Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

**AP U.S. GOVERNMENT AND POLITICS**

**Unit 1- Constitutional Democracy – Review Packet**

The U.S. Constitution arose from 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.

The first semblance of a national government created after independence was a state-centered, decentralized system that reflected a fear of a powerful central government. Yet, the lack of powers held by the weak national Congress, coupled with each state’s independent and often conflicting actions, raised concerns with such key actors as James Madison and Alexander Hamilton as to whether the Articles of Confederation were able to protect the new nation. The weaknesses led to a call for change and a decision to host a convention to revise the Articles. The convention was a triumph of negotiation, collaboration, and compromise, extending beyond the delegates’ original mandate. It led to the creation of a new constitution that granted more centralized authority, while dispersing powers among three branches in the national government, and reserving powers and authority to the states to govern within their borders.

The group that favored the new federal Constitution, the Federalists, argued that the constitutional separation of powers and checks and balances would protect people from governmental tyranny and unify the nation. The Federalists also argued that although the Constitution lacked a specific listing of rights, it protected civil liberties in general by limiting the national government to powers that were enumerated. By contrast, the Anti-Federalists argued against the new federal system, claiming that the new Constitution would erode the sovereignty of the states, the prominence of local self-government, and their inherited liberties, as it lacked a specific listing of rights needed to protect the people from the national government. The Federalists, after James Madison’s eventual concurrence, promised the Anti-Federalists that they would support the addition of a bill of rights once the Constitution was ratified. The Constitution was ratified in 1788, although the last state, Rhode Island, did not ratify it until 1790. The Bill of Rights, the first ten amendments to the U.S. Constitution, was ratified in 1791.

More than 200 years later, the compromises that were necessary for the Constitution’s ratification, and in some instances led to ambiguity, continue to fuel debate and sometimes even conflict over how best to protect liberty, equality, order, and private property.

**Essential Questions**

* How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
* How have theory, debate, and compromise influenced the U.S. Constitutional system?
* How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?

**Big Idea #1: A balance between governmental power and individual rights has been a hallmark of American political development.**

**Ideas the U.S. Government is Based on**

|  |  |
| --- | --- |
| **Terms** | **Definition** |
| Natural Rights (and the 3 natural rights) |  |
| Popular Sovereignty |  |

|  |  |
| --- | --- |
| Republicanism (not GOP, Republican Party) |  |
| Social Contract |  |

**American Democratic Ideals Reflected in Documents**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Author(s) | Describe Purpose | Explain the Main Ideas |
| Declaration of Independence |  |  |  |
| U.S. Constitution |  |  |  |

**Theories of Representative Democracy**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Definition** | **Examples in Major Government Institutions** | **Examples in U.S. Government Policy Decisions** | **Examples in U.S. Events** | **Examples in U.S. Debates on Policy** |
| Participatory Democracy |  |  |  |  |  |
| Pluralist Democracy |  |  |  |  |  |
| Elite Democracy |  |  |  |  |  |

**Special Note:** The three models of representative democracy continue to be reflected in contemporary institutions and political behavior and can take several forms along this scale.

**Special Note:** The debate between the Federalist No. 10 and Brutus No. 1, reflects the tension between the broad participatory model and the more filtered participation of the pluralist and elite models.

**Big Idea #2: The Constitution emerged from the debate about the weaknesses in the Articles of Confederation as a blueprint for limited government.**

**Views on Central Government and Democracy**

|  |  |  |
| --- | --- | --- |
| **Define: FACTION** |  | |
| **Federalist** | | **Anti-Federalists** |
| Foundational Document:  Author(s)  Main Idea(s) (reasons to ratify constitution) | | Foundational Document:  Author(s)  Main Idea(s) (reluctance to ratify constitution) |

**Article of Confederation and its Weaknesses**

|  |  |  |
| --- | --- | --- |
|  | Description Incidents and Challenges | Description of the Long-term Challenge |
| Shay’s Rebellion |  |  |
| Power to Tax |  |  |

**Compromises at the Constitutional Convention**

|  |  |
| --- | --- |
|  | Description of the Compromise |
| Great (Connecticut) Compromise | Virginia Plan:  New Jersey Plan:  Great (Connecticut) Compromise |
| Electoral College |  |
| Three-Fifths Compromise |  |
| Compromise on the importation of slaves |  |

**Special Note:** Compromises deemed necessary for adoption and ratification of the Constitution.

**Amendment Process**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What does it mean to Formally Amend the Constitution? | |  | | |
| What does it mean to Informally Amend the Constitution? | |  | | |
| **Which Article describes the Formal Amendment Process** | | |  | |
| **2 Ways to Formally Amend** | **Propose a Constitutional Amendment** | | | **Ratify a Constitutional Amendment** |
|  |  | | |  |
|  |  | | | (2) |

**Special Note:** Debates about self-government during the drafting of the Constitution necessitated the drafting of an amendment process.

**Political Negotiations and Compromise and the Development of the Constitutional System**

|  |  |
| --- | --- |
| **Explain how each of the following scenarios is debated, balancing the rights of individuals, state powers, and national powers.** | |
| * Government surveillance resulting from the federal government’s response to the 9/11 attacks. |  |
| * Role of the federal government in public school education. |  |

**Special Note:** 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.

**Special Note:** The compromises necessary to secure ratification of the Constitution left some matters unresolved that continue to generate discussion and debate today.

**Big Idea #3 The Constitution created a competitive policy-making process to ensure the people’s will is represented and that freedom is preserved.**

|  |  |
| --- | --- |
| **Terms** | **Definition** |
| Separation of Powers |  |
| Checks and Balances |  |

**Federalist No. 51**

|  |  |
| --- | --- |
| **Author** |  |
| **Main ideas** |  |
| **Explain how majority abuse is prevented** |  |
| **Explain how public policy is influenced by checks and balances and other stakeholders** |  |

**Special Note:** Impeachment, removal, and other legal actions taken against public officials deemed to have abused their power reflect the purpose of checks and balances.

**Impeachment and Removal of a President**

|  |  |  |  |
| --- | --- | --- | --- |
| **Reasons for impeachment:** |  | | |
| **Step 1:**  **House of Representatives** | | | **Step 2:**  **Senate** |
| Explain the House of Representatives' role in checks and balances. | | | Explain the Senate's role in checks and balances. |
| Votes Needed to impeach: | | | Votes needed to remove: |
| During the formal Senate trial, who is the presiding judge? | |  | |
| Explain how impeachment and removal represent the Constitutional system of government. | |  | |

**Big Idea #4 Federalism reflects the dynamic distribution of power between national and state governments.**

**Federalism**

|  |  |  |
| --- | --- | --- |
| **Expressed/Enumerated**  **(National Powers)** | **Concurrent**  **(Shared Powers)** | **Reserved**  **(State Powers)** |
| Definition: | Definition: | Definition: |
| List: (Provide at least 5) | List: | List: |
| **Implied**  **(National Powers)** |
| Definition: |
| Explain: |

**Special Note:** Societal needs affect the constitutional allocation of power between the national and state governments.

**Grants, Incentives, and Aids**

|  |  |  |
| --- | --- | --- |
| **Term** | **Define** | **Example** |
| Grants |  |  |
| Incentives |  |  |
| Federal Revenue Sharing |  |  |
| Mandates |  |  |
| Categorical Grants |  |  |
| Block Grants |  |  |
| Explain how grants, incentives, and aid programs meet federal societal changes **AND** balance power. |  | |

**Special Note:** Categorical grants have increased federal power because the states must comply with the regulations.

**Balance of Power between National and State Governments**

|  |  |  |
| --- | --- | --- |
|  | **Describe** | **Explain the importance of a federal system** |
| 10th Amendment |  |  |
| 14th Amendment |  |  |
| Commerce Clause |  |  |
| Necessary and Proper Clause |  |  |

**Special Note:** Interpretation of Constitutional powers is at the heart of the debate over the balance of power between the national and state governments.

**National and State Power Balance of Power**

|  |  |  |  |
| --- | --- | --- | --- |
| **Court Case** | **Year** | **Brief description of the case and outcome** | **Constitutional principles** |
| *McCulloch v. Maryland* |  |  |  |
| *United States v. Lopez* |  |  |  |
| Explain how the appropriate balance of power between national and state governments has been interpreted differently over time. |  | | |

**Special Note:** The balance of power between the national and state governments has changed over time based on U.S. Supreme Court interpretation

**Policy-Making: Distribution of power**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task:** For each of the following columns, explain how the distribution of power impacts policy making.  Be sure to include the influence of stakeholders and institutions involved, i.e., President, Interest Groups, Congress, etc. | | | | |
| **Legislative** | **Executive** | **Judicial** | **National Power** | **State Power** |
|  |  |  |  |  |

**Special Note:** National policymaking is constrained by the sharing of power between and among the three branches and state governments.

**Each Student should be able to explain the following items with examples:**

**BiG Ideas:**

-Constitutionalism

-Liberty and Order

-Competing Policy-Making Interests

-Bicameral Congress

-The Electoral College

-The Amendment Process

-Separation of Powers and Checks and Balances

-Amendments and Preamble

-Federalism Types and Cakes as examples

-Devolution

10th and 14th Amendments and their impact on policy

Shared, Concurrent and Reserved Powers

Theories of Representative Democracy

**Clauses:**

Commerce Clause

Necessary and Proper Clause

General Welfare Clause