

Unit 1 Take-Home Test – Part 1 (AP GaP)

Please complete these test items on the GradeCam form provided by your teacher. These are designed to be practice test items in preparation for the Midterm exam and for the AP exam. It is most beneficial if you use these as a true test of your understanding of the content. In other words, don't cheat (it doesn't count towards your grade!) and don't look up the answers (this won't test your learning or understanding of the content).

Part 2 is the set of FRQ's that need to be turned into your class turnitin.com account for scoring and evaluation.

1. How does our government respond to the priorities of its people?
 - a. through public opinion polls
 - b. through political science
 - c. through political tolerance
 - d. through a policymaking system
2. What best describes a linkage institution?
 - a. a channel through which people's concerns become part of the political agenda
 - b. a location to express a political opinion
 - c. the formation of a special interest group
 - d. an environment where one learns about the political process
3. The _____ principle is that, in a democracy, policies should reflect the will of more than half of the voters.
 - a. enlightened rule
 - b. pluralism
 - c. representation
 - d. majority rule
4. What is the theory that argues that group competition results in a rough approximation of the public interest in public policy?
 - a. pluralism
 - b. hyperpluralism
 - c. balance-of-power theory
 - d. elite-and-class theory
5. Which theory argues that special interest groups have essentially become sovereign, and the government is merely their servant?
 - a. pluralism
 - b. hyperpluralism
 - c. balance of power
 - d. bureaucratism

6. What condition occurs when interests conflict and no coalition is strong enough to form a majority and establish policy, yet each may be strong enough to thwart the will of the others?
- a. divided government
 - b. hyperpluralism
 - c. policy gridlock
 - d. separation of powers
7. A set of values widely shared within a society is referred to as which of the following?
- a. government
 - b. politics
 - c. public policy
 - d. political culture
8. The U.S. preference for _____ economic policies helps to explain why we have a smaller and more limited government than do most other advanced industrialized countries.
- a. laissez-faire
 - b. populist
 - c. pluralist
 - d. egalitarian
9. What is an example of a collective good?
- a. clean air
 - b. medical care
 - c. a college education
 - d. food stamps
10. Which principle of traditional democracy theory is violated in circumstances in which the wealthy have influence over the government's policy agenda that far exceeds what would be expected based on their numbers?
- a. citizen control of the agenda
 - b. effective participation
 - c. enlightened understanding
 - d. equality in voting
11. In the United States, pluralism suggests which of the following?
- a. Because most citizens fail to pay attention to serious issues, government has become an elite institution.
 - b. Congress is stronger and more influential than the presidency.
 - c. Many groups vie for power with no one group dominating politics.
 - d. Too many influential groups cripple government's ability to govern.
12. While working on the Constitution, what aspect of the new government most concerned James Madison?
- a. democratic institutions
 - b. political parties
 - c. elitist control
 - d. tyranny of the majority

13. The Constitution limits the government's ability to suspend writs of habeas corpus. What does this protect individuals against?
- a. free speech infringement
 - b. taxation of private property
 - c. unlawful incarceration
 - d. infringement of religious freedom
14. What is the feature of the Constitution that allows each branch of government to limit the power of the other branches?
- a. weights and measures
 - b. checks and balances
 - c. oversight and influence
 - d. privileges and immunities
15. How did the Constitution differ from the Articles of Confederation?
- a. The Constitution was based on democratic principles; the Articles of Confederation was based on tyrannical principles.
 - b. The Constitution contained strong protections for individual rights; the Articles of Confederation contained strong protections for collective rights.
 - c. The Constitution created a stronger federal government than did the Articles of Confederation.
 - d. The Constitution contained stronger safeguards for states' rights than did the Articles of Confederation.
16. Which constitutional plan called for representation in Congress to be based on state population?
- a. Republican Plan
 - b. Democratic Plan
 - c. Virginia Plan
 - d. New Jersey Plan
17. _____ was/were most likely to support a strong state government and a weak national government.
- a. James Madison
 - b. John Jay
 - c. The Federalists
 - d. The Anti-Federalists
18. Which of the following was a problem under the Articles of Confederation?
- a. The national government was too strong compared to the states.
 - b. Amendments were too easy to ratify.
 - c. Congress imposed excessive taxes.
 - d. Congress lacked the authority to regulate commerce.

19. John Locke's belief that government derives its authority from the people influenced the Declaration of Independence, which says, "Governments are instituted among men, deriving their just powers from _____."
- a. the consent of the governed
 - b. the right to revolt
 - c. the laws of Nature and Nature's God
 - d. government itself
20. Which of the following is a reason for the separation of powers?
- a. to ensure the power of the executive
 - b. to promote the general welfare
 - c. to prevent tyranny by any one branch
 - d. to prevent gridlock in government
21. Which of the following were most likely to oppose the proposed Constitution?
- a. lawyers
 - b. merchants
 - c. small farmers
 - d. large landowners
22. What was a fear of the Anti-Federalists during the Constitutional Convention and subsequent debate?
- a. that a weak national government would undermine the survival of the United States
 - b. that a strong national government would infringe on the rights of the states
 - c. that a powerful judiciary would restrict freedom of religion
 - d. that powerful state governments would infringe on individual liberties
23. In the 1994 elections, the Republican Party advocated for a(n) _____ of national government authority to state governments.
- a. excavation
 - b. devolution
 - c. evolution
 - d. critical evaluation
24. Education and transportation policies are primarily state responsibilities. However, under _____ the federal government has also been making policy in these areas.
- a. cooperative federalism
 - b. constitutional government
 - c. a federal government system
 - d. unified government
25. _____ grants typically allocate federal dollars based on population.
- a. Block
 - b. Formula
 - c. Commerce
 - d. Diversified

26. Which type of federalism is characterized by a system of state and national governments with separate but distinct authority?
- a. combined
 - b. cooperative
 - c. dual
 - d. progressive
27. Which of the following is an example of fiscal federalism?
- a. a blue ribbon task force on education
 - b. gas mileage requirements
 - c. grants-in-aid
 - d. minimum wage legislation
28. Which of the following is an example of a formula grant?
- a. Medicaid
 - b. the Clean Air Act
 - c. military funding
 - d. congressional salaries
29. Which of the following grants minimizes the paperwork that must be filled out and the strings attached to using the grant?
- a. block grants
 - b. business grants
 - c. categorical grants
 - d. programmatic requests
30. Many local school districts complain that the No Child Left Behind Act does not provide enough funding to implement the law. If this is the case, the law is a(n) _____.
- a. block grant
 - b. unfunded mandate
 - c. categorical grant
 - d. programmatic request
31. In *United States v. Lopez*, the U.S. Supreme Court scrutinized the use of which of the following powers as related to the possession of firearms in public schools?
- a. educational
 - b. national defense
 - c. taxing
 - d. commerce

32. Which is an example of a federal mandate?
- a. The Supreme Court upholds a federal law requiring all citizens to wear a seatbelt while operating a motor vehicle.
 - b. Congress passes a law requiring all states to adopt a sex offender registry system.
 - c. The Environmental Protection Agency sends money to Louisiana to help with cleanup from the gulf oil spill.
 - d. The Nevada legislature passes a law requiring all public school teachers to spend 20 hours per week preparing students for the state achievement test.
33. Which of the following is an example of a categorical grant?
- a. Funds provided by Congress to the states for education in general.
 - b. Funds provided by Congress to the states for substance abuse prevention.
 - c. Funds provided by Congress to the states for transportation infrastructure.
 - d. Funds provided by Congress to the states to enhance science instruction in a low-income area.
34. An advantage of federalism is that it allows states to _____.
- a. restrict civil rights for members of disliked groups
 - b. be policy innovators
 - c. have uniform policies
 - d. be supreme over the national government
35. A disadvantage of federalism is that _____.
- a. the quality of education a child receives varies from state to state
 - b. states can figure out which policies work best for them
 - c. citizens can choose to live in those areas that have the policies they prefer
 - d. the state governments can nullify laws passed by Congress
36. Which of the following is a reason why the Framers created a federal system?
- a. The Framers wanted to ensure that there was a centralized policymaking system.
 - b. The Framers believed that federalism best ensured economic equality.
 - c. The Framers were concerned that a central government could become too powerful.
 - d. The Framers wanted to re-create the successes they experienced under the Articles of Confederation.
37. How does federalism contribute to democracy?
- a. It increases citizens' access to government.
 - b. It increases the gross domestic product.
 - c. It lowers voter turnout.
 - d. It lowers overall tax rates.

Unit 1 Free Response Questions -- Part 2

Answer the following FRQ's in a typed set of responses. **Please submit your FRQs as individual documents to turnitin.com by 1/20/17.** Each one will be scored with a rubric and feedback on your response will be available there.

Please consider the tips for writing FRQs in the APGaP class included with this document as well. These are important in preparation for the AP exam in May.

1. In The Federalist paper number 10, James Madison expressed concern over the possibility that both majority and minority factions would have too much power over government, and he presented ways of minimizing that danger. The United States Constitution established a democratic government but also contained several provisions that limited majority rule. Throughout the next two centuries, the role of majority rule in the United States government and politics continued to change.

(a) Identify the part of the national government that was originally most closely tied to citizens and explain how it was tied to citizens.

(b) Explain two ways the United States Constitution limited majority rule.

(c) Choose two of the following twentieth-century developments and explain how each moved the United States from a less democratic system to a more democratic system.

- Primary elections
- The Seventeenth Amendment
- Expansion of suffrage

2. The framers of the United States Constitution created a federal system.

(a) Define federalism.

(b) Select two of the following and explain how each has been used to increase the power of the federal government relative to the states.

- Categorical grants
- Federal mandates
- Selective incorporation

(c) Select two of the following and explain how each has been used to increase the power of the states relative to the federal government.

- Welfare Reform Act of 1996
- Block grants
- Tenth Amendment

Strategies for Free-Response Questions

Here is a list of strategies that you can use to increase your chance of excelling on the free-response section of the exam. Some frequently used directives are listed below, along with descriptions of what you need to do in writing your answer.

- **compare:** address similarities and differences between two or more things
- **describe:** give a detailed account
- **identify:** give a brief definition or listing
- **explain:** communicate how or why

Read the Questions Carefully

This applies to both multiple-choice and free-response questions. For multiple-choice questions it is important for students to read the question carefully to look for words such as "NOT" and "EXCEPT." For free-response questions it is important that students respond to ALL PARTS of the question being asked. Understanding what is being asked and responding with specific evidence is a very useful skill. Long, involved descriptions full of random facts about a specific concept or political phenomenon are neither encouraged nor rewarded in the grading process; students must be taught to "read for the guidelines" in order to make sure both their information and presentation clearly and completely answer the actual question that is being asked.

Understand the Instructions and Action Verbs

Students may be asked to list, discuss, describe, explain, analyze, etc.; these are not all identical tasks. Also, the question may call for more than one task, such as both to identify and explain. Students should understand that some tasks are more complex than others. For example, composing a list may not even require a complete sentence, but students may need to write several paragraphs for a satisfactory discussion, including well-developed examples as support, in order to adequately explain some phenomenon. Here are some of the most common action words used in past free-response questions:

- **List/Identify:** Listing or identifying is a task that requires no more than a simple enumeration of some factors or characteristics. A list does not require any causal explanations. For example, a student might be asked to list or identify three factors that increase political legitimacy. Such a list could be bulleted or numbered, and might include such factors as a written constitution, competitive elections, and transparent institutions.
- **Define:** A definition requires a student to provide a meaning for a word or concept. Examples may help to demonstrate understanding of the definition. Students may be instructed to note the term's significance as part of the definition.
- **Describe:** A description involves providing a depiction or portrayal of a phenomenon or its most significant characteristics. Descriptions most often address "what" questions. For example, if students are asked to describe a political cleavage in Mexico, they must demonstrate knowledge that the cleavage has at least two sides by describing what the two sides are.
- **Discuss:** Discussions generally require that students explore relationships between different concepts or phenomena. Identifying, describing, and explaining could be required tasks involved in writing a satisfactory discussion.
- **Explain:** An explanation involves the exploration of possible causal relationships. When providing explanations, students should identify and discuss logical connections or causal patterns that exist between or among various political phenomena.
- **Compare/Contrast:** This task requires students to make specific links between two or more concepts, occurrences, or countries. Thus, students cannot simply have a one-paragraph description of how women participate in Iranian politics and a one-paragraph description of how they participate in Nigeria with no connections between the two paragraphs. To correctly compare participation of women in Nigeria and Iran there must be cross paragraph references and development of a comparative structure. The students must provide the connective tissue. They should understand that it is important to note similarities AND differences.
- **Evaluate/Assess:** An evaluation or assessment involves considering how well something meets a certain standard, and as such generally requires a thesis. It is important to identify the criteria used in the evaluation. If no criteria are explicitly given in the question, students should take care to clearly identify the ones that they choose to employ. Specific examples may be applied to the criteria to support the student's thesis. Evaluation or assessment requires explicit connections between the thesis or argument and the supporting evidence.
- **Analyze:** This task usually requires separating a phenomenon into its component parts or characteristics as a way of understanding the whole. An analysis should yield explicit conclusions that are explained or supported by specific evidence and/or well-reasoned arguments.