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

<table>
<thead>
<tr>
<th>Purposes</th>
<th>Positive Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
The Formation of Governments

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

![Diagram of Purposes and Characteristics of a Constitution]

**DIRECTIONS** Complete the chart of the three major kinds of nations in today’s world.

![Chart of Interdependence Among Nations Today]
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

**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
Guided Reading Activity 1-4

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></td>
</tr>
<tr>
<td>How Idea Was Put into Practice</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

**POLITICAL DOCUMENTS AFFECTING LIFE IN THE AMERICAN COLONIES**

1215

1620

1628

1636

1639

1688

1690

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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. →  
A.  
B.  
C.  
The first battle of the Revolutionary War takes place in Lexington and Concord, Massachusetts. →  
D.  
E.  
F.  

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.  

Guided Reading Activities
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**

- [ ]
- [ ]
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.

### PEOPLE AND GROUPS WHO INFLUENCED THE CONSTITUTIONAL CONVENTION

1. George Washington
2. Benjamin Franklin
3. Gouverneur Morris
4. James Madison
5. William Paterson
6. Roger Sherman
7. the Federalists
8. the Anti-Federalists
9. Alexander Hamilton
10. John Jay

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

### THREE MAJOR COMPROMISES OF THE CONSTITUTIONAL CONVENTION

<table>
<thead>
<tr>
<th>The Connecticut Compromise</th>
<th>The Three-Fifths Compromise</th>
<th>The Commerce and Slave-Trade Compromise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guided Reading Activity 3-1

Structure and Principles

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

### 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 list and explain what each principle means.

### 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>
<tbody>
<tr>
<td><strong>I. The Legislative Branch</strong></td>
</tr>
<tr>
<td>A. Economic Power</td>
</tr>
<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>
<tr>
<td>B. Defense Powers</td>
</tr>
<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>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>C. Other Powers</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

| 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.

### AMENDMENTS TO THE CONSTITUTION

#### Proposing an Amendment

- [ ]
- [ ]

#### Ratifying an Amendment

- [ ]
- [ ]

**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) _________________.

Guided Reading Activities
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>
</tr>
</thead>
<tbody>
<tr>
<td>The First Amendment</td>
</tr>
<tr>
<td>The Second Amendment</td>
</tr>
<tr>
<td>The Third Amendment</td>
</tr>
<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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<tr>
<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
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>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</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>
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<td></td>
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</tbody>
</table>

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

**INTERSTATE COMPACTS AND LAWSUITS**

<table>
<thead>
<tr>
<th>Reasons for Initiating</th>
<th>How They Are Handled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interstate Compact</td>
<td>Interstate Compact</td>
</tr>
<tr>
<td></td>
<td>Interstate Lawsuit</td>
</tr>
<tr>
<td></td>
<td>Interstate Lawsuit</td>
</tr>
</tbody>
</table>

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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
Guided Reading Activity 4-4

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 Activity 5-1**

**Congressional Membership**

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

**MEMBERSHIP OF THE HOUSE AND THE SENATE (107TH CONGRESS)**

<table>
<thead>
<tr>
<th></th>
<th>House</th>
<th>Senate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000 Party Affiliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Democrats</td>
<td></td>
<td></td>
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<tr>
<td>Republicans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independents</td>
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<tr>
<td>Qualifications for Membership</td>
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<tr>
<td>Term of Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pension Benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presiding Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaders</td>
<td></td>
<td></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? _______________
**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>
<th>Responsibilities of House Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker of the House</td>
<td></td>
</tr>
<tr>
<td>Majority Leader</td>
<td></td>
</tr>
<tr>
<td>Minority Leader</td>
<td></td>
</tr>
<tr>
<td>Whips</td>
<td></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.
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>
</tr>
<tr>
<td>-----------------</td>
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</tbody>
</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.

**DIRECTIONS** Use information in your textbook to explain three circumstances that result in a bill’s failing to become a law.
### 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>COMMITTEES IN THE HOUSE AND SENATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Types of Committees</strong></td>
</tr>
<tr>
<td><strong>General Responsibility of Each Type of Committee</strong></td>
</tr>
<tr>
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</tbody>
</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?
**Guided Reading Activity 6-1**

**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>
<td></td>
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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>
<tr>
<td><img src="image1.png" alt="Blank cell" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Blank cell" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Blank cell" /></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><img src="image2.png" alt="Blank cell" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Blank cell" /></td>
</tr>
<tr>
<td><img src="image8.png" alt="Blank cell" /></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

Example

Example

Example

Example

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>How Accomplished</td>
<td>How Accomplished</td>
</tr>
</tbody>
</table>
Guided Reading Activity 7-1

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 5 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 ___________
**Guided Reading Activity 7-2**

**Taxing and Spending Bills**

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

<table>
<thead>
<tr>
<th>HOUSE AND SENATE INFLUENCE ON TAX BILLS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>House</strong></td>
<td><strong>Senate</strong></td>
<td></td>
</tr>
<tr>
<td>Name of Committee</td>
<td>Name of Committee</td>
<td></td>
</tr>
<tr>
<td>What It Does</td>
<td>What It Does</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>HOW HOUSE AND SENATE APPROPRIATE MONEY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>House and Senate Committees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What They Can Do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What They Cannot Do</td>
<td></td>
<td></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>support for higher-income groups</td>
<td></td>
</tr>
<tr>
<td>less spending for government programs</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>
Guided Reading Activity 7-4

Helping Constituents

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

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

**CABINET MEMBERS**

<table>
<thead>
<tr>
<th>Characteristics of Most Cabinet Members</th>
<th>How Cabinet Members Are Nominated</th>
<th>How Appointments Are Confirmed</th>
</tr>
</thead>
</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.
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 Diagram]

**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>
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<tr>
<td>2. impoundment of funds</td>
<td></td>
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<tr>
<td>3. reprieve</td>
<td></td>
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<tr>
<td>4. pardon</td>
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<tr>
<td>5. amnesty</td>
<td></td>
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<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>
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<tr>
<td>9. executive agreement</td>
<td></td>
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<tr>
<td>10. diplomatic recognition</td>
<td></td>
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</tbody>
</table>
**GUIDED READING ACTIVITY 9-3** ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

**Styles of Leadership**

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

**QUALITIES AND SKILLS THAT MAKE A PRESIDENT AN EFFECTIVE LEADER**

---

**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 ____________________________.
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>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Department of State</td>
<td><strong>A.</strong> regulates aviation, railroads, highways, mass transit, and the Coast Guard</td>
</tr>
<tr>
<td>2. Department of the Treasury</td>
<td><strong>B.</strong> oversees the nation’s legal affairs</td>
</tr>
<tr>
<td>3. Department of the Interior</td>
<td><strong>C.</strong> protects U.S. security and oversees armed forces</td>
</tr>
<tr>
<td>4. Department of Agriculture</td>
<td><strong>D.</strong> directs the social services—Social Security, Medicare, the FDA</td>
</tr>
<tr>
<td>5. Department of Justice</td>
<td><strong>E.</strong> helps expand farmers’ markets, develops conservation programs, and safeguards food supply</td>
</tr>
<tr>
<td>6. Department of Commerce</td>
<td><strong>F.</strong> handles foreign policy, staffs embassies, speaks for the United States in the UN</td>
</tr>
<tr>
<td>7. Department of Labor</td>
<td><strong>G.</strong> administers veterans’ hospitals and education programs</td>
</tr>
<tr>
<td>8. Department of Defense</td>
<td><strong>H.</strong> serves the government’s financial division, operates the Bureau of Printing and Engraving, regulates the IRS, regulates alcohol and tobacco</td>
</tr>
<tr>
<td>9. Department of Health and Human Services</td>
<td><strong>I.</strong> 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><strong>J.</strong> 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><strong>K.</strong> 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><strong>L.</strong> 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><strong>M.</strong> plans energy policy, researches and develops energy technology, sets rates for interstate transmission of natural gas and electricity</td>
</tr>
<tr>
<td>14. Department of Veteran Affairs</td>
<td><strong>N.</strong> preserves the nation’s communities and ensures U.S. citizens of equal housing opportunities, helps make GNMA mortgage money available</td>
</tr>
</tbody>
</table>
Guided Reading Activity 10-2

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 AND THE CIVIL SERVICE SYSTEM

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”: __________________________
Guided Reading Activity 10-3

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

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

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

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 ________________.
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>
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<tr>
<td>Fletcher v. Peck</td>
<td></td>
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<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>
### Guided Reading Activity 11-2

**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 Court of _______________ Appeals hears cases involving members of the armed forces.
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.
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.

### Column A

1. where the Supreme Court has final authority
2. covered by the Supreme Court’s original jurisdiction
3. covered by the Supreme Court’s appellate jurisdiction
4. standard number of Supreme Court justices
5. standard number of Supreme Court justices in charge of the federal judicial circuit
6. reasons for removal of Supreme Court justices
7. duties of Supreme Court justices
8. duties of chief justices
9. duties of law clerks
10. backgrounds of Supreme Court justices

### Column B

A. treason, bribery, high crimes and misdemeanors
B. a law degree; considerable legal experience; usually between the ages 40 and 60
C. presiding over discussions of cases; exercising leadership; administering the court system
D. cases involving representatives of foreign governments or in which a state is a party
E. read appeals; help prepare the Court’s opinion; write first drafts of Court opinions
F. cases involving the Constitution, acts of Congress, or treaties
G. choosing cases to hear; deciding cases
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
I. one for each court, although three justices serve two courts each
J. nine

**DIRECTIONS** Use the information in your textbook to explain the roles played by various groups in the selection of a Supreme Court justice. Give an example for each of the groups listed.

**GROUPS THAT INFLUENCE THE SELECTION OF A JUSTICE**

<table>
<thead>
<tr>
<th>The American Bar Association</th>
<th>Other Interest Groups</th>
<th>Justices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guided Reading Activity 12-1

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. [Blank]
4. [Blank]
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]
Guided Reading Activity 12-2  

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 43
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 Influences</th>
<th>Congressional Influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>•</td>
<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**

---

Guided Reading Activities 13-1

Guided Reading Activity 13-1

Guided Reading Activities 45

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**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**
6. **Mueller v. Allen**
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.
Guided Reading Activity 13-3

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 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**
   - 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**
   - 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**
   - 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>THE SUPREME COURT AND FREEDOM OF THE PRESS</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>On 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>Public disorder</th>
<th>Issues:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picketing</td>
<td>Issues:</td>
</tr>
<tr>
<td>Freedom of association</td>
<td>Issues:</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>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<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 _____________ continuous 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.
Guided Reading Activity 14-3

The Rights of the Accused

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.

9. In ________________ v. ________________ (1976) the Court ruled mandatory death penalties unconstitutional.

10. In ________________ v. ________________ (1976) the Court ruled that under adequate guidelines the death penalty does not constitute cruel and unusual punishment.
Directed 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: __________________________
**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: 

**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>
<th>Case or act:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government privacy</td>
<td></td>
</tr>
<tr>
<td>Citizens’ rights</td>
<td></td>
</tr>
<tr>
<td>to privacy</td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td></td>
</tr>
<tr>
<td>of health information</td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td></td>
</tr>
<tr>
<td>of credit information</td>
<td></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.
Criminal Law

**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.

**THE STEPS IN A CRIMINAL CASE**

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
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.

**COMPARING POLITICAL PARTIES**

One-Party Systems

Multiparty Systems

**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**

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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.

<table>
<thead>
<tr>
<th>MAJOR FUNCTIONS OF POLITICAL PARTIES IN THE UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting Candidates</td>
</tr>
<tr>
<td>Educating the Public</td>
</tr>
<tr>
<td>Operating the Government</td>
</tr>
<tr>
<td>Dispensing Patronage</td>
</tr>
</tbody>
</table>
HOW CANDIDATES ARE SELECTED FOR POLITICAL OFFICE

<table>
<thead>
<tr>
<th>Caucuses</th>
<th>Nominating Conventions</th>
<th>Primary Elections</th>
<th>Petitions</th>
</tr>
</thead>
</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.

WHAT HAPPENS IN PRESIDENTIAL PRIMARIES

Generalizations

Three Criticisms and One Alternative Primary Idea
**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 McCain-Feingold bill</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. accepted contributions from business organizations, labor unions, and interested individuals</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. used until the 1970s, a way in which candidates financed their political campaigns</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. the amount of money spent, the questionable way it was raised, and the lack of accounting for expenditures</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. why the issue of “soft money” raised by political parties became controversial</td>
<td>N. TV is now the single most important source of news for most citizens</td>
</tr>
<tr>
<td>15. legislation which would eliminate “soft money,” ban contributions by foreigners, give free TV time to Senate candidates, and restrict PAC spending</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

**1776–1800**

- Voters
- Nonvoters

**1800–1870**

- Voters
- Nonvoters

**1870–1920**

- Voters
- Nonvoters

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

### PROVISIONS OF THE VOTING RIGHTS ACTS OF THE 1960s AND 1970s

1. 
2. 
3. 
4. 
5. 
6. 
Guided Reading Activity 17-3

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. 
   F. 

II. The Voter’s Loyalty to Political Parties
   A. 
   B. 
   C. 

III. Campaign Issues
   A. 
   B. 

IV. Images and Propaganda
   A. 
   B. 
   C. 

**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.

**POLITICAL PARTIES AND INTEREST GROUPS**

- Political Parties
- Interest Groups

**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.

**HOW INTEREST GROUPS SERVE THEIR MEMBERS**

1. 
2. 
3. 
4. 
5.
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>THE WORK OF INTEREST GROUPS AND PACs</th>
</tr>
</thead>
<tbody>
<tr>
<td>How they gain support</td>
</tr>
<tr>
<td>Laws governing PACs</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 |
|---------------------------------|---------------------------------|---------------------------------|
| **Family and home influence** | **Schools** | **Peer groups** |
| **Social characteristics** | **The mass media** | **Other influences** |

66 Guided Reading Activities
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></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: ____________________________________________
Structure of the Mass Media

**DIRECTIONS** Use the information in your textbook to complete this diagram. Describe each kind of media according to the following characteristics:

1. years of greatest influence
2. kinds of material offered
3. estimated number of sources
4. how accessed
5. importance of advertising

<table>
<thead>
<tr>
<th>TYPES AND CHARACTERISTICS OF MASS MEDIA IN THE UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers</td>
</tr>
<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>
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

1. “fireside chat”
2. news release/briefing
3. press conference
4. backgrounders
5. leak
6. media event
7. telegenic
8. horse-race coverage
9. front-runner
10. spot advertising

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.

<table>
<thead>
<tr>
<th>HOW THE MEDIA INTERACT WITH CONGRESS AND THE SUPREME COURT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Congress</strong></td>
</tr>
<tr>
<td>confirmation hearings:</td>
</tr>
<tr>
<td>oversight activities:</td>
</tr>
<tr>
<td>personal business:</td>
</tr>
<tr>
<td><strong>Supreme Court</strong></td>
</tr>
<tr>
<td>remoteness of judges:</td>
</tr>
<tr>
<td>technical issues:</td>
</tr>
</tbody>
</table>
Regulation of the 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: __________________________________________________
7. Federal Communications Commission: ____________________________________________
8. equal time doctrine: ____________________________________________
9. fairness doctrine: ____________________________________________

**DIRECTIONS** Use the information in your textbook to complete this diagram. List the key issues involved in the Telecommunications Act of 1996. Use one answer box for each issue.
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 ________________ to ________________.
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. A tax on the assets of a person who dies is called an ________________ tax.
12. A ________________ tax is a tax on money in excess of $10,000 received from a living person.
13. The estate and gift taxes are considered progressive taxes because the ________________ the gift or estate, the ________________ the tax rate.
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 ________________,
    ________________, and ________________.
18. The total accumulated amount the federal government has borrowed is the ________________.
Preparing the Federal Budget

**Directions** Use the information in your textbook to complete this chart on the federal budget.

### STEPS IN PREPARING AND PASSING THE FEDERAL BUDGET

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Federal Fiscal Year</td>
</tr>
<tr>
<td>2</td>
<td>Budget and Accounting Act of 1921</td>
</tr>
<tr>
<td>3</td>
<td>Office of Management and Budget</td>
</tr>
<tr>
<td>4</td>
<td>Council of Economic Advisers</td>
</tr>
<tr>
<td>5</td>
<td>Uncontrollables</td>
</tr>
<tr>
<td>6</td>
<td>Entitlements</td>
</tr>
<tr>
<td>7</td>
<td>Congressional Budget Act of 1974</td>
</tr>
<tr>
<td>8</td>
<td>Balanced Budget and Emergency Deficit Control Act (GRH)</td>
</tr>
<tr>
<td>9</td>
<td>Reconciliation</td>
</tr>
<tr>
<td>10</td>
<td>Incrementalism</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Federal Fiscal Year</td>
<td>A. the group that confers with the president on budgetary matters</td>
</tr>
<tr>
<td>2. Budget and Accounting Act of 1921</td>
<td>B. benefits that Congress provides by law, including Social Security, government pensions, Medicare, Medicaid, and veterans’ benefits</td>
</tr>
<tr>
<td>3. Office of Management and Budget</td>
<td>C. law aimed at forcing the president and Congress to work together to reduce federal budget deficits</td>
</tr>
<tr>
<td>4. Council of Economic Advisers</td>
<td>D. a 12-month accounting period that extends from October 1 of one year to September 30 of the next year</td>
</tr>
<tr>
<td>5. Uncontrollables</td>
<td>E. a term that refers to each year’s budget changing only a little from one year to the next</td>
</tr>
<tr>
<td>6. Entitlements</td>
<td>F. made the president responsible for directing the preparation of the budget and making major decisions about budget priorities</td>
</tr>
<tr>
<td>7. Congressional Budget Act of 1974</td>
<td>G. a process whereby House and Senate committees adjust spending and taxing plans to fit existing programs</td>
</tr>
<tr>
<td>8. Balanced Budget and Emergency Deficit Control Act (GRH)</td>
<td>H. analyzes the nation’s economic situation and gives the president the first set of budget figures</td>
</tr>
<tr>
<td>9. Reconciliation</td>
<td>I. expenditures required by law or resulting from previous budgetary commitments</td>
</tr>
<tr>
<td>10. Incrementalism</td>
<td>J. set up House and Senate Budget Committees and the Congressional Budget Office</td>
</tr>
</tbody>
</table>
Guided Reading Activity 20-3

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 $1.5 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.

How the Federal Reserve System Controls United States Monetary Policy

<table>
<thead>
<tr>
<th>Major Responsibilities</th>
<th>Tools Used for Control</th>
</tr>
</thead>
</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
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>
Guided Reading Activity 21-3

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.

<table>
<thead>
<tr>
<th>SOCIAL INSURANCE, PUBLIC ASSISTANCE, AND PUBLIC HEALTH PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Social Insurance Programs</strong></td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>C.</td>
</tr>
<tr>
<td><strong>II. Public Assistance Programs</strong></td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>C.</td>
</tr>
<tr>
<td>D.</td>
</tr>
<tr>
<td>E.</td>
</tr>
<tr>
<td><strong>III. Public Health Programs</strong></td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>IMPROVING EDUCATION STEP BY STEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith-Hughes Act of 1917</td>
</tr>
<tr>
<td>Elementary and Secondary Education Act of 1965</td>
</tr>
<tr>
<td>Morrill Act of 1862</td>
</tr>
<tr>
<td>GI Bill of Rights</td>
</tr>
<tr>
<td>National Commission on Excellence in Education</td>
</tr>
<tr>
<td>“Choice”</td>
</tr>
<tr>
<td>Goals 2000</td>
</tr>
</tbody>
</table>

DIRECTIONS Use the information in your textbook to match the items from Column B with each numbered item in Column A. 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. FHA</td>
<td>A. oversees federal highways; applies federal safety standards; plans and researches highway construction and maintenance</td>
</tr>
<tr>
<td>2. HUD</td>
<td>B. administers federal grant programs aimed at improving urban mass transit systems</td>
</tr>
<tr>
<td>3. HOME</td>
<td>C. works to ensure safety in aviation by licensing pilots and enforcing safety rules</td>
</tr>
<tr>
<td>4. DOT</td>
<td>D. guarantees banks and private lenders against losses on loans to build, buy, or rent homes</td>
</tr>
<tr>
<td>5. FAA</td>
<td>E. a government department that includes the FHA and other housing agencies</td>
</tr>
<tr>
<td>6. FHWA</td>
<td>F. provides matching grants to states and local areas for helping the homeless and building subsidized private housing</td>
</tr>
<tr>
<td>7. UMTA</td>
<td>G. established in 1966 to coordinate national transportation policies and programs</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. détente:
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. détente:
10. “peace dividend”:
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.

<table>
<thead>
<tr>
<th>POWERS FOR SHAPING FOREIGN POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presidential Powers</strong></td>
</tr>
</tbody>
</table>

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>
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<tr>
<td></td>
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<td></td>
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<td></td>
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<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>Alliances and Pacts</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: ________________________________________

Guided Reading Activities 81
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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPARING STATE CONSTITUTIONS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Similarities</strong></td>
<td><strong>Differences</strong></td>
</tr>
<tr>
<td></td>
<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: ____________________________
**Guided Reading Activity 23-2**

**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.

**Column A**

1. bicameral state legislature
2. unicameral state legislature
3. Speaker of the House
4. governor
5. plurality
6. National Guard
7. item veto
8. state attorney general
9. secretary of state
10. state treasurer
11. Missouri Plan
12. impeachment

**Column B**

A. the power to turn down a particular section of legislation without vetoing the entire law
B. the chief secretary or clerk of state government
C. the presiding officer of the lower state house
D. a state legislature with two houses
E. the state militia
F. a state legislature with only one house
G. manages the money collected by a state government
H. the largest number of votes in an election
I. the head of the executive branch of state government
J. a method of election that combines appointment by the governor and popular election
K. official who supervises the legal activities of all state agencies
L. a procedure through which charges are brought against a judge or any public official accused of misconduct

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

---

**THE ELECTION OF STATE LEGISLATIVE, EXECUTIVE, AND JUDICIAL BRANCH LEADERS**

**Legislative**

**Executive**

**Judicial**

---

Guided Reading Activities 83
Guided Reading Activity 23-3

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>
<th>Education</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
Guided Reading Activity 24-1

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>Form</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<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 Activity 24-3**  

**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.

<table>
<thead>
<tr>
<th>PROBLEMS OF CITIES AND URBAN AREAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Problem</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Housing and Economic</td>
</tr>
<tr>
<td>Social</td>
</tr>
<tr>
<td>Infrastructure and Transportation</td>
</tr>
</tbody>
</table>

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**Guided Reading Activity 25-1**

**Consolidated Democracies**

**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 identify the following items.

1. consolidated democracy: ____________________________
2. oligarchy: ____________________________
3. parliamentary government: ____________________________
4. House of Commons: ____________________________
5. House of Lords: ____________________________
6. life peers: ____________________________
7. prime minister (of Great Britain): ____________________________
9. presidential government: ____________________________
10. premier (of France): ____________________________
11. European Union: ____________________________
12. kanyro: ____________________________
Emerging Democracies

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

<table>
<thead>
<tr>
<th>THE ROAD TO DEMOCRATIC GOVERNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
</tr>
</tbody>
</table>

1. The greatest obstacles to democracy have been ethnic rivalries and economic inequality.
2. The Constitution of 1917 established a national government.
3. Like the United States, this country is a federal republic.
5. Apartheid, the strict segregation of races, ended with a gradual transition to majority rule.
6. Political opponents described the government as authoritarian rather than democratic.
7. Labor unrest was the catalyst for this country’s transition to democracy.
8. Reacting to the practices of apartheid, the United States and the nations of the European Economic Community ordered economic sanctions against this country during the 1980s.
9. Nelson Mandela, leader of the ANC, became his country’s symbol of freedom.
10. The labor union *Solidarity* launched a national strike that symbolized this country’s struggle for a democratic government.
11. This country’s constitution provides for a separation of powers, but the president dominates Congress.
12. The Institutional Revolutionary Party dominated this country’s government for many years.
13. In the 1990 presidential election, Lech Walesa received 74 percent of the national vote.
14. The first free nonracial national election in this country in 1994 resulted in victory for the ANC.
15. This country’s “Little Constitution” defined the division of powers between parliament, the prime minister, and the president.
16. President Zedillo’s reforms set the stage for Vicente Fox’s PAN party victory in 2000.
17. Following elections in 1998, the New National Party, the ruling group during apartheid, had only 28 seats in the National Council.
18. A slowing economy in 2001 threatened to bring the ex-communist SLD party to power.
**Authoritarian States**

**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. cadre</td>
<td>A. dictator of Iraq</td>
</tr>
<tr>
<td>2. Politburo</td>
<td>B. failed invasion of Cuba by U.S.-trained</td>
</tr>
<tr>
<td>3. Politburo's Standing Committee</td>
<td>anti-Castro exiles</td>
</tr>
<tr>
<td>4. most powerful party leader in Cuba</td>
<td>C. sanctions after the Persian Gulf War</td>
</tr>
<tr>
<td>5. National People's Congress</td>
<td>D. Chinese opposition party</td>
</tr>
<tr>
<td>6. the State Council of China</td>
<td>E. began a process of increasing state power</td>
</tr>
<tr>
<td>7. Federation for a Democratic China</td>
<td>F. officials who hold key posts in the Chinese</td>
</tr>
<tr>
<td>8. Tiananmen Square</td>
<td>Communist Party</td>
</tr>
<tr>
<td>9. Fidel Castro</td>
<td>G. the top religious-political leader in Iran</td>
</tr>
<tr>
<td>10. Bay of Pigs</td>
<td>H. composed of the top six leaders in China</td>
</tr>
<tr>
<td>11. shah</td>
<td>I. returned from exile in France to form an</td>
</tr>
<tr>
<td>12. Ayatollah Ruhollah Khomeini</td>
<td>Islamic government in Iran</td>
</tr>
<tr>
<td>13. Khomeini and his followers</td>
<td>J. under his leadership Cuba became a</td>
</tr>
<tr>
<td>14. Islamic Republic of Iran</td>
<td>Communist dictatorship</td>
</tr>
<tr>
<td>15. faqih</td>
<td>K. carries out the same functions as a cabinet</td>
</tr>
<tr>
<td>16. Saddam Hussein</td>
<td>or council of ministers in other nations</td>
</tr>
<tr>
<td>17. placed severe economic hardships on this</td>
<td>L. Fidel Castro</td>
</tr>
<tr>
<td>country and threatened to weaken dictator's</td>
<td>M. scene of student uprising against the</td>
</tr>
<tr>
<td>hold</td>
<td>Chinese Communist Party</td>
</tr>
<tr>
<td></td>
<td>N. the highest organ of state power in China</td>
</tr>
<tr>
<td></td>
<td>O. Iranian word meaning <em>king</em></td>
</tr>
<tr>
<td></td>
<td>P. as religious leaders, they had veto power</td>
</tr>
<tr>
<td></td>
<td>over political leaders</td>
</tr>
<tr>
<td></td>
<td>Q. composed of about 20 top party leaders</td>
</tr>
<tr>
<td></td>
<td>in China</td>
</tr>
</tbody>
</table>
Global Security

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

1. Scholars who discuss *international security* define it as _____________________________.
2. The nations that have or are suspected to have nuclear weapons include _______________________.
3. Three strategies used to slow nuclear proliferation are _________________________________.
4. Regional wars are _____________________________.
5. To protect their national security, governments often _________________________________.
6. To promote international trade, 90 countries subscribed to a ___________________________ in 1947.
7. Under the provisions of this agreement, signers work to _______________________________.
8. A *trading bloc* is _____________________________.
9. Two groups that work to advocate free trade among nations are _________________________.

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

<table>
<thead>
<tr>
<th>GOALS AND AGENCIES OF THE UNITED NATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Agencies</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>
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 individuals 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 _____________________.

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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: ______________________________
Guided Reading Activity 26-3

Collapse of Soviet Communism

**DIRECTIONS** Use the information in your textbook to complete this table describing the five main problems of Soviet central planning.

<table>
<thead>
<tr>
<th>PROBLEMS WITH SOVIET CENTRAL PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<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. Soviet socialism</td>
<td>A. Soviet president who tried to improve the economy through perestroika</td>
</tr>
<tr>
<td>2. gross national product</td>
<td>B. created major problems in Soviet factories and farms</td>
</tr>
<tr>
<td>3. agricultural problems</td>
<td>C. rule by the few</td>
</tr>
<tr>
<td>4. state farms</td>
<td>D. an intermediate stage in the transformation from capitalism to pure communism</td>
</tr>
<tr>
<td>5. collective farms</td>
<td>E. president of Russia who prescribed “strengthening of the state” to cure economic ills</td>
</tr>
<tr>
<td>6. Soviet central planning</td>
<td>F. the sum of a nation’s goods and services</td>
</tr>
<tr>
<td>7. Mikhail Gorbachev</td>
<td>G. President Gorbachev’s effort to improve the Soviet economy</td>
</tr>
<tr>
<td>8. perestroika</td>
<td>H. system in which the government owned farmland and rented it to the families who would raise food products</td>
</tr>
<tr>
<td>9. oligarchy</td>
<td>I. farms that were owned by the government and run like factories, with the workers being paid wages</td>
</tr>
<tr>
<td>10. Vladimir Putin</td>
<td>J. workers had little incentive to work hard; inefficiency was widespread; as a result, crops were wasted every year</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. Carlos Salinas de Gortari: __________________________________________
9. three factors leading to economic growth: ____________________________
10. four Asian countries characterized by dynamic economic growth: ______

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

<table>
<thead>
<tr>
<th>FIVE OBSTACLES TO ECONOMIC DEVELOPMENT IN EMERGING NATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of National Unity</td>
</tr>
<tr>
<td>Lack of National Unity</td>
</tr>
<tr>
<td>Lack of National Unity</td>
</tr>
<tr>
<td>Lack of National Unity</td>
</tr>
<tr>
<td>Lack of National Unity</td>
</tr>
</tbody>
</table>
**Answer Key**

### 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.

#### 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 1-2

#### 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

#### 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 tranquillity, 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.

**How they are interdependent:** often need economic help from industrialized nations; have begun to develop ties with newly industrialized nations

### 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:


### 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
Guided Reading Activities

Problems
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

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

Answers are given.
Answers may vary somewhat. Possible answers are given.

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

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 2-1

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:

- George III and Parliament impose new taxes and controls on colonial trade.
- 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 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 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
- No federal court system, Congress settled disputes among states
- Each state had one vote in Congress

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.
- Amending Articles required consent of all states.
- Central government had no executive branch.
- Government had no national court system.

Achievements
- established fair policy for developing western lands
- forged 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.

I. 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:

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

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

Ratifying an Amendment:

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

B. 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 elections. 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.

Interstate Compacts and Lawsuits
Interstate 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.

Interstate 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 a legal resident of the 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

### 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.
- Major responsibility: 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.

**Majority 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.

### ACTIVITY 5-4

**Committees in the House and Senate**

**Kinds of Committees**
- Standing Committees
- Subcommittees
- Select Committees
- Joint Committees
- Conference Committees

**General Responsibility of Each Type of Committee**
- Standing—deal with large issues that affect the nation
- Subcommittees—specialize in subcategories of standing committees’ business
- Select—study a specific issue and report findings to House or Senate
- Joint—act as study groups that report findings to both houses

**Guided Reading Activities**

**Issue 1:** 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 5-3

**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 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.

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

**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
- Subcommittees—specialize in subcategories of standing committees’ business
- Select—study a specific issue and report findings to House or Senate
- Joint—act as study groups that report findings to both houses
Conference—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 on 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/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 approve presidential appointments of federal officials, such as cabinet positions, regulatory agencies, diplomatic and military posts, and the federal judiciary. 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. 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.

ACTIVITY 7-1

Answers will vary. Accept reasonable responses.

Bills and Resolutions
1. Private bills
2. Public bills; any 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

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
Senate: Proposes amendments to tax bills. Eliminates provisions senators object to.

How House and Senate Appropriates 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 and projects X
support for higher-income groups X
less spending for government programs X
social welfare programs X
greater government regulation of business X
job programs through public works X
less government X
regulation of business X
local and state, rather than national, solutions X
to problems

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 a government job in Washington, D.C.

Purposes of Casework: Casework helps lawmakers get reelected; casework is one way in which Congress oversees the executive branch; casework provides a way for the average citizen to cope with the huge national government.

Bringing Home the Bacon: How Lawmakers Work for Their States’ Share

Pork-Barrel Legislation: Lawmakers use their contacts or their positions in Congress to bring needed projects, and therefore money and jobs, into their home states.

Federal Grants and Contracts: Lawmakers compete for grants and contracts by pressuring officials from executive branch agencies to give a favorable hearing to their home state. They may also help citizens from their home states, businesses, and local governments to win federal grants and contracts.

Keeping Federal Projects: Lawmakers use expert staff members to help their home states qualify for new projects and to keep those they already have.

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:
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:
Franklin D. Roosevelt

Personal Exercise of Power:
Answers are given in pairs. Examples may vary.

Informal Powers of the President

Duties:
- handles the president’s relations with the White House press corps, sets up press conferences, and issues public statements in the president’s name

Member: Press Secretary and Staff

Duties: work directly with members of Congress, advising the president about reactions to White House decisions; lobby lawmakers to gain support for presidential programs

Member: Assistant for Legislative Affairs

Guided Reading Activities 105

Immediate Needs of the Nation:
Franklin D. Roosevelt

Constitution or by the laws. "fireside chats" on the radio.

answers in part because he increased the confidence of the people during his "fireside chats" on the radio.

Accepted in part because he increased the confidence of the people during his "fireside chats" on the radio.

Examples may vary. Possible answers:

Why the Founders Wanted a Strong Executive:

Without a strong, independent executive, the government would have no one to carry out the acts of Congress.

- To protect liberty, private property, and businesses; hold the legislative branch in check.

President an Effective Leader

- To protect liberty, private property, and businesses; hold the legislative branch in check.

Understanding the Public:

President Chester Arthur called for reforms of the spoils system in 1883. Congress passed the Pendleton Act and the Civil Service System was created.

ACTIVITY 9-1

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 9-2

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: Franklin D. Roosevelt’s solution to problems was accepted in part because he increased the confidence of the people during his “fireside chats” on the radio.

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

Questions 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 10-2

ACTIVITY 10-3

Guided Reading Activities 105


14. G

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
5. the Merit System Protection Board: the second of the two divisions that replaced the Civil Service Commission
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.

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. Claims Court
3. Federal Circuit
4. Tax
5. Military
6. Territorial
7. federal
8. omnibus judgeship
9. ideologies
10. senatorial courtesy

ACTIVITY 11-3
1. F
2. D
3. H
4. J
5. I
6. A
7. G
8. C
9. E
10. B

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.
1. The case is dismissed.
2. A writ of certiorari is submitted.
3. The case is rejected for consideration.
4. The case is rejected for trial.
5. Four or more justices accept the case.
6. The case is announced with a per curiam decision.
7. 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 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 interprets the words "due process of law" and "equal protection of the laws" to apply the guarantees of the Fifth and Fourteenth Amendments.

• Its passage laid the groundwork for the development of the modern Bill of Rights.

• 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 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 segregation 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 12-2

The Supreme Court's Tools for Shaping Policy

Examples may vary. Possible answers:

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 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.

1. Types of issues the Court can accept:
   civil liberties issues;
   economics issues;
   issues involving federal legislation and regulations;
   issues involving due process of law;
   issues involving suits against government officials or disputes between governments

2. Types of cases the Court can accept:
   cases in which its decision will make a difference rather than simply decide a point of law;
   cases in which the person or group bringing the case has suffered real harm;
   cases that involve a substantial federal question and affect many people or the operation of the legal system itself;
   cases that do NOT deal with political questions, because these are the business of the executive or legislative branch

3. How the Court's agenda is limited:
   The Court can decide only cases that come to it from elsewhere in the legal system, unless it deliberately takes on a special case.

4. Why the Court cannot enforce its decisions:
   The president may refuse to execute a Court ruling; lower court judges may ignore or avoid a Court ruling with which they disagree, such as the Court's ban on school prayer.

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.

Guided Reading Activities 107
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.

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<td>6. C, 15. R</td>
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<td>7. E, 16. B</td>
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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

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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.

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Freedom of Assembly

Possible answers:

**Public property**:
Example: parks, streets, sidewalks

**Limitations**: Permits may be required.

**Public property not open to the public**:
Example: jail, school, courthouse

**Restrictions**: Must be worded and apply equally to all.

**Limitations**: Must not interfere with the lawful use for which the facility was intended.

**Private property open to the public**:
Example: shopping mall, abortion clinic

**Limitations**: May be held outside a facility in most cases.

**Demonstrators cannot convert private property to their own use.**

Issues in Public Assembly

Possible answers:

**Public disorder**: How much should authorities protect demonstrations of unpopular groups? May police officers disperse such groups in the interest of public safety? Courts have held that police may interfere with free assembly to prevent public disorder such as a riot; however, later rulings have reassured First Amendment protections for peaceful demonstrations.

**Picketing**: How much protection does the Constitution give striking workers? In 1940 the Supreme Court ruled that peaceful picketing was protected free speech, but subsequent rulings placed limits on picketing because, the Court held, picketing produces consequences different from other forms of free speech.

**Freedom of Association**: Does the First Amendment protect an individual’s right to join an organization that the government considers subversive? The Supreme Court extended the right to free assembly to include the right to free association; however, the Court later ruled that this right is not absolute. Individuals may not, for example, make preparations to overthrow the government and freely assemble and associate with others to do so.
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 U.S. 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 origin 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 10 years, of which 5 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 mem-bership; 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.

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

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: 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

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 16-2

**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 countries, often have coalition governments, politically unstable.

**Similarities:** Parties represent specific ideologies, sometimes have minor parties.

**Changes in United States Political Parties, 1796–Present**

Possible answers:

1796: Two major parties emerge, Federalists and Democratic-Republicans; Federalists win presidency in 1796.

1800: Thomas Jefferson, a Democratic-Republican, becomes president in 1800.

1804: Thomas Jefferson is re-elected in 1804.

1828: Democratic-Republicans split; Andrew Jackson of the Democrats becomes president in 1828.

1850: Democrats split into northern and southern factions over the question of slavery; Republican Party formed.

1860–1930: Republican presidents dominate; Democratic presidents serve for only 4 terms.

1932: Franklin D. Roosevelt, a Democrat, becomes president; Democrats dominate presidency and Congress for the next 50 years.

1968: Richard Nixon becomes president; Republicans control the White House for 5 of the next 8 presidential terms.

1992: Bill Clinton, a Democrat, becomes president, but Republicans dominate Congress at mid-term elections.

1995: For the first time since Truman, a Democratic president has to work with a Republican Congress.

**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 might 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 1988; 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. Pollution
   B. Energy conservation
   C. Inflation/recession
   D. School funding/standards
   E. Gun control
   F. Crime
   G. Unemployment
   H. Women’s rights

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 more educated
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.
2. They keep their members informed by way of newsletters, other mailings, and phone calls.
3. They plan the group’s strategy on ways to influence the government.
4. They raise money to run the organization.
5. 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:** Many groups compete for influence, which keeps any one group from gaining total influence; large groups are diverse and cannot adopt broad goals; most organizations struggle to pay their staffs; they only approach lawmakers who are likely to agree with them.

**How they began:** The federal government passed laws limiting how much money individuals can give, so individuals formed PACs whose donations are not limited.

**Laws governing PACs:** Under FECA, PACs must register with the government 6 months before an election; they must raise money from at least 50 contributors; they must give to at least 5 candidates in a federal election; they must follow strict accounting rules.

**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**

1. D  
2. B  
3. E

**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 representatives; 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 individuals 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; 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.

**Guided Reading Activities**
Guided Reading Activities

ACTIVITY 19-1
Types and Characteristics of Mass Media in the United States

Newspapers:
1. 1800s–1960s;
2. mostly news
3. 200 + chains;
4. newsstands and subscriptions;
5. great

Magazines/Books:
1. 1800s–present;
2. news/entertainment/business
3. 10,000/40,000 per year;
4. subscriptions, bookstores and other stores
5. great

Radio:
1. 1930s–1950s;
2. news, entertainment, and opinions;
3. thousands of stations;
4. AM and FM bands;
5. great

Television:
1. 1950s–present;
2. news and specialized interests;
3. 1000 channels;
4. mostly news
5. great

Internet:
1. 1995–present;
2. news and specialized interests;
3. unknown but rapidly growing;
4. computers;
5. increasing

ACTIVITY 19-2

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

ACTIVITY 19-3

1. prior restraint: government censorship of information before it is published
2. libel: false written statements intended to damage a person’s reputation
3. ways of restricting the media’s right to gather information: telling lies, holding secret meetings, limiting reporters’ access in other ways
4. Branzburg v. Hayes (1972): lawsuit in which the Court ruled that the First Amendment does not guarantee the press a constitutional right of special access to information not available to the public generally
5. shield law: protects reporters from having to reveal their sources
6. Privacy Protection Act of 1980: prevents all levels of government from conducting surprise searches of newsrooms, except in a few special cases
7. Federal Communications Commission: government agency that regulates over-the-air and cable television, AM and FM radio, telephones, telegraphs, CB radio
8. equal time doctrine: an FCC rule that requires stations to give equal airtime to candidates for public office
9. fairness doctrine: required broadcasters to provide “reasonable opportunities for the expression of opposing views on controversial issues of public importance;” it was intended to discourage one-sided coverage of issues and to encourage stations to present a range of views; former President Ronald Reagan vetoed the law requiring the FCC to keep the fairness doctrine because it violated the First Amendment
10. Telecommunications Act of 1996: legislation that revamped the laws that governed the telecommunications industry; the object of the Act was to increase competition among providers and make access easier for citizens

Key Issues of the Telecommunications Act of 1996
Accept reasonable responses. Possible answers:
1. low-cost delivery of information to all citizens
2. availability of additional allocations of the broadcast spectrum, the range of frequencies over which electronic signals are sent, for the use of all broadcast media
3. responsibility for making decisions about spectrum allocation assigned to the FCC
4. requirements to open local telephone and cable markets to competitors
5. rulings on obscene and violent programming; the Communications Decency Act of 1996 was made part of the Telecommunications Act; it prohibited obscene or harassing conversation on any telecommunications facility, amended the federal criminal code to apply current obscenity statutes to computer users, and ordered the broadcast industry to establish ratings for objectionable programming.

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. estate
12. gift
13. larger; higher
14. tax loopholes
15. deductions; credits; shelters; brackets
16. income tax
17. bonds; notes; certificates
18. national debt
Steps in Preparing and Passing the Federal Budget

Answers may vary somewhat. Accept reasonable responses.

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 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.

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.

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.

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.


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

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

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 con-
trol 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 unrea-
sonable in its standards

Unfunded Mandates Laws of 1996:
restricts the ability of the federal
government to impose additional
requirements on state and local gov-
ernments 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 em-
ployers and employees; major
changes made in the system in
order to avoid bankruptcy: a grad-
ual 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 insur-
ance to senior citizens; the first part
pays a major share of a person's
hospital bills; the second part is a
voluntary program for seniors who
choose to pay an extra amount;
this helps pay doctors' bills and
other costs associated with health
care

C. Unemployment insurance: a pro-
gram for people who are out of
work; employers pay a tax on
employees' wages; when an em-
ployee 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 pay-
mant 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 fami-
lies and at the same time help
dispose of America's surplus agri-
cultural 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 $108 billion each year

D. Aid to Families with Dependent
Children: designed during the De-
pression to help families in which
the main wage earner died, was dis-
abled, 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 pro-
mote and protect 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 pro-
mote the health of all citizens; the
Centers for Disease Control work to
control diseases like AIDS, diphthe-
ria, 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 pol-
cies keep people from receiving
necessary drugs; consumer protec-
tion groups, in contrast, believe
the FDA is not tough enough in ban-
ing drugs and food additives that
may be harmful

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 inter-
ests by maintaining trade with other
nations and preserving access to nec-
essary natural resources.
Concern for Humanity: The United States

World Peace: World peace is another way to guarantee national security. If other nations are at peace, we run little 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 assistance 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 involvement 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 had 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 contained. One of the methods of containment 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. détente: Largely sponsored by the U.S. under President Nixon, détente relaxed tensions between communist and free nations.
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 president may send troops, ships, planes, or even use nuclear weapons anywhere in the world without congressional approval. As head of state, the president 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 of advice and consent on all treaties made between the U.S. and other nations, although the president sometimes makes executive agreements with other nations. The Senate also has the power to confirm presidential appointments to diplomatic posts and thus helps determine foreign policy.

1. C
2. B
3. A

ACTIVITY 22-3

The Department of State:

The material should include brief explanations of the following: the organizational 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.

1. national security
2. War; Navy
3. World War II
4. president
5. Army; Navy; Air Force
6. military advice
7. conscription; draft
8. volunteer

ACTIVITY 22-4

The Tools of Negotiation in U.S. Foreign Policy

Answers may vary. Possible answers:
Alliances and Pacts: Alliances are agreements 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 partners. 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, American troops have been used abroad on a number of occasions. Since World War II, U.S. troops have been committed to battle without formal declarations of war in Korea, Vietnam, Grenada, Panama, the Persian Gulf, and Bosnia-Herzegovina. Troops were also sent into Haiti to preserve democratic 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. multilateral treaty: an international agreement signed by several nations

7. bilateral treaty: a treaty that involves only two nations

8. collective security: a system by which the participating nations agree to take joint action against a nation that attacks any one of them

9. AID: the Agency for International Development, an agency of the State Department which administers American programs of economic aid

10. 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.

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

**ACTIVITY 23-2**

| D | 7. A |
| F | 8. K |
| C | 9. B |
| I | 10. G |
| H | 11. J |
| E | 12. I |

The Election of State Legislative, Executive, and Judicial Branch Leaders

Legislative: Members of the state legislature are elected from legislative districts of relatively equal population. This is often called the “one person, one vote” system. Following this system, cities gained voting power, but in highly-populated states such as Illinois, New York, and New Jersey, the suburbs gained many seats in state legislatures.

Executive: Being elected governor has two steps. First the person must gain the nomination of a major political party, usually by winning a party primary. Then, in the election, in most states the candidate who wins a plurality vote becomes governor. In five states, however, a majority is required for election.

Judicial: State judges are selected in four different ways. In some states they are elected in a popular election and in others by the state’s legislature. Some state judges are appointed by the governor. Others are selected through a method called the Missouri Plan that combines appointment by the governor with popular election.

**ACTIVITY 23-3**

1. corporate charter: a document that grants certain rights, powers, and privileges to a corporation

2. public utility: an organization, either privately or publicly owned, that supplies such necessities as electricity, gas, telephone service, or transportation service

3. workers' compensation: payments made to people unable to work as a result of job-related injury or ill health

4. unemployment compensation: payments made to workers who lose their jobs

5. union shop: an agreement between a union and an employer that all workers must join a union, usually within 30 days of being hired

6. industrial development bonds: notes of debt obligation sold in order to finance industries that relocate or expand within a state; the bonds are paid for from money that the industry pays back to the state in taxes

7. mandatory sentencing: a system of fixed, required terms of imprisonment for certain types of crimes

8. victim compensation laws: laws whereby state governments provide financial aid to victims of certain crimes

9. extradition: a legal procedure through which a person accused of a crime who had fled to another state is returned to the state where the crime took place

10. parole: a regulation stipulating that a prisoner may serve the remainder of a sentence in the community under the supervision of a parole officer

11. shock probation: a program designed to show young offenders how terrible prison life could be; it involves a brief prison incarceration followed by supervised release

12. shock incarceration: a program of shorter prison sentences spent in a highly structured environment where offenders participate in work, community service, education, and counseling

13. house arrest: a program which requires an offender to stay at home except for certain functions the court permits

14. public welfare: government efforts to maintain basic health and living conditions for those people who have insufficient resources of their own

How States Provide for Education and Health

Responses may vary. Accept reasonable responses. Possible answers:

Education:

1. State governments regulate the taxes that school districts may levy and the amount of money they may borrow.

2. State governments set forth many of the policies that school districts must administer, such as a minimum competency test for graduation, the number of days schools must remain open, the number of years a student
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. During the 1980’s state spending for higher education almost doubled, outspying federal and local support for colleges and universities by a wide margin.

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 24-1

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 24-2

1. B
2. A
3. C
4. B
5. B
6. C
7. A
11. A
12. J
13. D
14. T
15. C
16. O
17. G
18. H
19. L
20. F

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 businesses 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, clogged 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

Type of government
Great Britain—parliamentary
France—presidential
Japan—parliamentary

Head of state
Great Britain—monarch
France—president
Japan—prime minister

Head of government
Great Britain—prime minister
France—premier
Japan—prime minister

Who elects head of state/government
Great Britain—automatically leader of majority party in House of Commons
France—French voters (directly)
Japan—House of Representatives

Type of legislature
Great Britain—bicameral
France—bicameral
Japan—bicameral

Names of legislative bodies
Great Britain—House of Commons/Lords
France—National Assembly/Senate
Japan—House of Councillors/Representatives

Separation of powers (yes/no)
Great Britain—yes
France—yes
Japan—yes
1. **consolidated democracy**: a nation that has democratic elections, political parties, constitutional government, an independent judiciary, and usually a market economy
2. **oligarchy**: a system of government by a few leaders
3. **parliamentary government**: a government in which the executive and legislative functions reside in an elected assembly, or parliament
4. **House of Commons**: the legislative body of Great Britain whose members are elected by the people
5. **House of Lords**: the legislative body of Great Britain whose members are aristocratic or titled
6. **life peers**: members of the House of Lords of Great Britain who have been awarded titles for outstanding service or achievement
7. **prime minister (of Great Britain)**: the leader of the majority party in the House of Commons who automatically becomes head of government
8. **National Diet (of Japan)**: Japan’s bicameral legislature, divided into the House of Councillors and the House of Representatives
9. **presidential government**: a form of government in which the head of state is the president and executive powers are separate from legislative powers
10. **premier (of France)**: appointed by the president, the government official through whom the president maintains contact with the legislative branch
11. **European Union**: alliance of 15 nations that strives to form a single economic body through a common currency and eliminating barriers to trade and travel
12. **kanyro**: the Japanese term for bureaucratic officials who are the major ruling force in Japanese politics

### ACTIVITY 25-2

**Chart:**
- Poland: 4, 7, 10, 13, 15, 18
- South Africa: 1, 5, 8, 9, 14, 17
- Mexico: 2, 3, 6, 11, 12, 16

### ACTIVITY 25-3

**Answers may vary. Possible responses:**
1. the creation of world stability as a result of the interaction of many nations’ policies
2. the United States, Russia, Great Britain, France, China, India, Israel, South Africa, Argentina, Taiwan, and Pakistan
3. to strictly limit the export of plutonium-processing technologies; to sign the Nuclear Nonproliferation Treaty or to agree that nations that do not have nuclear capability will not develop such weapons; to use diplomacy to try to eliminate the underlying causes that drive smaller countries to acquire nuclear weapons
4. conflicts in a particular area or region of the world which do not involve the major powers
5. seek to protect the interests of their people by signing treaties or agreements—military, economic, or both
6. General Agreement on Tariffs and Trade (GATT)
7. remove or reduce trade barriers such as tariffs
8. a group of countries from the same region that agrees to trade with one another
9. the European Union (EU), and the signers of the North American Free Trade Agreement (the United States, Canada, and Mexico)

### Goals and Agencies of the United Nations

**Answers may vary slightly. Possible answers:**
- **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
- **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 United Nations; it may call for breaking off relations with a nation, ending trade with a nation, or using military force; (3) the International Court of Justice and Special Agencies, the members of which may voluntarily submit to this court for settlement of any disputes over international law

### ACTIVITY 26-1

**Answers may vary. Possible answers:**
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

**Answers may vary. Possible answers:**
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. **developing nations**: states with little or no industry; most are agricultural
4. **newly developed nations**: states that have had significant or rapid industrial growth in recent years
5. **welfare state**: an economy in which the government provides all or most social services
6. **centralized planning**: a situation in which the government controls the state’s economy
7. **nationalization**: a system by which the government takes control of an industry, either by paying the owners of companies or by seizing businesses outright
Problems with Soviet Central Planning:

1. The system failed to provide methods by which consumer goods could be efficiently produced.
2. Factory managers produced the goods that were easiest to make and that would satisfy production quotas. Many necessary items were simply not produced.
3. Economic planners focused on quantity, not quality. As a result, the quality of Soviet goods suffered, and they soon acquired a reputation for shoddiness.
4. Soviet plant managers, fearing that they would fail to meet production quotas, often refused to install new machines or try new methods even though these things might have improved the quality of Soviet goods.
5. State-run farms gave farmers little incentive, resulting in inefficiency and waste.

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. Carlos Salinas de Gortari: Mexican president who signed the North American Free Trade Agreement (NAFTA) with the United States in 1993
9. three factors leading to economic growth: investment capital, stable markets, and economic freedom
10. four Asian countries characterized by dynamic economic growth: South Korea, Thailand, Malaysia, Indonesia

Five Obstacles to Economic Development in Emerging Nations

1. Lack of National Unity: When colonial governments ended in developing nations, people's lives and loyalties remained tied to ethnic groups, religions, regions, or racial/language groups rather than to the newly independent nation.
2. Military Rule: Many nations in Africa, Asia, the Middle East, and Latin America have had military governments since 1945; experience has shown that military rule is not usually conducive to economic development since it often uses money to reinforce the government rather than to promote the national civilian economy.
3. Rapid Population Growth: Countries in which the number of poor people keeps increasing have a difficult time growing economically because the government uses a great deal of money in helping the poor rather than in developing the economy. Countries whose populations have not grown rapidly are able to funnel more money into economic growth.
4. Poor Health: Three sources of poor health in developing nations are hunger, poor water, and lack of medical care.
5. Lack of Capital: Many developing nations rely on a more fair distribution of the world's resources through loans and other aid to encourage development. However, most industrialized nations want developing nations to become economically stable by adopting free market economies and solving their own internal problems.