

**Question 1: Concept Application**

The National Association of Home Builders, a national interest group that represents over 140,000 members in the home construction industry, has endorsed David Valadao (R) for reelection in California’s Twenty-First Congressional District in the 2018 midterm election.

“Rep. Valadao has made housing and home ownership a top national priority and understands that expanding housing opportunities for all Americans is essential to the economic and social well-being of our nation,” said Randy Noel, chairman of the National Association of Home Builders.

“We are proud to endorse Rep. Valadao for reelection in November because he helped to shepherd the landmark tax reform bill through Congress that will put more money into the pockets of hard-working families, reduce the tax burden for small businesses and promote job and economic growth,” Noel said.

Recent polls show Valadao holding an 11-point lead over Democratic challenger T. J. Cox.

Source: “Valadao Picks Up Several Endorsements,” *Hanford Sentinel* (Hanford, CA), October 19, 2018.

After reading the scenario, respond to A, B, and C below:

- (A) Describe an action being taken by the National Association of Home Builders in the scenario.
- (B) Explain how the action described in Part A affects policymaking in Congress.
- (C) Another group interested in conserving land in California supports the Democratic candidate in the election. Rather than having 140,000 members, the group is led by a few very wealthy families. Explain how this difference will likely affect the conservationist group’s strategy in the election.

## Scoring Guideline for Question 1: Concept Application

3 points

Learning Objectives: **LO 5.6.A** **LO 5.7.A**

- (A) Describe an action being taken by the National Association of Home Builders in the scenario. **1 point**

1.D

**Acceptable description:**

- By releasing a statement supporting Representative Valadao, the Home Builders Association is educating voters about the candidate in the upcoming election.

- (B) Explain how the action described in Part A affects policymaking in Congress. **1 point**

1.E

**Acceptable explanations include:**

- By publicly supporting candidates in elections, interest groups demonstrate to members of Congress their ability to affect elections, which could lead to members of Congress supporting the legislation promoted by the Home Builders Association.
- If interest groups publicly support candidates, members of Congress will likely recognize the political power of those interest groups when considering legislation that affects those groups. So, if members of Congress oppose this legislation, they run the risk of facing potential opposition from the Home Builders Association in the next election.

- (C) Explain how this difference will likely affect the conservationist group's strategy in the election. **1 point**

1.E

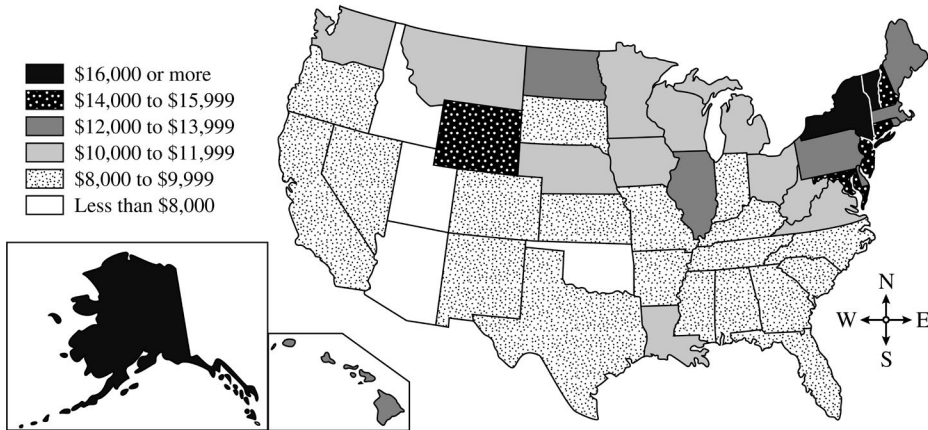
**Acceptable explanations include:**

- Groups with more members, such as the Home Builders Association, are generally more active in endorsing and publicly supporting candidates because they have strength in numbers with their memberships. A group that does not have many members but has funding, such as the conservationist group described in the scenario, will need to consider a different strategy, such as forming a political action committee or a super PAC.
- A conservationist group will probably use a different strategy because they have less members. Since they have money for funding they could collect large amounts of money to donate to the campaign.

**Total for question 1** **3 points**

## Question 2: Quantitative Analysis

PUBLIC EDUCATION SPENDING: AMOUNT SPENT PER PUPIL BY STATE IN 2014



Source: FairVote. [www.census.gov](http://www.census.gov)

Use the information graphic to answer the questions.

- (A) Identify the most common level of education spending by states in the Southeast.
- (B) Describe a similarity or difference in public education spending by state or region, as illustrated in the information graphic.
- (C) Draw a conclusion about that similarity or difference in public education spending by state or region illustrated in the information graphic.
- (D) Explain how public education spending as shown in the information graphic demonstrates the principle of federalism.

## Scoring Guideline for Question 2: Quantitative Analysis

4 points

### Learning Objectives: **LO 1.7.A**

- (A) Identify the most common level of education spending by states in the Southeast. **1 point**  
▪ \$8,000-\$9,999 **3.A**
- 
- (B) Describe a similarity or difference in public education spending by state or region, as illustrated in the information graphic. **1 point**  
**Acceptable descriptions include:**  
▪ The Northeast region of the United States spends the highest amount of money on public education than any other region in the U.S.  
▪ Southern states spend much less per student on public education than the Northeast states. **3.B**
- 
- (C) Draw a conclusion about that similarity or difference in public education spending by state or region illustrated in the information graphic. **1 point**  
**Acceptable conclusions include:**  
▪ One possible conclusion is that Northern states are wealthier and thus can afford to spend more.  
▪ Southern states may spend less because their priorities are not focused on public education while the Northeast values education more. **3.C**
- 
- (D) Explain how public education spending as shown in the information graphic demonstrates the principle of federalism. **1 point**  
**Acceptable explanations include:**  
▪ While the national government requires states to provide education, states are permitted to create and organize their own education systems. Thus, as shown in the map all states spend money on education, but each spends a different amount per pupil. **3.D**

**Total for question 2 4 points**

### Question 3: SCOTUS Comparison

**This question requires you to compare a Supreme Court case you studied in class with one you have not studied in class. A summary of the Supreme Court case you did not study in class is presented below and provides all of the information you need to know about this case to answer the prompts**

In 1935, Congress passed the National Labor Relations Act (NLRA), which among other things guaranteed workers the right to join a labor union and collectively bargain with employers. The law also established the National Labor Relations Board (NLRB), an independent agency responsible for enforcing the law.

The Jones and Laughlin Steel Corporation fired ten workers attempting to unionize its plant located in Aliquippa, Pennsylvania. When the National Labor Relations Board determined this to be in violation of the recently passed NLRA, the company sued claiming that labor relations had only an indirect effect on commerce, and thus Congress did not have the constitutional power to regulate it.

In the subsequent case, *National Labor Relations Board v. Jones and Laughlin Steel Corporation* (1937), the Supreme Court ruled in favor of the National Labor Relations Board by a 5–4 vote, holding that the Jones and Laughlin Steel Corporation conducted interstate commerce and that industrial labor relations affects that commerce.

- (A) Identify the constitutional clause that is common in both *United States v. Lopez* (1995) and *National Labor Relations Board v. Jones and Laughlin Steel Corporation* (1937).
- (B) Explain how the facts in *United States v. Lopez* led to a different holding than in *National Labor Relations Board v. Jones and Laughlin Steel Corporation*.
- (C) Explain how the holding in *National Labor Relations Board v. Jones and Laughlin Steel Corporation* affected the balance of power between the states and the national government.

## Scoring Guideline for Question 3: SCOTUS Comparison

4 points

**Learning Objectives:** LO 1.7.A LO 1.8.A

- (A) Identify the constitutional clause that is common in both *United States v. Lopez* (1995) and *National Labor Relations Board v. Jones* (1937). **1 point**  
2.C
- The commerce clause.

- (B) Explain how the facts in *United States v. Lopez* led to a different holding than in *National Labor Relations Board v. Jones*.

**Acceptable explanations include:**

One point for describing relevant information about the decision in the required Supreme Court case. **1 point**

- In *United States v. Lopez*, the court ruled that gun possession was not an economic activity that that could be considered interstate commerce and, therefore, gun free schools zones could not be created or regulated by the national government. **2.A**

**OR**

**OR**

Two points for correctly explaining how the facts in *United States v. Lopez* led to a different holding than in *National Labor Relations Board v. Jones*. **2 points**

- In *United States v. Lopez*, the court ruled that gun possession was not an economic activity that that could be considered interstate commerce and, therefore, gun free schools zones could not be created or regulated by the national government. In the *NLRB v. Jones* case, Congress determined that labor disputes were related to interstate commerce and that they did fall under the commerce clause and could be regulated by the national government. **2.C**

**OR**

- (C) Explain how the holding in *National Labor Relations Board v. Jones* affected the balance of power between the states and the national government. **1 point**  
2.D

**Acceptable explanations include the following:**

- By granting Congress more authority to make laws under the commerce clause, and also to establish a regulatory agency to rule in labor disputes, it substantially increased the power of the federal government.
- The *NLRB v. Jones* case applied a very broad interpretation of what affects interstate commerce under the commerce clause. This increases the authority of Congress to make laws and establish agencies which increases the power of the federal government.

**Total for question 3 4 points**