

# Unit #4d & 5: Civil Rights and Civil Liberties

AP US Government & Politics

Mr. Coia

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Tues 4/10

- Read What Should I Have Learned? (AG 332)
- See Major Concepts in Federal Bureaucracy (p.8)
- What is a *bureaucracy*?
- [Clip: Crash Course Bureaucracy](#) (7 min).
  - Create a list of words/terms that are related to *bureaucracy*
- Key terms for bureaucracy

HW: AG 9.306-332; Bureaucracy key terms cards

## Thurs 4/12

- **Reading Quiz 9.306-332**
- **Bureaucracy Key Terms cards due**
- Lecture/Discussion topic: Roots of the American Bureaucracy
- Executive Cabinet: 15 ("See The Dog Jump In A Circle. Leave Her Home to Entertain Educated Veterans (H)Securely")
- Notebook Check
  - Government corporations, Independent executive agencies, independent regulatory commissions
  - Federal Employees Political Activities Act of 1993 chart (AG 321)

HW: CR/CL Key Terms

## Mon 4/16

- **CR/CL Key Terms due today** (they are the LAST set!)
- Topic: Civil Liberties and Civil Rights
- Read "What Should I Have Learned?" (189-190)
- Liberties vs Rights
- Topic: Freedom of Speech
- Which covered court cases connect?
- Read and mark: "[Cyber-Speak No Evil](#)" article

HW: AG 5.152-162; key terms cards; bring all key terms from past units to class

## Wed 4/18

- Reading Quiz 5.152-162
- Topic: Establishment clause/Free exercise clause
- Which court cases connect?
- [First Amendment Schools research on The Five Freedoms](#)

HW: AG 5.162-174; find one new court case for each of the Five Freedoms; Key terms

## Mon 4/23

- Reading Quiz 5.162-174
- Key Cards Monster Pack Activity
- Topic: Freedom of Press (Obscenity, student press, regulation of electronic media) Which court cases connect?
- Sharing Five Freedoms

HW: AG 5.174-189

**Wed 4/25**

- Reading Quiz 5.174-189
- Practice FRQs
- Assign groups for reading chunks:
  - 192-201
  - 201-209
  - 209-219
  - 220-231

HW: Jigsaw work: AG 6.192-231 (read only your section and prepare to teach a small group) spend 30 minutes studying flash cards on Quizlet

**Fri 4/27**

- Reading Quiz your section of chapter 6
- Read "What Should I Have Learned?" (6.231-232) on Civil Rights
- Small Group teaching on chapter 6
- Topic: Media
- Discuss cartoon p. 537
- "Where Do Young People Get Their News?" (541)
- News Generation Gap chart p. 542. Why should this matter?

HW: Read section on media influence and media bias (AG 15.556-561); review past FRQs

**Tues 5/1**

- Practice AP Government exam: 2 FRQs (full period). **Planned Absent?** You MUST make arrangements to take this Friday, 4/27, 1400-1700 in IC.

HW: Review MC strategies and practice tests; study Quizlet for 30 minutes

**Thurs 5/3**

- Full AP Government exam: MC **Planned Absent?** You MUST make arrangements to take this Friday, 4/27, 1400-1700 in IC.

HW: Read and mark *The Federalist Papers* in binder

**Mon 5/7 (AP Chem)**

- Multiple choice review
- FRQ and student samples
- Test Review session

HW: Review handouts in your binder

**Wed 5/9 (AP Lit)**

- Test Review session: [Cram for the Exam](#)
- FRQ practice

HW: Study, study, study! Then get to bed no later than 9pm

**Thursday, 5/10:  
AP Exam 0800-1200  
Meet in the IC for breakfast at 0700**

**Fri 5/11 (APUSH)**

- "What I Wish We Covered More in Class..."
- Socratic Seminar topics

## **Notebook and Supply Check**

You'll need the following for our notebook check on **Thursday 4/12**. You need ALL the pieces to receive credit. No partial credit offered on this.

You need ***three*** tabs with the following:

### **GOV Handouts:**

- *Unit Guide 5*
- Unit guide 4d
- Unit Guide 4c
- Conservative/Liberal Chart
- Understanding the Amendments (unit guide 1, p.13-14)
- Federalist Papers #10, 51 (unit 1, p. 7-11)
- Key Terms: Constitutional Underpinnings (unit 1, p. 3-4)
- Key Terms: Constitutional Clauses (unit 1, p. 5-6)
- Key Terms: Legislation (unit 4b, p. 3-4)
- Key Court Cases (unit 4c, p. 3-4)
- Key Terms: Political Beliefs/Political Behaviors (unit 2, p. 3-4)
- Key Terms: Interest Groups/Public Policy (unit 3, p. 3-4)
- Key Terms: Institutions-The Congress (unit 4, p. 3)
- Key Terms: Institutions—Presidency (unit 4b, p.5)
- Key Terms: Institutions—Federal Courts (unit 4c, p.5)
- *Key Terms: Institutions—Bureaucracy (unit 4d, p. 2)*
- Charts: Political Beliefs/Political Behaviors (unit 2, p. 10-11)
- Charts: Institutions-Congress (unit 4, p. 5)
- AP GOV Syllabus
- Class Rules sheet, initialed

### **GOV Classwork:**

Notes from lectures, presentations, mini-lessons. Remember you should be taking notes each class period. You will also have at least 25 sheets of loose-leaf paper in your binder, and your pens, pencils, highlighter, etc.

### **GOV Outlines:**

*Unit 1: Constitutional Underpinnings outlines* (this includes all of your EIGHT outlines put in order with a cover page stapled to the top).

*Unit 2: Political Beliefs/Political Behaviors* (this includes all of your NINE outlines put in order with a cover page stapled to the top).

Unit 3: *Interest Groups/Public Policy* (this includes all FOUR outlines put in order with a cover page stapled on top).

Unit 4: *Institutions--Congress* (this includes all THREE outlines put in order with a cover page stapled on top).

*Unit 4b: Institutions—The Presidency*(this includes all THREE outlines put in order with a cover page stapled on top).

*Unit 4c: Institutions—Federal Courts* ((this includes all FOUR outlines put in order with a cover page stapled on top).

*Unit 4d: Institutions—Bureaucracy* (this includes all THREE outlines put in order with a cover page stapled on top).

KEY TERMS:  
UNIT 4d: INSTITUTIONS→Bureaucracy

1. **Administrative discretion:** The ability of bureaucrats to make choices concerning the best way to implement congressional intentions.
2. **Bureaucracy:** departments, agencies, bureaus, and commissions in the executive branch of government.
3. **Federal Employees Political Activities Act:** Updates the provisions in the 1939 Hatch Act. Federal employees are allowed to run for office in nonpartisan elections and to contribute money to campaigns in partisan elections. They cannot engage in political activities while on duty, solicit contributions from the general public, or run for office in partisan elections.
4. **Government Corporations:** Businesses established by Congress to perform functions that can be provided by private businesses (Amtrak, TVA)
5. **Hatch Act:** Prohibits civil servants from taking activist roles in partisan campaigns. Prohibits federal employees from making political contributions, working for a particular party, or campaigning for a particular candidate. 1939
6. **Implementation:** The process by which a law or policy is put into operation by the bureaucracy.
7. **Independent Executive Agencies:** Governmental units that closely resemble a Cabinet department but have a narrower area of responsibility (CIA, NASA, EPA)
8. **Iron Triangle:** The interactions that occur among agencies, interest groups, and congressional committees or subcommittees.
9. **Merit system:** system of hiring federal workers based upon competitive exams.
10. **Patronage:** power to appoint loyal party members to federal positions.
11. **Political appointees:** those who have received presidential appointments to office. Contrast with Civil Service employees, who receive federal jobs by competitive exams.
12. **Red tape:** complex rules and procedures required by bureaucratic agencies.
13. **Revolving Door:** the hiring of former government employees by private companies with which they had dealings when they worked for the government. Example: Members of Congress leaving Congress to work for an interest group
14. **Spoils system:** The firing of public-office holders of a defeated party in order to replace them with loyalists of the newly elected party.
15. **Whistleblower:** an employee who exposes unethical or illegal conduct within the federal government or one of its contractors.

KEY TERMS:  
Unit 5: CIVIL LIBERTIES/CIVIL RIGHTS

1. **Civil liberties:** personal freedoms, e.g., speech, assembly, religion.
2. **Civil rights:** protections against discrimination.
3. **Clear and present danger doctrine:** judicial interpretation of Amendment 1 that government may not ban speech unless such speech poses an imminent threat to society.
4. **De facto segregation:** segregation “by fact,” i.e., segregation that results from such factors as housing patterns rather than law.
5. **Double jeopardy:** being prosecuted twice for the same offense. Banned by Amendment 5.
6. **Due process clause:** prohibits the national government (5<sup>th</sup> Amendment) and states (14<sup>th</sup> Amendment) from denying life, liberty, or property without due process of law.
7. **Equal protection clause:** 14<sup>th</sup> Amendment clause that prohibits states from denying equal protection under the law, and has been used to combat discrimination.
8. **Eminent domain:** the right of government to take private property for the public good. Fair compensation must be paid to the owner of such property.
9. **Establishment clause:** provision of Amendment 1 that prohibits Congress from establishing an official state religion. This is the basis for separation of church and state.
10. **Exclusionary rule:** Supreme Court guideline that excludes the use of illegally obtained evidence in a criminal trial.
11. **Free exercise clause:** provision of Amendment 1 stating that Congress may not prohibit the free exercise of religion.
12. **Grandfather clause:** Southern laws that excluded blacks from exercising suffrage by restricting the right to vote only to those whose grandfathers had voted before 1865.
13. **Incorporation:** applying the Bill of Rights to the states. A “**total incorporation**” view is that the states must obey all provisions of the Bill of Rights because of the due process clause of the 14<sup>th</sup> Amendment. A “**selective incorporation**” view is that the Bill of Rights is to be applied to the states in a more gradual manner on a case by case basis, also via the due process clause of the 14<sup>th</sup> Amendment.
14. **Indictment:** grand jury order that a suspect must stand trial for a criminal offense.
15. **Jim Crow laws:** Southern laws that required racial segregation in places of public accommodation.
16. **Libel:** written untruths that damage a reputation.
17. **Literacy test:** Southern method of excluding blacks from exercising suffrage by requiring that voters prove their ability to read and write.
18. **Miranda warnings:** warnings that must be read to suspects prior to questioning. Suspects must be advised that they have the rights of silence and counsel.
19. **Plea bargain:** arrangement in which a suspect pleads guilty to a lesser offense in order to avoid a trial. The manner in which most cases are disposed of.
20. **Police powers:** powers that allow states to pass laws protecting the health, welfare, safety, and morals of their residents.

21. **Poll tax:** Southern method of excluding blacks from exercising suffrage by requiring payment of a tax prior to voting.
22. **Prior restraint:** When a court stops expression before it is made, e.g., prohibiting a demonstration by a radical group because the assembly is likely to become violent. Presumed to be unconstitutional.
23. **Racial gerrymandering:** drawing of legislative boundaries to give electoral advantages to a particular racial group. "Majority-minority" districts include large numbers of racial minorities in order to ensure minority representation in legislatures.
24. **Sedition:** advocacy of the overthrow of the government.
25. **Separate but equal:** Supreme Court doctrine established in the case of Plessy v. Ferguson. Allowed state-required racial segregation in places of public accommodation as long as the facilities were equal.
26. **Shield laws:** state laws that protect journalists from having to reveal their sources.
27. **Slander:** spoken untruths that damage a reputation.
28. **White primary:** primary election in which Southern states allowed only whites to vote.

## Major concepts in the Federal Bureaucracy

- 1: Describe the spoils system, and explain how it changed to the system of many rules that bureaucrats must follow today. Include the Pendleton Act and the Office of Personnel Management in your discussion.
- 2: Identify and describe the growth of the federal bureaucracy over time and efforts to control/reduce its size and growth rate.
- 3: Identify and describe ways in which the bureaucracy is criticized, including red tape, conflict, duplication, unchecked growth, waste, and lack of accountability.
- 4: Describe the background, primary functions, duties/jurisdictions, and strengths/weakness of the new Department of Homeland Security.
- 5: Identify the causes, effects and rules of the Hatch Act.
- 6: Discuss the different types of government agencies (four types). Provide specific examples.
- 7: Discuss how each of the different branches of government have some oversight responsibilities over the bureaucracies. Provide specific examples.
- 8: Discuss the “iron triangle” relationship and explain how this can be applied to both defense and agriculture. Must include the concept of the “revolving door.”

## Agency Accountability

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### *The president has the authority to:*

- Appoint and remove agency heads and other top bureaucrats.
- Reorganize the bureaucracy (with congressional approval).
- Make changes in an agency's annual budget proposals.
- Ignore legislative initiatives originating within the bureaucracy.
- Initiate or adjust policies that would, if enacted by Congress, alter the bureaucracy's activities.
- Issue executive orders.
- Reduce an agency's annual budget.

### *Congress has the authority to:*

- Pass legislation that alters the bureaucracy's activities.
- Abolish existing programs.
- Refuse to appropriate funds for certain programs.
- Investigate bureaucratic activities and compel bureaucrats to testify about them.
- Influence presidential appointments of agency heads and other top bureaucratic officials.
- Write legislation to limit the bureaucracy's discretion.

### *The judiciary has the authority to:*

- Rule on whether bureaucrats have acted within the law and require policy changes to comply with the law.
  - Force the bureaucracy to respect the rights of individuals through hearings and other proceedings.
  - Rule on the constitutionality of all challenged rules and regulations.
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### First Amendment Schools research on The Five Freedoms

Go to <http://www.firstamendmentschools.org/freedoms/freedomsindex.aspx> to research five court cases on the Five Freedoms of the First Amendment. Choose ones that are new to you to expand your knowledge of court cases. Give the case, date, summary of the story and findings, as well as connecting the case to today. How is school different today because of the result of this court case?

Civil Liberty	Court Case / Date / Summary	What Would This Look Like Today?
Freedom of Religion		
Speech		
Press		
Assembly		
Petition		