The Basics
Units I, II, and III
Foundations, Interactions Between the Branches of Government, and Civil Liberties and Civil Rights

MONDAY, MAY 11TH @ 4:00 PM
EXAM WILL BE TAKEN FROM HOME
EXAM IS OPEN BOOK/NOTES (MORE ON THAT LATER)
EXAM WILL CONSIST OF TWO QUESTIONS, ARGUMENTATIVE ESSAY 25 MINUTES (60%), CONCEPT APPLICATION 15 MINUTES (40%)
At Home Exam: General Information

You will be taking your exam at home, using any device that can connect to the internet (laptop, computer, tablet, smart phone). You must use a single device for the duration of the exam.

You may either type or handwrite your response. I suggest typing your response into Google Docs or similar program, on the same device that you are using for testing, for ease of saving and uploading. Then cut and paste your response.

You will have to upload your completed response during the 5-minute upload window.
At Home Exam: Timing

30 minutes to answer security screening questions (if you are finished before the 30 minutes, you will be placed in a virtual waiting room to await the start of the exam).

25 minutes to plan and write your Argumentative Essay.
Keep your eye on the timer!

5 minutes to upload your completed response. The timer will turn red and you will have only five minutes in which to submit.

15 minutes to plan and write your Concept Application.
Keep your eye on the timer!

5 minutes to upload your completed response. The timer will turn red and you will have only five minutes in which to submit.
Open Notes?

You MAY use your notes, review books, and online sources.

Any shared study notes and review material developed with other students must be downloaded prior to the exam.

You MAY NOT copy information from any source whatsoever. The entirety of your answer must be in your own words.

You MAY NOT consult with anyone (parent, friend, teacher, etc.) during the exam.

While you may use as many sources as you like, you are under a very strict time constraint and will not have time, knowing content and being able to apply it is essential.

Prepare a few key resources in advance (summaries of required foundational documents, court cases, and important vocabulary from units 1 – 3).

Ensure that it is well organized, and that it is either bookmarked and/or tabbed, and annotated for efficiency and ease of use.
The Argumentative Essay, 2020

- Evidence from required foundational document and one other source
- 25 minutes
- 7 point rubric
Argumentative Essay FRQ Format | 25 min | 60% of Exam

**Question:** Essay prompt will have students make an argument and provide evidence to support their claim.

**Tasks:**
- Choose ONE “side” to argue
- Justify with a line of reasoning that will be used throughout the essay (thesis)
- Pick and explain at least ONE evidence from the list provided and connect to thesis
- Pick and explain another evidence (from list or your own) and connect to thesis
The founding fathers created a complicated system in which power was divided among multiple sources. Develop an argument that explain whether the President or Congress have more power during war in terms of national security and Constitutional ability.

**PRESIDENT**
War is not a time for gridlock, but rather a time for quick and effective leadership. Through the powers given to the President in the Constitution and the views of the executive, it is clear the founding fathers wanted the president to have more power during times of war to make swift and successful decisions that can not be made by a large group of people like Congress.

**CONGRESS**
Leading a country through war is not an easy task, and should not be left to the devices of one person. Through their powers in the Constitution and ability to check the president, Congress ultimately has more power during war, in order to ensure that the decisions being made, are in the citizens’ best interest.

OR

---

**Argumentative Thesis (1pt)**

- **Thesis (1pt)**
  - Choose ONE argument and follow throughout
  - Be CLEAR (no shoulds, I believes etc.)
  - DO NOT repeat the prompt (no points if you do this)
  - Have line of reasoning that you will use throughout your entire essay (Argument + because)
  - Have a road map for both evidences (do not have to name but briefly mention)
  - Best you can do without a thesis is 2 points!!
Argumentative Evidence (4pts)

Evidence (1-2pts)
- Choose at least ONE from the list and choose another from list or knowledge
- SUGGESTION: choose both from list - it says you can pick one from list and one other, but it is SAFEST to just pick two from what they give you!
- Mention them by name; can quote (no points for quote)

Evidence Summary (1-2pts)
- Summarize in your own words (be very careful - anything that sounds/looks like plagiarism will be flagged)
- Make clear you understand what the document is
- Connect specifically to topic in prompt (you cannot use just anything in the Constitution, it must make sense to topic - EX: you could not talk about the President’s power to veto in this example or Congress’ power to tax)

At least ONE piece of evidence must be from the list below:
- Constitution
- Federalist 70
- War Powers Act

PRESIDENT
Constitution - Article II grants the President power of Commander and Chief which allows them to use the military as they see fit during times of war.
Federalist #70 - Hamilton stressed the need for a strong executive leader, especially in crisis (war)

CONGRESS
Constitution - Article I grants Congress the power to declare war which allows them to control when the country goes into a foreign conflict.
War Powers Act - limited powers of the President during times of war by requiring Congress be notified of presidential military actions done in an area that war has not been declared

The second piece of evidence must be from a different source on the list above OR from your knowledge of Congress or the Presidency.
**Argumentative Reasoning (2pts)**

**Evidence Reasoning (1-2pts)**
- Different than summary
- CONNECT to thesis (WHY does it support your answer- be specific and clear)
- End each evidence by restating thesis to help prove point

**Conclusion**
- Does NOT give you an extra point, however, if you MISS the thesis, you can get credit for a thesis from this!!

---

**PRESIDENT**

*Constitution:* Having only the President in charge of the military, allows them to be more efficient in making decisions during times of war. Too many people in charge, would put the country at risk of not being able to respond to immediate threats. With the power given by the Constitution, the President can act immediately when it is necessary, providing the country with strength and security.

*Federalist #70:* Hamilton understood the need for our country to have respect abroad. If the power of war lied in the hands of Congress, the gridlock and partisanship would slow the decision process to a detrimental pace, risking allies and giving the world a negative view of the nation. Because the President has more power in war, they are able to make unilateral decisions in times of crisis, creating stability and respect.

---

**CONGRESS**

*Constitution:* It is clear that the founding fathers did not want the power of war to be held in the hands of one person, but rather many. If war is not declared, the President is restricted in how they can use troops, leaving the power to Congress. By giving Congress more power in war, the Constitution guarantees that if the country goes into a conflict, that conflict is absolutely necessary.

*War Powers Act:* Ultimately Congress has the most power, because they are able to declare war. Congress needs to step in and make sure the President does not abuse their power within those realms. By requiring Congressional approval for the military to enter a conflict, Congress is able to check the President’s power and ensure the best decision for the nation.
**Argumentative FRQ Rubric**

7 points total!

**DO NOT RESTATE THE PROMPT**

**MUST CONNECT TO TOPIC**

**MUST summarize (in your own words) the document to prove that it connects to thesis**

**CANNOT get point 3 or 4 WITHOUT a thesis**

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Row A</strong> Claim/Thesis (0-1 points)</td>
<td>0 points</td>
</tr>
<tr>
<td>Responses that do not earn this point:</td>
<td></td>
</tr>
<tr>
<td>- The intended claim or thesis only restates the prompt.</td>
<td></td>
</tr>
<tr>
<td>- The intended claim or thesis does not make a claim that responds to the prompt.</td>
<td></td>
</tr>
<tr>
<td>Responses that earn this point:</td>
<td></td>
</tr>
<tr>
<td>- The claim or thesis responds to the prompt rather than restating or rephrasing the prompt and establishes a line of reasoning.</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Notes:</strong></td>
<td></td>
</tr>
<tr>
<td>- The claim or thesis must consist of one or more sentences that may be located anywhere in the response.</td>
<td></td>
</tr>
<tr>
<td>- A claim or thesis that meets the criteria can be awarded the point whether or not the rest of the response successfully supports that line of reasoning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Row B</strong> Evidence (0-4 points)</th>
<th>0 points</th>
<th>1 point or 2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses that do not earn points:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Do not provide any accurate evidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide evidence that is not relevant to the topic.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses that earn 1 point:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must provide one example of evidence relevant to the topic of the prompt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- May or may not have a claim or thesis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses that earn 2 points:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must provide two examples of evidence relevant to the topic of the prompt.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- May or may not have a claim or thesis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses that earn 3 points:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence must support the claim or thesis. The evidence may come from one of the foundational documents listed in the prompt, any other foundational document, or from knowledge of course concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses that earn 4 points:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must provide two pieces of specific and relevant evidence that support the claim or thesis. One of these pieces of evidence must come from a foundational document listed in the prompt. The other piece of evidence can come from a different foundational document or from knowledge of course concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Notes:**

- For 2020 only, two points will be awarded for students who provide two examples of evidence relevant to the topic of the prompt.
  - To earn three or four points in Row B, the response must have a defensible claim or thesis (earned the point in Row A).
  - To earn four points, the response must use one of the foundational documents listed in the prompt.
### Argumentative FRQ Rubric

**Must then EXPLAIN why the document supports your claim** (make sure to restate your thesis)

**Must have thesis to get points**

**Must have appropriate documents to get points**

**NOTE: NO ALT PERSPECTIVE**
Argumentative FRQ Required Documents

The Declaration of Independence
- Document
- Video analysis

The Articles of Confederation
- Document
- Video analysis

The Constitution of the United States
- Document
- PDF - Provides explanations next to each section
- Video analysis

FEDERALIST NO.10
- Document
- Video analysis

Brutus NO. 1 (Anti-Federalist)
- Document
- Video analysis

Federalist No.51
- Document
- Video analysis

Federalist No.70
- Document
- Video analysis

Federalist No.78
- Document
- Video analysis - Paper; Article III

"Letter from a Birmingham Jail" (By MLK)
- Document
- Video analysis

HELPFUL DOCUMENT (all docs):
https://docs.google.com/document/d/1zn7a20RmiqxkQXgx1c_F7NUVirQmEDHwDtn0cwLRAA/edit?usp=sharing
HOW TO WRITE THE ARGUMENT ESSAY AP GOV 2020
Graphic Organizer

Here is a link to the graphic organizer:

https://docs.google.com/drawings/d/1gX_FTwoaZqi1DfqICQ5XvXJ75q1h1nPDb_kMQRavbc/edit?usp=sharing
The framers believed that a constitution was necessary to create a stable political system that would protect individual rights. However, understanding the need for political change, they included a process to amend the constitution. Develop an argument that takes a position on whether the process to amend the United States Constitution should be simplified.

Use at least one piece of evidence from one of the following foundational documents:

- The Federalist 10
- Brutus 1
- Article V of the United States Constitution

In your essay, you must:

✓ Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning.

✓ Support your claim with at least TWO pieces of specific and relevant evidence.

- One piece of evidence must come from one of the foundational documents listed above.
- A second piece of evidence can come from any other foundational document not used as your first piece of evidence, or it may be from your knowledge of course concepts.
The federal government can share revenue with state governments through grants. Some grants, such as categorical grants, place constraints on how the states are allowed to spend the money. Other types of grants, such as block grants, allow the states greater authority to determine how the money is spent.

Develop an argument that takes a position on which type of grant best serves the interests of citizens.

Use at least one piece of evidence from one of the following foundational documents:

- Brutus 1
- The Federalist 51
- The Tenth Amendment of the United States Constitution

In your essay, you must:

✓ Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning.

✓ Support your claim with at least one piece of specific and relevant evidence from one of the foundational documents listed above.
The United States Constitution establishes a federal system of government. Under federalism, policy making is shared between national and state governments. Over time, the powers of the national government have increased relative to those of the state governments.

Develop an argument about whether the expanded powers of the national government benefits or hinders policy making.

Use at least one piece of evidence from one of the following foundational documents:

- The Articles of Confederation
- Brutus 1
- The Federalist 10

A second piece of evidence can come from any other foundational document not used as your first piece of evidence, or it may be from your knowledge of course concepts.
The founding fathers created a complicated system in which power was divided among multiple sources. Develop an argument that explain whether the President or Congress have more power during war in terms of national security and Constitutional ability.

In your essay, you must:

✓ Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.

✓ Support your claim with at least TWO pieces of accurate and relevant information.

• At least ONE piece of evidence must be from the list below.
  
  o Constitution
  
  o Federalist 70
  
  o War Powers Act

• The second piece of evidence must be from a different source on the list above OR from your knowledge of Congress or the Presidency.
As part of the blueprint for checks and balances, the United States Constitution outlines a procedure for Congress to impeach and remove public officials, including the president of the United States. Develop an argument on whether the congressional procedure outlined in the Constitution for impeachment and removal is an effective check on the president, too weak a check on the president, or too strong a check on the president.

Use at least one piece of evidence from one of the following foundational documents:

- Brutus 1
- *The Federalist* 51
- *The Federalist* 70

A second piece of evidence can come from any other foundational document not used as your first piece of evidence, or it may be from your knowledge of course concepts.
Equality of opportunity is a central value in the American political system. Choose either Congress or the Supreme Court, and present an argument for why your choice is most responsible for advancing the principle of equality of opportunity in the United States.

In your essay, you must:

✓ Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.

✓ Support your claim with at least TWO pieces of accurate and relevant information.

At least ONE piece of evidence must be from the list below.

- *Fourteenth Amendment*
- *Article I of the United States Constitution*
- *The Federalist 78*

A second piece of evidence must be from any other foundational document not used as your first piece of evidence or it may be from your knowledge of course concepts.
Develop an argument that explain whether hate speech is protected by the Constitution.

In your essay, you must:

✓ Articulate a defensible claim or thesis that responds to the prompt and establishes a line of reasoning.

✓ Support your claim with at least TWO pieces of accurate and relevant information.

- At least ONE piece of evidence must be from the list below.
  - Constitutional Amendments
  - Federalist #10
  - Schneck v. United States

- The second piece of evidence must be from a different source on the list above OR from your knowledge of protected speech.
**Conceptual FRQ Format | 15 min | 40% of Exam**

**Question:** Short paragraph outlining a specific scenario which generally involves a conflict within a political institution.

**Tasks:**
- Respond to each of the three sections of the prompt
- Pay attention to the verbs (Explain, Describe, Identify) used in the prompt (the focus this year will be on explaining how concepts are inter-related rather than simply identifying and describing)
- Make sure your response addresses the entire prompt!!
1st Section (A): 1 Point

- No need for more than 2-3 sentences max.
- **DESCRIBE:** Not just “identifying,” but describing an action IN THE SCENARIO
  - Whatever action description you give MUST be placed within the scenario and not generic like ”create a law.” Be specific!
- Make sure your response addresses the entire prompt!
- Worth 1 point - this response does not impact your ability to earn points on the other two sections

**EXAMPLE:**

After reading the scenario, please respond to A, B, and C below.

a. **Describe** an action Congress could take to address the concerns of the interest group in the scenario.

Due to the harm of interest groups acting out civil disobedience, which can be very harming to the public, Congress can ask for the interest groups to peacefully voice their concerns to Congress. Congress can accommodate for their needs and pass laws to address the concerns of interest groups that relate to their goal or policy agenda, such as religion in this case.

**Scoring commentary:**
The response earned 1 point in part A by stating that Congress may “pass laws to address the concern” as it relates to “religion in this case.”
2nd Section (B)- 1 Point

- Make sure your response addresses the entire prompt.
- **Explain** - tell what it is, something about it, and why it is relevant to the discussion.
  - A good “Explain response” describes or defines any relevant terms in the prompt & explains by elaborating, providing evidence, giving an example in the context of the prompt. Also, “CLOSE THE LOOP” by restating the prompt in the context of the scenario.

**EXAMPLE**

b. In the context of the scenario, explain how partisan divisions could prevent the action described in part (a).

This new provision can lead to partisan divisions because it is a more conservative, or Republican, plan. Congress today is more divided between the two parties. Democratic lawmakers will not agree with this new provision because it gives religious groups too much power and somewhat weakens the division between church and state. Therefore, partisan divisions can make it more difficult for Congress to pass legislation overturning the Johnson Amendment.

**Scoring commentary:**
The response earned 1 point in part B by explaining that Congress is “more divided between the two parties” and explaining that “Democratic lawmakers will not agree.”
3rd Section (C): 1 Point

- Make sure your response addresses the whole prompt.
- Pay attention to the directions and the verbs used!
  - The Example below: This is clearly a free speech violation, but you have to EXPLAIN, not just identify the violation. The response below identifies the 1st amendment violation and EXPLAINS how the Johnson Amendment is violated the 1st amendment. It also explains what the Johnson amendment is. This earns the point.

EXAMPLE -

c. Explain why the Alliance Defending Freedom might argue that their constitutional rights are threatened by the Johnson Amendment.

The Alliance Defending Freedom can argue that their First Amendment rights are threatened by the Johnson Amendment. This is because religious leaders or organizations cannot publicly support a candidate, therefore it limits their free speech. Also, the government cannot limit their free speech unless there is a “clear and present danger,” which in this case there is not.

Scoring commentary:
The response earned 1 point in part C by stating the interest group “can argue that their First Amendment rights are threatened.”
Point 1
- Describe - define and connect to scenario
- Be specific to that scenario (should make sense, cannot be just anything)

Point 2
- Be specific to A (should make sense, cannot be just anything)

Point 3
- Define process
- Reference scenario (give example from scenario)
HOW TO WRITE THE
CONCEPT APPLICATION FRQ
AP GOV 2020
COVID-19 EDITION
We currently do not have a full understanding of the spectrum of illness from COVID-19, meaning we don’t know how often the disease will manifest as a mild, severe, or fatal disease. Since we haven’t yet been able to do surveillance testing in American communities or even of some patients in hospitals, mild and moderate cases are being missed. Even so, Dr. Anthony S. Fauci, head of the National Institute of Allergy and Infectious Diseases, recently suggested the COVID-19 may be 10 times as lethal as the flu, even for young, healthy individuals.

In her presentation, Dr. Alter emphasized that for reasons not yet understood, infection in certain patients, particularly the elderly and those with chronic medical conditions, can result rapidly and unpredictably in a severe lung inflammation called Acute Respiratory Distress Syndrome (ARDS), which can cause a cascade of organ and system failures.

New York Times

After reading the scenario, please respond to A, B, and C below.

A. Describe an action the President could take to address the problem described in the scenario, as well as the constitutional provision that would authorize that action.

B. In the context of the scenario, explain how the Constitution limits the President’s power to address this problem.

C. In the context of the scenario, explain how the principle of federalism affects the President’s ability to respond to the situation.
In May 2017 the Federal Communications Commission (FCC) announced a proposal to repeal net neutrality rules that govern how Internet service providers treat Internet traffic. Under net neutrality rules, companies that sell Internet services to customers must provide access to all Web sites at the same speed. Without net neutrality, Internet service companies can charge consumers or Web sites a premium for high-speed access to certain sites.

As required by statute, the FCC opened up the proposed rule for public comment. The rule received an astonishing 21 million comments. However, a study of the comments by Pew Research showed that only 6% of the comments were unique, suggesting that the comments were part of organized campaigns and possibly generated by computer bots. For example, on nine different occasions, more than 75,000 comments were submitted within the same second. Many of the commenter names and e-mail addresses also appeared to be fake.

A. Referencing the scenario, describe the function being carried out by the FCC.
B. Explain how interest groups can affect the process described in part A.
C. In December of 2017, the FCC created the rule ending net neutrality. Explain how Congress could respond to the decision made by the FCC if it opposes the new rule.
The following is from the 2016 Republican Party Platform. “Because the Federal Reserve’s monetary policy decisions affect job creation, upward mobility for workers, and equitable prosperity, they should be transparent. Similarly, the Federal Reserve’s important role as a lender of last resort should also be carried out in a more transparent manner. The Republican Party will advance legislation that brings transparency and accountability to the Federal Reserve, the Federal Open Market Committee, and the Federal Reserve’s dealing with foreign banks.”

https://www.gop.com/the-2016-republican-party-platform/

After reading the scenario, respond to A, B, and C below.

a. Describe an action, other than advancing legislation, that members of Congress may take to bring transparency and accountability to the Federal Reserve.

b. In the context of this section of the Republican Party platform, explain how the proposal to increase transparency and accountability described in part A would affect the Federal Reserve’s ability to make economic policy.

c. Explain how ideological differences between the parties might affect Democratic Party support of the propos
The Securities and Exchange Commission (SEC) today charged Elon Musk, CEO and Chairman of Silicon Valley-based Tesla Inc., with securities fraud for a series of false and misleading tweets about a potential transaction to take Tesla private.

On August 7, 2018, Musk tweeted to his 22 million Twitter followers that he could take Tesla private at $420 per share, that funding for the transaction had been secured, and that the only remaining uncertainty was a shareholder vote. The SEC’s complaint alleges that, in truth, Musk had not discussed specific deal terms with any potential financing partners, and he allegedly knew that the potential transaction was uncertain. . . . According to the SEC’s complaint, Musk’s tweets caused Tesla’s stock price to jump by over six percent on August 7, and led to significant market disruption. "Corporate officers hold positions of trust in our markets and have important responsibilities to shareholders," said Steven Peikin, Co-Director of the SEC’s Enforcement Division. "An officer’s celebrity status or reputation as a technological innovator does not give license to take those responsibilities lightly."

"Taking care to provide truthful and accurate information is among a CEO’s most critical obligations," added Stephanie Avakian, Co-Director of the SEC’s Enforcement Division. "That standard applies with equal force when the communications are made via social media or another non-traditional form."

Source: SEC Press Release, "Elon Musk Charged With Securities Fraud for Misleading Tweets," September 27, 2018

A. Describe the role of the Securities and Exchange Commission (SEC) in the context of the scenario.
B. Explain how Congress can affect how the SEC acts in the role described in part A.
C. Suppose there is a vacant seat on the Securities and Exchange Commission and the issue in the scenario is still pending. In the context of the scenario, explain how the process of selecting a new commissioner illustrates oversight and accountability in the bureaucracy.
On October 26, 2001, the 342-page USA PATRIOT ACT quickly passed through Congress and was signed into law just 45 days after 9/11. It expanded the federal government’s ability to access phone and e-mail communications to an unprecedented level. It gave the FBI the authority to obtain personal information on people suspected of terror-related activities without the approval of judges.

Broad support for these additional security measures led to this quick response by Congress and the president, but it also ignited a long-standing debate in American government regarding the balance between civil liberties and social order. Groups such as the American Civil Liberties Union launched campaigns opposing the measures and cautioning against the erosion of civil liberties in the wake of the 9/11 attack.

A. Describe a section of the Constitution that a group such as the American Civil Liberties Union would likely say is most affected by the USA PATRIOT ACT.

B. Explain how checks and balances could work to ensure that the section of the Constitution identified in Part A would be protected.

C. Over time, some of the measures of the USA PATRIOT ACT have been challenged by state governments who do not wish to cooperate with the federal government. Explain a concept of American government and politics that this action illustrates.
1. Since 2008 the Alliance Defending Freedom, a conservative Christian interest group, has promoted an annual event known as Pulpit Freedom Sunday. On this occasion, pastors are encouraged to challenge a provision of the tax law known as the Johnson Amendment, which prohibits political activity by certain nonprofit organizations, including religious organizations. While the Johnson Amendment does not restrict religious leaders from speaking out regarding social issues, it does prohibit them from contributing money to political campaigns or speaking out in favor or against candidates running for political office.

On Pulpit Freedom Sunday, as an act of civil disobedience, pastors and religious leaders preach openly about the moral qualifications of candidates seeking office.

After reading the scenario, please respond to A, B, and C below.

A. Describe an action Congress could take to address the concerns of the interest group in the scenario.

B. In the context of the scenario, explain how partisan divisions could prevent the action described in part A.

C. Explain why the Alliance Defending Freedom might argue that their constitutional rights are threatened by the Johnson Amendment.
Today, Stephanie Schriock, president of EMILY’s List, the nation’s largest resource for women in politics, released the following statement recognizing Equal Pay Day:

“It’s unacceptable that it takes almost 100 additional days for a woman working full time to make as much as a man working full time in 2018. Unfortunately, Republicans in Congress and legislatures across the country would rather attack women’s rights than support policies that fight to end gender discrimination in pay.

“Every day, women feel the burden of the gender pay gap as they work to take care of their families — and for women of color the burden is even greater. America’s women and families deserve representatives who will fight to expand their economic opportunity and finally put an end to gender-based wage discrimination. That’s why EMILY’s List is proud of our pro-choice Democratic women in the House who helped pass the Paycheck Fairness Act just last week. The GOP has made clear how little they value the work of women, but EMILY’s List will continue working to elect women around the country who recognize the value of equal pay for equal work.”

Source "EMILY’s List Recognizes Equal Pay Day", Emily's List, Washington D.C., April 2nd, 2019

After reading the scenario, respond to A, B, and C below:

(A) Describe an action being taken by Emily's List in the scenario

(B) Explain how the action described in Part A affects policy making in Congress

(C) Explain how the constitutional protection of speech supports this scenario
Before the Exam

- Prepare your go-to notes for the exam well ahead of time. Whether it is your class notes, your review books, or something else, make sure it is tabbed, bookmarked, and annotated. Make sure that you select a source that you are very familiar with. You will not have time to consult multiple sources during the exam. You should start working on this now.

- Clean your desk space and have everything prepared and organized ahead of time. You do not want to rush in the minutes leading up to the exam.

- Have a light snack before you sit down to start the exam.

- Ensure that you have a quiet place to take your exam, preferably a place where you can close the door to avoid disruptions and interruptions.

- Make sure you have talked with the members of your household and that they know that you cannot be disturbed or interrupted during your exams. Place a sign on your door as a gentle reminder, just in case!
The Day of the Exam

Log into the exam system 30 minutes before the start time of your test. You should be logging in at 3:30 pm.

Secure a quiet space to take the exam. Make sure your household knows you are taking a highly secured exam and that you cannot be interrupted until the exam is over.

You will have to answer several security questions, so have your student IDs, AP exam information, and any other documents/information which you are told you will need with you and readily available.

Turn off your phone ringers and under no circumstances should you return a text or take a call during the exam.
Make Sure You…

- Have your computer or other device fully charged and plugged in.
- Print any resources prior to the exam: summaries of foundational docs, required cases, and other resources.
- Have a pen and paper at your desk so that you can take notes and plan your responses before you write.
- Have your pre sourced notes and reference material at your desk, tabbed and annotated for ease of use.
- Have a copy of the new rubrics at your desk for reference.
- Make sure to keep the timer in your sights throughout the exam, as the time will go by very quickly.
Good Luck!