

1 American Government and Politics

The Stories of Our Nation



This book uses stories to help sharpen your ability to interpret the political world around you. Stories in each chapter will illustrate important concepts in the study of American politics. They are meant to make those ideas come to life—to help you understand that American government is not something that exists apart from you.

Hardly any of the stories have tidy endings. And because they are *real* stories, in all their messy, complicated glory, they will urge you and your classmates to think in ways that don't amount to either/or. Stories are a way to learn to walk in the shoes of people whose circumstances, experiences, and opinions differ from yours.

College and high school students march in Baltimore, Maryland, in 2015 in protest of the death of Freddie Gray while in police custody. Their protest is part of the American political story: people claiming their constitutional rights and demanding to be heard.

Andrew Burton/Getty Images

Read the stories. Absorb the nuts-and-bolts facts and concepts that you are studying. Most important, however, connect the facts to concepts. Use the stories to more deeply understand the complexity of American politics. Use them to understand the many voices that are a part of the national conversation. Use the stories to make your own arguments stronger, better formed, more politically savvy, and more effective.

The stories told in this book illustrate how big questions are resolved and revisited through **politics**, the process of influencing the actions and policies of a **government**. Politics and government are closely connected, but they are not the same. Politics describes processes; government describes the rules and institutions that make up the system of policymaking within a country. Throughout the book, we'll hear from people who have engaged with those institutions and who have taken part in those processes.

We will begin with two stories about schools: one about a young woman in Nebraska who fought for the right to start a Bible study group, the other about a group of Kentucky students who wanted to establish a Gay-Straight Alliance.

We will witness the efforts of many kinds of people who have wrestled with the meaning of fundamental rights in American democracy and see how they, as individuals and groups, have fought for their rights.

politics
the process of influencing the actions and policies of government.

government
the rules and institutions that make up that system of policymaking.

By connecting to those stories about the foundations of American government, you will be able to

- 1.1 Describe the balance between governmental power and individual rights.
- 1.2 Describe American political culture.
- 1.3 Explain and compare models of representative democracy.
- 1.4 Describe a constitutional republic.

LEARNING TARGETS

1.1 The Fight for Students' Rights

Bridget Mergens walked into the office of her school principal in Omaha, Nebraska, with a request. She wanted to start a student group—a Christian Bible study club. Mergens's high school sponsored many other extracurricular clubs, including a photography club and a scuba diving club. Her principal and her local school board denied her request, claiming that the religious club she proposed was different from the other approved clubs. To Mergens, the school board's arguments were flawed.

Mergens was represented by a Christian advocacy group, the National Legal Foundation. The legal basis of Mergens's claim was a national law, the Equal Access Act



Liz Loverde, a sophomore at Wantagh Senior High School on Long Island, New York, in 2014. Loverde successfully pressured her school to allow a Bible study club, following in the footsteps of others, such as Bridget Mergens, in claiming rights under the Equal Access Act of 1984.

The Liberty Institute

of 1984 (EAA).¹ The law's main intent was to restrict the ability of public high schools to exclude religious extracurricular clubs.

In 1981, before the act's passage, the Supreme Court had already affirmed these rights for students at public colleges and universities, but it had not yet done so for those in public high schools. One consideration was whether high school students are mature enough to distinguish between their school's efforts to provide an open forum and the possibility that the school endorsed the club members' religious beliefs.

In June 1990, five years after Bridget Mergens tried to start the Bible study club, the Supreme Court ruled in her favor. The Court upheld high school students' rights to have the same access for their faith-based extracurricular clubs as that granted to other student groups. It also upheld the constitutionality of the EAA. In her majority opinion in *Board of Education of Westside Community Schools v. Mergens*, Supreme Court justice Sandra Day O'Connor wrote, "High school students are mature enough and are likely to understand that a school does not endorse or support student speech that it merely permits on a nondiscriminatory basis."²

Others, including some of the justices of the Supreme Court, worried that the free-speech provisions of the EAA might also guarantee access for student groups with much more controversial agendas. It was this possibility that had especially worried school administrators. Omaha principal James Findley recounted, "I didn't have a concern about the five or six kids having a Bible study club. I was concerned about what and who it opens the doors to. I've had students say they'll start a Satanist club or a skinheads group."³

As it turned out, other groups of high school students *did* test the system, including a group of high school students in Boyd County, Kentucky, who circulated a petition to start a Gay-Straight Alliance (GSA). In 2002, school officials turned down the students' request to form the GSA. Of twenty-one student group applications, theirs was the only one denied. Requests from groups such as the Future Business Leaders of America and the Fellowship of Christian Athletes were approved.⁴ The students then contacted the American Civil Liberties Union (ACLU) for help. One month after the ACLU sent a letter to the school board that referred to the Equal Access Act, the board reversed itself and approved the formation of the GSA.⁵

But that didn't fully settle the matter. Back at Boyd County High School, at the first official meeting of the GSA, a crowd "directly confronted the GSA supporters 'with facial expressions, hand gestures . . . some very uncivil body language . . . people were using loud voices and angry voices.'"⁶ Two days later, a group of students protesting outside the school "shouted at [GSA] students as they arrived, 'We don't want something like that in our school.'"⁷

In an emergency meeting held in December, the school board suspended all non-curricular clubs for the remainder of the 2002–03 school year.⁸ Members of the GSA stopped meeting at the school, but other groups, including the school's drama and Bible study clubs, continued to use the high school's facilities. The members of the GSA went to court.

In 2004, the ACLU announced a settlement with the Boyd County public schools: "The settlement requires that the district treat all student clubs equally and conduct an

Decades after both the *Mergens* and the *Boyd County* cases, Jennifer Villasana, president of the Gay-Straight Alliance at Richland High School, holds a badge that she wears at the White House LGBT Conference on Safe Schools and Communities held at the University of Texas at Arlington, Texas, on Tuesday, March 20, 2012.

Rodger Mallison/Fort Worth Star-Telegram/MCT via Getty Images



anti-harassment training for all district staff as well as all students in high school and middle school."⁹

The efforts of these students highlight the ways in which individuals have used the political tools available to them to secure their rights. In filing her lawsuit and pursuing her claims, Bridget Mergens had help from the National Legal Foundation, a Christian public interest law firm.¹⁰ The Boyd County High School GSA had the help of the ACLU. Both Mergens and the members of the Boyd County High School GSA based their claims on the same federal law, the Equal Access Act. With help, they harnessed the power of the American judicial system to realize their goals.

Both groups' efforts demonstrate how to use tactics effectively in the political process. In this book, we will consider those dynamics in detail. We will also dive into the stories of many other individuals and groups who have sought to assert their rights and reshape the laws. Whether the others whose stories you will read "won" or "lost" is not the most important consideration. By adding their voices to the American conversation, they mattered.

AP® Political Science PRACTICES

Exam Task Verbs

The AP® U.S. Government and Politics exam contains three free-response questions and one argumentation question. Task verbs tell you how to write your response. These task verbs appear on the exam:

Identify: To name a factor, person, power, or other term.

Example: *Identify* the tactic used by Bridget Mergens to assert her rights.

Answer: Mergens filed a lawsuit.

Describe: To state the meaning of a term or concept.

Example: *Describe* the Equal Access Act of 1984.

Answer: The EAA protects the right of students to form religious clubs in public high schools.

Explain: To give a cause or reason. Explanations usually include the word *because*.

Example: *Explain* how the Equal Access Act of 1984 causes tension between liberty and order.

Answer: The EAA demonstrates tension between liberty and order because when students form controversial clubs, school officials worry that the controversy will cause protest and disorder within the school.

Section Review

This chapter's main ideas are reflected in the Learning Targets. By reviewing after each section, you should be able to

- Remember the key points,
- Know terms that are central to the topic, and
- Think critically about these questions.

1.1 Describe the balance between governmental power and individual rights.

REMEMBER The American system of government is complex and balances competing rights.

KNOW

- *politics*: the process of influencing the actions and policies of government. (p. 5)
- *government*: the rules and institutions that make up the system of policymaking. (p. 5)

THINK How do the actions of the students and school officials featured in this story demonstrate the balance between protecting liberty and establishing order?

1.1 Review Question: Free Response

The Equal Access Act of 1984 (EAA) states, "It shall be unlawful for any public secondary school which receives Federal financial assistance . . . to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a meeting . . . on the basis of the religious, political, philosophical, or other content of the speech at such meetings."¹¹

After reading the passage, please respond to parts A, B, and C.

- Describe the purpose of the EAA.
- Describe how Bridget Mergens and the Gay-Straight Alliance (GSA) at Boyd County High School used the EAA to assert their rights.
- Explain one way in which the efforts of Bridget Mergens and the GSA, and the actions of officials at their schools, illustrate the tension between protecting liberty and establishing order.

1.2 American Political Culture

When they asserted their rights, Bridget Mergens and members of the Boyd County High School GSA did so on the basis of a handful of ideas that form the foundation of the American Republic. Indeed, these ideas were affirmed in the Declaration of Independence in 1776, making them part of the country's basic DNA: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." These were revolutionary ideas, but they were not original ones.

The Declaration of Independence

In drafting the Declaration of Independence, Thomas Jefferson drew upon ideas about liberty and government that were widely known in the colonies and Great Britain—ideas Jefferson wanted to convey so persuasively that they would launch a revolution. From the histories and philosophical works of ancient Greece and Rome came the idea of **democracy** (from the Greek *demos*, meaning "people," and *kratos*, "power"), in which power is held by the people.

democracy
a system of government where power is held by the people.

The would-be revolutionaries also borrowed from English Enlightenment philosopher John Locke, who had argued against a divine, or God-given, right of kings to rule with absolute power. Locke argued that people are born with **natural rights** that kings cannot give or take away.¹² These rights include life, liberty, and property. According to Locke, government is based on a **social contract**, in which people give to their governments the ability to rule over them to ensure an orderly and functioning society. If a government breaks that social contract by violating people's natural rights, then the people have the right to replace that unjust government with a just one.

From the French Enlightenment, Jefferson drew on the works of the Baron de Montesquieu,¹³ who proposed that power in government should be divided between different branches so that no one branch could become too powerful. Jefferson also relied on Scottish Enlightenment thinkers such as David Hume.¹⁴ Noticing the tendency of leaders throughout history to abuse political power, Hume believed a just government should be carefully designed to keep the greedy and ambitious from using political power to their own advantage.

Today, the ideas of liberty, equality, and rights shape the shared set of beliefs, customs, traditions, and values that define the relationship of Americans to their government. We call those shared beliefs **American political culture**. Rodgers Smith, a contemporary political scientist, argues that there are multiple, often contradictory, political traditions.¹⁵ Republicanism, with its roots in ancient Greece, emphasized participatory rights and a focus on the common good, even as a hierarchical tradition has embraced racial and gender hierarchies and inequality, where some people had more rights than others.¹⁶

The Declaration of Independence contains five parts. In the preamble, Jefferson wrote, "When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another . . ." This set the stage for the argument that the British government was no longer legitimate. Next, Jefferson defined citizens' rights as "Life, Liberty and the pursuit of Happiness." Jefferson deviated from John Locke in this statement of rights, replacing "property" with "happiness." The longest part of the Declaration is a list of grievances against the King of England, including charges that the colonists were not being represented in government, justice was obstructed, standing armies threatened colonists, and unfair taxes were imposed, along with a long list of other complaints. The Declaration ends with a statement separating the colonies from Great Britain and with a pledge by the signers to each other to protect "our Lives, our Fortunes, and our Sacred Honor."

On July 4, 1776, Congress approved Thomas Jefferson's Declaration of Independence, which became the first formal document establishing the basic principles of American democracy.

Popular Sovereignty and Republicanism

Sovereignty is the right of a government to rule. It can derive from many sources, such as monarchy, a divine right given by a god, or the leadership of an elite group. American political culture is based on the principle of **popular sovereignty**—the idea that the government's right to rule comes from the people. As stated in the Declaration's preamble, all of the government's power comes from the citizens, and when the citizens are unhappy, they can replace the government through regular, free, and fair elections.

American political culture is also based on the concept of **republicanism**, which means that the authority of the government comes from the people. Long gone are the days of the

natural rights
the right to life, liberty, and property, which government cannot take away.

social contract
people allow their governments to rule over them to ensure an orderly and functioning society.

American political culture
the set of beliefs, customs, traditions, and values that Americans share.

AP® TIP

Vocabulary matters!
The AP® U.S. Government and Politics exam assesses knowledge of important concepts. Pay attention to the bold terms in the textbook. Understanding key concepts means much more than just memorizing words. It's crucial to understand why each concept is important and to be able to apply it to new scenarios.

popular sovereignty
the idea that the government's right to rule comes from the people.

republicanism
a system in which the government's authority comes from the people.

direct democracy practiced in ancient Greece, where eligible male citizens met to vote on policy issues. Representative government is much more practical and efficient than asking Americans to vote on every issue facing the nation. In representative government, citizens can choose representatives to assert their interests in the national policymaking process. Furthermore, representatives are held accountable in free and fair elections that take place at frequent and regular intervals. Members of the U.S. House of Representative stand for election every two years, and the term of a U.S. senator is six years. Presidential elections happen every four years.

Inalienable Rights

The thinking behind the Declaration of Independence is that some rights are *self-evident*. These are called **inalienable rights** in the sense that government may not take them away. The rights of life, liberty, and the pursuit of happiness are among those inherent, self-evident rights. A just system of political rule must be constructed to protect these rights and their expression. The desire to safeguard individuals' rights led to the complex structure of American political institutions in the Constitution, which we will explore in the next chapter.

Two Visions of Liberty

Another foundational American ideal expressed in the Declaration is a commitment to **liberty**—to social, political, and economic freedoms. Liberty may mean freedom *from* interference by a government or a freedom *to* pursue one's dreams. There is often a tension between these two visions of liberty. In the case of the Bridget Mergens's Bible study club, the tension between these two freedoms came into sharp focus. Mergens and her fellow students claimed the freedom *to* explore their faith in an extracurricular club. By allowing the group, however, Omaha public school officials risked violating other students' freedoms *from* having a government endorse a particular religious faith or endorse religious over nonreligious beliefs.

The Pursuit of Happiness and the American Dream

When Thomas Jefferson wrote about "the pursuit of Happiness," he was tapping into another core American political value: the belief that individuals should be able to achieve their goals through hard work, sacrifice, and their own talents. Throughout U.S. history, there have been debates about what it means to "pursue" happiness and the American Dream.

Religion and American Political Culture

Religious traditions have also helped shape American political culture. Religion has played a more influential role in America than it has in many modern democratic governments. Some of the first British colonies were founded by groups fleeing religious persecution. While the diversity of religious belief represented in American society continues to expand, America is a nation partly defined by religious faith and expression. In this book, we will continue to explore how the government balances religious freedom with other important interests.

inalienable rights
rights the government cannot take away.

liberty
social, political, and economic freedoms.

The state of the American dream in the twenty-first century is something that we can study. Words are not the only way to tell stories, nor are images and videos. Data can tell political stories as well. In this book, we will investigate data—numbers, statistics, observations, and survey results—as well as the stories that political actors and reporters construct around the numbers. Stories told by data can be used for political ends, too. This book includes Political Science Practices features that require you to analyze data. The goal of these features is twofold: to help you become more capable and confident at interpreting data and to help you gain the skills to critically examine the narratives constructed around data.

We start with what at first glance seems like a simple data story—one taken from the results of a survey by the social-services and relief agency, Oxfam. In the 2013 survey, Oxfam asked low-wage workers whether most people can get ahead if they work hard.¹⁷ The results of the survey are shown.

1. Identify the most common belief about the American Dream based on the pie chart.
2. Describe one limitation of the pie chart in measuring beliefs about the American Dream.
3. Explain one way in which a politician might use the results of the survey in advocating for or against social programs to assist low-wage workers.

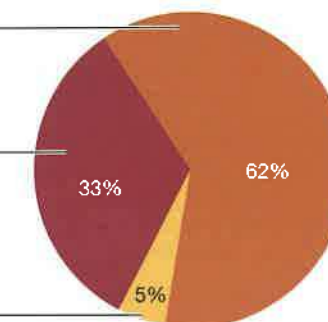
Faith in the American Dream

"Which comes closer to your views?"

Most people can get ahead if they're willing to work hard.

Hard work and determination are no guarantee of success.

Not sure



Data from Oxfam

You may think that low-wage workers have given up on the American dream, but in the survey, 62 percent of low-wage workers believed that most people can advance with enough hard work. However, that's not the end of the story. It's important to know what groups were surveyed, how the survey was taken, and what questions were asked.

AP® REQUIRED DOCUMENTS

In chapter 1, you have just met the first required document in the AP® U.S. Government and Politics course, the Declaration of Independence. In chapter 2, you will encounter the Articles of Confederation, the Constitution, and three other required foundational documents that were written during the period when the Constitution was ratified.

Document	Scope
Declaration of Independence	<ul style="list-style-type: none"> You are required to read and understand the entire Declaration of Independence. The Declaration has five sections: the Preamble, the Statement of Human Rights, Charges against Human Rights, Charges against the King and Parliament, and the Statement of Separation. The Declaration of Independence is a statement of political philosophy and not a governing document.

Section Review

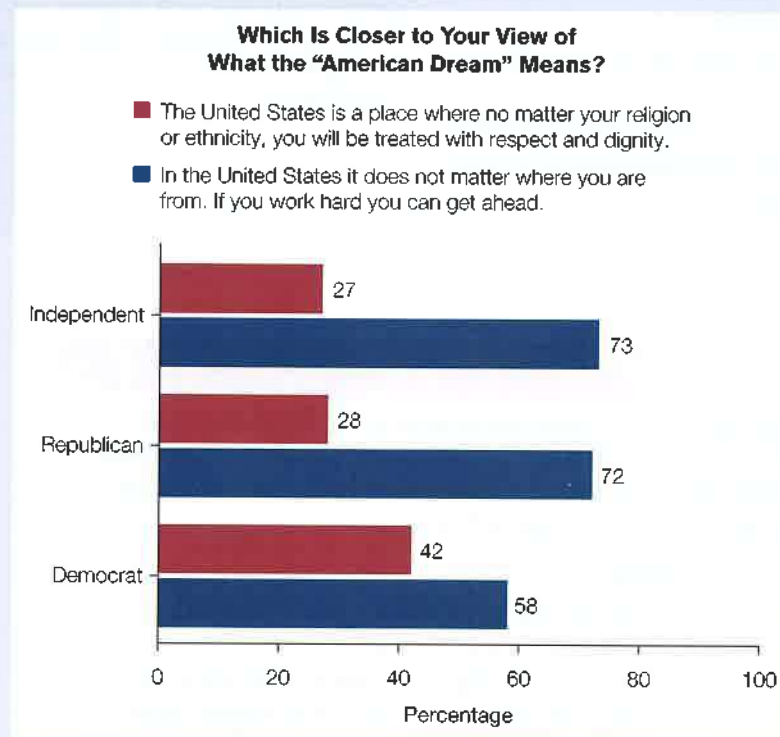
1.2 Describe American political culture.

REMEMBER American political culture consists of the beliefs, customs, traditions, and values that Americans share. American political culture values popular sovereignty, natural rights, and republicanism.

- KNOW**
- *democracy*: a system of government where power is held by the people. (p. 8)
 - *natural rights*: the right to life, liberty, and property, which government cannot take away. (p. 9)
 - *social contract*: people allow their governments to rule over them to ensure an orderly and functioning society. (p. 9)
 - *American political culture*: the set of beliefs, customs, traditions, and values that Americans share. (p. 9)
 - *popular sovereignty*: the idea that the government's right to rule comes from the people. (p. 9)
 - *republicanism*: a system in which the government's authority comes from the people. (p. 9)
 - *inalienable rights*: rights the government cannot take away. (p. 10)
 - *liberty*: social, political, and economic freedoms. (p. 10)

THINK How might changing values influence American political culture in the future?

1.2 Review Question: Free Response



Use the information in the bar chart to answer parts A, B, and C.

- Identify the most common belief about the American dream shown in the bar chart.
- Describe difference of opinion shown in the bar chart, based on political ideology.
- Explain one reason why it is difficult to measure beliefs about the American dream.

Theories of Democracy

Not everyone agrees about how power and influence are distributed in American democracy. Some theorists believe that political participation drives our system, others think that groups have the most influence, and some believe that most of the power is held by the elite.

Participatory Democratic Theory

Widespread participation in politics is the key to **participatory democracy**. This includes joining **civil society groups**, independent associations outside the government's control. Those who believe in the theory of participatory democracy emphasize the importance of citizen involvement. In *Bowling Alone: The Collapse and Revival of the American Community*,¹⁸ author Robert Putnam laments the decline of civil society in America. The book's title refers to the fact that the same number of Americans go bowling as they did in the past, but fewer Americans are joining bowling leagues. This means more Americans are bowling with like-minded friends, instead of joining bowling leagues where they would meet a diverse group of individuals. Putnam argues that fewer Americans are participating in civil society, which is a cornerstone of participatory democracy. When people join groups, they meet others from their communities, develop new perspectives, and are more likely to work for the common good. Critics of Putnam's argument point out that many people, especially young people, are actively involved in their communities. While they may not be joining traditional organizations, like bowling leagues, they are finding new ways to organize and interact for the common good.¹⁹

participatory democracy a theory that widespread political participation is essential for democratic government.

civil society groups independent associations outside the government's control.

Pluralist Theory

One of the best ways to influence the political process is by joining a group of like-minded citizens. In the 1830s, French writer Alexis de Tocqueville noted something distinctive about U.S. culture, "Americans of all ages, all conditions, all minds constantly unite."²⁰ From this observation comes the expression, "a nation of joiners." **Pluralist theory** emphasizes the role of groups in the policymaking process. Bridget Mergens relied on the National Legal Foundation, a group that advocates for Christians' beliefs and protects their interests. The GSA at Boyd County High School got help from the ACLU, an organization that defends and protects civil rights and liberties. There are thousands of interest groups in America, each advocating for its own interests, such as the National Rifle Association (NRA) and the American Association of Retired Persons (AARP).

pluralist theory a theory of democracy that emphasizes the role of groups in the policymaking process.

Those who believe in pluralist theory point out that thousands of groups are competing in the political process.²¹ Therefore, it is impossible for one of them to win all of the time. Groups have many ways to influence the government, including contacting government officials, donating to campaigns, and filing lawsuits. Pluralists argue that groups weak in one resource, like money, still have other resources, like a large number of members or a smart legal team. According to pluralists, policymaking is complex and results from bargaining and compromise.

Elitist Theory

Some people are less optimistic about how American democracy works. According to **elitist theory**, a small minority with most of the economic power controls government

elitist theory a theory of democracy that the elites have a disproportionate amount of influence in the policymaking process.

While traditional associations like bowling leagues may be in decline, new groups are forming. The photo shows a Raspberry Pi computer club, an effort that stresses build-it-yourself computing and coding. Other groups that have recently arisen include yarn bombing and forms of “craftivism” that involve decoration of public spaces, as shown by these yarn-bombed trees in California.

(top) AP Photo/Daily Herald, George LeClaire; (bottom) All Access Photo/Splash News/Los Angeles/USA



and politics, and elected officials are too heavily influenced by wealthy interest groups. Those who support elitist theory point out that some groups have more money, and more influence, than others.²² They argue that groups representing big businesses have much more sway than smaller public interest groups.

Elite theorists are concerned with the growing income gap in America, and they believe that the top 1 percent of wealth holders have too much control over policymaking. While poor Americans may benefit from social programs like Medicaid, which provides medical assistance to low-income individuals, rich people and businesses, elites argue, get far more benefits from tax exemptions and lax government regulations. Critics of elitist theory argue that groups with less money can still participate in the political process through other effective methods, like filing lawsuits and encouraging their members to vote.

Section Review

1.3 Explain and compare models of American democracy.

- REMEMBER** The participatory, pluralist, and elitist models differ in their description of how American democracy functions.
- KNOW**
- *participatory democracy*: a theory that widespread participation is essential for democratic government. (p. 13)
 - *civil society groups*: independent associations outside the government’s control. (p. 13)
 - *pluralist theory*: a theory of democracy that emphasizes the role of groups in the policymaking process. (p. 13)
 - *elitist theory*: a theory of democracy that the elites have a disproportionate amount of influence in the policymaking process. (p. 13)
- THINK** Bridget Mergens used a law firm to assert her rights. Does her story best represent pluralism, elitism, or participatory democracy?

1.3 Review Question: Free Response

Our politicians have aggressively pursued a policy of globalization—moving our jobs, our wealth, and our factories to Mexico and overseas. Globalization has made . . . politicians very wealthy. But it has left millions of our workers with nothing but poverty and heartache.

—Donald Trump, excerpts from campaign speech in Monessen, Pennsylvania, June 28, 2016.²³

Three models of representative democracy—participatory, pluralist, and elite—have been used to describe American democracy. After reading the quotation, please respond to parts A, B, and C.

- Describe the model of democracy that is best represented in the quotation.
- Describe a different model of democracy from the model you described in part A.
- Explain one reason why civil society is a cornerstone of the participatory and pluralist models of democracy.

1.4 Institutions, Systems, and Power

In devising a system of government, two basic questions need to be resolved: how much power government will have, and how political power will be distributed. Different forms of governments distribute power in very different ways. Totalitarian governments have no limitations on their own power. Similarly, authoritarian governments suppress the voices of their citizens to maintain a grip on power. Unlike totalitarian systems, however, authoritarian systems may have some economic or social institutions not under governmental control that may serve to moderate the government’s power, and the government does not exert total control over citizens’ lives.

The United States Constitution forms the basis of the nation’s government and establishes the framework of **political institutions**, including the executive, legislative, and judicial branches. To protect Americans’ fundamental rights, it limits the power of the national government. The first seven words of the Preamble, “We the People of the United States,” establish that sovereignty comes from the citizens.

Americans have tried to create institutions that balance order and security with freedom and prosperity. Giving the national government the power to maintain order runs the risk that it will use its power to oppress citizens. The United States of America is a **constitutional republic**. Americans elect representatives to make most of the laws and policies in the nation, rather than voting on them directly, which would be unwieldy in a nation of more than 300 million people. Further, and crucially, limits are placed on the power of government to prevent it from infringing on people’s rights. The Constitution is the supreme law of the nation.

political institutions
the structure of government, including the executive, legislature, and judiciary.

constitutional republic
a democratic system with elected representatives in which the Constitution is the supreme law.

Our Nation and Your Story

American government and politics are all about real people and their choices. This book will not try to persuade you to adopt a particular point of view. The goal instead is to help you sharpen your skills in analyzing and dealing with the governmental decisions that influence your life and with the political challenges our nation faces.

Should you choose to act in American politics—should you choose to stake your own claims for your rights—you should be well informed, both about your own positions on critical issues and the positions of those with whom you disagree. You have to develop your skills in analyzing the words, images, and data that will serve as tools along the way.

People like you matter. And your stories matter as well, even if nobody ever retells them in a book.

Section Review

1.4 Describe a constitutional republic.

REMEMBER A constitutional republic is a democracy in which people elect representatives to carry out their interests and the Constitution is the supreme law of the land.

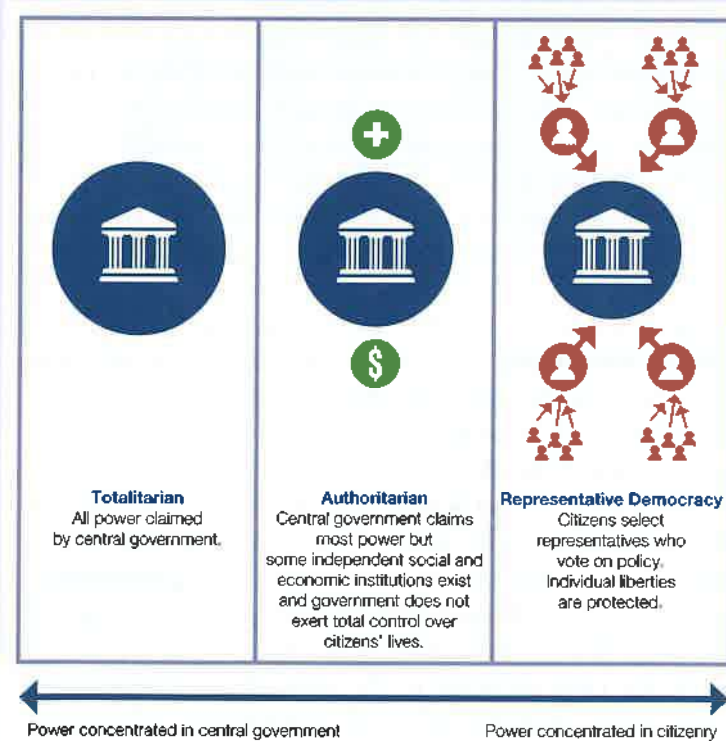
KNOW

- *political institutions*: the structure of government, including the executive, legislature, and judiciary. (p. 15)
- *constitutional republic*: a democratic system with elected representatives in which the Constitution is the supreme law. (p. 15)

THINK Are the three models of democracy the best way to describe our system? Why or why not?

1.4 Review Question: Free Response

Types of Governments



Use the graphic and your knowledge of U.S. Government and Politics to answer parts A, B, and C.

- Define constitutional republic.
- Describe how the Preamble of the Declaration of Independence illustrates the concept of natural rights.
- Explain one way in which the national government's role in establishing order creates tension with its role in protecting fundamental rights.

HOW TO USE This Book

This book teaches American government and politics with stories. When a high school student tries to start a Christian Bible study club, or a group of high school students tries to start a Gay-Straight Alliance, their schools and the government must respond in a way that reflects our Constitution and American values. The stories told in this book and, most important, your engagement with them, have the potential to bring several important concepts to life:

- American political institutions did not fall out of the sky. They were created through conscious actions.

- In American government and politics, there is rarely, if ever, an either/or solution to major problems but instead a complex interplay among ideals, actions, time, and place.
- The development of American government and politics has always involved the experiences of real people, with important stories.
- People matter, even if they do not always succeed.
- Your own opinions, thoughtfully constructed and respectfully offered, matter, too. You can make a difference.

Chapter 1 Review

AP® KEY CONCEPTS

- *politics* (p. 5)
- *government* (p. 5)
- *democracy* (p. 8)
- *natural rights* (p. 9)
- *social contract* (p. 9)
- *American political culture* (p. 9)
- *popular sovereignty* (p. 9)
- *republicanism* (p. 9)
- *inalienable rights* (p. 10)
- *liberty* (p. 10)
- *participatory democracy* (p. 13)
- *civil society groups* (p. 13)
- *pluralist theory* (p. 13)
- *elitist theory* (p. 13)
- *political institutions* (p. 15)
- *constitutional republic* (p. 15)

AP® EXAM PRACTICE and Critical Thinking Project

MULTIPLE-CHOICE QUESTIONS

- John Locke's concept of natural rights and the social contract emphasizes which pair of concepts and definitions?

Key concept	Definition
A. Republicanism	Representatives chosen by citizens
B. Civil society	Broad citizen involvement
C. Limited government	Confiscation of private property
D. Popular sovereignty	Political equality among citizens



Gustavo Rodriguez/www.cartoonstock.com

2. The cartoon expresses which of the following viewpoints?
- A. American political culture consists of shared beliefs and customs.
 - B. Political ideology consists of an individual's set of beliefs.
 - C. Many Americans are not well informed and hold conflicting views about the role of government.
 - D. Americans become more conservative as they age.

3. We should remember that the Declaration of Independence is not merely a historical document. It is an explicit recognition that our rights derive not from the King of England, not from the judiciary, not from government at all, but from God.

—Mark Levin²⁴

The quotation best represents which concept?

- A. Natural rights
- B. Constitutional democracy
- C. Republicanism
- D. Participatory democracy



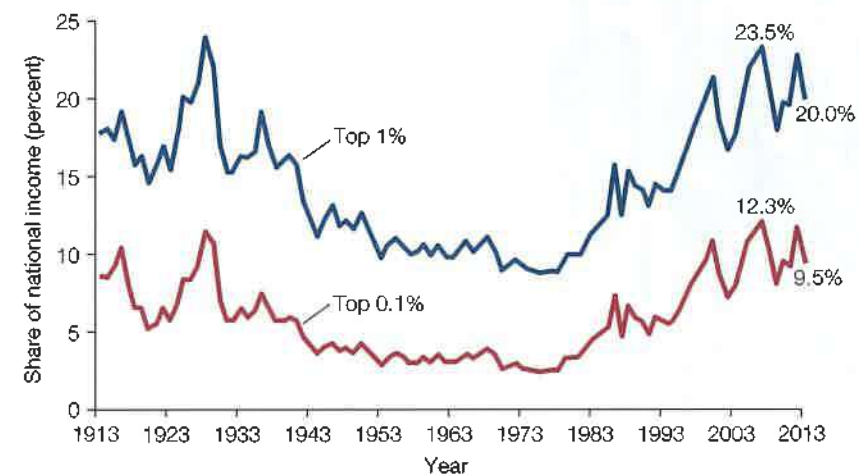
Ronaldo Dias/Cartoon Stock

4. Which of the following statements best describes the viewpoint of American culture expressed in the cartoon?
- A. The United States offers equality of opportunity.
 - B. Citizens are more interested in playing games than in politics.
 - C. Inequality makes it difficult for African Americans to achieve the American dream.
 - D. Individualism is a core American value, and it's up to each person to take steps to advance.

5. Which of the following best describes a constitutional democracy?
- A. The power of government is clearly specified in the Constitution.
 - B. The powers of government are both described and limited by the Constitution.
 - C. Representatives are elected to carry out the will of the people.
 - D. Citizens have the opportunity to vote directly on policies.

Question 6 refers to the following graph.

U.S. Income Shares of Top 1 Percent and Top 0.1 Percent of Households, Including Capital Gains, 1913–2013



Data from Piketty and Saez, January 2015.

6. The graph supports which of the following conclusions?
- A. Income in the United States is unduly low, because it consistently falls below 50 percent.
 - B. Over the past four decades, America's wealthiest individuals have been earning a larger share of America's national income.
 - C. America had more wealth in 1925 and 2005 than in any other year.
 - D. People in the top 1% of American households are wealthier than people in the top 0.1%.

Questions 7 and 8 refer to the following quote from the Resolution of the First Continental Congress, acting on behalf of the American colonists, dated October 14, 1774.

[O]ur ancestors, who first settled these colonies, were at the time of their emigration from the mother country, entitled to all the rights, liberties, and immunities of free and natural-born subjects, within the realm of England. . . . By such emigration they by no means forfeited, surrendered, or lost any of those rights, but that they were, and their descendants now are, entitled to the exercise and enjoyment of all such of them, as their local and other circumstances enable them to exercise and enjoy. . . . The foundation of English liberty, and of all free government, is a right in the people to participate in their legislative council: and as the English colonists are not represented, and from their local and other circumstances, cannot properly be represented in the British parliament, they are entitled to a free and exclusive power of legislation in their several provincial legislatures, where their right of representation can alone be preserved, in all cases of taxation and internal polity. . . .²⁵

7. The quote makes which of the following arguments?
- A. England was the mother country of the American colonists.
 - B. The British parliament must continue to have the exclusive power to make laws.
 - C. The colonists were entitled to the rights of English subjects.
 - D. The right to emigrate must remain the foundation of English liberty.
8. What political philosophy set forth in the quote was incorporated two years later into the Declaration of Independence?
- A. A theocracy is the best form of government because God created humans and endowed them with unalienable rights.
 - B. Taxation inherently destroys the natural rights of life, liberty, and the pursuit of happiness.
 - C. Direct democracy is a more legitimate form of government than indirect democracy.
 - D. People have the right to elect representatives to the legislatures that govern them.

Question 9 refers to the following cartoon.



"I'm not so sure about this 'life, liberty and pursuit of happiness' bit. Whaddya say we look at some polling numbers first?"

Tim O'Brien/CARTOONSTOCK.com

9. The cartoon expresses which of the following viewpoints?
- A. Politicians tend to be more focused on public opinion than policy.
 - B. It's hard to define "life, liberty, and pursuit of happiness."
 - C. The members of the Continental Congress were old and feeble.
 - D. Sometimes even wealthy and educated individuals don't know the best course of action.

10. Which of the following arguments would a proponent of the pluralist system of political participation most likely make?
- A. American democracy is furthered when groups representing all points of view help make public policy.
 - B. Gridlock results when too many groups seek to influence the policymaking process.
 - C. Although many groups participate in policymaking, wealthy groups have the most influence.
 - D. American society should return to a rugged frontier philosophy and reliance on the individual.

FREE-RESPONSE QUESTIONS

1. In 2014, a deadly strain of the Ebola virus killed a large number of people in West Africa, mainly in the countries of Sierra Leone, Liberia, and Guinea. Many American doctors and nurses traveled to those countries to assist the victims of that virus. Shortly afterwards, some governors in the United States issued orders that anyone who visited those three countries must be quarantined in their homes for 21 days on returning to the United States. Then-governor of Maine, Paul LePage, justified his quarantine order by saying, "While we certainly respect the rights of one individual, we must be vigilant in protecting 1.3 million Mainers, as well as anyone who visits our great state."²⁶ In response, American nurse Kaci Hickox refused to follow that quarantine order, saying, "So many states have started enacting these policies that I think are just completely not evidence-based. They don't do a good job of balancing the risks and benefits when thinking about taking away an individual's rights."²⁷

Use the scenario and your knowledge of U.S. Government and Politics to answer parts A, B, and C.

- A. Describe natural rights philosophy.
- B. Describe one way in which the scenario relates to the concept of natural rights.
- C. Explain one way in which the quarantine illustrates the government's role of balancing individual liberty with social order.

2. Examine the following table and answer the question.

Largest Political Contributions by Interest Group Sector, 2013–2014

Rank	Sector	Amount contributed	Amount directly contributed to parties and candidates	% Contributed to Democrats	% Contributed to Republicans
1	Finance/insurance/real estate	\$464,350,782	\$321,830,419	38	62
2	Ideology/single issue	\$335,668,041	\$221,691,858	51	49
3	Miscellaneous business	\$215,657,965	\$173,315,418	39	61
4	Lawyers/lobbyists	\$145,087,918	\$134,658,060	65	35
5	Health	\$134,548,323	\$125,439,915	43	57
6	Labor	\$132,584,959	\$58,441,510	89	11
7	Communications/electronics	\$107,564,564	\$85,126,768	60	40
8	Energy/natural resources	\$103,972,928	\$82,923,250	22	78
9	Agribusiness	\$70,881,926	\$61,003,885	25	75
10	Construction	\$62,589,150	\$55,400,717	29	71

Data from www.opensecrets.org

Use the data from the table and your knowledge of U.S. Government and Politics to answer parts A, B, and C.

- Identify the interest group most likely to contribute to the Democratic Party and the interest group most likely to contribute to the Republican Party.
- Explain one reason why an interest group might contribute money to a political party.
- Explain one way in which the data in the chart support the theory of pluralist democracy.

ARGUMENTATION QUESTION

NOTE TO STUDENTS: The following is designed to resemble an argumentation essay prompt that you will see on the AP® Exam. Argumentation questions will usually refer to more than one required document or Supreme Court case.

But at this point in the textbook, you've only had a chance to examine one of those foundational documents, the Declaration of Independence. (You'll examine the rest of them later in this textbook.) For that reason, this argumentation question will give you practice at developing an argument in the form of the essay you'll write during the AP® Exam, while still focusing on the one foundational document you've already seen.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.

... [W]e have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir.

—Martin Luther King, “I Have a Dream . . .” Speech²⁸

Should the Declaration of Independence be interpreted as a promise that the government will protect the natural rights of all of its citizens?

In your essay:

- Articulate a claim or thesis that responds to the prompt, and use a line of reasoning to defend it.
- Use the Declaration of Independence to support your claim.
- Use reasoning to explain why the evidence you provided supports your claim or thesis.
- Use refutation, concession, or rebuttal to respond to an opposing or alternative perspective.

CRITICAL THINKING PROJECT



Data from Stanford Center on Poverty and Inequality

Does the graph prove that the American dream is fading? To reach your conclusion, answer the following questions:

- Describe the trend shown in the data. Provide a specific example from the data in describing the trend.
- Explain the political conclusion the author of the graph is trying to prove.
- Describe one limitation of the data provided.
- Write a paragraph explaining whether or not the graph proves that the American dream is fading. Support your conclusion with two distinct arguments.