AP Government and Politics

Guided Readings Packet

Fall 2015

AP Government Guided Readings

Unit 1A - The Constitution

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**Guided Reading 1 - Writing the Declaration of Independence (Supplemental Readings Packet (SR) 1-2)**

**Directions:** FULLY ANSWER the following questions. Although you do not need to write full independent sentences, you do need fully complete answers for credit and to make this a usable resource to prepare you for your tests.

1. As you may recall, the English colonies created the Second Continental Congress to decide what should be done about the deteriorating relationship between the colonies and the King of England, George III. On June 7, 1776, Richard Henry Lee of Virginia said in the Congress, "these United Colonies are, and of right ought to be, free and independent States, and that all connection between them and the State of Great Britain is, and ought to be, dissolved." Who served on the committee to draft the Declaration of Independence (Don't forget the southerner)?

2. What is **the Declaration of Independence** (The definition in the margin is fine)?

3. List the events with their dates that happened in July 1776

4. Name the kind of men and the one particular man that influenced Jefferson (and the other founders too)

5. Where did Jefferson get much of the wording for the Declaration?

6. According to Locke's social contract theory

a. What are legitimate governments based on?

b. Why do people agree to set up a government (Always be complete)?

c. What are people entitled to do if the government does not do these things (your answer to b.)?

7. We will discuss the opening or "preamble" to the Declaration later. For now, after the preamble, FULLY EXPLAIN what the Declaration does and what eventually becomes of the rights and liberties mentioned. (Note - "enumerates" means "lists")

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**Guided Reading 2 - Analyzing the Declaration of Independence (Your copy of the Declaration of Independence)**

**Directions:** Use your copy of the Declaration of Independence to FULLY ANSWER the following questions. Although you do not need to write full independent sentences, you do need fully complete answers for credit and to make this a usable resource to prepare you for your upcoming test.

Section 1:

1. According to this paragraph, why did the founders publish the Declaration of Independence (Note: The answer is not simply to inform King George III that we were separating from England)?

Section 2:

2. What does it mean to say that men are created with "unalienable rights?"

3. Why do men create governments?

4. Where does government legitimately get its power from?

5. According to the Declaration, what can people do when government endangers rather than secures their rights (Note: Locke called the answer, "**The right of revolution**.")?

Sections 3 & 4:

6. What is Jefferson saying about when people …

a.) should or should not overthrow the government?

b.) historically do or do not overthrow the government?

Sections 5 - 31:

7. Jefferson refers to the rights to life, liberty, and pursuit of happiness (which included a right to acquire private property). The term, "liberty" is very broad. Sections 5 - 31 list many rights or liberties that the founders believed King George III had violated. Some of these rights are listed in the table below. Read the selected numbered sections and indicate which right is being referred to by writing its number in the appropriate column. **Note: You do NOT have to do every single section. Just do the ones below**. Some can be listed in more than one column.

A. Section numbers to be listed in the appropriate column below:

7, 9, 12, 13, 14, 15, 16, 18, 21, 22, 23, 26, 27, 28

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| B. Partial list of rights violated by King George III | | | | |
| Right to a fair trial (by a jury of our peers) | Right to the Pursuit of Happiness (which largely meant a right to privacy and private property which included all of your private possessions, not just land) | Right to Life | Right to Political Representation (in the colonial legislatures) | Civilian Control of the Military |

Section 32:

8. How has the King reacted when the colonists peacefully objected to these wrongs?

Section 33:

9. How have the British people responded to the colonist's pleas for support?

Section 34:

10. What does the document clearly "publish and declare…" about the political status of the colonists?

11. By signing the Declaration, the founders pledged their "Lives…, Fortunes, and [their] sacred honor." Why is it especially true that by signing this document, the founders were "pledging their lives?" What do you think King George III would have done to these men if they were captured?

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Guided Reading 2A – Creating the Constitution (Textbook (TB) – Pages identified as you go)** |

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| 1. Go to page 53. In the blank space to the right, fully recreate figure 3.1 in its entirety leaving nothing out, including all words.  Note: Our first form of government after winning our independence from England was not the Constitution but the Articles of Confederation. Go to page 21 and begin reading at, "Weaknesses of the Confederation."  2. Fill in the blanks below about the provisions (and weaknesses) of the Articles of Confederation:  **Weaknesses of the Articles of Confederation**  A. Could not levy \_\_\_\_\_\_\_\_\_\_\_\_\_  B. Could not regulate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  C. Each state retained its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  D. Each state had \_\_\_\_\_\_\_ vote(s) in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  E. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was needed to pass anything  F. The army was small and dependent for support on  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. How or why was the government unable to settle land disputes among states like Pennsylvania, Virginia, and Vermont?  4. What did Revolutionary War leaders like George Washington and Alexander Hamilton believe was necessary?  5. Regarding the Constitutional Convention, what was:  a. The advertised and congressionally authorize purpose of the meeting:  b. The actual product of the meeting: | Figure 3.1 - Page 53 |

6. Read the entire section titled, "The Lessons of Experience." Then, explain what Madison meant when he said, history consists only of beacon lights "which give warning of the course to be shunned without pointing out that which ought to be pursued."

7. What problems did Madison find with:

a. confederacies:

b. stronger forms of government:

Go ahead to page 23, Shay's Rebellion

8. What was **Shay's rebellion**?

9. Complete these sentences about Massachusetts's response to Shay's rebellion:

a. The governor of Massachusetts asked the Continental Congress to send troops to suppress the rebellion, but …

b. Then he turned to his own state militia, but …

10. The governor finally succeeded in dispersing the rebels by using private funds to hire a…

11. What effect did Shay's rebellion have on the delegates to the Constitutional Convention (aka the Philadelphia Convention)?

Go ahead to page 25, The Challenge

12. When Governor Edmund Randolph of Virginia put presented his Virginia Plan, the whole purpose of the meeting immediately shifted towards designing a new national government and away from what?

13. The text gives a lot of details about the Virginia and New Jersey Plans, but, essentially, both favored a stronger national government consisting of 3 branches: A legislative, executive, and judicial branch. Which plan included a provision to allow for *Proportional Representation* in the legislative branch (that is, states with larger populations would get more members of Congress than states with smaller populations)?

14. Which plan called for representation in the legislative branch to be based on state equality (that is, each state, large and small, would get the same number of members of Congress)?

15. Describe the Great Compromise (aka, the Connecticut Compromise). The explanation at the bottom left of page 26 in good.

Go to page 36 - The Constitution and Slavery. Skim through the first 5 paragraphs. Then, read more carefully starting on page 37.

16. What would have happened to the Constitution if the delegates to the Constitutional Convention tried to end slavery? Refer to the southern states in your answer.

17. So rather than end slavery, northern and southern states had to compromise on it. Under the new Constitution, the greater a states’ population, the more it would have to pay in taxes. Also, the greater a states’ population, the more members it would get in the House of Representatives (under the Great Compromise). So Southern states wanted slaves to count as part of their population when determining how many members of the House of Representatives they would get but not to count as part of their population when determining how much taxes they would have to pay. In the end, slaves were counted as a fraction of a person for both purposes. What fraction?

18. Although the textbook does not use this term, you must know that the compromise described in the last question is known as the **Three-Fifths Compromise**. (No question here. Just know it for the test).

19. Describe the **1808 Compromise**?

20. Finally, describe the **Fugitive Slave Clause:**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour \_\_\_\_\_\_\_\_\_\_\_\_

**Guided Reading 3 – The Fight for Ratification: Passage or acceptance of the Constitution**

**(TB) starting on page 30 - The Constitution and Liberty)**

1. Who were the federalists?

2. Who were the antifederalists?

3. Explain the process for ratifying (accepting) the Constitution.

4. How was this process democratic?

5. How was this process technically illegal?

6. According to the antifederalists, liberty can only be protected on what kind of republic?

7. Believing that the Constitutions new national government would annihilate the powers of the states, what were three specific fears that these antifederalist had?

a.

b.

c.

8. According to the antifederalists, most government powers should be kept where?

9. If a new stronger national government had to be created, antifederalists insisted that what be added?

Go to page 32.

10. Who wrote the Federalist papers and why?

11. Describe the historical significance of the federalist papers.

12. What are the most famous of the federalist papers, and who wrote them?

13. In Federalist 10, Madison is concerned about the danger of faction. How does he define a faction?

14. What term might we use today rather than faction?

15. According to Madison, one way to eliminate faction is to deprive the people of liberty. If people are not free, they cannot form a faction. In your own words, explain why Madison opposed this solution (and we would oppose it too).

16. Another way to eliminate faction is to try to ensure that people have the same beliefs and economic interests. This will keep them all "on the same team." But the first thing one would have to do in order to give people the same economic interests is to ensure that everyone had the same amount of wealth and property, and Madison was opposed to this. In fact, what did Madison says was the "first object of government."

17. Even if everyone had the same amount of wealth and property, people would still differ religiously, in which leaders they supported, and in other things. So, does Madison believe that it is realistically possible to eliminate factions from human societies?

18. Therefore, according to Madison, instead of trying to eliminate factions, we should try to control the harmful effects of factions. Here, Madison argues that large republics, like the one that would exist under the new Constitution, minimize the harmful effects of faction in many ways. Read Madison's original arguments from the Federalist Papers #10 on the left and match them with the correct letter from the translation on the right. Note, the complete Federalist #10 is in the back of your book if you need to refer to it.

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| How a **large republic** can minimize the effects of faction - Federalist #10 | Modern Translation. |
| \_\_\_\_\_\_\_\_ 19. "If a faction consists of less than a majority, relief is supplied by the republican principle, which enables the majority to defeat its sinister views by regular vote."  \_\_\_\_\_\_\_\_ 20. [The effect of people voting for representatives is…] "to refine and enlarge the public views, by passing them through the medium of a chosen body of citizens, whose wisdom may best discern the true interest of their country."  \_\_\_\_\_\_\_\_ 21. "…if the proportion of fit characters be not less in the large than in the small republic, the former will present a greater option, and consequently a greater probability of a fit choice (for leadership)."  \_\_\_\_\_\_\_\_ 22. "Extend the Sphere [i.e. make your nation big], and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens."  \_\_\_\_\_\_\_\_ 23. "… if such a common motive exists, it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other. | A. If a dangerous faction consists of the majority; the elected representatives of the people will hopefully be wiser and will still see and work for what is in the best interest of the nation.  B. In a large republic, there will probably be a great number of different factions with different interests. Since they have different interests, they will not team up with each other and violate the rights of the people as a group.  C. Even if a faction or a number of factions have a common dangerous goal, since these people are spread throughout such a large nation, it will be difficult for them to come together, organize, and accomplish their goal.  D. In a large republic, there are simply more good leaders to choose from because there are more people in general than in a small republic.  E. If the faction is a minority of the population, the majority can keep it from acquiring any political power by voting against it in elections. |

24. In the end, after it was promised that a bill of rights would be added, the states, with their ratification conventions, approved of the new Constitution and it replaced the Articles of Confederation. (There is no question here. Just be sure you know this final sentence for the test along with everything else.)