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AP Government Final Exam FRQ - Argumentative Essay

The federal government must often balance protecting individual liberties and providing for order and security. At times, priority is given to one over the other.

Take a position on whether the federal government should place more emphasis on protecting individual liberties or providing for order and security.

Use at least one piece of evidence from one of the following foundational documents:

- Article II of the United States Constitution
- The Declaration of Independence
- The Fourteenth Amendment

In your response you should do the following:

- ✓ Respond to the prompt with a defensible claim or thesis that establishes a line of reasoning.
- ✓ Support your claim with at least TWO pieces of accurate and relevant evidence.
 - One piece of evidence must come from one of the foundational documents listed above.
 - A second piece of evidence can come from any other foundational document not used as your first piece of evidence, or it may come from your knowledge of course concepts.
- ✓ Use reasoning to explain why your evidence supports your claim or thesis.

STEP 1: CREATE AN OUTLINE (brief, abbreviated bullet points)

- Take a few minutes to create a brief outline of the arguments you want to use in your essay. Remember that to get all the points, you will need the following;
 - A thesis. You have to explicitly agree or disagree with the prompt when you state your thesis!
 - A foundational document. You're required to use at least one doc that is listed, so make sure you know them.
 - An additional piece of evidence. This can be a different foundational document than the one you initially used or any specific concept from AP Govt.
 - Analysis. You have to explain why your evidence justifies your line of reasoning (aka your thesis).
 - An alternate perspective. Not everyone will agree with the position you take. That's the beauty of democracy. To show you understand that, you have to refute your point or provide some concession to another POV

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STEP 2: WRITE YOUR THESIS STATEMENT 1 POINT. (1-2 sentences)

- Articulates a defensible claim or thesis that responds to the prompt and establishes a line of reasoning. To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis may be located anywhere in the response and this point can be earned even if the claim is not supported by the rest of the essay.
- Remember the prompt: *Develop an argument about whether restrictions on free speech and assembly ultimately help or hinder democracy.*
- Take a minute to think of your position and use this sentence stem to begin your essay: *“Restrictions on freedom of speech and assembly ultimately help OR hurt(choose ONE) democracy because...”* Finish the sentence by providing a brief summary of the main reason you chose this position.

[illegible]

STEP 3: Provide reasoning that backs up your thesis statement. 1 POINT (3-4 sentences)

- Explains HOW or WHY the evidence supports the claim or thesis. In order to earn this point, the response must have a thesis or claim and earn at least TWO evidence points.
- Write a brief paragraph that supports your thesis statement (why restrictions on freedom of speech & assembly help/hinder democracy).

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STEPS 4-5: PROVIDE EVIDENCE. Provide 2 pieces of specific and relevant evidence to support your thesis. 3 POINTS. (7-8 sentences)

- **NOTE:** These points are progressive, with each point building upon the previous point. If the essay lacks a thesis or claim, it is impossible for the student to earn the second or third evidence point.
 - **1 Point:** Provides ONE piece of evidence relevant to the topic of the prompt. (DOES NOT have to support a claim or thesis)
 - **2 Points:** The evidence is SPECIFIC and supports the claim or thesis. (DOES NOT have to come from one of the Foundational Documents in the prompt)
 - **3 Points:** Provides TWO pieces of SPECIFIC and RELEVANT evidence that support the claim or thesis. (At least ONE must come from one of the Foundational Documents in the prompt)

STEP 4: 1st Piece of Evidence (3-4 sentences): This can come from a concept/law/idea that we learned. This can come from a DIFFERENT Foundational Doc that the ones listed in the prompt. Think of a specific piece of evidence that backs up your initial thesis argument.

[illegible]

STEP 5: 2nd Piece of Evidence (3-4 sentences): This 2nd piece of evidence HAS to come from one of the Foundational Docs listed in the prompt. Go back and review the docs. Which document would most strongly back up your thesis argument?

[illegible]

[illegible]

- Responds to an opposing or alternate perspective using refutation, concession, or rebuttal.
 - REFUTATION – Proves an opposing perspective to be false using evidence
 - CONCESSION – Admits some validity in an opposing argument
 - REBUTTAL – Credibly argues against an opposing perspective
- What is an argument that could be used AGAINST your original thesis argument? Acknowledging counterarguments shows a depth of knowledge and a nuanced understanding of the two sides of the issue.

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