



# AP U.S. Government and Politics

Government RSP

Leveled Assessment: \_\_\_\_/4

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

Section: \_\_\_\_\_

Score: \_\_\_\_/5

Directions: You will complete the RSP in three parts. Each part includes a written component and those will be turned in at different points throughout the semester. Part one includes drafting a bill that involves an issue of importance to you. Part two includes a one page summary of implementation and penalties for not complying with the newly passed law. Part three includes an investigation of Supreme Court cases that involve

similar issues and a justification of the constitutionality of your law.

## Part One - Brainstorming Your Bill

1. Choose a policy issue that is important to you!  
 You may also choose a topic of your own, but the topic needs to be something that has been heard by the Supreme Court.  
 Examples include but are not limited to:
  - Death penalty
  - Racial profiling
  - Immigration
  - Gun control
  - Monitoring of electronic communication
  - Abortion
  - Same sex marriage
  - Legalization of drugs
2. Write an outline of a bill you would like to propose in relation to your chosen issue. (An example from Government Alive is included for you)
3. You will demonstrate your knowledge of the issue through expert testimony.
  - a. **You will write, at minimum, a one page document in support of the bill and, at minimum, a one page document in opposition to the bill.** These documents must include:

Support	Opposition
<ul style="list-style-type: none"> <li>• Reasons why you feel it is important</li> <li>• Real life examples to support your reasons</li> <li>• The beliefs of at least three ACTUAL interest groups, agencies and/or political parties.</li> <li>• Within the testimony the you must explain why said interest groups, agencies and/or political parties would support their bill.</li> <li>• Outside sources with, at minimum, three appropriate citations. Examples include: news sources, books, organizational websites, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the negatives that may be associated with passage of the bill</li> <li>• Real life examples to support why there would be opposition</li> <li>• The beliefs of at least three ACTUAL interest groups, agencies and/or political parties.</li> <li>• Within the testimony the you must explain why said interest groups, agencies and/or political parties would oppose their bill.</li> <li>• Outside sources with, at minimum, three appropriate citations. Examples include: news sources, books, organizational websites, etc.</li> </ul>

## Part Two - Create an Implementation Plan

1. You need to create an implementation plan for your bill once it becomes law.
2. **In a minimum of a one page written document, you need to explain the way in which your law will be implemented.** All laws need to go through one of the Executive Agencies. A complete list of executive agencies are listed at: [http://www.usa.gov/Agencies/Federal/Executive.shtml#Executive\\_Departments](http://www.usa.gov/Agencies/Federal/Executive.shtml#Executive_Departments)
3. Once you have chosen an Executive Agency you should defend your choice with at least three supporting details. (Explain why this is the best agency to implement your bill.)
4. You also need to explain why it is important for this agency to regulate this law. (Why does this agency have the power over this issue?)
5. Finally, what penalties will be issued if the law is not properly followed?

## Part Three - Researching the Constitutionality

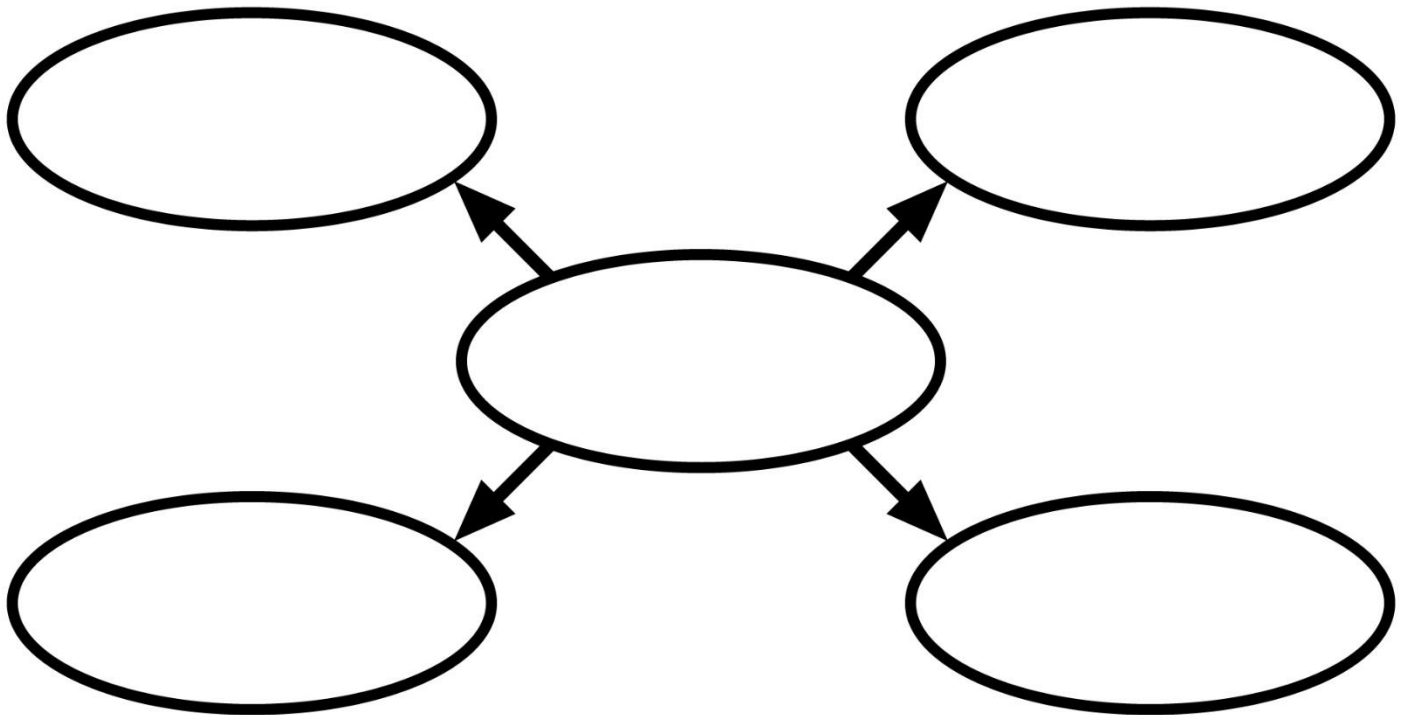
As you have learned, bills travel through a long and often complicated process to become a law. Sometimes bills are passed while members of Congress and outsiders are already questioning the constitutionality of the bill. It may take months or even years before the question of constitutionality comes before the Supreme Court of the United States. Many times the issue of civil rights and liberties is called to question, and many times the delegation of powers within the constitution may be at hand.

**In this assignment, you will have to research and defend the constitutionality of your bill that has now become a law in a one page paper.** Now that you have researched which agency would implement your law, you must defend the law against the arguments of the constitution. You will find and research a Supreme Court case that involved your issue or law. Using that law, what are some constitutional questions that would affect the existence of your law? What rights or liberties could your law impede upon? Your final result will be a paper that includes the following:

1. Restate your created law and issue.
2. Find and research a Supreme Court decision involving your issue or law. Go to [www.oyez.org](http://www.oyez.org) and find a case using the search bar to focus on your topic.
3. Analyze how this court case relates to your law. Discuss the arguments of the case, what constitutional question was asked, and what was the decision of the court?
4. Using the precedent set by your researched case; decide whether or not your law is CONSTITUTIONAL. If you believe it IS constitutional explain the reasons why, if you believe your law to be unconstitutional explain what changes could be made to make it a constitutional law. You must provide at least one reason/change to support your decision.

### Part One – Brainstorming Your Bill

Choice Web Directions: Write a main topic in the center circle with subtopics in the 4 outer circles. For example, you could write Education in the center with school funding, tenure, etc. in the outer circles. Remember to pick topics that are of interest to you. This will help you decide your top 3 topics:



Created by Super Teacher Worksheets for Splashtop Whiteboard

### Part One: Brainstorming Your Bill Graphic Organizer

Directions: Use the Graphic Organizer below to help you organize your thoughts about the bill that you want to write. Use bullet points and list reputable sources for what the focus of your bill will be and how you will actually carry out your bill.

Prompt #	Notes	Source
Focus on the problem that you want to address when selecting their topic. (two paragraphs)		

<p>Focus on solutions to the problem. (Two Paragraphs)</p>		
<p>Focus on eligibility for benefits provided by bill. (one paragraph)</p>		
<p>The date the bill will go into effect.</p>		

**Prompt 1: Focus on the problem   Prompt 2: Focus on solutions   Prompt 3: Focus on eligibility for benefits**

**Part One: Opposition/Support**

Directions: Students will write a one page document of support/opposition. Students will need to select an interest group or political party that would support their bill and one that would that oppose. For each, students will need to provide two reasons why each group/party would be in support or opposition.

	Identify the interest group or political party with a brief description/background	Reason 1 For support or opposition	Reason 2 For support or opposition
Interest Group or Political Party #1 Opposition of bill	<p><i>Examples: Democrats, Republican, Farmers of America, AARP, Unions etc.</i></p>		
Interest Group or Political Party #2 Support on bill			

## Part Two: Government Bill Writing Instructions and Rubric:

Teacher note: See libguides for graphic organizers and sources which helps accommodate this project. Librarian will be available for any sourcing or citing questions. <http://libguides.ops.org/big6socialstudies?p=2848380>  
Research your chosen topic and follow the bill outline template to create a first draft of your bill. Your bill should have a number, date and a classmate who will co-sponsor it with you. This assignment requires **FACTUAL** information. If you are arguing why it's good for society you must provide proof or information using data that's it's good for society. If your bill will be good for the economy you must provide numbers and a **VALID** resource to back up your argument.

Bill must be written in proper format of bill outline with appropriate heading. Student should make sure that their bill is written in the proper format with proper grammar and capitalization and all sections are completed. Below are added instructions with examples to help guide your research. See your teacher for student examples. Double check rubric on page 2 before you turn in your final draft.

### **Introduction: Must have a statement that discusses why your bill is good for society and what your bill will do.**

Example: My bill will help decrease homelessness among American veterans. My bill will create group homes for veterans that will supply temporary housing needs and offer services for mental health and job opportunity training. Veterans in this country have earned these services by supplying protection and military service to keeping America safe. This bill acknowledges increasing mental health needs of veterans and the increased numbers of homeless veterans that exist today.

### **Section 1 Bill provides two examples of problems with factual information and a human story for each problem. Information is from an approved database or news source with an introduction of the source or a citation given after all sourced information. In text citations should match source page information on citation page separate from the bill.**

Example: Obesity is caused by unhealthy eating habits and inactivity. Today more than eighteen percent of children in the United States are obese. (Woodrow, page # or title America's Getting Fatter) or According to John Woodrow in his article, "America's Getting Fatter," more than eighteen percent of children in the United States are obese. One to two paragraphs dedicated to each problem.

### **Section 2: Bill provides at least two solutions in their bill Details, examples or evidence are discussed in factual, not hypothetical detail using in text citations or introduction of the source. One-two paragraphs dedicated to each solution.**

Example: One solution to the problem of bullying is to educate students in both elementary and secondary grades. The Pacer Organization is a nonprofit organization that places a classroom kit inside schools and lesson plans for teachers about bullying. If more schools used this resource bullying would be prevented through educating students of the signs of bullying and course of action they could take. (Pacer Center, "Addressing Bullying in Schools")

### **Section 3: This section provides detailed information on implementation of your bill. In this section, student will discuss requirements or eligibility to receive benefits from this law and overall benefit to the individual.**

Example: In order to meet requirements of S.625 The Affordable College Tuition Act, applicants must be high school graduates or have received a GED. Potential citizens receiving free 15 hours of college must submit proof of acceptance into a State community college or university. Students must receive a C or higher for the semester in order to receive this tuition reward. Students are eligible to apply their freshman and sophomore years of college. Students may not receive more than 30 hours of this federally subsidized tuition reward. The hope is that students will use tuition to further their education while holding them accountable to passing classes in order to receive this federal reward.

## Rubric

4: Bill is written in detail with use of factual evidence from approved sources. Knowledge of problems and solutions related to topic is evident. Overall: correct grammar, spelling and is written in clear persuasive language that is factual not hypothetical.

3-3.5: Bill is written in detail with only a few missing facts or evidence within problems or solutions. Knowledge of researched problems and solutions is mostly evident. Overall: correct grammar and spelling and is written in clear, persuasive language that is factual not hypothetical.

2-2.5: Bill is written mostly in detail but with only some factual evidence present within discussion of problems or solutions. Knowledge of researched problems and solutions somewhat evident. Overall: some grammatical errors and spelling. Bill is written in clear language but some information is not factual or from approved sources.

1: Bill is completed but little evidence of research in problem and supporting argument. Argument is opinionated only with no persuasion made on government's role on the issue. Overall, many grammatical and spelling errors and writing is unclear. Bill is mostly hypothetical.

0: No understanding of assignment evident. Bill sections incomplete, no problem presented, no valid solution discussed, no valid argument made. Purely hypothetical with no sources or evidence of any research on topic.

## Part Two: Writing Your Bill

Directions: Use the outline below as a guide to write your bill.

**BILL OUTLINE:** (Bill will be typed)

113th CONGRESS

*Below is where your bill number goes*

\_\_\_\_\_

To (state the purpose of the bill)

IN THE \_\_\_\_\_ OF THE UNITED STATES

(Today's date)

Your name first and list one sponsoring senators or reps (peer edit partner)

\_\_\_\_\_

\_\_\_\_\_

### A BILL

To (repeat to statement from above)

\_\_\_\_\_

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*

**Section 1: Introduction and Issues** *(Why this bill is good for society) Start with what your bill will do and how it will improve society. Be detailed. Once you have written your introduction, **focus on two problems/issues** you want to solve with your bill. Use facts, statistics, examples and human stories to illustrate your point. Should be 2-3 paragraphs*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Section 2: Solutions** *At least two solutions to the problems mentioned above. How will your bill solve those problems and what will be the outcome? You should find sourced information that help you discuss your solution. This focuses on how your bill will fix the problem mentioned in Section 1. Should be 2 paragraphs.*

\_\_\_\_\_

\_\_\_\_\_

**Section 3: title section Eligibility and benefits.** *Who receives this benefit? What requirements are necessary to receive the benefit of your bill? If states or society as a whole would benefit, what benefit could be returned as a result of your bill? Example: Students receive free tuition for a year, what requirements should students meet to receive free tuition? Grades, attendance, income, etc....(Should be 2 paragraphs)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Section 4: title section** *(When your bill will go into effect, which means write a date)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Part Two: Executing the Bill

Directions: Use the Graphic Organizer and Worksheet below to help you write a One Page Implementation plan to actually enforce your Bill.

Topic	Notes	Source
Department: Why/how does this department fit with your bill?		
Executive Agency: How/why does this agency have the power to regulate this law?		
First way this executive agency can carry out this bill.		
Second way this executive agency can carry out this bill.		

Bill title \_\_\_\_\_

Name \_\_\_\_\_

1. Find the Executive Department that your bill/law would fall under. Describe the work of this department.
2. Once you find the department, find the related agency that would regulate your law. Write that agency here and describe the role of this agency.
3. Describe in detail two ways the agency could implement (carry out) your bill/law. Think of the details to implementing your law and how it **realistically** would work.
  - a.
  - b.
4. What would your agency need to implement your bill/law?
  - a. Who? People- Task force? Commissioner?
  - b. Money-What is an estimate you would ask for in the yearly budget for implementation of your bill/law? See section 3 of your bill, but determine why this should be mandatory and how you can take from discretionary.

**Rubric**

Questions 1 & 2	Answered in full detail with complete sentences. _____ (1)
Question 3	Two realistic examples of implementation _____ (1)
Question 4	Discussion of people and money implementation _____ (1)



## RSP Tart Three: Group Analysis - Supreme Court Justice Simulation

In this activity students will act as Supreme Court Justices of the United States to determine if a bill/law is constitutional. Students will study the “case” ie the page written by the author, weigh both sides and “rule” on the case.

The form below must be completed by all members of the group. Students will take turns reading the arguments for each side, make individual notes and discuss the argument. Students will then complete the group sheet together and “vote” on your decision. Turn in assignment will be to write an “opinion” of your thoughts on the bill/law and whether, in the end you find the law to be constitutional or unconstitutional. Your opinion can be part of the majority of your group, which is concurring, or in opposition to your group vote, which considered a “dissenting” opinion.

### PETITION (CHALLENGER)

- I. Review argument number one in opposition of the bill/law (Petitioner)
  - A. Identify two strengths or weaknesses of the argument.
  - B. Does the amendment/article choice make sense? Why or why not?
- II. Review any other arguments in opposition to the bill/law.
  - A. Identify strengths or weaknesses of additional argument.
- III. Conclusion: Discuss your overall opinion of the argument in relation to the amendment or article chosen from the Constitution. Is this a justified argument? Why or why not?

### DEFENSE

- I. Review arguments in defense of bill/law (Defendant).
  - A. Identify two strengths or weaknesses to the argument.
  - B. Does the amendment or article used in defense make sense? Why or why not?
- II. Review any other arguments made in defense of the bill
  - A. Identify any other strength or weaknesses in the argument.
- III. Conclusion: Discuss your overall opinion of the argument in relation to the amendment or article chosen from the Constitution. Is this a justified argument? Why or why not?

## BRINGING IT ALL TOGETHER

Once the group worksheet is completed, students will use information to form an opinion writing on whether they think the bill/law they reviewed is Constitutional or Unconstitutional. Students DO NOT have to use a precedent (previous ruling) to defend their opinion. Students may follow the outline for a 3 paragraph opinion. See case summaries from landmark cases for ideas on writing the conclusion.

- I. Introduction: Facts and background of the case. What the law ie case is about and what seems to be the dispute at hand.
- II. Arguments: What arguments were presented by both sides (strengths and weaknesses)
- III. Conclusion: What the final vote score (2-1, 3-0) and how the group came to the majority decision on whether the law was constitutional or not. If a student disagrees with the rest of the group, they may write their dissenting (voice of disagreement) in this section.

### **Rubric**

4. Group worksheet is completed in entirety and final paper is written in well informed detail. Knowledge of law and discussion of amendment or article is evident.

3-3.5 Group worksheet is completed in entirety and final paper is written in well informed detail. A few details are missing in discussion of law and amendments or articles.

2-2.5 Group worksheet is completed and final paper is written but missing details and some evidence of knowledge on law and amendments and articles is present.

1 Group worksheet completed but missing details and final paper is written but little evidence is present on knowledge of law or amendment and article.

## American Government RSP Grading Rubric

CATEGORY	4 - Advanced	3 – Proficient	2 - Basic	1 - Below Basic	0	Score
<b>Part One</b> Written Bill: Plausibility	Written bill reflects current political climate, has an attainable objective and is not purely hypothetical	Written bill reflects current political climate, has a partially attainable objective and is not purely hypothetical	Written bill reflects current political climate, has partially attainable objective and may be more hypothetical than not.	Written bill does not reflect current political climate, and has either has a partially attainable objective and may be more hypothetical than not.	Written bill does not reflect current political climate, and does not have a partially attainable objective and may be more hypothetical than not.	
Written Bill: Clear Expectations	Written bill has clear expectations of implementation citing specific agencies, branches or groups responsible who will be entrusted with the power(s).	Written bill has clear expectations of implementation but does not cite specific agencies, branches or groups responsible who will be entrusted with the power(s).	Written bill has unclear expectations of implementation.	Written bill includes very few expectations of implementation, which are unclear.	Written bill does not include expectations of implementation.	
Written Bill: Grammar, Spelling, Punctuation	Written bill is free from grammatical, spelling and punctuation errors.	Written bill has very few grammatical, spelling and punctuation errors.	Written bill has some grammatical, spelling and punctuation errors.	Written bill has major grammatical, spelling and punctuation errors.	Written bill is incomprehensible due to grammatical, spelling and punctuation errors.	
Expert Testimony: In Support and Opposition: Student Argument	Both sides clearly argued with at least 2 real life examples for both support and opposition sides.	Both sides argued and less than 2 examples included for each side.	One side argued with minimal examples.	One side argued no examples.	No argument included.	
Expert Testimony: In Support Groups	Written testimony includes at least 3 groups/organizations in support of the bill and includes at least 3 citations to support why each group/organization is in favor of passage of the bill.	Written testimony includes at least 3 groups/organizations in support of the bill and includes 1-2 citations to support why each group/organization is in favor of passage of the bill.	Written testimony includes at least 2-3 groups/organizations in support of the bill and/or includes 1-2 citations to support why each group/organization is in favor of the passage of the bill.	Written testimony has less than 2 groups/organizations in support of the bill and no citations.	Written testimony of groups is not included.	

Expert Testimony: In Opposition Groups	Written testimony includes at least 3 groups/organizations who oppose the bill and includes at least 3 citations to support why each group/organization opposes the passage of the bill.	Written testimony includes at least 3 groups/organizations who oppose the bill and includes 1-2 citations to support why each group/organization is in opposition of passage of the bill.	Written testimony includes at least 2-3 groups/organizations who oppose the bill and/or includes 1-2 citations to support why each group/organization is in opposition of the passage of the bill.	Written testimony has less than 2 groups/organizations who oppose the bill and no citations.	Written testimony is not included.	
Grammar, Length, Citation format	Free from grammar errors, at least one page in length, proper use of MLA or APA citations	Few grammar errors, at least one page in length, citations in somewhat of the correct format	Some grammar errors, AND/OR less than a page, AND/OR citations not in the proper format	Many grammar errors AND/OR less than a page, AND no citations included	Incomprehensible	
<b>Part Two</b> Bill Implementation: Agency and Defense	Implementation plan includes choice of the most appropriate agency to regulate this law, and three valid supporting details that clearly explain the students' choice.	Implementation plan includes choice of the most appropriate agency to regulate this law, and two to three valid supporting details that somewhat explain the students' choice.	Implementation plan includes choice of an agency to regulate this law, two to three supporting details that somewhat explain the students' choice.	Implementation plan includes an agency to regulate this law, some supporting details and may or may not explain the students' choice.	Implementation plan may or may not include an agency to regulate the law and there is no evidence of support for their choice.	
Bill Implementation: Penalties	Students create a real life action plan to provide plausible penalties for lack of implementation.	Students create a real life action plan to provide somewhat plausible penalties for lack of implementation.	Students create an action plan to provide penalties for lack of implementation that may or may not be plausible.	Students create an action plan to enforce penalties that is somewhat hypothetical.	Students do NOT include an action plan or action plan is purely hypothetical.	
Grammar, Length, Citation format	Free from grammar errors, at least one page in length, proper use of MLA or APA citations	Few grammar errors, at least one page in length, citations in somewhat of the correct format	Some grammar errors, AND/OR less than a page, AND/OR citations not in the proper format	Many grammar errors AND/OR less than a page, AND no citations included	Incomprehensible	

<b>Part Three</b> Constitutionality: Summarization and relate ability	Case chosen has a clear relationship to the student's law and is accurately summarized with the arguments, constitutional question and the final decision included.	Case chosen has a clear relationship to the student's law and is summarized with the arguments, constitutional question and the final decision included.	Case chosen has a clear relationship to the student's law and two of the summaries must be included.	Case chosen does not clearly relate to the student's law and may or may not be summarized.	Case does not clearly relate to students law and is not summarized.	
Constitutionality:	Precedent of related case is used and the argument made clearly comes from the precedent. One reason supporting constitutionality or one change to the law to make it constitutional is provided.	Precedent of related case is used and the argument made somewhat comes from the precedent. One reason supporting constitutionality or one change to the law to make it constitutional is provided.	Precedent of related case is used and the argument made somewhat comes from the precedent.  -OR- One reason supporting constitutionality or one change to the law to make it constitutional is provided.	Precedent of related case is used and the argument made does not come from the precedent.  -OR- One reason supporting constitutionality or one change to the law to make it constitutional is provided.	Constitutionality is not defended or denied.	
Grammar, Length, Citation format	Free from grammar errors, at least one page in length.	Few grammar errors, at least one page in length.	Some grammar errors, AND/OR less than a page.	Many grammar errors AND/OR less than a page.	Incomprehensible	