

# AP Government and Politics

## Course Description and Policies

2020-2021

~ Mr. Gregory W. Alsworth ~

### Article I: Course Description

This AP course is a thorough study of the United States government. This course will focus on the Constitution, political beliefs and behaviors; political parties, interest groups, and mass media; Congress, the Presidency, bureaucracy, federal courts; and civil rights. Course material will be taught through a variety of means including: lecture and note taking, class discussion, intensive reading, group and individual projects, and current events. Students successfully mastering the course material may earn college credit by passing the AP exam in early May.

This college-level course is designed to promote higher-level thinking skills so students can analyze essential concepts pertinent to U.S. Government and Politics. The subject matter that will be covered in this course will help prepare students for the AP Exam and for Dual-Enrollment credit. All information contained in this syllabus is subject to change at the instructor's discretion.

The curriculum is divided into the following units:

- ★ Unit One: Foundations of American Democracy (15 days)
- ★ Unit Two: American Political Ideologies and Beliefs (10 days)
- ★ Unit Three: Political Participation (17 days)
- ★ Unit Four: Interactions Among Branches of Government (22 days)
- ★ Unit Five: Civil Liberties and Civil Rights (10 days)
- ★ Unit Six: Economics (after AP exam)

### Article II: Expectations

- A. Come to class on time and prepared every day. Being late and unprepared for class will negatively affect your participation grade as well result in disciplinary action.
- B. I will not tolerate inappropriate behavior that disrupts my ability to teach and interferes with other students' right to learn. I have a ZERO tolerance policy for loud, offensive, disruptive, and obvious behavior.
- C. Participate in a positive manner. Please participate in class discussions, but do not blurt out answers or interrupt others. You will be held accountable for work and your behavior.
- D. Promptly make up class work and homework following absences. It is your responsibility to find out what you missed by contacting me, asking a classmate, or checking the missed work bins.

### Article III: Grades and Policies

- o Grades:
  - Tests and Quizzes, projects (announced and unannounced) 60%
  - Classwork and Participation: 40%
- o Test Corrections: Students in AP Government are strongly encouraged to do test corrections on the multiple-choice portion of their tests in accordance with the parameters and procedures listed below:
  - Information: All students may complete test corrections, Correction/retest must happen within 5 days on the student's time. Students may earn back up to 80% credit for multiple choice questions missed

### Article IV- Materials

Readings-

- Textbook: George C. Edwards, Martin P. Wattenburg, and Robert L. Lineberry. *Government in America: People, Politics, and Policy*, 14<sup>th</sup> Ed.
- Other readings and course materials will be distributed as needed throughout the school year.
- 5 Steps to a 5 will also be useful for review

Materials- A binder or notebook and loose leaf paper (at least two inches thick, separate from other subjects), pens, and a highlighter

-All handouts and notes should be kept in a binder and must be present everyday...  
(If you have trouble obtaining any of these supplies, please let me know, we'll figure it out!)

### Article V- Procedural

Cheating/Plagiarism: Academic dishonesty will not be tolerated. This includes plagiarism, copying, cheating, etc.

CITE YOUR SOURCES!!! Any type of academic dishonesty will result in the loss of credit for that assignment and contacting your family.

Random:

- If a substitute leaves a student's name, that student will automatically receive an immediate office referral and a phone call home and to coaches. NO QUESTIONS ASKED! Bonus passes will be given if a substitute gives your name for a positive reason.

AP U.S. Government and Politics Exam:

- It is the policy of NDHS that all student enrolled in the course (AP US Government and Politics) will sit for the Advanced Placement Exam which will give you college credit for the course should you earn a "3".
- The exam consists of two sections: a 80-minute multiple-choice section (55 questions) and a 100 minute free-response section and argumentative essay (for essay questions- 25 minutes each).

**AP EXAM for Government & Politics: TBD**

Instructor: Alsworth

Contact:

Email: [alsworthg@dcpsmd.org](mailto:alsworthg@dcpsmd.org)

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*(Please Sign and return the attached slip)*

Student Name: \_\_\_\_\_

# AP GOVERNMENT & POLITICS

## STUDENT—PARENT/GUARDIAN AGREEMENT FORM

I have read the above expectations for the Introduction to Politics Course and have a good understanding of the time, commitment, and dedication necessary to achieve success. We have discussed the course outline and expectations together. We will bring questions or concerns throughout the year.

**Home Contact:** I prefer:

- \_\_\_\_\_ Email: \_\_\_\_\_
- \_\_\_\_\_ Phone number: \_\_\_\_\_ Best time to call: \_\_\_\_\_

**Video Permission Slip:** Over the course of the year, students will be learning about several key events in Government through video clips. With your permission, your student will be enjoying these movies of both educational and entertainment value. Some of these films will be historical in nature; and some will have mature ratings (PG-13, R). I will only be showing appropriate clips if they are rated R. Please review the following statements and **check** whichever applies to you and your student.

- \_\_\_\_\_ I give permission for my student to view movies/ documentaries that your teacher deems appropriate.
- \_\_\_\_\_ I DO NOT wish for my student to view movies/ documentaries that are rated R and my son or daughter will complete an alternative assignment.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

## **Course Outline:**

### **Unit 1: Foundations of American Democracy** (15 days)

#### **Essential Questions:**

1. How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
2. How have theory, debate, and compromise influenced the U.S. constitutional system?
3. How does development and interpretation of the Constitution influence policies that impact U.S. citizens?

#### **Key Terms:**

1. Natural rights
2. Popular sovereignty
3. Republicanism
4. Social contract
5. Declaration of Independence
6. Philadelphia Convention
7. Participatory democracy
8. Pluralist democracy
9. Elite democracy
10. Shays's Rebellion
11. Great (Connecticut) Compromise
12. Electoral College
13. Three-Fifths Compromise
14. Importation (slavery) compromise
15. Separation of powers
16. Checks and balances
17. Federalism
18. Exclusive powers
19. Implied powers
20. Concurrent powers
21. Categorical grants
22. Block grants
23. Mandates (unfunded)
24. Commerce clause

#### **Readings:**

- Chapters 1-3 in Edwards, et al. Government in America
- The Declaration of Independence
- Federalist No. 10
- Brutus No. 1
- Federalist No. 51
- The Articles of Confederation
- The Constitution of the United States (Articles I-VII, 10th and 14th Amendments)
- McCulloch v. Maryland (1819)
- Lopez v. United States (1995)
- Rauch, Jonathan. "How American Politics Went Insane." The Atlantic, July/August 2016.
- Toobin, Jeffrey. "Our Broken Constitution." The New Yorker, December 9, 2013

## Primary Lecture Topics:

- [CR1] The philosophical foundations and documents of American democracy, including the Declaration of Independence, social contract theory, republicanism, types of democracy, and the tension between individual liberty and order/safety.
- How the Articles of Confederation failed to adequately balance individual liberty and public order/safety, and how the framers wrestled with these questions in drafting the Constitution.
- The compromises reached at the Constitutional Convention and the debate between the Federalists and Anti-Federalists during the ratification debate.
- The evolving relationship between the national and state governments, including the grant process, policy issues (ADA, Medicaid, marijuana), and the idea of devolution.

## Instructional Activities for Unit 1

- Socratic Seminar: students discuss the “How American Politics Went Insane” article from The Atlantic. This will allow students to connect the current state of politics to important Unit 1 concepts such as popular sovereignty, republicanism, and social contract theory of government. This is a high interest article that will help “hook” students at the start of the semester. [CR10: activity] [CR12] [CR10]
- Students brainstorm a list of things they believe government should do by asking the question, “What should government do?” Make a list of student responses on the board. Use this list to facilitate a discussion about order, liberty, and equality. Then share the Preamble to the Constitution and have students link their list to the language in the Preamble.
- Debate. Two teams of three students each debate the resolution, “States have exceeded their authority in legalizing recreational marijuana use, and the federal government should reassert its national supremacy over drug policy.” [CR6] [CR12] [CR6]
- Analytical paper “Our Broken Constitution” due. The purpose of this analytical paper is to allow the students to examine criticisms of how the U.S. Constitution operates in modern America. Student papers must connect the issues the author explores to arguments made by the Anti-Federalists, in particular, Brutus No. 1. [CR10]
- Students engage in a Deliberative Discussion using Federalist No. 51 and Brutus No. 1. [CR10: activity] [CR10]
- Checks and balances graphic organizer. During class lectures and their reading of the Constitution, students create a graphic organizer detailing the system of checks and balances. In addition to the basic checks and balances system, students annotate their organizer with a list of Supreme Court cases and public policies that gave one or more branches the opportunity to check another.
- Free-Response Question (FRQ). Students respond to a textual, qualitative-based FRQ comparing the McCulloch and the Lopez decisions. The FRQ will include an excerpt from the McCulloch and/or the Lopez decision. The FRQ will require the students to understand and make connections to the concepts of enumerated, implied powers, and federalism. [CR8] [CR15: activity] [CR8]

## Unit 2: American Political Ideologies and Beliefs (10 days)

### Essential Questions

1. How are American political beliefs formed and how do they evolve over time?
2. How do political ideology and core values influence government policy making?

### Key Terms

1. Political ideology
2. Demographics
3. Political culture
4. Political socialization
5. Scientific polling
6. Party platform

7. Liberal ideology
8. Conservative ideology

## Readings

- Chapter 6 Edwards, et al. Government in America
- The Monkey Cage series on political polarization in America found at The Washington Post.
- "Political Polarization in the American Public." Pew Research Center, June 12, 2014.
- Abramowitz, Alan I., and Morris P. Fiorina. "Polarized or Sorted? Just What's Wrong with Our Politics, Anyway?" The American Interest, March 11, 2013.
- Fiorina, Morris P. "America's Missing Moderates: Hiding in Plain Sight." The American Interest 8, no. 4, February 12, 2013. Primary Lecture Topics

## Primary Lecture Topics

- Elements of a scientific poll, the different types of polls, and how they are used in U.S. government and politics.
- The basic tenets of American political culture, the conservative and liberal political ideologies, and how these are acquired (political socialization).

## Instructional Activities

- Using Gallup.com, Polling Report.com, and the Pew Research Center, students study different polls regarding a variety of policy issues in the United States. Students are provided several examples of polls with questionable reliability. Students must write a comparison of what makes one poll reliable and another unreliable and explain how public policy is affected by the accuracy and reliability of polls. [CR6] [CR9]
- Students take the Pew Research Center's Political Typology quiz. This quiz places the students into one of nine political typologies – it divides the traditional left/right spectrum into several subgroups (four on each side of the center and one for non-engaged quiz takers). After the students have completed the quiz, they write their names on the class political spectrum, as does the teacher. Then as a class they discuss how the class does or does not reflect the larger community and what might account for the class's overall political ideology.
- Analytical paper "Polarized or Sorted? Just What's Wrong with Our Politics, Anyway?" and "America's Missing Moderates: Hiding in Plain Sight" due. The purpose of this analytical paper is to allow students to compare the competing views on partisan polarization in American political culture. In this paper, students must evaluate which argument regarding polarization best reflects the reality in American political culture today. [CR10: activity] [CR12] [CR13]
- Debate. Two teams of three students each debate the resolution, "Demographic changes represent a threat to the long-term electoral success of the Republican Party." [CR6]
- Class poster presentations of party platforms. Divide the class in half – one half examines the Democratic Party platform and the other half examines the Republican Party platform. Within each platform, students pair to explore a particular topic, such as education, defense, entitlement spending, etc. and create a post that explains the party's policy proposals for that particular topic. Students then present their findings to the class. As a follow-up homework assignment, students then research public opinion polls on their issue and write a summary of how the American public feels about their issue and evaluate whether or not their assigned party reflects the American public. Finally, students must identify a policy from their assigned platform and determine if it has been implemented and how. [CR6]
- Students respond to a quantitative data FRQ regarding changing demographics in the United States. Students have to interpret data from the U.S. Census Bureau regarding racial and age composition of the United States and how they are changing. Students also link these demographic changes to representation in Congress. The final section of the FRQ will require students to assess the potential impacts of these changes on the two political parties and the policies each party promotes. [CR6]

### **Unit 3: Political Participation Unit** (17 days)

#### **Essential Questions**

1. How have changes in technology influenced political communication and behavior?
2. Why do levels of participation and influence in politics vary?
3. How effective are the various methods of political participation in shaping public policies?

#### **Key Terms**

1. Rational choice theory
2. Retrospective voting
3. Prospective voting
4. Party-line voting
5. Political efficacy
6. Midterm election
7. Demographics
8. Linkage institution
9. Political party
10. Interest group
11. Critical election
12. Political realignment
13. Proportional electoral system
14. Winner-take-all electoral system
15. Iron triangles
16. Free rider problem
17. Single issue groups
18. Participatory democracy
19. Pluralist democracy
20. Elite democracy
21. Primaries (open v. closed)
22. Caucuses Party
23. convention
24. General election
25. Electoral College
26. Incumbency advantage
27. Federal Election Commission
28. Federal Elections Campaign Act
29. McCain-Feingold
30. Citizens United v. FEC (2010)
31. PACs
32. SuperPACs
33. Independent expenditures
34. Media
35. Social media
36. Watchdog
37. Gatekeeper
38. Horse race journalism
39. "Fake news"

## Readings

- Chapters 7-10 Edwards, et al. Government in America
- Federalist No. 10
- Desilver, Drew. "U.S. trails most developed countries in voter turnout." Pew Research Center, May 15, 2017.
- Citizens United v. FEC (2010)
- Gaslowitz, Lea. "How to Spot a Misleading Graph - Lea Gaslowitz." TED-Ed video, 4:09.
- Barthel, Michael, and Amy Mitchell. "Americans' Attitudes About the News Media Deeply Divided Along Partisan Lines." Pew Research Center, May 10, 2017.
- Kiely, Eugene, and Lori Robertson. "How to Spot Fake News." FactCheck.org, November 18, 2016.

## Primary Lecture Topics [CR5]

- The evolution of voting rights and the current state of voter turnout.
- Factors that influence voter choice in elections.
- Protections, barriers, demographics, and other political participation factors
- The functions of political parties in the United States and third parties in United States government
- The development of candidate-centered campaigns.
- Political parties, interest groups, and social movements
- Federal policies on campaigning and electoral rules
- Media's influence on political participation
- The theory of critical elections.
- Interest groups in United States government and politics.
- Nominations, campaigns, and elections in United States government and politics.
- The media as a linkage institution, including changes in media, such as the growth of social media and partisan media sources.

## Instructional Activities

- To better understand how state election laws impact voter turnout, students find voter turnout data from a state that has passed a strict voter ID law in the 21st century, such as Wisconsin, Indiana, or Texas. Prior to their research, students formulate a hypothesis about the impact voter ID laws have on voter turnout. Students then research voter turnout stats from the presidential election prior to the passage of that state's voter ID law, and the presidential election immediately after the passage of voter ID laws. Students break the data down by major demographic groups, such race, age, and education. Students write a summary of their findings, including an evaluation of their thesis and reasons why their thesis was correct/incorrect. [CR6] [CR8] [CR9] [CR13]
- Debate. Two teams of three students each debate the resolution, "Interest groups have too much influence in the policy process and are detrimental to democracy." (EU PMI-5) [CR6] [CR7] [CR8]
- Analytical paper "The Electoral College: How It Works in Contemporary Presidential Elections" due. The purpose of this analytical paper is to have students examine the original design and purpose of the Electoral College, and then assess how it works in modern U.S. politics, with special attention paid to the 2016 election. In this paper, students must examine the various proposals to reform the Electoral College and assess the advantages and disadvantages to each, explaining why the current system should either be maintained, revised, or completely eliminated and replaced with election by national popular vote. [CR6] [CR12] [CR13]
- After the lecture regarding the theory of critical elections, students use presidential election data from the 20th and 21st centuries to classify each election as either a critical election or a deviating election. [CR9]
- Students write an essay, with an analytical thesis, that incorporates information from a select list of foundational documents that examines the influence of interest groups on the policy-making process in the United States. [CR13]
- After the lecture on the media as a linkage institution, especially the part about partisan media and social media, students complete a media analysis assignment. Students are assigned to read two articles about a specific policy issue in the United States. One article is from a conservative source and one from a liberal source. They then analyze the two sources – making note of the facts provided, the viewpoints expressed



in each, and other differences between the two sources. This will also allow students to make a connection to gridlock in the national government. [CR6] [CR7] [CR8]

- Political Science Research Project. After reading “How to Spot Fake News” at FactCheck.org as homework, students work in groups to identify the fake news stories in their assigned packet (the packet contains both legitimate and fake news stories). Students first develop a list of indicators which they can use to determine if each story is fake news or not and then they conduct a content analysis of each report. Finally, they share the results with the class and assess the extent to which political science research provided in the course can provide guidance for discerning the difference between valid and invalid news stories. [CR14]

#### **Unit 4: Interactions Among Branches of Government** (22 days)

##### **Essential Questions**

1. How do the branches of the national government compete and cooperate in order to govern?
2. To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

##### **Key Terms**

1. Enumerated powers
2. Implied powers
3. Necessary and proper clause
4. Checks and balances
5. Bicameralism
6. Speaker of the House
7. President of the Senate
8. Senate Majority Leader
9. Filibuster
10. Cloture
11. Holds Rules Committee
12. Committee of the Whole
13. Discharge petitions
14. Discretionary spending
15. Mandatory spending
16. Pork barrel legislation
17. Logrolling
18. Partisanship
19. Gridlock
20. Gerrymandering
21. Divided government
22. Trustee
23. Delegate
24. Politico
25. Veto (including pocket veto)
26. Commander in Chief
27. Executive order
28. Signing statements
29. Nomination and confirmation
30. Treaty negotiation and ratification
31. 22nd Amendment
32. Bully pulpit
33. Judicial review
34. Precedent/stare decisis

35. Judicial activism
36. Judicial restraint
37. Patronage
38. Civil service
39. Iron triangles/issue networks
40. Congressional oversight

### Readings

- Chapters 11-15 in Edwards, et al. *Government in America*
- *The Constitution of the United States (Articles I-III)*
- *Baker v. Carr* (1962)
- *Shaw v. Reno* (1993)
- Federalist No. 70
- Federalist No. 78
- *Marbury v. Madison*
- Moe, Terry M., and William G. Howell. "Unilateral Action and Presidential Power: A Theory." *Presidential Studies Quarterly* 29, no. 4 (December 1999): 850-73.
- Neale, Thomas H. "The Electoral College: How It Works in Contemporary Presidential Elections." *The Congressional Research Service*, May 15, 2017.

### Primary Lecture Topics [CR2]

- Structure of Congress, including significant differences between the chambers regarding organization, leadership, incumbency, and powers.
- Congressional representation and gerrymandering.
- The president's formal and informal powers.
- Judicial independence, Federalist No. 78, *Marbury v. Madison*, and judicial decision-making.
- How the bureaucracy operates and its place in the checks and balances system.
- The future of entitlement spending in the United States. (EU CON-3)

### Instructional Activities

- Budget simulation and class discussion. Using the Committee for a Responsible Federal Budget's *The Debt Fixer* website and the quantitative data therein, students try to reduce the debt as a percentage of GDP. After completing the online simulation, students discuss the difficulties they encountered in reducing the size of the national debt. During this discussion students should link the budget process to important concepts such as entitlement spending and the political nature of the budget. [CR9] [CR11] [CR12]
- .Debate. Two teams of three students each debate the resolution, "Congress has abandoned its role in the checks and balances system."
- Analytical paper for "Unilateral Action and Presidential Power: A Theory" and Federalist No. 70 due. The purpose of this paper is for the students to examine the growth of presidential power and how the other two branches may attempt to check presidential power. See description of critical article reviews found above under major class activities. [CR7] [CR8] [CR10: activity] [CR12]
- Checks and balances role play. Using a lesson from the National Constitution Center's *Separation of Powers Lesson Plan* as a model, students engage in a simulation in which they develop a plan of action to ensure the creation/implementation of a policy based on the powers given to their assigned branch of government (legislative, executive, judicial). In addition to developing this plan of action for their own goal, students must develop a plan to either support or oppose another branch's goal. [CR7] [CR12]
- Watch "The Stackhouse Filibuster" (Season 2, Episode 17) from *The West Wing*. Political concepts examined in this episode include the filibuster, the White House Staff, the presidential relationship with the press, and how legislation is developed by both the presidency and Congress. *The West Wing* is available on both Netflix and iTunes.

- Students complete at least two of the scenarios in The Redistricting Game found online. This is an online simulation that allows the students to draw and gerrymander imaginary congressional districts. The simulation has four different scenarios, each with a different take on the process of redistricting and gerrymandering. As students complete each of the scenarios, they respond to a set of questions about the process and the difficulties they encountered. All students must do scenario 1, a straight redistricting scenario. The second scenario is up to them. In addition to completing two of the scenarios, students read about proposed changes to the redistricting process and respond to these proposals. [CR12] [CR12]
- Students respond to a quantitative data FRQ regarding presidential vetoes and the interaction between the president and Congress. [CR9] [CR9]
- The course provides opportunities to analyze and interpret quantitative data to explain what the data implies or illustrates about political principles, institutions, processes, and behaviors. Students respond to a scenario-based FRQ examining how the bureaucracy operates and its interactions with the presidency, Congress, and the courts. [CR12] [CR12] — The course provides opportunities to apply course concepts and Supreme Court decisions in real-world contexts or scenarios.

## **Unit 5: Civil Liberties and Civil Rights** (10 days)

### **Essential Questions**

1. To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
2. How have U.S. Supreme Court rulings defined civil liberties and civil rights?

### **Key Terms**

1. Civil liberties
2. Civil rights
3. Bill of Rights
4. Judicial review
5. Selective incorporation
6. Establishment clause
7. Free exercise clause
8. Symbolic speech
9. “Clear and present danger”
10. Due process clause
11. Miranda Rights
12. Patriot Act
13. Exclusionary rule
14. Equal protection clause
15. National Organization for Women
16. Civil Rights Act 1964
17. Voting Rights Act 1965
18. Title IX of the Education Amendments Act of 1972
19. “Separate but equal”

### **Readings**

1. Chapters 4-5 in Edwards, et al. Government in America
2. The Bill of Rights
3. The 14th Amendment’s due process and equal protection clauses
4. Engel v. Vitale (1962)
5. Wisconsin v. Yoder (1972)
6. Tinker v. Des Moines Independent Community School District (1969)
7. Schenck v. United States (1919)

8. New York Times Co. v. United States (1971)
9. McDonald v. Chicago (2010)
10. Gideon v. Wainwright (1963)
11. Roe v. Wade (1973)
12. Brown v. Board of Education, Topeka Kansas (1954)
13. "Letter from Birmingham Jail" (Martin Luther King, Jr.)
14. Bentele, Keith G., and Erin E. O'Brien. "Jim Crow 2.0? Why States Consider and Adopt Restrictive Voter Access Policies." Perspectives on Politics 11, no. 4 (December 2013): 1088-1116.

### **Primary Lecture Topics [CR3]**

- The role of the courts, and the due process and equal protection clauses in the expansion of civil liberties and civil rights, including the idea of selective incorporation.
- Social movements in the United States
- The expansion of the liberties protected by the 1st and 2nd Amendments.
- The development of the right to privacy and its implications for reproductive rights and 4th Amendment protections.
- A history of civil rights issues and how historically disadvantaged groups in American society have achieved greater equality and equitable treatment in society. [CR3]

### **Instructional Activities for Unit 3**

- Bill of Rights scenarios. Students write five hypothetical scenarios regarding civil liberties. Each scenario should be clearly tied to one of the amendments found in the Bill of Rights. Students must also create a "key" for their scenarios. In their key, students must identify the amendment the scenario involves, the required Supreme Court case that incorporated or clarified the application of the amendment in question, and finally the students must link the required case to a different case that deals with the same constitutional issue. [CR12] [CR15: activity]
- Debate. Two teams of three students each debate the resolution, "History has proven that affirmative action programs are necessary to safeguard equal opportunity in both education and employment for minorities." [CR6] [CR7]
- Analytical paper "Jim Crow 2.0? Why States Consider and Adopt Restrictive Voter Access Policies" due. The purpose of this analytical paper is to allow students to explore the recent actions by many states that may have a negative impact on the right to vote in those states. In this analytical paper, students write a thesis and defend it with information from the article, the course, and recent political and social events. [CR6] [CR8] [CR12] [CR13]
- Students respond to a textual FRQ that uses one of the required Supreme Court cases and a non-required case. The FRQ will require students to examine the Court's decision in both cases and apply the Court's reasoning to a related course concept. [CR12] [CR15: activity]
- Students will create a documentary film or info graphic on social movements in the United States. They will trace the history of each underrepresented group, modern day laws, and current event on each disenfranchised group. They will evaluate the successfulness of the social movement and how the group attempted to create racial and economic equality.