Name _____

AP United States Government and Politics Summer Assignment

You must print and fill this form out by hand. Typed work will not be accepted unless it is related to a handicap.

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Students will read and analyze the following:

- **Required Reading:** Excerpts from the Declaration of Independence
- **Paired With:** Excerpts from John Locke's *Second Treatise of Civil Government*

In this lesson, students will study:

A balance between governmental power and individual rights has been a hallmark of American political development.

To be able to:

Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution.

Building Understanding

In this early lesson, both documents provide students with the opportunity to read arguments. Political scientists work to identify the perspective of the author and how that perspective influences the argument. These documents also provide practice in identifying multiple claims and the supporting evidence the author uses to substantiate those claims.

In these closely related documents, students are tasked with uncovering the reasoning processes of an Enlightenment philosopher and a Founding Father. The importance of these texts in helping the political scientist understand how terms and ideas like natural rights and social contract theory were understood by Jefferson and others supports a deeper understanding of those ideas today.

Activity begins on the next page.

Before You Read

Political scientists analyze founding documents for ways that they relate to our government today. They focus less on the historical situation and more on how the principles established in the documents were used to create our governmental structures.

As you prepare to read the Declaration of Independence from a political science perspective, take a moment and think about what some of the main themes in the Declaration mean to you.

A. Answer the following questions without researching them.

1. When you think about our government, how do you think these principles relate?

2. What individual rights should a government protect for its people?

3. What should a government provide for its people?

4. How can people hold their government accountable?

As You Read:

As you read the text, consider how the author develops an argument for independence that reflects his perspective on the nature and purpose of government. Try to identify the evidence he uses to support his argument. Think about how Jefferson defines rights and how government relates to those rights.

The questions you see in the margin will guide your note-taking and help you see the evidence and reasoning Jefferson uses. Definitions for some non-academic vocabulary words and phrases can be found at the bottom of the page.

The Declaration of Independence
Second Continental Congress, July 4, 1776

In Congress, July 4, 1776.

The unanimous Declaration of the thirteen United States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. When a group of people find it necessary to break away from another group that they have been connected to politically, they should explain to the world the reasons they are doing this.

B. Check Your Understanding Use the space below the first paragraph to rewrite what Jefferson is saying in your own words.

C. Academic Vocabulary

Find the phrase "Laws of Nature and of Nature's God" in this paragraph. Use context clues within the text to determine what Jefferson means. Write your understanding below.

D. Source Analysis

Highlight or underline the phrase in the paragraph above that explains why Jefferson wrote this document.

E. Check Your Understanding Underline or highlight the specific rights that Jefferson outlines in the excerpt below:

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.

F. Connect to Content

Describe one way in which Jefferson's description of rights relates to your understanding of the American governmental system.

G. Academic Vocabulary

What does Jefferson mean by *liberty* in this context?

The Declaration of Independence continued . . .

"That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed."

Check Your Understanding Describe one characteristic of government that Jefferson mentions.

H. Source Analysis

Explain one claim Jefferson makes about the purpose of government.

The Declaration of Independence continued . . .

But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. —Such has been the patient

sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

I. Source Analysis

According to Jefferson, under what conditions are the people justified in throwing off a government?

J. Source Analysis

What does the text on this page tell us about Jefferson's perspective on government?

The Declaration of Independence continued . . .

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them….

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people….

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by
Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great Britain, is and ought to be totally dissolved . . .

K. Check Your Understanding Here, Jefferson names a series of grievances or complaints against the King. How does this list relate to Jefferson's earlier assertions about the nature and purpose of government?

L. Source Analysis

How does Jefferson use these grievances as evidence to support his claim?

After You Read

Thinking Like a Political Scientist

M. Reasoning Process: Describe

Based on the reading, describe two characteristics Jefferson applies to a government.

N. Source Analysis

What was Jefferson's claim?

What evidence did he use to support his claim?

What line of reasoning is Jefferson using to structure his argument - causation or comparison? How do you know?

How does the evidence used by Jefferson relate to and support the claim?

Second Treatise of Civil Government

In John Locke's *Second Treatise*, the Enlightenment philosopher explains his theory of natural rights and the social contract. Aspects of Locke's work can be found in the Declaration of

Independence. A political scientist reads and analyzes the *Second Treatise* in an effort to deepen his or her understanding of our founding principles.

This text, like the Declaration of Independence, is a primary source document. It is a challenging read. As a reader, consider what this may mean in terms of your pacing and stamina.

As you read the text, consider how the author develops an argument about people's rights and government. Make notes in the margin of the text where you see evidence being used to advance the argument.

As you respond to the questions both in the margins and those that follow the reading, it is often useful to cite the specific text that formed the basis on your response.

Source Information: *The Second Treatise of Government* (1690), by John Locke

Of the State of Nature.

Sec. 4. To understand political power right, and derive it from its original, we must consider, what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man.

A. **Check Your Understanding** According to Locke, what is the *natural state of men*?

A state also of equality, wherein all the power and jurisdiction is reciprocal, no one having more than another; there being nothing more evident, than that creatures of the same species and rank, promiscuously born to all the same advantages of nature, and the use of the same faculties, should also be equal one amongst another without subordination or subjection unless the lord and master of them all should, by any manifest declaration of his will, set one above another, and confer on him, by an evident and clear appointment, an undoubted right to dominion and sovereignty. . . .

B. **Check Your Understanding** Paraphrase in the space below the paragraph on this page what Locke says about equality.

C. **Check Your Understanding** According to Locke, what could set one man above another?

Second Treatise of Civil Government continued

The state of Nature has a law of Nature to govern it, which obliges every one, and reason, which is that law, teaches all mankind . . . that being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions.... Every one, as he is bound to preserve himself, and not to quit his station wilfully [sic], so by the like reason, when his own preservation comes not in competition, ought he, as much as he can, to preserve the rest of mankind, and not unless it be to do justice on an offender, take away or impair the life, or what tends to the preservation of the life, the liberty, health, limb, or goods of another.

D. Source Analysis

What is Locke's claim regarding the "state of Nature" in this paragraph?

E. Academic Vocabulary

Underline the text in Sec. 6 that explains what Locke means by the "law of Nature."

Of the Beginning of Political Societies.

Sec. 95. Men being, as has been said, by nature, all free, equal, and independent, no one can be put out of this estate, and subjected to the political power of another, without his own consent.

The only way whereby any one divests himself of his natural liberty, and puts on the bonds of civil society, is by agreeing with other men to join and unite into a community for their comfortable, safe, and peaceable living one amongst another, in a secure enjoyment of their properties, and a greater security against any, that are not of it. . . . When any number of men have so consented to make one community or government, they are thereby presently incorporated, and make one body politic, wherein the majority have a right to act and conclude the rest….

Sec. 131. But though men, when they enter into society, give up the equality, liberty, and executive power they had in the state of Nature, into the hands of the society, to be so far disposed of by the legislative as the good of the society shall require, yet it being only with an intention in every one the better to preserve himself, his liberty and property (for no rational creature can be supposed to change his condition with an intention to be worse),

the power of the society, or legislative constituted by them, can never be supposed to extend farther, than the common good,

but is obliged to secure every one's property, by providing against those three defects above mentioned, that made the state of Nature so unsafe and uneasy. … by indifferent and upright judges, who are to decide controversies by those laws; and to employ the force of the community at home only in the execution of such laws, or abroad to prevent or redress foreign injuries and secure the community from inroads and invasion. And all this to be directed to no other end but the peace, safety, and public good of the people.

F. Source Analysis

Highlight or underline the reasons Locke gives for why people agree to give up living in a state of nature and to form a political society.

G. **Check Your Understanding** According to Locke, what do men give up in leaving a state of nature when they consent to be governed? What do they gain by entering into society (social contract)?

H. Connect to Content

According to Locke, what are the limits of governmental power? How are these limits reflected in the U.S. Government?

I. Source Analysis

Circle the details Locke provides about the responsibility a government has to the people.

Of Tyranny.

Sec. 199. As usurpation is the exercise of power which another hath a right to, so tyranny is the exercise of power beyond right, which nobody can have a right to; and this is making use of the power any one has in his hands, not for the good of those who are under it, but for his own private separate advantage.

Tyranny is exercising unauthorized power that only serves the interest of the ruler(s) exercising it, not in the interest of the people. When the governor, however intitled, makes not the law, but his will, the rule; and his commands and actions are not directed to the preservation of the properties of his people, but the satisfaction of his own ambition, revenge, covetousness, or any other irregular passion.

J. **Check Your Understanding** Paraphrase in the space below the paragraph on this page what Locke says about equality.

Of the Dissolution of Government.

Sec. 222. The reason why men enter into society, is the preservation of their property; and the end while they choose and authorise a legislative is that there may be laws made, and rules set, as guards and fences to the properties of all the members of the society, to limit the power, and moderate the dominion of every part and member of the society. …

K. **Check Your Understanding** In Sec. 199, Locke gives examples of tyranny. Use the space below the text to summarize his position in your own words.

L. Source Analysis

How does Locke's argument about tyranny compare to Jefferson's argument?

M. Source Analysis

Circle the text in Sec. 222 where Locke explains why men enter into society.

...whenever the legislators endeavour to take away and destroy the property of the people, or to reduce them to slavery under arbitrary power, they put themselves into a state of war with the people, who are thereupon absolved from any farther obedience, and are left to the common refuge, which God hath provided for all men, against force and violence. ... by this breach of trust they forfeit the power the people had put into their hands for quite contrary ends, and it devolves to the people, who have a right to resume their original liberty, and by the establishment of a new legislative (such as they shall think fit) provide for their own safety and security, which is the end for which they are in society.

N. Source Analysis

What does Locke argue is the consequence when government threatens the rights of the people?

After You Read

Thinking Like a Political Scientist

O. Reasoning Process: Describe

How did John Locke define equality? What rights were all men entitled to in his state of nature?

What, according to Locke, are the elements of the social contract?

P. Source Analysis

In the *Second Treatise*, how did Locke come to the conclusion that men are equal in a state of nature?

Q. Describe Locke's reasoning regarding how governments were formed from a state of nature. Do you find his argument compelling? Explain.

R. Making Connections

Let's now analyze the two readings in this lesson. According to what you read in Jefferson and Locke, how are liberty and order balanced in the social contract?

Part Two

Directions: Complete this section using Chapter One in the textbook.

Chapter 1: The Study of American Government

Directions: Identify and describe the important terms, places, events, and people listed below in your own words.

Issues and Politics

issue	
politics	
"political dropouts"	

Power, Authority, and Legitimacy

power	
authority	
"formal authority"	
legitimacy	

George Mason	
democracy	
direct (or participatory) democracy	
representative democracy	

Political Power in America: Five Views

elite	
class view	
power elite view	
bureaucratic view	
pluralist view	
creedal passion view	
Civil Rights Act of 1964	

Expanding the Political Agenda

political agenda	
shared political values	
weight of custom and tradition	
impact of events	
political elites	

The Politics of Different Issues

cost	
benefit	

Four Types of Politics

majoritarian politics	
interest group politics	

client politics	
pork-barrel legislation	
log-rolling	
entrepreneurial politics	
policy entrepreneurs	