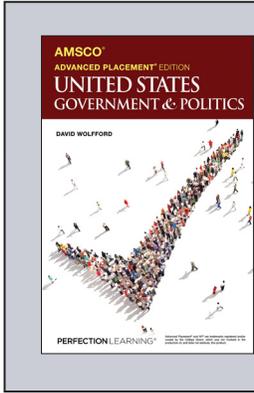


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Advanced Placement® U.S. Government & Politics



American Government, 3rd edition
 Glen Krutz & Sylvie Waskiewicz
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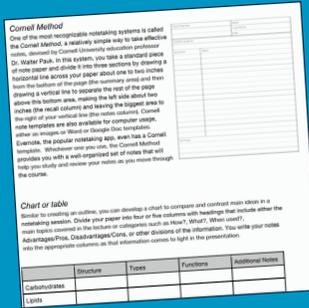
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Print Edition: Available from Amazon
Course cartridges: Canvas, Blackboard

Course resources | The following resources are available to supplement your course.

FOR STUDENTS

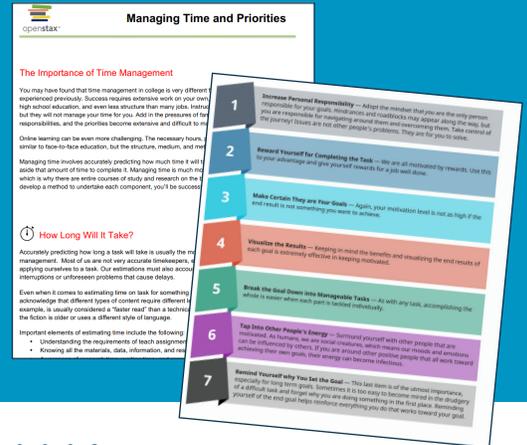
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FOR TEACHERS *(continued)*

Links to Publicly Available Resources

- “Link to Learning” – Links to primary source documents for further exploration located throughout the text.
- Resources for History Teachers – Links to resources through UMass Amherst.

PUTTING A NEW GOVERNMENT IN PLACE

The final draft of the **Articles of Confederation**, which formed the basis of the new nation's government, was accepted by Congress in November 1777 and submitted to the states for ratification. It would not become the law of the land until all thirteen states had approved it. Within two years, all except Maryland had done so. Maryland argued that all territory west of the Appalachians, to which some states had laid claim, should instead be held by the national government as public land for the benefit of all the states. When the last of these states, Virginia, relinquished its land claims in early 1781, Maryland approved the Articles.² A few months later, the British surrendered.

Americans wished their new government to be a **republic**, a regime in which the people, not a monarch, held power and elected representatives to govern according to the rule of law. Many, however, feared that a nation as large as the United States could not be ruled effectively as a republic. Many also worried that even a government of representatives elected by the people might become too powerful and overbearing. Thus, a **confederation** was created—an entity in which independent, self-governing states form a union for the purpose of acting together in areas such as defense. Fearful of replacing one oppressive national government with another, however, the framers of the Articles of Confederation created an alliance of sovereign states held together by a weak central government.

LINK TO LEARNING

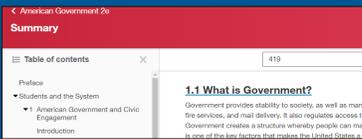
View the [Articles of Confederation](#) at the National Archives. The [Timeline for drafting and ratifying the Articles of Confederation](#) is available at the Library of Congress.

Supplementary Features in OpenStax American Government 3rd Edition

The following ideas show how the content in the AP[®] *United States Government and Politics* coursebook from AMSCO[®] can be enriched with features and expanded coverage in the OpenStax *American Government 3e* text.

Chapter Summaries

The OpenStax text provides a good review of content and serves as a helpful study guide.



Expanded Coverage

The OpenStax text provides **expanded coverage** of certain topics. Every teacher will decide how much coverage is possible within time constraints and with knowledge of the essential knowledge articulated in the Course and Exam Description. But if a teacher would wish to supplement the content about forms of direct (or participatory) democracy of the initiative and the referendum, for example, covered in the AMSCO[®] coursebook on page 14, the OpenStax text would enrich coverage with more detailed explanations (pages 254-258).

Supplementary Features

Adds color to the basic narrative. Each feature ends with questions that promote critical thinking.

FINDING A MIDDLE GROUND

Cooperative Federalism versus New Federalism

Morton Grodzins coined the cake analogy of federalism in the 1950s while conducting research on the evolution of American federalism. Until then most scholars had thought of federalism as a layer cake, but according to Grodzins the 1930s ushered in “marble-cake federalism” (Figure 3.12). “The American form of government is often, but erroneously, symbolized by a three-layer cake. A far more accurate image is the rainbow or marble cake, characterized by an inseparable mingling of differently colored ingredients, the colors appearing in vertical and diagonal strands and unexpected whiffs. As colors are mixed in the marble cake, so functions are mixed in the American federal system.”⁴¹

Past Layer Cake Federalism	Present Marble Cake Federalism

- **Finding a Middle Ground.** This feature highlights a compromise related to a content area. Follow-up questions guide students to examine multiple perspectives on an issue, think critically about the complexities of the topic, and share their opinions.

INSIDER PERSPECTIVE

Edith Windsor: Icon of the Marriage Equality Movement

Edith Windsor, the plaintiff in the landmark Supreme Court case *United States v. Windsor*, has become an icon of the marriage equality movement for her successful effort to force repeal the DOMA provision that denied married same-sex couples a host of federal provisions and protections. In 2007, after having lived together since the late 1960s, Windsor and her partner Thea Spyer were married in Canada, where same-sex marriage was legal. After Spyer died in 2009, Windsor received a \$363,053 federal tax bill on the estate Spyer had left her. Because her marriage was not valid under federal law, her request for the estate-tax exemption that applies to surviving spouses was denied. With the counsel of her lawyer, Roberta Kaplan, Windsor sued the federal government and won (Figure 3.19).

- **Insider Perspective.** This feature takes students behind the scenes of the governmental system to see how things actually work. Follow-up questions ask students for their reaction to this peek inside the “black box” of politics.

MILESTONE

Making a Difference

In 2008, for the first time since 1972, a presidential candidate intrigued America's youth and persuaded them to flock to the polls in record numbers. Barack Obama not only spoke to young people's concerns but his campaign also connected with them via technology, wielding texts and tweets to bring together a new generation of voters (Figure 7.9).

- **Milestone.** This feature looks at a key historical moment or series of events in a topic area. Follow-up questions link the milestone to the larger chapter theme and probe students' knowledge and opinions about the events under discussion.

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