**Unit 1: Foundations of American Democracy**



Overview: The U.S. Constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. Compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of conflict in U.S. politics over the proper balance between individual freedom, social order, and equality of opportunity.

***What do I need to know?***

1. **A balance between governmental power and individual rights has been a hallmark of American political development.**
2. Explain how democratic ideals (limited government, natural rights, popular sovereignty, republicanism, social contract) are reflected in the Declaration of Independence and the U.S. Constitution
3. Explain how models of representative democracy (participatory, pluralist, elite) are visible in major institutions, policies, events, or debates in the U.S.
4. **The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.**
5. Explain how Federalist and Anti-Federalist views on central government and democracy are reflected in U.S. foundational documents (Federalist #10 and Brutus #1).
6. Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states (lack of centralized military power to address Shays’ Rebellion, lack of tax-law enforcement power)
7. **The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government**
8. Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system (Great/Connecticut Compromise, Electoral College, Three-Fifths Compromise, Compromise on the importation of slaves, Amendment process, role of central government).
9. **The Constitution created a competitive policy-making process to ensure the people’s will is represented and that freedom is preserved.**
10. Explain the constitutional principles of separation of powers and checks and balances.
11. Explain the implications of separation of powers and checks and balances for the U.S. political system (multiple access points for stakeholders and actions taken against public officials who have abused their power).
12. **Federalism reflected the dynamic distribution of power between national and state governments**
13. Explain how societal needs affect the constitutional allocation of power (exclusive and concurrent) between the national and state governments (grants, incentives, aid programs, revenue sharing, mandates, categorical grants, block grants).
14. Explain how the appropriate balance of power between national and state governments has been interpreted differently over time (10th Amendment, 14th Amendment, commerce clause, necessary and proper clause)
15. Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making.

**Vocabulary** (NOTE: Bolded words are specifically mentioned in the framework established by College Board. Non-bolded words are supplemental vocabulary that I believe are necessary to understand the complexities of the content. **ALL** of the vocabulary should be studied for the assessments!)

**10th Amendment**

**14th Amendment**

**aid programs**

**Alexander Hamilton**

amend

**Anti-Federalist**

**Articles of Confederation**

**Ben Franklin**

bicameral legislature

bill of attainder

**block grants**

**Brutus #1**

**categorical grants**

centralized

**checks and balances**

**commerce clause**

Committee of Five

**concurrent powers**

**Constitution**

cooperative federalism (marble cake)

decentralized

**Declaration of Independence**

**democracy**

democracy

devolution

dual federalism (layer-cake)

elastic clause

**electoral college**

**elite democracy**

**enumerated powers**

ex post facto law

factions

**Federalism**

**Federalist**

**Federalist #10**

**Federalist #51**

Federalist Papers

Full Faith and Credit

**George Washington**

Gibbons v. Ogden

**Great (Connecticut) Compromise**

**impeachment**

**implied powers**

inherent power

**James Madison**

**John Adams**

John Lock

judicial review

**limited government**

majority rule

**mandates**

Marbury v. Madison

**McCulloch v. Maryland**

**natural rights**

**necessary and proper clause**

New Jersey Plan

**participatory democracy**

**Philadelphia convention**

**pluralist democracy**

**popular sovereignty**

ratify

**republicanism**

reserved powers

**revenue sharing**

second-order devolution

**separation of powers**

**Shays’ Rebellion**

**social contract**

supremacy clause

**The Grand Committee**

Thomas Hobbs

**Thomas Jefferson**

**Three-Fifths Compromise**

unalienable rights

unfunded mandates

**United States v. Lopez**

veto

Virginia Plan

writ of Habeas Corpus

The following assignments are to be completed outside of class (homework!). You will be held to these due dates unless I inform you otherwise. “***Ignorantia juris non excusat.”*** (Ignorance of the law excuses not)

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| **Reading Activity** | Read through and annotate a copy of the Declaration of Independence to include Jefferson’s purpose and your analysis of the document. Do the same for the following documents: Federalist 10, Federalist 51 and Brutus NO. 1. |
| **Writing Activity** | Constitutional Influences Paper (Information on Website) |
| **Discussion Activity**(This assignment will be used to participate in a graded roundtable discussion in class) | The debate over the role of the central government, the powers of state governments, and the rights of individuals remains at the heart of present-day constitutional issues about democracy and governmental power. Prepare talking points for BOTH of the topics below (be sure to include specific, factual evidence to support your opinions).* Considering the federal government’s response to the 9/11 attacks, should the government be allowed to conduct surveillance on its citizens?
* What should be the federal government’s role in public school education?
* Has Congress exercised power through the commerce and necessary and proper clauses that go beyond their original meanings? Support or refute using historical evidence, Supreme Court decisions, and arguments made from the Founding Fathers.
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| **Supplemental Activities** | Articles of Confederation Tombstone: Create a tombstone that includes a title, years lived, 3 things that killed it, 3 ways it will remembered, and a quote from it.Create a visual that depicts the checks and balances established in the Constitution, and include Madison’s main points from Federalist #51.Create a visual that shows the Policymaking process in The United States. |
| **Constitution Project** | Class Project. Information on Website |
| **Reading Notes** | 1 page of hand written notes for every 4 pages of text. |
| **FRQ Practice Questions** | Information provided for you on the Website. Early during the course these are self-grading participation point grades. Be hard on yourself to help you improve, as I will start grading these for an earned grade later in the year.  |
| **Assessment** | Vocab Quiz and 55 Question Unit Test Grading scalesVocab quiz value of 3 points per correct answer.Unit Test 50-55 = 400 Points46-49 = 370 Points43-45 = 350 Points40-42 = 330 Points37-39 = 300 Points34-36 = 270 Points31-33 = 240 Points27-30 = 210 Points23-26 = 180 pointsGoal for all students should be 40 or more correct responses on the multiple choice. |