

AP Government Notebook

Notebook Instructions

Each student will be required to procure a three ring binder (at least 1") for the class. All work, notes, etc. will go into the notebook.

- Every content area we study will get its own section in your binder; each of those sections will have a TITLE PAGE.
- Title pages should be *durable* and *distinct* from all other pages: colored paper, dividers that can be written on, or different size paper will work. You can use a plastic sleeve divider to protect your cover page, if you wish.
- We will cover 8 content areas, so you'll need 8 title pages for your government notebook.

Each title page will be organized this way:

- The corresponding content area title will be written CENTER of the page.
- Immediately underneath the title of the content area, write a *single sentence summary* of the opening to each chapter (in the Wilson book) covered in that content area, capturing the author's purpose for the chapter. (Each sentence should be no more than 50 words.)
- A visual interpretation or metaphor of a significant feature/component of the unit.
- **Two** quotable quotes: statements from any source, including your text. You may take these from the readings/documents we review.

You will make these title pages AS EACH CONTENT AREA IS ASSIGNED – they will be a work in progress. You will start them as you start each the first chapter in the content area, you will finish each as you finish the content area.

Notebook Maintenance

Fill in the gaps in your notebook by downloading items from the class website. If you're absent, it's **your responsibility** to get the class notes and you missed from a classmate. You're ultimately responsible for insuring that your notebook is complete, in order, neat and tidy. It is also your responsibility to coordinate any and all make-up work in a timely manner (or receive a zero) and to submit items due when you were absent **immediately** upon your return to school.

Notebook Order

- Syllabus—A.P. U.S. Government & Politics (*available on the class website*)

Constitutional Underpinnings (CR-1)

- Vocabulary CR-1
- Text Reading Notes: chapters 1, 2, 3 (*all separate, all student generated*)
- The Way I Interact with Government (Graphic Org—Think/Pair/Share)
- 5 Sources of Power (Graphic Org)
- Woll Reading (Locke) + Questions (12/16/13)
- Important Documents Chart (12/18-20/13)
- Declaration of Independence Analysis (1/8/14)
- Foundations of Government Class Notes
- Reading Notes from Chapter 1 (*this is student-generated*)
- Lanahan Article #4 (Culture War) + analysis
- Constitutional Convention (Creating a New Government) Class Notes

- Exploring the Weaknesses of the AOC (print from website)
- Reading Notes from Chapter 2 (*this is student-generated*)
- Lanahan Reading #10 (Federalist 10) + questions + faction handout
- Ratification Graphic Organizer + questions
- Amending the Constitution Graphic Organizer + questions
- Lanahan Reading #15 (Federalist 51) + analysis
- Word Cloud for Federalist 51
- Federalism Class Notes
- Reading Notes from Chapter 3 (*this is student-generated*)
- Constitution Q&A Matrix (1/2 sheet – in class activity)
- Constitution Scavenger Hunt handout
- Key Constitutional Clauses chart
- Lanahan Reading #21 (Is Federalism the Reason for Policy Failure in Hurricane Katrina?) + analysis
- FRQ CR-1 (2/3)
- Test CR-1 (2/7)

Political Beliefs and Behaviors (CR-2)

- Vocabulary: CR-2
- Text Reading Notes: chapters 4, 5, 6 (*all separate, all student generated*)
- Online self-quiz results—political ideology (2/10)
- Reading: Politicians Don't Pander (2/10)
- Reading: Trust in Government article + questions (2/11)
- Daily Work: Participation in Government case studies (2/12)
- Video: Public Opinion questions (2/13)
- Test CR-2
- FRQ CR-2 (2/14)

Political Parties, Interest Groups, Mass Media, Elections & Electoral College (CR-3)

- Vocabulary: CR-3
- Text Reading Notes: chapters 7, 8, 9, 10 (*all separate, all student generated*)
- Reading: 2008 Election a Realignment? + annotations (2/24)
- Notes: Political Parties & Voting (2/25 & 28)
- Video: Political Parties – Mobilizing Agents (2/26)
- Vocabulary Quiz CR 1 & 2 (2/27)
- Reading: The Rise of Southern Republicans + questions (2/27)
- Graphic Organizer: Special Interest Groups (2/28)
- Political Cartoon Analysis (3/3)
- Questions You Should Know + Iron Triangle Graphic Organizer (3/4)
- Graphic Organizer: Linkage Institutions (3/4 & 5)
- Notes: Electoral College (3/6)
- Notes/Questions: Gerrymandering (3/6)

Institutions of Government (CR-4)

- Vocabulary: CR-4 (choose concept sort or Frayer model)
- Text Reading Notes: chapters 11, 12, 13, and 14 (*all separate, all student generated*)
- Reading: Woll pp. 393-99 with questions
- Notes: Legislative Branch (Congress)

- Reading: Lanahan #24 *Stalemate* (S. Binder) + annotations
- How a Bill Becomes a Law (sorting activity)
- Reading: Lanahan #35 *The Paradoxes of the American Presidency* (T. Cronin & M. Genovese) + annotations
- Notes: Executive Branch
- Debate Materials: President v. Congress—Which Branch is More Powerful?
- Video Questions: Executive Branch Bureacracy
- Reading: Lanahan #43 *The Federalist 78* (A. Hamilton) + questions
- Notes: Judicial Branch
- Supreme Court Case Organizational Chart
- Reading: Lanahan #46 *Pursuit of Justices* (D. Yalof) + annotations
- Reading: *Five Things You Should Know About the Supreme Court* + annotations

Public Policy (CR-5)

- Vocabulary: CR-5
- Text Reading Notes: chapters 15, 17, 16, 20, 21 (*all separate, all student generated*)
- Video Questions: “Obama’s Deal”
- Documentary Analysis Sheet: “Syria’s 2nd Front”
- “Sin País” Video Activity Sheet

Civil Rights and Civil Liberties (CR-6)

- Vocabulary: CR-6
- Text Reading Notes: chapters 18 & 19 (*all separate, all student generated*)
- Video Questions: “Civil Rights: Demanding Equality”
- Reading: Lanahan #52 from *All Deliberate Speed* (Ogeltree)
- Video Questions: “Civil Liberties: Protecting the Individual”
- Reading: Woll p. 149-151 Affirmative Action: *Ararand Constructors, Inc. v. Pena* + questions (on class website)
- Reading: CRF Article “Are Bible Readings Ever Allowed in Public Schools?” + questions