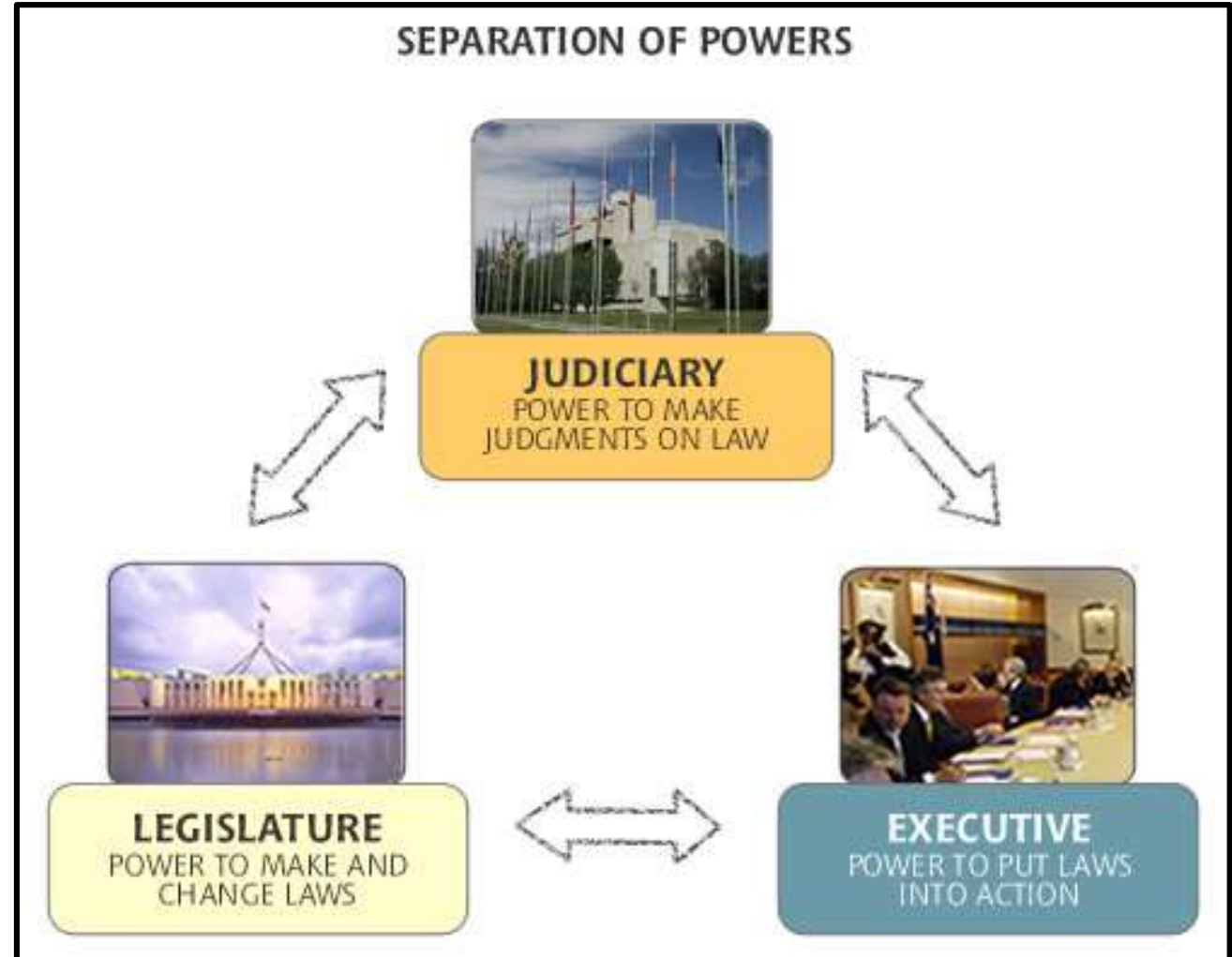


—A 1949 Herblock Cartoon, © by The Herb Block Foundation

1. *Describe* the three branches of government and *explain* unique powers of each
2. *Describe* how each branch checks one another and why this is necessary
3. *Describe* the characteristics of the New Jersey Plan
4. *Describe* the characteristics of the Virginia Plan
5. *Describe* the Connecticut Compromise and how people are now represented in the federal government
6. *Describe* how the Electoral College **WAS** used to select the President and Vice-President, and how senators **WERE** selected to represent their states, compared to today.
7. *Describe* the powers delegated exclusively to the federal government and how it uses these powers over the states.
8. *Explain* how the states can achieve autonomy to govern itself
9. *Explain* how the US government is a “compound republic” and how federalism doubly protects the rights of the citizens
10. Make an argument why factions are good and how they are bad. *Explain* how the Constitution protects against factions.

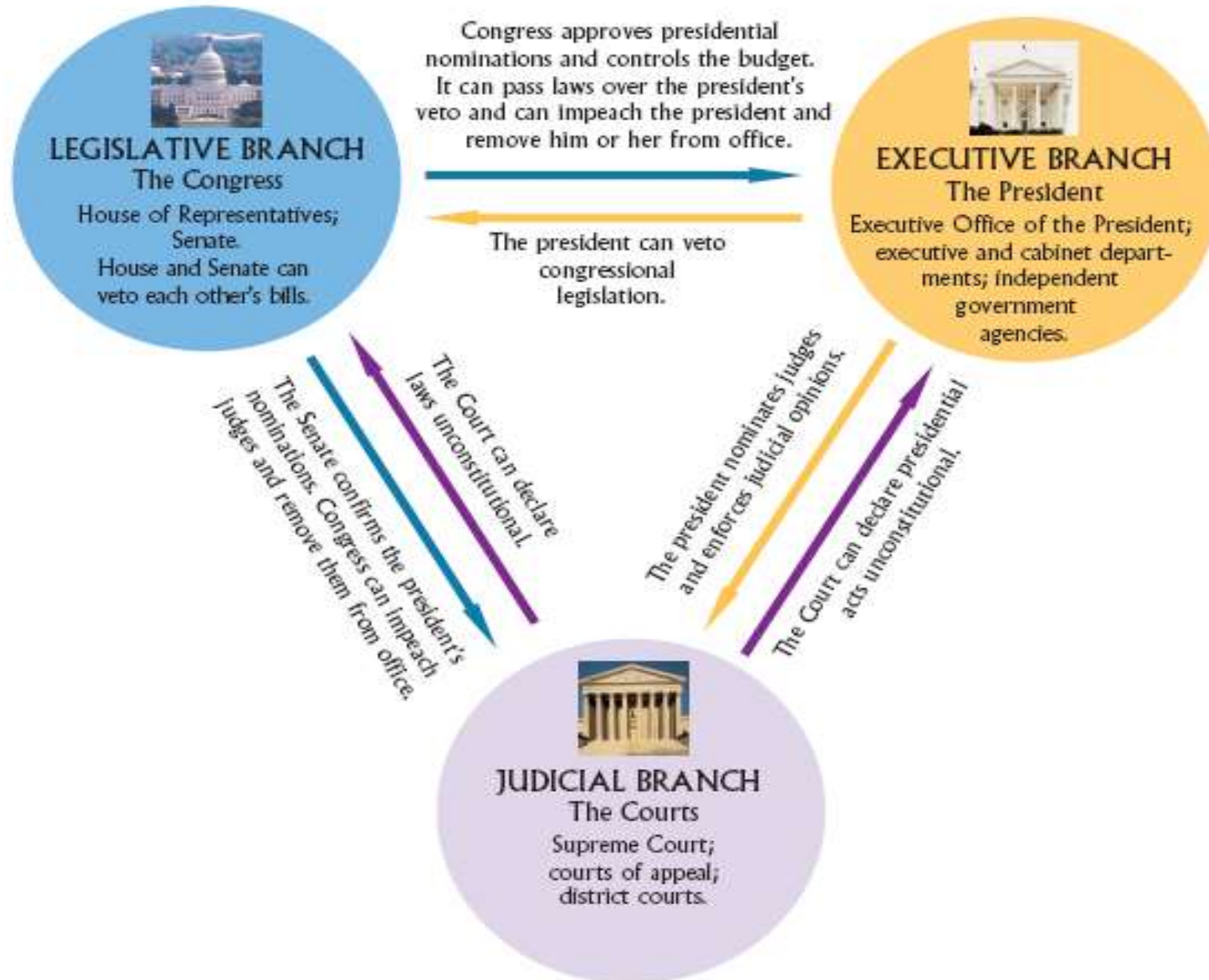
1. *Describe* the three branches of government and *explain* unique powers of each
2. *Describe* how each branch checks one another and why this is necessary

- Three branches of Government
  - No branch more powerful than other
- President can veto laws
- Congress can override veto or impeach President
- Courts can declare laws or acts by President to be against Constitution



**FIGURE 2.4**

## Separation of Powers and Checks and Balances in the Constitution



1. *Describe* the three branches of government and *explain* unique powers of each
2. *Describe* how each branch checks one another and why this is necessary



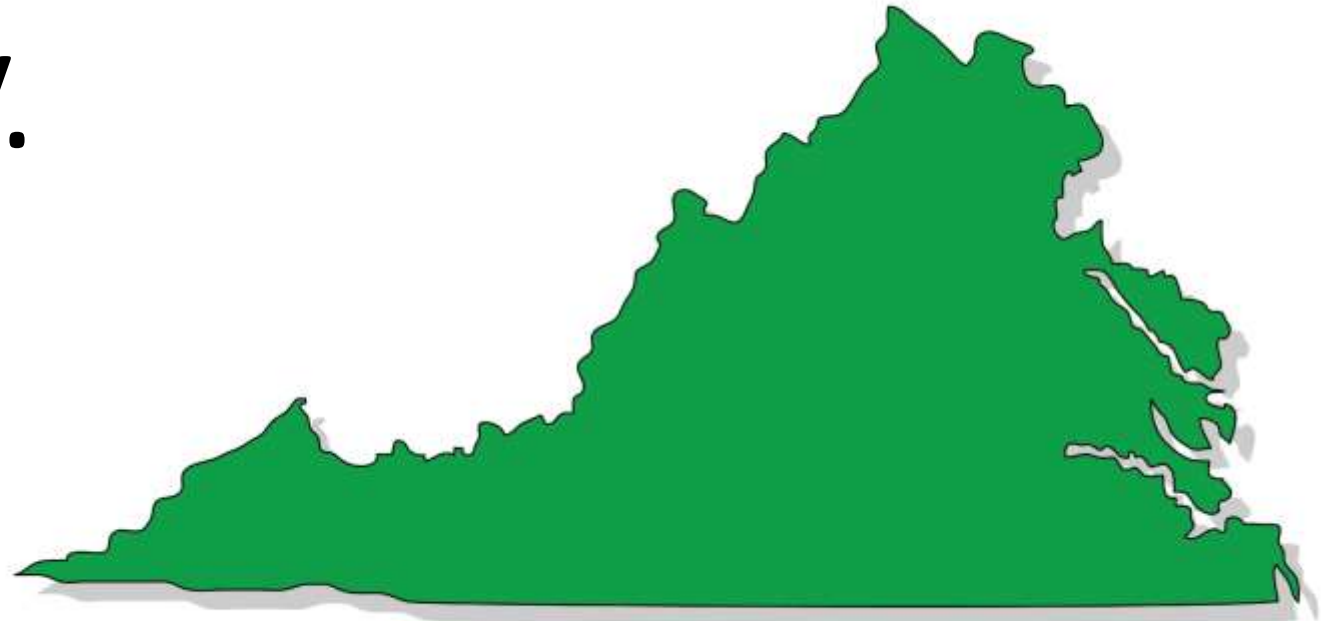
# How are the people represented? Small States vs. Large States (Document D)



3. *Describe* the characteristics of the New Jersey Plan

4. *Describe* the characteristics of the Virginia Plan

V.



### 3. Describe the characteristics of the New Jersey Plan

## The New Jersey Plan

### **Small States**

William Paterson, author

Mostly farmers and merchants

Unicameral legislature

One state, one vote; Representation not based on population

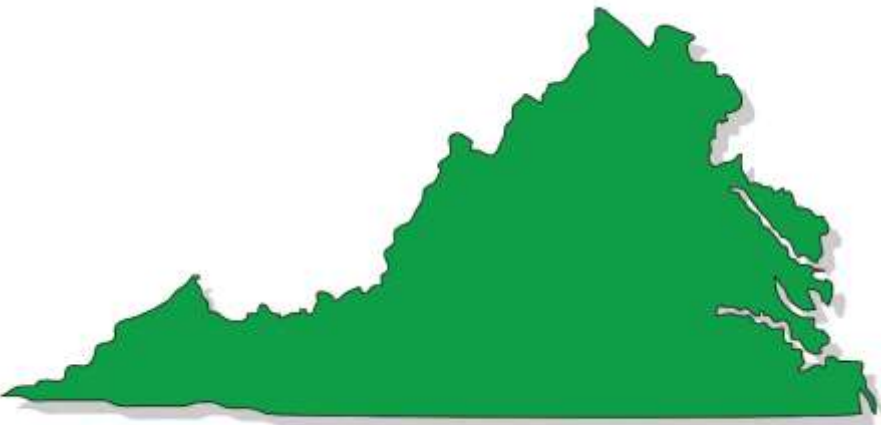
Multiple executives

National judiciary

State law is supreme



4. *Describe* the characteristics of the Virginia Plan



## The Virginia Plan

James Madison, author

Large States

Bankers and Land Speculators,  
Slaveowners

Bicameral legislature

Representation determined by population

Single executive

National judiciary

National law is supreme

# Small States vs. Large States: Who wins?

3. *Describe* the characteristics of the New Jersey Plan

4. *Describe* the characteristics of the Virginia Plan

## The New Jersey Plan

### **Small States**

William Paterson, author

Mostly farmers and merchants

Unicameral legislature

One state, one vote; Representation not based on population

Multiple executives

National judiciary

State law is supreme

## The Virginia Plan

James Madison, author

Large States

Bankers and Land Speculators,  
Slaveowners

Bicameral legislature

Representation determined by population

Single executive

National judiciary

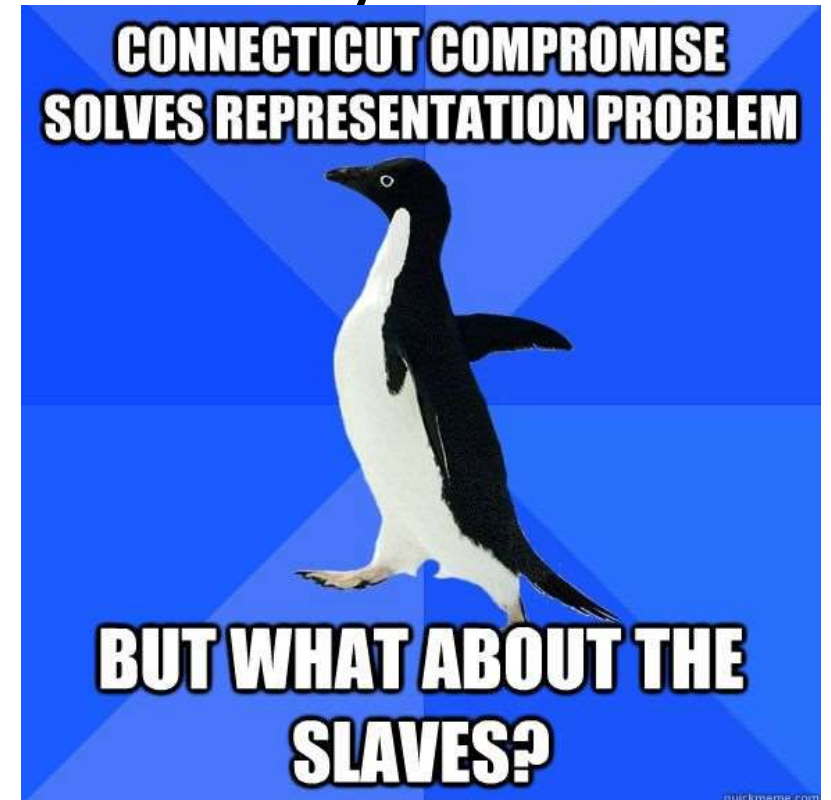
National law is supreme

# The Great Compromise

5. Describe the Connecticut Compromise and how people are now represented in the federal government

## AKA Connecticut Compromise

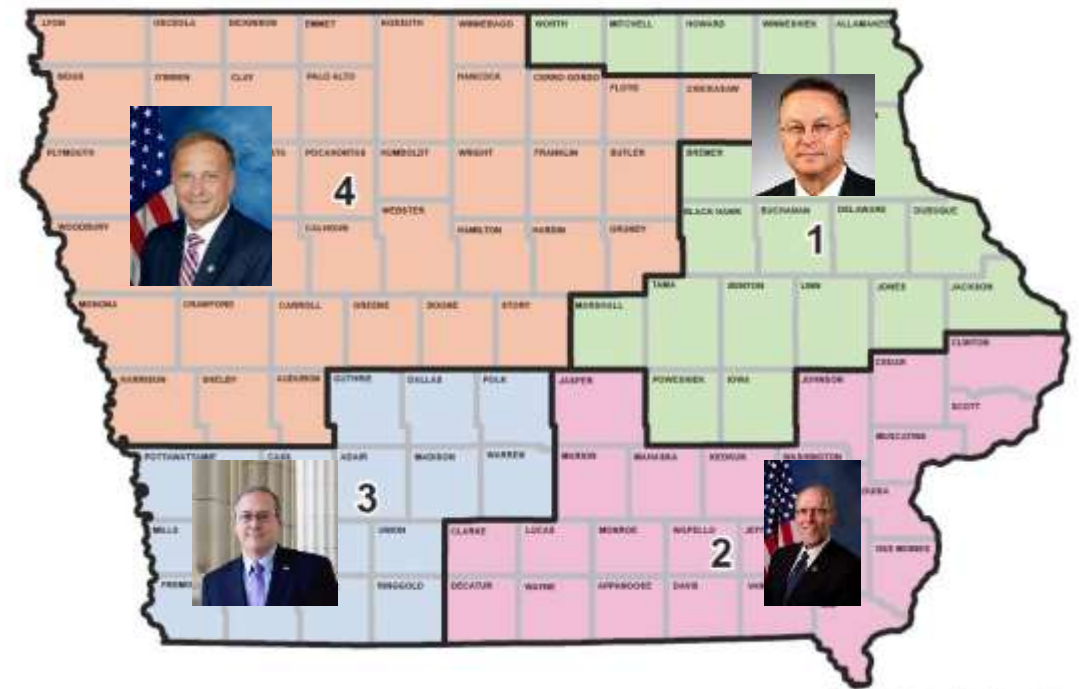
- Was adapted from the Virginia Plan and the New Jersey Plan
- Federalism
- Called for a single executive and a national legislature with two houses:
  - House of Representatives, based on population
  - Senate, with two representatives from each state



**Bicameralism:** Legislative Branch with two chambers

**House:** Based on population  
Elected every two years

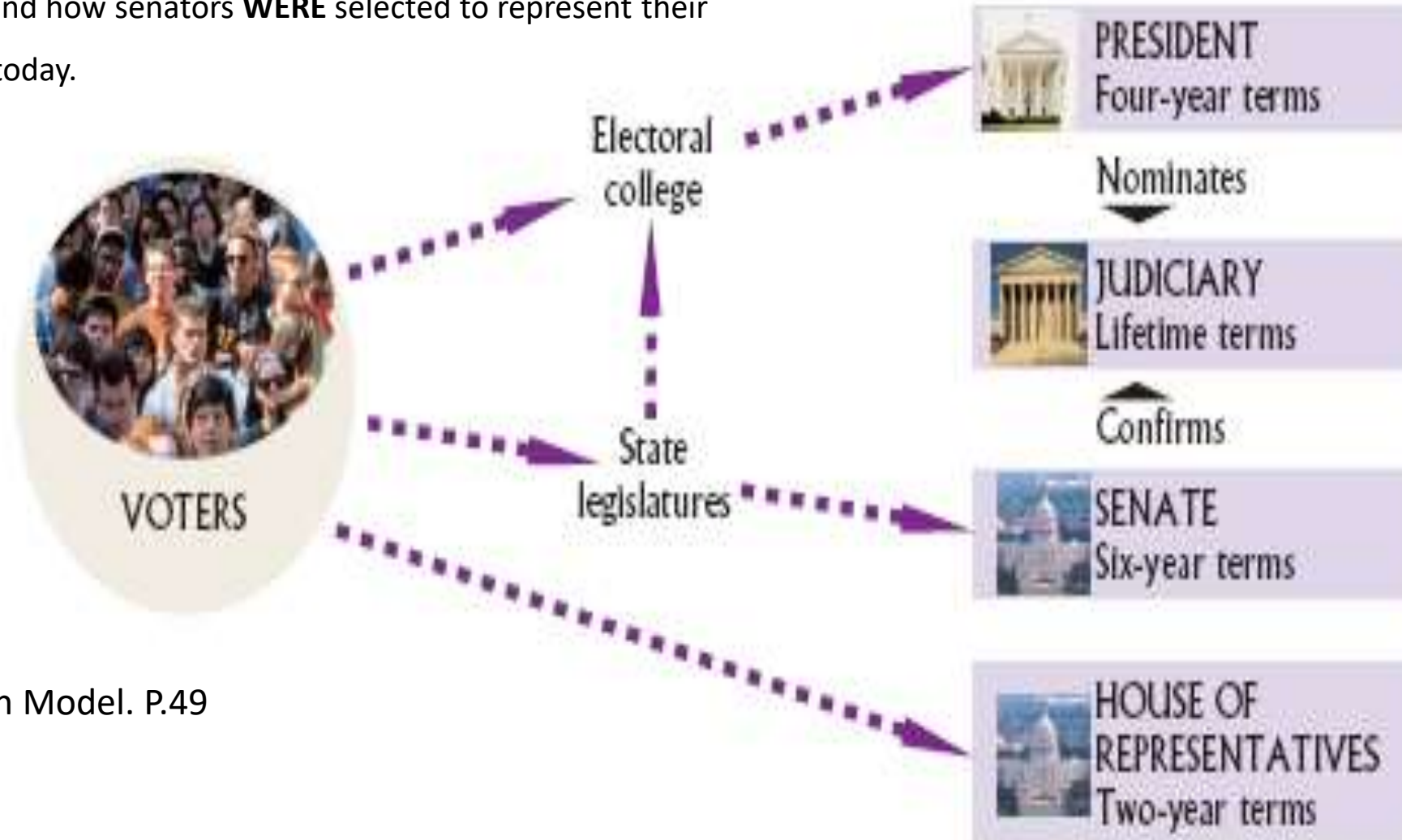
**Senate:** 2 per state  
Elected every six years  
**BUT:** 1/3 up for election every two years



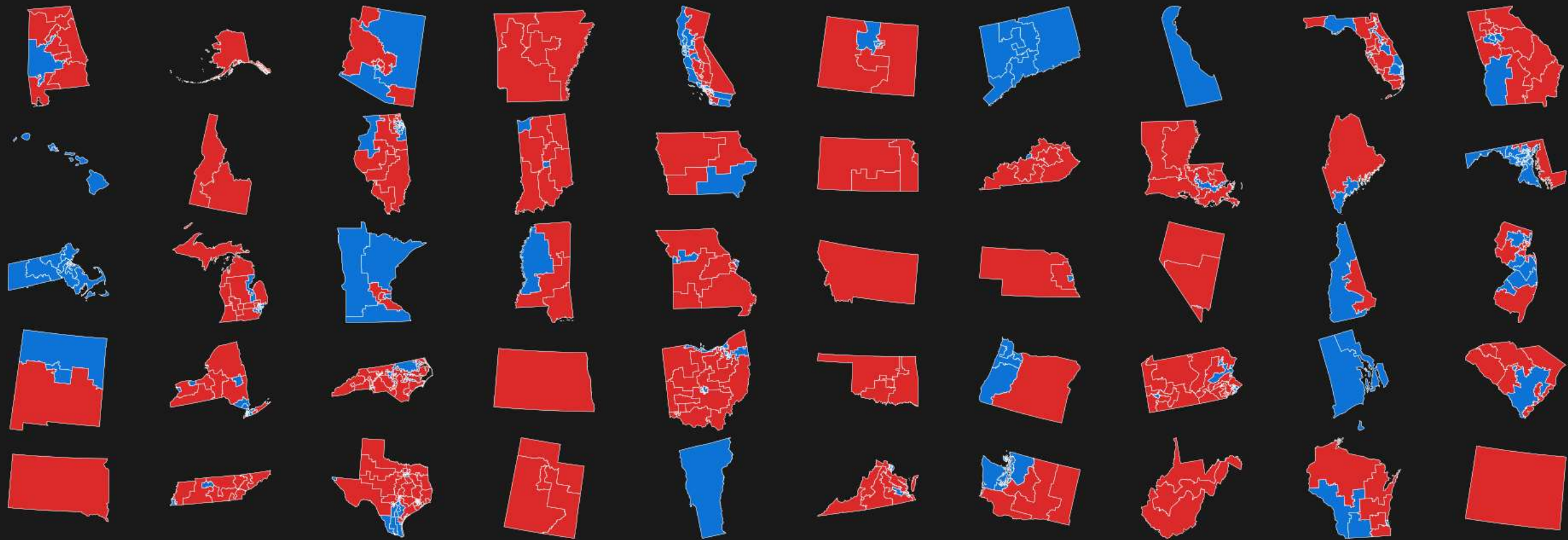
## FIGURE 2.3

# The Constitution and the Electoral Process: The Original Plan

6. Describe how the Electoral College **WAS** used to select the President and Vice-President, and how senators **WERE** selected to represent their states, compared to today.



Madisonian Model. P.49



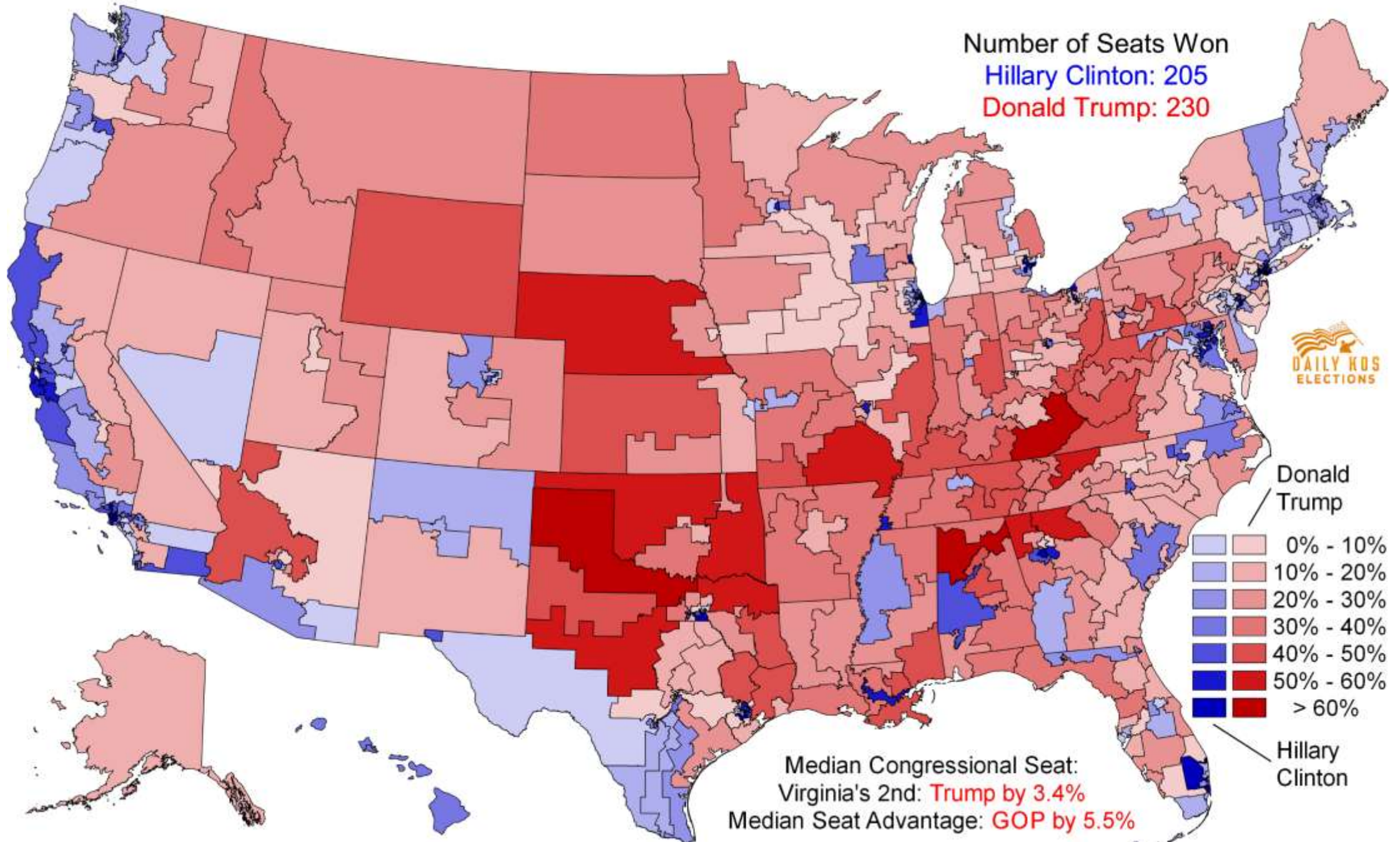


# 2016 Presidential Election Margin by Congressional District

Number of Seats Won

Hillary Clinton: 205

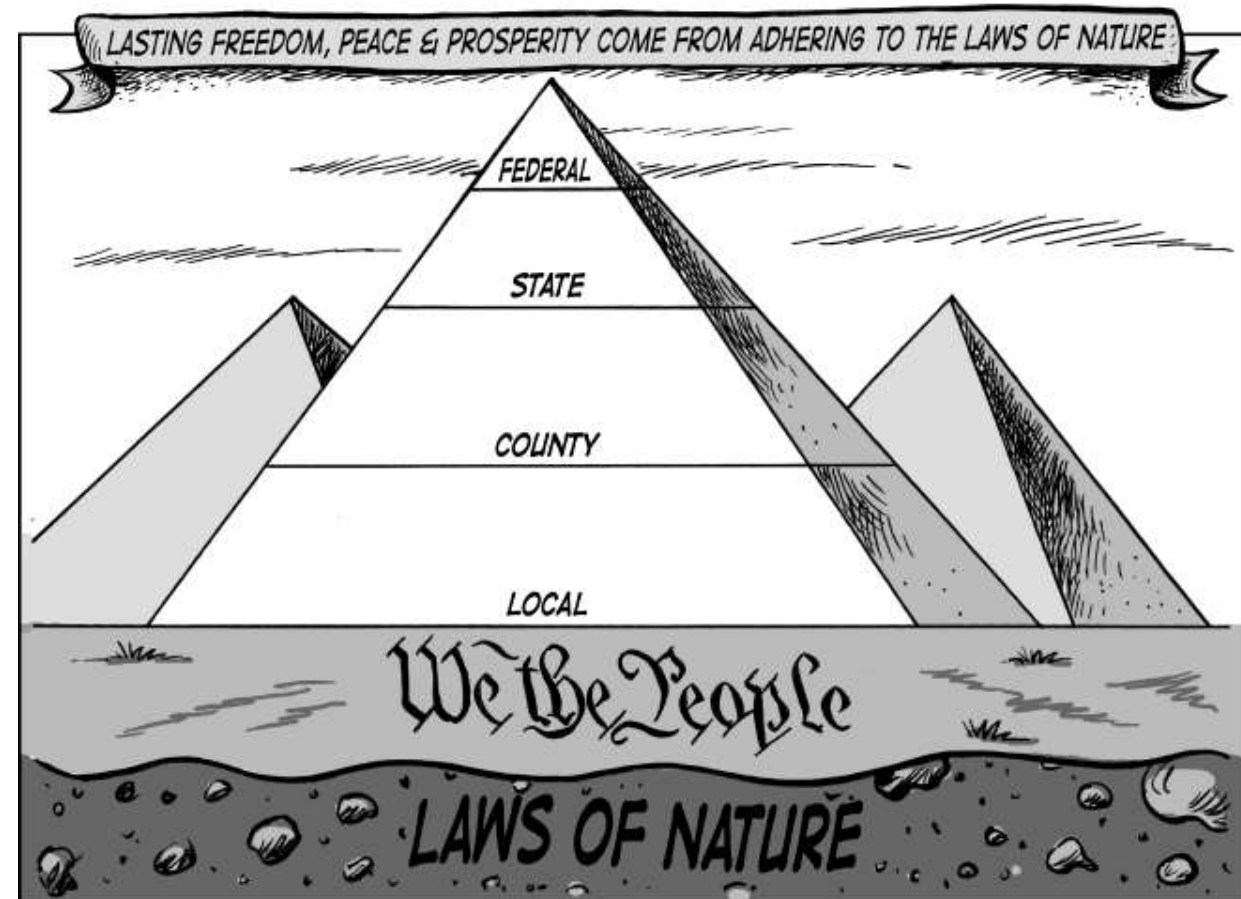
Donald Trump: 230



7. *Describe* the powers delegated exclusively to the federal government and how it uses these powers over the states.

8. *Explain* how the states can achieve autonomy to govern itself

9. *Explain* how the US government is a “compound republic” and how federalism doubly protects the rights of the citizens



# ***United States v. Lopez (1995)***

What are the consequences of a strict interpretation of the term “commerce” when deciding the constitutionality of federal laws? What are the consequences of a liberal interpretation?

Given changes in gun violence on school campuses since this case was decided in 1995, do you think the courts would come to the same decision today? Explain.

Could the federal government use any of its other tools to prevent gun violence nationally?

Would these tools be found to be in accordance with constitutional powers? Explain.

# Vocab Quiz Next Class!

A – Bicameral

B – Commerce Clause

C – Connecticut Compromise

D – Enumerated

E – Faction

F – Implied

G – Natural Rights

H- Necessary and Proper Clause

I – New Jersey Plan

J – Sovereignty

K – Supremacy Clause

L – Virginia Plan

# Vocab Quiz in 5 minutes!

A – Bicameral B – Commerce Clause

C – Connecticut Compromise

D – Enumerated

E – Faction

F – Implied

G – Natural Rights

H- Necessary and Proper Clause

I – New Jersey Plan

J – Sovereignty

K – Supremacy Clause

L – Virginia Plan

# ***United States v. Lopez (1995)***

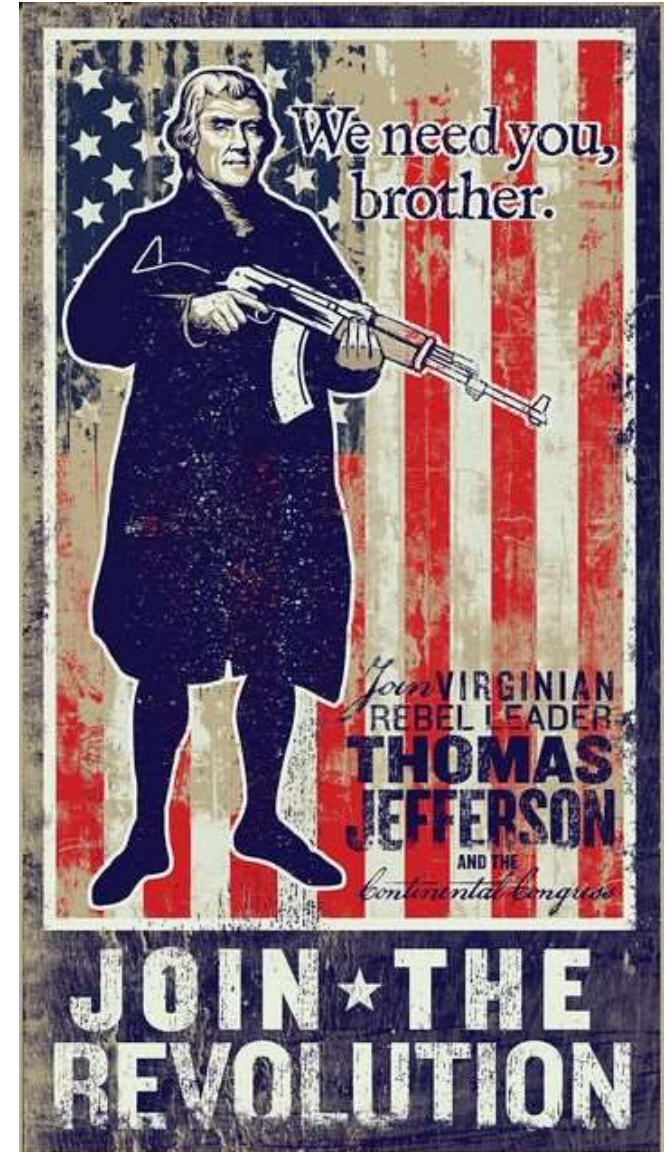
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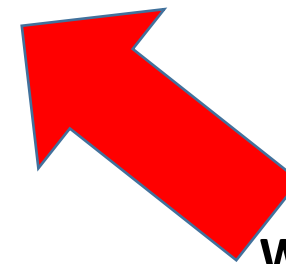
# Day 9+: Constitution Town Hall



**“ An educated public is a public that is capable of maintaining a democracy. People cannot rule well if they are a mob of unskillful know-nothings. --Thomas Jefferson**

# Timeline (Don't Write)

- 1<sup>st</sup> and 2<sup>nd</sup> Continental Congress (1774-75)
- Declaration of Independence (1776)
- Articles of Confederation ratified and implemented (1781-1789)
- American Revolution concludes (1783)
- Shay's Rebellion (1786-87)
- Constitution proposed for ratification (1787)....



**We are here.**



## Anti-Federalists

Small farmers, shopkeepers,  
laborers

-Strong state government

-Weak national government

-Opposed executive ruler

-Include Bill of Rights to protect  
individual liberty

## Federalists

Large landowners, wealthy merchants,  
bankers

-Weaker state government

-Strong national government, control  
factions

-Defended the Constitution as it was  
written, BOR not necessary

# Town Hall Debate Guidelines

- **Three Teams**
- **Federalists vs. Anti-Federalists, + Judges**
- Each team assigns a member(s) a section of constitution (Articles I-IV, VII, BOR, final spokesperson).
- Use constitution to argue for your side, and against the other side.
- **Judges**, you need to be researching arguments for each side too. This will inform your decision.

## Sections to be covered by each team:

ARTICLE I (CONGRESS)

ARTICLE II (PRESIDENCY)

ARTICLE III (SUPREME COURT)

ARTICLE IV (RELATIONS AMONGST STATES)

ARTICLE VI (SUPREMACY CLAUSE)

BILL OF RIGHTS (WHICH DID NOT EXIST YET)

CLOSER (FINAL SUMMARY)

## Guiding Questions:

- **Why is Article \_\_\_\_ necessary and good for America?**

**OR Why is it bad? What things in the Constitution protect us from tyranny? What things in it could lead to tyranny?**

- **Do we need a bill of rights? Why or why not?**
- You need to know what the Federalists, or Anti-Federalists, believe!!!!
- **Sources available:**
- Federalist/Anti Papers    CONSTITUTIONS

### Sections to be covered by each team:

ARTICLE I (CONGRESS)

ARTICLE II (PRESIDENCY)

ARTICLE III (SUPREME COURT)

ARTICLE IV (RELATIONS AMONGST STATES)

ARTICLE VII (SUPREMACY CLAUSE)

BILL OF RIGHTS (WHICH DID NOT EXIST YET)

CLOSER (FINAL SUMMARY)

# Fed vs. Anti-Fed Perspectives: Questions to Answer Part II

- 1. How do we divide the powers of government?
- 2. What powers should each branch have? What limits should each have?
- 3. How should the members of each branch be elected?
- 4. Who should have control over economics and commerce (trade)?
- 5. Who should lead the military?
- 6. How is power divided between the states and the central government?
- 7. How should individual rights be protected?
- 8. Should we ratify the Constitution, or keep the Articles of Confederation?

## Federalists

Rhi Tina Danny

Cheyenne Dayna

Thi Elise

## Anti-Federalists

Olivia Duncan Alice

Zuali Max Sophie

Taw Reh

## Judges

Ajla Francis Jetlanetzi

## Federalists

Hannah Sofia Kima

Daniel Rachel

Jonti Dino

## Anti-Federalists

Isabel Karli Leon

Nhu Randy Asal

Dalton Ana K

## Judges

Ashlyn Gustavo Jessica

# Town Hall Debate Guidelines

Each side gets 90 seconds to speak.

Order of Speaking (x) goes first

(Fed) ARTICLE I (CONGRESS)

(Anti) ARTICLE II (PRESIDENCY)

(Fed) ARTICLE III (SUPREME COURT)

(Anti) ARTICLE IV (RELATIONS AMONGST STATES)

(Fed) ARTICLE VI (SUPREMACY CLAUSE)

(Anti) BILL OF RIGHTS

(Fed) CLOSER (FINAL SUMMARY)

**Judges: Record questions you have as each side speaks.**

**Reserve your questions to ask at the end of a round.**

# Town Hall Debate Recap + Additional ?'s from Judges

Table 1	ARTICLE I (CONGRESS)
Table 2	ARTICLE II (PRESIDENCY)
Table 3	ARTICLE III (SUPREME COURT)
Table 4	ARTICLE IV (RELATIONS AMONGST STATES)
Table 5	ARTICLE VI (SUPREMACY CLAUSE)
Table 6	BILL OF RIGHTS
Table 7	CLOSER (FINAL SUMMARY)

**Questions in order from  
Article I - Closer**



# Delegate Letter

Drop your role in the Town Hall and now make your own decision.

Write a letter to Nydle, informing him of whether you will be voting in favor of, or against, the ratification of the new Constitution.

Use evidence from notes, readings, and the town hall activity to support your argument

**DUE EOD Fri, SEPT 28**

## Guidelines:

**Maximum** of one page written or 1.5 pages typed

Your own opinion

Use at least three examples or pieces of evidence

Ex: Articles I-III provides the checked separation of powers, which protects against tyranny by.....



<https://tinyurl.com/nydlevotereg>

- **U.S. Citizen**
- **Iowa Resident**
- **18 years old by 11/6/18**

# How does the Fed entice states to cooperate?

- Grants
- Mandates
- Bargaining for pork spending



## Categorical Grants:

- Funds specific programs
- \$\$ split between state/fed matching

Ex: Family Planning Funding in Iowa

10% costs paid by Iowans, 90% paid by federal funds

Ex: Obamacare Medicaid Expansion

## What is Title X?

Title X is the nation's family planning program.  
**It helps nearly 4.6 million people annually.**

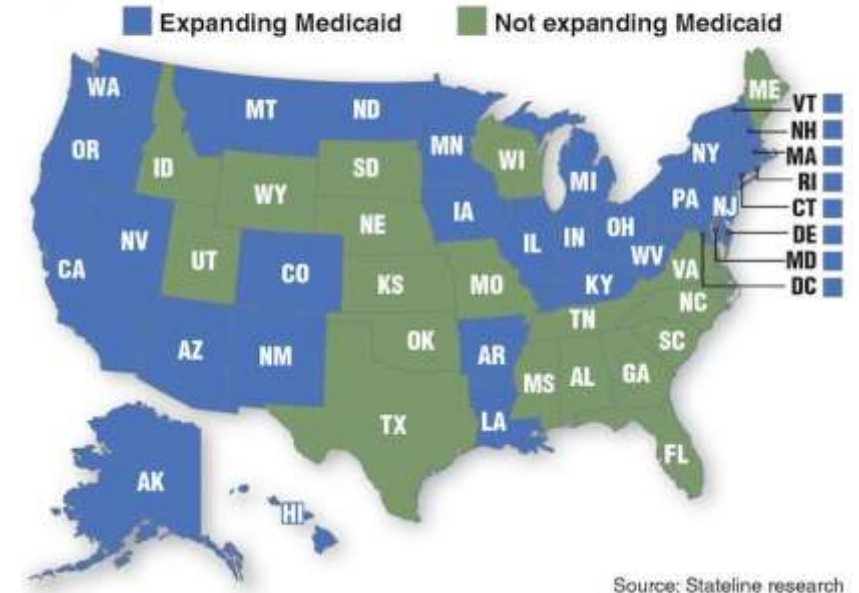
**Title X provides:**

- ✓ contraception education,
- ✓ birth control,
- ✓ well-woman exams,
- ✓ lifesaving cancer screenings, and
- ✓ testing and treatment for STIs.

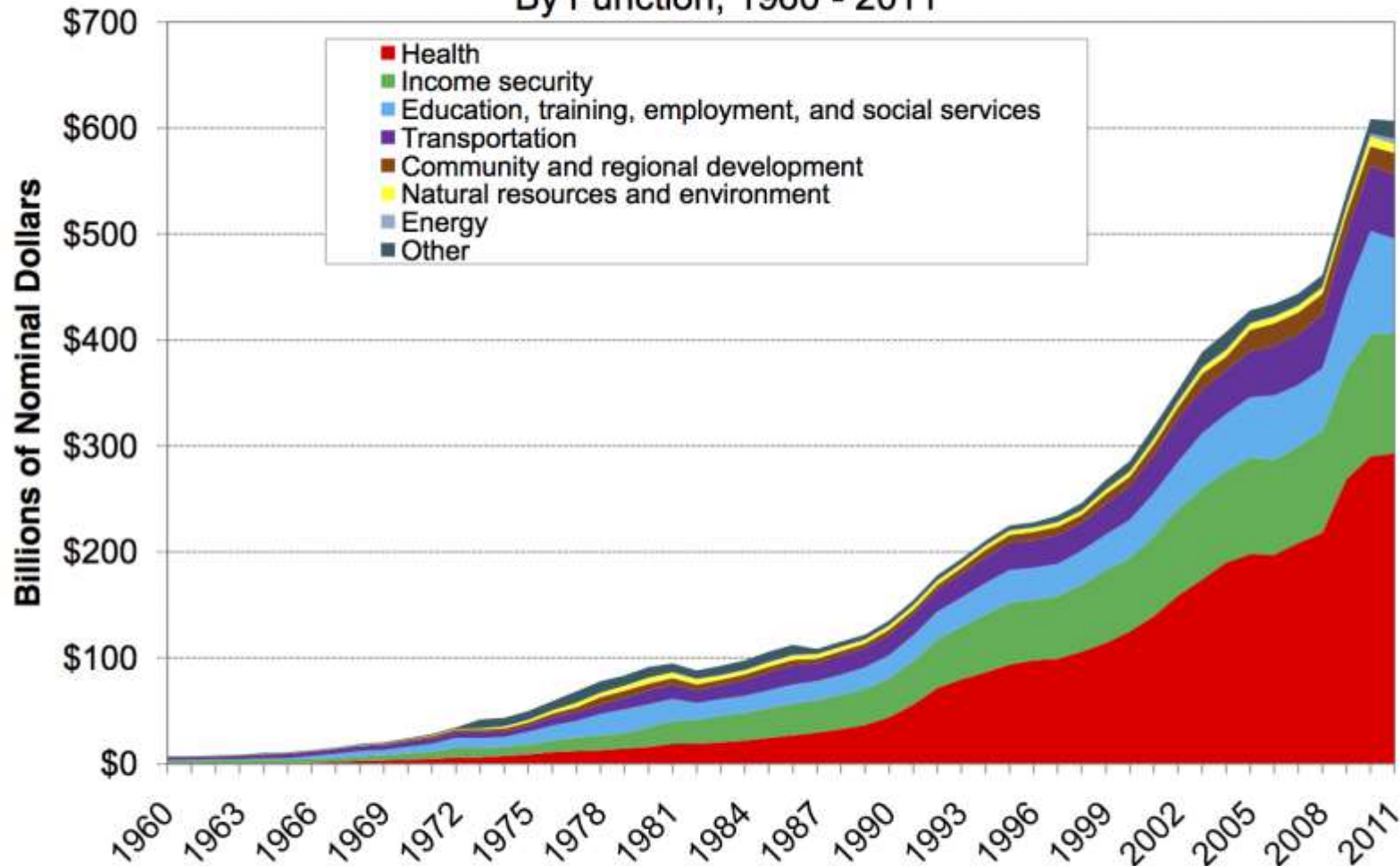
Planned Parenthood

## Medicaid expansion 2017

Thirty-one states and the District of Columbia have decided to expand Medicaid under the Affordable Care Act.



## Post-1960s Explosion of Federal Grants to State and Local Governments By Function, 1960 - 2011



Source: OMB, Historical Tables, Table 12.2

Produced by Veronique de Rugy, Mercatus Center at George Mason University

# Mandates:

- Specific requirement from feds
- State/Local must implement policy or program



# Pork Barrel Spending

Legislators **earmark** funds for projects, programs, and special interests in their state

“Bring home the Bacon”

**Don't Write**

100 Senators

435 House Members

Tax \$\$ from 300+ million Americans

What could go wrong?

Grants try to limit the practice of pork spending



# Examples of “Pork” Spending—which states do they benefit? **DON'T WRITE**



IA State Fair Biggest Boar  
2014; Lots of Fat!

- \$84,000 to study why people fall in love
- 19 million to examine gas emissions from cow flatulence
- \$219,000 to teach college student how to watch television
- \$800,000 for a restroom on Mt. McKinley
- 1.2 million to study the breeding habits of a woodchuck



**\$2.5 million for potato research.** Split between Idaho, Maryland, Maine and Wisconsin, \$1.5 million of the cash will go to the competitive potato breeding research program, \$700,000 to potato pest management, and \$350,000 to the potato cyst nematode special research grant.

**\$4.8 million for wood utilization research.** The Wood Utilization Research Centers (WUR) is a special grant program meant to increase competitiveness, utilize wood to advance energy independence, and "enable sustainability," according to the WUR website. Proposed by representatives from 11 states.

**\$7.2 million to the Harkin Grant Program.** Proposed by Senator Tom Harkin of Iowa. Harkin originally asked for \$10 million for his self-titled program benefiting Iowa's public schools

\$100,000 to study the Hatfield-McCoy feud

\$100,000 to study how to avoid a falling spacecraft

\$1 million to preserve a sewer in Trenton, NJ as a historic monument

\$57,000 by the Executive branch for gold-embossed playing cards on Air Force Two

\$160,000 to study if you can hex an opponent by drawing an X on his chest

# How do states gain power over the fed?

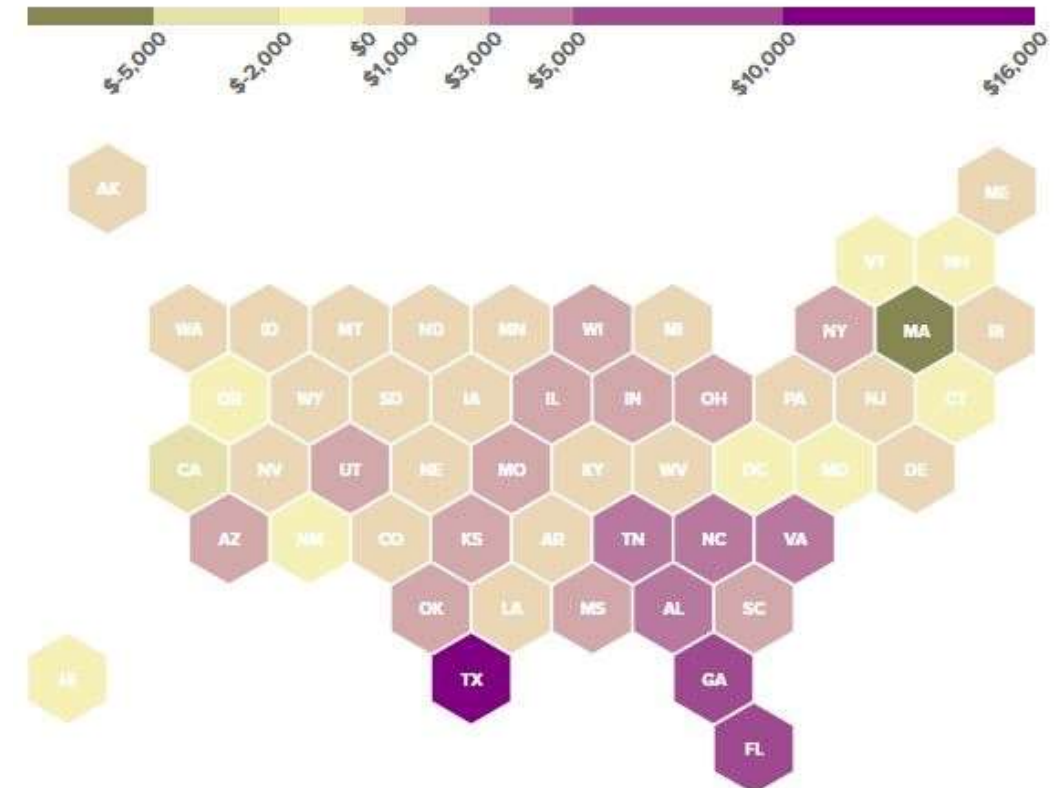
## Block Grant:

- Large grant that decreases over time
- Targeted but vague: “Health Care”,  
State experiments with details
- Pads state budget  
(\*Revenue Sharing\*)



Graham-Cassidy-Heller-Johnson block grant model

Cassidy's office released its own estimates. *Massachusetts* takes the hardest hit with a more than \$5 billion loss in funding. Overall, Southern states that did not expand Medicaid are poised to receive more in federal funding.



**OPENING:** In partners, or individually, record your  
TOP 10 Tips for Answering A Free Response Question

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

# The Free Response Question- FRQ

## Top 10 Rules to the FRQ

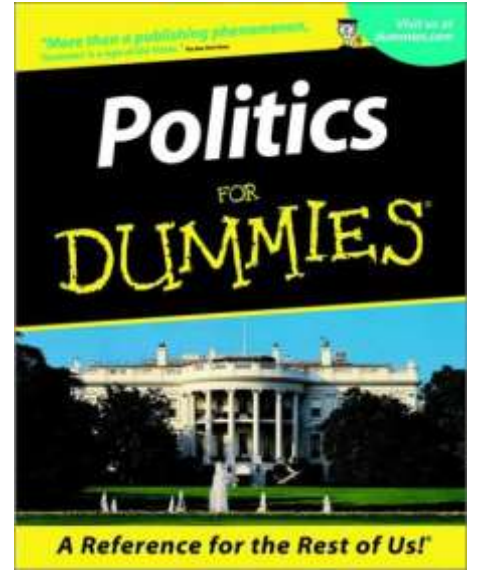
1. Content Matters, Not Spelling or Grammar  
Organize, Be Clear, Be Concise

2. Outline your Answer

Can be written on the page, just ~~cross out~~ when done with it

3. Your audience is a child

Pretend you are writing to a 10 year old who knows NOTHING about government



# Top 10 Rules to the FRQ

## 4. Question Verbs

What is that question asking you to do?

Describe vs. Explain, List v. Discuss, etc.

## 5. Linkage

Always answer the who, how, why, when.... And link back to the question

## 6. Incorporate Vocabulary

If the topic is about federalism, make sure you use the word FEDERALISM in your response

# Top 10 Rules to the FRQ

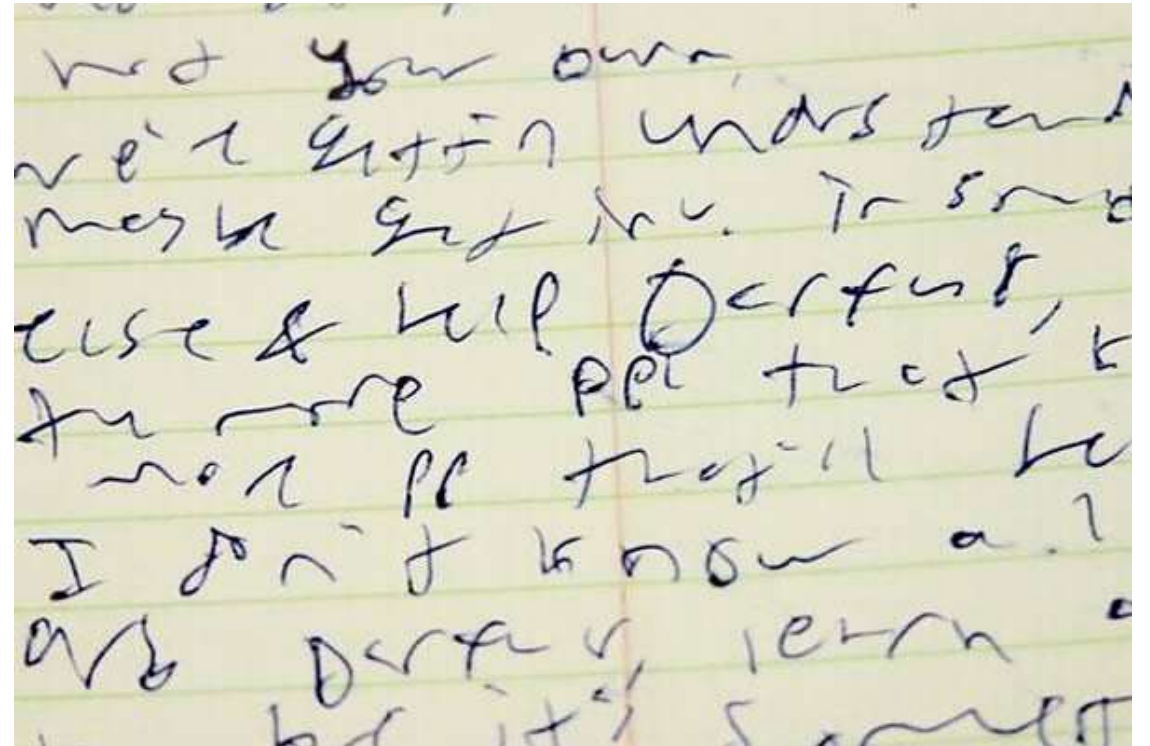
7. Don't use pronouns

Instead of he/she, use "President", "Senator", "Locke", etc.

8. Never fear the FRQ

9. Write legibly!!

10. AFQ: Answer the F'n Question



## Practice FRQ

James Madison was concerned that absent a constitutional republic, all power would accumulate in the hands of the few, the many, or the one, resulting in tyranny of each.

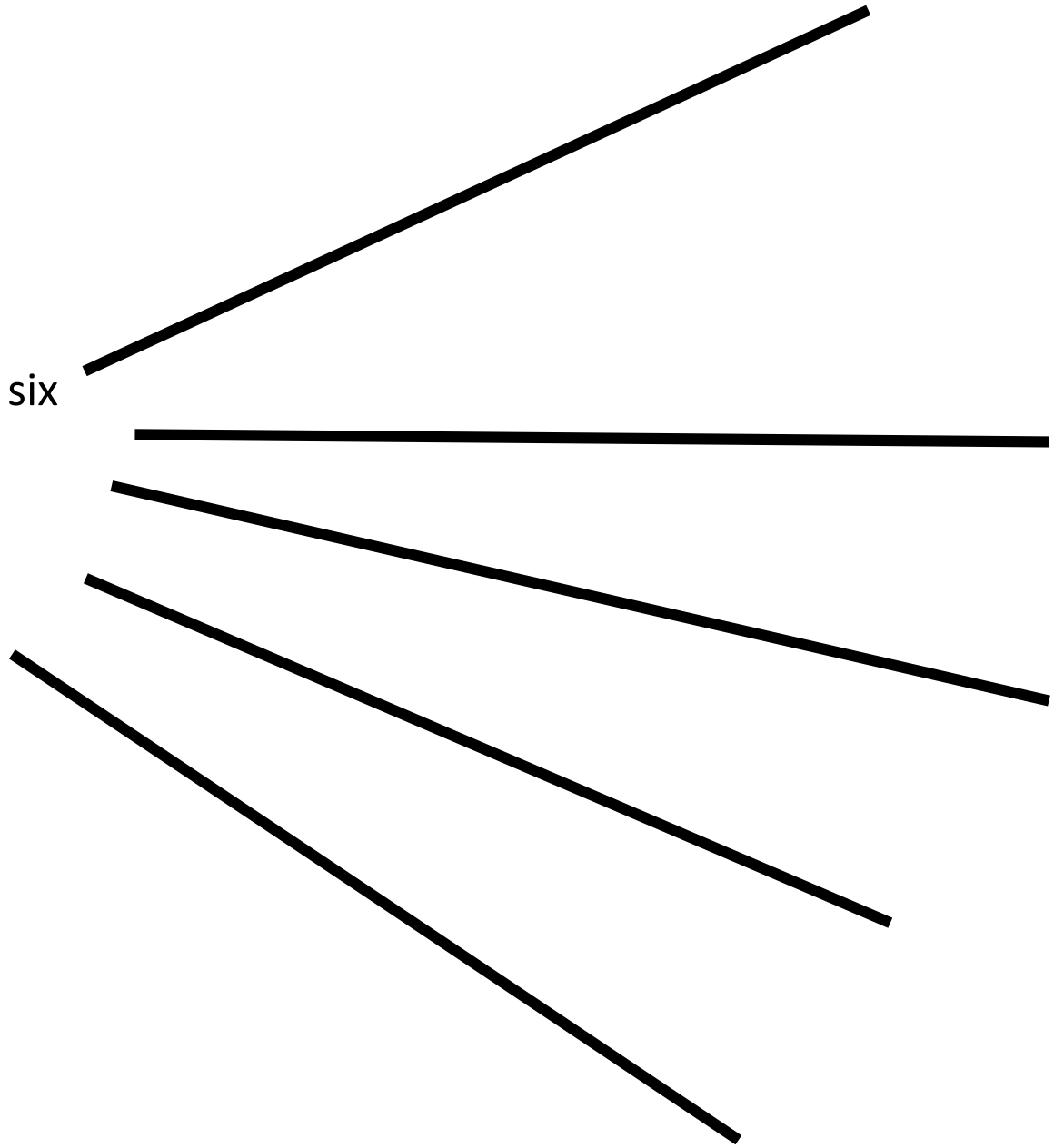
Therefore, he proposed basic principles in the design of our government.

- A. *Identify* the six principles of the US Constitution
- B. *Describe* how each of the following principles guard against tyranny:
  - i. Separation of Powers/Checks and Balances
  - ii. Representation in the federal government
  - iii. Federalism



# Outline Method: Chicken Foot

A. The constitution guarded against tyranny in six main ways:





# Method 2: Chicken Foot

A. The constitution guarded against tyranny in six main ways:

---



Federalism

Separation of Powers/  
Checks and Balances

Limited Government/  
Individual Rights

Popular  
Sovereignty

Judicial  
Review

# Other Common Mistakes:

**Use of pronouns. WHO are you talking about?**

Ex: They protect against them.

Who protects? Against what? What is being protected?

**Use of lists or bullet points.**

Look at your ACTION VERBS.

Define and Explain. NOT list.

Ex: Popular sovereignty, federalism, limited government.

**Lack of sentence demonstrating the question.**

Ex: The few, the many, the one.

Of what? How do I know what question you are answering? What are you talking about? A few pizzas? Many pizzas?



## Define the types of tyranny as outlined by James Madison.

Madison defined tyranny as....

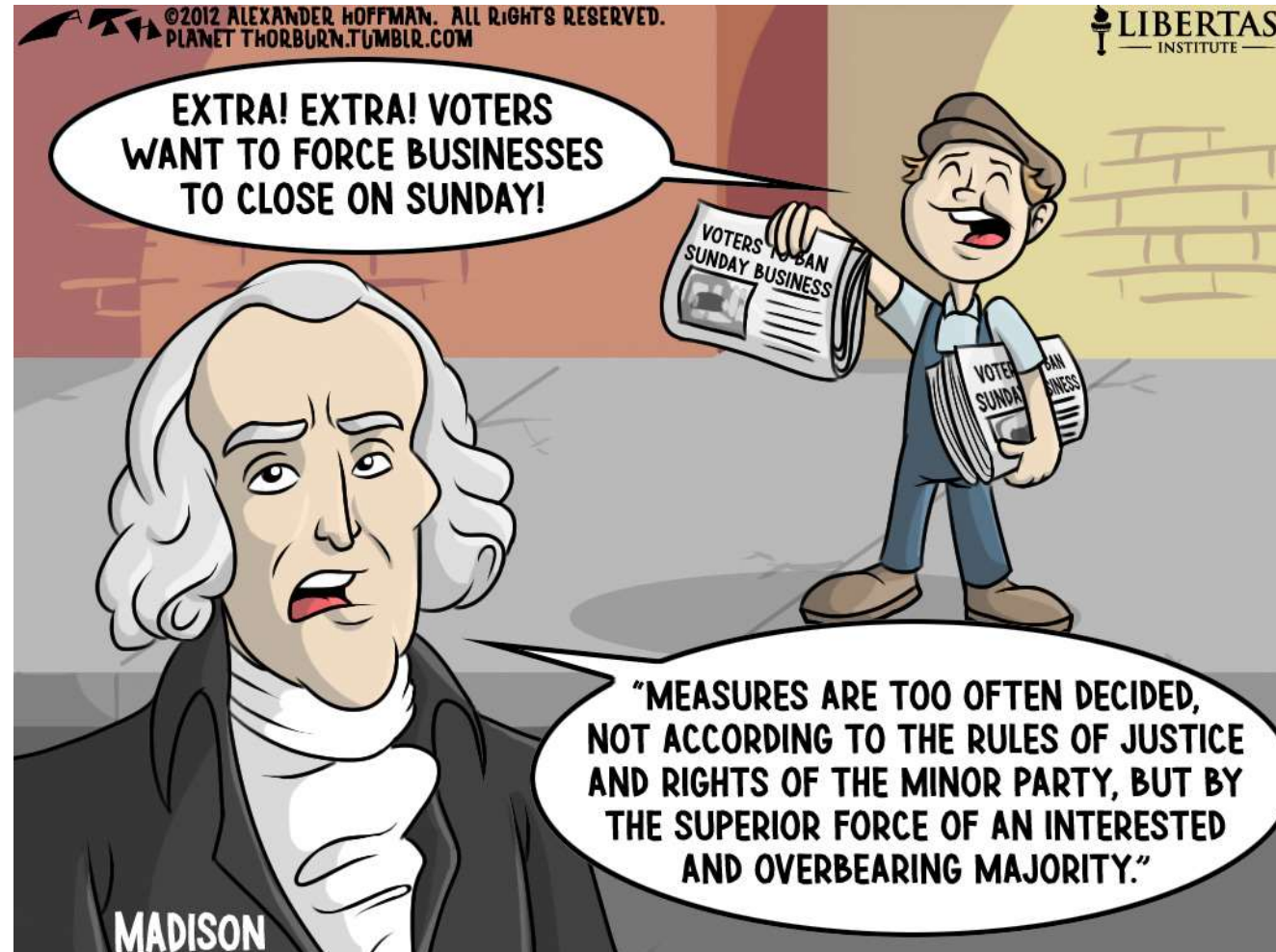
Tyranny of the one, the few, and the many.

Examples of each.

Dictator, King/Queen

Political Party, military, ethnic minority

Majority rule, mob rule



## B. Describe how each of the following principles of the Constitution work to prevent tyranny (3 points)



**Separation of powers:** distinct branches with powers in each so that no one branch has power over the other. Define each branch and its roles.

**Checks and Balances:** Each branch has a check on the other. Explain these checks with examples.

**Representation in government:** Bicameralism protects less populated states from the mob rule of the majority, but still balances minority power through the Senate.

Direct elections in the House, state legislatures are a safeguard for appointment to the Senate.

## B. Explain how three of the six principles of the Constitution work to prevent tyranny (3 points)

**Federalism:** powers and autonomy divided between a national, state, and local government.

Fed can protect against the state, state has autonomy and/or can influence the federal. Most decisions made locally to preserve local needs.



# Compose Response to Assigned FRQ

## Allowed:

All WRITTEN Notes

US Constitutions

Handouts and Worksheets

Staple FRQ question to response  
and turn in

**Don't Forget!**  
**Turn in Delegate Letter!**

**Use Lineberry text p. 41 – 47 to answer the following in your notebooks:**

Describe the following concerns/issues during the Constitutional Convention and what was proposed to remedy the concern

- Equality Issues
- Slavery
- Equality in Voting
- Economic Issues
- Individual Rights Issues

# Bill of Rights and Civil Liberties

## Free Speech: How far is too far?



KNOW  
YOUR RIGHTS





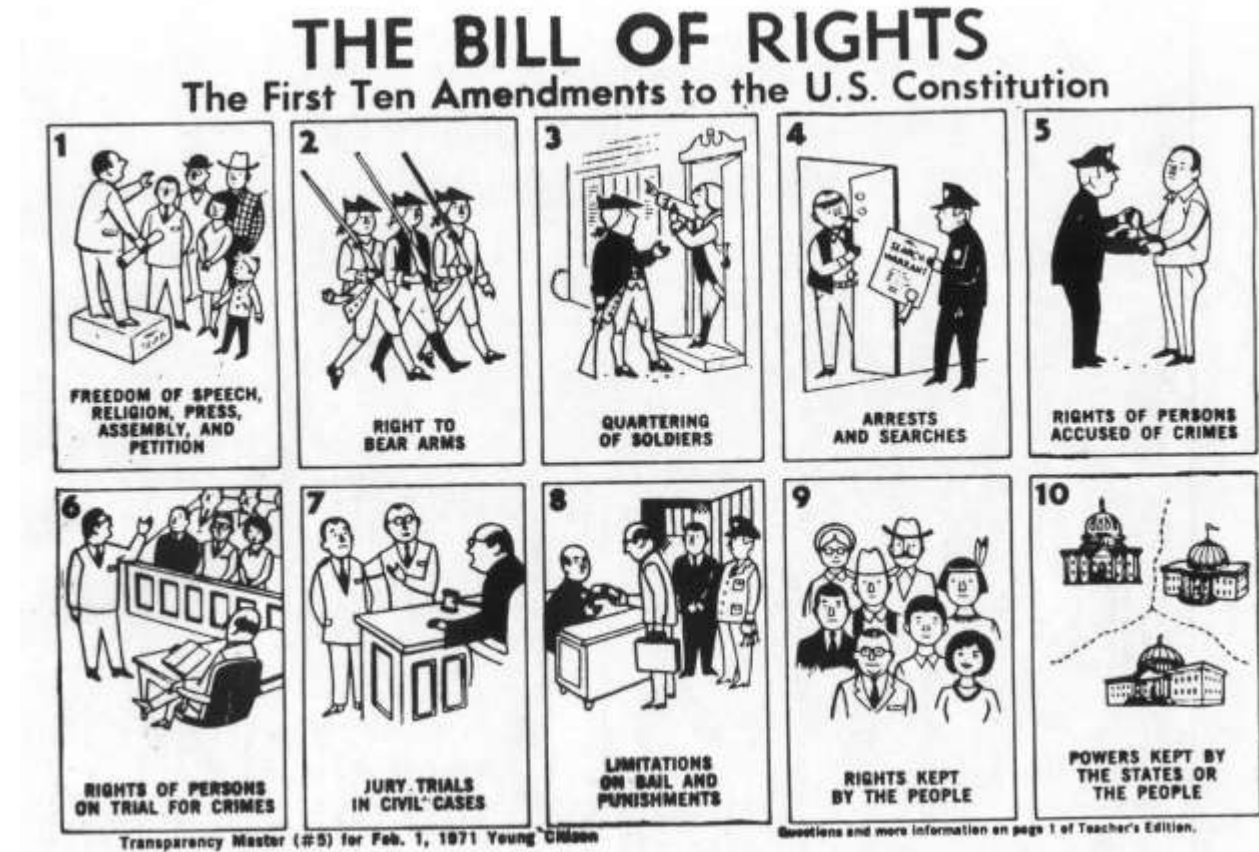
# Bill of Rights

Added to constitution as condition of ratification by states

Formally added in 1791

Barron v. Baltimore (1833): Bill of Rights only restricts national government, not states

Incorporation: adoption of Bill of Rights from federal constitution into state constitutions due to 14<sup>th</sup> amendment



# Bill of Rights

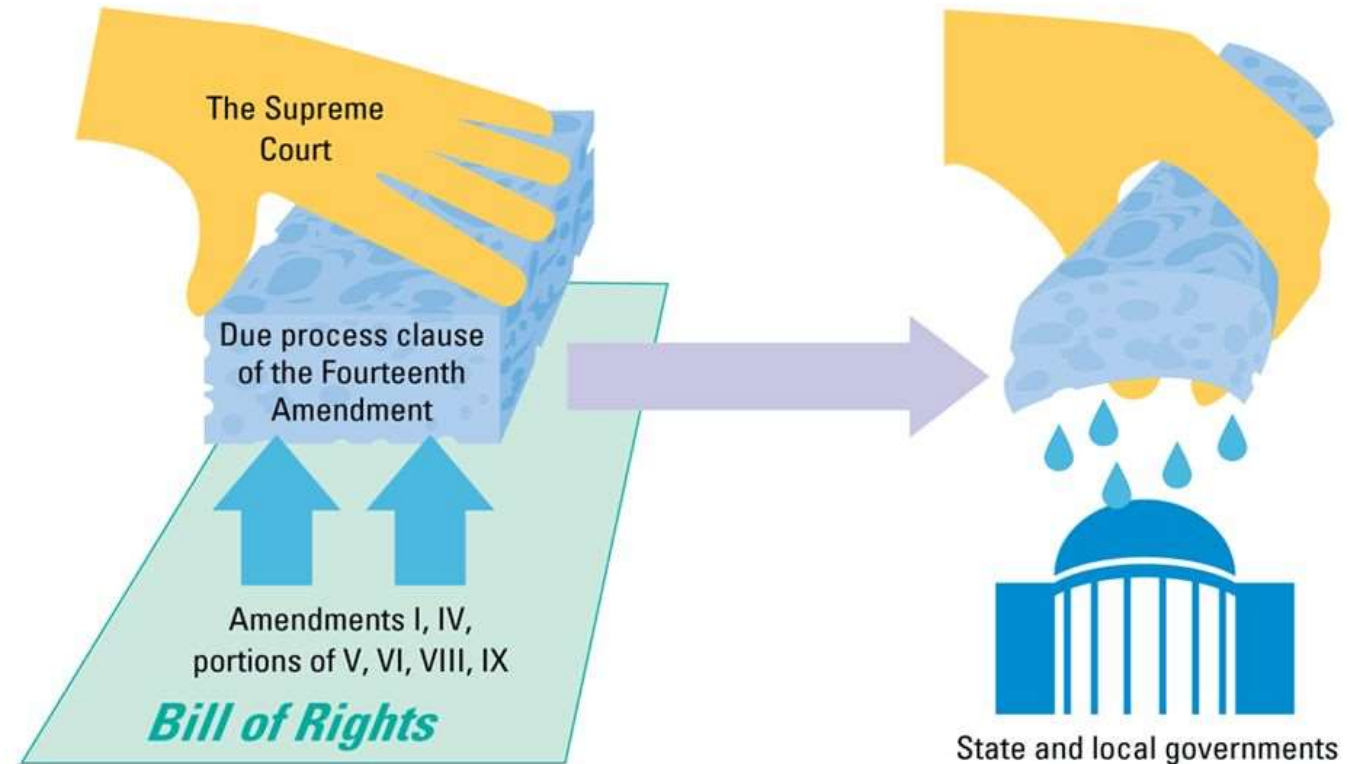
**Gitlow v. New York:** protects freedom of press and speech from limits set by the state

Due process and equal protection in 14<sup>th</sup>

“No state make or enforce any law...”

Used to justify further incorporation

## The Incorporation of the Bill of Rights



# Wisconsin v. Mitchell (1993)

Number off 1-3.

Group by like numbers.

1's: **Prosecution:** arguing on behalf of  
Petitioner

2's: **Defense:** arguing on behalf of  
Defendant

3's: **Judges:** deciding case



# Wisconsin v. Mitchell (1993)

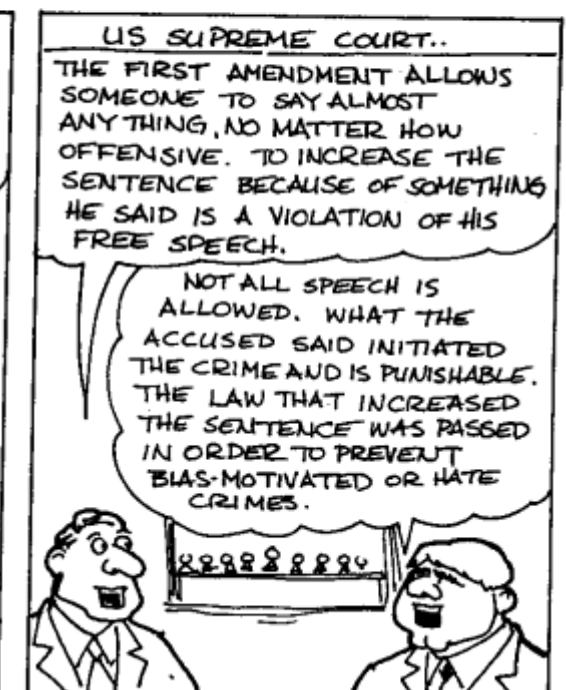
1's: **Prosecution:** arguing on behalf of Petitioner

2's: **Defense:** arguing on behalf of Defendant

3's: **Judges:** deciding case

## Questions to consider:

Is racial bias expression? Is Mitchell's speech protected? Can he be punished?



- *Art, gestures, signs, other forms of symbolic speech*

- **Schenck v. United States** “Clear and Present Danger”

- **Brandenburg v. Ohio** “Imminent lawless action”

- Intent, Immediacy, Likelihood”

~~Libel, Slander, Inciting Violence~~



According to Schenck and Brandenburg tests, do the students in Creston have free speech?

What about Charlottesville?

# Creston Students Disciplined for Posting 'KKK' Photo on Social Media

POSTED 12:28 PM, SEPTEMBER 6, 2017, BY DAN HENDRICKSON, UPDATED AT 05:15PM, SEPTEMBER 6, 2017



# Amendment I.

- **Establishment Clause:** *separation of church and state*
  - *Government cannot have specific religious presence*
- **Lemon v. Kurtzman (1971):** government action must have:
  - Nonreligious purpose
  - Neither help nor hurt religion
  - Keep clear separation between church and government

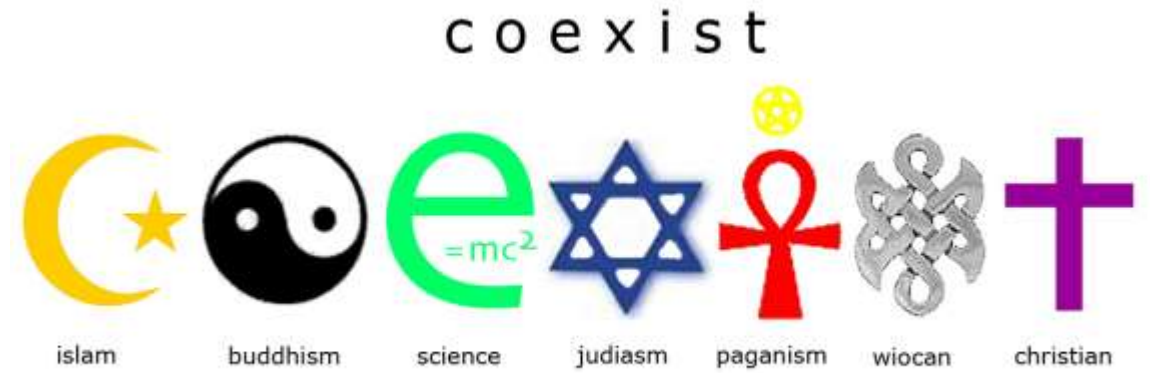


- **Free exercise clause:** *hold any religious belief you want*

- *Belief vs. Practice*

**(Don't Write)**

- **Reynolds v. United States (1879):** Reynolds, a Mormon, could believe in polygamy, but could not practice because it is against federal law.





## The illusion of free speech/press

**Prior restraint:** Government efforts to prevent material from being published.

Typically found unconstitutional.

However, government **CAN** censor something **AFTER** it is published, and/or punish the journalist/writer/artist.



<https://youtu.be/Vtpd0EbaFoQ>

# Unit 1 Exam Thur/Fri

**30 MC, 1 FRQ**

## **Concepts for deeper understanding:**

Theories of Democracy: Pluralism, Hyperpluralism, Elite Class

Founders' Views on Natural Rights: Specifically Montesquieu and John Locke

Causes of and remedies to factions

Weaknesses of the Articles of Confederation and how the Constitution attempted to fix them

Virginia v. New Jersey Plans, Connecticut Compromise

Six Principles of the Constitution and how they guard against tyranny

Arguments of the Federalists and Anti-Federalists

Examples of separation of powers and checks and balances

Advantages and Disadvantages of Federalism

Fiscal federalism and how the national government uses grants and mandates to overpower states

How the 10<sup>th</sup> Amendment grants sovereignty to states

Bill of Rights: Amendments 1-10

Article V: How the Constitution can be amended

Enumerated v. Implied Powers

Full faith and credit clause and the privileges and immunities clause

# Advantages and Disadvantages

What are the advantages and disadvantages of having a federal system of government? Record your ideas in your notebook.

Advantages

Disadvantages



# Advantages

## **Protects against tyranny by majority:**

Giving state and local governments checks powers of federal government

No one state is more powerful than other

Fed Protects minority at state level



# Advantages

## **Promotes national unity while keeping state pride:**

All states part of overall union but also unique

States can pass laws that meet their specific, local needs

## **Encourages political participation**

Easier to make change locally than nationally



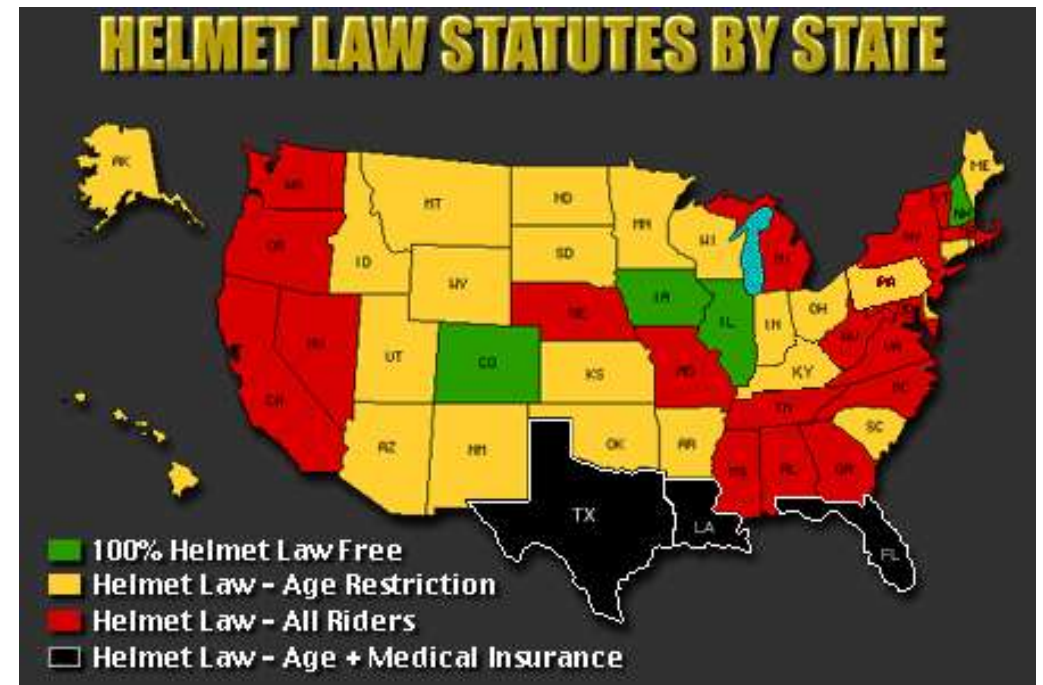
# Advantages

- **Allows states to “experiment” with policy ideas**
- States can “practice” some law or right without affecting whole country
- Ex: Marijuana in Colorado and the SE USA  
“Stand Your Ground” Laws



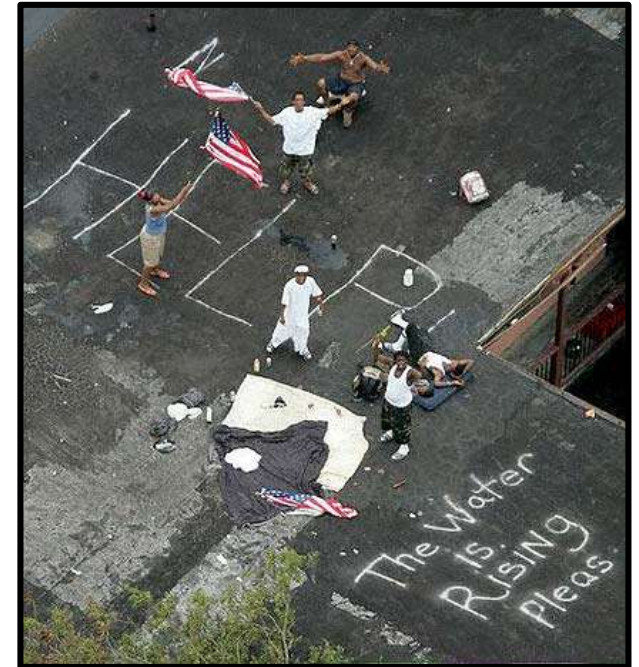
# Disadvantages

- Inconsistency of laws from state to state:
- Gay marriage in IA v. NE
- Helmet Laws
- License requirements vary
  - Teaching
  - Law
  - Medicine



# Disadvantages

- Uncertainty over who is in charge in a situation
  - Hurricane Katrina
- Federal government's rules on states
  - **Unfunded mandates**





# UNIT 1 EXAM PRACTICE FRQ'S FOR REVIEW

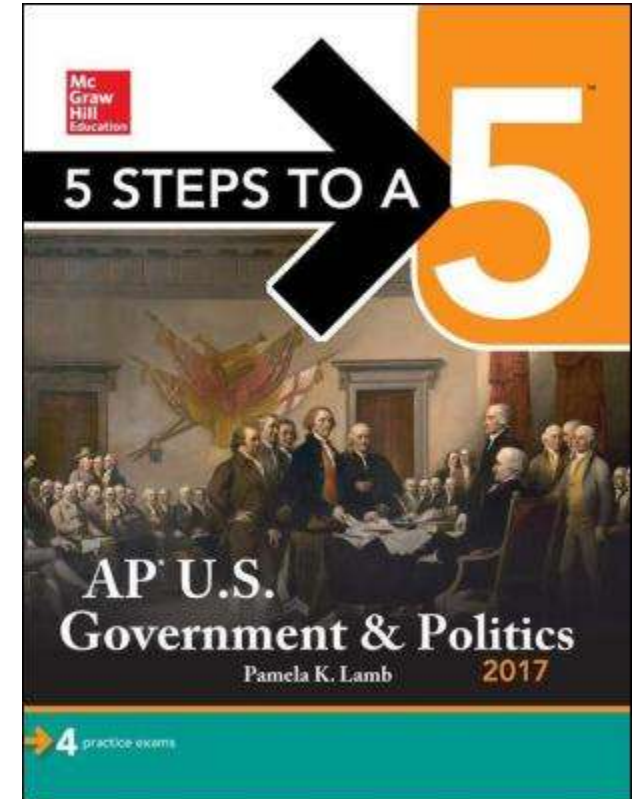
May work individually or with the group

4 FRQ's Total

Each table assigned one to complete

Will rotate FRQ's so each group completes all 4

Take pictures of your responses in case a group person ends up absent  
Wednesday



## UNIT 1 EXAM PRACTICE FRQ'S FOR REVIEW

1. The Constitution was an attempt to address problems of decentralization that were experienced under the Articles of Confederation.
  - a. List three problems of decentralized power that existed under the Articles of Confederation. For each problem listed, identify one solution that the Constitution provided to address the problem.
  - b. Some have argued that the tensions between decentralized and centralized power continue to exist. Support this argument by explaining how one of the following illustrates the continuing tension.
    - i. Environmental Policy
    - ii. Gun Control
    - iii. Education Policy

## UNIT 1 EXAM PRACTICE FRQ'S FOR REVIEW

2. The Framers of the Constitution established a representative democracy. Political Scientists have developed at least three theories of American democracy—pluralism, elitism, and hyperpluralism.

- a. Briefly describe each of these three theories.
- b. Include in your description of each theory an example of how the average citizen is to play a role in politics.
- c. Discuss how the framers would access each of the three theories in terms of their goal of establishing a representative democracy.

## UNIT 1 EXAM PRACTICE FRQ'S FOR REVIEW

4. The framers of the U.S. Constitution created a legislative system that is bicameral. However, it is not just bicameral; the framers established two houses of distinctly different character and authority.

a. Define bicameral legislature

b. Discuss two reasons for the creation of the bicameral legislature

# **HW: Identify 5 events which led to the creation of the U.S. Constitution in which you need to further study**

- Sugar/Stamp/Townshend Acts
- Boston Massacre
- Boston Tea Party
- Intolerable Acts
- Declaration of Independence
- American Revolutionary War
- Failures of the Articles of Confederation
- Shay's Rebellion
- Constitutional Convention

# What type of grant is needed most in your community? **DON'T WRITE**

Think of a problem or need in your community.

What kind of grant could help solve this problem?

- Block?
- Formula?
- Project?

What kinds of agencies, departments, and/or organizations would benefit from the grant you have selected?

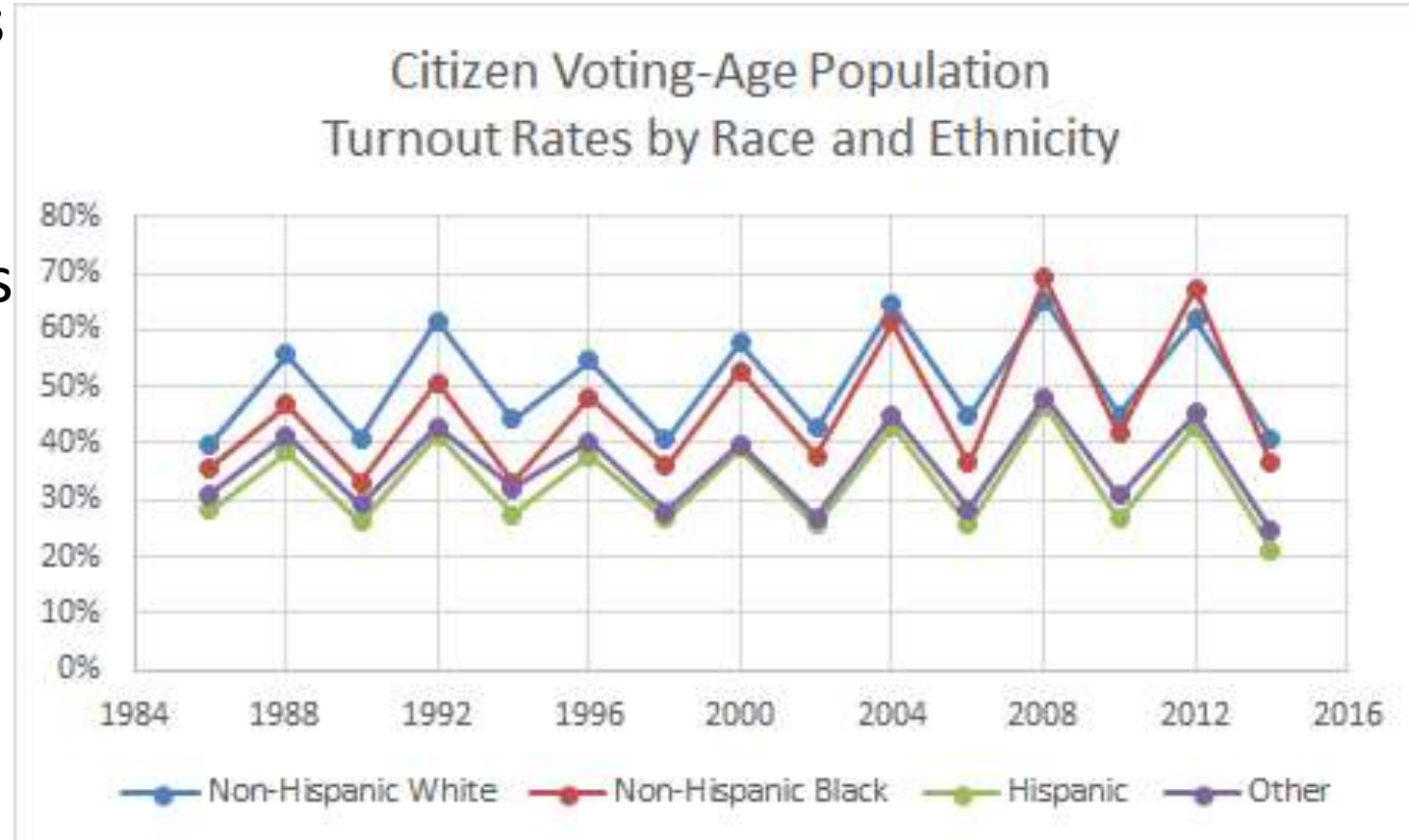
What kind of conditions would you attach to your grant?

# Traditional Democracy

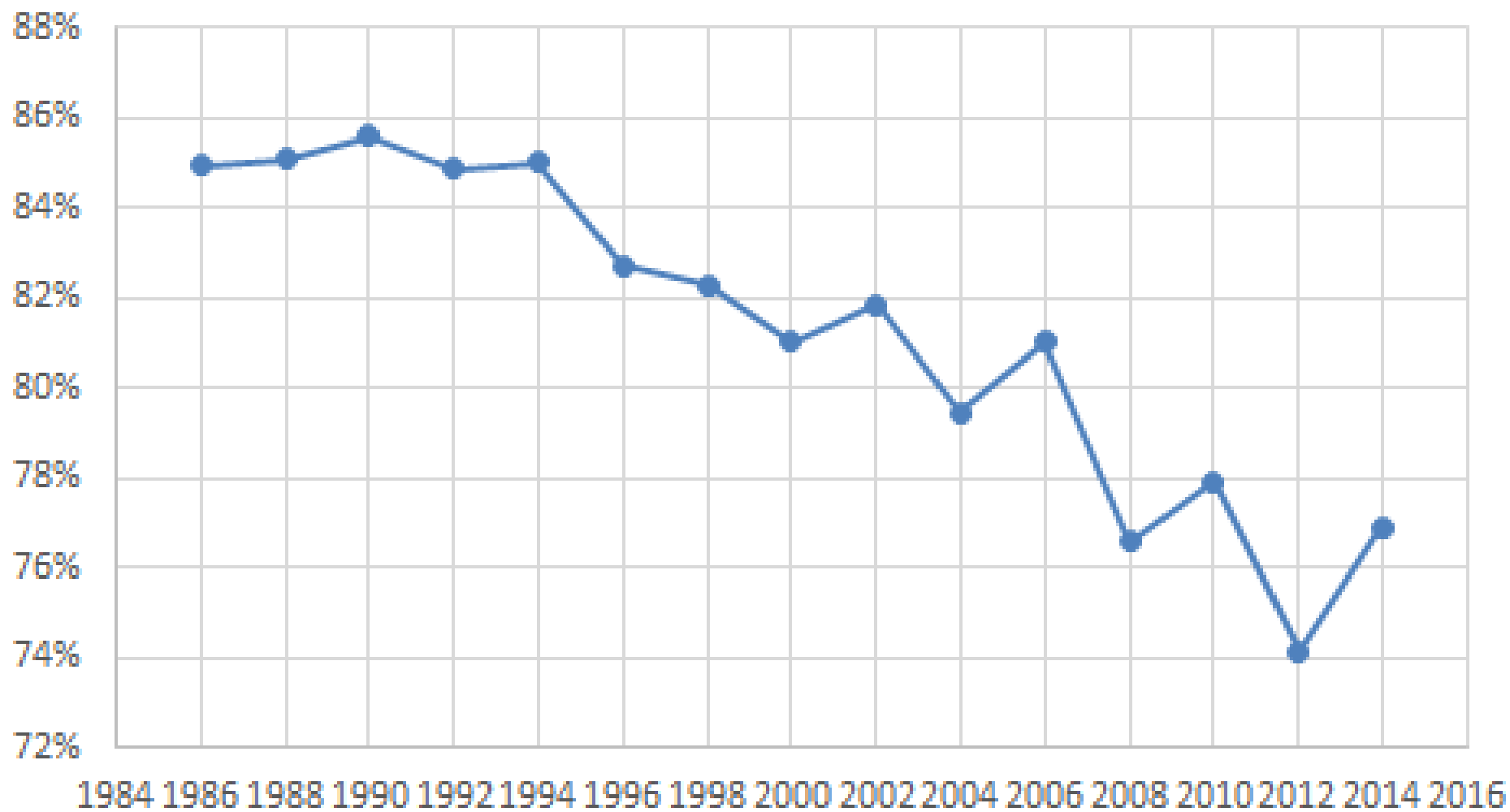
Equality in Voting and citizen-centered agenda

People's needs over corporations and interest groups

Majority Rule, but minority rights

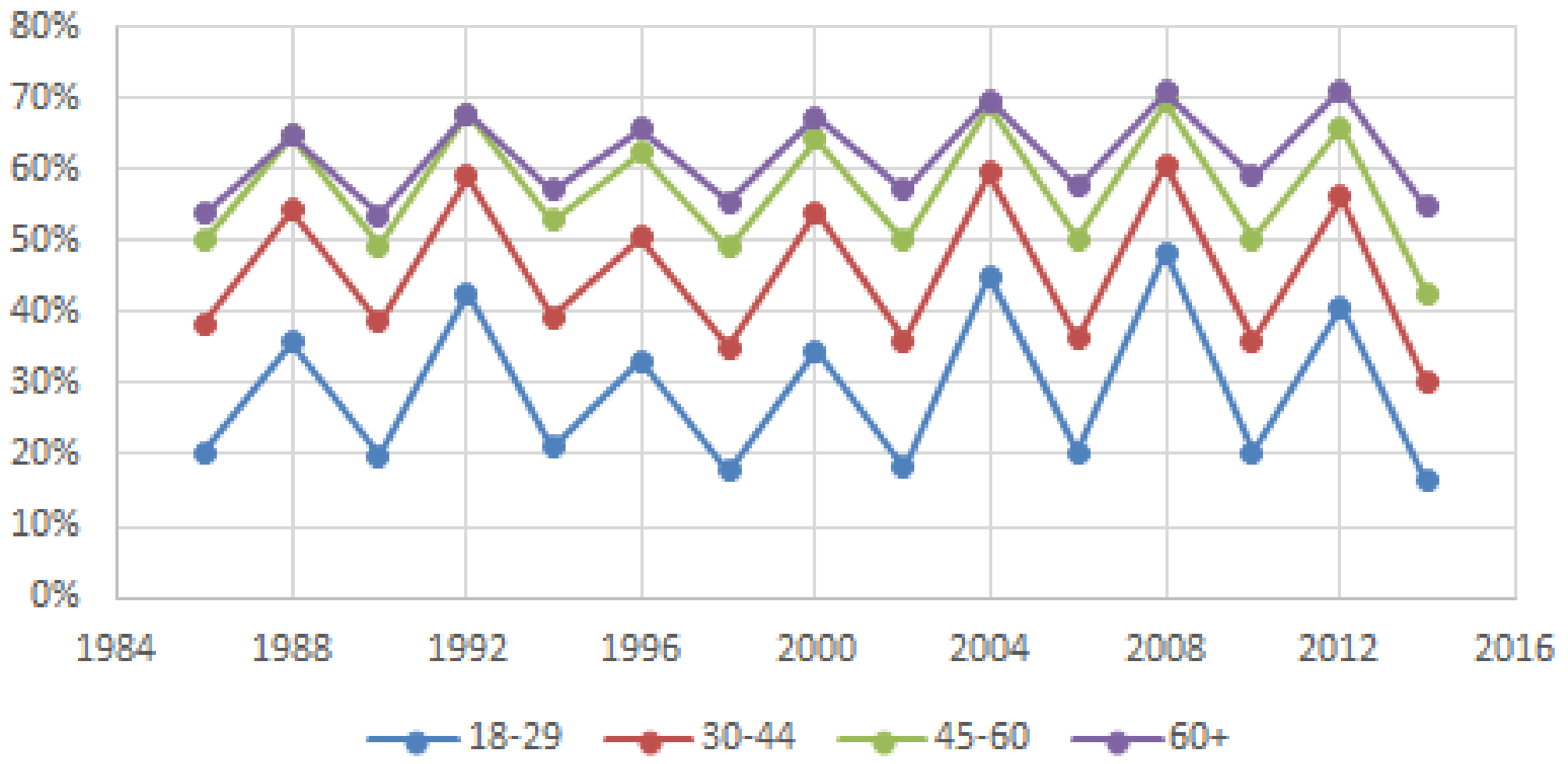


# Non-Hispanic White Share of Electorate

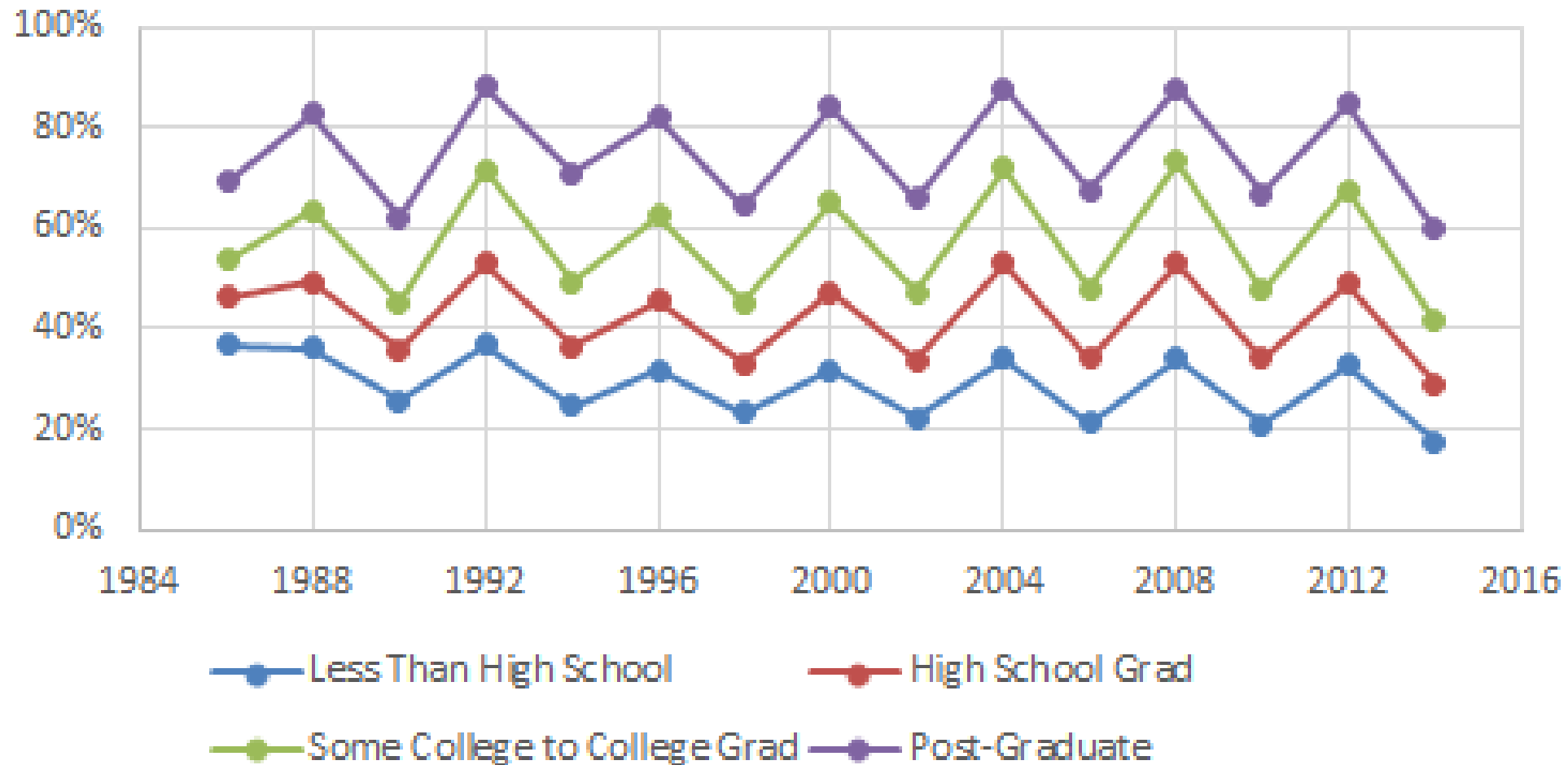




# Citizen Voting-Age Population Turnout Rates by Age



## Citizen Voting-Age Population Turnout Rates by Education



# Pluralist Theory

Competition of citizens into organized special interests

Organized groups more powerful than individual

Ex: Civil Rights Efforts in Boycott and Lobbying in 1950's

Meaningful group participation declining

Rise of "armchair activist"



## Elite and Class

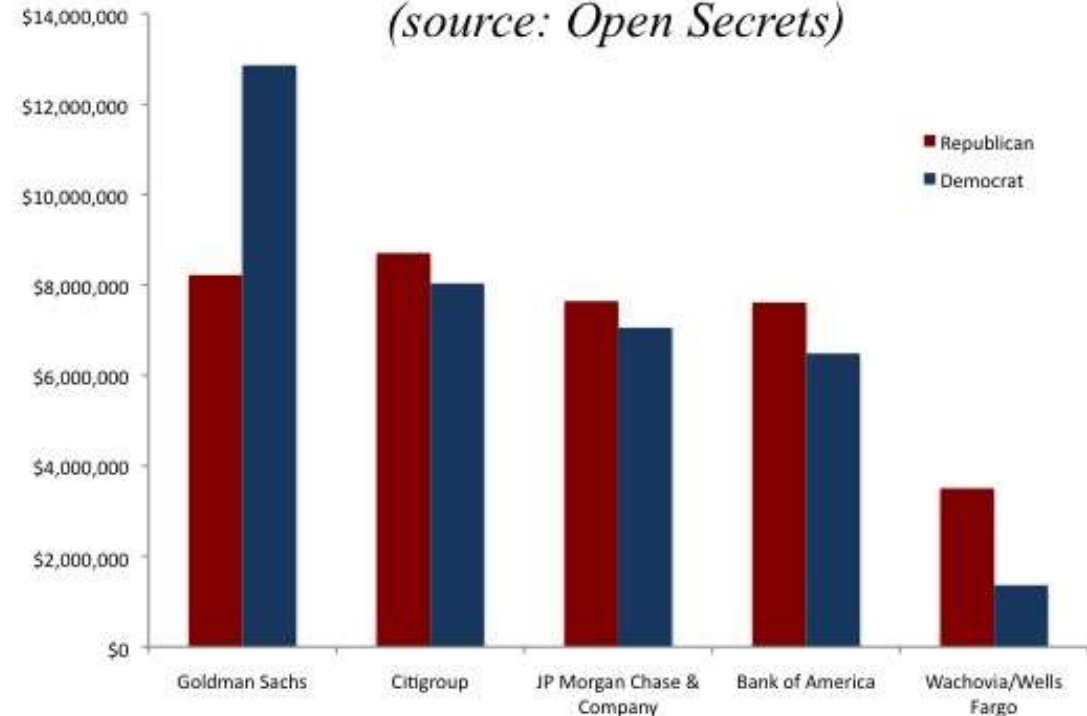
Madison warned of factions divided between wealthy elite and working classes

Corporations, media, wealthy control government agenda to their benefit



## Overall Campaign Spending 1989-2012

(source: Open Secrets)



# Hyperpluralism

Competition of interests but extended to all levels of government

Ex: Conservative groups unsuccessful in changing education policy nationally  
infiltrating local school boards

**Omnibus bills:** Christmas tree of laws  
Added interests complicate a policy and make ineffective

Excess government spending on multiple interests



Rank	Interest Group	Total	Dem Pct	GOP Pct	Top Recipient
1	Retired	\$72,396,838	28%	72%	Ted Cruz (R-Texas)
2	Lawyers/Law Firms	\$45,729,746	55%	45%	Bernie Sanders (D)
3	Securities/Invest	\$43,008,530	36%	64%	Marco Rubio (R-Fla)
4	Real Estate	\$38,937,643	37%	63%	Marco Rubio (R-Fla)
5	Health Professionals	\$34,938,601	38%	62%	Bernie Sanders (D)
6	Insurance	\$33,286,466	34%	66%	Ted Cruz (R-Texas)
7	Leadership PACs	\$26,285,095	27%	73%	Rob Portman (R-Ohio)
8	Democratic/Liberal	\$23,211,199	99%	1%	Bernie Sanders (D)
9	Oil & Gas	\$19,901,891	10%	90%	Ted Cruz (R-Texas)
10	Pharm/Health Prod	\$19,511,032	37%	63%	Kevin McCarthy (R-Calif)

Which theory do you think best reflects American government today?  
Why?



Traditional  
Pluralist  
Elite and Class  
Hyperpluralism