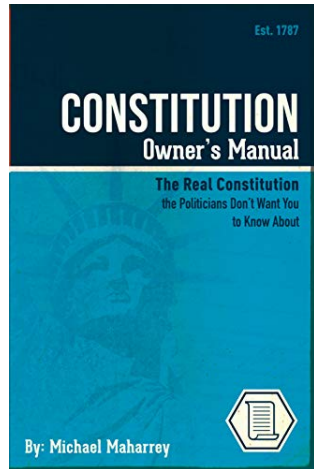


ECE American Politics  
Mr. Lizzi  
Summer Reading & Paper



Please read *Constitution Owner's Manual* by Michael Maharrey. Written in 2020, this book serves as a thorough yet concise introduction to **originalism**, one of the main theories of how lawmakers, judges, and citizens believe the Constitution should be interpreted. It should be noted that before you start reading, the author presumes you have at least a rudimentary understanding of the Constitution. I recommend you keep a copy of the Constitution at hand while you read so you can reference it if necessary. The full text can be found nearly anywhere, but attached here is [a pdf version](#) from an old textbook that has some helpful annotations.

Looking ahead, we will compare and contrast originalism with **textualism** and **living constitutionalism**. A major element of this course will include deciding where you stand on these theories, and which is most appropriate for ensuring an American political process that is both successful and fruitful.

Make sure you check out a copy of the book from the school library before you leave for summer break.

**Task:** For the first day of class (**in either the fall or spring semester**), prepare an **outline** that synthesizes the following questions into a controlling idea and claim. After discussing and reviewing your outlines in class the first week of school, you will then write a 3-5 page scholarly paper. Make sure you are ready with your outline on the first day of class, and that you're prepared to engage your classmates in academic discussion. Please see the attached rubric for more specific guidelines about how you will be assessed and the requirements for this assignment.

**1) AUTHOR'S PURPOSE & CLAIM:** What is the author's purpose in writing? Identify and evaluate Maharrey's claim, and argue whether or not he's been successful in supporting his central contention. Focus on the author's analysis of the Constitution that you find most compelling and relevant for Americans to consider in 2022. Be as critical as is appropriate -- in other words, you might ask: is there anything Maharrey is not considering? What weaknesses exist in his argument, if any?

**2) REINTERPRETATION OF AN ISSUE:** Based in part on your response to the first question, choose **one** contemporary American political issue and reflect to what extent your position has changed (not at all, partially, significantly, etc.) as a result of the author's writing. Examples of issues you might choose include: freedom of speech, abortion, climate change, citizenship, war powers, gun rights, the Supreme Court, or something else. Why has your perspective on this changed (or not changed)? Include evidence of outside research demonstrating that you are familiar with the state of this topic as it exists in American politics in 2022.

Don't be afraid to take a bit of a risk in your interpretation and claim. The most important guideline to follow is to thoroughly explain your ideas and use evidence from the text (**page numbers are required**), current events (outside sources), and modern history.

If you have any questions don't hesitate to reach out; my email is [jlizzi@hvrhs.org](mailto:jlizzi@hvrhs.org). See you in late August!

# ARGUMENTATIVE WRITING → GRADING RUBRIC

	3 Mastery	2 Developing Mastery	1 Proficient	0 NYP
<b>CLAIM</b> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> Determine the <b>central ideas or information</b> of a primary or secondary source.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or unidentifiable claim that suggests a vague position. The text attempts a structure and organization to support the position.
<b>SUPPORT</b> <u>CCSS.ELA-LITERACY.RH.9-10.1</u> Cite <b>specific textual evidence</b> to support analysis of primary and secondary sources, attending to such features.	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides some/limited data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.
<b>AUDIENCE</b> <u>CCSS.ELA-LITERACY.WHST.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and <b>audience</b> .	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness (or lack of awareness) of the audience's knowledge level and needs.
<b>FLUENCY</b> <u>CCSS.ELA-LITERACY.WHS.T.9-10.4</u> <u>CCSS.ELA-LITERACY.WHST.11-12.4</u> Produce <b>clear and coherent writing</b> for the appropriate <b>purpose</b> and <b>audience</b> .	COHESION: The text <b>strategically</b> uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.  STYLE & CONVENTION: The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	COHESION: The text <b>skillfully</b> uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.  STYLE & CONVENTION: The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	COHESION: The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.  STYLE & CONVENTION: The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (MLA format)	COHESION: The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.  STYLE & CONVENTION: The text illustrates a limited awareness of formal tone. The text demonstrates inconsistency in accuracy of standard English conventions of usage and mechanics.