

Guided Reading Activities

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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.

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- 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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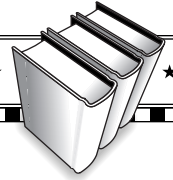
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Guided Reading Activity 1-1



Principles of Government

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

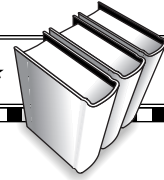
THE STATE: ESSENTIAL FEATURES AS EXEMPLIFIED IN THE UNITED STATES			

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

THE PURPOSES AND EFFECTS OF GOVERNMENT	
Purposes	Positive Effects

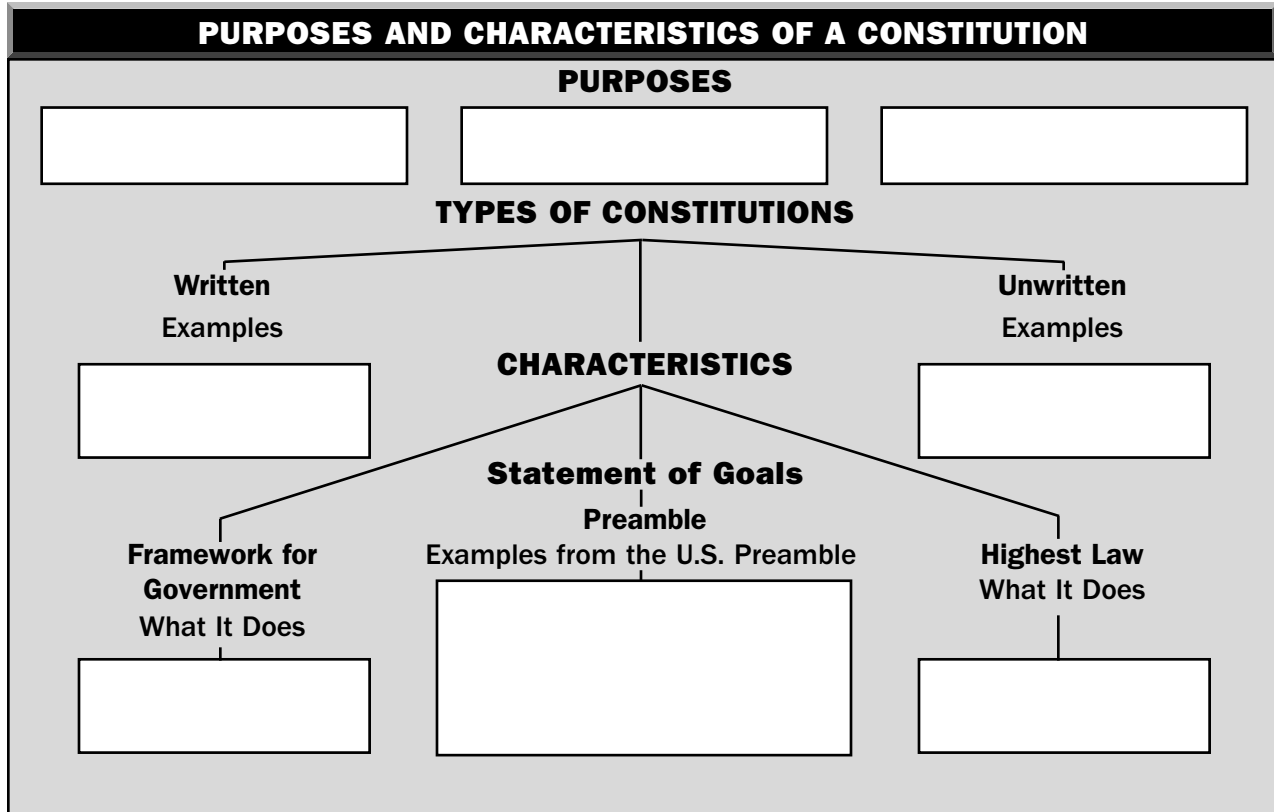
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Guided Reading Activity 1-2



The Formation of Governments

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



★DIRECTIONS Complete the chart of the three major kinds of nations in today's world.

INTERDEPENDENCE AMONG NATIONS TODAY		
Industrialized Nations	Newly Industrialized Nations	Developing Nations
Characteristics	Characteristics	Characteristics
How They Are Interdependent	How They Are Interdependent	How They Are Interdependent

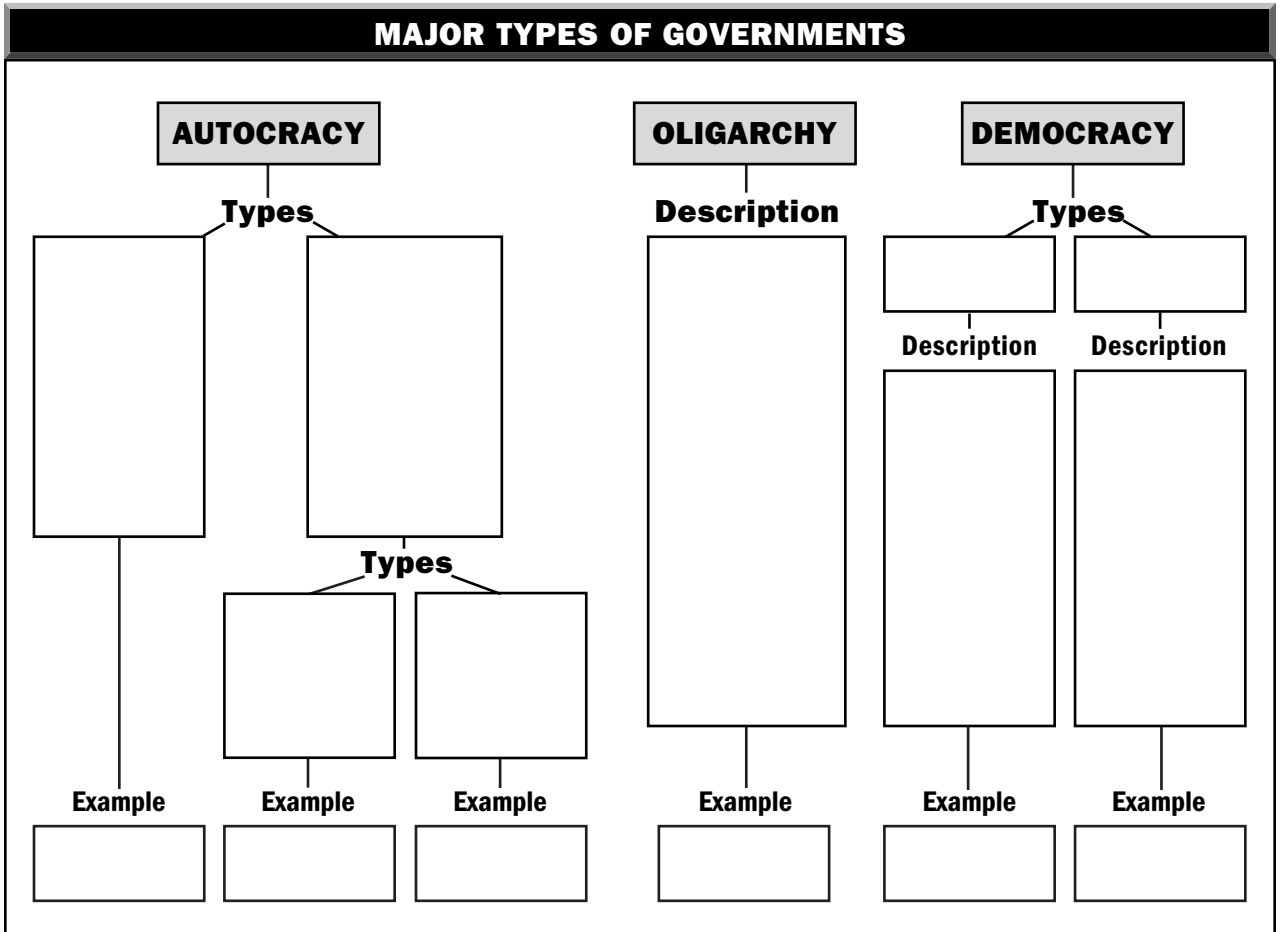
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Guided Reading Activity 1-3



Types of Government

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



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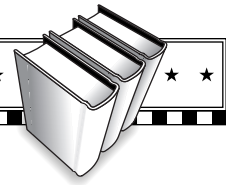
★ DIRECTIONS Match the example of democracy in Column A with the characteristic of democracy in Column B. Write the correct letter in the blank.

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.

ECONOMIC CHARACTERISTICS OF CAPITALISM, SOCIALISM, AND COMMUNISM			
	Capitalism	Socialism	Communism
Ownership of property			
Principle of operation			
Choice of work			
Wages			
Profits			
Government's role			
Government involvement			
Amount of competition			
Production decisions			

★ 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

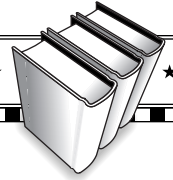
- _____ **1.** Adam Smith writes *The Wealth of Nations*.
- _____ **2.** Communist China begins allowing limited capitalism.
- _____ **3.** Karl Marx writes *Das Kapital* in which he interprets human history as a class struggle between owners and workers.
- _____ **4.** The United States government increases 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

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Guided Reading Activity 2-1

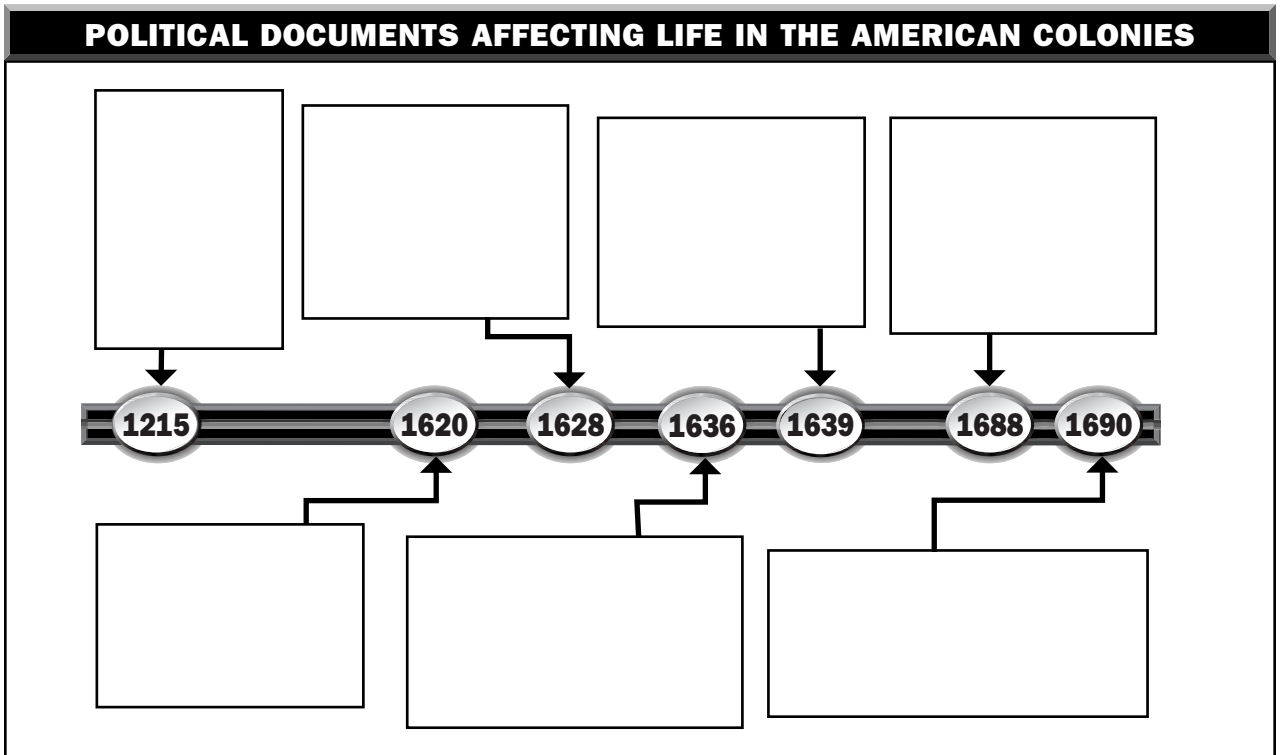


The Colonial Period

★ 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.

TWO IDEAS ABOUT GOVERNMENT FROM AMERICA'S ENGLISH HERITAGE	
Limited Government	Representative Government
Definition	Definition
How Idea Was Put into Practice	How Idea Was Put into Practice

★ 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.



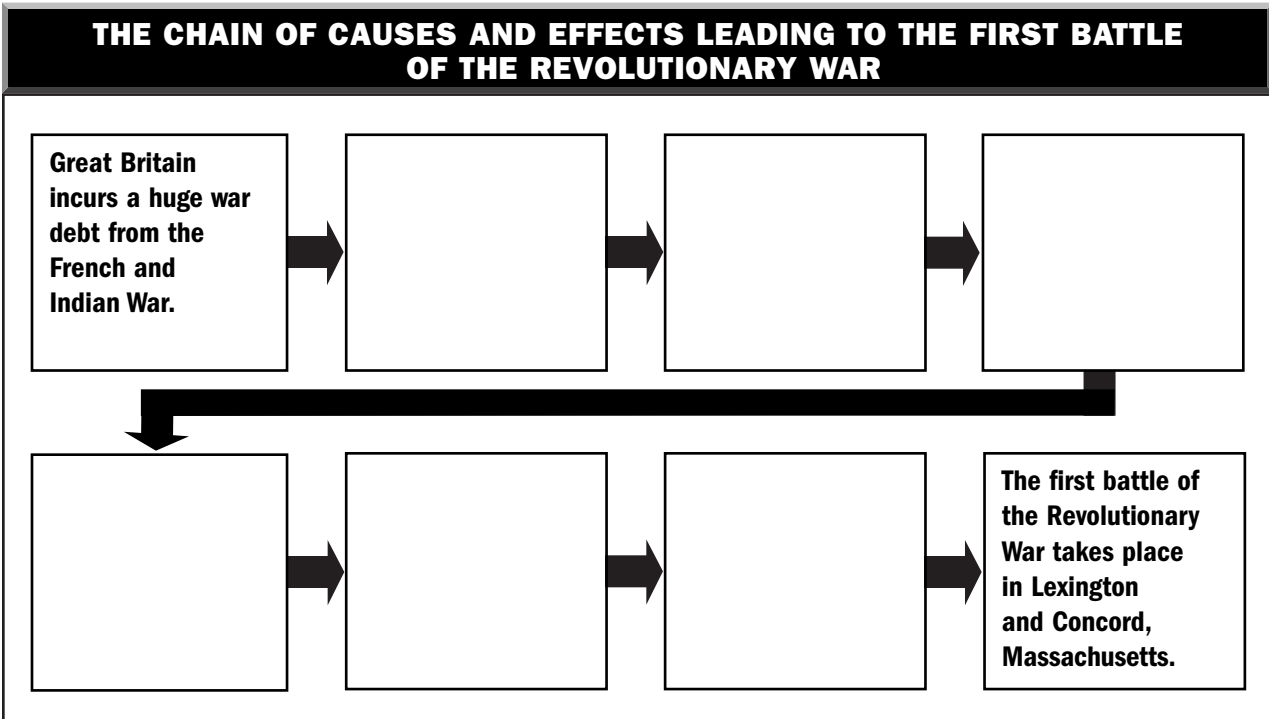
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Guided Reading Activity 2-2



Uniting for Independence

★ DIRECTIONS Use the information in your textbook to complete the cause-and-effect diagram.



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

The Work of the Second Continental Congress

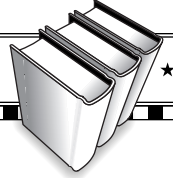
- I. Congress assumes the powers of a central government.
 - A. _____
 - B. _____
 - C. _____

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

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

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Guided Reading Activity 2-3



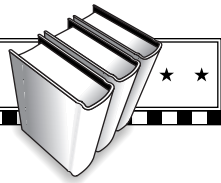
The Articles of Confederation

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

THE ARTICLES OF CONFEDERATION			
FEATURES			
Weaknesses			
•	_____		
•	_____		
•	_____		
•	_____		
•	_____		
•	_____		
•	_____		
•	_____		
Achievements			

Problems Faced by Nation			

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Guided Reading Activity 2-4

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.

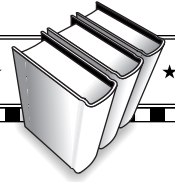
PEOPLE AND GROUPS WHO INFLUENCED THE CONSTITUTIONAL CONVENTION	
1. George Washington	
2. Benjamin Franklin	
3. Gouverneur Morris	
4. James Madison	
5. William Paterson	
6. Roger Sherman	
7. the Federalists	
8. the Anti-Federalists	
9. Alexander Hamilton	
10. John Jay	

★ 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		
The Connecticut Compromise	The Three-Fifths Compromise	The Commerce and Slave-Trade Compromise

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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. _____

Guided Reading Activity 3-2



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.

THREE BRANCHES OF GOVERNMENT

I. The Legislative Branch

A. Economic Power

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

B. Defense Powers

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

C. Other Powers

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

II. The Executive Branch

A. Vague Powers

1. _____ 2. _____ 3. _____

B. Specific Powers

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

III. The Judicial Branch

- A. _____
- B. _____

Guided Reading Activity 3-3



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.

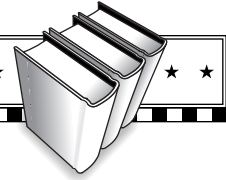
Congress has passed laws that have **(D)** _____ or **(E)** _____ many of the Constitution's provisions.

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)** _____.

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Guided Reading Activity 3-4



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.

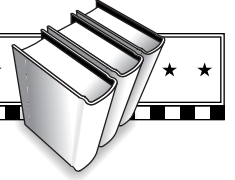
THE FREEDOMS OF CITIZENS UNDER THE BILL OF RIGHTS	
The First Amendment	
The Second Amendment	
The Third Amendment	
The Fourth Amendment	
The Fifth Amendment	
The Sixth Amendment	
The Seventh Amendment	
The Eighth Amendment	
The Ninth Amendment	
The Tenth Amendment	

★ 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

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Guided Reading Activity 4-1



National and State Powers

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

Column A

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

Column B

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

★ DIRECTIONS Use the information in your textbook to explain the relationship of the states to the national government.

Two Functions of the States That Help the Nation
One Function of Congress That Limits States

Guided Reading Activity 4-2 ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

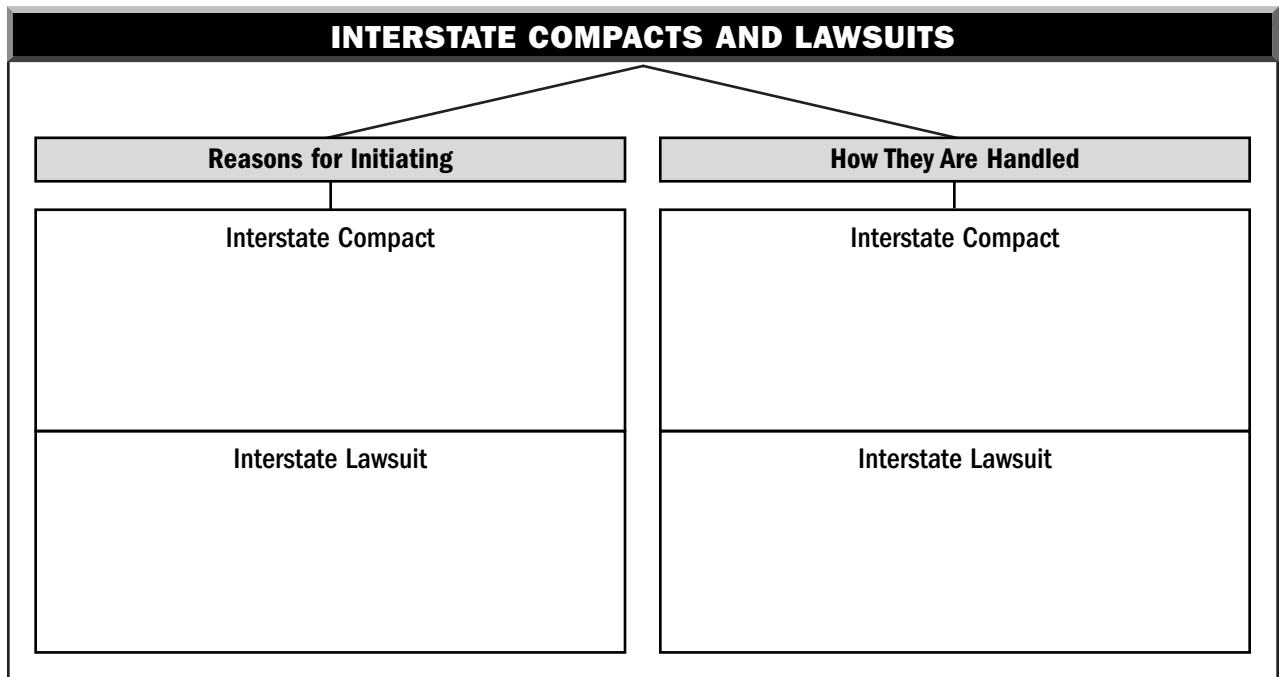


Relations Among the States

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

HOW STATES MUST HONOR ONE ANOTHER'S LAWS		
Full Faith and Credit	Privileges and Immunities	Extradition

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



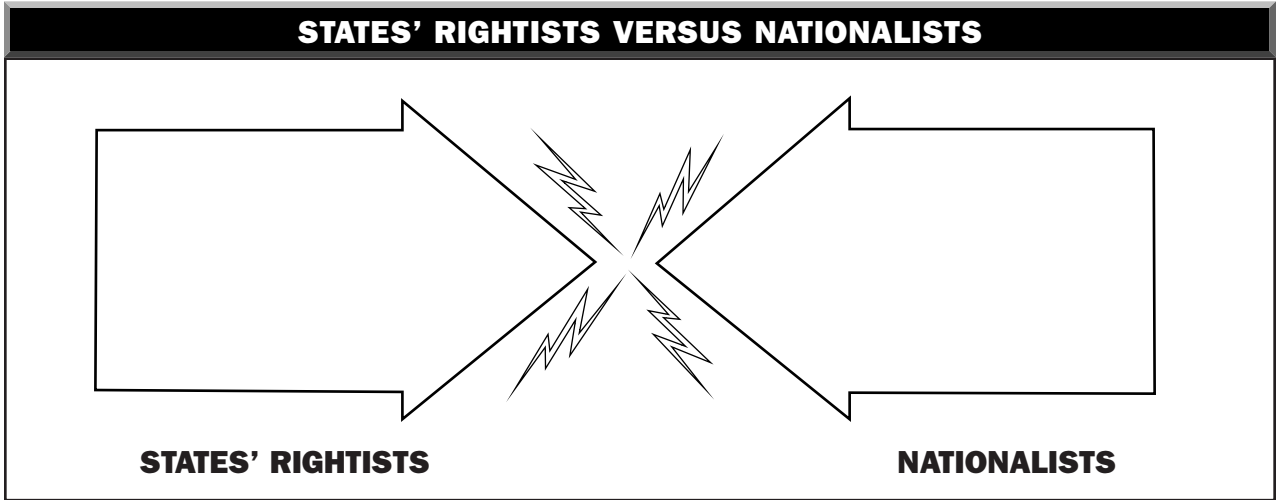
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Guided Reading Activity 4-3

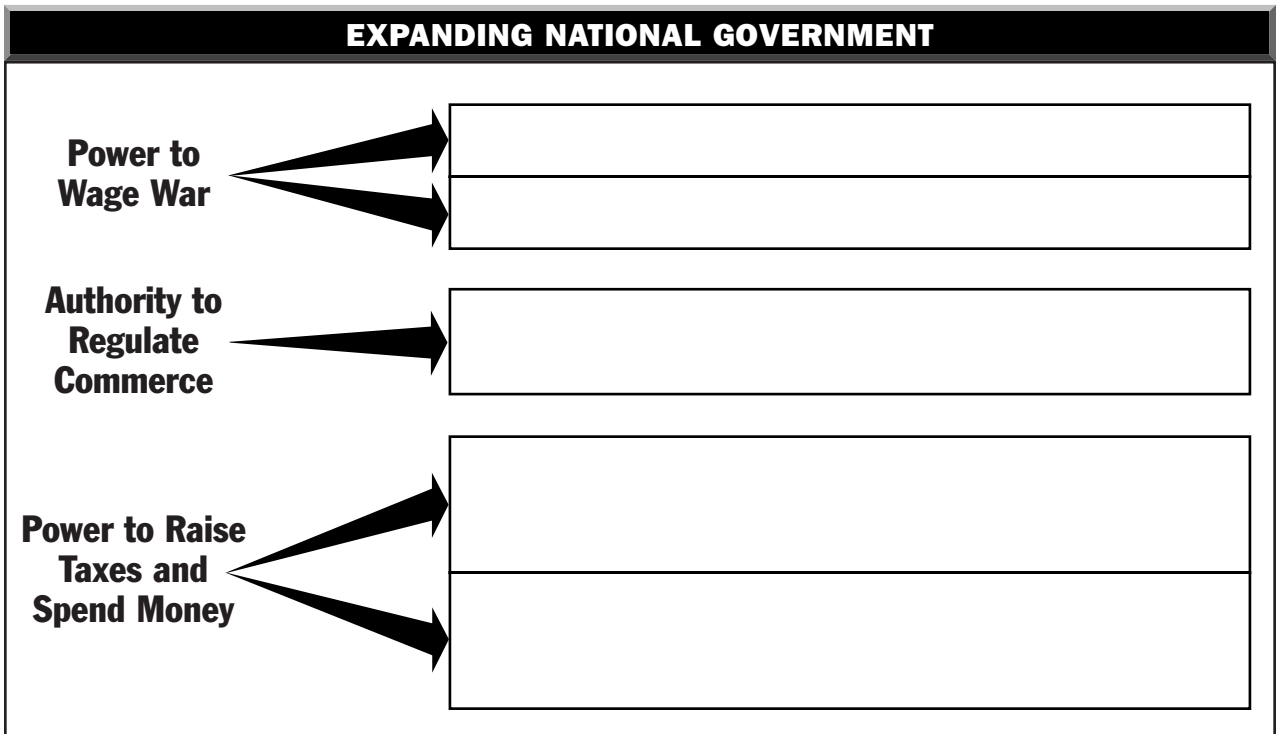


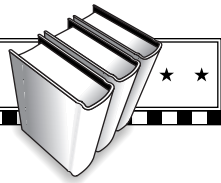
Developing Federalism

★ 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.



★ 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.





Guided Reading Activity 4-4

Federalism and Politics

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

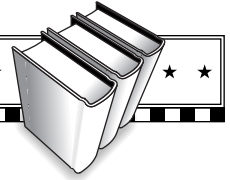
HOW FEDERALISM AFFECTS PUBLIC POLICY	
Issue	Examples
<p>1. State and local governments become proving grounds for new ideas.</p>	
<p>2. Public pressure at the national level forces state and local policy changes.</p>	
<p>3. People have many points of access to government, increasing their opportunities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

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

5. _____
6. _____
7. _____
8. _____

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Guided Reading Activity 5-1



Congressional Membership

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

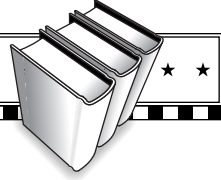
MEMBERSHIP OF THE HOUSE AND THE SENATE (107TH CONGRESS)		
	House	Senate
Number of Members		
Female		
Male		
2000 Party Affiliation		
Democrats		
Republicans		
Independents		
Qualifications for Membership		
Term of Office		
Salary		
Pension Benefits		
Presiding Officer		
Leaders		

★ DIRECTIONS Answer the questions that follow.

1. What is the most important function Congress performs? _____
2. What is the relationship between congressional terms and sessions? _____

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

Guided Reading Activity 5-2

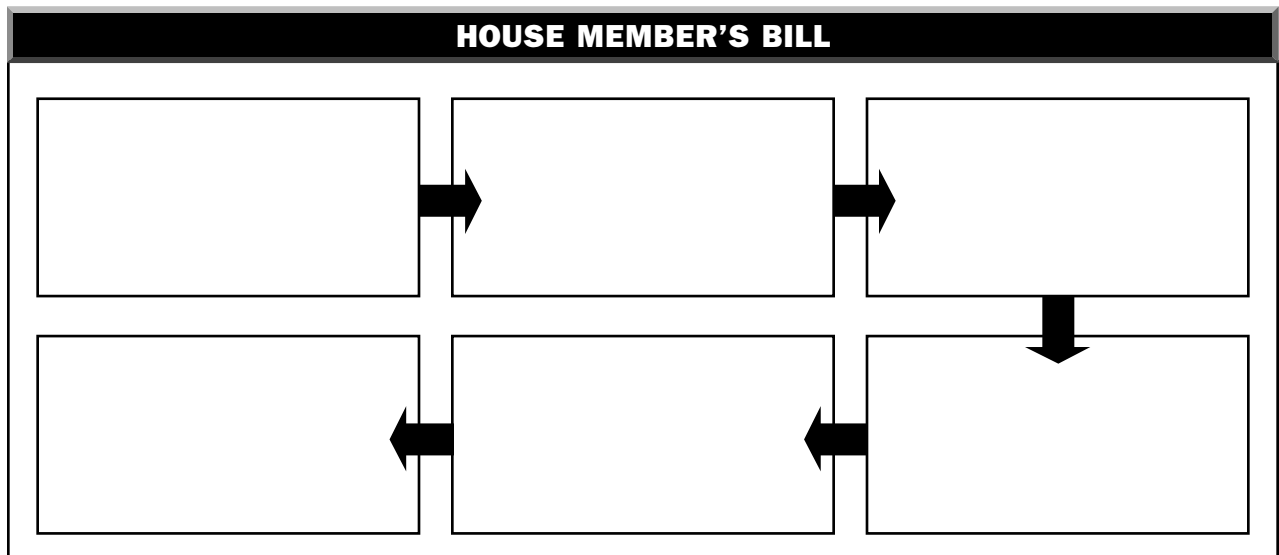


The House of Representatives

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

HOW WORK GETS DONE IN THE HOUSE OF REPRESENTATIVES			
Responsibilities of House Leaders			
Speaker of the House	Majority Leader	Minority Leader	Whips
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Responsibilities of House Rules Committee			

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



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Guided Reading Activity 5-3

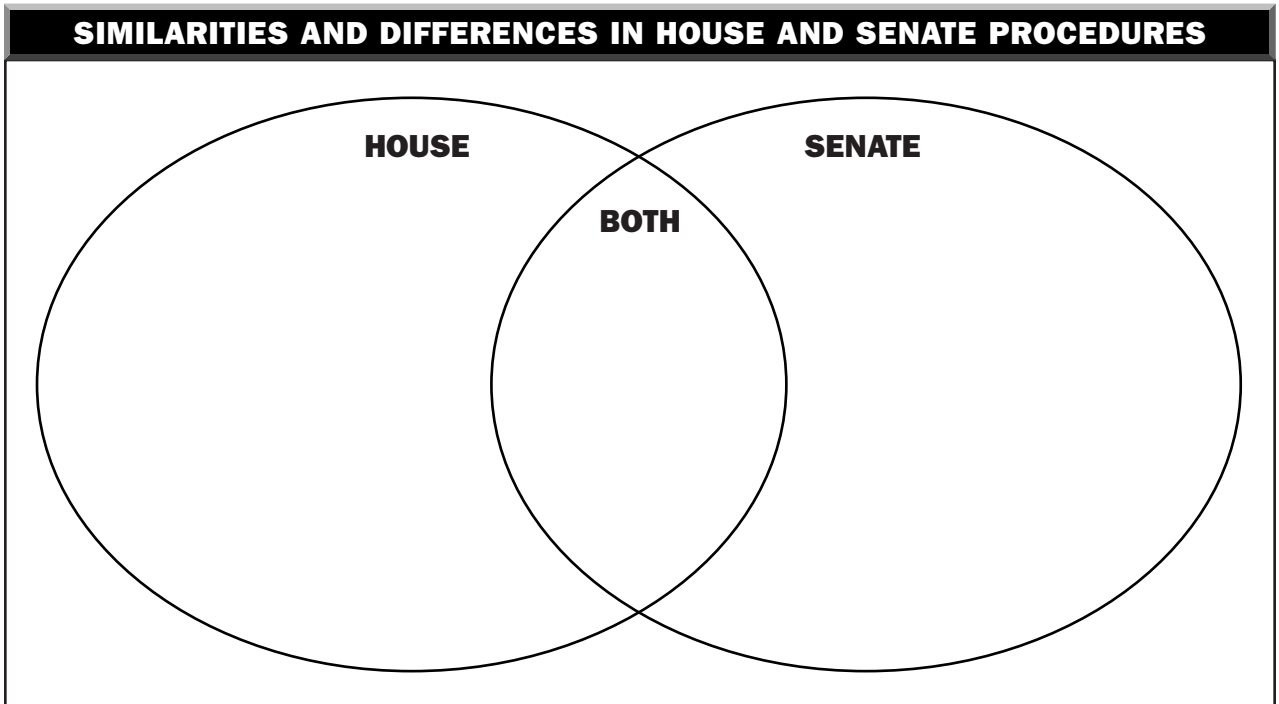


The Senate

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

RESPONSIBILITIES OF SENATE LEADERS			
Vice President	Majority Leader	Minority Leader	Whips

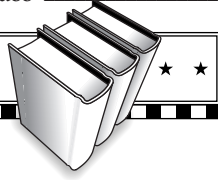
★ DIRECTIONS Use the information in your textbook to complete this diagram. Show at least three similarities and three differences between House and Senate procedures.



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

Guided Reading Activity 5-4



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.

COMMITTEES IN THE HOUSE AND SENATE	
Types of Committees	General Responsibility of Each Type of Committee

★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? _____

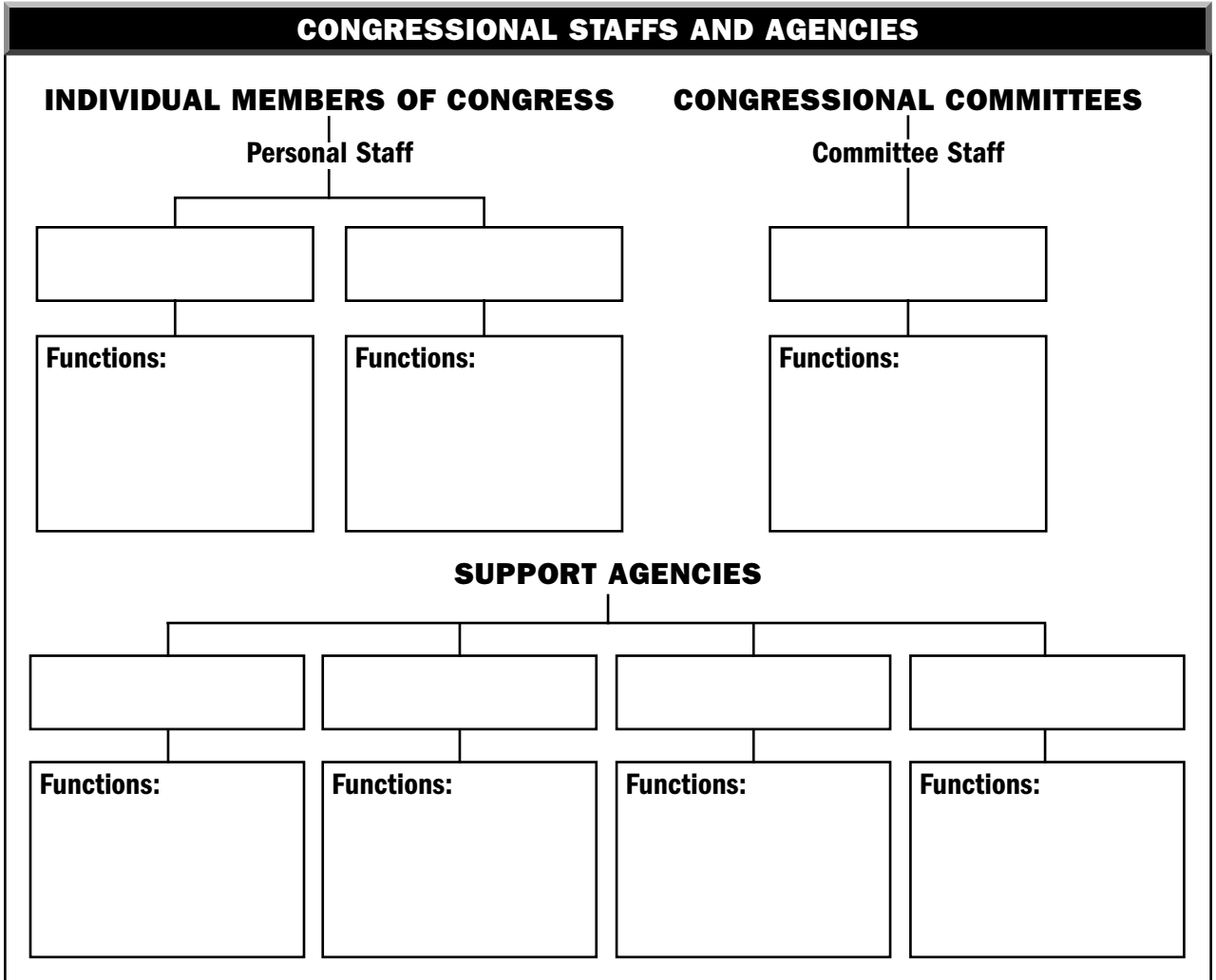
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Guided Reading Activity 5-5



Staff and Support Agencies

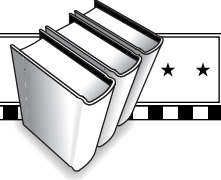
★ DIRECTIONS Use the information in your textbook to complete this diagram of the functions of the congressional staffs and agencies.



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★ 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.

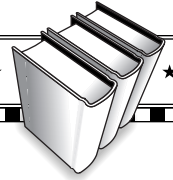
LEGISLATIVE POWERS OF CONGRESS	
POWERS	EXAMPLES
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<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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

NONLEGISLATIVE POWERS OF CONGRESS	
Powers	How They Work
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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Guided Reading Activity 6-2



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.

CONGRESSIONAL INVESTIGATIVE POWERS	
Powers	Why They Are Effective

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

LEGISLATIVE OVERSIGHT: AN EXAMPLE OF CHECKS AND BALANCES		
Branch of Government	Function	Way to Exercise Checks and Balances
Congress		
The Executive Branch		

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.

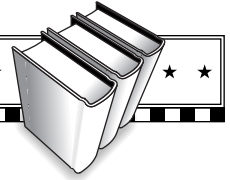
CAUSES OF CONFLICT BETWEEN CONGRESS AND THE PRESIDENT			
Example	Example	Example	Example

★ 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	
Effort:	Effort:
How Accomplished	How Accomplished

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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: _____

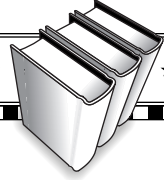
7. The ideas for new bills may come from _____, _____, _____, or officials in the _____ branch.
8. To introduce a bill in the House, a member must _____.
9. To introduce a bill in the Senate, _____.

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

INTRODUCING A BILL

- | | |
|--|---|
| A. pigeonholing _____
_____ | F. recorded vote _____
_____ |
| B. hearings _____
_____ | G. role-call vote _____
_____ |
| C. quorum _____ | H. veto _____ |
| D. voice vote _____
_____ | I. pocket veto _____
_____ |
| E. standing vote _____
_____ | J. line-item veto _____
_____ |

Guided Reading Activity 7-2



Taxing and Spending Bills

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

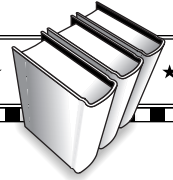
HOUSE AND SENATE INFLUENCE ON TAX BILLS	
House	Senate
Name of Committee	Name of Committee
What It Does	What It Does

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

HOW HOUSE AND SENATE APPROPRIATE MONEY
House and Senate Committees
Committee Name
What They Can Do
What They Cannot Do

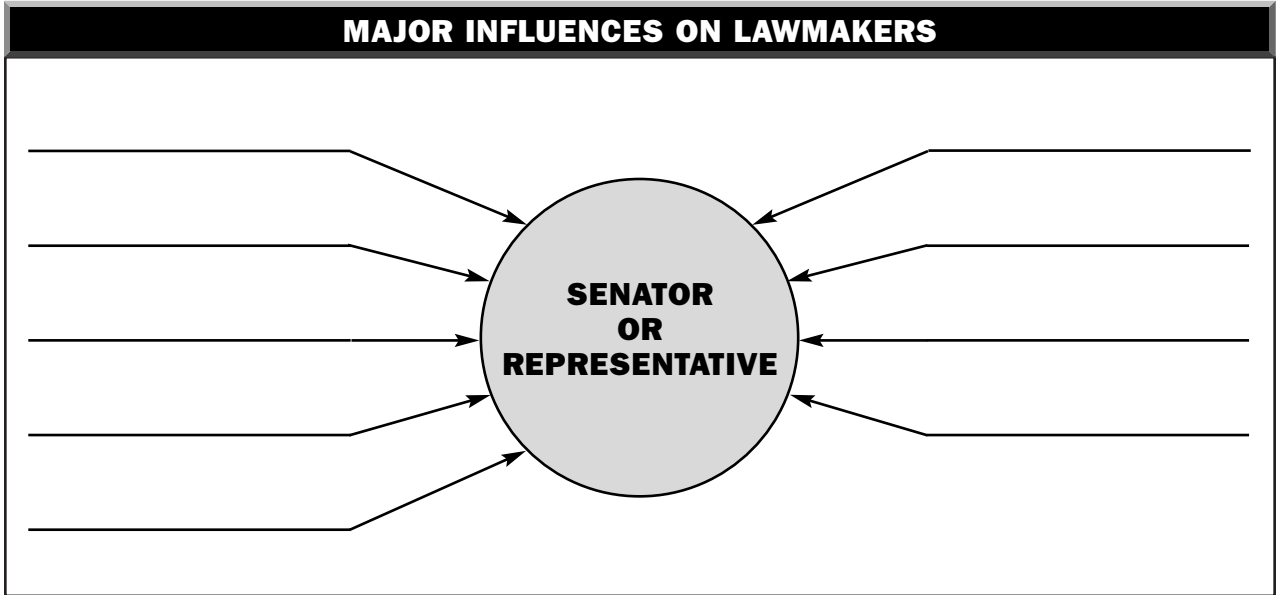
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Guided Reading Activity 7-3



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.

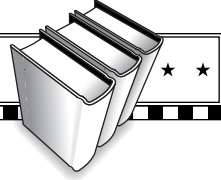


★DIRECTIONS Match the political parties with the issues they support. Check the line under the name of the political party that usually supports each type of issue.

THE INFLUENCE OF PARTY POLITICS ON COMMON ISSUES		
Republicans		Democrats
_____	help for low-income people and projects	_____
_____	support for higher-income groups	_____
_____	less spending for government programs	_____
_____	social welfare programs	_____
_____	greater government regulation of business	_____
_____	job programs through public works	_____
_____	less government regulation of business	_____
_____	local and state, rather than national, solutions to problems	_____

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Guided Reading Activity 7-4 ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

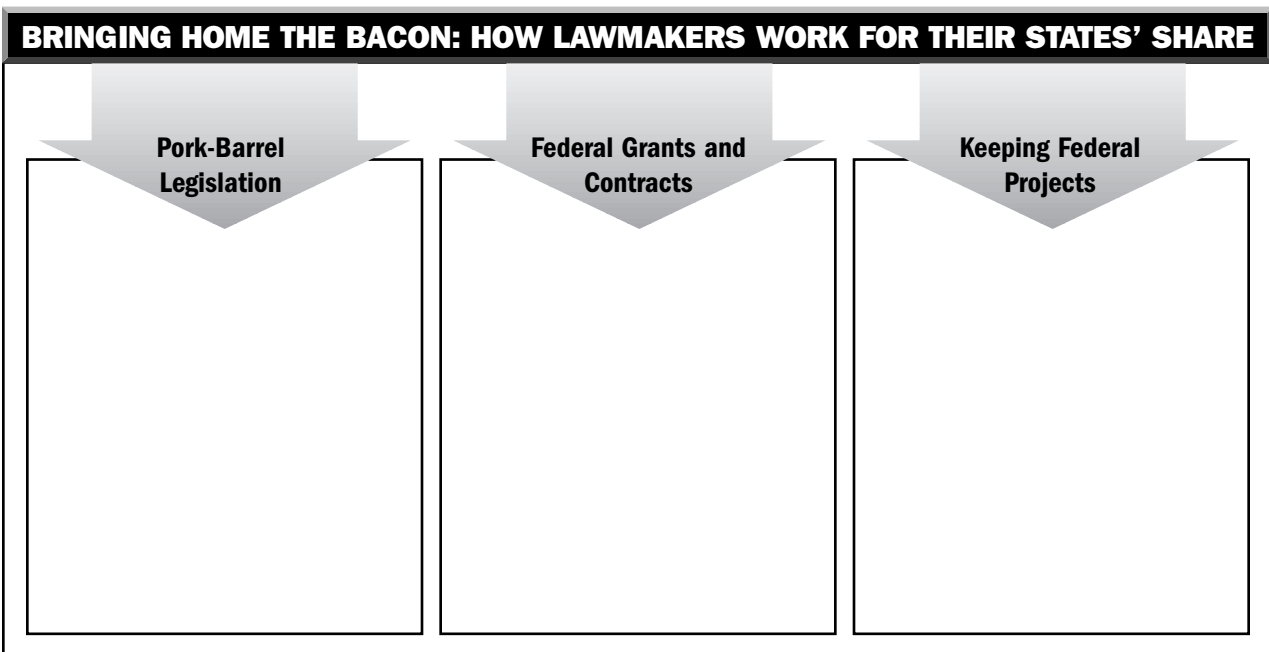


Helping Constituents

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

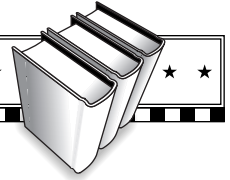
LEGISLATORS' CASEWORK	
Examples of Casework	Purposes of Casework

★ **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.



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Guided Reading Activity 8-1



President and Vice President

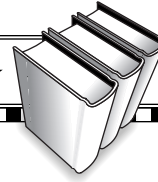
★DIRECTIONS Use the information in your textbook to complete this chart.

PRESIDENTIAL DUTIES				
Most Important Duty				
Other Duties				

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

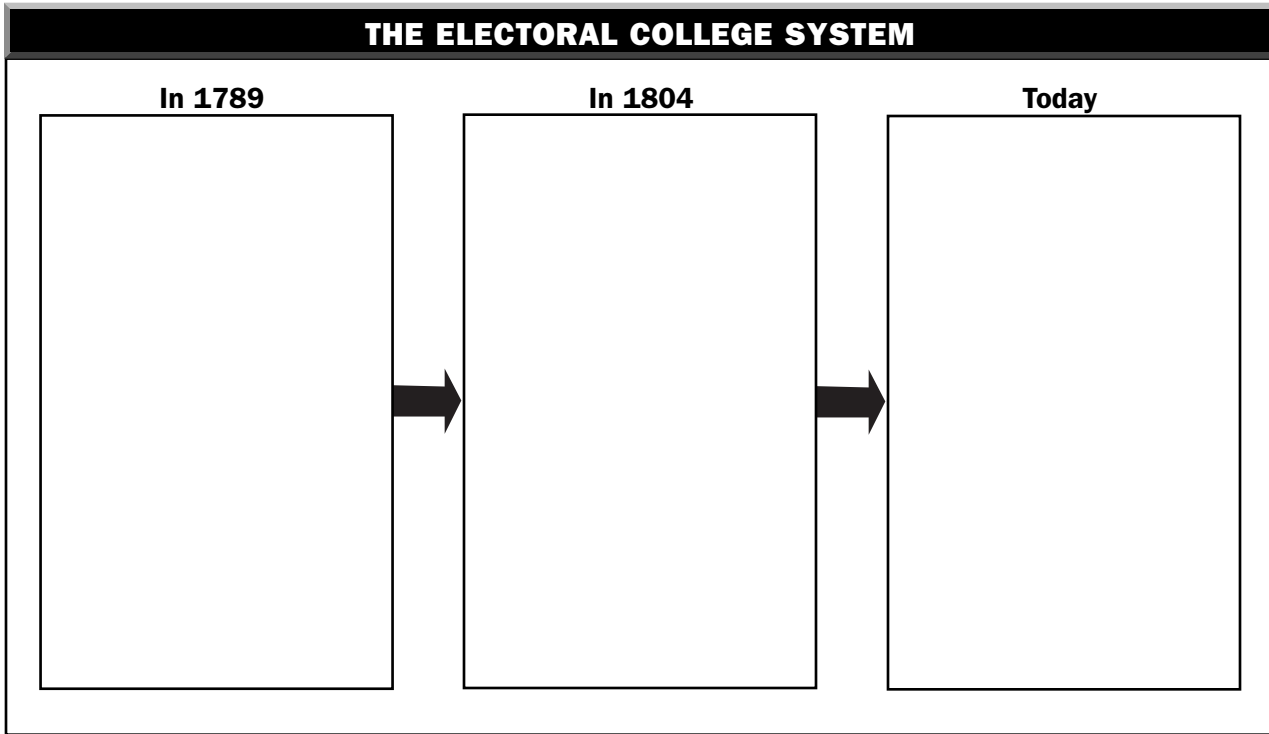
1. According to the Constitution, the president and the vice president must be at least _____ years old.
2. A serious candidate for the presidency must have access to large amounts of _____ .
3. The major parties usually choose presidential candidates who hold _____ positions on most issues.
4. _____ , Democratic candidate for vice president in 1984, was the first woman nominated by a major party for high office.
5. The _____ Amendment established the order of succession to the presidency and spelled out what happens when the vice presidency becomes vacant.
6. If the offices of president and vice president become vacant at the same time, the next in line for the presidency is the _____ .
7. Next in line for the presidency after the president pro tempore of the Senate is the _____ .
8. The vice president will take over for the president if the vice president and a majority of the _____ or another body authorized by law informs Congress that the president is disabled.
9. Unless Congress decides in the vice president's favor by a _____ vote in each house, the president may resume office.
10. The vice president presides over the _____ and votes in that body in case of a tie.

Guided Reading Activity 8-2



Electing the President

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

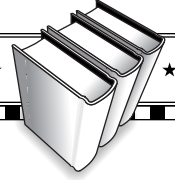


DIRECTIONS Use the information in your textbook to complete these sentences.

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 _____ .

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Guided Reading Activity 8-3

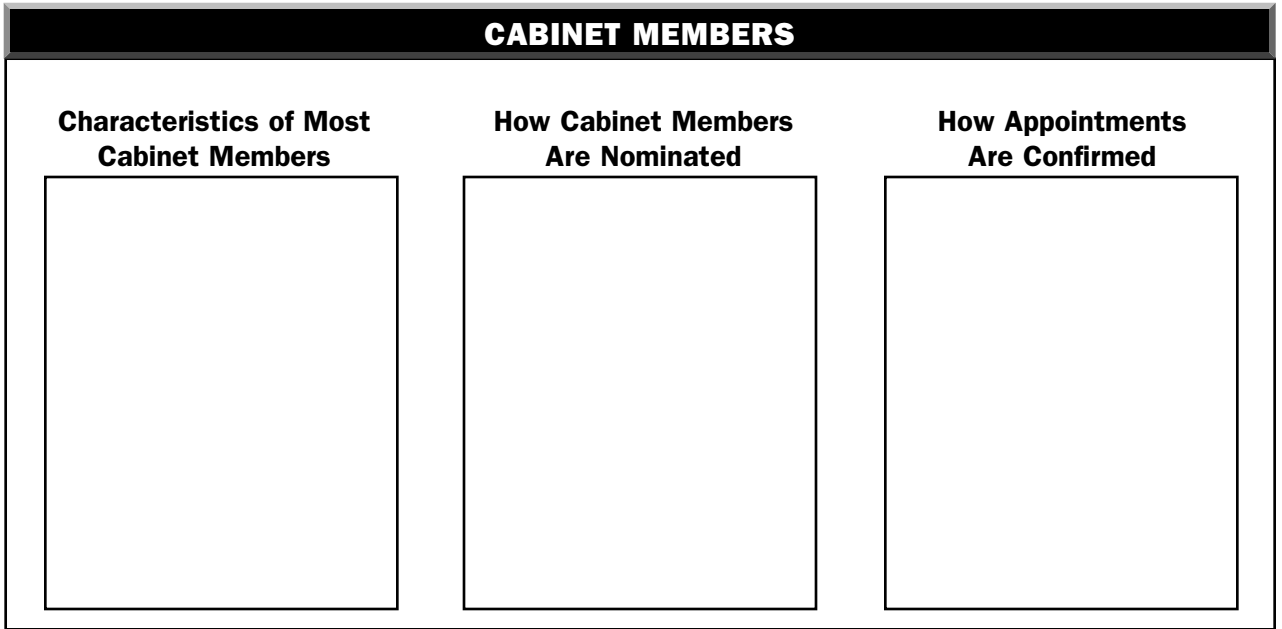


The Cabinet

★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.

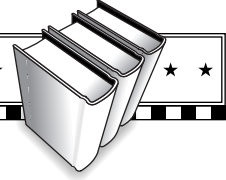


★DIRECTIONS Use the information in your textbook to fill in the list below.

Factors That Interfere With Cabinet Members' Usefulness to the President

1. _____
2. _____
3. _____

Guided Reading Activity 8-4

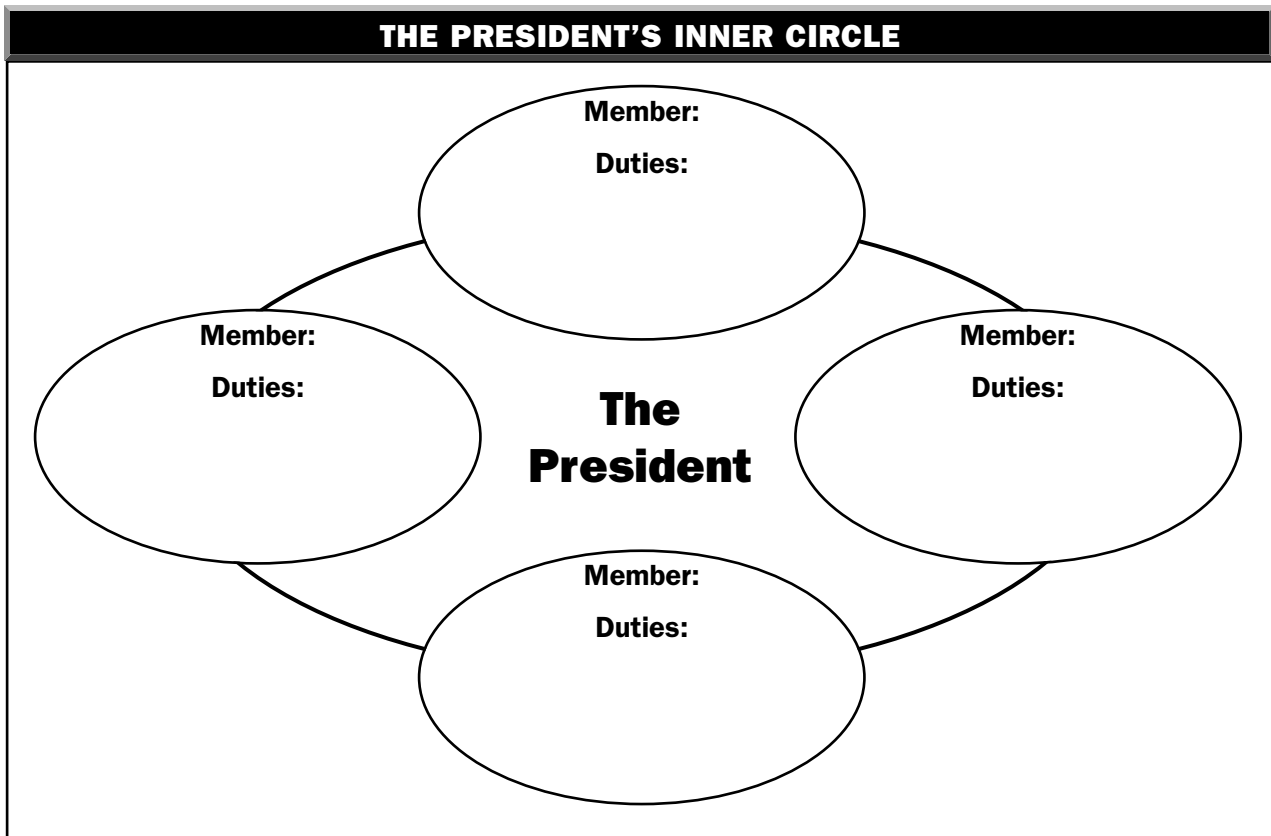


The Executive Office

★ 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.



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Guided Reading Activity 9-1



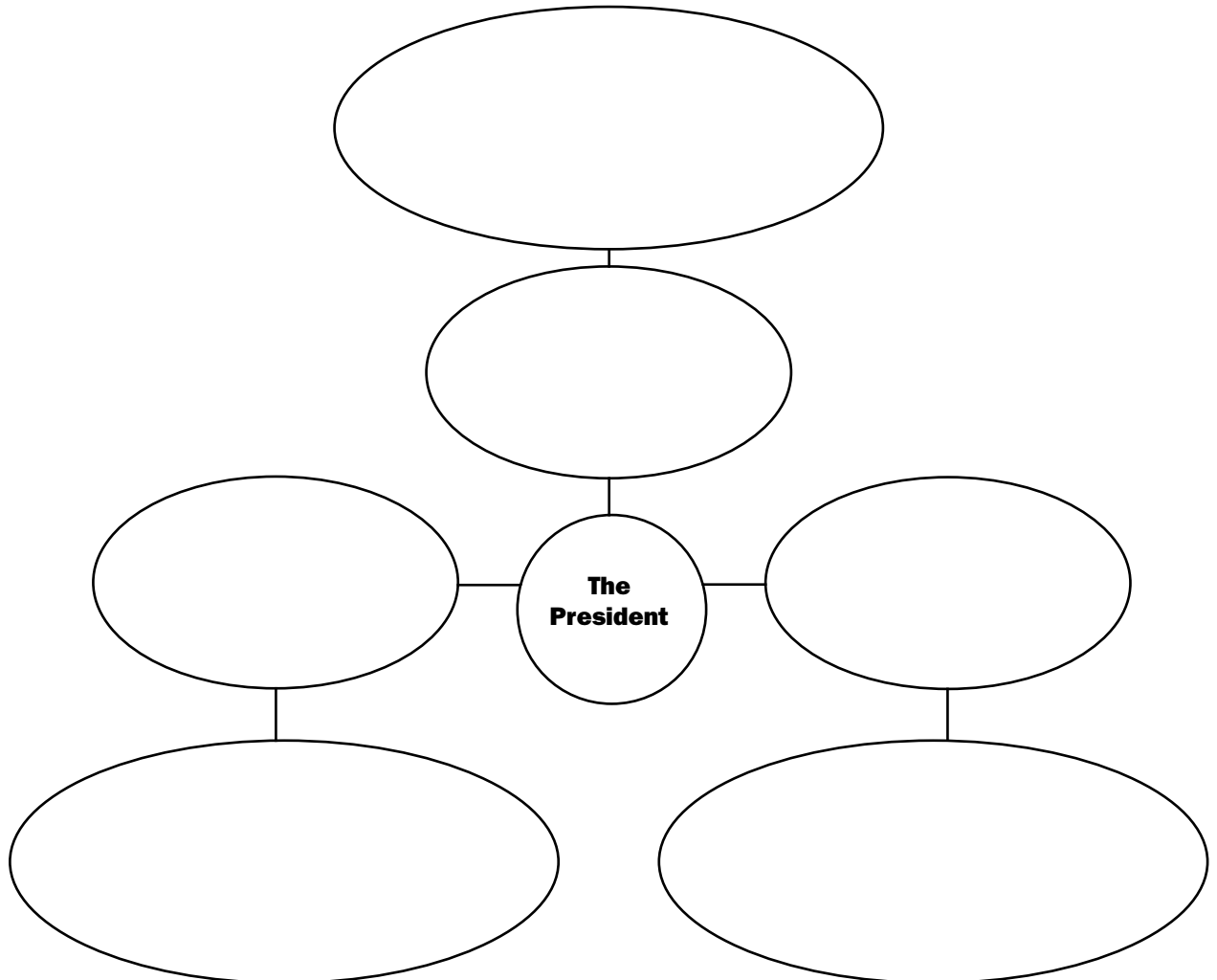
Presidential Powers

★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.



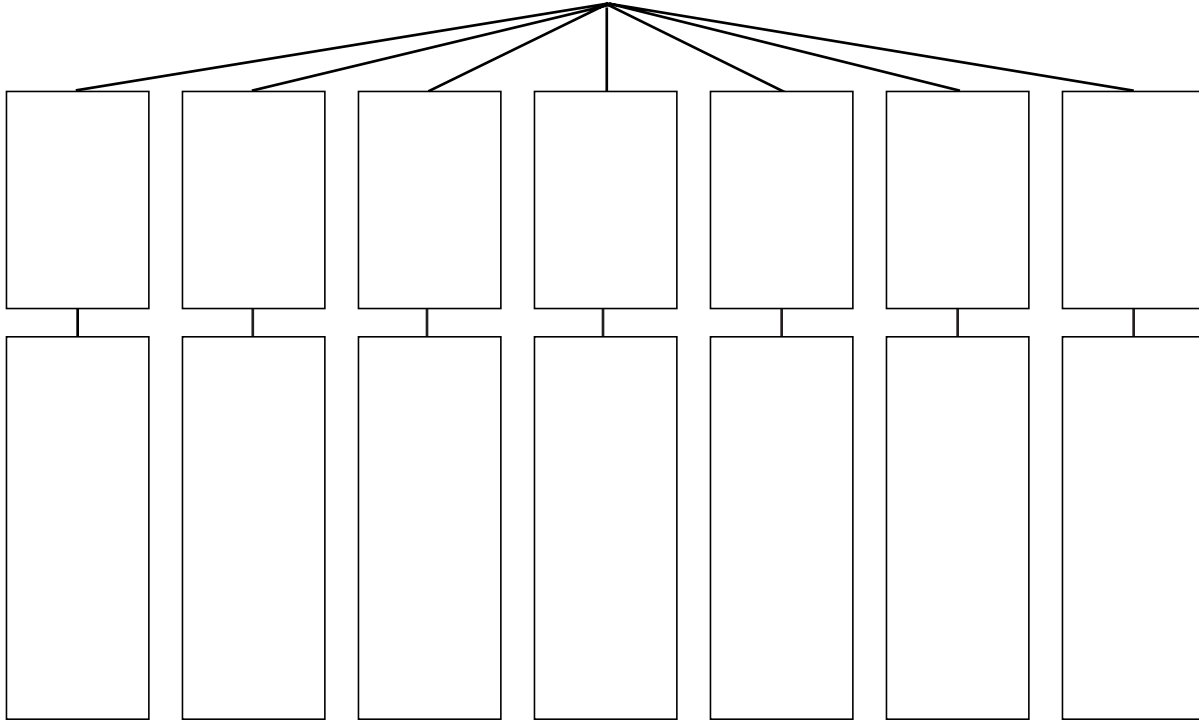
Guided Reading Activity 9-2



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



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

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

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Guided Reading Activity 9-3



Styles of Leadership

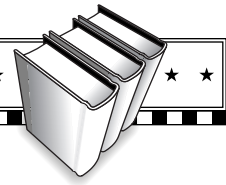
★DIRECTIONS Use the information in your textbook to complete this diagram. In the first box of each pair, write a quality or skill. In the second, write why the quality or skill is needed to make a president effective.

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 _____.

Guided Reading Activity 10-1



Bureaucratic Organization

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

Column A

- _____ **1.** Department of State
- _____ **2.** Department of the Treasury
- _____ **3.** Department of the Interior
- _____ **4.** Department of Agriculture
- _____ **5.** Department of Justice
- _____ **6.** Department of Commerce
- _____ **7.** Department of Labor
- _____ **8.** Department of Defense
- _____ **9.** Department of Health and Human Services
- _____ **10.** Department of Housing and Urban Development
- _____ **11.** Department of Transportation
- _____ **12.** Department of Energy
- _____ **13.** Department of Education
- _____ **14.** Department of Veteran Affairs

Column B

- A.** regulates aviation, railroads, highways, mass transit, and the Coast Guard
- B.** oversees the nation’s legal affairs
- C.** protects U.S. security and oversees armed forces
- D.** directs the social services—Social Security, Medicare, the FDA
- E.** helps expand farmers’ markets, develops conservation programs, and safeguards food supply
- F.** handles foreign policy, staffs embassies, speaks for the United States in the UN
- G.** administers veterans’ hospitals and education programs
- H.** serves the government’s financial division, operates the Bureau of Printing and Engraving, regulates the IRS, regulates alcohol and tobacco
- I.** ensures safe working conditions and a minimum wage, protects pensions, analyzes employment data, regulates unions
- J.** oversees relations with Native Americans; oversees mining; manages national monuments, historical sites, recreational areas, and national parks and lands
- K.** coordinates federal assistance programs for public and private schools, helps physically challenged and limited English proficiency students
- L.** administers the Bureau of the Census and the Patent and Trademark Office, provides uniform standards for weights and measurements
- M.** plans energy policy, researches and develops energy technology, sets rates for interstate transmission of natural gas and electricity
- N.** preserves the nation’s communities and ensures U.S. citizens of equal housing opportunities, helps make GNMA mortgage money available

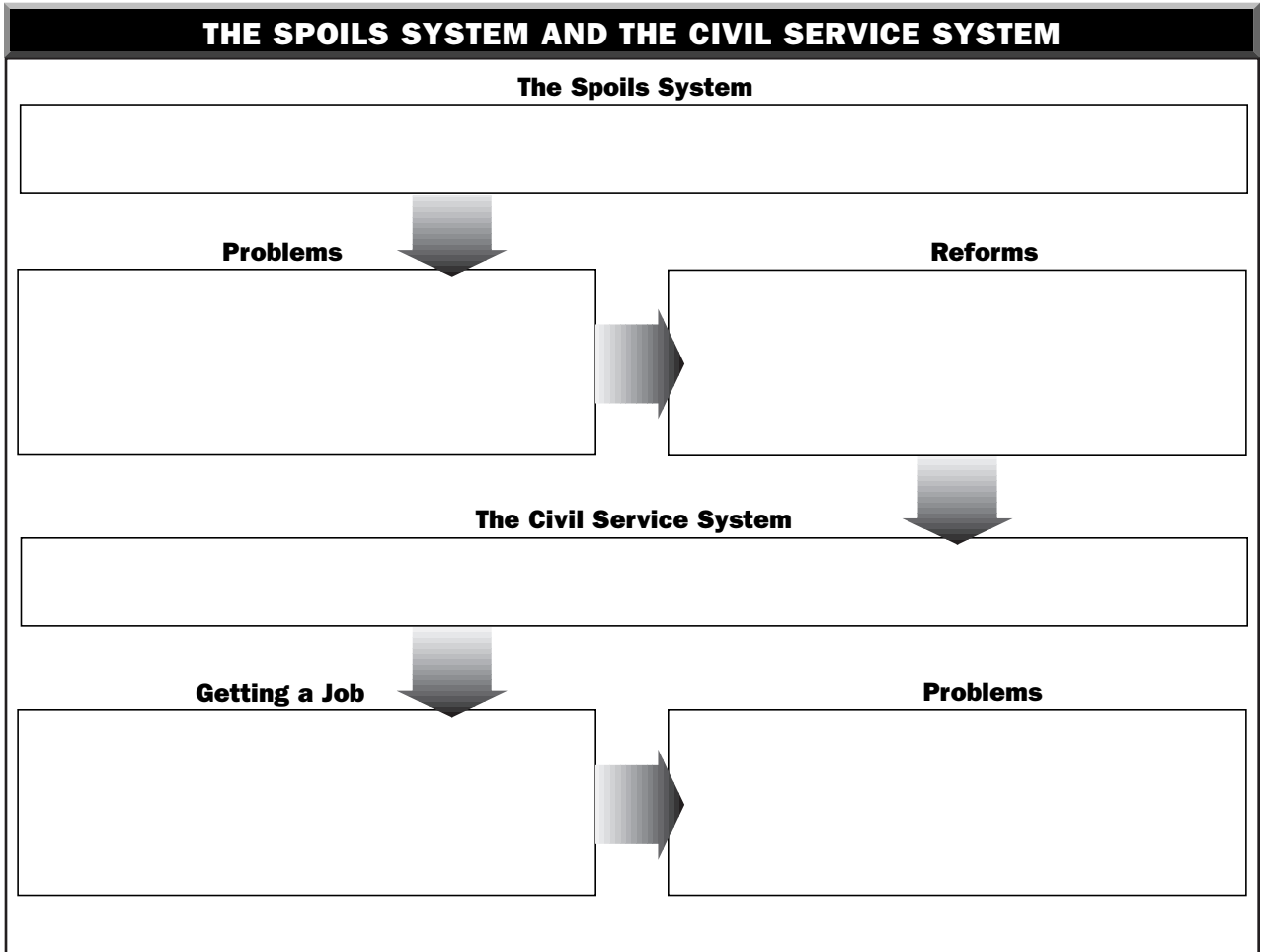
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Guided Reading Activity 10-2



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.



★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.

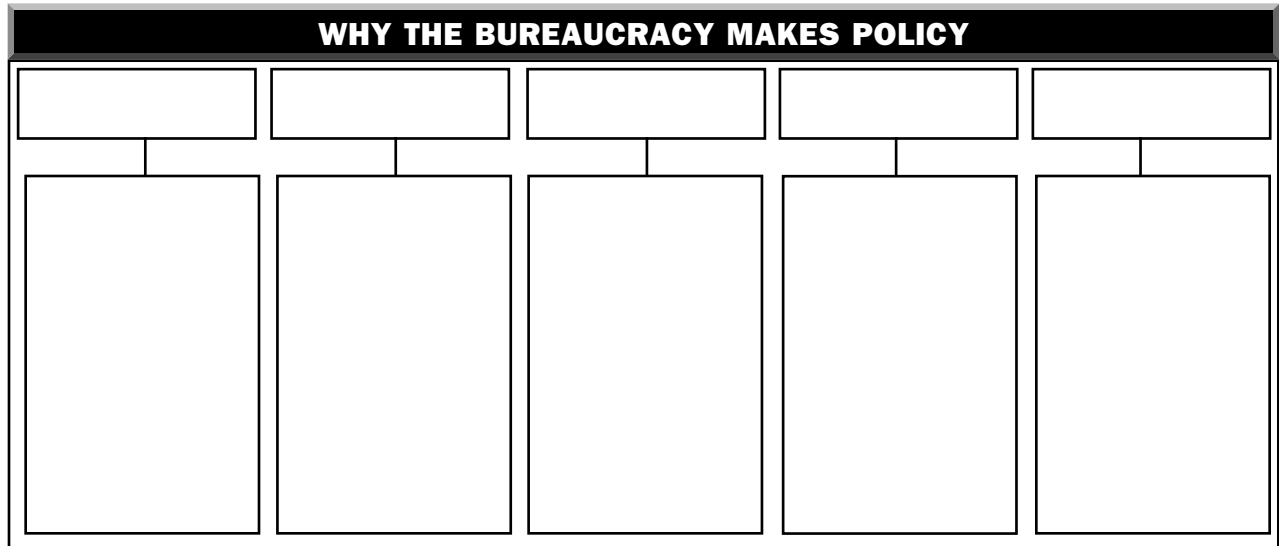
Making rules _____

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.

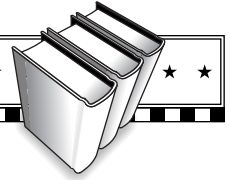


★ DIRECTIONS Use the information in your textbook to complete these sentences.

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 _____ .

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Guided Reading Activity 11-1



Powers of the Federal Courts

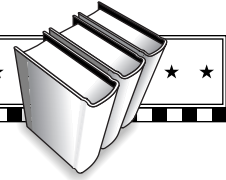
★ DIRECTIONS Use the information in your textbook to complete these sentences.

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.

POWERS OF THE SUPREME COURT	
Case	Significance
Marbury v. Madison	
Fletcher v. Peck	
McCulloch v. Maryland	
Gibbons v. Ogden	
Dred Scott v. Sandford	
Plessy v. Ferguson	
Brown v. Board of Education of Topeka	

Guided Reading Activity 11-2



Lower Federal Courts

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

	FEDERAL DISTRICT COURTS	FEDERAL COURTS OF APPEALS
Who Hears the Cases		
Jurisdiction		
Number of Courts		

★ 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.

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Guided Reading Activity 11-3



The Supreme Court

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

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

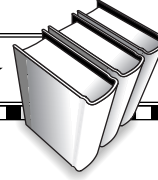
Column B

- 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.

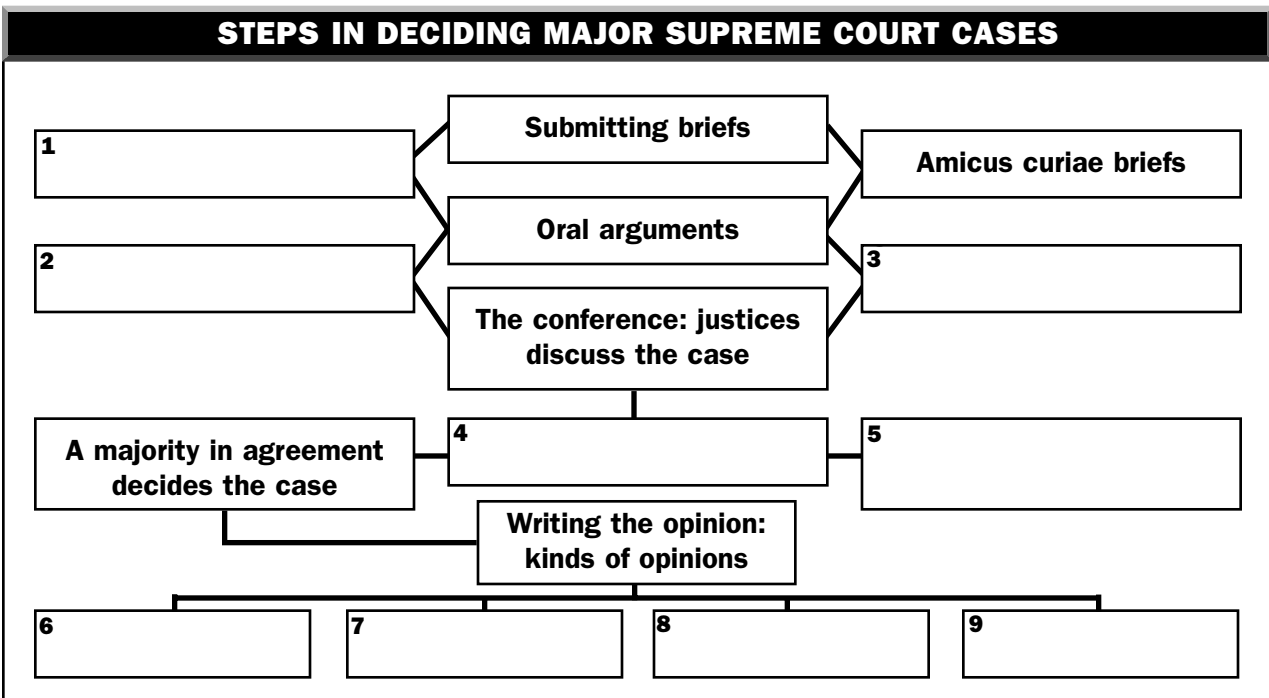
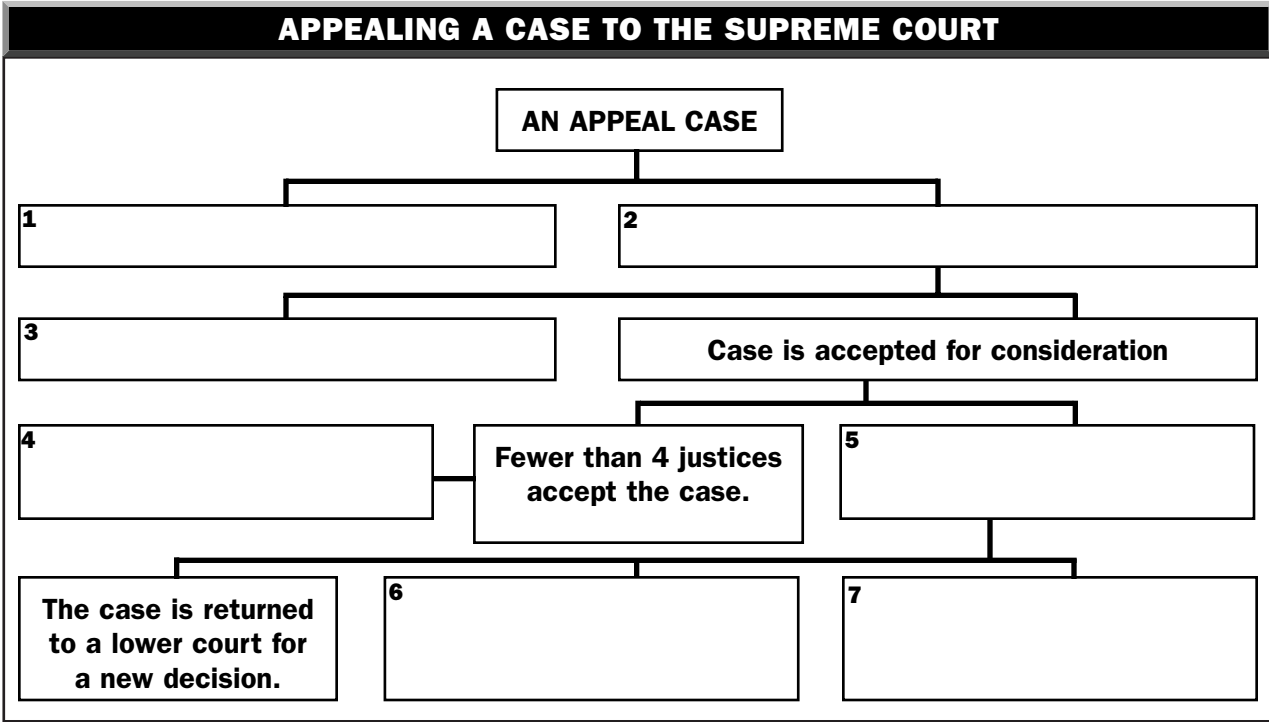
GROUPS THAT INFLUENCE THE SELECTION OF A JUSTICE		
The American Bar Association	Other Interest Groups	Justices

Guided Reading Activity 12-1



The Supreme Court at Work

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



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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.

THE SUPREME COURT'S TOOLS FOR SHAPING POLICY		
Example	Example	Example

★ 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 Activity 12-3



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: _____

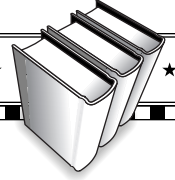
Society: _____

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

PRESIDENTIAL AND CONGRESSIONAL INFLUENCES ON THE SUPREME COURT	
Presidential Influences	Congressional Influences
<ul style="list-style-type: none"> ● ● 	<ul style="list-style-type: none"> ● ● ● ● ● ●

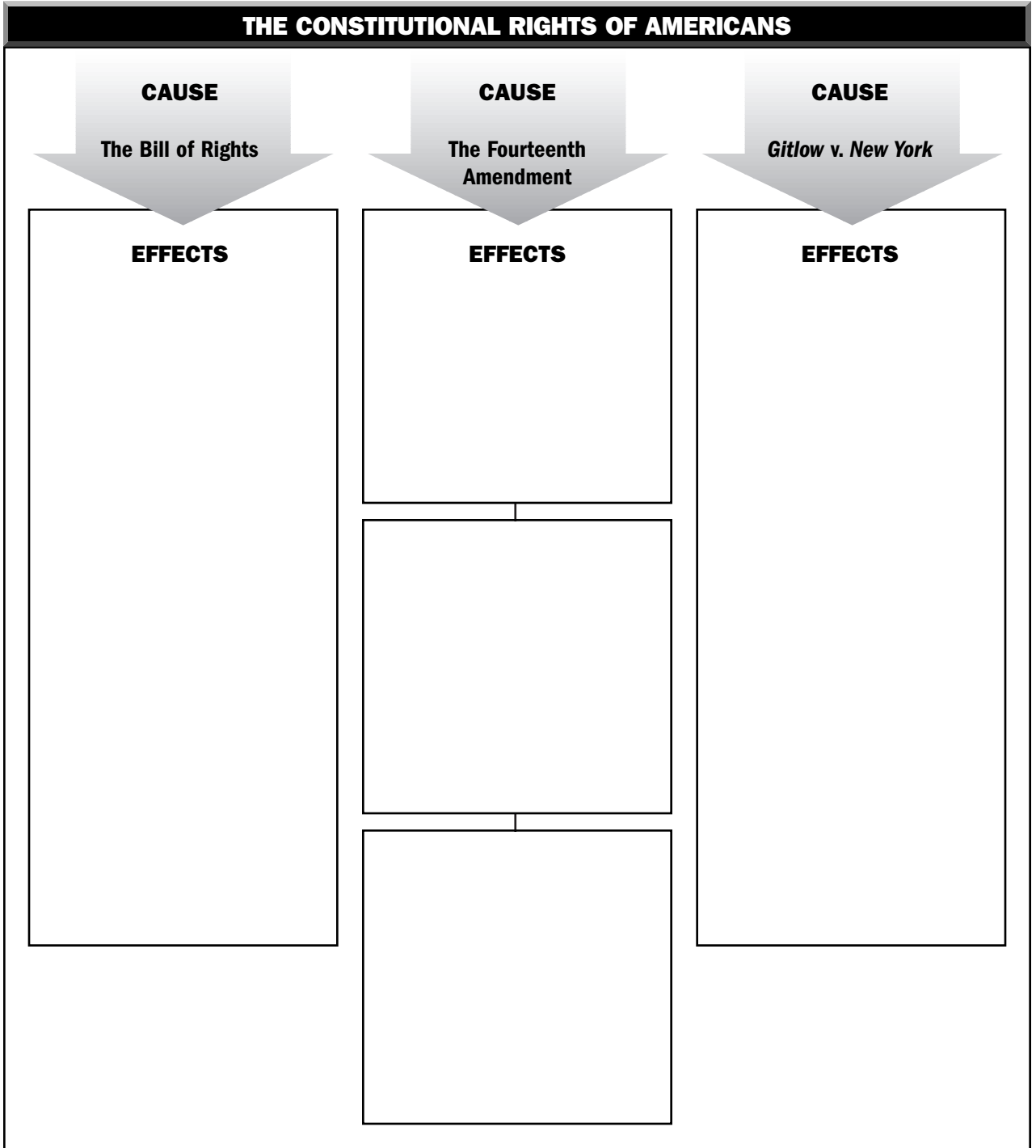
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Guided Reading Activity 13-1

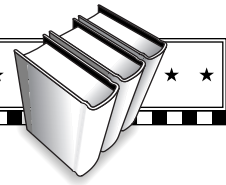


Constitutional Rights

★ 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.



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Guided Reading Activity 13-2

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.

- | | |
|--|---|
| <p>_____ 1. <i>Everson v. Board of Education</i></p> <p>_____ 2. <i>Board of Education v. Allen</i></p> <p>_____ 3. <i>Wolman v. Walter</i></p> <p>_____ 4. <i>Lemon v. Kurtzman</i></p> <p>_____ 5. <i>Levitt v. Committee for Public Education</i></p> <p>_____ 6. <i>Mueller v. Allen</i></p> <p>_____ 7. <i>Kiryas Joel v. Grumet</i></p> <p>_____ 8. <i>McCullum v. Board of Education</i></p> <p>_____ 9. <i>Zorach v. Clauson</i></p> <p>_____ 10. <i>Engel v. Vitale</i></p> <p>_____ 11. <i>Abington School District v. Schempp and Murray v. Curlett</i></p> <p>_____ 12. <i>Epperson v. Arkansas</i></p> <p>_____ 13. <i>Edwards v. Aguillard</i></p> <p>_____ 14. <i>Jacobson v. Massachusetts</i></p> <p>_____ 15. <i>Wisconsin v. Yoder</i></p> <p>_____ 16. <i>Minersville School District v. Gobitis</i></p> <p>_____ 17. <i>West Virginia State Board of Education v. Barnette</i></p> <p>_____ 18. Religious Freedom Restoration Act</p> | <p>A. States cannot ban teaching of evolution in public schools.</p> <p>B. Schools can require students to salute the flag.</p> <p>C. Parents can deduct tuition, books, and school transportation costs from their state income taxes.</p> <p>D. Parochial schools cannot use public school buses for field trips.</p> <p>E. A state cannot create a public school district solely for Hasidic Jews.</p> <p>F. States can require vaccinations.</p> <p>G. Public schools cannot provide school classrooms for teaching religion.</p> <p>H. Congress can set aside state laws that prohibit people from performing their religious rituals.</p> <p>I. States can pay for busing students to parochial schools.</p> <p>J. Schools cannot require Bible reading or reciting the Lord’s Prayer.</p> <p>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</p> <p>L. Students may have religious instruction during the school day, but not in public school classrooms.</p> <p>M. States can provide secular textbooks to parochial schools.</p> <p>N. Prayer in public schools is unconstitutional.</p> <p>O. Patriotism can be achieved without forcing people to violate their religious beliefs.</p> <p>P. Teaching creationism violates the establishment clause.</p> <p>Q. A city cannot help pay for parochial schools to develop testing programs.</p> <p>R. A state cannot require Amish parents to send their children to public school beyond the eighth grade.</p> |
|--|---|

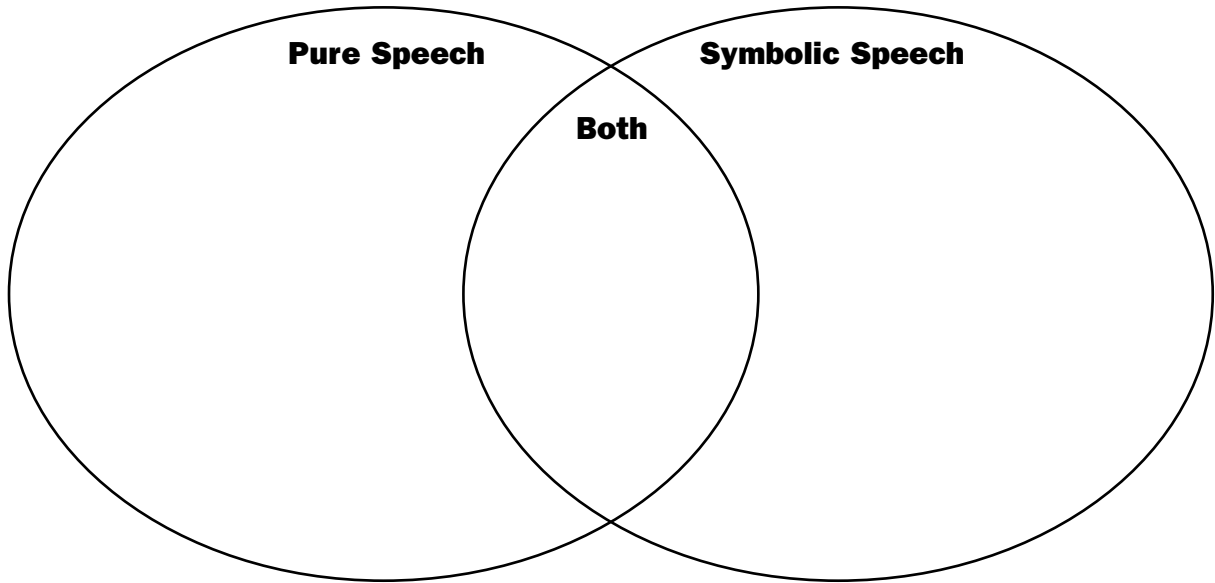
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Guided Reading Activity 13-3



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.

- _____ 1. *New York Times v. Sullivan*
- _____ 2. *Bethel School District v. Fraser*
- _____ 3. *Chaplinsky v. New Hampshire*
- _____ 4. *Brandenburg v. Ohio*

- A.** A Ku Klux Klan leader was arrested at a rally and cross-burning when he refused to end the rally. The Court freed him, however, stating that advocating the use of force can't be forbidden unless it is directed to inciting or producing imminent lawless action and is likely to produce such action.
- B.** The Court ruled that the First Amendment does not prevent school officials from suspending students for lewd or indecent speech at school events, although the same speech would be protected outside the school building.
- C.** The Court decided that even if a newspaper story about an Alabama police commissioner was false, it was protected speech unless the statement was made with the knowledge that it was false, or with reckless regard of whether it was false or not.
- D.** The Court ruled that lewd and obscene, profane, libelous, and insulting words, which inflict injury and provoke a breach of the peace, are contrary to good order in society and are therefore not protected by the First Amendment.



Guided Reading Activity 13-4 ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

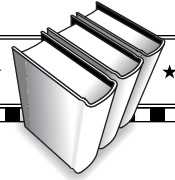
Freedom of the Press

★ 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.

THE SUPREME COURT AND FREEDOM OF THE PRESS		
	Court's Opinion	Case(s)
Prior Restraint		
Fair Trials and Free Press		
Gag Orders		
Protecting News Sources		
Radio and Television		
Motion Pictures		
E-Mail and the Internet		
Obscenity		
Advertising		

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Guided Reading Activity 13-5



Freedom of Assembly

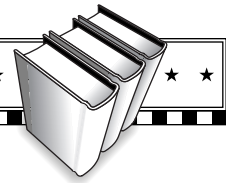
★ DIRECTIONS Use the information in your textbook to complete the charts related to freedom of assembly.

FREEDOM OF ASSEMBLY		
<div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: 0 auto; padding: 10px; text-align: center;"> On public property </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; padding: 5px;"> Example: </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; padding: 5px; background-color: #e0e0e0; text-align: center;"> Protections </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; height: 100px;"></div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; padding: 5px; background-color: #e0e0e0; text-align: center;"> Limitations </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; height: 100px;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: 0 auto; padding: 10px; text-align: center;"> On public property not open to the public </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; padding: 5px;"> Example: </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; padding: 5px; background-color: #e0e0e0; text-align: center;"> Protections </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; height: 100px;"></div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; padding: 5px; background-color: #e0e0e0; text-align: center;"> Limitations </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; height: 100px;"></div>	<div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: 0 auto; padding: 10px; text-align: center;"> On private property open to the public </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; padding: 5px;"> Example: </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; padding: 5px; background-color: #e0e0e0; text-align: center;"> Protections </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; height: 100px;"></div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; padding: 5px; background-color: #e0e0e0; text-align: center;"> Limitations </div> <div style="border: 1px solid black; width: 80%; margin: 5px auto; height: 100px;"></div>

ISSUES IN PUBLIC ASSEMBLY	
Public disorder	Issues:
Picketing	Issues:
Freedom of association	Issues:

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Guided Reading Activity 14-1



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:** _____

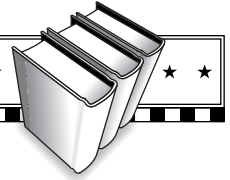
- E. illegal alien:** _____

★ 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.

FOUR STAGES OF IMMIGRATION POLICY			
1882–1924	1924–1965	1965 reforms	1986–present

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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.

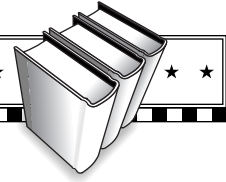
1. _____

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 explain what does and does not constitute reasonable search and seizure, citing relevant court cases.

requirements: _____

special situations: _____

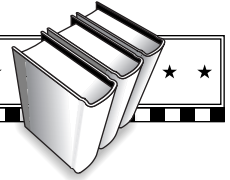
the exclusionary rule: _____

high school searches: _____

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

1. The _____ says that no one “shall be compelled in any criminal case to be a witness against himself.”
2. Protection against _____ rests on a basic legal principle: the government bears the burden of proof.
3. A _____ or other incriminating statements an accused person makes when he or she is denied access to a lawyer may not be used in trial.
4. In _____ v. _____ (1966) the Supreme Court ruled that the Fifth Amendment protection against self-incrimination requires that suspects be clearly informed of their rights before police question them.
5. In _____ v. _____ (1988) the Court ruled that employees in charge of corporate records could be forced to turn over evidence even if it might be incriminating.
6. _____ means a person may not be tried twice for the same crime, thus protecting people from continual harassment.
7. The _____ forbids “cruel and unusual punishment,” the only constitutional provision specifically limiting penalties in criminal cases.
8. In _____ v. _____ (1972) the Supreme Court ruled that capital punishment was not constitutional because it was being imposed arbitrarily for a wide variety of crimes and mainly on African Americans and poor people.
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.

Guided Reading Activity 14-4



Equal Protection of the Law

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

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

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

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

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

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

6. Discrimination exists when _____

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

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

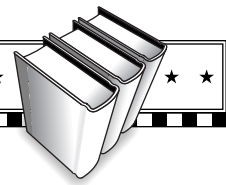
9. Since the *Washington* case, an Illinois city zoning ordinance permitted only _____

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

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

11. *Plessy v. Ferguson*: _____
12. *Brown v. Board of Education of Topeka*: _____
13. sit-in: _____
14. Dr. Martin Luther King, Jr.: _____
15. Civil Rights Act of 1964: _____

Guided Reading Activity 14-5

★ ★ ★ ★ ★ ★ ★ ★ ★ ★


Challenges for Civil Liberties

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

1. *Reed v. Reed*: _____
2. The Reasonableness Standard: _____
3. 1977 Supreme Court Ruling: _____
4. The Substantial Interest Standard: _____
5. The Civil Rights Act of 1964: _____

6. The Equal Opportunity Act of 1972: _____
7. The Equal Credit Opportunity Act of 1974: _____
8. The Civil Rights and Women’s Equity in Employment Act of 1991: _____

9. The Omnibus Education Act of 1972: _____

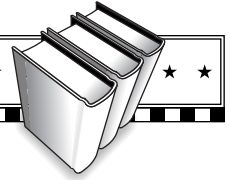
10. The Freedom of Information Act of 1966: _____

★ 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.

THE RIGHT TO PRIVACY	
Government privacy	Case or act:
Citizens’ rights to privacy	Case or act:
Confidentiality of health information	Case or act:
Confidentiality of credit information	Case or act:

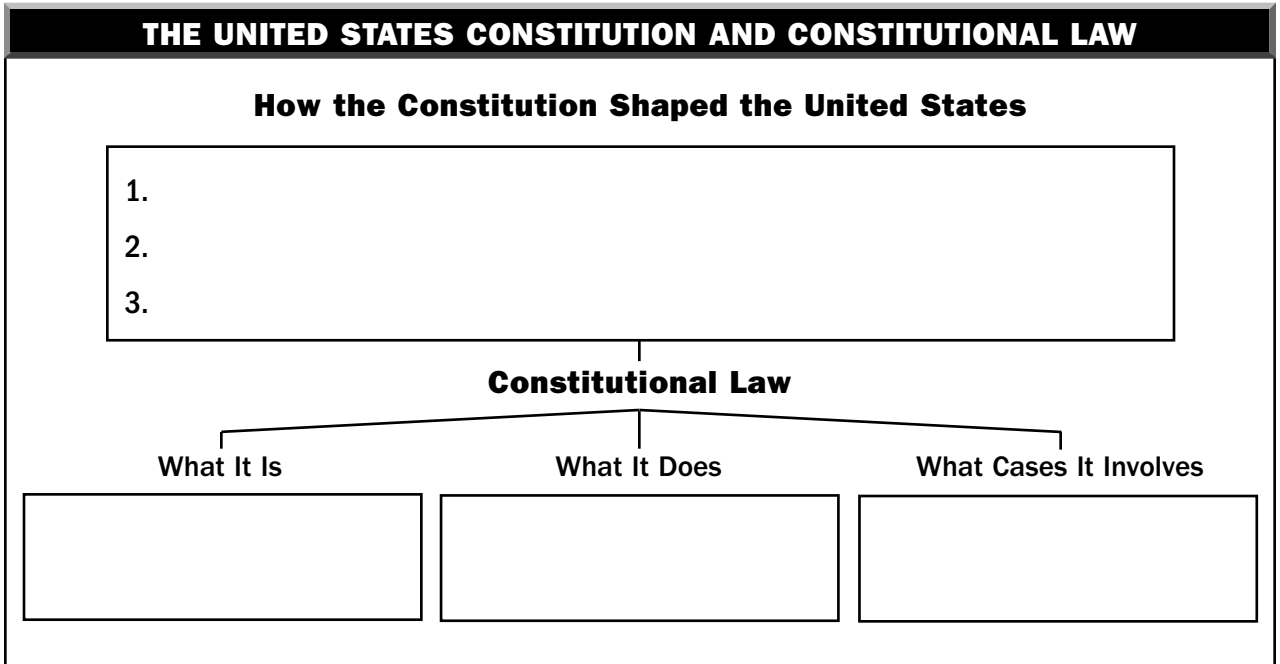
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Guided Reading Activity 15-1



Sources of American Law

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



★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

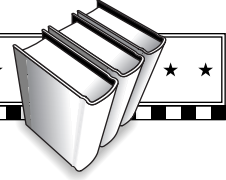
- _____ 1. statute
- _____ 2. ordinance
- _____ 3. Roman Law
- _____ 4. 12 tablets
- _____ 5. Justinian Code
- _____ 6. Napoleonic Code
- _____ 7. common law
- _____ 8. case law
- _____ 9. precedent
- _____ 10. Louisiana

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

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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: _____

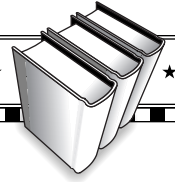
intentional torts: _____

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.

Guided Reading Activity 15-3



Criminal Law

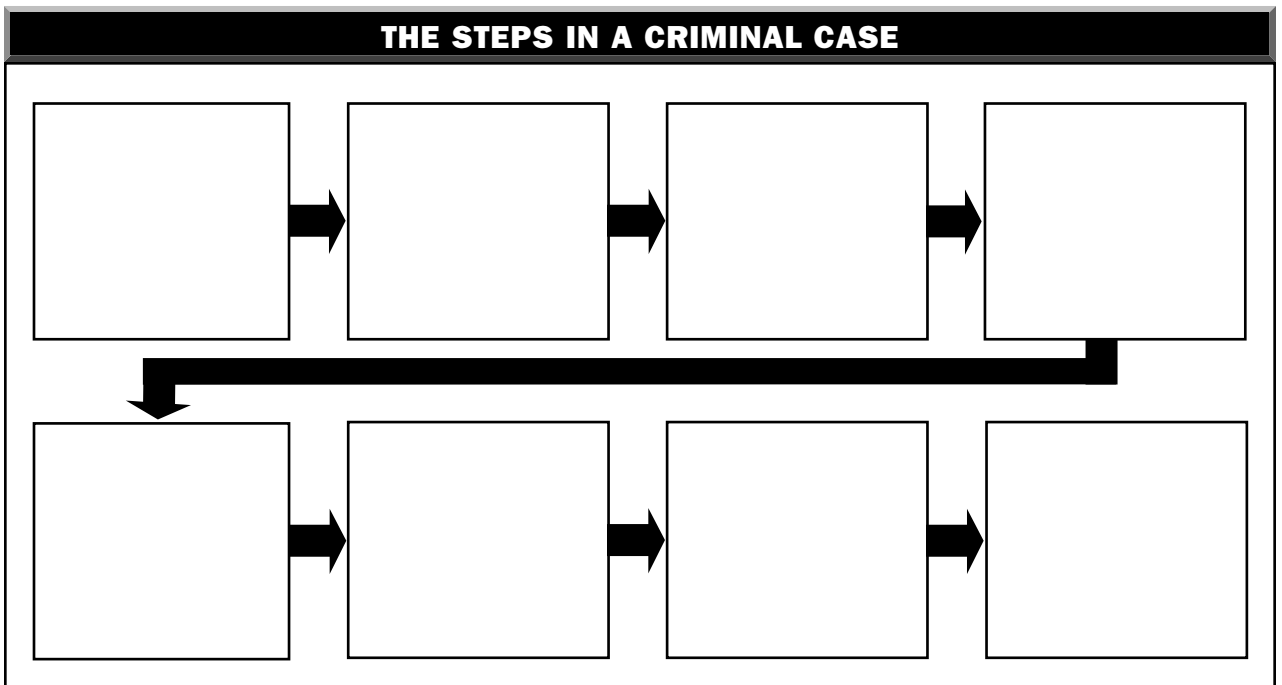
★ DIRECTIONS Use the information in your textbook to identify or define the following items.

1. crime: _____
2. federal criminal case: _____
3. criminal justice system: _____

4. state penal code: _____

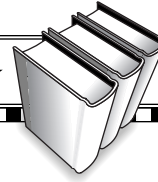
5. petty offense: _____
6. misdemeanor: _____
7. felony: _____
8. example of a misdemeanor treated as a felony: _____

★ 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.



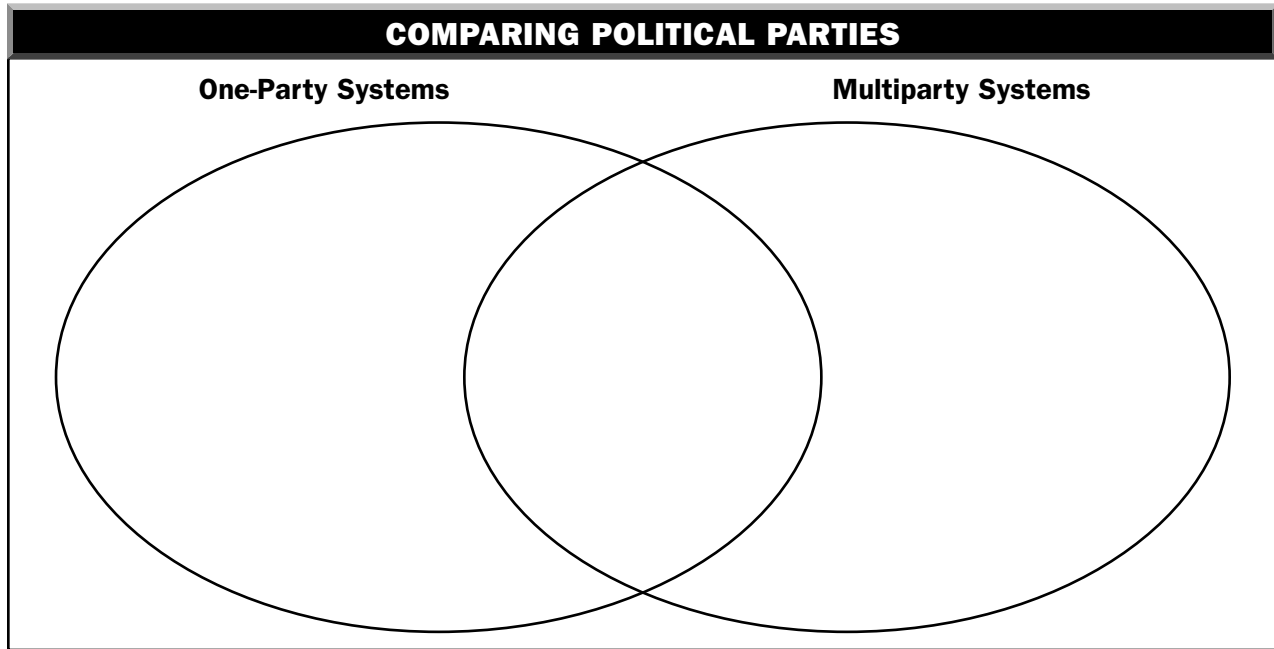
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Guided Reading Activity 16-1

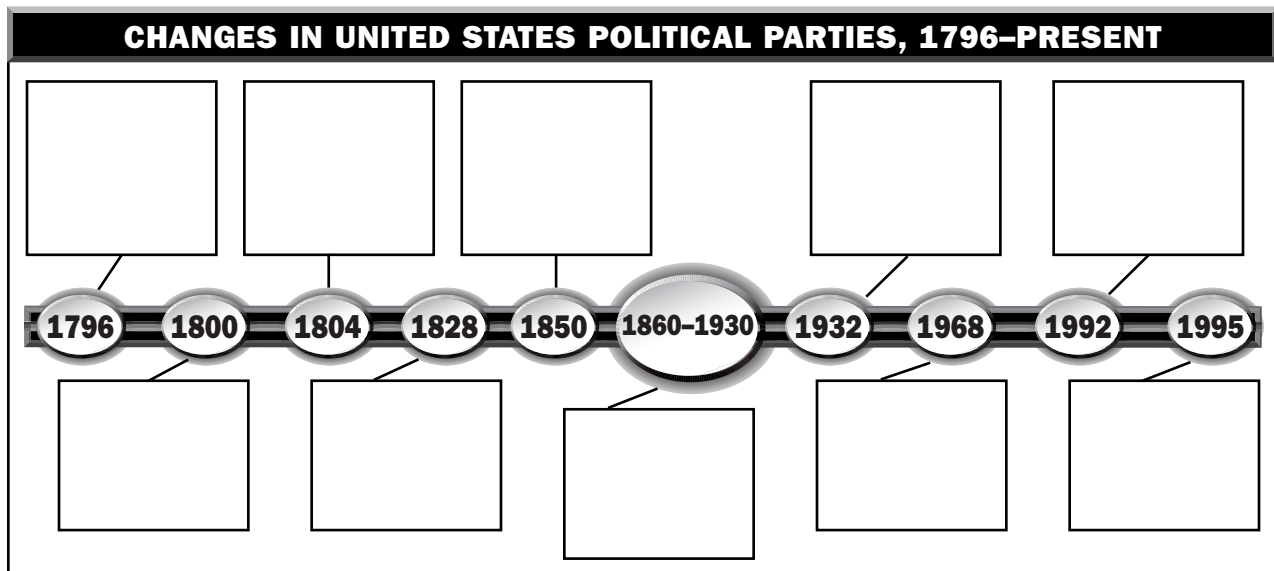


Development of Parties

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

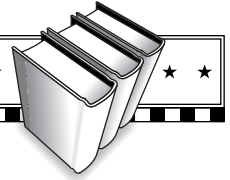


★ DIRECTIONS Use the information in your textbook to complete this time line. In each box, identify the event that occurred in that year.



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Guided Reading Activity 16-2



Party Organization

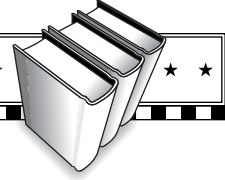
★ DIRECTIONS Use the information in your textbook to identify the following items.

1. precinct: _____
2. precinct captain: _____
3. ward: _____
4. party county committee: _____
5. party county chairperson: _____
6. party state chairperson: _____
7. state central committee: _____
8. national convention: _____
9. national committee: _____
10. party national chairperson: _____

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

MAJOR FUNCTIONS OF POLITICAL PARTIES IN THE UNITED STATES	
Recruiting Candidates	<ul style="list-style-type: none"> • •
Educating the Public	<ul style="list-style-type: none"> • •
Operating the Government	<ul style="list-style-type: none"> • •
Dispensing Patronage	<ul style="list-style-type: none"> • •

Guided Reading Activity 16-3



Nominating Candidates

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

HOW CANDIDATES ARE SELECTED FOR POLITICAL OFFICE			
Caucuses	Nominating Conventions	Primary Elections	Petitions

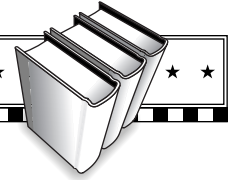
- A.** In most states a candidate does not need a majority of votes to win, only a plurality.
- B.** State meetings of the political parties select their candidates for statewide office and choose delegates for the national meeting of their parties.
- C.** This system became undemocratic when party bosses chose delegates.
- D.** Under this system a person announces his or her candidacy and proves that a certain number of voters want him or her on the ballot.
- E.** Voters select candidates to run in the general election.
- F.** In this system nearly all candidates are chosen in private meetings of party leaders.
- G.** Sometimes voters participate in selecting party candidates even if they do not belong to the party.
- H.** This system uses an official meeting of a party to choose candidates for office.
- I.** In this kind of election, only members of a political party can vote.
- J.** This system was criticized as undemocratic, since most people did not participate in selecting the candidates.
- K.** Sometimes a runoff election is needed between the two candidates who received the most votes in the previous election.
- L.** Each state sets the date for its election, provides the ballots and the people to supervise, and counts the votes.
- M.** Today party rules require a selection process for delegates that is open and starts at the neighborhood level and then moves to the county, district, and state levels.
- N.** In the major political parties, most candidates for the House, Senate, governor, and other state and local offices are selected in this way.
- O.** In this system local party organizations send representatives to a county party meeting that selects candidates for county offices and chooses delegates for a state meeting of the party.

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

WHAT HAPPENS IN PRESIDENTIAL PRIMARIES			
Generalizations			
Three Criticisms and One Alternative Primary Idea			

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Guided Reading Activity 17-1



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.

Column A

- _____ 1. popular ways in which presidential candidates contact voters
- _____ 2. the number of electoral votes needed to win a presidential election
- _____ 3. two types of campaign strategies from which presidential candidates may choose
- _____ 4. what a candidate's national office does during the election campaign
- _____ 5. what state and local campaign workers do
- _____ 6. why the mass media are important to a candidate's campaign
- _____ 7. what a campaign organization does to "package" a candidate
- _____ 8. why it is important for candidates to appear on TV news programs
- _____ 9. an important way in which candidates can affect voters who are undecided
- _____ 10. what the federal election laws demand from candidates and political parties
- _____ 11. used until the 1970s, a way in which candidates financed their political campaigns
- _____ 12. principles on which Federal Election Campaign Acts provided for a new system of campaign financing
- _____ 13. an organization designed to support political candidates with campaign funds
- _____ 14. why the issue of "soft money" raised by political parties became controversial
- _____ 15. legislation which would eliminate "soft money," ban contributions by foreigners, give free TV time to Senate candidates, and restrict PAC spending

Column B

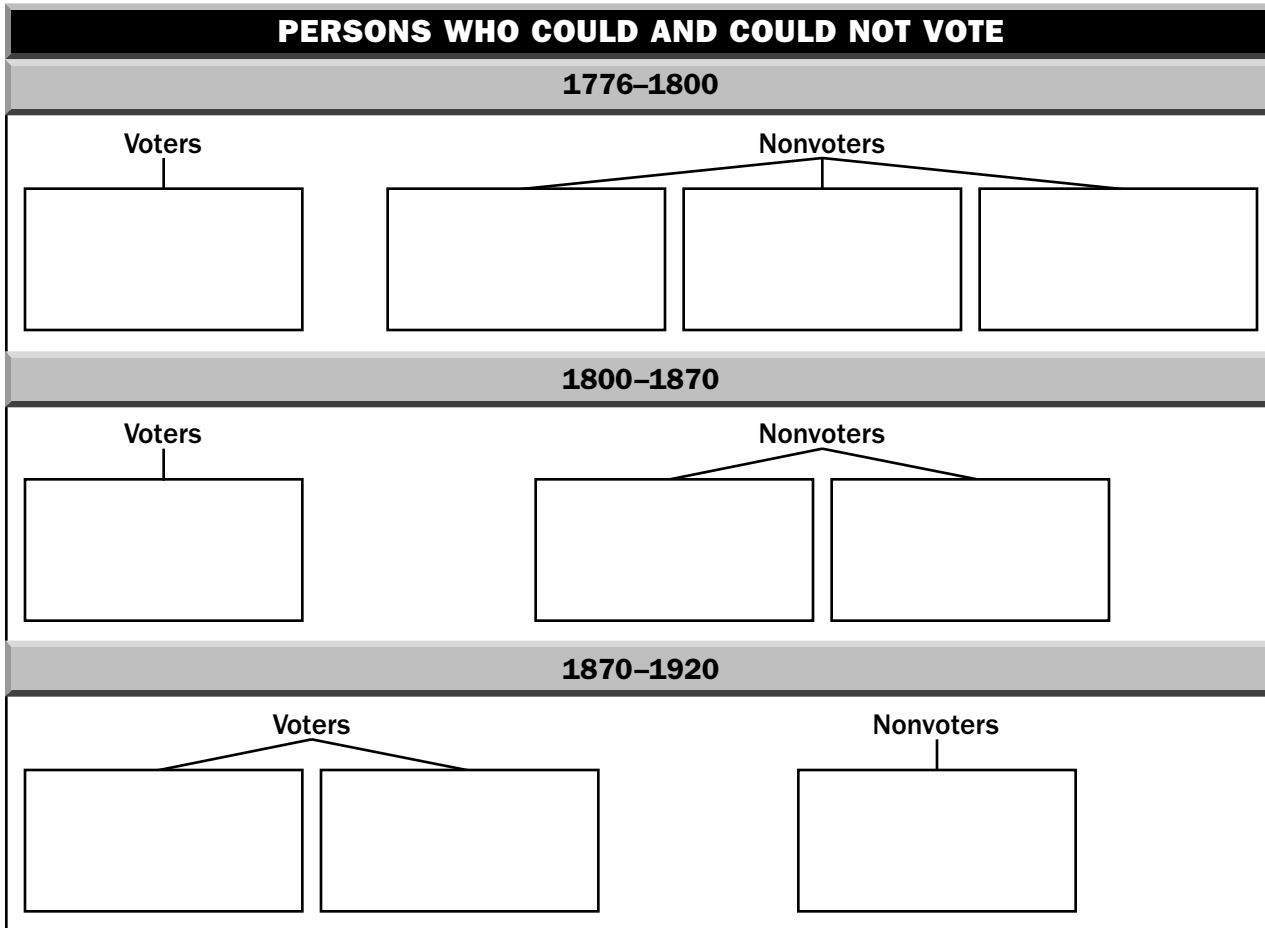
- A.** they can create both positive and negative images for the candidates
- B.** handle relations with television, radio, the print media, finances, advertising, opinion polls, and campaign material
- C.** the McCain-Feingold bill
- D.** makes political commercials to create the candidate's presidential image
- E.** 270 out of 538, which is the number of representatives and senators from all the states
- F.** accepted contributions from business organizations, labor unions, and interested individuals
- G.** taping TV messages, shaking hands, making speeches, giving interviews, and traveling
- H.** political action committee
- I.** an aggressive all-out attack on the opponent or a low-key campaign
- J.** participating in TV debates
- K.** ring doorbells, canvass voters, make sure voters turn out to vote
- L.** the amount of money spent, the questionable way it was raised, and the lack of accounting for expenditures
- M.** keep records of contributions and report to the FEC all contributions over \$100.00
- N.** TV is now the single most important source of news for most citizens
- 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



Guided Reading Activity 17-2

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.



★ 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. _____

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Guided Reading Activity 17-3



Influences on Voters

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

MAJOR FACTORS THAT INFLUENCE VOTERS	
<p>I. The Voter's Personal Background</p> <p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p> <p>E. _____</p>	<p>C. _____</p> <p>D. _____</p> <p>E. _____</p> <p>F. _____</p> <p>G. _____</p> <p>H. _____</p>
<p>II. The Voter's Loyalty to Political Parties</p> <p>A. _____</p> <p>B. _____</p> <p>C. _____</p>	<p>IV. Images and Propaganda</p> <p>A. _____</p> <p>_____</p> <p>_____</p>
<p>III. Campaign Issues</p> <p>A. _____</p> <p>B. _____</p>	<p>B. _____</p> <p>_____</p> <p>_____</p>

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

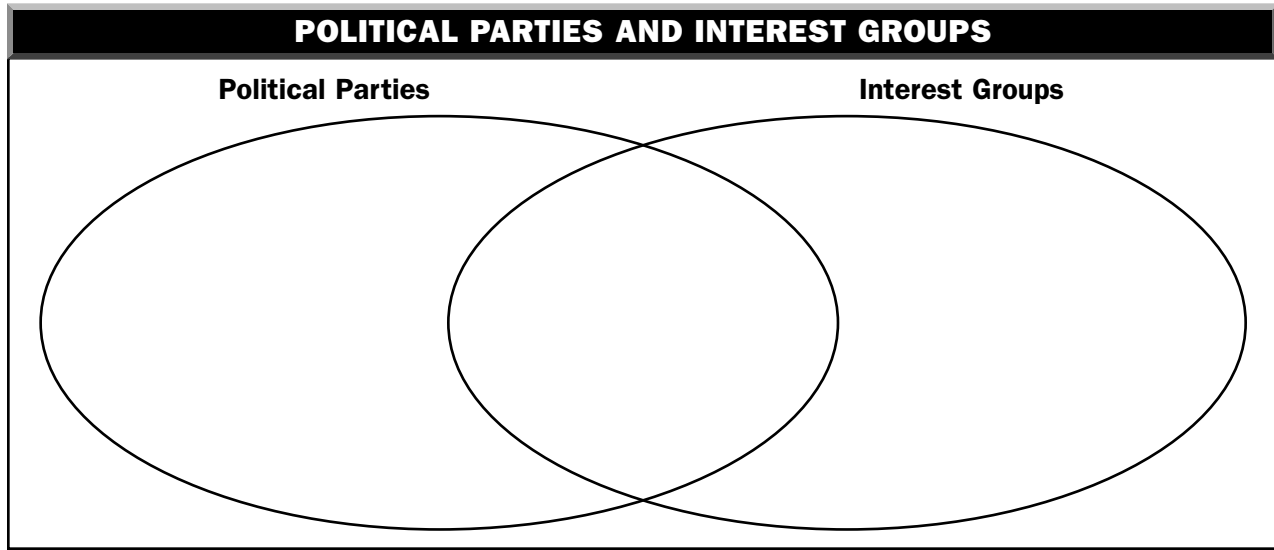
PROFILES OF REGULAR VOTERS AND REGULAR NONVOTERS	
Regular Voters	Regular Nonvoters
<div style="text-align: center; margin-bottom: 10px;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">1.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">2.</div> <div style="border: 1px solid black; padding: 5px;">3.</div>	<div style="text-align: center; margin-bottom: 10px;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">1.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">2.</div> <div style="border: 1px solid black; padding: 5px;">3.</div>

Guided Reading Activity 18-1



Interest Group Organization

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



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

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

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

HOW INTEREST GROUPS SERVE THEIR MEMBERS

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

Guided Reading Activity 18-2



Affecting Public Policy

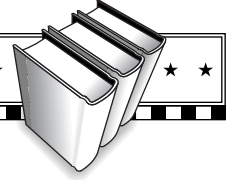
★ DIRECTIONS Use the information in your textbook to complete the following sentences.

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.

THE WORK OF INTEREST GROUPS AND PACs		
How they gain support	How they are limited	How they began
Laws governing PACs	Kinds of PACs	How PACs spend their money

Guided Reading Activity 18-3



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 |
| _____ | 2. Groups of people hold different opinions on almost every issue | B. private opinion |
| _____ | 3. People's ideas are expressed to government individually or in public opinion polls | C. diversity |
| _____ | 4. Enough people hold a particular opinion to make government officials listen to them | D. public opinion |
| _____ | 5. Personal preferences | E. communication |

★ 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

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Guided Reading Activity 18-4 ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



Measuring Public Opinion

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

TRADITIONAL METHODS OF GAUGING PUBLIC OPINION					
political party organizations	interest groups	the mass media	letter writing	electronic access	straw polls
problem	problem	problem	problem	problem	problem

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

1. the three steps used in scientific polling: _____
2. universe: _____
3. representative sample: _____
4. random sampling: _____
5. sampling error: _____
6. cluster sample: _____
7. factors used in adjusting the results of a poll: _____
8. a problem with polls conducted by mail: _____
9. a problem with polls conducted by telephone: _____
10. three problems pollsters have with interpreting the results of a poll: _____

Guided Reading Activity 19-1

★ ★ ★ ★ ★ ★ ★ ★ ★ ★


Structure of the Mass Media

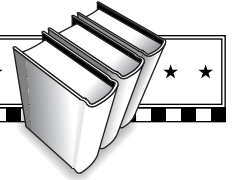
★ DIRECTIONS Use the information in your textbook to complete this diagram. Describe each kind of media according to the following characteristics:

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

TYPES AND CHARACTERISTICS OF MASS MEDIA IN THE UNITED STATES				
Newspapers	Magazines/ Books	Radio	Television	Internet
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.

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Guided Reading Activity 19-2



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

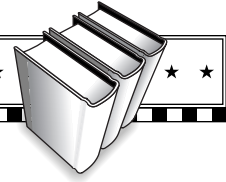
Column B

- 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.

HOW THE MEDIA INTERACT WITH CONGRESS AND THE SUPREME COURT	
Congress	
confirmation hearings:	
oversight activities:	
personal business:	
Supreme Court	
remoteness of judges:	
technical issues:	

Guided Reading Activity 19-3

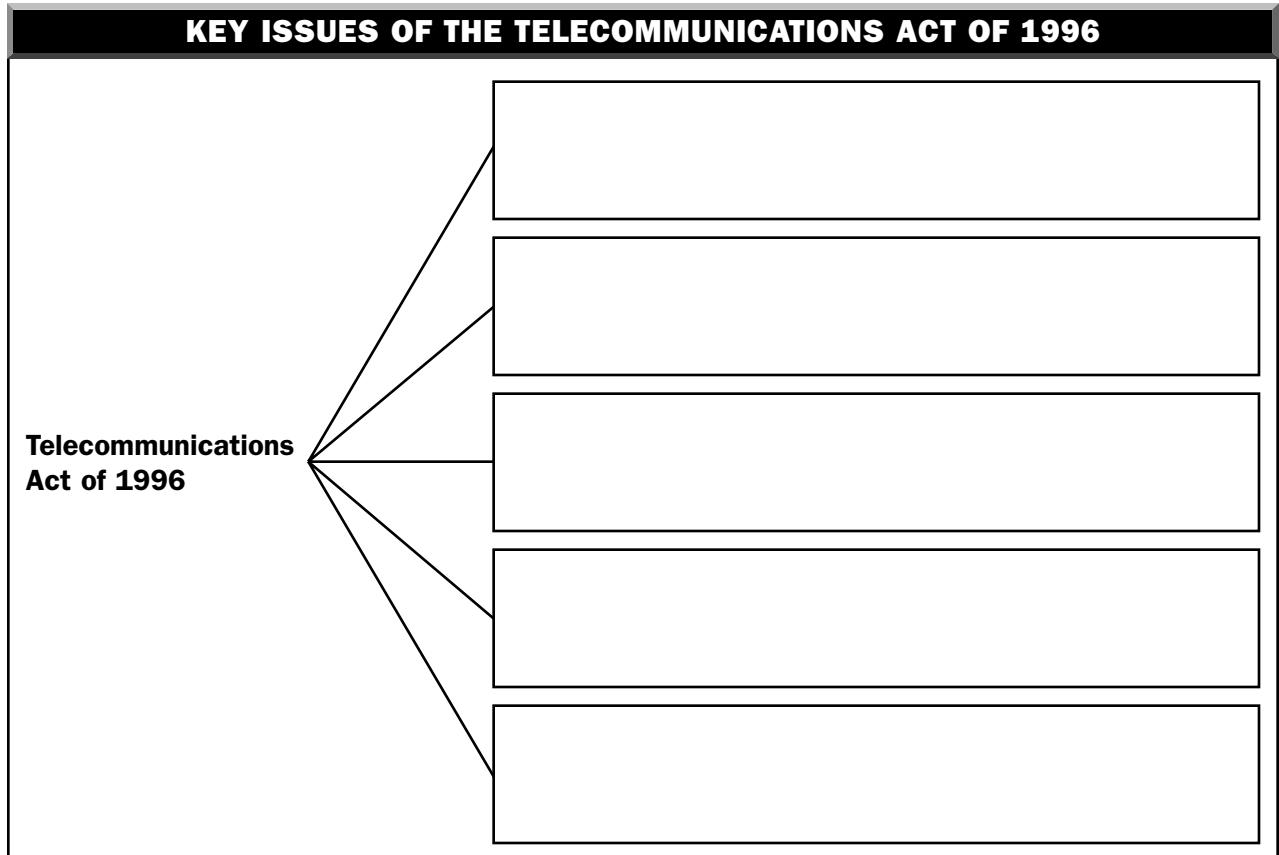


Regulation of the Media

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

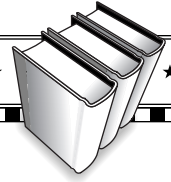
1. prior restraint: _____
2. libel: _____
3. ways of restricting the media's right to gather information: _____
4. *Branzburg v. Hayes* (1972): _____
5. shield law: _____
6. Privacy Protection Act of 1980: _____
7. Federal Communications Commission: _____
8. equal time doctrine: _____
9. fairness doctrine: _____
10. Telecommunications Act of 1996: _____

★ 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.



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Guided Reading Activity 20-1



Raising Money

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

1. Total income minus deductions and personal exemptions is one's _____ .
2. A progressive tax is a tax based on a taxpayer's _____ 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 _____ .



Guided Reading Activity 20-2

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
Step 1:
Step 2:
Step 3:
Step 4:
Step 5:
Step 6:

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

Column A

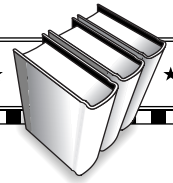
- _____ 1. federal fiscal year
- _____ 2. Budget and Accounting Act of 1921
- _____ 3. Office of Management and Budget
- _____ 4. Council of Economic Advisers
- _____ 5. uncontrollables
- _____ 6. entitlements
- _____ 7. Congressional Budget Act of 1974
- _____ 8. Balanced Budget and Emergency Deficit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

Column B

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

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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				
Major Responsibilities		Tools Used for Control		
↓	↓	↓	↓	↓



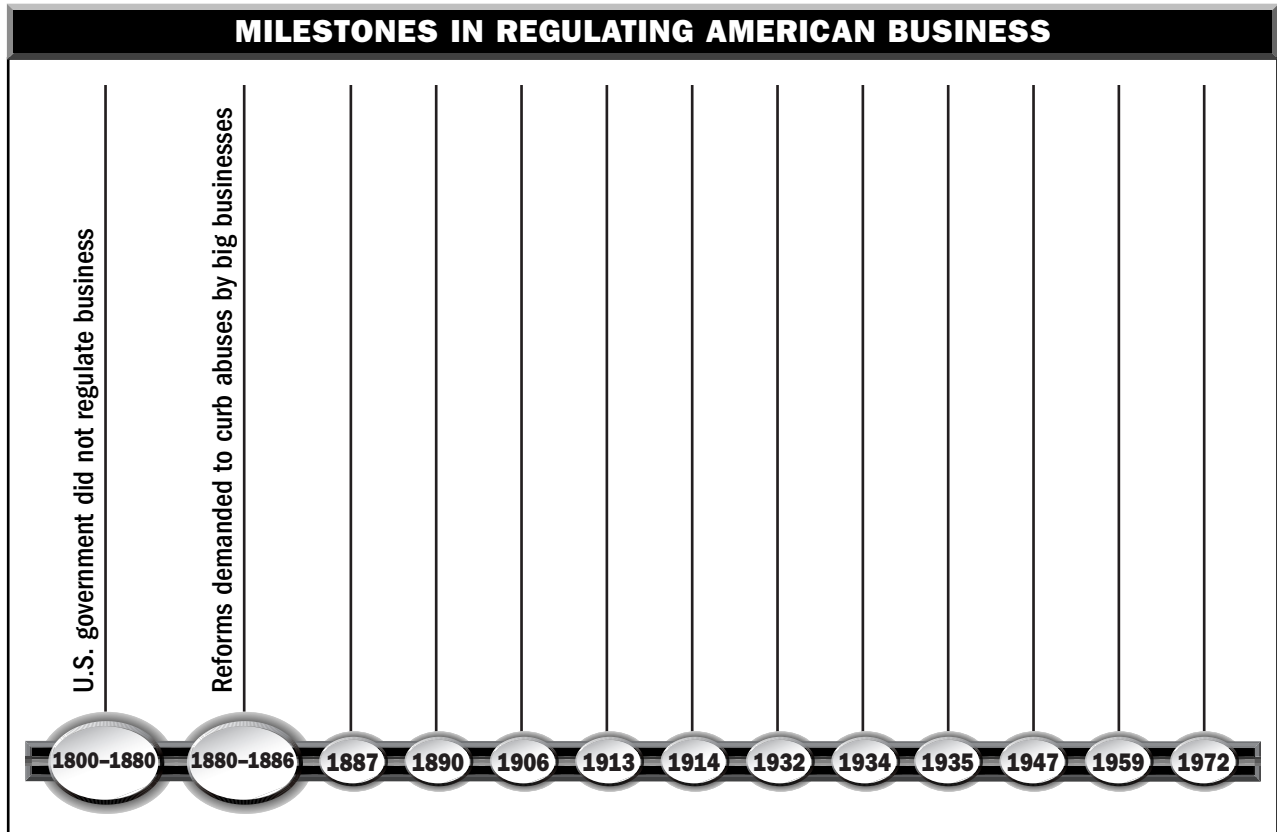
Guided Reading Activity 21-1

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.



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Guided Reading Activity 21-2



Agriculture and the Environment

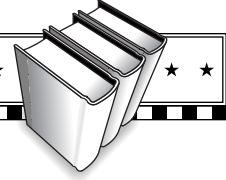
★DIRECTIONS Use the information in your textbook to complete these sentences.

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.

GOVERNMENT HELP FOR OUR ENVIRONMENT	
Forest Service	
Soil Conservation Service	
Environmental Protection Agency	
Air Pollution Act	
Clean Air Amendments	
Water Quality Improvement Act of 1970	
Water Pollution Control Act of 1972	
Unfunded Mandates Laws of 1996	

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.

SOCIAL INSURANCE, PUBLIC ASSISTANCE, AND PUBLIC HEALTH PROGRAMS

I. Social Insurance Programs

- A. _____

- B. _____

- C. _____

II. Public Assistance Programs

- A. _____

- B. _____

- C. _____

- D. _____

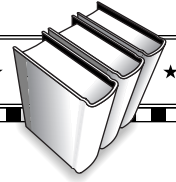
- E. _____

III. Public Health Programs

- A. _____

- B. _____

Guided Reading Activity 21-4



Education, Housing, and Transportation

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

IMPROVING EDUCATION STEP BY STEP	
Smith-Hughes Act of 1917	
Elementary and Secondary Education Act of 1965	
Morrill Act of 1862	
GI Bill of Rights	
National Commission on Excellence in Education	
“Choice”	
Goals 2000	

★ 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.

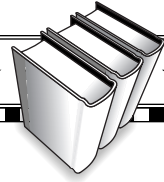
Column A

- _____ 1. FHA
- _____ 2. HUD
- _____ 3. HOME
- _____ 4. DOT
- _____ 5. FAA
- _____ 6. FHWA
- _____ 7. UMTA

Column B

- A.** oversees federal highways; applies federal safety standards; plans and researches highway construction and maintenance
- B.** administers federal grant programs aimed at improving urban mass transit systems
- C.** works to ensure safety in aviation by licensing pilots and enforcing safety rules
- D.** guarantees banks and private lenders against losses on loans to build, buy, or rent homes
- E.** a government department that includes the FHA and other housing agencies
- F.** provides matching grants to states and local areas for helping the homeless and building subsidized private housing
- G.** established in 1966 to coordinate national transportation policies and programs

Guided Reading Activity 22-1



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.

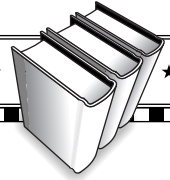
GOALS OF UNITED STATES FOREIGN POLICY				

★ 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" _____

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Guided Reading Activity 22-2



Shared Foreign Policy Powers

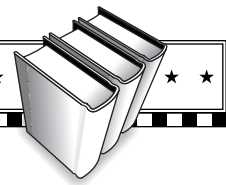
★DIRECTIONS Use the information in your textbook to complete this diagram. In the boxes under each heading, identify and briefly explain the powers.

POWERS FOR SHAPING FOREIGN POLICY					
Presidential Powers		Congressional Powers			
↓	↓	↓	↓	↓	↓

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

1. The person who supervises all the diplomatic activities of the U.S. government is
 - A. the president.
 - B. the vice-president.
 - C. the secretary of state.
2. The person who supervises the military activities of the government is
 - A. the president's chief of staff.
 - B. the secretary of defense.
 - C. the U.S. ambassador to the United Nations.
3. The task of gathering and coordinating information about the governments, economies, and armed forces of other nations falls to
 - A. the CIA.
 - B. the secretary of war.
 - C. the National Security Council.
4. Because trade with other nations is an important part of foreign policy, the president has the power to declare a trading partner the status of
 - A. a UN ambassador.
 - B. most-favored-nation.
 - C. freedom from all import tariffs.
5. When both parties support a president's decision his support is said to be
 - A. complete.
 - B. bipartisan.
 - C. integral.
6. In matters of foreign policy, both the president and Congress are strongly influenced by public opinion and
 - A. the demands of organized interest groups.
 - B. persuasion by other powerful nations.
 - C. human-rights issues.

Guided Reading Activity 22-3

★ ★ ★ ★ ★ ★ ★ ★ ★ ★


State and Defense Departments

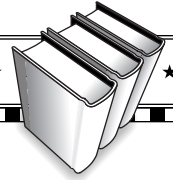
★ DIRECTIONS Use the information in your textbook to make your own diagram of the varied work of the Department of State. Be sure to include information on each of the five subheads under the main heading The Department of State.

THE DEPARTMENT OF STATE				

- ★ 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.

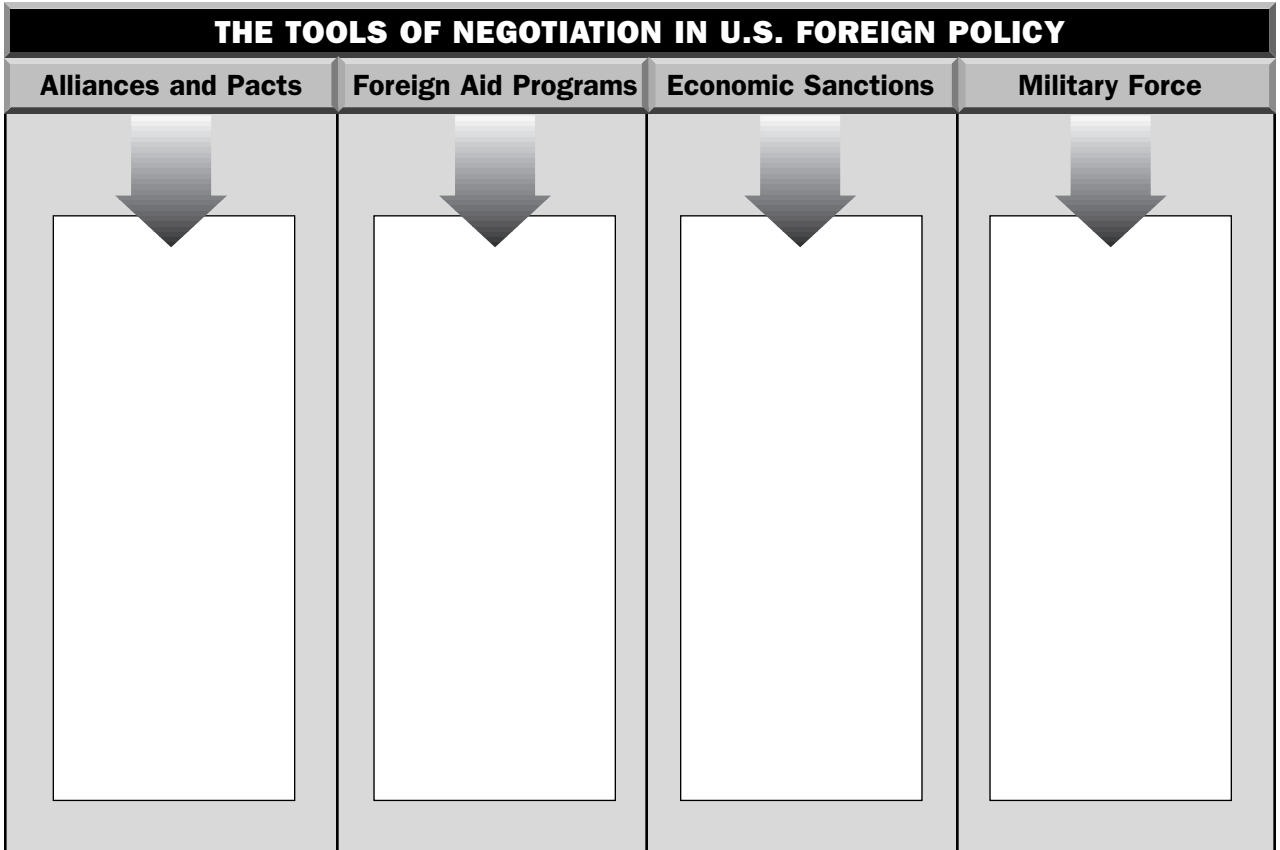
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Guided Reading Activity 22-4 ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



Foreign Policy in Action

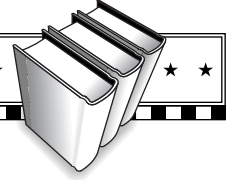
★ DIRECTIONS Use the information in your textbook to complete this diagram. Briefly explain how each negotiating tool is used.



★ 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 Activity 23-1



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.

COMPARING STATE CONSTITUTIONS	
Similarities	Differences

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

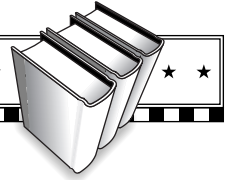
1. constitutional initiative: _____

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.

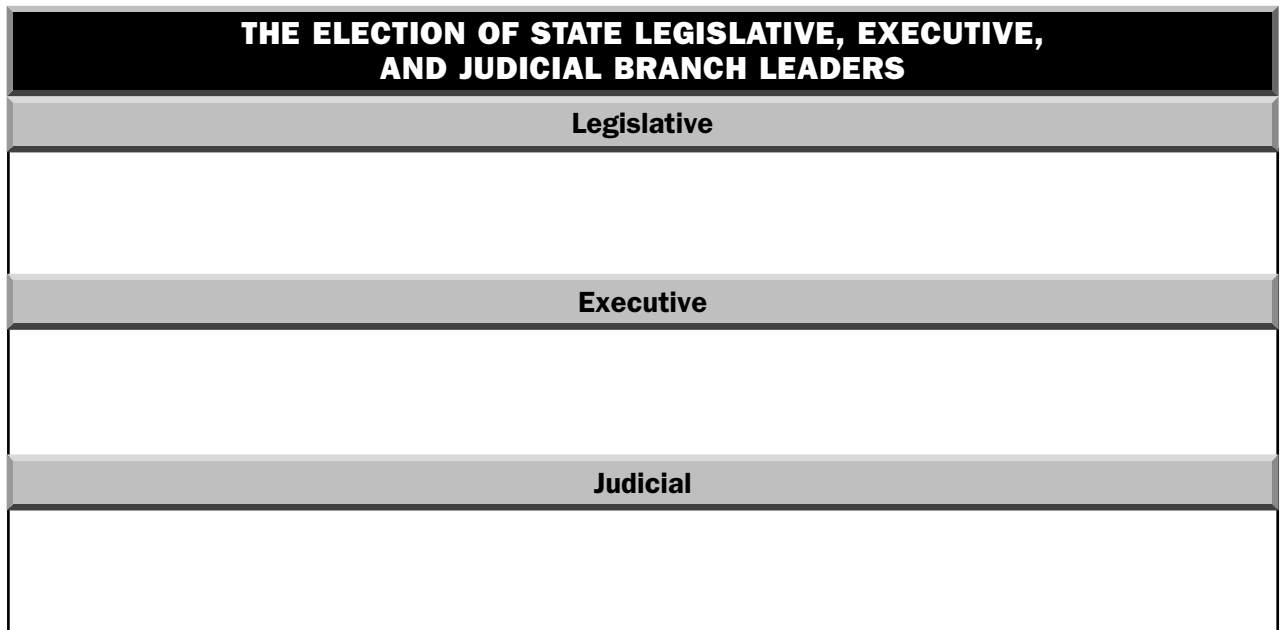
Column A

- _____ 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.





Guided Reading Activity 23-3

State Government Policy

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

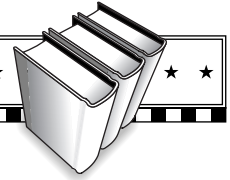
1. corporate charter: _____
2. public utility: _____
3. workers' compensation: _____
4. unemployment compensation: _____
5. union shop: _____
6. industrial development bonds: _____
7. mandatory sentencing: _____
8. victim compensation laws: _____
9. extradition: _____
10. parole: _____
11. shock probation: _____
12. shock incarceration: _____
13. house arrest: _____
14. public welfare: _____

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

HOW STATES PROVIDE FOR EDUCATION AND HEALTH	
Education	Health
•	•
•	•
•	•
•	•

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Guided Reading Activity 23-4



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.

TYPES OF STATE TAXES
•
•
•
•
•
•
•

★ 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.

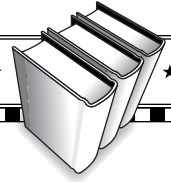
1. The largest territorial and political subdivision of a state is usually the _____ .
2. In Louisiana, counties are known as _____ .
3. In Alaska, counties are usually called _____ .
4. The authority to govern a county often rests in a group known as the _____ .
5. In about half the states, especially 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.

FORMS OF MUNICIPAL GOVERNMENT	
Form	Characteristics

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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.

Column A

- _____ 1. zoning
- _____ 2. restrictive zoning
- _____ 3. water district
- _____ 4. sewage treatment plants
- _____ 5. mass transit facilities
- _____ 6. metropolitan communities
- _____ 7. urban community
- _____ 8. metropolitan statistical areas
- _____ 9. cities
- _____ 10. Sunbelt
- _____ 11. suburbs
- _____ 12. Urban Renewal Program
- _____ 13. school board
- _____ 14. real property
- _____ 15. personal property
- _____ 16. assessment
- _____ 17. market value
- _____ 18. local income tax
- _____ 19. special assessments
- _____ 20. municipal bonds

Column B

- A.** densely settled territory adjacent to central cities
- B.** systems of subways, trains, and buses
- C.** stocks, bonds, jewelry, furniture, cars, artwork
- D.** a group responsible for setting school policies, hiring a superintendent, and running schools
- E.** a method of regulating the way land and buildings may be used
- F.** certificates that promise to repay with interest the money that cities borrow to fund large, expensive projects
- G.** the amount of money an owner may expect to receive if his or her property is sold
- H.** a tax paid on one's personal income to finance local government
- I.** zoning laws that make it difficult for certain people to move into a particular neighborhood
- J.** federal program that demolished low- and middle-income urban housing units
- K.** facilities for cleaning waste water
- L.** fees that property owners must pay for local services that directly benefit them, such as sidewalks
- M.** a special local authority with power to restrict the amount of water that homes and businesses in the area consume
- N.** cities, towns, and villages
- O.** the process involved in calculating the value of a piece of property to be taxed
- P.** densely populated areas with commercial, industrial, and residential sections
- Q.** name for the fast-growing cities of the South and West
- R.** large urban areas, according to the Office of Management and Budget
- S.** any community with 2,500 people or more
- T.** land and buildings

Guided Reading Activity 24-3

* * * * *

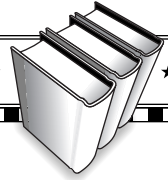

Challenges of Urban Growth

★ 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.

PROBLEMS OF CITIES AND URBAN AREAS		
Type of Problem	Description	Possible Solution
Housing and Economic		
Social		
Infrastructure and Transportation		

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Guided Reading Activity 25-1



Consolidated Democracies

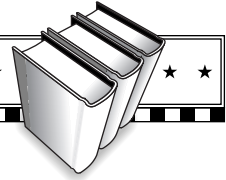
★DIRECTIONS Use the information in your textbook to complete this chart.

THE ATTRIBUTES OF GOVERNMENT			
	Great Britain	France	Japan
Type of government			
Head of state			
Head of government			
Who elects head of state/government			
Type of legislature			
Names of legislative bodies			
Separation of powers (yes/no)			
Cabinet (yes/no)			

★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): _____
8. National Diet (of Japan): _____
9. presidential government: _____
10. premier (of France): _____
11. European Union: _____
12. *kanyro*: _____

Guided Reading Activity 25-2



Emerging Democracies

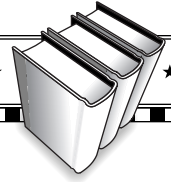
★ DIRECTIONS Use the information in your textbook to classify each item below under the country heading to which it refers.

THE ROAD TO DEMOCRATIC GOVERNMENT		
Poland	South Africa	Mexico

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.
4. Eastern European democratic revolutions of 1989 began in this country.
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.

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Guided Reading Activity 25-3



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.

Column A

- _____ 1. cadre
- _____ 2. Politburo
- _____ 3. Politburo's Standing Committee
- _____ 4. most powerful party leader in Cuba
- _____ 5. National People's Congress
- _____ 6. the State Council of China
- _____ 7. Federation for a Democratic China
- _____ 8. Tiananmen Square
- _____ 9. Fidel Castro
- _____ 10. Bay of Pigs
- _____ 11. shah
- _____ 12. Ayatollah Ruhollah Khomeini
- _____ 13. Khomeini and his followers
- _____ 14. Islamic Republic of Iran
- _____ 15. *faqih*
- _____ 16. Saddam Hussein
- _____ 17. placed severe economic hardships on this country and threatened to weaken dictator's hold

Column B

- A.** dictator of Iraq
- B.** failed invasion of Cuba by U.S.-trained anti-Castro exiles
- C.** sanctions after the Persian Gulf War
- D.** Chinese opposition party
- E.** began a process of increasing state power
- F.** officials who hold key posts in the Chinese Communist Party
- G.** the top religious-political leader in Iran
- H.** composed of the top six leaders in China
- I.** returned from exile in France to form an Islamic government in Iran
- J.** under his leadership Cuba became a Communist dictatorship
- K.** carries out the same functions as a cabinet or council of ministers in other nations
- L.** Fidel Castro
- M.** scene of student uprising against the Chinese Communist Party
- N.** the highest organ of state power in China
- O.** Iranian word meaning *king*
- P.** as religious leaders, they had veto power over political leaders
- Q.** composed of about 20 top party leaders in China

Guided Reading Activity 25-4



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.

GOALS AND AGENCIES OF THE UNITED NATIONS		
Goals		
Agencies		

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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 _____ economic system.
11. Another name for a capitalist system is a _____ system.
12. Capitalist economies depend on the right of _____ of property and control of economic resources.
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 _____ .



Guided Reading Activity 26-2

Emerging Economies

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

	Advantages	Disadvantages
1. Capitalist free markets		
2. Socialist central planning		

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

- 1. developing nations:** _____

- 2. newly developed nations:** _____

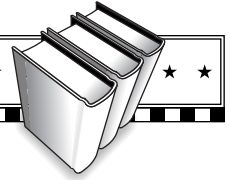
- 3. welfare state:** _____

- 4. centralized planning:** _____

- 5. nationalization:** _____

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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.

PROBLEMS WITH SOVIET CENTRAL PLANNING				

★ 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.

Column A

- _____ 1. Soviet socialism
- _____ 2. gross national product
- _____ 3. agricultural problems
- _____ 4. state farms
- _____ 5. collective farms
- _____ 6. Soviet central planning
- _____ 7. Mikhail Gorbachev
- _____ 8. perestroika
- _____ 9. oligarchy
- _____ 10. Vladimir Putin

Column B

- A.** Soviet president who tried to improve the economy through perestroika
- B.** created major problems in Soviet factories and farms
- C.** rule by the few
- D.** an intermediate stage in the transformation from capitalism to pure communism
- E.** president of Russia who prescribed “strengthening of the state” to cure economic ills
- F.** the sum of a nation’s goods and services
- G.** President Gorbachev’s effort to improve the Soviet economy
- H.** system in which the government owned farmland and rented it to the families who would raise food products
- I.** farms that were owned by the government and run like factories, with the workers being paid wages
- J.** workers had little incentive to work hard; inefficiency was widespread; as a result, crops were wasted every year



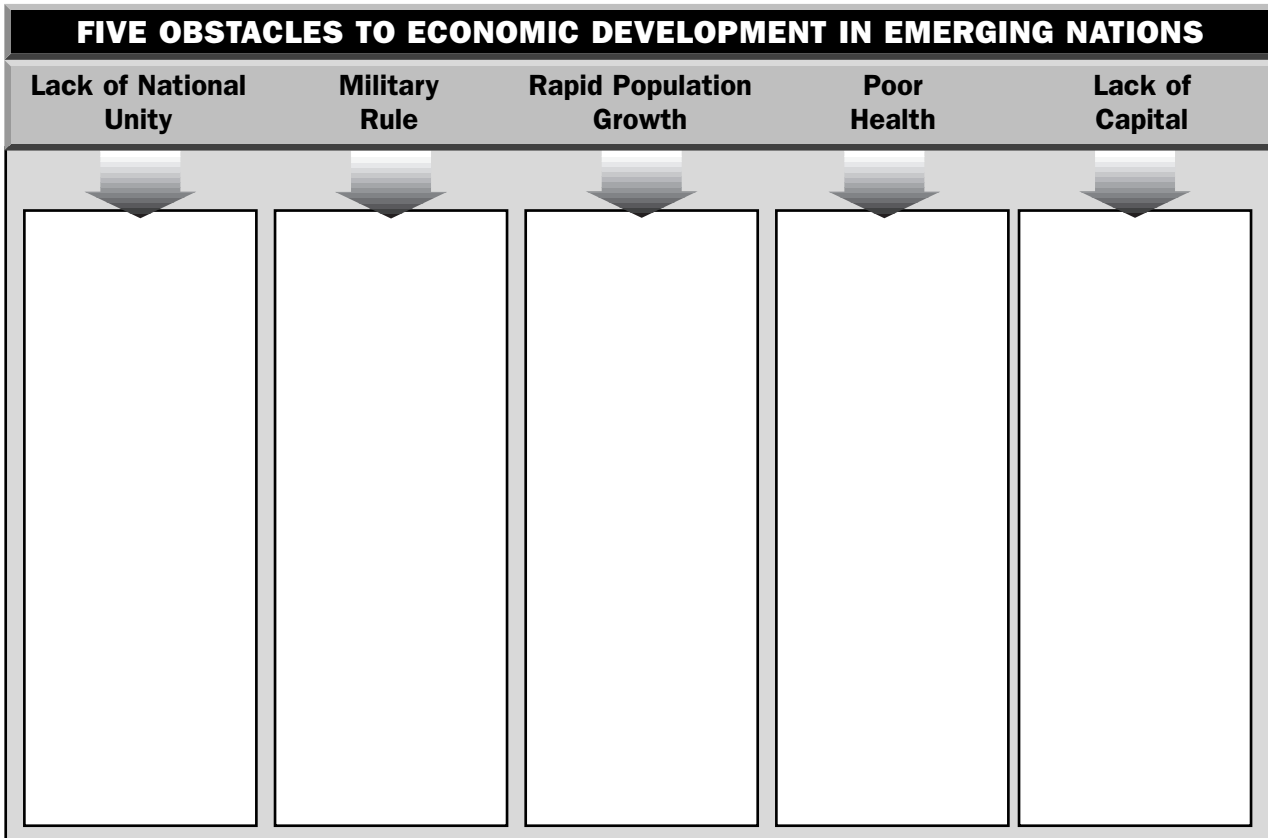
Guided Reading Activity 26-4

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.



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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

Characteristics

Statement of Goals

Framework for Government

What It Does:

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

Preamble

What It Does:

form a more perfect union, establish justice, insure domestic 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:

- | | |
|------|------|
| 1. A | 4. C |
| 2. D | 5. B |
| 3. C | 6. D |

★ACTIVITY 1-4

Economic Characteristics of Capitalism, Socialism, and Communism

Answers may vary. Possible answers are given.

Ownership of property

Capitalism—private

Socialism—both public and private

Communism—public

Principle of operation

Capitalism—free enterprise

Socialism—equal distribution of wealth

Communism—central control

Choice of work

Capitalism—open

Socialism—regulated

Communism—regulated

Wages

Capitalism—negotiated in market

Socialism—regulated

Communism—regulated

Profits

Capitalism—unlimited for investors

Socialism—workers and managers share

Communism—shared equally

Government's role

Capitalism—ensure free enterprise

Socialism—ensure equal access to goods and services

Communism—control of economy

Government involvement

Capitalism—regulatory

Socialism—owns basic industries, provides social services

Communism—owns land and industries, plans production and distribution

Amount of competition

Capitalism—great

Socialism—limited

Communism—none

Production decisions

Capitalism—investors, buyers, and sellers

Socialism—central planners

Communism—government

Matching:

- | | |
|------|------|
| 1. D | 4. F |
| 2. C | 5. B |
| 3. E | 6. A |

★ACTIVITY 2-1

Two Ideas About Government from America's English Heritage

Answers may vary somewhat. Possible answers are given.

Limited Government

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

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

Representative Government

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

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

Political Documents Affecting Life in the American Colonies

1215: The Magna Carta: power of king limited

1620: The Mayflower Compact: colonists chose leaders and wrote rules to govern themselves

1628: The Petition of Right: Monarch could not collect taxes without Parliament's consent

1636: The Great Fundamentals (Massachusetts constitution): established comprehensive system of laws for colony

1639: Fundamental Orders (Connecticut): People had the right to elect the governor, judges, and representatives to make laws

1688: English Bill of Rights: Monarch has no "divine right" to rule; document set limits on what a ruler could and could not do.

1690: Two Treatises on Government (John Locke): all people born free, equal, and independent; had right to life, liberty, and property; could form governments to protect their rights

★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:

[box 1—given]

[box 2] George III and Parliament impose new taxes and controls on colonial trade.

[box 3] The colonists resent restrictions and refuse to buy British goods.

[box 4] Massachusetts colonists hold the Boston Tea Party.

[box 5] Parliament imposes the "Intolerable Acts" limiting the colonists' rights.

[box 6] The First Continental Congress is convened in Philadelphia.

[box 7] George III cracks down on the colonists.

[box 8—given]

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.

A. Thomas Jefferson writes a draft of the Declaration of Independence.

B. On July 2, 1776, Congress votes to declare the colonies independent.

C. On July 4, 1776, Congress approves the final draft of the Declaration of Independence.

★ACTIVITY 2-3

The Articles of Confederation

Wording will vary but should include the following points:

Features

[box 1] unicameral, or single-chamber, Congress, no president

[box 2] Committee of the States managed government when Congress was not assembled

[box 3] No federal court system, Congress settled disputes among states

[box 4] 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.

Laws needed approval of 9 of the 13 states to pass.

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.

Limited Government: The Constitution limits the power of the government by describing its powers.

★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:

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

Ratifying an Amendment:

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

Completing Statements:

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

★ACTIVITY 3-4

The Freedoms of Citizens Under the Bill of Rights

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

The First Amendment: protects freedom of speech, freedom of the press, freedom of religion, freedom to assemble and to criticize the government

The Second Amendment: supports the right of citizens to own firearms

The Third Amendment: prohibits the government from forcing people to quarter soldiers in their homes

The Fourth Amendment: protects a citizen's privacy by requiring authorities to have probable cause and/or a search warrant to search a premises or person or to seize evidence

The Fifth Amendment: protects people accused of crimes against: being tried without sufficient evidence; being tried for the same offense twice (double jeopardy); being forced to testify against oneself; being deprived of life, liberty, or property without due process of law

The Sixth Amendment: protects the right to a speedy public trial by an impartial jury

The Seventh Amendment: provides for the right to a jury trial to settle all disputes about property worth more than \$20.00

The Eighth Amendment: prohibits excessive bail; prevents excessive fines and "cruel and unusual punishment."

The Ninth Amendment: assigns all rights not spelled out in the Constitution to the people

The Tenth Amendment: establishes that powers not given to the national government—or denied to the states—by the Constitution belong to the states or to the people

Matching:

- | | |
|--------------|--------------|
| A. 27 | F. 13 |
| B. 16 | G. 25 |
| C. 22 | H. 14 |
| D. 19 | I. 26 |
| E. 15 | |

★ **ACTIVITY 4-1**

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

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

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

★ **ACTIVITY 4-2**

How States Must Honor One Another's Laws

Examples may vary. Accept reasonable responses.

Full Faith and Credit: Each state must recognize the laws and legal proceedings of the other states.

Example: States must honor one another's car registrations and birth records.

Privileges and Immunities: One state may not discriminate unreasonably against citizens of another state.

Example: Citizens may pass through other states; live in states other than those in which they were born; use the courts; make contracts; buy, sell, and hold property; and marry in all states. However, states may require that a person live in a state for a certain amount of time before becoming a voter or a public official. They may require that a person establish residency in a state before beginning to practice medicine, dentistry, or law.

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

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.
- limits the power of federal officials to determine local policy
 - lessens the risk of one political party gaining a monopoly on political power
 - gives people easier access to political offices because they may begin seeking elected offices at the local level
 - 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 citizen of United States for at least 7 years; must be a legal resident of the state that elects them

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

Term of Office

House—2 years

Senate—6 years

Salary

House and Senate—\$145,100 per year

Pension Benefits

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

Presiding Officer

House—Speaker of the House

Senate—Vice president of the United States

Leaders

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

- Congress initiates and approves new laws.
- A congressional term lasts for two years and includes two one-year sessions.
- Reapportionment takes place after each census is taken. The number of representatives to the House is determined by each state's population. After the states find out how many representatives they are entitled to, each state legislature draws boundaries to outline that number of congressional districts in the state. Each district is set up for the purpose of electing a representative to Congress. Each district should have approximately the same number of people so the ratio of people to Congressperson should be nearly the same throughout the state and the nation.

★ACTIVITY 5-2

How Work Gets Done in the House of Representatives

Responsibilities of House Leaders

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

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

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

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

Responsibilities of House Rules Committee

enters major bills on house calendars
moves some bills ahead of others
may include time limits for debate on a bill
specifies how much a bill may be changed or amended

settles disputes among House committees
delays/blocks bills that leaders do not want to be voted on

House Member's Bill

Member drops bill into hopper.

Speaker sends bill to appropriate committee for study.

Bill is put onto the appropriate House calendar.

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

Bill goes to Rules Committee.

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

★ACTIVITY 5-3

Responsibilities of Senate Leaders

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

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

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

Whips—make sure legislators are present for key votes

Similarities and Differences in House and Senate Procedures

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

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

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

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

Essay:

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

★ACTIVITY 5-4

Committees in the House and Senate

Kinds of Committees

Standing Committees

Subcommittee

Select Committees

Joint Committees

Conference Committees

General Responsibility of Each Type of Committee

Standing—deal with large issues that affect the nation

Subcommittee—specializes in subcategory of standing committee's business

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

Joint—act as study groups that report findings to both houses

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.
4. In 1971 Republicans began electing committee chairpersons by secret ballot. The Democrats followed the same procedure. In 1995 Republicans enacted a three-term limit for committee chairpersons.

★ACTIVITY 5-5

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

Congressional Staffs and Agencies

Individual Members of Congress

Personal Staff:

Administrative Assistants

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

Legislative Assistants

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

Caseworkers

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

Congressional Committees

Committee Staff:

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

Support Agencies

Library of Congress:

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

Congressional Budget Office:

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

General Accounting Office:

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

Government Printing Office:

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

Essay:

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

★ACTIVITY 6-1

Legislative Powers of Congress

Examples of legislative powers may vary. Accept reasonable responses.

Powers

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

Examples (in order, as above)

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

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

Nonlegislative Powers of Congress

Answers may vary. Accept reasonable responses.

Powers

The Power to Choose a President

The Removal Power

The Confirmation Power

The Ratification Power

The Amendment Power

How They Work (in order as above)

If no candidate for president has a majority of electoral votes, the House chooses the president from the three candidates with the most electoral votes. The Senate chooses the vice president from the two candidates with the most electoral votes. The House has power over impeachment; if a majority of House votes are for impeachment, the case goes to the Senate for trial; a two-thirds vote of those present is required for conviction. The Senate has the power to 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. Senators and Representatives can be reelected many times and can take as long as they want to stall or pass legislation. Also, Senators and Representatives may be more interested in what is good for their states and districts than what is good for the country in general.

Successful Congressional Efforts to Curb Executive Power

Wording will vary. Accept reasonable responses.

Effort: National Emergencies Act

In 1976 Congress passed the National Emergencies Act. According to this act, a president must notify Congress when intending to declare a national emergency. In addition, states of emergency may not last longer than a year unless the president repeats the notification process. Moreover, Congress can end any state of emergency by a majority vote of both houses.

Effort: Budget Impoundment and Control Act

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

★ACTIVITY 7-1

Answers will vary. Accept reasonable responses.

Bills and Resolutions

1. Private bills
2. Public bills; any three of the following: raising or lowering taxes, national health insurance, gun control, civil rights, abortion
3. Resolutions
4. joint resolution; earlier law; appropriate money
5. Concurrent resolutions; both houses
6. the lawmaking process is complicated, and bills may easily be delayed, killed, or changed; compromises are almost always necessary to get bills passed, taking much time and effort; lawmakers sometimes introduce bills that they know will never become law, but they do it to look good in the eyes of their constituents.
7. private citizens, interest groups, the president; executive branch
8. put the bill into the hopper, a box near the clerk's desk
9. the presiding officer of the Senate must first recognize the senator, and then he or she can formally present it

Introducing a Bill

- A. pigeonholing—committee leadership ignores bill and simply lets it die
- B. hearings—sessions in which the committee listens to testimony from people interested in the bill
- C. quorum—the number of members necessary to be present, usually a majority, in order to vote on a bill
- D. voice vote—members call out “Aye” or “No”
- E. standing vote—those in favor stand and are counted, then those opposed stand and are counted
- F. recorded vote—members' votes are recorded electronically
- G. roll-call vote—members' names are called in alphabetical order and they answer “Aye” or “No”
- H. veto—president rejects bill by refusing to sign it and return it to Congress

- I. pocket veto—president does not act on bill during the last 10 days of Congress, so the bill is killed because Congress is not in session to override a veto.
- J. line-item veto—power to veto specific provisions (lines or items) while accepting the main part of a bill

★ACTIVITY 7-2

Answers will vary. Accept appropriate responses.

House and Senate Influence on Tax Bills

Name of Committee

House: Ways and Means Committee

Senate: Finance Committee

What It Does

House:

Accepts or rejects presidential requests for tax increases and cuts. Makes rules to determine who pays what taxes and who receives tax benefits.

Senate:

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

How House and Senate Appropriate Money

House and Senate Committees:

Appropriations Committees

What They Can Do:

Receive, review, and amend appropriations requests from executive agencies. Make decisions to cut or increase agency budgets. Report out all bills to the executive branch.

What They Cannot Do:

Kill bills. Affect uncontrollable expenditures and entitlements.

★ACTIVITY 7-3

Major Influences on Lawmakers

Answers may vary. Accept reasonable responses.

- voters in lawmaker's home state or district
- the lawmaker's political party
- the Speaker of the House
- the Senate majority leader
- lobbyists for special interest groups and PACs
- the president
- staff or committee members
- campaign fund contributors and campaign workers
- each other

The Influence of Party Politics on Common Issues

Republicans	Democrats
help for low-income people 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 regulation of business	X
local and state, rather than national, solutions to problems	X

★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

Member: Press Secretary and Staff
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: Assistant for Legislative Affairs
Duties: work directly with members of Congress, advising the president about reactions to White House decisions; lobby lawmakers to gain support for presidential programs

★ ACTIVITY 9-1

Presidential Powers

Answers 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.

Presidential Powers Granted in the Constitution:

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

Informal Powers of the President

Answers are given in pairs. Examples may vary.

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

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

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

★ ACTIVITY 9-2

Presidential Roles

Examples will vary. Accept reasonable responses.

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

Chief Executive: influences the way laws are implemented

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

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

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

Chief Diplomat: directs foreign policy

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

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

★ ACTIVITY 9-3

Qualities and Skills That Make a President an Effective Leader

Answers may vary.

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

Ability to Communicate: Presidents who explain their policies clearly and inspire public support usually receive the approval of Congress and the people.

Sense of Timing: When new policies are introduced or key decisions are made at an opportune time, the possibility of success is greatly increased.

Openness to New Ideas: Since situations can change rapidly today, presidents must be flexible enough to seek new solutions to modern problems.

Ability to Compromise: Effective presidents accept part of what they want rather than being forced to accomplish nothing at all.

Political Courage: Effective presidents must have the courage to make unpopular decisions and risk alienating Congress and the people in order to do what they think is right.

1. their staffers tend to tell them what they want to hear rather than presenting criticism or unfavorable news, so that presidents sometimes form an unrealistic picture of a situation or issue
2. he always wanted to be present when good news was to be given, but to be somewhere else when the news was bad
3. others' access
4. presidents have the right to refuse to testify before, or provide information to, Congress or a court
5. communication with other members of the executive branch; frank opinions and advice from their assistants

★ ACTIVITY 10-1

- | | |
|------|-------|
| 1. F | 8. C |
| 2. H | 9. D |
| 3. J | 10. N |
| 4. E | 11. A |
| 5. B | 12. M |
| 6. L | 13. K |
| 7. I | 14. G |

★ ACTIVITY 10-2

The Spoils System and the Civil Service System

Possible answers:

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

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

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

The Civil Service System: administers examinations for federal jobs and supervises the operation of the system

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

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

Possible answers:

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

★ACTIVITY 10-3

Possible answers:

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

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

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

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

Why the Bureaucracy Makes Policy

Possible answers:

National Growth and Technology: The country's population and technology have grown in numbers and complexity since the U.S. government was first formed. Today, the president and Congress cannot possibly have all the

knowledge and time needed to deal with all issues.

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

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

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

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

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

★ACTIVITY 11-1

Answers may vary somewhat. Accept reasonable responses.

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

Powers of the Supreme Court:

Marbury v. Madison: established principle of judicial review of federal laws

Fletcher v. Peck: established judicial review of state laws

McCulloch v. Maryland: states cannot hamper the exercise of legitimate national interests

Gibbons v. Ogden: broadened the meaning of interstate commerce

Dred Scott v. Sandford: damaged Court during states' rights era by ruling that African Americans could not be citizens of the U.S.; the Missouri Compromise was unconstitutional; Congress could not stop the spread of slavery

Plessy v. Ferguson: established the separate-but-equal doctrine for whites and African Americans (later overturned)

Brown v. Board of Education of Topeka: overturned the separate-but-equal doctrine; ended legal segregation by race

★ACTIVITY 11-2

Who Hears the Cases

Federal District Courts: grand jury;

petit jury

Federal Court of Appeals: panel of three judges

Jurisdiction

Federal District Courts: cases involving federal questions; issues of federal statutory or constitutional law

Federal Court of Appeals: appellate; thirteenth court has national jurisdiction

Number of Courts

Federal District Courts: 94

Federal Court of Appeals: 13

1. legislative
2. 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 | 6. A |
| 2. D | 7. G |
| 3. H | 8. C |
| 4. J | 9. E |
| 5. I | 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 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.

Overturing 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 political 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.

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

Presidential and Congressional Influences on the Supreme Court

Presidential Influences

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

Congressional Influences

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

★ACTIVITY 13-1

The Constitutional Rights of Americans

The Bill of Rights

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

The Fourteenth Amendment:

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

right of the accused to have a lawyer; and protection from cruel and unusual punishment.

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

★ACTIVITY 13-2

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

★ACTIVITY 13-3

Answers will vary. Accept reasonable answers.

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

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

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

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

★ACTIVITY 13-4

The Supreme Court and Freedom of the Press

Accept reasonable responses. Possible answers:

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

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

Gag Orders: Gag orders were judges' orders barring the press from publishing certain types of information about a pending court case. In *Nebraska Press Association v. Stuart* the Court ruled

that the gag order was too vague to satisfy the First Amendment.

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

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

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

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

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

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

★ACTIVITY 13-5

Freedom of Assembly

Possible answers:

Public property:

Example: parks, streets, sidewalks
Protections: People have the right to parade or demonstrate in public.
Limitations: Permits may be required.

Public property not open to the public:

Example: jail, school, courthouse
Protections: Restrictions must be precisely worded and apply equally to all.
Limitations: Demonstrations must not interfere with the lawful use for which the facility was intended.

Private property open to the public:

Example: shopping mall, abortion clinic
Protections: Demonstrations may be held outside a facility in most cases.
Limitations: 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 reasserted 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.

★ACTIVITY 14-1

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

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

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

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

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

Four Stages of Immigration Policy

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

1924–1965: Johnson Act reduced immigration into U.S. by 80 percent from the years before World War I. National origins quotas gave preferences to countries that had already contributed large numbers of immigrants to the U.S. Since these groups (English and Irish, for example) were not as interested in immigrating as some others

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 membership; employers

must pay women monthly retirement benefits equal to men's; states cannot bar women from state-supported military colleges.

- 5. The Civil Rights Act of 1964:** banned job discrimination based on sex
- 6. The Equal Opportunity Act of 1972:** prohibited sex discrimination in activities ranging from hiring and firing to promotion, pay, and working conditions
- 7. The Equal Credit Opportunity Act of 1974:** outlawed discrimination against women seeking credit; made it illegal to ask questions about a person's sex or marital status in a credit application
- 8. The Civil Rights and Women's Equity in Employment Act of 1991:** required employers to justify any gender distinctions in hiring to job performance and "business necessity"
- 9. The Omnibus Education Act of 1972:** required all schools to give boys and girls an equal chance to participate in sports programs, although schools were allowed to maintain separate teams for boys and girls, especially in contact sports
- 10. The Freedom of Information Act of 1966:** required federal agencies to provide citizens access to public records on request; exemptions were national defense materials, confidential personnel and financial data, and law enforcement files.

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

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

★ACTIVITY 15-2

expressed contract: terms are specifically stated by the parties, usually in writing

implied contract: terms are not expressly stated but can be inferred from the actions of those involved as well as from the circumstances

real property: land and whatever is attached to or growing on it, such as houses and trees

personal property: movable things like clothes or jewelry and intangible items like stocks, bonds, copyrights, or patents

relationships: examples of acts covered include marriage, divorce, parent-child relationships, and child custody issues

intentional torts: involve a deliberate act that results in harm to a person or property; examples: assault and battery, defamation of character

negligence: involves careless or reckless behavior and failure to do something reasonable or prudent; examples: not putting away a sharp kitchen knife, which may cause a small child to pick it up and hurt himself/herself; neglecting to have car brakes checked, which may cause an automobile accident

1. Constitution
2. complaint
3. summons
4. Discovery
5. trial
6. Small claims courts
7. affidavits
8. order

9. police; sheriff

10. five

★ACTIVITY 15-3

- 1. crime:** an act that breaks a criminal law and causes injury or harm to people or to society in general; it may also involve not doing something that should have been done
- 2. federal criminal case:** might involve tax fraud, counterfeiting, selling narcotics, mail fraud, kidnapping, or driving a stolen car across state lines
- 3. criminal justice system:** the system of state and federal courts, judges, lawyers, police, and prisons that have the responsibility for enforcing criminal law
- 4. state penal code:** written laws that spell out what constitutes a crime and the punishments that go with it
- 5. petty offense:** a minor crime such as parking illegally, littering, disturbing the peace, minor trespassing, or speeding
- 6. misdemeanor:** a more serious crime such as vandalism, simple assault, stealing inexpensive items, writing bad checks for modest amounts, or being drunk and disorderly
- 7. felony:** a serious crime such as burglary, kidnapping, arson, rape, fraud, forgery, manslaughter, or murder
- 8. example of a misdemeanor treated as a felony:** if someone has been convicted of a misdemeanor such as drunk driving but is again convicted of the same offense, the second offense can be treated as if it were a felony

The Steps in a Criminal Case

Investigation and Arrest: a criminal case begins when police believe a crime has been committed and investigate to gather evidence; a judge decides whether there is enough evidence to issue an arrest warrant, which lists the suspect's name and the alleged crime; when the suspect is caught, he or she is taken to a police station and charges are recorded

Initial Appearance: the suspect is brought before a judge and is charged with a crime; the suspect is read his or her rights; if the crime is a felony, a date is set for a preliminary hearing and the suspect may be held or be allowed to return home on bail

Preliminary Hearing or Grand Jury: a case that goes before a grand jury is held in secret; the defendant and his or her attorney are not present; the grand jury listens to witnesses for the prosecution; in a preliminary hearing the prosecuting and defense attorneys present their cases; if the judge rules that there is not enough evidence, the

charges are dropped; if the judge rules that there is sufficient evidence, the case moves to the next stage

Plea Bargaining: a defendant may plead guilty to a lesser charge than the one brought against him or her; if the judge accepts this, the defendant receives a more lenient punishment than if he or she had gone to trial and had been convicted of the original crime

Arraignment and Pleas: at the arraignment the judge reads the formal charge in an open courtroom; the defendant may plead not guilty, not guilty by reason of insanity, guilty, or no contest (which is equivalent to guilty but is not recorded as such); if the defendant pleads not guilty, a trial must be held

The Trial: defendants may choose between a bench trial, heard only by a judge, and a jury trial conducted before a group of citizens; witnesses are called and evidence is presented by both sides; later the two attorneys summarize their cases

The Decision: jury members go to the jury room to decide whether the defendant is guilty or not guilty; if they find the evidence convincing beyond a reasonable doubt, they offer a verdict of guilty; if they deem the evidence unconvincing, they vote not guilty; if the jury cannot decide, the trial ends in a “hung jury” and a new trial with another jury is ordered

Sentencing: if the verdict is not guilty, the defendant is released immediately; if it is guilty, the judge usually determines the sentence or punishment; victims often have a say in this process

★ ACTIVITY 16-1

Comparing Political Parties

Possible answers:

One-Party Systems: authoritarian governments, mostly in communist countries or countries dominated by religion, no coalitions or compromises, politically stable

multipart systems: non-authoritarian governments, mostly in non-communist governments, 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 the 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 16-2

Possible answers:

- 1. precinct:** a voting district ranging from a few to more than 1,000 voters, all of whom cast their ballots at the same polling place
- 2. precinct captain:** a volunteer in each party who distributes information and gets the voters to the polls
- 3. ward:** a group of adjoining precincts
- 4. party county committee:** a group made up of representatives from each ward
- 5. party county chairperson:** handles the county party’s daily affairs; he or she is the key figure in determining which candidate in the county receives the party’s support
- 6. party state chairperson:** heads the state central committee; is often chosen by the governor or by a U.S. senator from the state
- 7. state central committee:** helps elect the party’s candidates for state government offices
- 8. national convention:** a gathering of party members and local and state party officials; it meets every four years to nominate the party’s presidential and vice-presidential candidates
- 9. national committee:** a large group composed of representatives from the 50 state party organizations; some members of Congress and some state and local elected officials may also belong
- 10. party national chairperson:** manages the daily operation of the national party; raises money for the party;

publicizes the party’s achievements; and promotes national, state, and local party cooperation

Major Functions of Political Parties in the United States

Possible answers:

Recruiting Candidates

- selects candidates for public office and presents them to the voters for approval
- maintains the party’s broad appeal by attempting to avoid disagreements about issues; instead, focuses on uniting behind the party’s candidates

Educating the Public

- publishes the party’s position on issues such as inflation, military spending, taxes, pollution, energy, and the environment; views are presented in pamphlets, press conferences, speeches, and media advertisements
- simplifies elections by making sure that party members know how their candidates stand on key issues

Operating the Government

- party leaders in the legislature make every effort to see that their members support the party’s position when considering legislation
- acts as a link between legislature and chief executive, promoting the administration’s program

Dispensing Patronage

- rewards party loyalty by giving supporters jobs, contracts, and appointments to government positions
- rewards business contributors by being sympathetic to their problems if the party comes to power

★ ACTIVITY 16-3

How Candidates are Selected for Political Office

Caucuses: F, J, M

Nominating Conventions: B, C, H, O

Primary Elections: A, E, G, I, K, L, N

Petition: D

What Happens in Presidential Primaries

Generalizations:

- 1)** There may be a delegate selection process or a presidential preference poll, or both;
- 2)** Either the candidate who wins the primary gets all the state’s convention delegates—“winner take all”—or each candidate gets delegates based on how many popular votes he or she receives in the primary;
- 3)** Delegates selected on the basis of the popular vote may be required to support a certain candidate at the national convention, or they may be uncommitted.

Three Criticisms and One Alternative Primary Idea

- 1) The primaries extend over too long a time. Voters lose interest during the months of campaigning.
- 2) The primaries make the image of a candidate more important than the issues, thanks to media coverage. Few people vote in primaries, and winners may not really be as popular as their victories may indicate.
- 3) Candidates who win the early primaries capture the media spotlight, making it difficult for other candidates to raise money and keep their candidacies alive.
- 4) Alternative: States might join to create regional primaries as fourteen states did in the Democratic primary in 1988; if all regional primaries take place at roughly the same time, the primary process might be shortened.

★ACTIVITY 17-1

- | | |
|------|-------|
| 1. G | 9. J |
| 2. E | 10. M |
| 3. I | 11. F |
| 4. B | 12. O |
| 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

Provisions of the Voting Rights Acts of the 1960s and 1970s

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 middle-aged
3. Have a higher-than-average income

Regular Nonvoters

1. Are not formal citizens
2. Have not met residency requirements
3. Are not registered to vote

★ACTIVITY 18-1

Political Parties and Interest Groups

Political Parties

differences: nominate candidates for political office; attract people of many opposing groups to win elections; consider issues and problems that affect all citizens; organized to elect officials from geographic areas who represent people in those areas

Interest Groups

differences: do not nominate candidates for political office; attract people concerned with only a few issues or specific problems; consider issues that affect only their own group or organization; organized on the basis of common values from every region of the country

Similarities

represent groups of people rather than individuals; both try to influence the government on behalf of their groups

National Association of Manufacturers: business-related interest group that works to reduce regulation and lower taxes

AFL-CIO: labor organization that lobbies for legislation to protect unions

Committee on Political Education: part of the AFL-CIO which conducts fund drives, lobbies for candidates, and encourages voter registration

American Farm Bureau: lobbying organization representing farmers

American Bar Association: professional association for lawyers; interests include licensing and training requirements for attorneys

Public Citizen, Inc.: Ralph Nader's organization that devotes itself to lobbying for consumer safety

National Governors' Association: Organization of state governors which concerns itself with the relationships among states and between state and national governments

How Interest Groups Serve Their Members

Answers may vary. Possible answers:

1. They unify their members into a group that is stronger than one or two individuals working separately; the group gives them a unified voice.

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. C
3. E
4. A
5. B

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; and interpreting the results.
2. universe: the group of people that is to be studied
3. representative sample: a small group of people typical of the universe
4. random sampling: a technique in which everyone in the universe has an equal chance of being selected
5. sampling error: a measurement of how much the sample results may differ from the sample universe
6. cluster sample: groups, or clusters, of people by geographical divisions
7. factors used in adjusting the results of a poll: weighting poll results based on race, age, sex, or education
8. a problem with polls conducted by mail: few questionnaires are returned
9. a problem with polls conducted by telephone: pollsters fail to reach the person being called, some people refuse to answer questions over the phone, people are confused by or inattentive to the interviewer
10. three problems pollsters have with interpreting the results of a poll: interviewer's tone of voice or appearance can influence answers; individuals give socially acceptable answers rather than what they believe; the person being interviewed may only pretend to have an informed opinion.

★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, entertainment, and opinions;
3. hundreds of stations;
4. UHF, VHF bands, cable, and satellite;
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 |
| 4. J | 9. I |
| 5. G | 10. B |

How the Media Interact with Congress and the Supreme Court

Answers may vary; possible answers:

Congress

confirmation hearings: Since confirmation hearings can be controversial, they attract great media coverage. If, in their background work, the media uncover damaging information about an appointee, they are likely to give the information much attention.

oversight activities: Congress has the power to review how well the executive branch carries out the laws and programs it has passed or approved. During its hearings on

these matters, Congress will occasionally uncover and investigate a major scandal such as the Iran-contra affair. When this happens, the media report exhaustively on the matter.

personal business: The media also try to create big stories by looking for scandal in the personal lives of members of Congress. Not even the most powerful lawmakers can hope to escape the coverage which the media gives to indiscretions.

Supreme Court

remoteness of judges: Since justices are appointed rather than elected, they have little need to seek coverage by the media. In fact, justices often fear that publicity may interfere with their ability to decide cases fairly.

technical issues: Since justices do not hold news conferences, and the Court's opinions are meant to speak for themselves, little additional information is available. Therefore, unlike the members of Congress, Supreme Court justices receive much less attention from the media.

★ACTIVITY 19-3

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, satellites, telegraph, and 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

★ ACTIVITY 20-2

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 Congress; House and Senate Budget Committees review it, prepare a concurrent resolution, and begin the reconciliation process.

Step 6: The OMB and CBO issue a joint report, cut the budget to comply with the Gramm-Rudman-Hollings Act, meet deficit-reduction targets, and approve the final budget.

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

★ ACTIVITY 20-3

- | | |
|------|-------|
| 1. B | 6. A |
| 2. C | 7. C |
| 3. C | 8. B |
| 4. B | 9. A |
| 5. A | 10. C |

How the Federal Reserve System Controls United States Monetary Policy

Although wording may vary, answers should include the following items.

Major Responsibilities: The Fed supervises operations of Federal Reserve banks across the country; the Fed determines the general money and credit policies of the country.

Tools Used for Control: The Fed can raise or lower the discount rate; the Fed can raise or lower the reserve requirement (percent of funds kept in Federal Reserve Banks by member banks); the Fed can put money into the economy by buying government bonds and other securities on the open market.

★ ACTIVITY 21-1

Answers may vary. Accept reasonable responses.

- 1. NAFTA:** North American Free Trade Agreement, which was designed to gradually eliminate trade restrictions among the U.S., Canada, and Mexico
- 2. SBA:** Small Business Administration, an important independent executive agency outside the Commerce Department; it aids small businesses by offering them credit subsidies, free advice, and information
- 3. trust:** an agreement in which several corporations combine their stock and allow a board of trustees to run the corporations as one giant enterprise
- 4. monopoly:** a business that controls so much of a product, service, or industry that little or no competition exists
- 5. oligopoly:** a situation in which a few firms dominate a particular industry
- 6. FTC:** Federal Trade Commission, which investigates and regulates business practices so that unfair competition is halted and the public is protected from misleading and fraudulent advertising
- 7. NLRB:** National Labor Relations Board, which hears complaints about unfair labor practices and supervises union elections to determine which union a group of workers wants to represent it
- 8. closed shop:** a workplace where only members of a union can be hired
- 9. union shop:** a workplace where workers are required to join a union soon after they have been hired, but not before
- 10. "right-to-work" law:** a state labor law that prohibits both closed shops and union shops and allows only open shops where workers may freely decide whether or not to join a union

Milestones in Regulating American Business

Answers may vary.

- 1887:** Congress establishes the Interstate Commerce Commission, the first federal regulatory agency.
- 1890:** Congress passes the Sherman Antitrust Act in an attempt to halt monopolies.
- 1906:** Standard Oil Company charged with violating the Sherman Antitrust Act; Supreme Court upholds conviction. Pure Food and Drug Act and the Meat Inspection Act passes.
- 1913:** Department of Labor is established.
- 1914:** Congress passes the Clayton Antitrust Act to clarify the Sherman Antitrust Act; it outlawed unfair business practices. Federal Trade Commission is established.

1932: Congress passes the Norris-La Guardia Act, giving workers the right to join unions and strike.

1934: Congress creates the Securities and Exchange Commission to regulate the sale of securities.

1935: Congress passed the Wagner Act, guaranteeing the right of all workers to organize and bargain collectively (in unions).

1947: Congress passed the Taft-Hartley Act to restore the balance between labor and management.

1959: Congress passed the Landrum-Griffin Act, making misusing union funds a federal crime.

1972: Congress created the Consumer Product Safety Commission.

★ 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 live-stock.
7. Agricultural Marketing Service.
8. coordinates price supports, acreage allotments, and marketing quota programs.
9. was too big to be efficient.
10. consolidate conservation programs and reduce the Department of Agriculture's budget.

Government Help for Our Environment

Possible answers:

Forest Service: restores forest land used for recreation, grazing, timber, fish, and wildlife

Soil Conservation Service: works through 3,000 soil conservation districts and with farmers to manage conservation problems

Environmental Protection Agency: enforces a host of regulations that mandate changes to comply with environmental protection laws

Air Pollution Act: promotes research on air quality and provides technical assistance to states and communities

Clean Air Amendments: established the Environmental Protection Agency (1970), giving the federal government power to enforce air quality standards.

Water Quality Improvement Act of 1970: prohibits the discharge of harmful amounts of oil and other dangerous

materials into navigable waters by ships, refineries, and offshore drilling platforms; provides for extensive control over pesticide drainage into the Great Lakes

Water Pollution Control Act of 1972:

set goal to completely eliminate the discharge of pollutants into the nation's waterways; environmentalists thought the Act was too permissive, and the EPA thought that the Act was unreasonable in its standards

Unfunded Mandates Laws of 1996:

restricts the ability of the federal government to impose additional requirements on state and local governments without providing funds to pay for them; cost-benefit analyses are required for most federal mandates imposed on businesses

★ **ACTIVITY 21-3**

Social Insurance, Public Assistance, and Public Health Programs:

I. Social Insurance Programs

- A.** Social Security: provides monthly checks to retired and disabled workers; funded by taxes on employers and employees; major changes made in the system in order to avoid bankruptcy: a gradual rise in the retirement age from 65 to 67 by 2027 and the imposition of income tax on benefits given to retired people with higher incomes
- B.** Medicare: provides health insurance to senior citizens; the 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 program for people who are out of work; employers pay a tax on employees' wages; when an employee is involuntarily laid off, he or she may apply for weekly benefits from a state employment office

II. Public Assistance Programs

- A.** Supplemental Security Income: funded by the Social Security Administration to streamline old state-run programs; the federal government makes a monthly payment to anyone who is 65 or older, who is blind or disabled, or who has little or no regular income
- B.** Food Stamps: increase the food-buying power of low-income families and at the same time help dispose of America's surplus agricultural products; by 2000, more

than 17 million Americans received food stamps at a cost of nearly \$15 billion

- C.** Medicaid: established in 1965 to help pay hospital, doctor, and other medical bills for persons with low incomes; the program is funded by general federal, state, and local taxes and helps more than 35 million people at a cost of \$108 billion each year
- D.** Aid to Families with Dependent Children: designed during the Depression to help families in which the main wage earner died, was disabled, or left the family; eligibility was based on income; the program continued through the early 1990s but was sharply criticized for removing an incentive to search for work and be responsible for one's family
- E.** JOBS: phased in during the 1990s, this program attempted to get poor people off the welfare rolls and into paying jobs; the government paid part of the costs of education and job training as well as child care and health benefits for a year

III. Public Health Programs

- A.** Health Programs: besides Medicare and Medicaid, the government operates programs designed to promote 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 promote the health of all citizens; the Centers for Disease Control work to control diseases like AIDS, diphtheria, measles, malaria, and typhus
- B.** Food and Drug Protection: The Food and Drug Administration tests food and drug samples; it has the power to ban or withdraw from distribution foods and drugs it finds unsafe or ineffective; some critics, mostly doctors, claim that FDA policies keep people from receiving necessary drugs; consumer protection groups, in contrast, believe the FDA is not tough enough in banning drugs and food additives that may be harmful

★ **ACTIVITY 21-4**

Improving Education Step-by-Step

Smith-Hughes Act of 1917: set up matching grants to the states for teaching courses in agriculture and home economics

Elementary and Secondary Education Act of 1965: provided federal aid to most of the nation's school districts

Morrill Act of 1862: granted the states more than 13 million acres of public land for the endowment of colleges to teach "agriculture and the mechanical arts." (These colleges became known as land-grant colleges.)

GI Bill of Rights: enabled veterans of World War II, the Korean War, and the Vietnam War to gain a college education

National Commission on Excellence in Education: appointed by President Reagan to learn why American students were scoring lower on standard tests than students in Europe and Asia were; the commission called for many educational reforms

"Choice": President Bush created this program allowing students to attend any school—even private and parochial schools—at the states' expense. In addition, the federal government provided \$30 billion in grants to the states to help them design their own "Choice" programs. It also provided another \$200 million to enable disadvantaged children to participate in these programs.

Goals 2000: The federal government adopted eight educational goals for the country such as improving graduation rates.

- | | |
|-------------|-------------|
| 1. D | 5. C |
| 2. E | 6. A |
| 3. F | 7. B |
| 4. G | |

★ **ACTIVITY 22-1**

Goals of United States Foreign Policy

Answers will vary. Possible answers:

National Security: The principal goal of U.S. foreign policy is to preserve the security of the nation's borders and territories against invasion or control by foreign powers.

Free and Open Trade: U.S. foreign policy seeks to preserve our economic interests by maintaining trade with other nations and preserving access to necessary natural resources.

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 | 4. B |
| 2. B | 5. B |
| 3. A | 6. 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 constitu-

tions 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

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| 1. D | 7. A |
| 2. F | 8. K |
| 3. C | 9. B |
| 4. I | 10. G |
| 5. H | 11. J |
| 6. E | 12. L |

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.
- Some state governments also establish detailed course content, approve textbooks and create statewide examinations that all students must take.
 - During the 1980's state spending for higher education almost doubled, outpacing federal and local support for colleges and universities by a wide margin.

Health:

- The state's police power allows the state to license doctors and dentists, regulate the sale of drugs, and require vaccination for schoolchildren.
- States support hospitals, mental health clinics, and institutions for the disabled.
- 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.
- State governments are involved in a number of environmental health activities, including air and water quality control, radiation control, and hazardous waste management. State health agencies provide laboratory services to local health departments that cannot afford to maintain their own facilities.

★ACTIVITY 23-4

Types of State Taxes

Answers may vary. Accept reasonable responses. Possible answers:

general sales tax: a tax imposed on a broad range of items people buy; example: clothing

excise or selective sales tax: a tax imposed on certain items for special reasons; example: a tax on cigarettes

state income tax: a tax imposed on the earnings of individuals and corporations

severance tax: a tax imposed on the removal of natural resources from a state; example: a tax paid by a mining company to remove coal or other minerals from state lands

state property tax: a tax on certain property, such as jewelry; example: a tax based on the value of an art collection

inheritance or estate tax: a tax imposed on the value of an inheritance; example: a payment made to the state based on the value of inherited property

- B
- A
- C
- B
- B
- C
- A

★ACTIVITY 24-1

- county
- parishes
- boroughs
- county board
- township (town)
- town meeting
- selectmen
- municipality
- special district
- incorporation
- referendum
- charter

Forms of Municipal Government

Mayor-council: Elected mayor has executive powers; elected council has legislative powers, most are unicameral; two types are weak-mayor and strong-mayor systems.

Commission: Executive and legislative powers are combined in an elected commission; each commissioner heads a specific department; mayor carries out ceremonial functions. Lack of powerful leader often leads to lack of cooperation and planning. When cooperation does exist, it may be only to support departmental budgets, so commissions often overspend.

Council-manager: Legislative and executive powers are separated. Council sets policies and appoints a manager, who acts as the executive and is usually a trained public administrator.

★ACTIVITY 24-2

- E
- I
- M
- K
- B
- N
- S
- R
- P
- Q
- A
- J
- D
- T
- C
- O
- G
- H
- L
- 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 business to cities; renovation of old neighborhoods; low-interest federal loans to help build public housing

Social: joblessness, substance abuse and addiction, crime, homelessness. Possible solutions: treatment, enforcement, drug education, and rehabilitation programs; federal and private homeless relief services

Infrastructure and Transportation: crumbling bridges, tunnels, public buildings, waste systems, roads, and airports; outdated and unsafe mass transit systems, 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—no
France—yes
Japan—yes

Cabinet (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

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

★ACTIVITY 25-4

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 peace-keeping 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

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
1. **developing nations:** states with little or no industry; most are agricultural
2. **newly developed nations:** states that have had significant or rapid industrial growth in recent years
3. **welfare state:** an economy in which the government provides all or most social services
4. **centralized planning:** a situation in which the government controls the state's economy
5. **nationalization:** a system by which the government takes control of an industry, either by paying the owners of companies or by seizing businesses outright

★ ACTIVITY 26-3

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.

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

★ ACTIVITY 26-4

Answers may vary. Possible answers:

1. **comparative advantage:** the principle that each country should produce those goods it can make more efficiently and purchase those that other nations produce more efficiently
2. **tariff:** taxes placed on imports to increase their price in the domestic market
3. **quota:** a limit placed on the quantities of a product that may be imported
4. **trading bloc:** a regional group of nations bound by economic cooperation and seeking to remove trade barriers
5. **two leading regional economic groups:** the European Union (EU) and the North American Free Trade Agreement (NAFTA)
6. **European Union:** the European Community, which became the European Union in 1993 included France, West Germany, Italy, the Netherlands, Belgium, and Luxembourg as some of its original members
7. **euro:** the new monetary unit common to all the nations in the EU starting in 2002

8. **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

Answers may vary. Possible answers:

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.

