Guided Reading Activities
To the Teacher

The United States Government: Democracy In Action Guided Reading Activities booklet provides activities for students who would benefit from a review of the material. By focusing attention on key information and concepts, Guided Reading Activities enable students to understand and make appropriate connections among the facts they encounter in the student text.
**Customize Your Resources**

No matter how you organize your teaching resources, Glencoe has what you need. The Teacher Classroom Resources for *United States Government: Democracy In Action* provides you with a wide variety of supplemental materials to enhance the classroom experience. These resources appear as individual booklets in a carryall tote box. The booklets are designed to open flat so that pages can be easily photocopied without removing them from their booklet. However, if you choose to create separate files, the pages are perforated for easy removal. You may customize these materials using our file folders or tabbed dividers.

The individual booklets and the file management kit supplied in Teacher Classroom Resources give you the flexibility to organize these resources in a combination that best suits your teaching style. Below are several alternatives:

- Organize all resources by category
  (all tests, all enrichment and extension activities, all cooperative learning activities, etc., filed separately)
- Organize all resources by category and chapter
  (all Chapter 1 activities, all Chapter 1 tests, etc.)
- Organize resources sequentially by lesson
  (activities, quizzes, readings, etc., for Chapter 1, Chapter 2, and so on)
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Guided Reading Activity 1-1

Principles of Government

[DIRECTIONS] Use the information in your textbook to name the essential features of a state and to write a short description of each feature.

THE STATE: ESSENTIAL FEATURES AS EXEMPLIFIED IN THE UNITED STATES

[DIRECTIONS] Use the information in your textbook to complete the diagram.

THE PURPOSES AND EFFECTS OF GOVERNMENT

Purposes

Positive Effects
The Formation of Governments

**DIRECTIONS** Use your textbook to complete the diagram illustrating the purposes and characteristics of a nation's constitution.

**PURPOSES AND CHARACTERISTICS OF A CONSTITUTION**

**PURPOSES**

- [ ]
- [ ]
- [ ]

**TYPES OF CONSTITUTIONS**

- **Written**
  - Examples
  - Framework for Government
  - Examples from the U.S. Preamble
  - What It Does

- **Unwritten**
  - Examples
  - Highest Law
  - What It Does

**CHARACTERISTICS**

- **Statement of Goals**
- **Preamble**

**INTERDEPENDENCE AMONG NATIONS TODAY**

<table>
<thead>
<tr>
<th>Industrialized Nations</th>
<th>Newly Industrialized Nations</th>
<th>Developing Nations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics</td>
<td>Characteristics</td>
<td>Characteristics</td>
</tr>
<tr>
<td>How They Are Interdependent</td>
<td>How They Are Interdependent</td>
<td>How They Are Interdependent</td>
</tr>
</tbody>
</table>
Types of Government

**DIRECTIONS** Use the information in your textbook to complete the diagram of the three major types of governments.

**MAJOR TYPES OF GOVERNMENTS**

**AUTOCRACY**
- Types
- Example

**OLIGARCHY**
- Description
- Example

**DEMOCRACY**
- Types
- Description
- Example

**DIRECTIONS** Match the example of democracy in Column A with the characteristic of democracy in Column B. Write the correct letter in the blank.

**Column A**
- 1. People are free to develop their own capacities.
- 2. Voters choose among candidates of several parties.
- 3. Everyone’s vote carries the same weight.
- 4. Discriminatory tests cannot be used to restrict voting.
- 5. The Constitution ensures protection of minority rights.
- 6. Their presence helps focus attention on key issues.

**Column B**
- A. Individual liberty
- B. Majority rule with minority rights
- C. Free elections
- D. Competing political parties
Economic Theories

**DIRECTIONS** Use the information in your textbook to complete the chart.

<table>
<thead>
<tr>
<th>ECONOMIC CHARACTERISTICS OF CAPITALISM, SOCIALISM, AND COMMUNISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ownership of property</td>
</tr>
<tr>
<td>Principle of operation</td>
</tr>
<tr>
<td>Choice of work</td>
</tr>
<tr>
<td>Wages</td>
</tr>
<tr>
<td>Profits</td>
</tr>
<tr>
<td>Government’s role</td>
</tr>
<tr>
<td>Government involvement</td>
</tr>
<tr>
<td>Amount of competition</td>
</tr>
<tr>
<td>Production decisions</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to match time and events. Next to each economic event write the letter of the year or the era in which it occurred.

**Column A**

1. Adam Smith writes *The Wealth of Nations*.
2. Communist China begins allowing limited capitalism.
3. Karl Marx writes *Das Kapital* in which he interprets human history as a class struggle between owners and workers.
4. The United States government increases its regulation of the economy.
5. Modern socialism begins.
6. Karl Marx foresees a Communist revolution against capitalism resulting in a one-class society.

**Column B**

A. 1848
B. the nineteenth century
C. the later twentieth century
D. 1776
E. 1867
F. the early twentieth century
## Guided Reading Activity 2-1

### The Colonial Period

**Directions** Use the information in your textbook to complete the chart. First, define each idea in your own words. Then, give examples that illustrate how each idea was put into practice.

<table>
<thead>
<tr>
<th>Two Ideas About Government from America’s English Heritage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited Government</td>
</tr>
<tr>
<td>Definition</td>
</tr>
<tr>
<td>How Idea Was Put into Practice</td>
</tr>
</tbody>
</table>

**Directions** Use the information in your textbook to complete the timeline. Name a document associated with each date listed, and note one important directive of each document.

### Political Documents Affecting Life in the American Colonies

<table>
<thead>
<tr>
<th>Date</th>
<th>Document</th>
<th>Directive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1620</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1628</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1636</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1639</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1688</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1690</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guided Reading Activity 2-2

Uniting for Independence

Directions: Use the information in your textbook to complete the cause-and-effect diagram.

THE CHAIN OF CAUSES AND EFFECTS LEADING TO THE FIRST BATTLE OF THE REVOLUTIONARY WAR

Great Britain incurs a huge war debt from the French and Indian War.

The first battle of the Revolutionary War takes place in Lexington and Concord, Massachusetts.

Directions: Use the information in your textbook to complete the outline.

The Work of the Second Continental Congress

I. Congress assumes the powers of a central government.
   A. 
   B. 
   C. 

II. The Second Continental Congress serves as the acting government during the Revolution.
   A. 
   B. 
   C. 

III. R.H. Lee introduces a resolution to declare the colonies independent of Great Britain.
   A. 
   B. 
   C. 

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The Articles of Confederation

🌟 DIRECTIONS Use the information in your textbook to complete the diagram.

### THE ARTICLES OF CONFEDERATION

#### FEATURES

- [ ]
- [ ]
- [ ]
- [ ]

#### Weaknesses

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

#### Achievements

#### Problems Faced by Nation

---

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The Constitutional Convention

**DIRECTIONS** Use the information in your textbook to identify the following people and groups. Briefly explain how each one affected the work of the Constitutional Convention.

<table>
<thead>
<tr>
<th>PEOPLE AND GROUPS WHO INFLUENCED THE CONSTITUTIONAL CONVENTION</th>
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</thead>
<tbody>
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<td>1. George Washington</td>
</tr>
<tr>
<td>2. Benjamin Franklin</td>
</tr>
<tr>
<td>3. Gouverneur Morris</td>
</tr>
<tr>
<td>4. James Madison</td>
</tr>
<tr>
<td>5. William Paterson</td>
</tr>
<tr>
<td>6. Roger Sherman</td>
</tr>
<tr>
<td>7. the Federalists</td>
</tr>
<tr>
<td>8. the Anti-Federalists</td>
</tr>
<tr>
<td>9. Alexander Hamilton</td>
</tr>
<tr>
<td>10. John Jay</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete the chart. Explain how each compromise solved an important issue at the Constitutional Convention.

<table>
<thead>
<tr>
<th>THREE MAJOR COMPROMISES OF THE CONSTITUTIONAL CONVENTION</th>
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<td>The Three-Fifths Compromise</td>
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<td>The Commerce and Slave-Trade Compromise</td>
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</table>
Structure and Principles

DIRECTIONS Use the information in your textbook to list and explain what each principle means.

**THE STRUCTURE OF THE CONSTITUTION**

I. Goals for American Government as Stated in the Preamble
   A. 
   B. 
   C. 
   D. 
   E. 
   F. 

II. Articles: What They Do
   A. Article I: 
   B. Article II: 
   C. Article III: 
   D. Article IV: 
   E. Article V: 
   F. Article VI: 
   G. Article VII: 

III. Purpose of Amendments

   

DIRECTIONS Use the information in your textbook to complete the outline.

**PRINCIPLES OF THE CONSTITUTION**

1. 
2. 
3. 
4. 
5. 
6. 

Three Branches of Government

**Directions** Use the information in your textbook to complete the outline. For the legislative and executive branches, give examples for each kind of power provided for in the Constitution. Name the two levels of the judicial branch.

<table>
<thead>
<tr>
<th>THREE BRANCHES OF GOVERNMENT</th>
</tr>
</thead>
</table>

**I. The Legislative Branch**

- **A. Economic Power**
  1. 
  2. 
  3. 
  4. 
  5. 

- **B. Defense Powers**
  1. 
  2. 
  3. 
  4. 
  5. 
  6. 
  7. 

- **C. Other Powers**
  1. 
  2. 
  3. 

**II. The Executive Branch**

- **A. Vague Powers**
  1. 
  2. 
  3. 

- **B. Specific Powers**
  1. 
  2. 
  3. 
  4. 
  5. 
  6. 
  7. 
  8. 
  9. 
  10. 

**III. The Judicial Branch**

- **A.**
- **B.**
Amending the Constitution

**DIRECTIONS** Use the information in your textbook to complete the chart by stating two ways an amendment to the Constitution can be proposed and two ways an amendment can be ratified.

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<tr>
<th>AMENDMENTS TO THE CONSTITUTION</th>
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<tr>
<td>Proposing an Amendment</td>
</tr>
<tr>
<td>Ratifying an Amendment</td>
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**DIRECTIONS** Use the information in your textbook to complete the following paragraphs.

In addition to formal methods of proposing and ratifying amendments, changes to the Constitution can also be made (A) ____________________ . Such changes occur as (B) ________________ and (C) ________________ fill in the details of government on a day-to-day, year-to-year basis.

Congress has passed laws that have (D) ____________________ or (E) ____________________ many of the Constitution's provisions.

Presidential actions have also added to the Constitution. Presidential (F) ____________________ was clarified when William Henry Harrison became the first president to die in office.

The most important device the Supreme Court uses to interpret the Constitution is (G) ____________________ . People disagree over how the Court should use this power. Should the Court play an active role in shaping national policies? Those who think so believe in (H) ____________________ . In contrast, those who think the Court should avoid taking the initiative on social and political questions believe in (I) ____________________ .
The Amendments

**DIRECTIONS** Use the information in your textbook to complete the chart. Next to the name of each amendment, briefly describe the freedoms it protects.

<table>
<thead>
<tr>
<th>THE FREEDOMS OF CITIZENS UNDER THE BILL OF RIGHTS</th>
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</thead>
<tbody>
<tr>
<td>The First Amendment</td>
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<tr>
<td>The Second Amendment</td>
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<tr>
<td>The Third Amendment</td>
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<tr>
<td>The Fourth Amendment</td>
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<tr>
<td>The Fifth Amendment</td>
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<td>The Sixth Amendment</td>
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<td>The Seventh Amendment</td>
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<tr>
<td>The Eighth Amendment</td>
</tr>
<tr>
<td>The Ninth Amendment</td>
</tr>
<tr>
<td>The Tenth Amendment</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to match the amendments with the rights they guarantee. Write the number of the amendment (11–27) next to the description of its provisions.

A. ______ makes congressional pay raises effective during the term following their passage
B. ______ gives Congress the power to levy individual income taxes
C. ______ limits presidents to a maximum of two elected terms
D. ______ guarantees women the right to vote
E. ______ prohibits the government from denying a person's right to vote on the basis of race
F. ______ outlaws slavery
G. ______ establishes a process to take over leadership when a president is disabled
H. ______ prohibits states from depriving any person of life, liberty, or property without “due process of law”
I. ______ lowers the voting age in all elections to 18
Guided Reading Activity 4-1

National and State Powers

**Directions** Use the information in your textbook to match these phrases about national and state powers. Write the letter of each correct answer in the blank next to each numbered item.

**Column A**

1. reserved powers
2. supremacy clause
3. concurrent powers
4. implied powers of the national government
5. powers denied to the national government
6. expressed powers of the national government
7. inherent powers of the national government
8. a rule for admitting new states to the Union
9. guarantees made to the states by the national government
10. enabling act

**Column B**

A. taxing exports and interfering with the ability of the states to carry out their responsibilities
B. powers that both national and state governments exercise independently
C. controlling immigration and establishing diplomatic relations
D. the power of Congress to examine and approve state constitutions
E. levying and collecting taxes; regulating interstate commerce
F. makes the acts and treaties of the United States superior to those of individual states
G. the draft; nuclear power plant regulation; space program development
H. first step in the admission of a new state into the Union
I. powers belonging strictly to the states
J. a republican form of government, protection from invasion and domestic violence, and the duty to respect the territorial integrity of each state

**Directions** Use the information in your textbook to explain the relationship of the states to the national government.

<table>
<thead>
<tr>
<th>Two Functions of the States That Help the Nation</th>
</tr>
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<tr>
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<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Function of Congress That Limits States</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Relations Among the States

**Directions** Use the information in your textbook to complete the chart. Explain each concept and give at least one example of each.

<table>
<thead>
<tr>
<th>HOW STATES MUST HONOR ONE ANOTHER’S LAWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Faith and Credit</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Directions** Use the information in your textbook to complete the diagram.

**INTERSTATE COMPACTS AND LAWSUITS**

- Reasons for Initiating:
  - Interstate Compact
  - Interstate Lawsuit

- How They Are Handled:
  - Interstate Compact
  - Interstate Lawsuit
Guided Reading Activity 4-3

Developing Federalism

Directions: Use the information in your textbook to complete the diagram. Write the important beliefs of the States' Rightists and the Nationalists within the appropriate arrow.

STATES’ RIGHTISTS VERSUS NATIONALISTS

STATES’ RIGHTISTS

NATIONALISTS

Directions: Use the information in your textbook to complete the cause-and-effect diagram. Give one or two examples of how each delegated power or authority has led to the expansion of the national government.

EXPANDING NATIONAL GOVERNMENT

Power to Wage War

Authority to Regulate Commerce

Power to Raise Taxes and Spend Money
Federalism and Politics

**DIRECTIONS** Use the information in your textbook to provide examples of each issue below.

<table>
<thead>
<tr>
<th>HOW FEDERALISM AFFECTS PUBLIC POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue</strong></td>
</tr>
<tr>
<td>1. State and local governments become proving grounds for new ideas.</td>
</tr>
<tr>
<td>2. Public pressure at the national level forces state and local policy changes.</td>
</tr>
<tr>
<td>3. People have many points of access to government, increasing their opportunities to affect policy at some level.</td>
</tr>
<tr>
<td>4. Professional politicians at state and local levels routinely gain political expertise.</td>
</tr>
</tbody>
</table>

**DIRECTIONS** In the space below list four advantages of federalism.

5. 

6. 

7. 

8. 

Guided Reading Activities
**Guided Reading Activity 5-1**

**Congressional Membership**

*DIRECTIONS* Use the information in your textbook to complete the chart.

<table>
<thead>
<tr>
<th>MEMBERSHIP OF THE HOUSE AND THE SENATE (107TH CONGRESS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Members</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>2000 Party Affiliation</td>
</tr>
<tr>
<td>Democrats</td>
</tr>
<tr>
<td>Republicans</td>
</tr>
<tr>
<td>Independents</td>
</tr>
<tr>
<td>Qualifications for Membership</td>
</tr>
<tr>
<td>Term of Office</td>
</tr>
<tr>
<td>Salary</td>
</tr>
<tr>
<td>Pension Benefits</td>
</tr>
<tr>
<td>Presiding Officer</td>
</tr>
<tr>
<td>Leaders</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Answer the questions that follow.

1. What is the most important function Congress performs? ______________________________________

2. What is the relationship between congressional terms and sessions? ____________________________

3. What is the relationship between congressional reapportionment and redistricting? ______________

---

Guided Reading Activities
Guided Reading Activity 5-2

The House of Representatives

**Directions** Use the information in your textbook to complete this chart outlining the functions of House leadership.

<table>
<thead>
<tr>
<th>HOW WORK GETS DONE IN THE HOUSE OF REPRESENTATIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities of House Leaders</td>
</tr>
<tr>
<td>Speaker of the House</td>
</tr>
<tr>
<td>Majority Leader</td>
</tr>
<tr>
<td>Minority Leader</td>
</tr>
<tr>
<td>Whips</td>
</tr>
</tbody>
</table>

**Directions** Use the information in your textbook to complete this flow chart illustrating how a bill moves through the House of Representatives.

**HOUSE MEMBER’S BILL**
Guided Reading Activity 5-3

The Senate

★DIRECTIONS★ Use the information in your textbook to complete this chart outlining the functions of Senate leadership.

<table>
<thead>
<tr>
<th>RESPONSIBILITIES OF SENATE LEADERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President</td>
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</table>

★DIRECTIONS★ Use the information in your textbook to complete this diagram. Show at least three similarities and three differences between House and Senate procedures.

SIMILARITIES AND DIFFERENCES IN HOUSE AND SENATE PROCEDURES

★DIRECTIONS★ Use information in your textbook to explain three circumstances that result in a bill’s failing to become a law.

Guided Reading Activities 19
# Congressional Committees

**DIRECTIONS** Use the information in your textbook to complete this chart illustrating the purposes and responsibilities of committees in the House and Senate.

<table>
<thead>
<tr>
<th>TYPES OF COMMITTEES</th>
<th>GENERAL RESPONSIBILITY OF EACH TYPE OF COMMITTEE</th>
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</table>

**DIRECTIONS** Use information from your textbook to answer these questions.

1. What are the purposes of committees in the House and the Senate? _____________________________

2. How did the Legislative Reorganization Act of 1970 improve committee work in the House and Senate?

3. Explain how the seniority system works. _____________________________

4. In what ways has the seniority system changed since 1971? _____________________________
Staff and Support Agencies

**DIRECTIONS** Use the information in your textbook to complete this diagram of the functions of the congressional staffs and agencies.

**CONGRESSIONAL STAFFS AND AGENCIES**

**INDIVIDUAL MEMBERS OF CONGRESS**

- **Personal Staff**
  - Functions:

**CONGRESSIONAL COMMITTEES**

- **Committee Staff**
  - Functions:

**SUPPORT AGENCIES**

- Functions:
- Functions:
- Functions:
- Functions:

**DIRECTIONS** Use the information from your textbook and your own general knowledge to support your answer to the following question: Do you think congressional staffers have too much power?
**Constitutional Powers**

**DIRECTIONS** Use the information in your textbook to complete the diagram.

### LEGISLATIVE POWERS OF CONGRESS

<table>
<thead>
<tr>
<th>POWERS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete the chart.

### NONLEGISLATIVE POWERS OF CONGRESS

<table>
<thead>
<tr>
<th>Powers</th>
<th>How They Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Investigations and Oversight

**DIRECTIONS** Use the information in your textbook to complete the chart by listing three congressional investigative powers that are similar to those of a court and explaining why these powers are effective.

<table>
<thead>
<tr>
<th>CONGRESSIONAL INVESTIGATIVE POWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Powers</strong></td>
</tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete the chart. Then list ways Congress exercises its oversight power.

<table>
<thead>
<tr>
<th>LEGISLATIVE OVERSIGHT: AN EXAMPLE OF CHECKS AND BALANCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Branch of Government</strong></td>
</tr>
<tr>
<td>Congress</td>
</tr>
<tr>
<td>The Executive Branch</td>
</tr>
</tbody>
</table>

List three ways Congress exercises its oversight power.

1. 
2. 
3. 
Guided Reading Activity 6-3

Congress and the President

**DIRECTIONS** Use the information in your textbook to complete the diagram.

### Causes of Conflict Between Congress and the President

<table>
<thead>
<tr>
<th>Example</th>
<th>Example</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
</table>

**DIRECTIONS** Use the information in your textbook to complete the chart. First, list the two important areas in which Congress has recently gained power over the executive branch. Below the area titles, briefly describe how Congress has accomplished each task.

### Successful Congressional Efforts to Curb Executive Power

<table>
<thead>
<tr>
<th>Effort:</th>
<th>Effort:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Accomplished</th>
<th>How Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How a Bill Becomes Law

**DIRECTIONS** Use the information in your textbook to complete these sentences.

**BILLS AND RESOLUTIONS**

1. _______________ usually deal with individual people or places.

2. _______________ apply to the entire nation. They may be controversial, dealing with such issues as _______________ , _______________ , or _______________ .

3. _______________ deal with internal matters of only one house of Congress.

4. When both houses of Congress agree, they may pass a _______________ , for example to correct an error in an _______________ , or to _______________ for a special purpose.

5. _______________ , on the other hand, do not have the force of law and do not require the president’s signature. Yet, to take effect, _______________ of Congress must pass them.

6. Fewer than 10 percent of the bills introduced in Congress become public laws. Three reasons that so few bills become laws are: _______________

7. The ideas for new bills may come from _______________ , _______________ , _______________ , or officials in the _______________ branch.

8. To introduce a bill in the House, a member must _______________ .

9. To introduce a bill in the Senate, _______________ .

**DIRECTIONS** Use the information in your textbook to define the following terms:

**INTRODUCING A BILL**

A. pigeonholing _______________ 

B. hearings _______________ 

C. quorum _______________ 

D. voice vote _______________ 

E. standing vote _______________ 

F. recorded vote _______________ 

G. role-call vote _______________ 

H. veto _______________ 

I. pocket veto _______________ 

J. line-item veto _______________
Taxing and Spending Bills

**DIRECTIONS** Use the information in your textbook to complete the chart.

### HOUSE AND SENATE INFLUENCE ON TAX BILLS

<table>
<thead>
<tr>
<th>House</th>
<th>Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Committee</strong></td>
<td><strong>Name of Committee</strong></td>
</tr>
<tr>
<td><strong>What It Does</strong></td>
<td><strong>What It Does</strong></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete the chart.

### HOW HOUSE AND SENATE APPROPRIATE MONEY

<table>
<thead>
<tr>
<th>House and Senate Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Committee Name</strong></td>
</tr>
<tr>
<td><strong>What They Can Do</strong></td>
</tr>
<tr>
<td><strong>What They Cannot Do</strong></td>
</tr>
</tbody>
</table>
Guided Reading Activity 7-3

Influencing Congress

**Directions** Use the information in your textbook to complete the diagram. Identify the individuals and groups that influence lawmakers. Write one influential person or group on each arrow.

**MAJOR INFLUENCES ON LAWMAKERS**

SENATOR OR REPRESENTATIVE

**Directions** Match the political parties with the issues they support. Check the line under the name of the political party that usually supports each type of issue.

**THE INFLUENCE OF PARTY POLITICS ON COMMON ISSUES**

<table>
<thead>
<tr>
<th>Republicans</th>
<th>Democrats</th>
</tr>
</thead>
<tbody>
<tr>
<td>help for low-income people and projects</td>
<td></td>
</tr>
<tr>
<td>limited government intervention in the economy</td>
<td></td>
</tr>
<tr>
<td>less government spending</td>
<td></td>
</tr>
<tr>
<td>social welfare programs</td>
<td></td>
</tr>
<tr>
<td>greater government regulation of business</td>
<td></td>
</tr>
<tr>
<td>job programs through public works</td>
<td></td>
</tr>
<tr>
<td>less government regulation of business</td>
<td></td>
</tr>
<tr>
<td>local and state, rather than national, solutions to problems</td>
<td></td>
</tr>
</tbody>
</table>
### Helping Constituents

**DIRECTIONS** Use the information in your textbook to complete the chart.

<table>
<thead>
<tr>
<th>LEGISLATORS’ CASEWORK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of Casework</td>
<td>Purposes of Casework</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete the diagram. Give an example of each of the ways in which legislators bring federal money and projects into their states.

**BRINGING HOME THE BACON: HOW LAWMAKERS WORK FOR THEIR STATES’ SHARE**

- Pork- Barrel Legislation
- Federal Grants and Contracts
- Keeping Federal Projects
President and Vice President

**DIRECTIONS** Use the information in your textbook to complete this chart.

<table>
<thead>
<tr>
<th>PRESIDENTIAL DUTIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Important Duty</td>
</tr>
<tr>
<td>Other Duties</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete these sentences.

1. According to the Constitution, the president and the vice president must be at least ____________ years old.

2. A serious candidate for the presidency must have access to large amounts of ____________.

3. The major parties usually choose presidential candidates who hold ____________ positions on most issues.

4. ____________, Democratic candidate for vice president in 1984, was the first woman nominated by a major party for high office.

5. The ____________ Amendment established the order of succession to the presidency and spelled out what happens when the vice presidency becomes vacant.

6. If the offices of president and vice president become vacant at the same time, the next in line for the presidency is the ____________ .

7. Next in line for the presidency after the president pro tempore of the Senate is the ____________ .

8. The vice president will take over for the president if the vice president and a majority of the ____________ or another body authorized by law informs Congress that the president is disabled.

9. Unless Congress decides in the vice president’s favor by a ____________ vote in each house, the president may resume office.

10. The vice president presides over the ____________ and votes in that body in case of a tie.
**Guided Reading Activity 8-2**

**ELECTING THE PRESIDENT**

**DIRECTIONS** Use the information in your textbook to complete this diagram.

**THE ELECTORAL COLLEGE SYSTEM**

In 1789  
In 1804  
Today

**DIRECTIONS** Use the information in your textbook to complete these sentences.

1. According to the __________ weakness, the Electoral College system is unfair to those who vote for a losing candidate, since the party whose candidate receives the popular vote in any state wins all the state's electoral votes.

2. In the Electoral College a third-party candidate could possibly win enough electoral votes to prevent either __________ from receiving the majority of votes.

3. If the House votes for the president, and some members of the House favor a strong third-party candidate, it might be hard for any candidate to win __________ votes.

4. One proposed reform of the Electoral College system is to choose electors from __________.

5. One problem with doing away with the Electoral College is that it would undermine __________ because the states would lose their role in the choice of a president.

6. The new president, called the __________ until the inauguration, takes office at noon on January __________.
The Cabinet

**DIRECTIONS** Use the information in your textbook to complete these sentences.

1. The members of George Washington’s cabinet were among his most important _____________.
2. Today, cabinet members are ____________ of large _________________.
3. In selecting their department heads, presidents must balance many ________________ , ________________ , and ________________ considerations.
4. The first African American cabinet member was ________________, who headed the department of Housing and Urban Development.
5. The first woman appointed a cabinet head was ________________, who became the _________________.
6. The first Hispanic cabinet member was ________________, secretary of _________________.

**DIRECTIONS** Use the information in your textbook to complete this diagram.

<table>
<thead>
<tr>
<th>CABINET MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics of Most Cabinet Members</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to fill in the list below.

Factors That Interfere With Cabinet Members’ Usefulness to the President

1. ____________
2. ____________
3. ____________
**The Executive Office**

**DIRECTIONS** Use the information in your textbook to complete these sentences.

1. The EOP consists of the ___________ and several specialized agencies that all report directly to the president.

2. The ___________ of ___________ and ___________ indicates what programs the federal government will pay for and how much it will spend on them.

3. The OMB reviews all legislative proposals executive agencies prepare. This review is called ___________.

4. Congress created the ___________ in 1947 to advise the president and help coordinate American military and foreign policy.

5. A special assistant for national security affairs, commonly called the ___________, directs the NSC staff.

6. The Council of ___________ helps the president formulate the nation’s economic policy.

**DIRECTIONS** Use the information in your textbook to complete this diagram.

---

**THE PRESIDENT’S INNER CIRCLE**

- **Member:** ___________
  **Duties:**

- **Member:** ___________
  **Duties:**

- **Member:** ___________
  **Duties:**

- **Member:** ___________
  **Duties:**

---

The President
Presidential Powers

**DIRECTIONS** Use the information in your textbook to list reasons that the president has constitutional powers and what those powers are.

Why the Founders Wanted a Strong Executive

____________________________________________________________________________

____________________________________________________________________________

Presidential Powers Granted in the Constitution

____________________________________________________________________________

**DIRECTIONS** Use the information in your textbook to complete this concept web. In each medium oval, name one of the president’s informal powers. In each large oval, give an example of the power in action.
Roles of the President

**DIRECTIONS** Use the information in your textbook to complete this diagram of presidential roles. List one role in each small box, and give an example of its use in the box directly below it.

---

**Presidential Roles**

1. executive orders
2. impoundment of funds
3. reprieve
4. pardon
5. amnesty
6. line-item veto
7. political patronage
8. treaty
9. executive agreement
10. diplomatic recognition

---

**DIRECTIONS** Use the information in your textbook to identify these terms dealing with presidential roles.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. executive orders</td>
<td></td>
</tr>
<tr>
<td>2. impoundment of funds</td>
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<tr>
<td>3. reprieve</td>
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<tr>
<td>4. pardon</td>
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<tr>
<td>5. amnesty</td>
<td></td>
</tr>
<tr>
<td>6. line-item veto</td>
<td></td>
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<tr>
<td>7. political patronage</td>
<td></td>
</tr>
<tr>
<td>8. treaty</td>
<td></td>
</tr>
<tr>
<td>9. executive agreement</td>
<td></td>
</tr>
<tr>
<td>10. diplomatic recognition</td>
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</tbody>
</table>
**Styles of Leadership**

**DIRECTIONS** Use the information in your textbook to complete the diagram. In the first box of each pair, write a quality or skill. In the second, write why the quality or skill is needed to make a president effective.

<table>
<thead>
<tr>
<th>QUALITIES AND SKILLS THAT MAKE A PRESIDENT AN EFFECTIVE LEADER</th>
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<tbody>
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</table>

**DIRECTIONS** Use the information in your textbook to complete the sentences.

1. Presidents receive very special treatment. This situation can cause them to become isolated from people and issues because ____________________________________________.

2. Presidential staffers find it difficult to tell their boss bad news. One presidential adviser revealed his strategy for imparting good or bad news by saying that ____________________________________________.

3. Not only do top staffers have easy access to the president, they also use their closeness to control ____________________________________________.

4. Presidents sometimes have to use the tactic of executive privilege. This means that ____________________________________________.

5. Presidents have long claimed that executive privilege protects their ____________________________________________ and is necessary if they are to get ____________________________________________.
## Guided Reading Activity 10-1

**Bureaucratic Organization**

**DIRECTIONS** Use the information in your textbook to match the names of the cabinet departments in Column A with their duties in Column B. Write the correct letter in the space provided.

<table>
<thead>
<tr>
<th><strong>Column A</strong></th>
<th><strong>Column B</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Department of State</td>
<td>A. regulates aviation, railroads, highways, and mass transit</td>
</tr>
<tr>
<td>2. Department of the Treasury</td>
<td>B. oversees the nation’s legal affairs</td>
</tr>
<tr>
<td>3. Department of the Interior</td>
<td>C. protects U.S. security and oversees armed forces</td>
</tr>
<tr>
<td>4. Department of Agriculture</td>
<td>D. directs the social services—Social Security, Medicare, the FDA</td>
</tr>
<tr>
<td>5. Department of Justice</td>
<td>E. helps expand farmers’ markets, develops conservation programs, and safeguards food supply</td>
</tr>
<tr>
<td>6. Department of Commerce</td>
<td>F. handles foreign policy, staffs embassies, speaks for the United States in the UN</td>
</tr>
<tr>
<td>7. Department of Labor</td>
<td>G. administers veterans’ hospitals and education programs</td>
</tr>
<tr>
<td>8. Department of Defense</td>
<td>H. serves the government’s financial division, operates the Bureau of Engraving and Printing, regulates the IRS, regulates alcohol and tobacco</td>
</tr>
<tr>
<td>9. Department of Health and Human Services</td>
<td>I. ensures safe working conditions and a minimum wage, protects pensions, analyzes employment data, regulates unions</td>
</tr>
<tr>
<td>10. Department of Housing and Urban Development</td>
<td>J. oversees relations with Native Americans; oversees mining; manages national monuments, historical sites, recreational areas, and national parks and lands</td>
</tr>
<tr>
<td>11. Department of Transportation</td>
<td>K. coordinates federal assistance programs for public and private schools, helps physically challenged and limited English proficiency students</td>
</tr>
<tr>
<td>12. Department of Energy</td>
<td>L. administers the Bureau of the Census and the Patent and Trademark Office, provides uniform standards for weights and measurements</td>
</tr>
<tr>
<td>13. Department of Education</td>
<td>M. plans energy policy, researches and develops energy technology</td>
</tr>
<tr>
<td>14. Department of Veteran Affairs</td>
<td>N. preserves the nation’s communities and ensures U.S. citizens of equal housing opportunities, helps make GNMA mortgage money available</td>
</tr>
</tbody>
</table>
The Civil Service System

★DIRECTIONS Use the information in your textbook to complete this diagram. For each set of answer boxes, describe or explain the item in its title.

The Spoils System

Problems

Reforms

The Civil Service System

Getting a Job

Problems

★DIRECTIONS Use the information in your textbook to identify each item.

1. the typical worker in the federal bureaucracy: ________________________________

2. the Pendleton Act: __________________________________________________________

3. the Civil Service Commission: ______________________________________________

4. the Office of Personnel Management: _________________________________________

5. the Merit System Protection Board: __________________________________________

6. the Hatch Act: ______________________________________________________________

7. “Plum Book”: _______________________________________________________________
**The Bureaucracy at Work**

**DIRECTIONS** Use the information in your textbook to identify the role of the federal bureaucracy for the item mentioned and give an example.

Making rules ________________________________

Lawmaking ________________________________

Settling Disputes ____________________________

Providing Advice ____________________________

**DIRECTIONS** Use the information in your textbook to complete this diagram. In the first empty box of each pair, write one of the reasons that the bureaucracy makes policy. In the second empty box of each pair, give an example of the bureaucracy's actions.

**WHY THE BUREAUCRACY MAKES POLICY**

1. The president, Congress, the courts, and ________________ influence federal agencies.

2. Congress has two major tools it can use to influence decision making in federal agencies—new ________________ and the ________________

3. Much of an agency’s budget may be used for ________________ expenditures, which are basic services already required by law.

4. A federal court may issue an ________________—an order that will stop a particular action or enforce a rule or regulation.

5. When agencies, congressional committees, and client groups continually work together, such cooperation is called an ________________.

Guided Reading Activities
Powers of the Federal Courts

DIRECTIONS Use the information in your textbook to complete these sentences.

1. Federal courts derive their power from the and . State courts derive their power from the and .

2. Federal courts have jurisdiction in cases that involve .

3. If federal and state courts both have jurisdiction, they have .

4. A trial court is said to have .

5. A person who loses a case in a trial court may take the case to a court with .

6. The has both original and appellate jurisdiction.

7. The cannot initiate action in a lawsuit.

DIRECTIONS Use the information in your textbook to complete the chart.

<table>
<thead>
<tr>
<th>Case</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marbury v. Madison</td>
<td></td>
</tr>
<tr>
<td>Fletcher v. Peck</td>
<td></td>
</tr>
<tr>
<td>McCulloch v. Maryland</td>
<td></td>
</tr>
<tr>
<td>Gibbons v. Ogden</td>
<td></td>
</tr>
<tr>
<td>Dred Scott v. Sandford</td>
<td></td>
</tr>
<tr>
<td>Plessy v. Ferguson</td>
<td></td>
</tr>
<tr>
<td>Brown v. Board of Education of Topeka</td>
<td></td>
</tr>
</tbody>
</table>
Lower Federal Courts

**DIRECTIONS** Use the information in your textbook to complete this chart.

<table>
<thead>
<tr>
<th>Who Hears the Cases</th>
<th>FEDERAL DISTRICT COURTS</th>
<th>FEDERAL COURTS OF APPEALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jurisdiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Courts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete these sentences.

1. The ____________ courts help Congress exercise its powers.

2. In 1982 Congress established the ____________ to handle claims against the U.S. for money damages.

3. The Circuit Court of Appeals for the ____________ hears appeals from the Claims Court.

4. Cases come to the United States ____________ Court from citizens who disagree with the Internal Revenue Service rulings about the federal taxes they must pay.

5. The U. S. Court of Appeals for the ____________ hears cases involving members of the military.

6. ____________ Courts handle cases in the Virgin Islands, Guam, the Northern Mariana Islands, and Puerto Rico.

7. The president, with the advice and consent of the Senate, appoints all ____________ judges.

8. When President Kennedy was elected in 1960, the Democratic Congress immediately passed a new ____________ bill creating 71 new positions for the president to fill.

9. Because judges are appointed for life, presidents view judicial appointments as opportunities to perpetuate their political ____________ after leaving the White House.

10. Under the ____________ practice, a president submits the name of a candidate for judicial appointment to the senators from the candidate's state before formally submitting it for full Senate approval.
Guided Reading Activity 11-3

The Supreme Court

★DIRECTIONS★ Use the information in your textbook to match the items in Column A with those in Column B. Write the correct letter in the space provided.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. where the Supreme Court has final authority</td>
<td>A. treason, bribery, high crimes and misdemeanors</td>
</tr>
<tr>
<td>2. covered by the Supreme Court's original jurisdiction</td>
<td>B. a law degree; considerable legal experience; usually between the ages 40 and 60</td>
</tr>
<tr>
<td>3. covered by the Supreme Court's appellate jurisdiction</td>
<td>C. presiding over discussions of cases; exercising leadership; administering the court system</td>
</tr>
<tr>
<td>4. standard number of Supreme Court justices</td>
<td>D. cases involving representatives of foreign governments or in which a state is a party</td>
</tr>
<tr>
<td>5. standard number of Supreme Court justices in charge of the federal judicial circuit</td>
<td>E. read appeals; help prepare the Court's opinion; write first drafts of Court opinions</td>
</tr>
<tr>
<td>6. reasons for removal of Supreme Court justices</td>
<td>F. cases involving the Constitution, acts of Congress, or treaties</td>
</tr>
<tr>
<td>7. duties of Supreme Court justices</td>
<td>G. choosing cases to hear; deciding cases</td>
</tr>
<tr>
<td>8. duties of chief justices</td>
<td>H. cases from lower courts; cases in which an act of Congress was held unconstitutional; cases appealed from the highest state courts if claims under federal law or the Constitution are involved</td>
</tr>
<tr>
<td>9. duties of law clerks</td>
<td>I. one for each court, although three justices serve two courts each</td>
</tr>
<tr>
<td>10. backgrounds of Supreme Court justices</td>
<td>J. nine</td>
</tr>
</tbody>
</table>

GROUPS THAT INFLUENCE THE SELECTION OF A JUSTICE

The American Bar Association | Other Interest Groups | Justices
--- | --- | ---

Guided Reading Activities 41
The Supreme Court at Work

**DIRECTIONS** Use the information in your textbook to complete these flow charts.

### APPEALING A CASE TO THE SUPREME COURT

1. [Blank]
2. [Blank]
3. [Case is accepted for consideration]
4. [Fewer than 4 justices accept the case]
5. [Blank]
6. The case is returned to a lower court for a new decision.
7. [Blank]

### STEPS IN DECIDING MAJOR SUPREME COURT CASES

1. Submitting briefs
2. Oral arguments
3. The conference: justices discuss the case
4. A majority in agreement decides the case
5. Writing the opinion: kinds of opinions
6. [Blank]
7. [Blank]
8. [Blank]
9. [Blank]
**Shaping Public Policy**

**DIRECTIONS** Use the information in your textbook to complete this chart. List the Court’s three “tools” in each top section, and give an example of how each is used in the sections below.

<table>
<thead>
<tr>
<th>THE SUPREME COURT’S TOOLS FOR SHAPING POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to list the limits on the power of the Supreme Court.

1. Types of issues the Court can accept:  
   -  
   -  
   -  

2. Types of cases the Court can accept:  
   -  
   -  
   -  

3. How the Court’s agenda is limited:  
   -  
   -  
   -  

4. Why the Court cannot enforce its decisions:  
   -  
   -  
   -  

Guided Reading Activities
Influencing Court Decisions

**DIRECTIONS** Use the information in your textbook to describe how each of the following factors has influenced the Supreme Court. For each, give an example, cite a case, or give an explanation.

The Law:

The Justices:

Society:

**DIRECTIONS** Use the information in your textbook to complete this table by explaining how the president and members of Congress influence the Supreme Court.

<table>
<thead>
<tr>
<th>PRESIDENTIAL AND CONGRESSIONAL INFLUENCES ON THE SUPREME COURT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presidential Influences</td>
</tr>
<tr>
<td>●</td>
</tr>
<tr>
<td>●</td>
</tr>
<tr>
<td>●</td>
</tr>
<tr>
<td>●</td>
</tr>
<tr>
<td>●</td>
</tr>
<tr>
<td>●</td>
</tr>
</tbody>
</table>
Constitutional Rights

**DIRECTIONS** Use the information in your textbook to complete these cause-and-effect diagrams. Think about the results, or effects, of each of the items shown below.

### THE CONSTITUTIONAL RIGHTS OF AMERICANS

**CAUSE**

- The Bill of Rights
- The Fourteenth Amendment
- Gitlow v. New York

**EFFECTS**
Freedom of Religion

Directions Use the information in your textbook to match the Supreme Court case with the effect the Court’s decision had on religious freedom. Write the correct letter in the space provided.

1. Everson v. Board of Education
2. Board of Education v. Allen
3. Wolman v. Walter
4. Lemon v. Kurtzman
5. Levitt v. Committee for Public Education
7. Kiryas Joel v. Grumet
8. McCollum v. Board of Education
9. Zorach v. Clauson
10. Engel v. Vitale
12. Epperson v. Arkansas
13. Edwards v. Aguillard
14. Jacobson v. Massachusetts
15. Wisconsin v. Yoder
17. West Virginia State Board of Education v. Barnette
18. Religious Freedom Restoration Act

A. States cannot ban teaching of evolution in public schools.
B. Schools can require students to salute the flag.
C. Parents can deduct tuition, books, and school transportation costs from their state income taxes.
D. Parochial schools cannot use public school buses for field trips.
E. A state cannot create a public school district solely for Hasidic Jews.
F. States can require vaccinations.
G. Public schools cannot provide school classrooms for teaching religion.
H. Congress can set aside state laws that prohibit people from performing their religious rituals.
I. States can pay for busing students to parochial schools.
J. Schools cannot require Bible reading or reciting the Lord’s Prayer.
K. State aid to church schools must: (1) have a clear secular, nonreligious purpose; (2) in its main effect neither advance nor prohibit religion; and (3) avoid excessive government entanglement with religion.
L. Students may have religious instruction during the school day, but not in public school classrooms.
M. States can provide secular textbooks to parochial schools.
N. Prayer in public schools is unconstitutional.
O. Patriotism can be achieved without forcing people to violate their religious beliefs.
P. Teaching creationism violates the establishment clause.
Q. A city cannot help pay for parochial schools to develop testing programs.
R. A state cannot require Amish parents to send their children to public school beyond the eighth grade.
Freedom of Speech

**DIRECTIONS** Use the information in your textbook to complete this diagram. Similarities are written in the area in which the ovals overlap. Differences appear on the far left and far right sides of the ovals.

---

**DIRECTIONS** Use the information in your textbook to match each of these Supreme Court cases with a brief summary of the case. Write the letter of the correct answer in the space provided.

   - A. A Ku Klux Klan leader was arrested at a rally and cross-burning when he refused to end the rally. The Court freed him, however, stating that advocating the use of force can’t be forbidden unless it is directed to inciting or producing imminent lawless action and is likely to produce such action.

2. *Bethel School District v. Fraser*
   - B. The Court ruled that the First Amendment does not prevent school officials from suspending students for lewd or indecent speech at school events, although the same speech would be protected outside the school building.

3. *Chaplinsky v. New Hampshire*
   - C. The Court decided that even if a newspaper story about an Alabama police commissioner was false, it was protected speech unless the statement was made with the knowledge that it was false, or with reckless regard of whether it was false or not.

4. *Brandenburg v. Ohio*
   - D. The Court ruled that lewd and obscene, profane, libelous, and insulting words, which inflict injury and provoke a breach of the peace, are contrary to good order in society and are therefore not protected by the First Amendment.
**Freedom of the Press**

**DIRECTIONS** Use the information in your textbook to complete this chart. Give the Supreme Court’s current opinion on each item involving freedom of the press and cite the specific court cases involved.

<table>
<thead>
<tr>
<th>Item</th>
<th>Court’s Opinion</th>
<th>Case(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Restraint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair Trials and Free Press</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gag Orders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protecting News Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio and Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motion Pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-Mail and the Internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obscenity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Freedom of Assembly**

**DIRECTIONS** Use the information in your textbook to complete the charts related to freedom of assembly.

### FREEDOM OF ASSEMBLY

<table>
<thead>
<tr>
<th>Public property</th>
<th>On public property not open to the public</th>
<th>On private property open to the public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Example:</td>
<td>Example:</td>
</tr>
<tr>
<td>Protections</td>
<td>Protections</td>
<td>Protections</td>
</tr>
<tr>
<td>Limitations</td>
<td>Limitations</td>
<td>Limitations</td>
</tr>
</tbody>
</table>

### ISSUES IN PUBLIC ASSEMBLY

<table>
<thead>
<tr>
<th>Issue</th>
<th>Issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public disorder</td>
<td></td>
</tr>
<tr>
<td>Picketing</td>
<td></td>
</tr>
<tr>
<td>Freedom of association</td>
<td></td>
</tr>
</tbody>
</table>
A Nation of Immigrants

**DIRECTIONS** Use the information in your textbook to define the following terms:

A. resident alien: __________________________

B. non-resident alien: ________________________

C. enemy alien: _____________________________

D. refugee: _________________________________

E. illegal alien: ______________________________

**DIRECTIONS** Use the information in your textbook to complete the chart below. Write the important elements of immigration policy for each time period in the space provided.

<table>
<thead>
<tr>
<th>FOUR STAGES OF IMMIGRATION POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________________</td>
</tr>
</tbody>
</table>
Guided Reading Activity 14-2

The Basis of Citizenship

**Directions** Use the information in your textbook to list three ways in which people become U.S. citizens. Briefly explain the requirements of each route to citizenship.

1. 

2. 

3. 

**Directions** Use the information in your textbook to complete these sentences.

4. To start the naturalization process, an applicant must file a ____________ requesting United States citizenship.

5. Anyone who is at least ____________ years old and who has lived in the United States as a lawfully admitted resident alien for 30 months of the previous ____________ years and in the state where the petition is filed for at least ____________ months may apply for citizenship.

6. If the applicant is married to a United States citizen, he or she needs only ____________ years of residency before filing.

7. The key step in the naturalization process is an ____________ and ____________ hearing that the Immigration and Naturalization Service conducts.

8. ____________ is a process by which members of a whole group of people, living in the same geographic area, become U.S. citizens through an act of Congress.

9. Only the ____________ can both grant citizenship and take it away.

10. U.S. citizens can lose citizenship through ____________, or giving up one's citizenship by leaving the United States to live in a foreign country.

11. A person may lose citizenship when convicted of certain federal crimes that involve extreme disloyalty, such as ____________, participation in a ____________, and attempts to overthrow the government through violent means.
The Rights of the Accused

**DIRECTIONS** Use the information in your textbook to explain what does and does not constitute reasonable search and seizure, citing relevant court cases.

requirements: ____________________________

________________________________________

special situations: _________________________

________________________________________

the exclusionary rule: _______________________

________________________________________

high school searches: _______________________

________________________________________

**DIRECTIONS** Use the information in your textbook to complete these sentences.

1. The ______________________ says that no one “shall be compelled in any criminal case to be a witness against himself.”

2. Protection against ______________________ rests on a basic legal principle: the government bears the burden of proof.

3. A ______________________ or other incriminating statements an accused person makes when he or she is denied access to a lawyer may not be used in trial.

4. In ______________________ v. ______________________ (1966) the Supreme Court ruled that the Fifth Amendment protection against self-incrimination requires that suspects be clearly informed of their rights before police question them.

5. In ______________________ v. ______________________ (1988) the Court ruled that employees in charge of corporate records could be forced to turn over evidence even if it might be incriminating.

6. ______________________ means a person may not be tried twice for the same crime, thus protecting people from continual harassment.

7. The ______________________ forbids “cruel and unusual punishment,” the only constitutional provision specifically limiting penalties in criminal cases.

8. In ______________________ v. ______________________ (1972) the Supreme Court ruled that capital punishment was not constitutional because it was being imposed arbitrarily for a wide variety of crimes and mainly on African Americans and poor people.


10. In ______________________ v. ______________________ (1976) the Court ruled that under adequate guidelines the death penalty does not constitute cruel and unusual punishment.
Guided Reading Activity 14-4

Equal Protection of the Law

**DIRECTIONS** Use the information in your textbook to complete the following sentences.

1. The equal protection clause of the Fourteenth Amendment means that ____________________________

2. The rational basis test for determining whether a law violates the equal protection clause means that ____________________________

3. In *Wisconsin v. Mitchell* the Supreme Court ____________________________

4. When a state law involves a “suspect classification,” the state must show ____________________________

5. The fundamental rights of United States citizens are rights that ____________________________

6. Discrimination exists when ____________________________

7. In *Washington v. Davis* (1976) in response to a challenge of discrimination, the Supreme Court ruled that ____________________________

8. The crucial issue of *Washington v. Davis* was that ____________________________

9. Since the *Washington* case, an Illinois city zoning ordinance permitted only ____________________________

10. When the ordinance in question 9 was challenged, the Supreme Court ruled that it was constitutional because ____________________________

**DIRECTIONS** Use the information in your textbook to identify the following:

11. *Plessy v. Ferguson*: ____________________________


13. sit-in: ____________________________

14. Dr. Martin Luther King, Jr.: ____________________________

15. Civil Rights Act of 1964: ____________________________
Guided Reading Activity 14-5

Challenges for Civil Liberties

**DIRECTIONS** Use the information in your textbook to explain why the following items are important to issues of civil liberties.

1. *Reed v. Reed:* 
2. The Reasonableness Standard: 
3. 1977 Supreme Court Ruling: 
4. The Substantial Interest Standard: 
5. The Civil Rights Act of 1964: 
6. The Equal Opportunity Act of 1972: 
7. The Equal Credit Opportunity Act of 1974: 
8. The Civil Rights and Women’s Equity in Employment Act of 1991: 
9. The Omnibus Education Act of 1972: 
10. The Freedom of Information Act of 1966: 
11. The USA Patriot Act of 2001: 

**DIRECTIONS** Use the information in your textbook to complete the chart which shows the relationship between privacy rights of U.S. citizens and the U.S. government. Cite and briefly explain a court case or government act that clarifies the meaning of each heading.

<table>
<thead>
<tr>
<th>THE RIGHT TO PRIVACY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government privacy</strong></td>
</tr>
<tr>
<td><strong>Citizens’ rights to privacy</strong></td>
</tr>
<tr>
<td><strong>Confidentiality of health information</strong></td>
</tr>
<tr>
<td><strong>Confidentiality of credit information</strong></td>
</tr>
</tbody>
</table>
Sources of American Law

**Directions** Use the information in your textbook to complete the diagram.

**THE UNITED STATES CONSTITUTION AND CONSTITUTIONAL LAW**

How the Constitution Shaped the United States

1. 
2. 
3. 

Constitutional Law

What It Is | What It Does | What Cases It Involves
---|---|---

**Directions** Use the information in your textbook to match the following terms with their definition. Write the letter of the correct answer in the space provided.

**Column A**

1. statute
2. ordinance
3. Roman Law
4. 12 tablets
5. Justinian Code
6. Napoleonic Code
7. common law
8. case law
9. precedent
10. Louisiana

**Column B**

A. the Roman legal code drawn up under Emperor Justinian
B. a previous case ruling used to help decide a current case
C. a law written by a legislative branch of government
D. a statute passed by a city council
E. law made by judges in the process of resolving individual cases
F. the published laws of Roman government about 450 B.C.
G. another name for common law
H. another name for statutory law
I. the only U.S. state that follows a form of the Napoleonic Code
J. an updated version of the Justinian Code compiled during the rule of Napoleon Bonaparte
Guided Reading Activity 15-2

Civil Law

DIRECTIONS Use the information in your textbook to explain or give an example of the following legal terms in civil law.

expressed contract: ________________________________________________________________

implied contract: ________________________________________________________________

real property: ________________________________________________________________

personal property: ________________________________________________________________

relationships: ________________________________________________________________

intentional torts: ________________________________________________________________

negligence: ________________________________________________________________

DIRECTIONS Use the information in your textbook to complete these sentences.

1. Most suits go to state courts unless they involve the ________________ or other special circumstances.

2. The plaintiff sets forth the charges against a defendant in a legal document called a ________________ .

3. The defendant receives a ________________, an official notice of the lawsuit.

4. ________________ occurs when each side prepares for trial by gathering evidence.

5. A small claims court is an alternative to the lengthy ________________ process.

6. ________________ involve claims for relatively small amounts of money.

7. Evidence may include testimony from witnesses or their ________________, written statements to verify or prove statements of fact signed by the witness under oath.

8. If the defendant cannot or will not pay the disputed sum, the plaintiff must obtain a written ________________ from the court.

9. Usually the ________________ or the ________________ is called upon to enforce collection of the money.

10. These judgments are usually good for a period of ________________ years.
<p><strong>Criminal Law</strong></p>

**DIRECTIONS** Use the information in your textbook to identify or define the following items.

1. crime: ________________________________
2. federal criminal case: ________________________________
3. criminal justice system: ________________________________
4. state penal code: ________________________________
5. petty offense: ________________________________
6. misdemeanor: ________________________________
7. felony: ________________________________
8. example of a misdemeanor treated as a felony: ________________________________

**DIRECTIONS** Use the information in your textbook to complete this flow chart. List the steps in a criminal case at the top of each box. Underneath, explain briefly what is involved in each step.
Guided Reading Activity 16-1

Development of Parties

**DIRECTIONS** Use the information in your textbook to complete this Venn diagram. Write the differences between the two types of political parties in the outside sections of each oval and the similarities in the space where the two ovals overlap.

**DIRECTIONS** Use the information in your textbook to complete this time line. In each box, identify the event that occurred in that year.

**CHANGES IN UNITED STATES POLITICAL PARTIES, 1796–PRESENT**
Party Organization

**DIRECTIONS** Use the information in your textbook to identify the following items.

1. precinct: ________________________________
2. precinct captain: __________________________
3. ward: __________________________________
4. party county committee: ____________________
5. party county chairperson: __________________
6. party state chairperson: ____________________
7. state central committee: ____________________
8. national convention: _______________________
9. national committee: _______________________
10. party national chairperson: ________________

**DIRECTIONS** Use the information in your textbook to complete this chart. In each box, list two responsibilities involved in performing each function.

### MAJOR FUNCTIONS OF POLITICAL PARTIES IN THE UNITED STATES

<table>
<thead>
<tr>
<th>Recruiting Candidates</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educating the Public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operating the Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispensing Patronage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nominating Candidates

**DIRECTIONS** Use the information in your textbook to organize these statements in categories. Write the letter of each statement under the heading to which it refers.

<table>
<thead>
<tr>
<th>HOW CANDIDATES ARE SELECTED FOR POLITICAL OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucuses</td>
</tr>
<tr>
<td>----------</td>
</tr>
</tbody>
</table>

**A.** In most states a candidate does not need a majority of votes to win, only a plurality.

**B.** State meetings of the political parties select their candidates for statewide office and choose delegates for the national meeting of their parties.

**C.** This system became undemocratic when party bosses chose delegates.

**D.** Under this system a person announces his or her candidacy and proves that a certain number of voters want him or her on the ballot.

**E.** Voters select candidates to run in the general election.

**F.** In this system nearly all candidates are chosen in private meetings of party leaders.

**G.** Sometimes voters participate in selecting party candidates even if they do not belong to the party.

**H.** This system uses an official meeting of a party to choose candidates for office.

**I.** In this kind of election, only members of a political party can vote.

**J.** This system was criticized as undemocratic, since most people did not participate in selecting the candidates.

**K.** Sometimes a runoff election is needed between the two candidates who received the most votes in the previous election.

**L.** Each state sets the date for its election, provides the ballots and the people to supervise, and counts the votes.

**M.** Today party rules require a selection process for delegates that is open and starts at the neighborhood level and then moves to the county, district, and state levels.

**N.** In the major political parties, most candidates for the House, Senate, governor, and other state and local offices are selected in this way.

**O.** In this system local party organizations send representatives to a county party meeting that selects candidates for county offices and chooses delegates for a state meeting of the party.

**DIRECTIONS** Use the information in your textbook to complete this diagram. Briefly explain each item in its respective box.

<table>
<thead>
<tr>
<th>WHAT HAPPENS IN PRESIDENTIAL PRIMARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalizations</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three Criticisms and One Alternative Primary Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Election Campaigns**

**Directions** Use the information in your textbook to match these items dealing with election campaigns. Write the letter of the correct answer in the space provided.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. popular ways in which presidential candidates contact voters</td>
<td>A. they can create both positive and negative images for the candidates</td>
</tr>
<tr>
<td>2. the number of electoral votes needed to win a presidential election</td>
<td>B. handle relations with television, radio, the print media, finances, advertising, opinion polls, and campaign material</td>
</tr>
<tr>
<td>3. two types of campaign strategies from which presidential candidates may choose</td>
<td>C. the Bipartisan Campaign Reform Act</td>
</tr>
<tr>
<td>4. what a candidate’s national office does during the election campaign</td>
<td>D. makes political commercials to create the candidate’s presidential image</td>
</tr>
<tr>
<td>5. what state and local campaign workers do</td>
<td>E. 270 out of 538, which is the number of representatives and senators from all the states</td>
</tr>
<tr>
<td>6. why the mass media are important to a candidate’s campaign</td>
<td>F. candidates need money for office space, staff salaries, consultants, posters, travel, campaign literature, and advertising</td>
</tr>
<tr>
<td>7. what a campaign organization does to “package” a candidate</td>
<td>G. taping TV messages, shaking hands, making speeches, giving interviews, and traveling</td>
</tr>
<tr>
<td>8. why it is important for candidates to appear on TV news programs</td>
<td>H. political action committee</td>
</tr>
<tr>
<td>9. an important way in which candidates can affect voters who are undecided</td>
<td>I. an aggressive all-out attack on the opponent or a low-key campaign</td>
</tr>
<tr>
<td>10. what the federal election laws demand from candidates and political parties</td>
<td>J. participating in TV debates</td>
</tr>
<tr>
<td>11. why money is important to a political campaign</td>
<td>K. ring doorbells, canvass voters, make sure voters turn out to vote</td>
</tr>
<tr>
<td>12. principles on which Federal Election Campaign Acts provided for a new system of campaign financing</td>
<td>L. soft-money donations and issue-advocacy advertising</td>
</tr>
<tr>
<td>13. an organization designed to support political candidates with campaign funds</td>
<td>M. keep records of contributions and report to the FEC all contributions over $100.00</td>
</tr>
<tr>
<td>14. two loopholes in FECA regulations</td>
<td>N. TV is now the single most important source of news for most citizens</td>
</tr>
<tr>
<td>15. legislation which eliminated “soft money” and put time limits on issue advocacy advertising</td>
<td>O. public funding of presidential elections, limitations on the amounts presidential candidates could spend on their campaigns, and public disclosure of how much candidates spend to get elected</td>
</tr>
</tbody>
</table>
Expanding Voting Rights

**DIRECTIONS** Use the information in your textbook to complete this diagram. List in each box the groups that belong under each heading.

### PERSONS WHO COULD AND COULD NOT VOTE

<table>
<thead>
<tr>
<th>Period</th>
<th>Voters</th>
<th>Nonvoters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1776–1800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1800–1870</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1870–1920</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to list the provisions of the various voting rights acts.


1. 
2. 
3. 
4. 
5. 
6.
Influences on Voters

**DIRECTIONS** Use the information in your textbook to complete this outline.

### MAJOR FACTORS THAT INFLUENCE VOTERS

**I. The Voter’s Personal Background**
- A. 
- B. 
- C. 
- D. 
- E. 

**II. The Voter’s Loyalty to Political Parties**
- A. 
- B. 
- C. 
- D. 
- E. 

**III. Campaign Issues**
- A. 
- B. 

**IV. Images and Propaganda**
- A. 
- B. 

**DIRECTIONS** Use the information in your textbook to complete this diagram.

### PROFILES OF REGULAR VOTERS AND REGULAR NONVOTERS

<table>
<thead>
<tr>
<th>Regular Voters</th>
<th>Regular Nonvoters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
Interest Group Organization

**DIRECTIONS** Use the information in your textbook to complete this Venn diagram. Write the differences between political parties and interest groups in the outside sections of each oval and the similarities in the space where the two ovals overlap.

**DIRECTIONS** Use the information in your textbook to identify the following interest groups:

- National Association of Manufacturers
- AFL-CIO
- Committee on Political Education
- American Farm Bureau Federation
- American Bar Association
- Public Citizen, Inc.
- National Governors’ Association

**DIRECTIONS** Use the information in your textbook to complete this list.

<table>
<thead>
<tr>
<th>HOW INTEREST GROUPS SERVE THEIR MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>
Affecting Public Policy

**DIRECTIONS** Use the information in your textbook to complete the following sentences.

1. Lobbyists are defined as ________________________________.

2. The main work of lobbyists is to ________________________________.

3. Three groups of people from which many lobbyists come are ________________, ________________, and ________________.

4. Three services that lobbyists provide to lawmakers are ________________, ________________, and ________________.

5. However, House and Senate rules restrict ________________________________.

**DIRECTIONS** Use the information in your textbook to complete this chart.

<table>
<thead>
<tr>
<th>How they gain support</th>
<th>How they are limited</th>
<th>How they began</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laws governing PACs</td>
<td>Kinds of PACs</td>
<td>How PACs spend their money</td>
</tr>
</tbody>
</table>
Shaping Public Opinion

**DIRECTIONS** Use the information in your textbook to match the items involving public opinion. Write the letter of the correct answer in the space provided.

1. The ideas and attitudes held by a significant number of U.S. citizens about government and political issues  
   A. significant numbers  
   B. private opinion  
   C. diversity  
   D. public opinion  
   E. communication

2. Groups of people hold different opinions on almost every issue

3. People's ideas are expressed to government individually or in public opinion polls

4. Enough people hold a particular opinion to make government officials listen to them

5. Personal preferences

**DIRECTIONS** Use the information in your textbook to complete this chart by explaining and giving an example of each influence.

### THE PRINCIPAL INFLUENCES ON POLITICAL SOCIALIZATION

<table>
<thead>
<tr>
<th>Family and home influence</th>
<th>Schools</th>
<th>Peer groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social characteristics</td>
<td>The mass media</td>
<td>Other influences</td>
</tr>
</tbody>
</table>
Guided Reading Activity 18-4

Measuring Public Opinion

Directions: Use the information in your textbook to complete this chart. In each space define the method for gauging public opinion. Then include one example or problem connected with the use of that method.

<table>
<thead>
<tr>
<th>TRADITIONAL METHODS OF GAUGING PUBLIC OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>political party organizations</td>
</tr>
<tr>
<td>interest groups</td>
</tr>
<tr>
<td>the mass media</td>
</tr>
<tr>
<td>letter writing</td>
</tr>
<tr>
<td>electronic access</td>
</tr>
<tr>
<td>straw polls</td>
</tr>
<tr>
<td>problem</td>
</tr>
<tr>
<td>problem</td>
</tr>
<tr>
<td>problem</td>
</tr>
<tr>
<td>problem</td>
</tr>
<tr>
<td>problem</td>
</tr>
<tr>
<td>problem</td>
</tr>
<tr>
<td>problem</td>
</tr>
</tbody>
</table>

Directions: Use the information in your textbook to identify the following terms associated with the practice of polling to gauge public opinion.

1. the three steps used in scientific polling: ______________________________________
2. universe: _____________________________________________________________________
3. representative sample: _________________________________________________________
4. random sampling: ___________________________________________________________________
5. sampling error: ___________________________________________________________________
6. cluster sample: ____________________________________________________________________
7. factors used in adjusting the results of a poll: ___________________________________________________________________
8. a problem with polls conducted by mail: ____________________________________________
9. a problem with polls conducted by telephone: __________________________________________
10. three problems pollsters have with interpreting the results of a poll: _____________________
Guided Reading Activity 19-1

How Media Impact Government

**DIRECTIONS** Use the information in your textbook to complete this matching activity. Write the letter of the correct answer in the space provided.

Column A

<table>
<thead>
<tr>
<th></th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>1. &quot;fireside chat&quot;</td>
</tr>
<tr>
<td>___</td>
<td>2. news release/briefing</td>
</tr>
<tr>
<td>___</td>
<td>3. press conference</td>
</tr>
<tr>
<td>___</td>
<td>4. backgrounders</td>
</tr>
<tr>
<td>___</td>
<td>5. leak</td>
</tr>
<tr>
<td>___</td>
<td>6. media event</td>
</tr>
<tr>
<td>___</td>
<td>7. telegenic</td>
</tr>
<tr>
<td>___</td>
<td>8. horse-race coverage</td>
</tr>
<tr>
<td>___</td>
<td>9. front-runner</td>
</tr>
<tr>
<td>___</td>
<td>10. spot advertising</td>
</tr>
</tbody>
</table>

Column B

| A. | media approach that focuses on winners and losers instead of issues or policy positions |
| B. | brief, frequent, positive descriptions of a candidate or his or her major themes |
| C. | a visually interesting event designed to reinforce a politician’s position on some issue |
| D. | Franklin D. Roosevelt’s radio programs in which he presented his ideas directly to the people |
| E. | describes candidates who project a pleasing appearance on camera |
| F. | a ready-made story that officials prepare for members of the press; a government official usually makes an announcement or explains a policy, decision, or action |
| G. | the release of secret information by anonymous government officials |
| H. | involves the news media in questioning a high-level government official |
| I. | an early leader in a presidential race |
| J. | news stories in which reporters can use the information in the story but they cannot reveal the source from which it came |

**DIRECTIONS** Use the information in your textbook to complete this diagram that explains how the media handle or are affected by the item in each heading.

HOW THE MEDIA INTERACT WITH CONGRESS AND THE SUPREME COURT

<table>
<thead>
<tr>
<th>Congress</th>
</tr>
</thead>
<tbody>
<tr>
<td>confirmation hearings:</td>
</tr>
<tr>
<td>oversight activities:</td>
</tr>
<tr>
<td>personal business:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supreme Court</th>
</tr>
</thead>
<tbody>
<tr>
<td>remoteness of judges:</td>
</tr>
<tr>
<td>technical issues:</td>
</tr>
</tbody>
</table>
Regulating Print and Broadcast Media

**DIRECTIONS** Use the information in your textbook to identify the following items.

1. prior restraint: ____________________________
2. libel: ____________________________
3. ways of restricting the media’s right to gather information: ____________________________
5. shield law: ____________________________
6. Privacy Protection Act of 1980: ____________________________
7. Federal Communications Commission: ____________________________
8. fairness doctrine: ____________________________

**DIRECTIONS** Use the information in your textbook to complete this diagram. List the main responsibilities of the Federal Communications Commission. Use one answer box for each issue.
Guided Reading Activity 19-3

The Internet and Democracy

Directions Use the information in your textbook to complete this matching outline.

The Impact of the Internet on Democracy

I. Key Features of the Internet
   A. ________________________________
   B. ________________________________
   C. ________________________________

II. Access to Government and Information
   A. ________________________________
   B. ________________________________
   C. ________________________________
   D. ________________________________
   E. ________________________________

III. Impact on Citizen Participation
   A. ________________________________
   B. ________________________________
   C. ________________________________
   D. ________________________________
   E. ________________________________

Directions Use the information in your textbook to explain how each of the following issues has impacted public policy.

1. The First Amendment:
   __________________________________________
   __________________________________________

2. Offensive Internet content:
   __________________________________________
   __________________________________________

3. E-Commerce:
   __________________________________________
   __________________________________________
Guided Reading Activity 20-1

Raising Money

*DIRECTIONS* Use the information in your textbook to complete these sentences.

1. Total income minus deductions and personal exemptions is one’s _________________.

2. A progressive tax is a tax based on a taxpayer’s _________________.

3. An in-depth examination of income tax returns is called an _________________.

4. All the earned income of a corporation beyond its expenses and deductions is subject to a ________________ tax.

5. ________________ taxes pay for Social Security, Medicare, and unemployment compensation programs.

6. When people with smaller incomes pay a larger percentage of their income in taxes than do people with higher incomes the tax is _________________.

7. Taxes on the manufacture, transportation, sale, or consumption of goods and the performance of services are called ________________ taxes.

8. Customs duties, tariffs, or import duties are taxes levied on _________________.

9. Customs duties protect the nation’s industry, business, and agriculture from _________________.

10. A high customs duty that makes foreign goods less competitive compared to American goods is called a _________________.

11. Before the income tax was utilized, ________________ provided a significant source of federal income.

12. A tax on the assets of a person who dies is called an ________________ tax.

13. A ________________ tax is a tax on money in excess of $10,000 received from a living person.

14. People who believe that provisions favoring certain groups are unfair often call these exemptions _________________.

15. Congress passed the Tax Reform Act of 1986 in order to reduce or end a confusing variety of tax ________________, tax ________________, and tax ________________, as well as the number of tax _________________.

16. Tax credits to people in lower income brackets allow them to reduce their ________________ liability.

17. Government securities are financial instruments that include _________________.

18. The total accumulated amount the federal government has borrowed is the ________________. 
Preparing the Federal Budget

**DIRECTIONS** Use the information in your textbook to match the terms in Column A with the definitions in Column B. Write the correct letter in the space provided.

**Column A**

1. federal fiscal year
2. Budget and Accounting Act of 1921
3. Office of Management and Budget
4. Council of Economic Advisers
5. uncontrollables
6. entitlements
7. Congressional Budget Act of 1974
8. Balanced Budget and Emergency Deficit Control Act (GRH)
9. reconciliation
10. incrementalism

**Column B**

A. the group that confers with the president on budgetary matters
B. benefits that Congress provides by law, including Social Security, government pensions, Medicare, Medicaid, and veterans’ benefits
C. law aimed at forcing the president and Congress to work together to reduce federal budget deficits
D. a 12-month accounting period that extends from October 1 of one year to September 30 of the next year
E. a term that refers to each year’s budget changing only a little from one year to the next
F. made the president responsible for directing the preparation of the budget and making major decisions about budget priorities
G. a process whereby House and Senate committees adjust spending and taxing plans to fit existing programs
H. analyzes the nation’s economic situation and gives the president the first set of budget figures
I. expenditures required by law or resulting from previous budgetary commitments
J. set up House and Senate Budget Committees and the Congressional Budget Office
Managing the Economy

*DIRECTIONS* Use the information in your textbook to complete these sentences. Circle the letter of the correct answer.

1. The government spends $2 trillion a year on four major programs: direct benefit payments to individuals, national defense, discretionary spending, and
   A. foreign aid.
   B. interest on the national debt.
   C. the space program.

2. In a recent year, payments for Social Security benefits totaled
   A. $50 billion.
   B. $150 billion.
   C. $350 billion.

3. Grants to states and localities include money for road repair, public housing, police equipment and training, and
   A. national defense.
   B. parks and greenways.
   C. school lunch programs.

4. Fiscal policy involves using government spending and taxation to influence
   A. foreign governments.
   B. the economy.
   C. stockholders.

5. Monetary policy involves controlling the supply of money and
   A. credit.
   B. exports.
   C. imports.

6. If the government needs to stimulate the economy, it spends more money than it takes in or
   A. reduces taxes.
   B. increases taxes.
   C. reduces spending for entitlements.

7. The sum of all goods and services produced in the nation for a year is known as the
   A. IRA.
   B. FCC.
   C. GNP.

8. The Federal Reserve System controls the money lent to
   A. science and technology companies.
   B. other banks.
   C. foreign countries.

9. The group that controls the largest share of total bank deposits in the United States is
   A. member banks in the Federal Reserve system.
   B. the House and Senate.
   C. private enterprise.

10. Members of the Federal Reserve Board are independent of Congress and the president in order to
    A. raise or lower spending by the federal government.
    B. control the amount of money that flows to states and localities.
    C. make economic decisions without political pressure.

*★ DIRECTIONS* Use the information in your textbook to complete this diagram.

<table>
<thead>
<tr>
<th>How the Federal Reserve System Controls United States Monetary Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Responsibilities</strong></td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Guided Reading Activity 21-1

Business and Labor Policy

**DIRECTIONS** Use the information in your textbook to identify the following items.

1. NAFTA: ____________________________
2. SBA: _______________________________
3. trust: ______________________________
4. monopoly: __________________________
5. oligopoly: __________________________
6. FTC: _______________________________
7. NLRB: ______________________________
8. closed shop: _________________________
9. union shop: __________________________
10. “right-to-work” law: ___________________

**DIRECTIONS** Use the information in your textbook to complete this time line by writing the correct regulatory problem or act in the space provided.

MILESTONES IN REGULATING AMERICAN BUSINESS

U.S. government did not regulate business

Reforms demanded to curb abuses by big businesses


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Agriculture and the Environment

DIRECTIONS Use the information in your textbook to complete these sentences.

1. One farmer could feed seven people in 1900; today one farmer can feed ____________ .
2. In 1862 the Department of Agriculture was created to ____________ .
3. The Morrill Act gave federal lands ____________ .
4. The Homestead Act gave federal lands to ____________ .
5. The Agricultural Adjustment Act was a response to ____________ .
6. The Farmers Home Administration ____________ .
7. Today, farmers receive advice on the demand for crops, current prices, and transportation methods through the ____________ .
8. To keep the prices of farm products high enough to provide a living for farmers, the Commodity Credit Corporation ____________ .
9. Critics of aid to farmers complained that the Department of Agriculture ____________ .
10. As a result of such complaints, Congress created the Farm Service Agency to ____________ .

DIRECTIONS Use the information in your textbook to complete this chart. Next to the name of each government act or agency, explain briefly what it does.

<table>
<thead>
<tr>
<th>GOVERNMENT HELP FOR OUR ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest Service</td>
</tr>
<tr>
<td>Soil Conservation Service</td>
</tr>
<tr>
<td>Environmental Protection Agency</td>
</tr>
<tr>
<td>Air Pollution Act</td>
</tr>
<tr>
<td>Clean Air Amendments</td>
</tr>
<tr>
<td>Water Quality Improvement Act of 1970</td>
</tr>
<tr>
<td>Water Pollution Control Act of 1972</td>
</tr>
<tr>
<td>Unfunded Mandates Laws of 1996</td>
</tr>
</tbody>
</table>
Health and Public Assistance

**DIRECTIONS** Use the information in your textbook to complete this outline. Under each Roman numeral heading, list the most important programs in that category and give a brief explanation of each.

### SOCIAL INSURANCE, PUBLIC ASSISTANCE, AND PUBLIC HEALTH PROGRAMS

#### I. Social Insurance Programs

A. 
B. 
C. 

#### II. Public Assistance Programs

A. 
B. 
C. 
D. 
E. 

#### III. Public Health Programs

A. 
B. 

Guided Reading Activity 21-4

Education, Housing, and Transportation

**Directions** Use the information in your textbook to complete this chart. Briefly explain how each item attempted to improve education.

### Improving Education Step by Step

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Hughes Act of 1917</td>
<td>A. oversees federal highways; applies federal safety standards; plans and researches highway construction and maintenance</td>
</tr>
<tr>
<td>Elementary and Secondary Education Act of 1965</td>
<td>B. administers federal grant programs aimed at improving urban mass transit systems</td>
</tr>
<tr>
<td>Morrill Act of 1862</td>
<td>C. works to ensure safety in aviation by licensing pilots and enforcing safety rules</td>
</tr>
<tr>
<td>GI Bill of Rights</td>
<td>D. guarantees banks and private lenders against losses on loans to build, buy, or rent homes</td>
</tr>
<tr>
<td>National Commission on Excellence in Education</td>
<td>E. a government department that includes the FHA and other housing agencies</td>
</tr>
<tr>
<td>“Choice”</td>
<td>F. established in 1966 to coordinate national transportation policies and programs</td>
</tr>
<tr>
<td>Goals 2000</td>
<td></td>
</tr>
</tbody>
</table>
Development of Foreign Policy

**Directions** Use the information in your textbook to complete this diagram. In each box list and briefly explain one goal of United States foreign policy.

### GOALS OF UNITED STATES FOREIGN POLICY

1. isolationism:
2. internationalism:
3. Monroe Doctrine:
4. Cold War:
5. containment:
6. Truman Doctrine:
7. Marshall Plan:
8. arms race:
9. preemption:
10. “peace dividend”:

**Directions** Use the information in your textbook to identify these items related to U.S. foreign policy.

1. isolationism:
2. internationalism:
3. Monroe Doctrine:
4. Cold War:
5. containment:
6. Truman Doctrine:
7. Marshall Plan:
8. arms race:
9. preemption:
10. “peace dividend”:
**Guided Reading Activity 22-2**

**Shared Foreign Policy Powers**

*DIRECTIONS* Use the information in your textbook to complete this diagram. In the boxes under each heading, identify and briefly explain the powers.

### POWERS FOR SHAPING FOREIGN POLICY

<table>
<thead>
<tr>
<th>Presidential Powers</th>
<th>Congressional Powers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete this multiple-choice activity. Circle the letter of the correct answer.

1. The person who supervises all the diplomatic activities of the U.S. government is
   A. the president.
   B. the vice-president.
   C. the secretary of state.

2. The person who supervises the military activities of the government is
   A. the president’s chief of staff.
   B. the secretary of defense.
   C. the U.S. ambassador to the United Nations.

3. The task of gathering and coordinating information about the governments, economies, and armed forces of other nations falls to
   A. the CIA.
   B. the secretary of war.
   C. the National Security Council.

4. Because trade with other nations is an important part of foreign policy, the president has the power to declare a trading partner the status of
   A. a UN ambassador.
   B. most-favored-nation.
   C. freedom from all import tariffs.

5. When both parties support a president’s decision his support is said to be
   A. complete.
   B. bipartisan.
   C. integral.

6. In matters of foreign policy, both the president and Congress are strongly influenced by public opinion and
   A. the demands of organized interest groups.
   B. persuasion by other powerful nations.
   C. human-rights issues.
State and Defense Departments

**DIRECTIONS** Use the information in your textbook to make your own diagram of the varied work of the Department of State. Be sure to include information on each of the five subheads under the main heading The Department of State.

<table>
<thead>
<tr>
<th>THE DEPARTMENT OF STATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete these sentences.

1. The principal responsibility of the Department of Defense is to protect ________________.

2. Before 1947 responsibility for the nation’s defense rested on the Departments of ________________ and the ________________.

3. Problems in coordinating military forces during ________________, however, prompted a military reorganization which resulted in the Department of Defense.

4. The Founders wanted to ensure that the military would always be subordinate to the civilian leaders of the government. As a result, the ultimate authority for commanding the armed forces rests with the ________________ of the United States.

5. The three major divisions within the Department of Defense are the Department of the ________________, the Department of the ________________, and the Department of the ________________.

6. One responsibility of the Joint Chiefs of Staff is to give ________________ to the president, the National Security Council, and the secretary of defense.

7. The United States first used compulsory military service, or ________________, during the Civil War. During World War II, this term was more familiarly known as the ________________.

8. Today, women are not obliged to join the military, but they may ________________ to serve in any branch of the armed services.
Guided Reading Activity 22-4

Foreign Policy in Action

**DIRECTIONS** Use the information in your textbook to complete this diagram. Briefly explain how each negotiating tool is used.

<table>
<thead>
<tr>
<th>THE TOOLS OF NEGOTIATION IN U.S. FOREIGN POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alliances and Pacts</strong></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to identify each item below.

1. mutual defense alliance: ______________________________
2. regional security pact: ______________________________
3. NATO: ______________________________
4. Rio Pact: ______________________________
5. OAS: ______________________________
6. multilateral treaty: ______________________________
7. bilateral treaty: ______________________________
8. collective security: ______________________________
9. AID: ______________________________
10. sanctions: ______________________________
State Constitutions

🌟 DIRECTIONS Use the information in your textbook to complete this list. List below the four reasons that individual state constitutions are also important.

•
•
•
•

🌟 DIRECTIONS Use the information in your textbook to complete this table.

<table>
<thead>
<tr>
<th>COMPARING STATE CONSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarities</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

🌟 DIRECTIONS Use the information in your textbook to identify the following items.

1. constitutional initiative: ...................................................

2. constitutional convention: ...................................................

3. constitutional commission: ...................................................

4. judicial review: .................................................................
**The Three Branches**

**DIRECTIONS** Use the information in your textbook to match the items in Column A with the definitions in Column B. Write the correct letter in the space provided.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bicameral state legislature</td>
<td>A. the power to turn down a particular section of legislation without vetoing the entire law</td>
</tr>
<tr>
<td>2. unicameral state legislature</td>
<td>B. the chief secretary or clerk of state government</td>
</tr>
<tr>
<td>3. Speaker of the House</td>
<td>C. the presiding officer of the lower state house</td>
</tr>
<tr>
<td>4. governor</td>
<td>D. a state legislature with two houses</td>
</tr>
<tr>
<td>5. plurality</td>
<td>E. the state militia</td>
</tr>
<tr>
<td>6. National Guard</td>
<td>F. a state legislature with only one house</td>
</tr>
<tr>
<td>7. item veto</td>
<td>G. manages the money collected by a state government</td>
</tr>
<tr>
<td>8. state attorney general</td>
<td>H. the largest number of votes in an election</td>
</tr>
<tr>
<td>9. secretary of state</td>
<td>I. the head of the executive branch of state government</td>
</tr>
<tr>
<td>10. state treasurer</td>
<td>J. a method of election that combines appointment by the governor and popular election</td>
</tr>
<tr>
<td>11. Missouri Plan</td>
<td>K. official who supervises the legal activities of all state agencies</td>
</tr>
<tr>
<td>12. impeachment</td>
<td>L. a procedure through which charges are brought against a judge or any public official accused of misconduct</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete this diagram.

<table>
<thead>
<tr>
<th>THE ELECTION OF STATE LEGISLATIVE, EXECUTIVE, AND JUDICIAL BRANCH LEADERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative</td>
</tr>
<tr>
<td>Executive</td>
</tr>
<tr>
<td>Judicial</td>
</tr>
</tbody>
</table>
State Government Policy

**DIRECTIONS** Use the information in your textbook to identify the following items.

1. corporate charter: _____________________________
2. public utility: _________________________________
3. workers’ compensation: _________________________
4. unemployment compensation: ____________________
5. union shop: ___________________________________
6. industrial development bonds: ___________________
7. mandatory sentencing: ___________________________
8. victim compensation laws: _______________________
9. extradition: ___________________________________
10. parole: _______________________________________  
11. shock probation: ________________________________
12. shock incarceration: _____________________________
13. house arrest: _________________________________
14. public welfare: ________________________________

**DIRECTIONS** Use the information in your textbook to complete this table.

<table>
<thead>
<tr>
<th>HOW STATES PROVIDE FOR EDUCATION AND HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education</strong></td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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Guided Reading Activities
**Financing State Government**

**DIRECTIONS** Use the information in your textbook to complete this chart. On each line write the name of one type of state tax and give an example.

<table>
<thead>
<tr>
<th>TYPES OF STATE TAXES</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
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<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to complete this multiple-choice activity. Circle the correct answer for each sentence.

1. A regressive tax is a tax that has a greater effect on people with
   A. disabilities.
   B. low incomes.
   C. high incomes.

2. A progressive tax is one that
   A. varies with a person's ability to pay.
   B. is used to fund state projects.
   C. gets higher every year.

3. A proportional tax
   A. taxes a person’s income in proportion to the state’s need.
   B. taxes items in proportion to their size or value.
   C. taxes income at the same rate for every wage earner.

4. A severance tax is imposed when
   A. a person moves from one state to another.
   B. natural resources are removed from state lands.
   C. a person loses, or is severed from, a job.

5. A bond is
   A. an attachment that unites two people in a personal relationship or a business deal.
   B. a promise made by a borrower to repay funds.
   C. an item such as a pair of handcuffs used by police officers to restrict suspect’s movements.

6. Intergovernmental revenue is
   A. a sum of money shared by both the federal and state governments.
   B. the money received by a state from a foreign government doing business in the state.
   C. a sum of money given by one level of government to another.

7. A federal grant is
   A. a sum of money given by the federal government to a state for a particular purpose.
   B. a gift of federal land given to a state for building a school.
   C. a special exemption granted by the federal government to a particular state.
Structure of Local Government

**Directions** Use the information in your textbook to complete these sentences.

1. The largest territorial and political subdivision of a state is usually the ________________.
2. In Louisiana, counties are known as ________________.
3. In Alaska, counties are usually called ________________.
4. The authority to govern a county often rests in a group known as the ________________.
5. In about half the states, especially in New England, the unit of local government is the ________________.
6. In early New England the government was administered in a session called a ________________.
7. In early New England as well as today, elected town officials are known as ________________.
8. A ________________ is an urban unit of government that has legal rights granted by the state.
9. A unit of local government that deals with a specific function such as education is known as a ________________.
10. The process by which a group of people asks their state legislature to permit them to set up a legal community is known as ________________.
11. Before setting up a legal community, a special election, or ________________, is often held.
12. A ________________ gives the new community legal status.

**Directions** Use the information in your textbook to complete the chart.

<table>
<thead>
<tr>
<th>FORMS OF MUNICIPAL GOVERNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Guided Reading Activity 24-2**

**Serving Localities**

**DIRECTIONS** Use the information in your textbook to match the items in Column A with their definitions in Column B. Write the letter of the correct answer in the space provided.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. zoning</td>
<td>A. densely settled territory adjacent to central cities</td>
</tr>
<tr>
<td>2. restrictive zoning</td>
<td>B. systems of subways, trains, and buses</td>
</tr>
<tr>
<td>3. water district</td>
<td>C. stocks, bonds, jewelry, furniture, cars, artwork</td>
</tr>
<tr>
<td>4. sewage treatment plants</td>
<td>D. a group responsible for setting school policies, hiring a superintendent, and running schools</td>
</tr>
<tr>
<td>5. mass transit facilities</td>
<td>E. a method of regulating the way land and buildings may be used</td>
</tr>
<tr>
<td>6. metropolitan communities</td>
<td>F. certificates that promise to repay with interest the money that cities borrow to fund large, expensive projects</td>
</tr>
<tr>
<td>7. urban community</td>
<td>G. the amount of money an owner may expect to receive if his or her property is sold</td>
</tr>
<tr>
<td>8. metropolitan statistical areas</td>
<td>H. a tax paid on one’s personal income to finance local government</td>
</tr>
<tr>
<td>9. cities</td>
<td>I. zoning laws that make it difficult for certain people to move into a particular neighborhood</td>
</tr>
<tr>
<td>10. Sunbelt</td>
<td>J. federal program that demolished low- and middle-income urban housing units</td>
</tr>
<tr>
<td>11. suburbs</td>
<td>K. facilities for cleaning waste water</td>
</tr>
<tr>
<td>12. Urban Renewal Program</td>
<td>L. fees that property owners must pay for local services that directly benefit them, such as sidewalks</td>
</tr>
<tr>
<td>13. school board</td>
<td>M. a special local authority with power to restrict the amount of water that homes and businesses in the area consume</td>
</tr>
<tr>
<td>14. real property</td>
<td>N. cities, towns, and villages</td>
</tr>
<tr>
<td>15. personal property</td>
<td>O. the process involved in calculating the value of a piece of property to be taxed</td>
</tr>
<tr>
<td>16. assessment</td>
<td>P. densely populated areas with commercial, industrial, and residential sections</td>
</tr>
<tr>
<td>17. market value</td>
<td>Q. name for the fast-growing cities of the South and West</td>
</tr>
<tr>
<td>18. local income tax</td>
<td>R. large urban areas, according to the Office of Management and Budget</td>
</tr>
<tr>
<td>19. special assessments</td>
<td>S. any community with 2,500 people or more</td>
</tr>
<tr>
<td>20. municipal bonds</td>
<td>T. land and buildings</td>
</tr>
</tbody>
</table>

*Guided Reading Activities* 87
Challenges of Urban Growth

**DIRECTIONS** Use the information in your textbook to write a description of the urban problems listed. Then, describe at least one way in which each problem can be solved.

**PROBLEMS OF CITIES AND URBAN AREAS**

<table>
<thead>
<tr>
<th>Type of Problem</th>
<th>Description</th>
<th>Possible Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing and Economic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrastructure and Transportation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Democratic Governments

**DIRECTIONS** Use the information in your textbook to complete this chart.

<table>
<thead>
<tr>
<th>THE ATTRIBUTES OF GOVERNMENT</th>
<th>Great Britain</th>
<th>France</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of state</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head of government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who elects head of state/government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of legislature</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Names of legislative bodies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separation of powers (yes/no)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabinet (yes/no)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to classify each item below under the country heading to which it refers.

1. The Constitution of 1917 established a national government.
2. Eastern European democratic revolutions of 1989 began in this country.
3. Apartheid, the strict segregation of races, ended with a gradual transition to majority rule.
4. Political opponents described the government as authoritarian rather than democratic.
5. Nelson Mandela, leader of the ANC, became his country’s symbol of freedom.
6. The labor union *Solidarity* launched a national strike that symbolized this country’s struggle for a democratic government.
7. The Institutional Revolutionary Party dominated this country’s government for many years.
8. In the 1990 presidential election, Lech Walesa received 74 percent of the national vote.
9. The first free election in this country in 1994 resulted in victory for the ANC.
### Authoritarian Governments

**Directions** Use the information in your textbook to match the items in Column A with their definitions in Column B. Write the correct letter in the space provided.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Politburo</td>
<td><strong>A.</strong> scene of student uprising against the Chinese Communist Party</td>
</tr>
<tr>
<td>2. most powerful party leader in Cuba</td>
<td><strong>B.</strong> Fidel Castro</td>
</tr>
<tr>
<td>3. National Party Congress</td>
<td><strong>C.</strong> Iranian word meaning king</td>
</tr>
<tr>
<td>4. Tiananmen Square</td>
<td><strong>D.</strong> controls the Chinese national government</td>
</tr>
<tr>
<td>5. Chinese Communist Party</td>
<td><strong>E.</strong> as religious leaders, they had veto power over political leaders</td>
</tr>
<tr>
<td>6. shah</td>
<td><strong>F.</strong> the highest organ of state power in China</td>
</tr>
<tr>
<td>7. Fidel Castro</td>
<td><strong>G.</strong> Muslims who believe in keeping religious and secular law separate</td>
</tr>
<tr>
<td>8. Ayatollah Ruhollah Khomeini</td>
<td><strong>H.</strong> began a process of increasing state power</td>
</tr>
<tr>
<td>9. Khomeini and his followers</td>
<td><strong>I.</strong> provides oil and important military bases to the United States</td>
</tr>
<tr>
<td>10. North Korea</td>
<td><strong>J.</strong> failed invasion of Cuba by U.S.-trained anti-Castro exiles</td>
</tr>
<tr>
<td>11. Falun Gong</td>
<td><strong>K.</strong> composed of about 20 top party leaders in China</td>
</tr>
<tr>
<td>12. Bay of Pigs</td>
<td><strong>L.</strong> religious leaders who interpret and uphold traditional Islamic teachings</td>
</tr>
<tr>
<td>13. Saudi Arabia</td>
<td><strong>M.</strong> used by the United States to encourage democratic reforms in Cuba</td>
</tr>
<tr>
<td>14. secularists</td>
<td><strong>N.</strong> totalitarian government centers on unquestioning loyalty to leader Kim Jong Il</td>
</tr>
<tr>
<td>15. trade embargo</td>
<td><strong>O.</strong> spiritual movement combining physical exercise with Buddhism and Taoism; it is restricted by the Chinese government</td>
</tr>
<tr>
<td>16. Islamic Republic of Iran</td>
<td><strong>P.</strong> under his leadership Cuba became a Communist dictatorship</td>
</tr>
<tr>
<td>17. mullah</td>
<td><strong>Q.</strong> returned from exile in France to form an Islamic government in Iran</td>
</tr>
</tbody>
</table>
International Organizations

DIRECTIONS Use the information in your textbook to complete the following sentences.

1. International organizations composed of individuals and groups outside the scope of government are called ____________.

2. Organizations whose authority overrides the sovereignty of its individual members are called ____________.

3. International organizations composed of members of national governments are called ____________.

DIRECTIONS Use the information in your textbook to complete this diagram.

GOALS AND AGENCIES OF THE UNITED NATIONS AND EUROPEAN UNION

<table>
<thead>
<tr>
<th>United Nations</th>
<th>European Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>United Nations</th>
<th>European Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agencies</td>
<td></td>
</tr>
</tbody>
</table>
Global Issues

Directions: Use the information in your textbook to choose the word or phrase that completes each sentence correctly.

1. Terrorism is defined as ____________________________.

2. The global importance of the oil industry has heightened tensions between the West and ____________ __________________, resulting in increased terrorist activity.

3. When a government secretly supports terrorism, this is called ____________________________.

4. ____________________________, the leader of the resistance movement al-Qaeda, is responsible for many terrorist attacks against Western nations.

5. The spread of nuclear weapons is called ____________________________.

6. The nations that have or are suspected to have nuclear weapons include ____________________________.

7. In the 1968 nuclear Non-Proliferation Treaty, the major nuclear powers agreed ____________________________.

8. ____________________________ and ____________________________ are two nations that are building their nuclear capabilities and have been accused of sponsoring terrorist groups.

9. The UN has established several ____________________________ ____________________________ to prosecute violators of international human rights laws.

10. The ____________________________ set forth in 30 articles a comprehensive statement of “inalienable rights of all members of the human family.”

11. “__________________________” are things that governments should do for their citizens.

12. Policymakers struggle with the issue of sustainable development, defined as ____________________________.

13. In 1999 the United States received international criticism for refusing to sign the ____________________________.
Guided Reading Activity 26-1

Capitalist and Mixed Systems

**DIRECTIONS** Use the information in your textbook to choose the word or phrase that completes each sentence correctly.

1. A condition that exists because society does not have all the resources to produce needed goods is called _______________________.

2. Habit and custom dictate the rules for all economic activity in a ________________ economy.

3. Government agencies determine people’s needs and direct resources to meet them in a ________________ economy.

4. When buyers and sellers determine what, how, and for whom goods and services are produced, the economy is called a ________________ economy.

5. Resources used to produce goods and services are called _______________________.

6. An entrepreneur is a person who _______________________.

7. A command system in which the central government directs major decisions is _______________________.

8. A partial command system in which the government influences many economic decisions is called _______________________.

9. A system in which consumers and private owners make the decisions in free markets is called _______________________.

10. Most countries in the world today have a _______________________.

11. Another name for a capitalist system is a _______________________.

12. Capitalist economies depend on the right of _______________________.

13. A situation in which there are several sellers of a product or service and no single seller can have control over its market price is known as _______________________.

14. An industry dominated by only one seller, resulting in no competition, is a _______________________.

15. A situation in which a few large firms dominate an industry is a(n) _______________________.

16. The difference between the amount of money used to operate a business and the amount of money the business takes in is called _______________________.

17. An economic system that combines private ownership with the government’s role in fiscal and monetary policy is _______________________.
Emerging Economies

**DIRECTIONS** Use the information in your textbook to list the pros and cons of economic choices facing developing nations.

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Capitalist free markets</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Socialist central planning</td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to identify the following items.

1. developing nations: ____________________________________________________________
   ____________________________________________________________

2. newly developed nations: _____________________________________________________
   ____________________________________________________________

3. welfare state: ________________________________________________________________
   ____________________________________________________________

4. centralized planning: _________________________________________________________
   ____________________________________________________________

5. nationalization: ______________________________________________________________
   ____________________________________________________________
## Major Economies in Transition

**DIRECTIONS** Use the information in your textbook to complete this table describing the problems with, changes in, and future of the Russian and Chinese economies.

<table>
<thead>
<tr>
<th>Major Economies in Transition</th>
<th>Problems</th>
<th>Changes</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia/USSR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS** Use the information in your textbook to match the items in Column A with their descriptions in Column B. Write the correct letter in the space provided.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gross national product</td>
<td>A. booming market economy</td>
</tr>
<tr>
<td>2. state farms</td>
<td>B. president of Russia who prescribed “strengthening of the state” to cure economic ills</td>
</tr>
<tr>
<td>3. collective farms</td>
<td>C. Chinese economy after World War II until the 1970s</td>
</tr>
<tr>
<td>4. Soviet central planning</td>
<td>D. the sum of a nation’s goods and services</td>
</tr>
<tr>
<td>5. Mikhail Gorbachev</td>
<td>E. maintains control of Chinese government</td>
</tr>
<tr>
<td>6. Vladimir Putin</td>
<td>F. farms that were owned by the Soviet government and run like factories, with the workers being paid wages</td>
</tr>
<tr>
<td>7. China</td>
<td>G. Soviet secret police</td>
</tr>
<tr>
<td>8. KGB</td>
<td>H. Soviet president who tried to improve the economy through economic reforms</td>
</tr>
<tr>
<td>9. planned economy</td>
<td>I. created major problems in Soviet factories and farms</td>
</tr>
<tr>
<td>10. Chinese Communist Party</td>
<td>J. system in which the Soviet government owned farmland and rented it to the families who would raise food products</td>
</tr>
</tbody>
</table>
The Global Economy

**DIRECTIONS** Use the information in your textbook to identify the following items.

1. comparative advantage: ____________________________
2. tariff: ____________________________
3. quota: ____________________________
4. trading bloc: ____________________________
5. two leading regional economic blocs: ____________________________
6. European Union: ____________________________
7. “euro”: ____________________________
8. protectionism: ____________________________
9. dumping: ____________________________
10. non-tariff barriers: ____________________________

**DIRECTIONS** Use the information in your textbook to complete this diagram. Briefly explain each alternative in the answer box below each heading.

<table>
<thead>
<tr>
<th>TRADE ALTERNATIVES FOR THE UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Trade</td>
</tr>
<tr>
<td>Fair Trade</td>
</tr>
<tr>
<td>Managed Trade</td>
</tr>
<tr>
<td>Protectionism</td>
</tr>
</tbody>
</table>

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Purposes:

Government: The Purposes and Effects of Government:
A state has some form of sovereignty:

Territory: A state has established boundaries. The United States's boundaries are the Atlantic and Pacific Oceans and recognized borders with Canada and Mexico. The United States also includes Alaska and Hawaii.

Sovereignty: A state has political sovereignty, with supreme and absolute authority within its boundaries. The United States makes its own laws and shapes its own course of action.

Government: A state has some form of government. The United States has a democratic government with power resting with the people and their elected representatives.

The Purposes and Effects of Government

Purposes:
to maintain social order;
to provide public services;
to provide for national security and a common defense;
to make economic decisions

Positive Effects:
[to maintain social order] Governments make and enforce laws allowing people to live in an orderly, civilized manner: planning for the future, obtaining an education, raising families, and living orderly lives.
[to provide public services] Governments provide services that people need but cannot provide for themselves: clean water, safe sewage disposal, and unspoiled food.
[to provide for national security and a common defense] Governments protect people from outside attack and make treaties with other nations. Governments also provide economic security by making trade agreements with other countries.
[to make economic decisions] Governments stimulate economic growth/stability and distribute public services/benefits among citizens. People are protected from a national economic collapse and are fairly certain of present and future personal benefits.

ACTIVITY 1-1

The State: Essential Features as Exemplified in the United States

Population: A state has a certain population. Common beliefs make it stable. The United States is a stable government because Americans share basic beliefs about democracy.

Territory: A state has established boundaries. The United States's boundaries are the Atlantic and Pacific Oceans and recognized borders with Canada and Mexico. The United States also includes Alaska and Hawaii.

Sovereignty: A state has political sovereignty, with supreme and absolute authority within its boundaries. The United States makes its own laws and shapes its own course of action.

Government: A state has some form of government. The United States has a democratic government with power resting with the people and their elected representatives.

ACTIVITY 1-2

Purposes and Characteristics of a Constitution
Answers may vary somewhat. Possible answers are given.

Purposes
sets out ideals that those bound by it believe in and share;
establishes structure of government and defines its powers;
provides supreme law for the country

Types of Constitutions
Written
United States, Kenya, France, India, Italy, Switzerland
Unwritten
Great Britain

Characteristics
Statement of Goals

Framework for Government

What It Does:
sets out plan for government, describes the relationship between national and state governments, describes procedure for amending constitution.

Preamble

What It Does:
form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty.

Highest Law

What It Does:
defines the extent and limits of government power and the rights of citizens.

Interdependence Among Nations Today

Industrialized Nations
Characteristics: have large industries, use advanced technology to provide comfortable life
How they are interdependent: offer economic, medical, military, and disaster aid to developing nations; develop economic, social, and political ties with other nations

Newly Industrialized Nations
Characteristics: have recently developed large industries and use technology to afford more comforts to its citizens
How they are interdependent: have developed ties with both industrialized and developing nations; receive help from industrialized nations and offer help to developing nations whenever possible

Developing Nations
Characteristics: struggling to develop industries and technology, but many are still poor, with starvation, disease, and political turmoil as a way of life.

ACTIVITY 1-3

Major Types of Governments
Answers may vary somewhat. Possible answers are given.

Autocracy: Types
Totalitarian Dictatorship (sole ruler)
Example: Hitler in WW II Germany
Monarchy (sole ruler); Types:
Absolute,
Example: Saudi Arabia
Constitutional
Example: Sweden

Oligarchy: Description
government by a few people who derive their power from wealth, social position, or military power
Example: China

Democracy: Types
Direct democracy
Description: (people govern); people gather to make decisions
Example: Swiss cantons
Representative democracy
Description: (people govern); people elect representatives to make decisions
Example: United States

Matching:
1. A 4. C
2. D 5. B
3. C 6. D

ACTIVITY 1-4

Economic Characteristics of Capitalism, Socialism, and Communism
Answers may vary. Possible answers are given.

Ownership of property
Capitalism—private
Socialism—both public and private
Communism—public

Principle of operation
Capitalism—free enterprise
Socialism—equal distribution of wealth
Communism—central control

Choice of work
Capitalism—open
Socialism—regulated
Communism—regulated

Wages
Capitalism—negotiated in market
Socialism—regulated
Communism—regulated
Profits
Capitalism—unlimited for investors
Socialism—workers and managers share
Communism—shared equally

Government’s role
Capitalism—ensure free enterprise
Socialism—ensure equal access to goods and services
Communism—control of economy

Government involvement
Capitalism—regulatory
Socialism—owns basic industries, provides social services
Communism—owns land and industries, plans production and distribution

Amount of competition
Capitalism—great
Socialism—limited
Communism—none

Production decisions
Capitalism—investors, buyers, and sellers
Socialism—central planners
Communism—government

Matching:
1. D  4. F
2. C  5. B
3. E  6. A

ACTIVITY 2-1
Two Ideas About Government from America’s English Heritage
Answers may vary somewhat. Possible answers are given.

Limited Government
Definition: The power of the ruler or government is limited, not all-powerful.

How Idea Was Put Into Practice: The people or their representatives in Parliament had to approve taxes; the ruler could not interfere with Parliament; accused people had the right to a trial by jury; the people could not be subjected to cruel or unusual punishment.

Representative Government
Definition: The people elect delegates to make laws and conduct government.

How Idea Was Put Into Practice: Based on John Locke’s ideas that the people possessed natural rights, that they could form a government to protect their rights, that they were not born with an obligation to obey rulers, and that government was legitimate only as long as the people continued to consent to it, the people formed a government with a Parliament that could make and pass laws the ruler had to recognize.

ACTIVITY 2-2
The Chain of Causes and Effects Leading to the First Battle of the Revolutionary War
Answers will vary but should approximate the following:
- The colonists resent restrictions and refuse to buy British goods.
- Massachusetts colonists hold the Boston Tea Party.
- Parliament imposes the “Intolerable Acts” limiting the colonists’ rights.
- The First Continental Congress is convened in Philadelphia.
- George III cracks down on the colonists.

The Work of the Second Continental Congress
I. Congress assumes the powers of a central government.
   A. votes to organize an army and navy
   B. votes to issue money to pay for the war
   C. votes to make George Washington commander of the continental army

II. The Second Continental Congress serves as the acting government during the Revolution.
   A. purchases supplies
   B. negotiates treaties with other countries
   C. rallies support for colonists’ cause

III. R.H. Lee introduces a resolution to declare the colonies independent of Great Britain.

ACTIVITY 2-3
The Articles of Confederation
Wording will vary but should include the following points:
Features
- unicameral, or single-chamber
- Congress, no president
- Committee of the States managed government when Congress was not assembled

Weaknesses
- Congress had no power to levy taxes.
- Congress had no power to regulate trade.
- Congress could not force anyone to obey the laws it passed.

Achievements
- established fair policy for developing western lands
- forgave a peace treaty with Great Britain
- set up departments of Foreign Affairs, War, Marine, Treasury

Problems Faced by Nation
Quarreling began over boundary lines and tariffs paid to other states, and states began trading directly with foreign nations.

The government owed huge debts to other nations and to soldiers who fought in the Revolution, yet had no power to raise money from the states.

The economic depression of 1786 had left many farmers and merchants with great personal debts and no way of repaying them.

ACTIVITY 2-4
People and Groups Who Influenced the Constitutional Convention
Wording may vary. Accept reasonable responses.
1. George Washington—presided over the meetings; helped ratify the Constitution in Virginia; chosen first U.S. President
2. Benjamin Franklin—scientist and diplomat who played an active role in the debates

3. Gouverneur Morris—eloquent speaker and writer; wrote the final draft of the Constitution

4. James Madison—advocate of a strong national government; author of the basic plan of government that the convention eventually adopted

5. William Paterson—leader of small states; offered New Jersey Plan as counterproposal to the Virginia Plan

6. Roger Sherman—Connecticut leader, played a key role in forging the Connecticut Compromise

7. the Federalists—group favoring the Constitution; led by many of the country’s Founders

8. the Anti-Federalists—group opposing the Constitution because they feared a strong national government and because the Constitution lacked a Bill of Rights

9. Alexander Hamilton—persuaded New Yorkers to approve the Constitution

10. John Jay—one of the writers of 80 essays defending the Constitution, collected in The Federalist

Three Major Compromises of the Constitutional Convention

Answers may vary somewhat but should include the following issues:

The Connecticut Compromise modified the Virginia Plan for government by providing a legislative branch with two parts: a House of Representatives with state representation based on population, and a Senate with two representatives from each state regardless of population.

The Three-Fifths Compromise solved another problem of representation in the House by allowing the southern states, which included many slaves in its population, to count three-fifths of the slaves when determining its representation. It also stipulated that, when determining its tax burden, southern states must also count three-fifths of the slaves among the population.

The Commerce and Slave-Trade Compromise eased the worries of the southern states, which feared that northern states would interfere with the slave trade and would forge other trade agreements detrimental to their agricultural economy. The delegates agreed not to ban the slave trade until 1808 and stipulated that no export taxes would be levied. This compromise appealed to northern states also, since it gave the federal government complete power over trade with other nations.

★ Activity 3-1

The Structure of the Constitution

Goals for American Government as Stated in the Preamble

form a more perfect union

establish justice

insure domestic tranquillity

provide for the common defense

promote the general welfare

secure the blessings of liberty

The Articles: What They Do

Article I: establishes the legislative branch of the national government

Article II: creates an executive branch to carry out laws passed by Congress

Article III: establishes a Supreme Court and defines its scope

Article IV: explains the relationship of the states to one another and to the national government

Article V: explains how the Constitution can be amended

Article VI: establishes that laws and treaties made by Congress are the supreme law of the land

Article VII: declares when the Constitution would take effect

Purpose of Amendments

The Amendments allow the Constitution to remain responsive to the needs of a changing nation.

Principles of the Constitution

Popular Sovereignty: The people choose their leaders and give them authority.

Federalism: Power is divided between national and state governments, each with agendas and officials.

Separation of Powers: Power is divided among the legislative, executive, and judicial branches.

Checks and Balances: Each branch of the government exercises some control over the others.

Judicial Review: The Supreme Court has the final authority for finding laws and actions of the government invalid.


★ Activity 3-2

Three Branches of Government

Examples will vary. Some possibilities are given.

1. The Legislative Branch

A. Economic Powers

1. levy taxes

2. borrow money

3. punish counterfeiting

4. regulate commerce

5. coin money

B. Defense Power

1. declare war

2. raise and support armed forces

3. to call forth the militia

4. punish piracy

5. provide navy

6. regulate armed forces

7. organize militia

C. Other Powers

1. naturalize citizens

2. establish post offices

3. secure patents and copyrights

4. establish courts

5. govern District of Columbia

II. The Executive Branch

A. Specific Powers

1. commander in chief of the armed forces

2. appoint the heads of executive departments and federal judges

3. pardon people convicted of federal crimes

4. make treaties (with Senate consent)

5. appoint ambassadors

6. call Congress into special session when necessary

7. ensure that the laws Congress passes are “faithfully executed”

8. commissions military officers

9. meet with heads of state and other foreign officials

10. deliver annual state of the Union message

III. The Judicial Branch

A. Federal Courts

B. State Courts

★ Activity 3-3

Amending the Constitution

Proposing an Amendment:

1. a two-thirds vote of each house of Congress

2. a national convention called by Congress at the request of two-thirds of the states

Ratifying an Amendment:

1. legislatures in three-fourths of the states ratify an amendment

2. each state calls a special ratifying convention; the amendment becomes part of the Constitution when three-fourths of these conventions approve it

Completing Statements:

(A) informally, (B) government leaders, (C) citizens, (D) enlarged, (E) clarified, (F) succession, (G) judicial review, (H) judicial activism, (I) judicial restraint

★ Activity 3-4

The Freedoms of Citizens Under the Bill of Rights

Items may vary slightly in context and wording. Accept reasonable responses.

The First Amendment: protects freedom of speech, freedom of the press, freedom of religion, freedom to assemble and to criticize the government
The Second Amendment: supports the right of citizens to own firearms
The Third Amendment: prohibits the government from forcing people to quarter soldiers in their homes
The Fourth Amendment: protects a citizen's privacy by requiring authorities to have probable cause and/or a search warrant to search a premises or person or to seize evidence
The Fifth Amendment: protects people accused of crimes against: being tried without sufficient evidence; being tried for the same offense twice (double jeopardy); being forced to testify against oneself; being deprived of life, liberty, or property without due process of law
The Sixth Amendment: protects the right to a speedy public trial by an impartial jury
The Seventh Amendment: provides for the right to a jury trial to settle all disputes about property worth more than $20.00
The Eighth Amendment: prohibits excessive bail; prevents excessive fines and “cruel and unusual punishment.”
The Ninth Amendment: assigns all rights not spelled out in the Constitution to the people
The Tenth Amendment: establishes that powers not given to the national government—or denied to the states—by the Constitution belong to the states or to the people

**Matching:**
A. 27  F. 13
B. 16  G. 25
C. 22  H. 14
D. 19  I. 26
E. 15

**ACTIVITY 4-1**

1. I  6. E
2. F  7. C
3. B  8. D
5. A  10. H

Two Functions of the States That Help the Nation: State and local governments conduct and pay for elections of all national government officials, senators, representatives, and presidential electors. The states play a key role in the amendment process: a three-fourths majority of the states must approve every new amendment.

One Function of Congress That Limits States: Congress may alter state election laws if it so desires.

**ACTIVITY 4-2**

### How States Must Honor One Another’s Laws

Examples may vary. Accept reasonable responses.

**Full Faith and Credit:** Each state must recognize the laws and legal proceedings of the other states.
Example: States must honor one another’s car registrations and birth records.

**Privileges and Immunities:** One state may not discriminate unreasonably against citizens of another state.
Example: Citizens may pass through other states; live in states other than those in which they were born; use the courts; make contracts; buy, sell, and hold property; and marry in all states. However, states may require that a person live in a state for a certain amount of time before becoming a voter or a public official. They may require that a person establish residency in a state before beginning to practice medicine, dentistry, or law.

**Extradition:** If a person charged with treason, felony, or other crimes should leave his or her home state, the governor of the state to which the person has fled is responsible for returning the fugitive. Example: It is a federal crime to flee to avoid prosecution for a felony. Felonies include armed robbery, assault, and murder.

**State's Compacts and Lawsuits**

**State Compacts**

Reasons for Initiating: controlling air and water pollution, managing toll bridges and transportation, conserving wildlife, fish, water, coal, and oil, and handling the disposal of hazardous materials

How They Are Handled: The compact is signed by the parties to the agreement (two or more states or a state and the national or a foreign government) and then by Congress if this body approves it. The terms of the compact are enforceable by the Supreme Court.

**State Lawsuits**

Reasons for Initiating: If states can’t handle differences with interstate compacts, they often resort to lawsuits. In the West, many lawsuits are fought over water rights. Other cases have involved sewage from one state polluting the water in another state, and disputed state boundary lines.

How They Are Handled: Interstate lawsuits are always heard in the Supreme Court. It is the only court in which one state may sue another.

**ACTIVITY 4-3**

### States’ Rightists Versus Nationalists

Answers may vary. Accept reasonable responses.

**States’ Rightists:** The states created the national government and gave it only certain limited powers. Doubts about whether a power belongs to the government or the states should be settled in favor of the states. State governments are closer to the people and better reflect their wishes than the national government. According to the Tenth Amendment, powers not delegated to the national government are reserved to the states or the people.

**Nationalists:** The national government is not subordinate to the states. Congress has the right to adopt any means that are convenient and useful to carry out its delegated powers. The reserved powers of the states should not limit how the national government can use its own powers. The national government should take the lead in solving major social and economic problems facing the nation. The national government stands for all the people, while each state speaks for only part of the people.

**Expanding National Government**

**Power to Wage War:** power over the economy; power over the educational system

**Authority to Regulate Commerce:** passing the Civil Rights Act of 1964 (based on belief that discrimination by innkeepers and restaurant owners interferes with travel and thus restricts the flow of interstate commerce)

**Power to Raise Taxes and Spend Money:** power over business (by heavily taxing dangerous products, the government makes it unprofitable to manufacture them); power over states (federal tax laws encourage states to set up their own unemployment insurance programs)

**ACTIVITY 4-4**

### How Federalism Affects Public Policy

Examples will vary. Accept reasonable responses.

**Issue 1:** Possible examples: Georgia was the first state to allow 18-year-olds to vote. Colorado pioneered the use of sunset laws to see if government agencies are still needed. Local groups in California started new air-pollution control programs to protect the environment.

**Issue 2:** Possible examples: Federal civil rights laws overcame state and local resistance to African Americans’ voting and other rights.

**Issue 3:** Possible examples: Citizens can band together to affect local and state policies and have a greater chance to affect local zoning laws, transportation...
issues, behavioral issues, and tax issues than they have to affect national ones.

**Issue 4:** Possible example: State and local leaders have learned to create policies that work best for them in business, environment, tax structure, and even social life. These skills often make them as knowledgeable and effective in their own areas as national leaders are in theirs.

**5.** limits the power of federal officials to determine local policy

**6.** lessens the risk of one political party gaining a monopoly on political power

**7.** gives people easier access to political offices because they may begin seeking elected offices at the local level

**8.** gives Americans wider ranges of choices among the different political and economic environments common to different states

**★ ACTIVITY 5-1**

**Membership of the House and the Senate (107th Congress)**

**Number of Members**

House—435

Senate—100

**Female**

House—61

Senate—13

**Male**

House—374

Senate—87

**2000 Party Affiliation**

House

Democrats—212

Republicans—221

Independents—2

Senate

Democrats—50

Republicans—49

Independents—1

**Qualifications for Membership**

House—must be at least 25 years of age; must be a citizen of United States for at least 7 years; must be a legal resident of the state that elects them

Senate—must be at least 30 years of age; must be a citizen of United States for at least 9 years; must be legal resident of state they represent

**Term of Office**

House—2 years

Senate—6 years

**Salary**

House and Senate—$145,100 per year

**Pension Benefits**

House and Senate—$50,000 or more per year for life

**Presiding Officer**

House—Speaker of the House

Senate—Vice president of the United States

**Leaders**

House and Senate—Majority leader, majority whip, minority leader, minority whip

1. Congress initiates and approves new laws.

2. A congressional term lasts for two years and includes two one-year sessions.

3. Reapportionment takes place after each census is taken. The number of representatives to the House is determined by each state’s population. After the states find out how many representatives they are entitled to, each state legislature draws boundaries to outline that number of congressional districts in the state. Each district is set up for the purpose of electing a representative to Congress. Each district should have approximately the same number of people so the ratio of people to Congressperson should be nearly the same throughout the state and the nation.

**★ ACTIVITY 5-2**

**How Work Gets Done in the House of Representatives**

**Responsibilities of House Leaders**

Speaker of the House—decides which House members speak first, appoints the members of some committees, schedules House bills for action, refers bills to the proper House committee

Majority Leader—helps plan the party’s legislative program, steers important bills through the House, makes sure committee chairpersons finish work on bills important to the party

Minority Leader—helps plan the party’s legislative program, makes sure committee chairpersons finish work on bills important to the party

Whips—keep watch on how party members vote on important bills, persuade party members to vote as the party wishes, make sure that party members are present to vote

**Responsibilities of House Rules Committee**

enters major bills on house calendars

moves some bills ahead of others

may include time limits for debate on a bill

specifies how much a bill may be changed or amended

settles disputes among House committees

delays/blocks bills that leaders do not want to be voted on

**House Member’s Bill**

Member drops bill into hopper.

Speaker sends bill to appropriate committee for study.

Bill is put onto the appropriate House calendar.

Bill is put onto Discharge Calendar to force it out of committee.

Bill goes to Rules Committee.

Bill goes to floor of House for debate, amending, and vote.

**★ ACTIVITY 5-3**

**Responsibilities of Senate Leaders**

Vice President—decides which members speak first, puts questions to a vote, influences Senate through personal contacts

Majority Leader—plans Senate work schedule and agenda, makes sure party members attend important sessions, organizes party support on key bills

Minority Leader—develops criticisms of majority party’s bills, tries to make their own senators work together

Whips—make sure legislators are present for key votes

**Similarities and Differences in House and Senate Procedures**

Answers will vary. Students must provide three important similarities and three important differences between the procedures in the two chambers. Accept appropriate responses.

House—Speaker of the House presides and controls who speaks; formal atmosphere; five calendars; many ways to delay or block bills

Both—Members introduce bills; majority leaders control flow of bills to committees and to floor for debate and vote; minority leaders develop strategies to oppose or amend majority party bills.

Senate—Vice president or president pro tempore presides but cannot vote unless to break a tie; informal atmosphere; only two calendars; few ways to block bills, for example, filibuster

**Essay:**

It can fail to be voted out of committee; it can be stopped by the Rules Committee; a Senate filibuster can force the majority of the Senate to abandon the bill.

**★ ACTIVITY 5-4**

**Committees in the House and Senate**

**Kinds of Committees**

Standing Committees

Subcommittee

Select Committees

Joint Committees

Conference Committees

**General Responsibility of Each Type of Committee**

Standing—deal with large issues that affect the nation

Subcommittee—specializes in subcategory of standing committee’s business

Select—study a specific issue and report findings to House or Senate

Joint—act as study groups that report findings to both houses
Committee Staff—resolve differences between House and Senate versions of a single bill.

1. Committees allow members of Congress to divide their work among smaller groups. Committees select bills that are to receive further consideration by the House or Senate. Committees, by holding public hearings and investigations, help the public learn about key problems facing the nation.

2. Answers will vary but should address the idea that the committee system is now more democratic after the Legislative Reorganization Act limited the power of committee chairpersons and gave other committee members more authority.

3. The member of the majority party with the longest uninterrupted service on a particular committee is traditionally selected as chairperson.


**ACTIVITY 5-5**

Answers will vary. Students need not list every function of every staff or agency.

**Congressional Staffs and Agencies**

**Individual Members of Congress**

**Personal Staff:**

Administrative Assistants

- Functions: runs lawmaker’s office, supervises his/her schedule, gives political advice, deals with lawmakers and constituents

Legislative Assistants

- Functions: makes sure lawmaker is informed about bills he or she must deal with, does research, drafts bills, studies bills in Congress, writes speeches and articles, assists in committee meetings, attends meetings in place of lawmaker, keeps track of work on floor of Congress and bills in committee

Caseworkers

- Functions: handle requests for help from people in lawmaker’s state or district

**Congressional Committees**

Committee Staff:

- Functions: work for congressional committees and are experts in the area their committees cover, draft bills, study issues, collect information, plan committee hearings, write memos, prepare committee reports

**Support Agencies**

Library of Congress:

- Functions: administers copyright law, collects books/journals/music/films/photos/maps; its Congressional Research Service answers requests for information from lawmakers, staff, committees, and voters, researches matters related to bills before Congress

Congressional Budget Office:

- Functions: coordinates budget-making work of Congress, studies president’s budget proposals, makes cost projections of proposed new programs, studies economic trends, keeps track of congressional committee spending, prepares budget report yearly, calculates how congressional budget decisions might affect nation’s economy

General Accounting Office:

- Functions: reviews financial management of congressional programs, collects government debts, settles claims, provides legal services, answers lawmakers’ and committees’ requests for information, prepares reports on federal programs, testifies before committees, develops questions for committee hearings, provides legal opinions on bills under consideration

Government Printing Office:

- Functions: does all printing for federal government; prints Congressional Record; prepares speeches for lawmakers; prints Statistical Abstract of the United States, which provides statistical information about population, government finances, personal income, business, agriculture, education, law enforcement, national defense, elections, and other topics

**Essay:**

Answers will vary, but content should weigh congressional staffers’ influence against their usefulness to lawmakers. Reasons may include examples from current government news, programs, and legislation.

**ACTIVITY 6-1**

**Legislative Powers of Congress**

Examples of legislative powers may vary. Accept reasonable responses.

**Powers**

- The Taxing and Spending Power
- Other Money Powers
- The Commerce Power
- Foreign Policy Powers
- Providing for the Nation’s Growth
- Other Legislative Powers

**Examples** (in order, as above)

- authorize revenue and appropriations bills
- sell government securities; coin money and regulate its value; punish counterfeiters; establish standard weights and measures

- regulate foreign and interstate commerce
- approve treaties; declare war; create and maintain army and navy; make rules governing land and naval forces
- naturalize citizens; admit new states and pass appropriate laws for territories; pass laws to govern federal property
- grant copyrights and patents; establish a post office and federal courts

**Nonlegislative Powers of Congress**

Answers may vary. Accept reasonable responses.

**Powers**

- The Power to Choose a President
- The Removal Power
- The Confirmation Power
- The Ratification Power
- The Amendment Power

**How They Work** (in order as above)

If no candidate for president has a majority of electoral votes, the House chooses the president from the three candidates with the most electoral votes. The Senate chooses the vice president from the two candidates with the most electoral votes.

The House has power over impeachment; if a majority of House votes are for impeachment, the case goes to the Senate for trial; a two-thirds vote of those present is required for conviction. The Senate has the power to ratify treaties between the U.S. and other nations. To ratify a treaty, two-thirds of the senators present must vote in favor of it.

Congress and state legislatures share the power to propose amendments. Amendments may be proposed by a two-thirds vote of both houses or by a convention called by the legislatures of two-thirds of the states. Congress may also determine whether state conventions or state legislatures will ratify a proposed amendment.

**ACTIVITY 6-2**

**Congressional Investigative Powers**

**Power to subpoena:** Witnesses can be arrested if they do not answer a subpoena.

**Power to require witnesses to testify under oath:** Witnesses can be prosecuted for perjury if they do not testify truthfully.

**Power to hold witnesses in contempt:**

Persons found in contempt of Congress can be arrested and jailed.
Legislative Oversight:
An Example of Checks and Balances
Congress: makes laws; uses legislative oversight to check on how the executive branch is administering the laws
The Executive Branch: carries out the laws; decides what the laws mean and how to carry them out
1. requires executive agencies to submit reports on their activities
2. has congressional support agencies study an executive agency's work
3. reviews budgets and determines appropriations

ACTIVITY 6-3
Causes of Conflict Between Congress and the President
Checks and Balances
Example: The president can veto or threaten to veto legislation. Congress can amend laws or override vetoes.
Party Politics
Example: Conflicts occur when different parties control Congress and the White House, because each group has a different agenda.
Organization
Example: Congress can delay, revise, or defeat a presidential proposal by keeping it in committee for great lengths of time, by extending a debate on it, or by having committee chairpersons use their influence against it.
Differing Political Timetables
Example: Presidents have only four years at a time, and only eight years total if reelected, to accomplish their agendas. Senators and Representatives can be reelected many times and can take as long as they want to stall or pass legislation. Also, Senators and Representatives may be more interested in what is good for their states and districts than what is good for the country in general.
Successful Congressional Efforts to Curb Executive Power
Wording will vary. Accept reasonable responses.
Effort: National Emergencies Act
In 1976 Congress passed the National Emergencies Act. According to this act, a president must notify Congress when intending to declare a national emergency. In addition, states of emergency may not last longer than a year unless the president repeats the notification process. Moreover, Congress can end any state of emergency by a majority vote of both houses.

Effort: Budget Impoundment and Control Act
In 1974 Congress passed the Congressional Budget and Impoundment Control Act, which limited the president's ability to refuse to spend money that Congress has voted to fund a program. The money must be spent unless the president requests that it not be spent and both houses agree.

ACTIVITY 7-1
Answers will vary. Accept reasonable responses.
Bills and Resolutions
1. Private bills
2. Public bills; any three of the following: raising or lowering taxes, national health insurance, gun control, civil rights, abortion
3. Resolutions
4. joint resolution; earlier law; appropriate money
5. Concurrent resolutions; both houses
6. the lawmaking process is complicated, and bills may easily be delayed, killed, or changed; compromises are almost always necessary to get bills passed, taking much time and effort; lawmakers sometimes introduce bills that they know will never become law, but they do it to look good in the eyes of their constituents.
7. private citizens, interest groups, the president; executive branch
8. put the bill into the hopper, a box near the clerk's desk
9. the presiding officer of the Senate must first recognize the senator, and then he or she can formally present it
Introducing a Bill
A. pigeonholing—committee leadership ignores bill and simply lets it die
B. hearings—sessions in which the committee listens to testimony from people interested in the bill
C. quorum—the number of members necessary to be present, usually a majority, in order to vote on a bill
D. voice vote—members call out "Aye" or "No"
E. standing vote—those in favor stand and are counted, then those opposed stand and are counted
F. recorded vote—members' votes are recorded electronically
G. roll-call vote—members' names are called in alphabetical order and they answer "Aye" or "No"
H. veto—president rejects bill by refusing to sign it and return it to Congress
I. pocket veto—president kills the bill by not acting on it during the last 10 days of Congress.
J. line-item veto—power to veto specific provisions (lines or items) while accepting the main part of a bill

ACTIVITY 7-2
Answers will vary. Accept appropriate responses.

House and Senate Influence on Tax Bills
Name of Committee
House: Ways and Means Committee
Senate: Finance Committee
What It Does
House: Accepts or rejects presidential requests for tax increases and cuts. Make rules to determine who pays what taxes and who receives tax benefits.
Senate: Proposes amendments to tax bills. Eliminates provisions senators object to.
How House and Senate Appropriate Money
House and Senate Committees: Appropriations Committees
What They Can Do:
Receive, review, and amend appropriations requests from executive agencies. Make decisions to cut or increase agency budgets. Report out all bills to the executive branch.
What They Cannot Do:
Kill bills. Affect uncontrollable expenditures and entitlements.

ACTIVITY 7-3
Major Influences on Lawmakers
Answers may vary. Accept reasonable responses.
- voters in lawmaker's home state or district
- the lawmaker's political party
- the Speaker of the House
- the Senate majority leader
- lobbyists for special interest groups and PACs
- the president
- staff or committee members
- campaign fund contributors and campaign workers
- each other
The Influence of Party Politics on Common Issues

Republicans  Democrats
- help for low-income people
- limited government intervention in the economy
- less for government spending
- social welfare programs
- greater government regulation of business
- job programs through public works
- less government
- local and state, rather than national, solutions

ACTIVITY 7-4
Legislators’ Casework
Examples will vary.

Examples of Casework: A soldier wants to be moved to a base close to seriously ill parents; a local business person claims the Federal Trade Commission is treating his/her business unfairly; a new high-school graduate would like help finding his/her first job; a person claims the Social Security Administration denied his/her benefits; a new parent claims the federal government was not providing adequate help for low-income children.

ACTIVITY 8-1
Presidential Duties:
Most Important Duty: ensure that all the laws of the United States are faithfully executed
Other Duties: commander-in-chief of the armed forces; appoint heads of executive departments and court judges; make treaties with the consent of the Senate; meet and host heads of state/foreign officials and appoint ambassadors; provide leadership in proposing policy changes
1. 35
2. money
3. moderate
4. Geraldine Ferraro
5. Twenty-fifth
6. Speaker of the House
7. secretary of state
8. cabinet
9. two-thirds
10. Senate

ACTIVITY 8-2
The Electoral College System
Responses will vary. Possible answers:
In 1789: Each state chose electors equal to the number of senators and representatives. The Electoral College voted for president and vice president in their own states. The candidate with the most votes became president and the one with the next-highest number of votes became vice president. There was no popular election.
In 1804: The Twelfth Amendment required electors to cast separate ballots for president and vice president. If no candidate received the majority of votes, the House chose from among the top three candidates.
Today: People do not vote directly for president and vice president, but for all their party’s electors in their state. The Electoral College of each state still has the same number of electors as it has senators and representatives. To be elected, a candidate must win at least 270 of the 538 possible votes.
1. winner-take-all
2. major-party candidate
3. 26
4. congressional districts
5. federalism
6. president-elect; 20

ACTIVITY 8-3
1. advisers
2. administrators; bureaucracies
3. political; social; management
4. Robert Weaver
5. Frances Perkins; Secretary of Labor
6. Lauro Cavazos; education

Cabinet Members
Characteristics of Most Cabinet Members: From college graduates; hold advanced degrees; leaders in the fields of business, industry, law, science, and education

How Cabinet Members are Nominated: The president-elect draws up a list of candidates after consulting with campaign advisers, congressional leaders, and representatives of interest groups. Campaign staffers meet with candidates to discuss issues facing the department they may head. Sometimes the president-elect’s team will leak some candidates’ names to the news media to test the reactions of Congress, interest groups, and the public.

How Appointments Are Confirmed: The Senate holds confirmation hearings on the president’s nominees for cabinet posts. The nominee to head each department appears before the Senate committee that oversees the department to answer questions about his or her background and views. The Senate usually cooperates in the appointment process.

Factors That Interfere with Cabinet Members’ Usefulness to the President
1. Conflicting loyalties
2. Competition between cabinet members
3. Secrecy and trust

ACTIVITY 8-4
1. White House
2. Office: Management; Budget
3. central clearance
4. National Security Council
5. national security adviser
6. Economic Advisers

The President’s Inner Circle
Member: Chief of Staff
Duties: gathers information and provides advice about key policy and political issues facing the president; enforces directives from the president; decides which people and information gain access to the president

Member: White House Counsel
Duties: advises the president on the legal consequences of his policy decisions
**Mandate of the People:** Immediate Needs of the Nation: Answers are given in pairs. Examples may vary. Possible answers:

**Informal Powers of the President**

**Guided Reading Activities 105**

Presidential Powers Granted in the Constitution:

- commander-in-chief of the armed forces; appoints—with Senate consent—the heads of executive departments; conducts foreign policy, makes treaties, and appoints ambassadors; appoints federal court judges, grants pardons, and may reduce punishments; ensures that the laws are “faithfully executed”; delivers an annual State of the Union message; proposes legislation; calls Congress into special session when necessary

Informal Powers of the President

Answers are given in pairs. Examples may vary.

Personal Exercise of Power: Thomas Jefferson purchased the Louisiana Territory for the United States; Theodore Roosevelt stated that it was the president’s right and duty to “do anything that the needs of the Nation demanded, unless such action was forbidden by the Constitution or by the laws.”

Immediate Needs of the Nation: Franklin D. Roosevelt took charge of the nation’s economy during the Depression because it was the best way to take immediate action to improve it.

Mandate of the People: Answers will vary. Students should note that modern presidents use all forms of mass media to gain the support of the people.

### **ACTIVITY 9-3**

**Qualities and Skills That Make a President an Effective Leader**

Answers may vary.

Understanding the Public: If a president has a good feeling for the hopes, fears, and moods of the people, he or she will receive the public’s support, and, in turn, will achieve political leverage with Congress; failure to understand the public mood can result in political disaster.

### **ACTIVITY 9-2**

**Presidential Roles**

Examples will vary. Accept reasonable responses.

**Head of State:** represents the entire nation and performs ceremonial roles

**Chief Executive:** influences the way laws are implemented

**Chief Legislator:** presents to Congress a legislative program and a suggested budget

**Economic Planner:** prepares an economic report for Congress; is responsible for promoting high employment, production, and growth

**Party Leader:** selects his/her party’s national chairman; gives speeches; raises money; supports candidates; plans political strategies

**Chief Diplomat:** directs foreign policy

**Commander in Chief:** shares with Congress the power to declare war; uses military action to control serious disorders in the nation

1. executive orders: president’s decisions that have the force of law
2. impoundment of funds: refusal to allow a federal agency to spend money Congress has appropriated for it
3. reprieve: a postponement of legal punishment
4. pardon: a release from legal punishment
5. amnesty: a group pardon to individuals for an offense against the government
6. line-item veto: the power to strike individual items from a spending bill without vetoing the whole bill
7. political patronage: appointments to government jobs to reward political supporters
8. treaty: a formal agreement between the governments of two or more countries
9. executive agreement: a pact between the president and the head of a foreign government, which, unlike a treaty, does not require the consent of the Senate
10. diplomatic recognition: acknowledging the legal existence of another government

### **ACTIVITY 10-1**

**The Spoils System and the Civil Service System**

Possible answers:

**The Spoils System:** the practice of victorious politicians rewarding followers with government jobs

**Problems:** Inefficiency grew because many jobs required experts, but most federal workers were not experts at their jobs; corruption grew because workers used their jobs for personal gain, buying and selling jobs or doing special favors for interest groups.

**Reforms:** President Chester Arthur called for reforms of the spoils system in 1883. Congress passed the Pendleton Act and the Civil Service System was created.
The Civil Service System: administers examinations for federal jobs and supervises the operation of the system

Getting a Job: Job notices are posted in post offices, newspapers, and Federal Job Information Centers; most applicants are required to take written examinations. Special preference is given to veterans.

Problems: Federal workers have such good job security that it is hard to remove them. If an employee is or becomes incompetent, many hearings must be held before he or she is fired. Thus the system creates a demand for skilled workers but sometimes allows incompetent employees to keep their jobs.

Possible answers:

1. the typical worker: over 40 years old, has worked for the government for 15 years, earns between $25,000 and $50,000 per year
2. the Pendleton Act: reform act that created the Civil Service Commission
3. the Civil Service Commission: filled government jobs on the basis of open, competitive examinations
4. the Office of Personnel Management: one of the two divisions that replaced the Civil Service Commission in 1979
5. the Merit System Protection Board: the second of the two divisions that replaced the Civil Service Commission in 1979
6. the Hatch Act: passed in 1939; limited the extent to which federal government employees could become involved in elections
7. “Plum Book”: a list of plums, or good jobs, that an incoming president may fill

ACTIVITY 10-3

Possible answers:
Making rules: The bureaucracy determines what a law means; for example, disabled workers may receive money from the government, and the bureaucracy decides what disabled means.

Lawmaking: If a member of Congress has an idea for a new law, bureaucrats help the legislator draft the bill.

Settling Disputes: When a dispute arises about the application of a rule or law, the bureaucracy acts like a court and settles the dispute by issuing a ruling.

Providing Advice: Bureaucrats supply top political decision makers with information and advice.

Why the Bureaucracy Makes Policy
Possible answers:
National Growth and Technology: The country’s population and technology have grown in numbers and complexity since the U.S. government was first formed. Today, the president and Congress cannot possibly have all the knowledge and time needed to deal with all issues.

International Crises: Bureaucrats in the departments implement the programs. Bureaucrats in NASA and the Peace Corps, for example, shape the programs for space research and international aid.

Economic Problems: Agencies to increase employment and help the disabled, the retired, and the neglected are a huge bureaucracy needed to provide information and assistance in carrying out economic programs.

Citizen Demands: When workers, business people, and workers demanded help from the government, the Departments of Agriculture, Commerce, and Labor were created and staffed. Today client groups lobby for more programs and services, and bureaucrats provide them.

The Nature of Bureaucracy: It has always been hard to kill an agency and disband its bureaucrats, because new programs and new needs are always arising.

1. client groups
2. legislation; budget
3. entitlement
4. injunction
5. iron triangle

ACTIVITY 11-1

Answers may vary somewhat. Accept reasonable responses.

1. Constitution and federal laws; state constitutions and state laws
2. federal laws (including treaties with foreign nations, interpretations of the Constitution, bankruptcy cases, and cases involving maritime law)
3. concurrent jurisdiction
4. original jurisdiction
5. appellate jurisdiction
6. Supreme Court
7. Supreme Court

Powers of the Supreme Court:
Marbury v. Madison: established principle of judicial review of federal laws
Fletcher v. Peck: established judicial review of state laws
McCulloch v. Maryland: states cannot hamper the exercise of legitimate national interests
Gibbons v. Ogden: broadened the meaning of interstate commerce
Dred Scott v. Sandford: damaged Court during states’ rights era by ruling that African Americans could not be citizens of the U.S.; the Missouri Compromise was unconstitutional; Congress could not stop the spread of slavery

Plessy v. Ferguson: established the separate-but-equal doctrine for whites and African Americans (later overturned)
Brown v. Board of Education of Topeka: overturned the separate-but-equal doctrine; ended legal segregation by race

ACTIVITY 11-2

Who Hears the Cases

Federal District Courts: grand jury; petit jury
Federal Court of Appeals: panel of three judges

Jurisdiction

Federal District Courts: cases involving federal questions; issues of federal statutory or constitutional law
Federal Court of Appeals: appellate; thirteenth court has national jurisdiction

Number of Courts

Federal District Courts: 94
Federal Court of Appeals: 13

1. legislative
2. U.S. Court of Federal Claims
3. Federal Circuit
4. Tax
5. Armed Forces
6. Territorial
7. federal
8. omnibus judgeship
9. ideologies
10. senatorial courtesy

ACTIVITY 11-3

Groups That Influence the Selection of a Justice

The American Bar Association: The ABA’s Committee on the Federal Judiciary rates the qualifications of Supreme Court nominees from “well qualified” to “not qualified.” The president may disregard the ABA’s rejection of a nominee, but the ABA’s negative rating may affect the Senate’s approval of a nominee.

Other Interest Groups: Interest groups make known their positions on nominees through their lobbyists and the media. Strong opposition to a nominee by major interest groups may influence the senators who vote on the nominee. Examples of interest groups that influence the selection of justices are labor unions, the National Organization for
Women, and the National Association for the Advancement of Colored People. **Justices:** Justices may write letters of recommendation supporting nominees, or they may lobby the president for a certain candidate. For example, Chief Justice William Howard Taft led a campaign for the nomination of Pierce Butler, who was named to the Court in 1922.

**ACTIVITY 12-1**

**Appealing a Case to the Supreme Court**

Answers may vary. Possible responses:

1. The case is dismissed.
2. A writ of certiorari is submitted.
3. The case is rejected for consideration.
4. Four or more justices accept the case.
5. The case is announced with a per curiam decision.
6. The case goes for full consideration by the Court.

**Steps in Deciding Major Supreme Court Cases**

1. Each lawyer submits a brief.
2. The first lawyer argues his/her case for 30 minutes;
3. The second lawyer argues his/her case for 30 minutes.
4. A vote is taken.
5. At least six justices must be present; if there is a tie, the decision of the lower court stands.
6. unanimous opinion
7. majority opinion
8. concurring opinion
9. dissenting opinion

**ACTIVITY 12-2**

**The Supreme Court’s Tools for Shaping Policy**

Examples may vary. Possible responses:

**Judicial Review**

Example: The Court has authority over state laws as well as federal laws. In the case *Brown v. Board of Education of Topeka* the Court held that laws requiring or permitting racially segregated schools in four states and the District of Columbia were unconstitutional. The *Brown* decision cleared the way for the end of segregated schools throughout the nation.

**Interpretation of Laws**

Example: The Civil Rights Act of 1964 prohibits discrimination on the grounds of “race, color, or national origin” in any program receiving federal aid. In the case *Lau v. Nichols*, the court interpreted the law to require that schools provide special instruction in English to immigrant students.

**Overturning Earlier Decisions**

Example: In 1928 the court ruled in *Olmstead v. United States* that wiretaps on telephone lines were legal. In 1967, however, in *Katz v. United States* the Court overturned the *Olmstead* decision, ruling that a wiretap was a search and seizure under the Fourth Amendment and required a court order.

**ACTIVITY 12-3**

**Examples will vary. Accept reasonable responses.**

**The Law:** When the Court interprets a statute or a provision of the Constitution that is not clear, the justices must determine what the statute or provision means. However, they must be guided by the relevance of the statute or provision to the case. They must also take into account any precedents that were set in earlier cases, and they must explain clearly the legal principles behind any new interpretation they may make.

**The Justices:** As individuals, the justices have their own ideas about the issues they address. Although they are aware that they must be guided by the law, it is difficult for them not to see it from their own personal perspectives. Because of this, courts in which liberal justices are the majority will probably write more liberal opinions, and courts in which conservative justices are the majority will probably write more conservative opinions.

**Society:** Although the Court is fairly well insulated from public opinion and from daily political pressures (from interest groups), it is still aware of the importance of public opinion in enforcing its decisions. Because of this, the Court sometimes reverses decisions based on differences in public opinion from one era to the next. Two cases that exemplify this are *Plessy v. Ferguson*, in which the Court upheld the idea of “separate but equal,” and *Brown v. Board of Education of Topeka*, in which it ruled that separate is inherently unequal.

**Presidential and Congressional Influences on the Supreme Court**

**Presidential Influences**

- Presidents generally choose justices who share their own ideas on major issues, sometimes changing the liberal or conservative leaning of the Court.
- Because the justices must depend on the president to enforce the Court’s decisions, they want to maintain good relations with the president so he/she will be more likely to support the Court.

**Congressional Influences**

- by limiting its ability to hear certain cases;
- by passing laws that limit the Court’s options for ordering remedies;
- by proposing a constitutional amendment to overturn a Court ruling;
- by refusing to raise justices’ salaries;
- by confirming or not confirming a president’s appointment of a new justice;
- by reenacting a law in a different form after its predecessor was rejected by the Court.

**ACTIVITY 13-1**

**The Constitutional Rights of Americans**

**The Bill of Rights**

It guarantees that government cannot abuse the rights of individuals. Its incorporation protects individuals from all levels of government in the United States.

**The Fourteenth Amendment:**

- Its passage expands the meaning of citizenship: a person born or naturalized in the United States is a citizen of the nation and of his or her state of residence.
- Its passage laid the groundwork for making individual rights national.
- Its passage interprets the words *due process* to apply the guarantees of the Bill of Rights to state and local governments. The Supreme Court has also interpreted the words *due process* to include other protections that the Bill of Rights guarantees: protection from unreasonable search and seizure; the
right of the accused to have a lawyer; and protection from cruel and unusual punishment.

*Gitlow v. New York*: The Supreme Court’s verdict declared freedom of speech a basic right and liberty that no state government may deny to any person. This means that citizens who believe that a state or local authority has denied them their rights may take their cases all the way to the United States Supreme Court.

### ACTIVITY 13-2

1. I  
2. M  
3. D  
4. K  
5. Q  
6. C  
7. E  
8. G  
9. L  
10. N  
11. J  
12. A  
13. P  
14. F  
15. R  
16. B  
17. O  
18. H

### ACTIVITY 13-3

Answers will vary. Accept reasonable answers.

**Pure speech**: verbal expression of thought and opinion before an audience that has chosen to listen; delivered calmly at home or passionately in front of a crowd

**Symbolic speech**: uses actions or symbols for expression; may accompany words or be used alone; assumes an audience, silent or vocal in response

Both express an opinion; “speak” to an audience; attempt to evoke a response

1. C  
2. B  
3. D  
4. A

### ACTIVITY 13-4

**The Supreme Court and Freedom of the Press**

Accept reasonable responses. Possible answers:

**Prior Restraint**: In *New York Times v. United States* the Court ruled that suppressing the Pentagon Papers in the press was prior restraint. Justice Hugo Black said, “The press [is] to serve the governed and not the governors. . . .”

**Fair Trials and Free Press**: In *Sheppard v. Maxwell* the Court ruled that press coverage of the pretrial and trial interfered with Sheppard’s right to a fair trial. Sheppard was later found innocent.

**Gag Orders**: Gag orders were judges’ orders barring the press from publishing certain types of information about a pending court case. In *Nebraska Press Association v. Stuart* the Court ruled that the gag order was too vague to satisfy the First Amendment.

**Protecting News Sources**: In 1972 the Court ruled that reporters had no First Amendment right to refuse to testify or to withhold information about their sources. However, it permitted the states to make special exemptions, and 30 states have enacted shield laws to protect reporters.

**Radio and Television**: Radio and broadcast television are regulated by the FCC (Federal Communications Commission), which requires stations to observe certain programming standards. In *Turner Broadcasting System, Inc. v. FCC*, the Court ruled that cable television should have more First Amendment protection from government regulation than other broadcasters, but not as much as the publishers of newspapers and magazines. Satellites have not yet been regulated.

**Motion Pictures**: In *Burstyn v. Wilson* the Court held that liberty of expression in motion pictures is guaranteed by the First and Fourteenth Amendments.

**E-Mail and the Internet**: In *Reno v. American Civil Liberties Union* the Court held that speech on the Internet was entitled to First Amendment protection.

**Obscenity**: In *Miller v. California*, the Court was unable to define obscenity and ruled that local communities should set their own standards.

**Advertising**: Until the 1970s advertising was regulated by the government because it was considered “commercial speech.” In *Bigelow v. Virginia*, however, the justices permitted ads for abortion clinics. Since then, the Court has voided laws regulating advertising.

### ACTIVITY 13-5

**Freedom of Assembly**

Possible answers:

**Public property:**
- Example: parks, streets, sidewalks
- Permissions: People have the right to parade or demonstrate in public.
- Limitations: Permits may be required.

**Public property not open to the public:**
- Example: jail, school, courthouse
- Permissions: Restrictions must be precisely worded and apply equally to all.
- Limitations: Demonstrations must not interfere with the lawful use for which the facility was intended.

**Private property open to the public:**
- Example: shopping mall, abortion clinic
- Permissions: Demonstrations may be held outside a facility in most cases.
- Limitations: Demonstrators cannot convert private property to their own use.

### ACTIVITY 14-1

**A. resident alien**: a person from a foreign nation who has established permanent residence in the United States

**B. non-resident alien**: a person from a foreign country who expects to stay in the United States for a short, specified period of time

**C. enemy alien**: a citizen of a nation with which the United States is at war

**D. refugee**: a person fleeing to escape persecution or danger

**E. illegal alien**: a person who comes to the United States without a legal permit, such as a passport, visa, or entry permit

### Four Stages of Immigration Policy

**1882–1924**: First immigration laws barred the mentally handicapped, convicts, and paupers and excluded Chinese laborers. For the next three decades restrictions grew steadily. Still, 25 million immigrants entered the U.S. during this stage.

**1924–1965**: Johnson Act reduced immigration into U.S. by 80 percent from the years before World War I. National origins quotas gave preferences to countries that had already contributed large numbers of immigrants to the U.S. Since these groups (English and Irish, for example) were not as interested in immigrating as some others
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were, the number of immigrants fell sharply during this stage.

1965 reforms: Country of origin quotas abolished in favor of eastern and western hemisphere immigration quotas. Regulations became more complex as preference classes were established.

1986–present: The Immigration Reform and Control Act of 1986 granted amnesty to illegal aliens who entered the country before January 1, 1982, and allowed them to become permanent residents after 18 months; allowed them to apply for citizenship after five years of permanent residence; forbade employers from hiring illegal aliens; required employers to require proof of citizenship or legal status of employees. The Immigration Act of 1990 once again took country of birth into account when admitting immigrants; encouraged immigration of workers with "extraordinary abilities"; and established a category for special immigrants, based on their circumstances.

**ACTIVITY 14-2**

Basis of Citizenship

1. birth in the United States (jus soli); automatic citizenship if parents are in the United States and are subject to the jurisdiction of the U.S. government

2. birth to American parents (jus sanguinis); a person born in a foreign country is a citizen if at least one parent has been a legal resident of the United States or its possessions during his or her lifetime; if only one parent is a citizen, must have lived in the United States at least 5 years, of which 2 must occur after age 14

3. naturalization; the candidate must have entered the United States legally; must be of good moral character; must support the United States government; must read, write, and speak English (unless he or she is over 50 years of age and has lived in the United States for 20 years); must have some knowledge of U.S. history and government

4. petition

5. 18; five; three

6. three

7. investigation; preliminary

8. Collective naturalization

9. federal government

10. expatriation

11. treason; rebellion

**ACTIVITY 14-3**

**requirements:** Police must state under oath that they have probable cause to suspect someone of committing a crime. They must obtain a warrant from a court official before searching for evidence or making an arrest. The warrant must describe the place to be searched and the person or things to be seized.

**special situations:** Police may arrest and search anyone who commits a crime in their presence. In *Whren v. United States*, the Supreme Court held that seizure of drugs made in connection with the lawful stopping of a vehicle for a minor traffic violation was constitutional.

**the exclusionary rule:** In the case *Weeks v. United States* (1914), the Supreme Court established the rule that illegally obtained evidence cannot be used in a federal court. *Mapp v. Ohio* (1961) extended this rule to state courts. In 1984, however, in the case *United States v. Leon*, the court ruled that as long as the police act in good faith when they request a warrant, the evidence they collect may be used in court even if the warrant is defective.

**high school searches:** In the case *New Jersey v. T.L.O.* (1985), the Supreme Court ruled that school officials do not need warrants or probable cause to search students or their property. They simply need reasonable grounds to believe that a search will uncover evidence of broken rules.

1. Fifth Amendment

2. self-incrimination

3. confession

4. Miranda; Arizona

5. Braswell; United States

6. Double jeopardy

7. Eighth Amendment

8. Furman; Georgia

9. Woodson; North Carolina

10. Gregg; Georgia

**ACTIVITY 14-4**

Possible answers:

1. state and local governments cannot draw unreasonable distinctions between different groups of people

2. the court will uphold a state law when the state can show a good reason to justify the classification

3. upheld a state law that imposes longer prison sentences for people who commit “hate crimes”

4. that there is “some compelling public interest” to justify the law and its classifications

5. are indispensable in a just system

6. individuals are treated unfairly solely because of their race, sex, ethnic group, age, physical disability, or religion

7. to prove a state guilty of discrimination, one must prove intent to discriminate

8. the police department’s test was not designed to discriminate

9. single-family homes, prohibiting low-cost housing projects, even though it effectively kept minorities from moving into the city

10. they could find no intent to discriminate against minorities

11. case in which the Supreme Court upheld the doctrine of “separate but equal”

12. case in which the Supreme Court overruled the doctrine of “separate but equal”

13. an action in which a group sits at a lunch counter or other facility that is racially segregated in a form of organized protest against discrimination

14. African American civil rights leader who led nonviolent protest marches against segregation

15. The most comprehensive of the civil rights laws to ensure voting rights and equal job opportunities.

**ACTIVITY 14-5**

**Identification:**

Possible answers:

1. *Reed v. Reed*: the first case in which the Supreme Court held that a state law was unconstitutional because it discriminated against women

2. The Reasonableness Standard: Any law that classifies people on the basis of gender “must be reasonable, not arbitrary, and must rest on some ground of difference.”

3. 1977 Supreme Court Ruling: Treating women differently from men (or vice versa) is unconstitutional when based on no more than “old notions” about women and “the role-typing society has long imposed on women.”

4. The Substantial Interest Standard: States cannot set different ages at which men and women become legal adults; set different ages at which men and women are allowed to purchase beer; exclude women from juries; employers cannot require women to take a pregnancy leave from work; girls cannot be kept off Little League baseball teams; private clubs and community service groups cannot exclude women from membership; employers
must pay women monthly retirement benefits equal to men's; states cannot bar women from state-supported military colleges.

5. The Civil Rights Act of 1964: banned job discrimination based on sex

6. The Equal Opportunity Act of 1972: prohibited sex discrimination in activities ranging from hiring and firing to promotion, pay, and working conditions

7. The Equal Credit Opportunity Act of 1974: outlawed discrimination against women seeking credit; made it illegal to ask questions about a person's sex or marital status in a credit application

8. The Civil Rights and Women's Equity in Employment Act of 1991: required employers to justify any gender distinctions in hiring to job performance and "business necessity"

9. The Omnibus Education Act of 1972: required all schools to give boys and girls an equal chance to participate in sports programs, although schools were allowed to maintain separate teams for boys and girls, especially in contact sports

10. The Freedom of Information Act of 1966: required federal agencies to provide citizens access to public records on request; exemptions were national defense materials, confidential personnel and financial data, and law enforcement files.

11. The USA Patriot Act of 2001: greatly increased the federal government's power to detain, investigate, and prosecute people suspected of terrorism; questions continue to arise over whether the Act poses a threat to civil liberties

The Right to Privacy

Possible answers:

Government privacy: The Sunshine Act of 1976 required that many government meetings be open to the public and that one week's advance notice be given; some closed meetings were allowed, but transcripts were to be made available.

Citizens' rights to privacy: the Supreme Court interprets several rights to extend to personal behavior—in the cases Pierce v. Society of Sisters and Roe v. Wade, the Court recognized rights in areas ranging from child rearing to abortion.

Confidentiality of health information: The Court ruled in Jaffee v. Redmond that communications with mental health professionals, including clinical social workers, are privileged.

Confidentiality of credit information: The Fair Credit Reporting Act of 1970 intended to control the collection and distribution of information; however, many lawmakers today believe that the Act should be rewritten.

★Activity 15-1★

The United States Constitution and Constitutional Law

1. It established our country as a representative democracy.
2. It outlines the structure of our government.
3. It sets forth the basic rights of U.S. citizens.

What It Is: the branch of the law dealing with the formation, construction, and interpretation of constitutions

What It Does: decides the limits of the government's power and the rights of the individual

What Cases It Involves: either civil law or criminal law

1. C
2. D
3. H
4. F
5. A
6. J
7. E
8. G
9. B
10. I

★Activity 15-2★

expressed contract: terms are specifically stated by the parties, usually in writing

implied contract: terms are not expressly stated but can be inferred from the actions of those involved as well as from the circumstances

real property: land and whatever is attached to or growing on it, such as houses and trees

personal property: movable things like clothes or jewelry and intangible items like stocks, bonds, copyrights, or patents

relationships: examples of acts covered include marriage, divorce, parent-child relationships, and child custody issues

intentional torts: involve a deliberate act that results in harm to a person or property; examples: assault and battery, defamation of character

negligence: involves careless or reckless behavior and failure to do something reasonable or prudent; examples: not putting away a sharp kitchen knife, which may cause a small child to pick it up and hurt himself/herself; neglecting to have car brakes checked, which may cause an automobile accident

1. Constitution
2. complaint
3. summons
4. Discovery
5. trial
6. Small claims court
7. affidavits
8. order
9. police; sheriff
10. five

★Activity 15-3★

1. crime: an act that breaks a criminal law and causes injury or harm to people or to society in general; it may also involve not doing something that should have been done

2. federal criminal case: might involve tax fraud, counterfeiting, selling narcotics, mail fraud, kidnapping, or driving a stolen car across state lines

3. criminal justice system: the system of state and federal courts, judges, lawyers, police, and prisons that have the responsibility for enforcing criminal law

4. state penal code: written laws that spell out what constitutes a crime and the punishments that go with it

5. petty offense: a minor crime such as parking illegally, littering, disturbing the peace, minor trespassing, or speeding

6. misdemeanor: a more serious crime such as vandalism, simple assault, stealing inexpensive items, writing bad checks for modest amounts, or being drunk and disorderly

7. felony: a serious crime such as burglary, kidnapping, arson, rape, fraud, forgery, manslaughter, or murder

8. example of a misdemeanor treated as a felony: if someone has been convicted of a misdemeanor such as drunk driving but is again convicted of the same offense, the second offense can be treated as if it were a felony

The Steps in a Criminal Case

Investigation and Arrest: a criminal case begins when police believe a crime has been committed and investigate to gather evidence; a judge decides whether there is enough evidence to issue an arrest warrant, which lists the suspect's name and the alleged crime; when the suspect is caught, he or she is taken to a police station and charges are recorded

Initial Appearance: the suspect is brought before a judge and is charged with a crime; the suspect is read his or her rights; if the crime is a felony, a date is set for a preliminary hearing and the suspect may be held or be allowed to return home on bail

Preliminary Hearing or Grand Jury: a case that goes before a grand jury is held in secret; the defendant and his or her attorney are not present; the grand jury listens to witnesses for the prosecution; in a preliminary hearing the prosecuting and defense attorneys
present their cases; if the judge rules that there is not enough evidence, the charges are dropped; if the judge rules that there is sufficient evidence, the case moves to the next stage

**Plea Bargaining:** a defendant may plead guilty to a lesser charge than the one brought against him or her; if the judge accepts this, the defendant receives a more lenient punishment than if he or she had gone to trial and had been convicted of the original crime

**Arraignment and Pleas:** at the arraignment the judge reads the formal charge in an open courtroom; the defendant may plead not guilty, not guilty by reason of insanity, guilty, or no contest (which is equivalent to guilty but is not recorded as such); if the defendant pleads not guilty, a trial must be held

**The Trial:** defendants may choose between a bench trial, heard only by a judge, and a jury trial conducted before a group of citizens; witnesses are called and evidence is presented by both sides; later the two attorneys summarize their cases

**The Decision:** jury members go to the jury room to decide whether the defendant is guilty or not guilty; if they find the evidence convincing beyond a reasonable doubt, they offer a verdict of guilty; if they deem the evidence unconvincing, they vote not guilty; if the jury cannot decide, the trial ends in a “hung jury” and a new trial with another jury is ordered

**Sentencing:** if the verdict is not guilty, the defendant is released immediately; if it is guilty, the judge usually determines the sentence or punishment; victims often have a say in this process

**ACTIVITY 16-1**

**Comparing Political Parties**

Possible answers:

**One-Party Systems:** authoritarian governments, mostly in communist countries or countries dominated by religion, no coalitions or compromises, politically stable

**Multiparty Systems:** non-authoritarian governments, mostly in non-communist governments, often have coalition governments, politically unstable

**Similarities:** parties represent specific ideologies, sometimes have minor parties

**ACTIVITY 16-2**

Possible answers:

1. **precinct:** a voting district ranging from a few to more than 1,000 voters, all of whom cast their ballots at the same polling place

2. **precinct captain:** a volunteer in each party who distributes information and gets the voters to the polls

3. **ward:** a group of adjoining precincts

4. **party county committee:** a group made up of representatives from each ward

5. **party county chairperson:** handles the county party’s daily affairs; he or she is the key figure in determining which candidate in the county receives the party’s support

6. **party state chairperson:** heads the state central committee; is often chosen by the governor or by a U.S. senator from the state

7. **state central committee:** helps elect the party’s candidates for state government offices

8. **national convention:** a gathering of party members and local and state party officials; it meets every four years to nominate the party’s presidential and vice-presidential candidates

9. **national committee:** a large group composed of representatives from the 50 state party organizations; some members of Congress and some state and local elected officials may also belong

10. **party national chairperson:** manages the daily operation of the national party; raises money for the party; publicizes the party’s achievements; and promotes national, state, and local party cooperation

**ACTIVITY 16-3**

**How Candidates are Selected for Political Office**

Caucuses: F, J, M

Nominating Conventions: B, C, H, O

Primary Elections: A, E, G, I, K, L, N

Petition: D

**What Happens in Presidential Primaries**

**Generalizations:**

1) There may be a delegate selection process or a presidential preference poll, or both;

2) Either the candidate who wins the primary gets all the state’s convention delegates—“winner take all”—or each candidate gets delegates based on how many popular votes he or she receives in the primary;

3) Delegates selected on the basis of the popular vote may be required to support a certain candidate at the national convention, or they may be uncommitted.
Three Criticisms and One Alternative Primary Idea
1. The primaries extend over too long a time. Voters lose interest during the months of campaigning.
2. The primaries make the image of a candidate more important than the issues, thanks to media coverage. Few people vote in primaries, and winners may not really be as popular as their victories may indicate.
3. Candidates who win the early primaries capture the media spotlight, making it difficult for other candidates to raise money and keep their candidacies alive.
4. Alternative: States might join to create regional primaries as fourteen states did in the Democratic primary in 2000; if all regional primaries take place at roughly the same time, the primary process might be shortened.

ACTIVITY 17-1
2. E 10. M
3. I 11. F
5. K 13. H
6. A 14. L
7. D 15. C
8. N

ACTIVITY 17-2

Persons Who Could and Could Not Vote
1776–1800 Voters: white males who were property owners
Nonvoters: white males who did not own property; women; African Americans

1800–1870 Voters: all white males
Nonvoters: women; most African Americans

1870–1920 Voters: all white males; all white women (in 1920)
Nonvoters: most African Americans

1. The government could register voters in any district in which fewer than 50 percent of African American adults were on the voting lists.
2. The government could register voters in districts in which it appeared that local officials were discriminating against African Americans.
3. The new laws forbade the unfair division of election districts in order to diminish the influence of African American voters or of other minority groups.
4. The laws provided for the appointment of poll watchers to ensure that the votes of all qualified voters were properly counted.
5. Literacy tests were abolished.
6. The laws required that ballots be printed in Spanish for Spanish-speaking communities; other minority language groups were given the same right.

ACTIVITY 17-3

Major Factors that Influence Voters
Students may be encouraged to add to the answers below. Accept reasonable responses. Possible answers:

I. The Voter’s Personal Background
   A. Age
   B. Education
   C. Religion
   D. Racial/ethnic background
   E. Whether he or she is cross-pressured

II. The Voter’s Loyalty to Political Parties
   A. Whether he or she is a strong party voter
   B. Whether he or she is a weak party voter
   C. Whether he or she is an independent

III. Campaign Issues
   A. Social Security
   B. Health care
   C. Taxes
   D. Education
   E. Affirmative action
   F. Abortion
   G. Gun rights
   H. Environment

IV. Images and Propaganda
   A. How the candidate is perceived: favoring peace or war; strong or weak on economic issues; informed (or not) on social and environmental issues
   B. How well the candidate uses propaganda techniques—plain folks, bandwagon, patriotic symbols, celebrity endorsements, and other tactics

Profiles of Regular Voters and Regular Nonvoters
Answers will vary but should include the following points. Accept reasonable responses.

Regular Voters
1. Have a higher-than-average level of education
2. Are middle-aged
3. Have a higher-than-average income

Regular Nonvoters
1. Are not formal citizens
2. Have not met residency requirements
3. Are not registered to vote

ACTIVITY 18-1

Political Parties and Interest Groups

Political Parties
differences: nominate candidates for political office; attract people of many opposing groups to win elections; consider issues and problems that affect all citizens; organized to elect officials from geographic areas who represent people in those areas

Interest Groups
differences: do not nominate candidates for political office; attract people concerned with only a few issues or specific problems; consider issues that affect only their own group or organization; organized on the basis of common values from every region of the country

Similarities
represent groups of people rather than individuals; both try to influence the government on behalf of their groups

National Association of Manufacturers: business-related interest group that works to reduce regulation and lower taxes
AFL-CIO: labor organization that lobbies for legislation to protect unions
Committee on Political Education: part of the AFL-CIO which conducts fund drives, lobbies for candidates, and encourages voter registration
American Farm Bureau: lobbying organization representing farmers
American Bar Association: professional association for lawyers; interests include licensing and training requirements for attorneys
Public Citizen, Inc.: Ralph Nader’s organization that devotes itself to lobbying for consumer safety
National Governors’ Association: Organization of state governors which concerns itself with the relationships among states and between state and national governments

How Interest Groups Serve Their Members
Answers may vary. Possible answers:
1. They unify their members into a group that is stronger than one or two individuals working separately; the group gives them a unified voice.
They keep their members informed by way of newsletters, other mailings, and phone calls.

They plan the group's strategy on ways to influence the government.

They raise money to run the organization.

They oversee the financial interests and decisions of the group.

**ACTIVITY 18-2**

Possible answers:

1. anyone employed or retained by a client, made more than one contact on behalf of the client, and spent more than 20 percent of his or her time serving the client

2. persuade members of Congress to support their goals; influence the executive and judicial branches

3. former government officials; lawyers; public relations experts

4. provide them with useful information; testify before congressional committees; help lawmakers draft bills

5. the gifts that lobbyists may give to lawmakers

**The Work of Interest Groups and PACs**

Answers may vary. Accept reasonable responses.

**How they gain support:** media campaigns; letter writing

**How they are limited:** They oversee the financial interests and decisions of the group; work associates, fellow church and union members, and so on—influence one's opinions; members of the same clubs and unions often share the same opinions

**Kinds of PACs:**

Affiliated: PACs are tied to particular organizations such as SunPAC (Sun Oil); Independent: PACs support a particular cause or issue and are not connected to any existing business or organization.

**How PACs spend their money:** They can promise campaign money to lawmakers who favor their policies or threaten to withhold support if lawmakers oppose their policies; a great many PACs give money to incumbents simply as a way of gaining access to them.

**ACTIVITY 18-3**

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**The Principal Influences on Political Socialization**

Possible answers:

**Family and home influence:** children learn many of their early political opinions from their parents; example: many adult children favor the same political party their parents chose

**Schools:** in the United States, all students learn about their nation, its history, and its political system

**Peer groups:** a person's peer groups—work associates, fellow church and union members, and so on—influence one's opinions; members of the same clubs and unions often share the same opinions

**Social characteristics:** a person's age, economic status, area of the country, ethnic group, and gender influence opinions

**The mass media:** the media, especially television, provide political information and images that directly influence political attitudes; example: depicting police as heroes tends to make people respect them, but showing them as criminals tends to make people withhold their respect

**Other influences:** government leaders and members of Congress who appear on television can influence people in positive or negative ways, as can the spokespeople for interest groups; those who appear personable, sincere, and intelligent give the public confidence in them

**ACTIVITY 18-4**

**Traditional Methods of Gauging Public Opinion**

Answers may vary somewhat. Possible answers:

**Political party organizations:** party leaders keep in touch with voters in home towns, cities, counties, and states; **problem:** parties that are slow to respond to urgent popular issues lose public support

**Interest groups:** members represent attitudes of a vocal minority concerned with specific issues; **problem:** the specific focus of an interest group keeps it from being representative of the public in general

**The mass media:** audience response to newspapers and magazines, as in circulation or numbers sold, and radio and television, as in ratings, measures public attitudes; **problem:** the opinions of people who get information from the mass media are often distorted because of the tendency of mass media to play up visual appeal, shock value, and entertainment

**Letter writing:** people express their personal views in letters to their elected representa-tives; these letters are valuable to lawmakers as a measure of public opinion; **problem:** form letters generated in computer mailings, however, receive less attention than personal notes

**Electronic access:** immediate responses sent by telephone, telegram, or E-mail by indi-viduals who feel strongly about certain issues are noticed by lawmakers

**Straw polls:** unscientific attempts to measure public opinion, such as newspaper “ballots” and radio or television questions to which listeners can answer using telephone numbers to vote *yes* or *no*; **problem:** these attempts are not reliable indicators of public opinion because they do not ensure that the group, or sample, giving opinions accurately represents the larger population

1. The three steps used in scientific polling: selecting a sample of the group to be questioned; presenting carefully worded questions to the individuals in the sample; and interpreting the results.

2. universe: the group of people that is to be studied

3. representative sample: a small group of people typical of the universe

4. random sampling: a technique in which everyone in the universe has an equal chance of being selected

5. sampling error: a measurement of how much the sample results may differ from the sample universe

6. cluster sample: groups, or clusters, of people by geographical divisions

7. factors used in adjusting the results of a poll: weighting poll results based on race, age, sex, or education

8. a problem with polls conducted by mail: few questionnaires are returned

9. a problem with polls conducted by telephone: pollsters fail to reach the person being called, some people refuse to answer questions over the phone, people are confused by or inattentive to the interviewer

10. three problems pollsters have with interpreting the results of a poll: interviewer's tone of voice or appearance can influence answers; individuals give socially acceptable answers rather than what they believe; the person being interviewed may only pretend to have an informed opinion.
How the Media Interact with Congress and the Supreme Court

Answers may vary; possible answers:

Congress
confirmation hearings: Since confirmation hearings can be controversial, they attract great media coverage. If, in their background work, the media uncover damaging information about an appointee, they are likely to give the information much attention.

oversight activities: Congress has the power to review how well the executive branch carries out the laws and programs it has passed or approved. During its hearings on these matters, Congress will occasionally uncover and investigate a major scandal such as the Iran-contra affair. When this happens, the media report exhaustively on the matter.

personal business: The media also try to create big stories by looking for scandal in the personal lives of members of Congress. Not even the most powerful lawmakers can hope to escape the coverage which the media gives to indiscretions.

Supreme Court
remoteness of judges: Since justices are appointed rather than elected, they have little need to seek coverage by the media. In fact, justices often fear that publicity may interfere with their ability to decide cases fairly.

technical issues: Since justices do not hold news conferences, and the Court’s opinions are meant to speak for themselves, little additional information is available. Therefore, unlike the members of Congress, Supreme Court justices receive much less attention from the media.

ACTIVITY 19-2

The Impact of the Internet on Democracy

I. Key Features of the Internet
   A. Widespread
   B. Interactivity
   C. Global scope

II. Access to Government and Information
   A. Political Web sites
   B. Tracking legislation
   C. Electronic mailing lists
   D. E-government

III. Impact On Citizen Participation
   A. Communicating with officials
   B. Action alerts and petitions

ACTIVITY 19-3

The Impact of the Internet on Democracy

I. Key Features of the Internet
   A. Widespread
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   C. Electronic mailing lists
   D. E-government

III. Impact On Citizen Participation
   A. Communicating with officials
   B. Action alerts and petitions

ACTIVITY 20-1

Sentence Completion:

1. taxable income
2. ability; pay
3. audit
4. corporate income
5. Social insurance
6. regressive
7. excise
8. imported goods
9. foreign competition
10. protective tariff
11. custom duties
12. estate
13. gift
14. tax loopholes
15. deductions; credits; shelters; brackets
16. income tax
17. bonds; notes; certificates
18. national debt

ACTIVITY 20-2

Steps in Preparing and Passing the Federal Budget

Step 1: Federal agencies submit their spending plans to the OMB, which takes them to the president.

Step 2: The president, the secretary of the treasury, and the Council of Economic Advisers meet to discuss the budget.

Step 3: The president sends guidelines to the agencies, which review their budgets and change them according to the president’s guidelines.

Step 4: The OMB sends the president a completed budget for review and approval; final changes are made.
Step 5: The president’s budget goes to Congress; House and Senate Budget Committees review it, prepare a concurrent resolution, and begin the reconciliation process.

Step 6: The OMB and CBO issue a joint report, cut the budget to comply with the Gramm-Rudman-Hollings Act, meet deficit-reduction targets, and approve the final budget.

ACTIVITY 20-3

How the Federal Reserve System Controls United States Monetary Policy

Although wording may vary, answers should include the following items.

Major Responsibilities: The Fed supervises operations of Federal Reserve banks across the country; the Fed determines the general money and credit policies of the country.

Tools Used for Control: The Fed can raise or lower the discount rate; the Fed can raise or lower the reserve requirement (percent of funds kept in Federal Reserve Banks by member banks); the Fed can put money into the economy by buying government bonds and other securities on the open market.

ACTIVITY 21-1

Answers may vary. Accept reasonable responses.

1. NAFTA: North American Free Trade Agreement, which was designed to gradually eliminate trade restrictions among the U.S., Canada, and Mexico
2. SBA: Small Business Administration, an important independent executive agency outside the Commerce Department; it aids small businesses by offering them credit subsidies, free advice, and information
3. trust: an agreement in which several corporations combine their stock and allow a board of trustees to run the corporations as one giant enterprise
4. monopoly: a business that controls so much of a product, service, or industry that little or no competition exists
5. oligopoly: a situation in which a few firms dominate a particular industry
6. FTC: Federal Trade Commission, which investigates and regulates business practices so that unfair competition is halted and the public is protected from misleading and fraudulent advertising
7. NLRB: National Labor Relations Board, which hears complaints about unfair labor practices and supervises union elections to determine which union a group of workers wants to represent it
8. closed shop: a workplace where only members of a union can be hired
9. union shop: a workplace where workers are required to join a union soon after they have been hired, but not before
10. “right-to-work” law: a state labor law that prohibits both closed shops and union shops and allows only open shops where workers may freely decide whether or not to join a union

Milestones in Regulating American Business

Answers may vary.

1887: Congress establishes the Interstate Commerce Commission, the first federal regulatory agency.
1890: Congress passes the Sherman Antitrust Act in an attempt to halt monopolies.
1906: Standard Oil Company charged with violating the Sherman Antitrust Act; Supreme Court upholds conviction. Pure Food and Drug Act and the Meat Inspection Act passes.
1913: Department of Labor is established.
1914: Congress passes the Clayton Antitrust Act to clarify the Sherman Antitrust Act; it outlawed unfair business practices. Federal Trade Commission is established.
1932: Congress passes the Norris-La Guardia Act, giving workers the right to join unions and strike.
1934: Congress creates the Securities and Exchange Commission to regulate the sale of securities.
1935: Congress passed the Wagner Act, guaranteeing the right of all workers to organize and bargain collectively (in unions).
1947: Congress passed the Taft-Hartley Act to restore the balance between labor and management.
1959: Congress passed the Landrum-Griffin Act, making misusing union funds a federal crime.
2002: Congress passed the Sarbanes-Oxley Act to hold heads of large corporations personally responsible for fraudulent accounting practices.

ACTIVITY 21-2

1. eighty.
2. improve and modernize agricultural methods.
3. to states in the North for establishing agricultural colleges.
4. people who would farm it.
5. the low price of many farm products.
6. lends money to farmers to buy land, equipment, fertilizer, seed, and livestock.
8. coordinates price supports, acreage allotments, and marketing quota programs.
9. was too big to be efficient.
10. consolidate conservation programs and reduce the Department of Agriculture's budget.

Government Help for Our Environment

Possible answers:

Forest Service: restores forest land used for recreation, grazing, timber, fish, and wildlife
Soil Conservation Service: works through 3,000 soil conservation districts and with farmers to manage conservation problems
Environmental Protection Agency: enforces a host of regulations that mandate changes to comply with environmental protection laws
Air Pollution Act: promotes research on air quality and provides technical assistance to states and communities
Clean Air Amendments: established the Environmental Protection Agency (1970), giving the federal government power to enforce air quality standards.

Water Quality Improvement Act of 1970: prohibits the discharge of harmful amounts of oil and other dangerous materials into navigable waters by ships, refineries, and offshore drilling platforms; provides for extensive control over pesticide drainage into the Great Lakes

Water Pollution Control Act of 1972: set goal to completely eliminate the discharge of pollutants into the nation's waterways; environmentalists thought the Act was too permissive, and the EPA thought that the Act was unreasonable in its standards
Unfunded Mandates Laws of 1996: restricts the ability of the federal government to impose additional requirements on state and local governments without providing funds to pay for them; cost-benefit analyses are required for most federal mandates imposed on businesses

ACTIVITY 21-3
Social Insurance, Public Assistance, and Public Health Programs:

I. Social Insurance Programs
A. Social Security: provides monthly checks to retired and disabled workers; funded by taxes on employers and employees; major changes made in the system in order to avoid bankruptcy: a gradual rise in the retirement age from 65 to 67 by 2027 and the imposition of income tax on benefits given to retired people with higher incomes
B. Medicare: provides health insurance to senior citizens; the basic plan pays a major share of a person's hospital bills; a voluntary portion pays for other medical necessities; a 2003 reform added prescription drug coverage
C. Unemployment insurance: a program for people who are out of work; employers pay a tax on employees' wages; when an employee is involuntarily laid off, he or she may apply for weekly benefits from a state employment office

II. Public Assistance Programs
A. Supplemental Security Income: funded by the Social Security Administration to streamline old state-run programs; the federal government makes a monthly payment to anyone who is 65 or older, who is blind or disabled, or who has little or no regular income
B. Food Stamps: increase the food-buying power of low-income families and at the same time help dispose of America's surplus agricultural products; by 2000, more than 17 million Americans received food stamps at a cost of nearly $15 billion
C. Medicaid: established in 1965 to help pay hospital, doctor, and other medical bills for persons with low incomes; the program is funded by general federal, state, and local taxes and helps more than 35 million people at a cost of over $150 billion each year
D. Aid to Families with Dependent Children: designed during the Depression to help families in which the main wage earner died, was disabled, or left the family; eligibility was based on income; the program continued through the early 1990s but was sharply criticized for removing an incentive to search for work and be responsible for one's family
E. JOBS: phased in during the 1990s, this program attempted to get poor people off the welfare rolls and into paying jobs; the government paid part of the costs of education and job training as well as child care and health benefits for a year

III. Public Health Programs
A. Health Programs: besides Medicare and Medicaid, the government operates programs designed to protect and promote public health; the Department of Defense provides hospital and other medical care for active and retired military personnel and their families; the Veterans Administration operates medical, dental, and hospital care programs for needy veterans; the Public Health Service operates research, grant, and action programs designed to promote the health of all citizens; the Centers for Disease Control work to control diseases like AIDS, diphtheria, measles, malaria, and typhus
B. Food and Drug Protection: The Food and Drug Administration tests food and drug samples; it has the power to ban or withdraw from distribution foods and drugs it finds unsafe or ineffective; some critics, mostly doctors, claim that FDA policies keep people from receiving necessary drugs; consumer protection groups, in contrast, believe the FDA is not tough enough in banning drugs and food additives that may be harmful

ACTIVITY 21-4
Improving Education Step-by-Step
Smith-Hughes Act of 1917: set up matching grants to the states for teaching courses in agriculture and home economics
Elementary and Secondary Education Act of 1965: provided federal aid to most of the nation's school districts
Morrill Act of 1862: granted the states more than 13 million acres of public land for the endowment of colleges to teach "agriculture and the mechanical arts." (These colleges became known as land-grant colleges.)
GI Bill of Rights: enabled veterans of World War II, the Korean War, and the Vietnam War to gain a college education
National Commission on Excellence in Education: appointed by President Reagan to learn why American students were scoring lower on standard tests than students in Europe and Asia were; the commission called for many educational reforms
“Choice”: President Bush created this program allowing students to attend any school—even private and parochial schools—at the states' expense. In addition, the federal government provided $30 billion in grants to the states to help them design their own “Choice” programs. It also provided another $200 million to enable disadvantaged children to participate in these programs.
Goals 2000: The federal government adopted eight educational goals for the country such as improving graduation rates.
1. D
2. E
3. F
4. C

ACTIVITY 22-1
Goals of United States Foreign Policy
Answers will vary. Possible answers:
National Security: The principal goal of U.S. foreign policy is to preserve the security of the nation's borders and territories against invasion or control by foreign powers.
Free and Open Trade: U.S. foreign policy seeks to preserve our economic interests by maintaining trade with other nations and preserving access to necessary natural resources.
Concern for Humanity: The U.S. has

World Peace: World peace is another way
to guarantee national security. If other
countries are at peace, we run less risk
of being drawn into a conflict. Toward
this goal the U.S. cooperated with other
countries to organize the United
Nations and supplied economic aid to
other countries in part to prevent
uprisings and revolutions.

Democratic Governments: The U.S. has
been an example of democracy to the
world and has helped other nations in
their attempts to form democratic
governments.

Concern for Humanity: The United States
demonstrates its concern for others
and maintains political stability in the
world by helping victims of natural
disasters and by providing food,
medical supplies, and technical assis-
tance in areas where it is needed.
1. isolationism: the belief that a country
should not become entangled in the
affairs of other countries; the U.S.
practiced isolationism during certain
periods of its history
2. internationalism: the belief that in-
volve in world affairs is necessary
for national security
3. Monroe Doctrine: the document in
which President James Monroe stated
that the American continents must no
longer be viewed as a target for future
colonization by any European powers
4. Cold War: Because U.S. leaders saw
rising Soviet power as a threat to
national security, the U.S. adopted a
policy that communism had to be
stopped. Therefore the U.S. and the
Soviets became engaged in a “cold”
war, fought with words and ideologies
rather than with weapons.
5. containment: a foreign policy based
on the U.S. belief that the Soviet Union
did not have to be prevented from expanding
its power beyond Eastern Europe. The
U.S. responded to Soviet actions by countermoves of its own
6. Truman Doctrine: the idea, announced
by President Harry Truman in 1947,
that totalitarian regimes should be con-
tained. One of the methods of con-
tainment was economic aid to
threatened countries.
7. Marshall Plan: the vehicle for
President Truman’s idea of economic
and financial aid; the U.S. gave the
war-torn nations of Western Europe
more than $13 billion in aid within
four years after the Plan’s inception.
8. arms race: Cold War tensions and fears
led the U.S. and the Soviet Union into
a race in which each tried to outdo the
other in building nuclear weapons.

9. preemption: United States policy to
strike first with military force against
any terrorist group or rogue states
that might threaten the nation with
weapons of mass destruction.
10. “peace dividend”: This was the name
given to a nation’s ability to release
funds from military use to serve
domestic needs.

ACTIVITY 22-2

Powers for Shaping Foreign Policy

Presidential Powers: As commander in
chief of the military forces, the presi-
dent may send troops, ships, planes, or
even use nuclear weapons anywhere in
the world without congressional
approval. As head of state, the presi-
dent may appoint ambassadors to
other nations or to the United Nations,
receive the ambassadors of other
nations, and make treaties, or formal
agreements, between the United States
and another government.

Congressional Powers: According to the
Constitution, only Congress has the
power to declare war. Only Congress
can appropriate the funds to equip
American armed forces and to build
new weapons. It also authorizes funds
for defense and foreign aid. According
to the Constitution, the Senate has the
power to advise and consent on all
treaties made between the U.S. and
other nations, although the president
sometimes makes executive agree-
ments with other nations. The Senate
also has the power to confirm presi-
dential appointments to diplomatic
posts and thus helps determine
foreign policy.

ACTIVITY 22-3

The Department of State:
The material should include brief expla-
nations of the following: the organiza-
tional structure of the Department of
State, the work of the Foreign Service,
the staff and functions of an embassy,
the organization and responsibilities of a
consulate, and the purposes of a passport
and a visa. Accept reasonable responses.

ACTIVITY 22-4

The Tools of Negotiation in U.S.
Foreign Policy

Answers may vary. Possible answers:

Alliances and Pacts: Alliances are agree-
ments between nations to support
each other in case of attack. NATO,
one of the best-known U.S. alliances,
had American troops stationed on
military bases in Western Europe.
Troops from the U.S., West Germany,
Great Britain, and other NATO nations
served under a common command,
the Supreme Allied Command Europe.
For more than 40 years NATO troops
were deterrents to the Warsaw Pact
nations led by the Soviet Union.

Foreign Aid Programs: Friendly nations
often receive military aid from the
United States. Economic aid has long
been used to forge closer ties between
the U.S. and developing nations. The
two purposes of such programs were
to establish friendly relations with
these countries and to help them
emerge as eventual economic part-
ners. Since 1946 the U.S. has provided
more than $300 billion in economic
aid to developing nations.

Economic Sanctions: The withdrawal or
denial of benefits, such as alliances and
foreign aid programs, is sometimes
used with governments that follow
policies that the U.S. dislikes. Since
1990, economic sanctions have been
directed against Iraq. Altogether, the
U.S. has used such sanctions more
than 75 times. Another economic
sanction is restricting trade with
another nation, which President
Reagan used against the Soviet Union
to protest the suppression of trade
unions in Poland.

Military Force: In addition to the times in
which the U.S. has declared war, Amer-
ican troops have been used abroad on
a number of occasions. Since World
War II, U.S. troops have been commit-
ted to battle without formal declara-
tions of war in Korea, Vietnam,
Grenada, Panama, the Persian Gulf,
and Bosnia-Herzegovina. Troops were
also sent into Haiti to preserve democ-
ocratic government.

1. mutual defense alliance: an agreement
with one or more countries to support
each other in case of an attack

2. regional security pact: a treaty that
protects certain regions of the world;
the U.S., for example, has forged
regional security pacts with Western
Europe and the North Atlantic,
Central and South America, and the
island nations of the South Pacific
3. NATO: the North Atlantic Treaty Organization, a mutual defense treaty forged between the U.S. and Western Europe to defend themselves against the Soviet Union; the treaty stated: “The parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all”

4. Rio Pact: an agreement made in 1947 between the U.S. and Latin American countries; its terms were that an armed attack against any American state would be considered an attack against all American states

5. OAS: the Organization of American States, successor to the Rio Pact with goals to promote economic development.

6. bilateral treaty: an international agreement signed by several nations

7. collective security: a system by which the participating nations agree to take joint action against a nation that attacks any one of them

8. AID: the Agency for International Development, an agency of the State Department which administers American programs of economic aid

9. sanctions: measures such as withholding loans, arms, or economic aid to force a foreign government to cease certain activities

**ACTIVITY 23-1**

Possible answers:

1. State constitutions create the structure of state government. They provide for separation of powers among the three branches of government. They outline the organization of each branch, the powers and terms of various offices, and the method of election for state officials.

2. State constitutions establish the different types of local government, such as counties, townships, municipalities, special districts, parishes, and boroughs.

3. State constitutions regulate the ways in which state and local governments can raise and spend money.

4. State constitutions establish independent state agencies, boards, and commissions that have power in areas that affect citizens’ lives directly. These include public utility commissions and state boards of education.

**Comparing State Constitutions**

**Similarities:** All have a bill of rights. All are lengthy documents. All go into great detail.

**Differences:** State constitutions include varied protections not mentioned in the U.S. Constitution. State constitutions vary in length. Specific details in state constitutions differ, such as declarations of state holidays. State constitutions vary in ways of proposing and ratifying amendments.

**ACTIVITY 23-2**

**ACTIVITY 23-3**

1. constitutional initiative: a method by which citizens propose an amendment or a law

2. constitutional convention: a gathering of citizens, usually elected by popular vote, who meet to consider changing or replacing a constitution

3. constitutional commission: a group of experts appointed to study the state constitution and recommend changes

4. judicial review: the power of judges to interpret state constitutions independently of the U.S. Constitution; in addition to the amendment process, this has become an important means of changing state constitutions
must go to school, the number of grades that must be taught, and so on.
3. Some state governments also establish detailed course content, approve textbooks and create statewide examinations that all students must take.
4. Many factors affect how much a state spends. More spending does not necessarily lead to better student performance.

Health:
1. The state’s police power allows the state to license doctors and dentists, regulate the sale of drugs, and require vaccination for schoolchildren.
2. States support hospitals, mental health clinics, and institutions for the disabled.
3. State health agencies provide care for mothers and their newborn children, treatment of contagious diseases and chronic illnesses, mental health care, public dental clinics, and immunization against communicable and other diseases.
4. State governments are involved in a number of environmental health activities, including air and water quality control, radiation control, and hazardous waste management. State health agencies provide laboratory services to local health departments that cannot afford to maintain their own facilities.

**ACTIVITY 23-4**

Types of State Taxes
Answers may vary. Accept reasonable responses. Possible answers:

- **general sales tax:** a tax imposed on a broad range of items people buy; example: clothing
- **excise or selective sales tax:** a tax imposed on certain items for special reasons; example: a tax on cigarettes
- **state income tax:** a tax imposed on the earnings of individuals and corporations
- **severance tax:** a tax imposed on the removal of natural resources from a state; example: a tax paid by a mining company to remove coal or other minerals from state lands
- **state property tax:** a tax on certain property, such as jewelry; example: a tax based on the value of an art collection
- **inheritance or estate tax:** a tax imposed on the value of an inheritance; example: a payment made to the state based on the value of inherited property

**ACTIVITY 24-1**

★ ACTIVITY 24-2

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**ACTIVITY 24-3**

Problems of Cities and Urban Areas
Answers may vary. Accept reasonable responses. Possible answers:

**Housing and Economic:** abandoned factories, closed stores, lack of jobs, lack of incentive to open new businesses, housing discrimination, blighted urban neighborhoods.

Possible solutions: revitalization of old industrial and business areas; tax incentives to attract new business to cities; renovation of old neighborhoods; low-interest federal loans to help build public housing

**Social:** joblessness, substance abuse and addiction, crime, homelessness.

Possible solutions: treatment, enforcement, drug education, and rehabilitation programs; federal and private homeless relief services

**Infrastructure and Transportation:** crumbling bridges, tunnels, public buildings, waste systems, roads, and airports; outdated and unsafe mass transit systems, congested highways, air pollution. Possible solutions: state and federal aid to repair roads, bridges, tunnels, airports, waste systems; new, safe, and attractive mass transit systems to reduce pollution

**ACTIVITY 25-1**

The Attributes of Government

<table>
<thead>
<tr>
<th>Type of government</th>
<th>Great Britain</th>
<th>France</th>
<th>Japan</th>
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</thead>
<tbody>
<tr>
<td>Great Britain</td>
<td>parliamentary</td>
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<tr>
<td>France</td>
<td>presidential</td>
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<tr>
<td>Japan</td>
<td>parliamentary</td>
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<tr>
<th>Head of state</th>
<th>France</th>
<th>Great Britain</th>
<th>Japan</th>
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<tbody>
<tr>
<td>President</td>
<td></td>
<td>monarch</td>
<td>prime minister</td>
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<td>Prime minister</td>
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<td>prime minister</td>
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<thead>
<tr>
<th>Who elects head of state/government</th>
<th>Great Britain</th>
<th>France</th>
<th>Japan</th>
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<tbody>
<tr>
<td>Great Britain</td>
<td>automatically leader of majority party in House of Commons</td>
<td>French voters (directly)</td>
<td>House of Representatives</td>
</tr>
<tr>
<td>France</td>
<td>National Assembly/Senate</td>
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<tr>
<td>Japan</td>
<td>House of Councillors/Representatives</td>
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<tr>
<th>Type of legislature</th>
<th>Great Britain</th>
<th>France</th>
<th>Japan</th>
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<tr>
<td>bicameral</td>
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<tr>
<th>Names of legislative bodies</th>
<th>Great Britain</th>
<th>France</th>
<th>Japan</th>
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<tbody>
<tr>
<td>House of Commons/Lords</td>
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<tr>
<td>National Assembly/Senate</td>
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<th>Separation of powers</th>
<th>Great Britain</th>
<th>France</th>
<th>Japan</th>
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<tr>
<td>yes</td>
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Guided Reading Activities
EU Agencies: (1) the Council of the EU
Goals: political and economic cooperation among European nations

UN Agencies: (1) the General Assembly, which discusses, debates, and recommends solutions for problems presented to the UN; (2) the Security Council, which has the authority to make peacekeeping decisions for the UN; it may call for breaking off relations with a nation, ending trade with a nation, or using military force; (3) the Secretariat, which does the day-to-day business of the UN; it may call for breaking off relations with a nation; (4) the International Court of Justice, which hears disputes over international law; the Court can declare laws of member nations invalid if they conflict with EU treaty obligations; (5) the Economic and Social Council, which discusses, debates, and recommends solutions for problems presented to the UN; (2) the Security Council, which has the authority to make peacekeeping decisions for the UN; it may call for breaking off relations with a nation, ending trade with a nation, or using military force; (3) the Secretariat, which does the day-to-day business of the UN; it may call for breaking off relations with a nation; (4) the International Court of Justice, which hears disputes over international law; the Court can declare laws of member nations invalid if they conflict with EU treaty obligations; (5) the European Commission, which does the daily work of the EU

Chart:

Japan—yes
Great Britain—yes
Cabinet (yes/no)
Mexico—yes
South Africa—yes

ACTIVITY 25-2
1. K
2. B
3. F
4. A
5. D
6. C
7. P
8. Q
9. E
10. N
11. O
12. J
13. I
14. G
15. M
16. H
17. L

ACTIVITY 25-3
1. nongovernmental organizations
2. supranational organizations
3. intergovernmental organizations

 Goals and Agencies of the United Nations and European Union

UN Goals: to preserve world peace and security; to encourage nations to be just in their actions toward one another; to help nations cooperate in trying to solve their problems

UN Agencies: (1) the General Assembly, which discusses, debates, and recommends solutions for problems presented to the UN; (2) the Security Council, which has the authority to make peacekeeping decisions for the UN; it may call for breaking off relations with a nation, ending trade with a nation, or using military force; (3) the Secretariat, which does the UN’s day-to-day business; (4) the International Court of Justice, which has the authority to make peacekeeping decisions for the UN; it may call for breaking off relations with a nation, ending trade with a nation, or using military force; (3) the Secretariat, which does the day-to-day business of the UN; it may call for breaking off relations with a nation; (4) the International Court of Justice, which hears disputes over international law; the Court can declare laws of member nations invalid if they conflict with EU treaty obligations; (5) the Economic and Social Council, which promotes social and economic progress around the world

EU Goals: political and economic cooperation among European nations

EU Agencies: (1) the Council of the European Union, which discusses and votes on key decisions for EU policy; (2) the European Parliament, or legislative branch, which helps form the annual budget and supervises smaller EU institutions; (3) the European Court of Justice, which hears disputes over international law; the Court can declare laws of member nations invalid if they conflict with EU treaty obligations; (4) the European Commission, which does the daily work of the EU

ACTIVITY 25-4
1. the use of violence by nongovernmental groups against civilians to achieve a political goal.
2. Middle Eastern groups
3. state-sponsored terrorism
4. Osama bin Laden
5. nuclear proliferation
6. the United States, Russia, Great Britain, France, China, India, India, Israel, South Africa, Argentina, Taiwan, and Pakistan
7. not to provide nuclear weapons technology to other nations; to encourage general disarmament and destruction of existing nuclear weapons
8. North Korea; Iran
9. international criminal tribunals
10. Universal Declaration of Human Rights
11. positive rights
12. the ability of nations to continue their economic development while protecting the environment
13. Kyoto Protocol

ACTIVITY 25-6
1. scarcity
2. traditional
3. command
4. market
5. factors of production
6. takes risks in hope of making a profit
7. communism
8. socialism
9. capitalism
10. mixed
11. free enterprise
12. private ownership
13. competition
14. monopoly
15. oligopoly
16. profit
17. modified capitalism

ACTIVITY 26-2
1. Advantages: attracts foreign investment; Disadvantages: anti-colonialism, accumulating debt
2. Advantages: distribution of wealth, “cradle-to-grave” benefits; Disadvantages: high taxes, people dependent on government, nationalization discourages investment
3. welfare state: an economy in which the government provides all or most social services
4. centralized planning: a situation in which the government controls the state’s economy
5. nationalization: a system by which the government takes control of an industry, either by paying the owners of companies or by seizing businesses outright

ACTIVITY 26-3
Answers may vary. Possible answers:

Russia/USSR
Problems: command economy led to inefficiency and a lack of worker incentive; oppressive state bureaucracy bred economic stagnation.
Changes: Mikhail Gorbachev unsuccessfully attempted economic reforms; Soviet republics declared independence in 1991, ending the Soviet Union; Russian leaders have ordered reforms aimed at moving toward capitalism and democracy, but in the last few years efforts at democratization have slowed.
Future: Permanent democratization of Russia will be difficult due to: (1) former Communist bureaucrats unwilling to give up positions of power; and (2) a long history of totalitarian rule.

China
Problems: post-World War II planned economy was unable to compete with market-based economies of neighboring countries
Changes: In the 1970s, China’s Communist leaders began dismantling the centrally controlled economy and encouraging private enterprise; in recent years the Chinese economy has grown rapidly due in part to a large
labor force, tax and land incentives for foreign companies, and advanced communications technologies. China maintains an authoritarian political system.

**Future:** Growing middle and lower classes, combined with increasing political corruption, prevent challenges to the Communist Party's continued leadership. Trade with China has opened new markets for American goods, while competition with Chinese labor has been costly for American manufacturers.

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2. F
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4. I
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8. G
9. C
10. E

**ACTIVITY 26-4**

Answers may vary. Possible answers:

1. **comparative advantage:** the principle that each country should produce those goods it can make more efficiently and purchase those that other nations produce more efficiently
2. **tariff:** taxes placed on imports to increase their price in the domestic market
3. **quota:** a limit placed on the quantities of a product that may be imported
4. **trading bloc:** a regional group of nations bound by economic cooperation and seeking to remove trade barriers
5. **two leading regional economic groups:** the European Union (EU) and the North American Free Trade Agreement (NAFTA)
6. **European Union:** the European Community, which became the European Union in 1993 included France, West Germany, Italy, the Netherlands, Belgium, and Luxembourg as some of its original members
7. **euro:** the new monetary unit common to all the nations in the EU starting in 2002
8. **protectionism:** the policy of using trade barriers to protect domestic industries from foreign competition and to prevent free trade
9. **dumping:** the practice of selling products in another country below their manufacturing cost or domestic cost in order to drive other producers out of a market
10. **non-tariff barriers:** very strict health, safety, or other regulations that must be met before a foreign product can be offered for sale in a country

**Trade Alternatives for the United States**

Answers may vary. Possible answers:

1. **Free Trade:** a pure free trade policy would mean businesses in different nations could buy and sell goods with no tariffs or other limitations of any kind
2. **Fair Trade:** the goal of a fair trade policy is to create an orderly world market that does not give an unfair advantage to countries willing to use unfair business practices
3. **Managed Trade:** under a managed trade policy, the government intervenes in a trade arrangement in order to achieve a specific result
4. **Protectionism:** protectionism is the policy of using trade barriers to protect domestic industries from foreign competition and to prevent free trade