

# Unit 1: Structure and Function of Government

This unit emphasizes the structure and function of government at three levels—local, state, and national.

## Unit Focus

- definition of government
- purposes of government
- levels of government
- functions of each level of government
- major events and documents leading to the establishment of the United States government







## Vocabulary

*Study the vocabulary words and definitions below.*

**amendment** ..... change made to the Constitution

**anarchy** ..... absence of government

**Articles of Confederation** ..... the first written plan of government for the United States

**Bill of Rights** ..... the first 10 amendments to the Constitution

**Constitution** ..... the written plan of government for the United States (U.S.) which explains the powers and duties of the government

**Constitutional Convention** ..... the meeting at which the United States Constitution was written

**Declaration of Independence** ..... the document that lists the reasons Americans wanted to be free of English rule

**democracy** ..... system of government in which power comes from the people

**global involvement** ..... the public policy of taking an active part in world affairs



**government** ..... the political organization through which public policy is made and enforced

**isolationism** ..... the principle or policy of avoiding political alliances and economic relationships with other countries

**laws** ..... written rules of behavior that can be enforced by a government

**popular sovereignty** ..... rule by the people

**Preamble** ..... the beginning of the Constitution

**public policy** ..... a plan or position that the government decides to follow on a certain issue

**republic** ..... type of government in which people choose their leaders through regular elections

**Revolutionary War** ..... the war between England and the American colonies



## Structure and Function of Government

Every nation or country in the world has some method of organization within that nation. All nations have some way of making **laws** or rules of behavior, and the people who live in those nations have to obey the laws. Each nation also has some way of making sure that all people who live there follow the laws. The **Constitution** is the written plan of government for the United States. (See Appendix A.)

### Government Defined



The laws are made and enforced through **government**. Government is defined as the political organization through which laws and public policy are made and enforced. Let's look at that definition in two parts.

#### Political Organization

First of all, a government is a political organization. This political organization consists of all of the people who decide how the country should operate. In the United States, all people have the opportunity to be a part of this political organization because the system of government in the United States is a type of **democracy** called a **republic**. In a republic, the people choose who will govern the country through regular elections and, therefore, have the final power.

#### Public Policy

The second part of the definition of government states that a government makes and enforces **public policy**. Public policies are the plans that governments decide to follow. Government decisions are then based on public policies.








For example, if the people want the government to follow a policy to help older people get medical care, then the government makes decisions that will help older people get the medical care they need. People may also want the government to follow a policy to clean up polluted rivers. The government then makes decisions that will help clean up polluted rivers.

Because people's wishes may change over time, so may public policy change. At some points in our history, citizens have wanted the United States to keep to itself and not become involved in the problems of other countries. At these times the country has adopted a public policy of **isolationism** and stayed out of active involvement in the affairs of other countries. At other times during history, Americans have asked the government to become involved in world affairs, and the government has responded by adopting a policy of **global involvement**. These shifts in public policy will be further discussed in "Unit 8: Foreign Affairs and Domestic Policy."

## Purposes of Government

Why do we need a government? We need a government for many reasons. In a nation where many people live—and life is complicated—a government is needed to do things for the people they can't do by themselves. Three of the essential purposes of government are listed below.

### Three Purposes of Government

-  Maintain Order
-  Provide National Security
-  Provide Services

### Maintain Order

The first purpose of government is to maintain order within a nation. If everyone were allowed to do as he or she pleased, with no restrictions, no one would feel safe. The government attempts to insure that people live and work together peacefully. This is accomplished by making and enforcing laws.



### Provide National Security

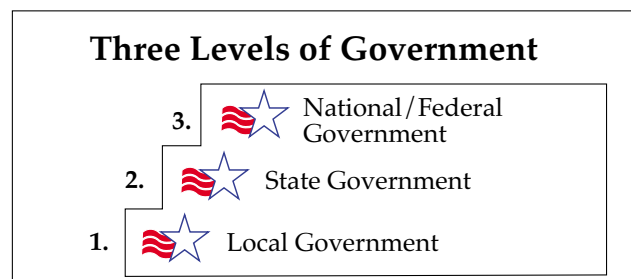
A second purpose of government is to provide national security. This means that our government has to make sure that no other nation takes over our nation. This is done primarily through the efforts of the United States military.

### Provide Services

The third purpose of government is to provide services for its citizens. Generally, these are services—such as roads, schools, parks, or police departments—that would be too expensive for any one person to purchase. Governments provide these services to all citizens in order to help make sure that the people are educated, have a clean environment, and are generally safe from harm.

### Levels of Government and Their Functions

In our country, there are three different levels of government. Try to picture these levels as steps. The lowest step is the *local* level of government. One step higher is the *state* level of government. The top step is the *national* (or federal) level of government.



Each of these levels of government is responsible for serving the people who live in the area under its control. There is, however, a lot of overlap among the three levels. For example, funding for schools may come from the national, state, and local governments.



## Local Government

Local governments serve all people living in a county, city, town, or township. There are thousands of local governments across the country. Local governments have the power to manage their own affairs as long as they do not violate federal or state laws.

## State Government

There are 50 different states in the United States. Each has its own constitution which sets up the plan for state government. The government of each state serves all of the people living within its borders. State governments also pass laws, but none of these laws may conflict with federal laws.

## National Government/Federal Government

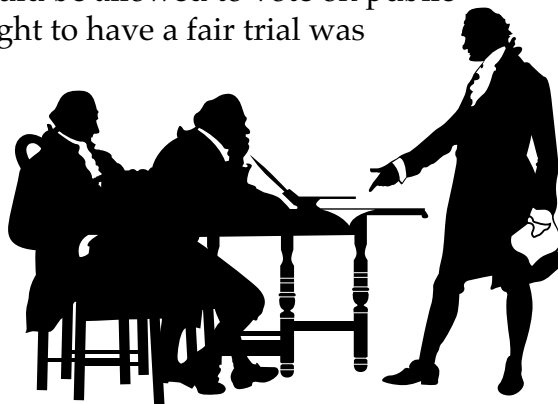
The national government is the highest level of government. It serves all of the people living in the United States. Its laws, which are called federal laws, must be obeyed by everyone living within the country. The United States Constitution sets up the plan for the national level of government.

## Important Events in United States History

There are many important events in the history of the United States that led to the kind of government that we have today.

Beginning around 1600, English settlers began to set up colonies in the New World. Eventually, 13 colonies were formed. The English settlers brought with them some ideas about government that were important to them. The belief that the people should be allowed to vote on public policies was one central idea. The right to have a fair trial was another central idea.

The works of John Locke helped spread ideas of democracy in England and eventually to the New World. He wrote a book called *Two Treatises on Government*. He wrote that people should choose their

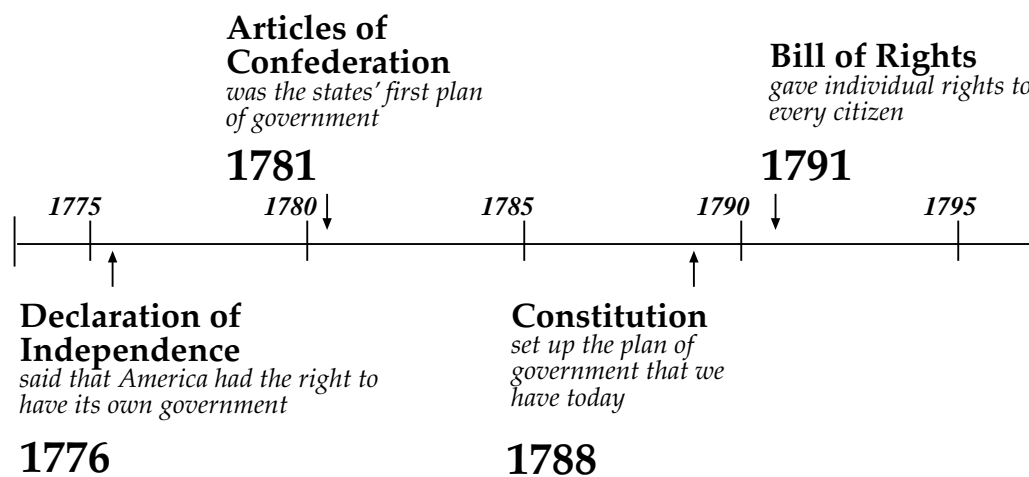






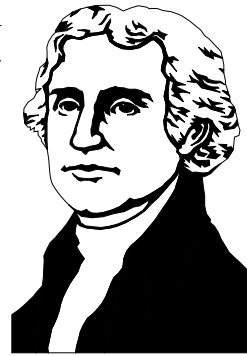
rulers. He also wrote that people have the right to make laws for themselves. Locke reasoned that all people were born free, equal, and independent. People possessed natural rights to life, liberty, and property before governments were formed. When people formed governments, they did so to protect their natural rights. Locke argued that if a government failed to protect these natural rights, the people could change that government. The people had the right to protect their rights. This idea is known as **popular sovereignty** and means rule by the people. All of the ideas about natural rights were in the hearts and minds of the people who established the colonies in the New World.

Before long, the English king and the government of England began to make decisions that hurt the people in the American colonies in many ways. Colonists were forced to pay taxes to England even though they were given no voice in how England governed the colonies. Colonists who did not pay the taxes were denied trial by jury. The colonists began to feel that they should have a government of their own to set policies and make decisions that would help instead of hurt them.





In 1776 Thomas Jefferson, leading member of a five-man committee, developed a statement to be sent to England, explaining the feelings of the colonists. This statement became known as the **Declaration of Independence**. (See Appendix B.) The document stated the reasons the 13 colonies wanted to become a new nation. The document also said that the people of America had the right to form their own government because the English government had taken away basic rights to which the colonists believed all citizens were entitled.



*Thomas Jefferson*

The government of England did not agree with the Declaration of Independence. Similarly not all Americans were in favor of breaking away from England and forming an independent nation. The **Revolutionary War** then began between the new government of America and the government of England. America defeated England, and the United States of America was formed. Even before England surrendered, some people in the new nation—the United States of America—wrote a plan in 1776 for government called the **Articles of Confederation**. (See Appendix C.) The Articles of Confederation were ratified in 1781. A limited national government was established under the Articles of Confederation. However, the states remained independent but cooperated with each other. While there was no President under this plan, a Congress was formed with delegates from all states. Each state had one vote, no matter how large or small. Though Congress was given some power under the Articles of Confederation, that power was severely limited. For example, while Congress could declare war, it could not maintain an army. Congress also had no power to tax its citizens or regulate trade.

Under this system, states operated almost as small, independent nations. Each state printed its own money, established its own taxes, and—in some cases—formed its own armies. It soon became obvious that the plan established under the Articles of Confederation was not going to work. While the states had wanted to keep their power, many of them did not have enough money to meet their needs, and many began to worry that they were not strong enough to protect themselves. Many people were afraid of **anarchy**, the absence of government.



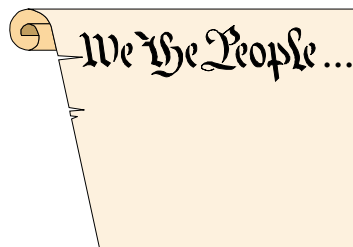
Finally, a meeting of the states' leaders was held in Philadelphia to find ways to revise the Articles of Confederation to solve the problems which were occurring. The meeting became known as the **Constitutional Convention**.

In 1787 when the convention began, the states' leaders decided that the Articles of Confederation caused too many problems that could not be resolved. A new plan of government would have to be written—one that would work better. The result of this meeting was the Constitution of the United States. Before Americans would accept the Constitution, 10 changes called **amendments**, had to be made. These 10 amendments were called the **Bill of Rights** (see Appendix D) and are still part of the Constitution today. (See "Unit 6: Civil Rights.")

Since 1791, 17 other changes have been made in the Constitution, making a total of 27. But, basically, it is the same plan of government that we use today—over 200 years later!

## The Preamble to the Constitution

The Constitution of the United States is a plan of government that was written over 200 years ago. It is important that every person living in the United States knows and understands the ideas in the Constitution.



The people who wrote our Constitution understood the reason that a nation needs a strong government. The introduction, or **Preamble**, to the Constitution tells us the purpose of our government in just one sentence.

*We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

When we look closely at this very important sentence, we get a clear understanding of what it means.



*"We the People of the United States"* tells us and the world that the government of our nation belongs to the people and is run by the people.

*"...to form a more perfect Union"* means that our government under the Constitution will unite the states into a better nation.

*"...establish Justice"* means that the government will pass laws and set up courts to make sure all people are treated fairly.

*"...insure domestic Tranquility"* means the government will keep the country itself orderly and peaceful.

*"...provide for the common defense"* means that the government will keep other nations from taking over our country.

*"...promote the general Welfare"* means that the government will see to it that the citizens of our country enjoy good fortune, health, and happiness as much as possible. The government is supposed to do things that will benefit everyone, not just a few people.

*"...secure the Blessings of Liberty to ourselves and our Posterity"* means that the government will make sure that we, our children, and all future generations will have freedom.

*"...ordain and establish this Constitution for the United States of America"* means that we agree that the Constitution of the United States will be the plan of government for our nation.

These words form the Preamble to the Constitution of the United States and make it very clear to everyone that our government has a *purpose* and some goals to reach.



## Practice

*Use the list below to complete the following statements.*

<b>amendments</b>	<b>isolationism</b>	<b>Preamble</b>
<b>democracy</b>	<b>laws</b>	<b>public policy</b>
<b>elections</b>	<b>local</b>	<b>state</b>
<b>government</b>		

1. The opening statement of the Constitution is called the \_\_\_\_\_ .
2. A \_\_\_\_\_ is a system of government in which power comes from the people.
3. A government may choose to stay out of the affairs of other countries. This policy is called \_\_\_\_\_ .
4. Changes to the Constitution are called \_\_\_\_\_ .
5. Written rules of behavior are called \_\_\_\_\_ .
6. The \_\_\_\_\_ makes and enforces public policy.
7. The lowest level of government is \_\_\_\_\_ .
8. A \_\_\_\_\_ may not pass a law which conflicts with federal law.
9. Government decisions are based on \_\_\_\_\_ .
10. In a republic, leaders are chosen through \_\_\_\_\_ .



## Practice

Use the list below to complete the following statements.

Articles of Confederation  
Bill of Rights  
Constitutional Convention  
Declaration of Independence

global involvement  
public policy  
Revolutionary War

1. Americans fought the \_\_\_\_\_ in order to gain their freedom from England.
2. At different periods in history, our government has decided to follow a \_\_\_\_\_ of isolationism.
3. Our first plan of government, the \_\_\_\_\_ did not work out well.
4. The \_\_\_\_\_ was called so a new set of rules for the United States could be written.
5. The \_\_\_\_\_ says that the people of America had the right to form their own nation.
6. The first 10 amendments to the Constitution are known as the \_\_\_\_\_ .
7. The policy of active involvement in world affairs is \_\_\_\_\_ .



## Practice

*Answer the following using short answers.*

1. What is one example of how our government maintains order?

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2. How does our government provide national security? \_\_\_\_\_

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3. What is one example of services our government provides?

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4. What are the three levels of government? \_\_\_\_\_

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5. What was the message of the Declaration of Independence? \_\_\_\_\_

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6. What are two reasons the Articles of Confederation did not work?

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7. What famous author believed in natural rights? \_\_\_\_\_

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8. What are those natural rights? \_\_\_\_\_

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9. What was the second plan for the United States government?

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10. How many changes have been made to the constitution since 1791?

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## Practice

*Number these **events** in the correct **order** that they happened. Write the number on the line provided.*

- \_\_\_\_\_ 1. The Bill of Rights was added to the Constitution of the United States.
- \_\_\_\_\_ 2. The Declaration of Independence was written.
- \_\_\_\_\_ 3. The Revolutionary War began.
- \_\_\_\_\_ 4. The Constitution of the United States was written.
- \_\_\_\_\_ 5. The English government made laws that hurt the people in the American colonies.
- \_\_\_\_\_ 6. The Constitutional Convention was called.
- \_\_\_\_\_ 7. England set up 13 colonies in America.
- \_\_\_\_\_ 8. The Articles of Confederation was used as the plan of government.



## Practice

Use the list below to complete the following statements.

27 amendments constitution democracy	government isolationism Thomas Jefferson laws	political organization Preamble republic
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1. Before Americans would accept the Constitution, 10 changes called \_\_\_\_\_ were made.
2. In the United States, all people have the opportunity to be a part of the political organization because the system of government in the United States is a type of \_\_\_\_\_ called a(n) \_\_\_\_\_ .
3. All nations have some way of making \_\_\_\_\_ or rules of behavior.
4. A \_\_\_\_\_ is a plan for government.
5. A government is a \_\_\_\_\_ .
6. At some points in our history, citizens have wanted the United States to keep to itself and not become involved in the problems of other countries. This is called \_\_\_\_\_ .
7. The introduction or \_\_\_\_\_ to the Constitution tells us the purpose of our government in just one sentence.



8. \_\_\_\_\_ is defined as the political organization through which public policy is made and enforced.
9. The author of the Declaration of Independence was \_\_\_\_\_ .
10. The total number of amendments to the Constitution (including the Bill of Rights) is \_\_\_\_\_ .



## Practice

Match the phrase from the **Preamble of the Constitution** with the correct explanation. Write the letter on the line provided.

- |  |   |
|--|---|
| _____ 1. "...to form a more perfect Union"                                   | A. the government of our nation belongs to the people and is run by the people                |
| _____ 2. "We the People of the United States"                                | B. to keep peace within our nation  |
| _____ 3. "...provide for the common defense"                                 | C. to unite the states into a better place  |
| _____ 4. "...establish Justice"  | D. to keep other nations from taking over our country   |
| _____ 5. "...insure domestic Tranquility"                                    | E. to make sure our children and future generations will have freedom                         |
| _____ 6. "...promote the general Welfare"                                    | F. to pass laws and set up courts to see that people are treated fairly                       |
| _____ 7. "...secure the Blessings of Liberty to ourselves and our Posterity" | G. to see that citizens enjoy as much good fortune, health, and happiness fortune as possible |



## Practice

Write each phrase of the **Preamble of the Constitution** in your own words on the lines provided.

1. *We the People of the United States:* \_\_\_\_\_

\_\_\_\_\_

2. *...in Order to form a more perfect Union:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. *...establish Justice, insure domestic Tranquility:* \_\_\_\_\_

\_\_\_\_\_

4. *...provide for the common defense:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. *...promote the general Welfare:* \_\_\_\_\_

\_\_\_\_\_

6. *...and secure the Blessings of Liberty to ourselves and our Posterity:*

\_\_\_\_\_

\_\_\_\_\_

7. *...do ordain and establish this Constitution for the United States of America:*

\_\_\_\_\_

\_\_\_\_\_

[illegible]

## Unit 2: Foundations of American Government

This unit emphasizes the basics of a constitutional government and the foundations upon which it is based.

### Unit Focus

- contributions of ancient Greece
- contributions of ancient Rome
- definition of an absolute monarchy
- description of the Glorious Revolution
- history and effects of the French Revolution









## Vocabulary

*Study the vocabulary words and definitions below.*

- absolute monarchy** ..... kings and queens have total and complete power
- ancient Greeks** ..... a group of people who lived in Greece from 2000 B.C.–323 B.C. and created a direct democracy
- ancient Romans**..... a group of people who lived in Rome about 700 B.C. who conquered much of the ancient world and created a republic
- checks and balances** ..... each of the three branches of government is given the means to check or limit the actions of the other branches
- Congress** ..... lawmaking body of United States government (House and Senate)
- dictator** ..... a ruler who has total power
- direct democracy** ..... all citizens participate directly in making decisions
- divine right of kings** ..... the belief that a king's or queen's decisions are inspired by God
- executive branch** ..... the body of government that carries out the laws



<b>French Revolution</b> .....	(1789–1791) the French peasants and working class rebelled against absolute monarchy and the aristocracy
<b>Glorious Revolution</b> .....	a peaceful revolution in England that ended the age of absolute monarchies
<b>judicial branch</b> .....	the body of government that interprets laws (the courts)
<b>legislative branch</b> .....	the body of government that makes the laws
<b>Louis XIV</b> .....	absolute ruler of France from 1643-1715
<b>Magna Carta</b> .....	England's constitution
<b>monarch</b> .....	a king or queen
<b>Montesquieu</b> .....	French philosopher who was the first to speak about the separation of powers; he wrote <i>On the Spirit of Laws</i> (full name: <b>Charles de Secondat, Baron de Montesquieu</b> )
<b>nations</b> .....	people who have the same laws and leaders
<b>Parliament</b> .....	national lawmaking body of England
<b>patriots</b> .....	American men and women who wanted freedom during the American Revolution



- representative democracy** ..... a system in which the people elect candidates to public offices to vote on government decisions
- Rousseau** ..... French philosopher who believed that the main duty of government should be to maintain as much freedom as possible for people in a civilized society; he wrote the *Social Contract* (full name: **Jean-Jacques Rousseau**)
- Senate (Roman)** ..... elected members of Roman government who proposed laws
- separation of powers** ..... division of government for the purposes of checks and balances so that no one branch becomes too powerful
- Voltaire** ..... French philosopher who wrote about freedom of thought and religion; he wrote *Candide*, poking fun at the French monarchy (real name: **Francois-Marie Aroucet**)
- George Washington** ..... led the American army during the American Revolution and later became the first President of the United States



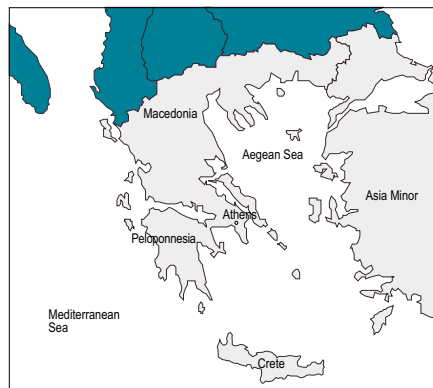


## Foundations of American Government

Democracy is a word with which most of us are familiar. Where did this word come from? What does it mean? The word democracy comes from the Greek word *demos* meaning “the people” and *kratia* meaning “rule.” Therefore, democracy literally means the people rule. Between 750 B.C. and 500 B.C., Greeks developed different forms of government. In about 450 B.C., the **ancient Greeks** invented the word to describe their system of government. Our government today is founded upon earlier types of governments.

### Government of Ancient Greece

From 2000 B.C. to 323 B.C., ancient Greece was not a united country as it is today but a collection of lands and islands where Greek-speaking people lived. Compare the two maps below. The one on the left shows where Greece is located today. The map on the right shows the territories of ancient Greece.



*ancient Greece*



*Greece today*

The early Greeks established the *polis*. A polis is a Greek city-state and its surrounding countryside. (This is the root of such words as police, politics, and politician.) Athens is probably the most famous polis. This is because the citizens of Athens established a **direct democracy**. This meant all citizens participated directly in making decisions.



For instance, the decision to build a new road wasn't decided by a few members of the city council. Each citizen of Athens voted on whether or not they needed a new road. In contrast, present-day democratic **nations** such as the United States are **representative democracies**. This means we elect people to public offices to represent us and vote on government decisions. Therefore, the citizens of the United States do not vote on issues such as road construction. Can you imagine how many times people would have to go and vote every time someone wanted to build a new road? It would be impossible today! There are far too many decisions and people.



The ancient Greeks had a purer form of democracy, but it was not flawless. For example, in order to be a citizen in Athens, both of your parents had to be citizens. Women were granted citizenship, but they were not allowed to vote or hold office. Slaves were not permitted to vote because they were not citizens. Despite all of these

problems, the creation of a democratic government was revolutionary. The idea that citizens could have a voice in government was completely new. Although in time the Greeks were conquered, their culture spread to distant lands. Their ideas about democracy became part of Western civilization, the heritage of ideas that spread to Europe and America. This is why ancient Greece is a part of our culture today.

## Government of Ancient Rome

The **ancient Romans** were some of the greatest conquerors of the ancient world. The Romans ruled much of the ancient world for over 900 years and built a great empire during the years of 1000 B.C. to 27 B.C. in the country that is now called Italy. Italy is a country in Europe near Greece. About the year 700 B.C., the city of Rome was built in Italy, and the people of Rome were called Romans.



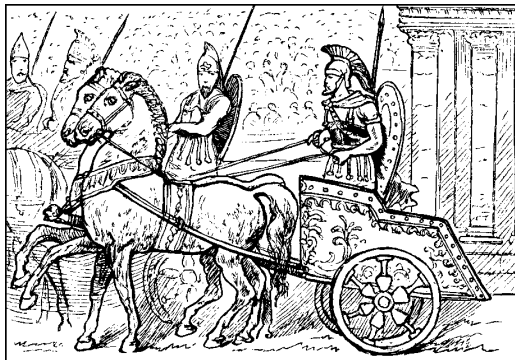


The Romans did not want a king or a queen for a ruler. Around 509 B.C., Rome became a *republic*, a form of government in which voters elect their leaders. Sound familiar? That's right! The system of government in the United States is a type of democracy called a republic. The people choose who will govern the United States through regular elections.

The Roman republic was not a democracy. Rich people had much more power than poor people did. The poor were not allowed to hold a political office. Only citizens were allowed to vote. As in Greece, most Romans were not citizens. After many years, some laws were changed, and poor Romans gained some power. They were allowed to help make laws, but the rich people still held most of the power.

Roman citizens elected men to make their laws and run their government. Three hundred men were elected representatives and made up what was called the **Senate (Roman)**. In the United States, we also have a Senate. The Senate is the upper House of **Congress** or of a state legislature. We elect senators to make and change laws. "Justice for all!" was an idea that came from the Senate. Many of our ideas about laws and courts came from the Romans.

In time, the Roman republic grew into an empire. The Roman Empire lasted from 27 B.C., when Augustus Caesar became Rome's first emperor, until the 4<sup>th</sup> and 5<sup>th</sup> centuries, when it collapsed. Rome tried to control the



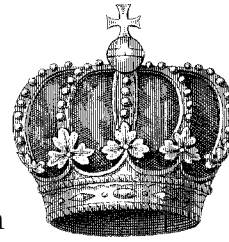
*Roman war chariot*

entire Mediterranean world with a government designed for a small city-state. The empire grew too fast and became too large for the kind of governmental organization the Romans had set up. Many people who study history think we can learn a great deal from the fall of Rome. It is important to learn from the mistakes of ancient civilizations, so we do not follow in their footsteps.



## Age of Monarchy in Europe

Another word for a king or queen is **monarch**. During the 1600s, Spain, France, and England had each become unified into nations. Nations are made up of people who have the same laws and leaders. Our nation is the United States. The leader of our country is the President of the United States. During the 1600s, the rulers of Spain and France were monarchs—kings and queens. This system of government is called an **absolute monarchy**. This meant the kings and queens ruled with absolute power. In an absolute monarchy, the ruler determines policy without consulting either the people or their representatives.



### France

One such ruler from 1643-1715 was the King of France, **Louis XIV**. Louis believed in the **divine right of kings**, meaning that God gave him the right to rule France. For example, if he decided to build an extravagant and unnecessary palace, it was his right. He believed God inspired any decision he made. Therefore, Louis built an enormous palace at Versailles. The elaborate palace cost the equivalent of about one billion dollars today. The common people of France were very upset about this waste of money. These were the kind of decisions made under absolutism. The wishes of the majority were ignored. Other European monarchies admired Louis XIV and copied his style of government.

### England

King Charles I ruled England from 1625 to 1649. He also thought he should rule with absolute power. In the past, a king or a queen in England could not make laws without consulting the **Parliament**. The Parliament was the national lawmaking body of England, consisting of the House of Lords and the House of Commons. This is similar to the Congress in the United States which is made up of the House of Representatives and the Senate.

King Charles did not want to share power with the Parliament. He disbanded the whole group and ignored the **Magna Carta**, England's constitution. Eventually, the people rebelled against King Charles. In 1649, he was captured and tried by Parliament. Charles I was found guilty and

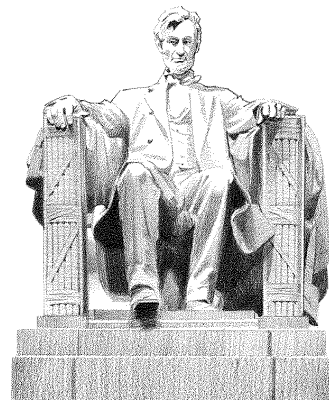


## **Unit 3: The Federal System of American Government**

This unit emphasizes the basic principles of political organization and learn the processes by which power is delegated within all levels of the three branches of government.

### **Unit Focus**

- basic principles of American government
- powers given and denied to national and state governments
- ways the Constitution can be amended







## Vocabulary

*Study the vocabulary words and definitions below.*

- bill of attainder** ..... a law that sentences a person to jail without a trial
- checks and balances** ..... each of the three branches of government is given the means to check or limit the actions of the other branches
- concurrent powers** ..... powers which are shared by the national government and the state governments
- delegated powers** ..... powers given to the national government by the Constitution
- denied powers** ..... powers which the Constitution expressly forbids either the national or state governments
- elastic clause** ..... statement in the Constitution which gives Congress any necessary additional powers needed to carry out its duties
- executive branch** ..... the body of government that carries out the laws
- ex post facto** ..... a law which makes an action illegal after it has taken place



<b>federal system or federalism</b> .....	a form of government that divides power between the national and state levels
<b>habeas corpus</b> .....	right of a person accused of a crime to be brought before a judge
<b>implied powers</b> .....	powers given to the national government which are not directly stated in the Constitution
<b>judicial branch</b> .....	the body of government that interprets laws (the courts)
<b>judicial review</b> .....	the power of the courts to declare laws unconstitutional
<b>legislative branch</b> .....	the body of government that makes the laws
<b>popular sovereignty</b> .....	rule by the people
<b>principle</b> .....	basic idea or belief
<b>ratify</b> .....	approve
<b>reserved powers</b> .....	powers given to the state governments



- separation of powers** ..... division of government for the purpose of checks and balances so that no one person or group of people becomes too powerful
- veto** ..... the President's right to reject a bill passed by Congress





## The Federal System of American Government

The United States government is a **federal system**. A federal system (or **federalism**) is a form of government in which powers are divided between the national government and the state governments.

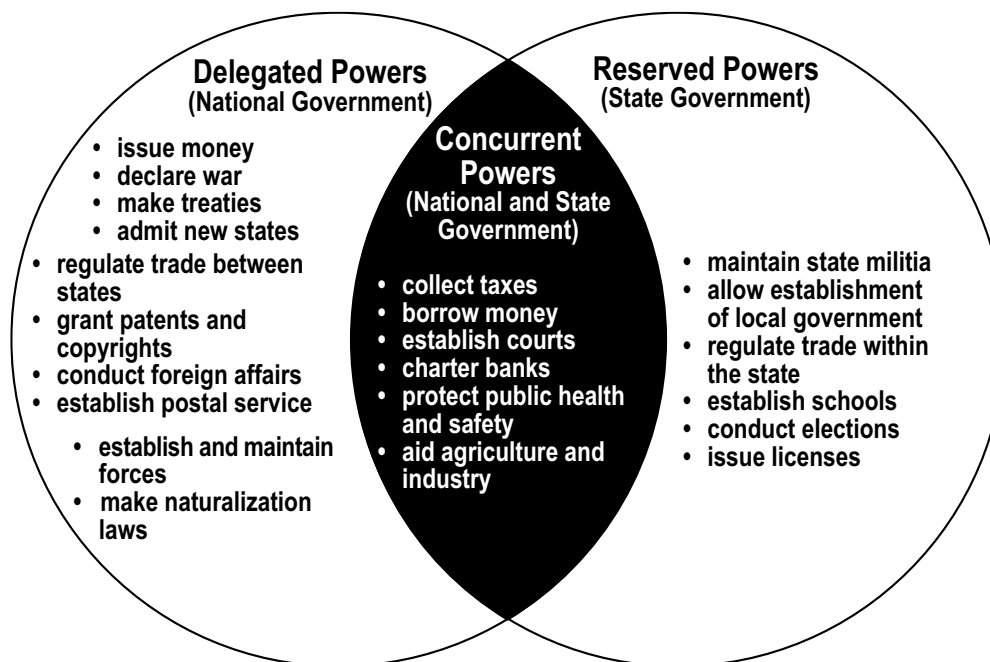
### 5 Basic Principles of American Government

1. Federal System
2. Popular Sovereignty
3. Separation of Powers
4. Checks and Balances
5. Limited Government

### Division of Powers

The Constitution divided government authority by giving certain powers to the national and state governments. The national government has certain specified powers, while all other powers are reserved to the states or to the people. In the Constitution, there are also some shared powers and some specifically denied powers to each level of government.

There are three terms that describe the different powers in our government. The first type of powers is called **delegated powers**. Delegated powers are powers given to the national government. The next type of powers is called **reserved powers**. Reserved powers are those given to the states. The third type of powers is called **concurrent powers**. These are powers shared by the national and state governments.





## Expressed Powers

The expressed powers are those powers directly expressed or stated in the Constitution. In our federal system, the powers of the national government are listed in the Constitution. The Bill of Rights gives power to the states in the areas not specifically mentioned in the Constitution. In addition, both national and state governments share some powers.

## Implied Powers

The constitution states the powers of the national government. While not specifically listed, **implied powers** spring from and depend upon the powers expressed in the Constitution. For example, the power to draft people into the armed forces is implied by the power to raise an army or navy.

The basis for the implied powers is the necessary and proper clause of Article I, Section 8, and is often called the **elastic clause**. It states the following:

Congress shall have Power...to make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested...in the Government of the United States....

The founders of the Constitution wanted to make sure the national government would have the power to expand its authority to meet the many problems they could not foresee. For example, Congress has used the implied powers to develop the space program. Traveling into space was not something our founding fathers would have dreamed possible.



## Popular Sovereignty

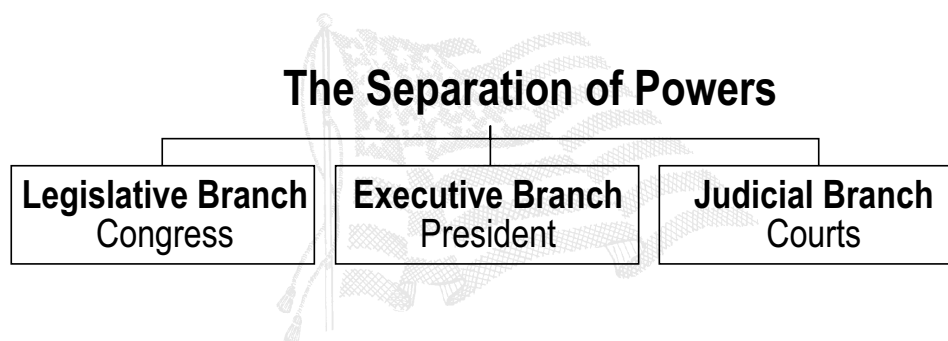
**Popular sovereignty** refers to the idea that power rests with the people. The real power to rule is in the hands of the people who elect government officials. Government cannot act without the consent of the people.





## Separation of Powers

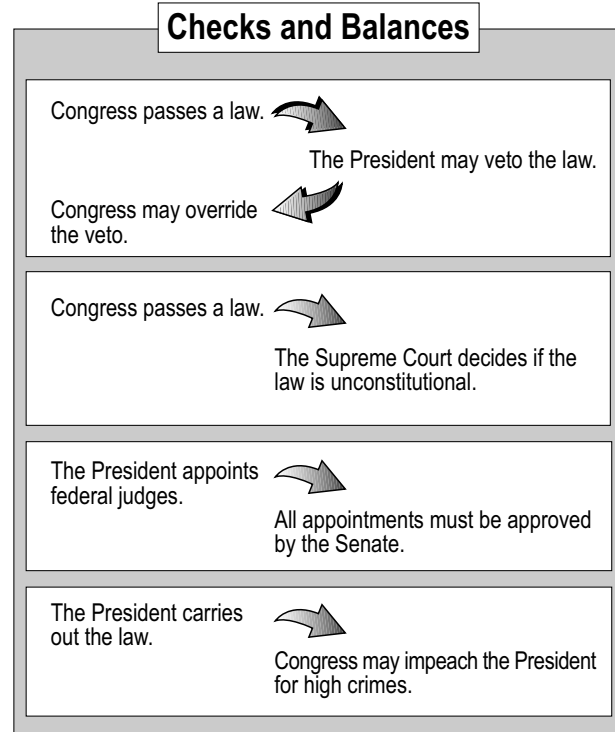
The first three sections, or articles, of the Constitution separate the United States government into three branches. This **separation of powers** was intentional. The framers of the Constitution assigned different duties and responsibilities to each branch of government in order to make sure that no one person or group of people had too much power. The three branches were designed so that power would be shared more or less equally. The three branches of government are the **legislative branch** (Congress), which makes laws; the **executive branch** (the President), which enforces laws; and the **judicial branch** (the courts), which explains the meaning of laws. As a further precaution, the **principle of checks and balances** was also established.



## Checks and Balances

While each branch of government has its own duties to perform, it is also given the responsibility of watching the other two branches. In this way, one branch may check, or limit, the power of another branch. Some examples of checks and balances are listed below and in the graphic on the following page.

1. Congress passes laws. If the President does not agree with a law, he or she may **veto** (refuse to sign) it. Congress, however, may override the veto.
2. The President appoints federal judges, but all appointments must be approved by the Senate.
3. The Supreme Court looks at laws passed by Congress. If the Supreme Court decides that a law goes against the Constitution, it must be thrown out. The power of the courts to declare a law unconstitutional is known as **judicial review**.



Further powers of the three branches are discussed in Unit 4.

## Limited Government

While the Constitution spells out what government can do, it also includes some information about what government cannot do. The limits placed on government (called **denied powers**) were included to protect the citizens. Some powers denied to the national government include taxing American goods being sent to other countries, punishing a person without a trial (**bill of attainder**), and secret spending of money. Others include not allowing a prisoner to see a judge (**habeas corpus**) and passing **ex post facto** laws, which make actions illegal after they have already happened. Powers denied to the states are also listed in the Constitution.

## Amending the Constitution

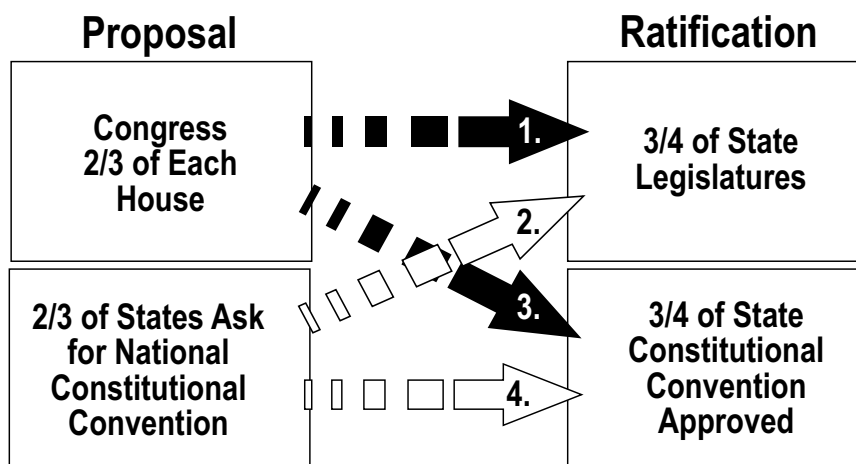
No document, such as the Constitution, is perfect. When the Constitution was written, it included ways that it could be amended, or changed, to meet changing needs. It is not easy, however, to change the Constitution. An amendment must first be proposed and then **ratified** (approved).



1. The first step is to propose the amendment. There are two ways to propose an amendment.
  - a. A two-thirds majority of each House of Congress votes to amend the Constitution.
  - b. Two-thirds of the state legislatures ask Congress to call a National Constitutional Convention. (This method has never been used.)
2. The second step is to ratify, or approve, the amendment. There are two ways to ratify an amendment.
  - a. Congress submits a proposed amendment to the state legislatures. Three-fourths of the legislatures must approve the amendment (38 of the 50 states).
  - b. Congress orders a special state convention in each state. Conventions in three-fourths of the states must approve the amendment. (This method has been used only once. It was used in 1933 to approve the 21st Amendment.)

Below is a chart which shows the two methods to propose and the two methods to ratify amendments.

The arrows show that either proposal method can be used with either ratification method to amend the Constitution, making a total of four amendment methods.





## Practice

Use the list below to write the correct term for each definition on the line provided.

bill of attainder  
checks and balances  
delegated powers  
denied powers

judicial  
legislative  
popular sovereignty

ratify  
reserved powers  
separation of powers

- \_\_\_\_\_ 1. powers that the Constitution forbids either the national or state governments
- \_\_\_\_\_ 2. the principle of government that splits power between three branches
- \_\_\_\_\_ 3. the body of government that interprets laws
- \_\_\_\_\_ 4. powers given to the national government by the Constitution
- \_\_\_\_\_ 5. the principle of government that says government cannot act without the consent of the people
- \_\_\_\_\_ 6. the principle of government in which each branch watches over the other branches
- \_\_\_\_\_ 7. the body of government that makes the laws
- \_\_\_\_\_ 8. a law that sentences a person to jail without a trial
- \_\_\_\_\_ 9. powers given to the state governments
- \_\_\_\_\_ 10. approve



## Practice

*Match each definition with the correct term. Write the letter on the line provided.*

- |  |                        |
|--|------------------------|
| _____ 1. powers shared by the national government and the state governments  | A. bill of attainder   |
| _____ 2. powers of the national government   | B. checks and balances |
| _____ 3. powers of the state governments   | C. concurrent powers   |
| _____ 4. the body of government that carries out the laws  | D. delegated powers    |
| _____ 5. powers which the Constitution expressly forbids the national or state governments   | E. denied powers       |
| _____ 6. a law that sentences a person to jail without a trial   | F. elastic clause      |
| _____ 7. a form of government that divides power between the national and state levels   | G. executive branch    |
| _____ 8. a principle of government in which each branch of government is given the means to check or limit the actions of the other branches | H. federal system      |
| _____ 9. statement in the Constitution which gives Congress any necessary additional powers needed to carry out its duties                   | I. reserved powers     |



## Practice

*Put a **D** next to the **delegated powers**. Put an **R** next to the **reserved powers**.  
Put a **C** next to the **concurrent powers**.*

- \_\_\_\_\_ 1. issue money
- \_\_\_\_\_ 2. establish schools
- \_\_\_\_\_ 3. establish postal service
- \_\_\_\_\_ 4. tax and borrow money
- \_\_\_\_\_ 5. maintain state militia
- \_\_\_\_\_ 6. make war and peace
- \_\_\_\_\_ 7. charter banks
- \_\_\_\_\_ 8. admit new states into the union
- \_\_\_\_\_ 9. regulate trade within the states
- \_\_\_\_\_ 10. grant patents and copyrights
- \_\_\_\_\_ 11. establish courts
- \_\_\_\_\_ 12. decide naturalization rules
- \_\_\_\_\_ 13. protect public health and safety
- \_\_\_\_\_ 14. govern United States territories
- \_\_\_\_\_ 15. allow establishment of local governments



## Practice

Write the correct **branch of government** on each line below. Use **legislative**, **executive**, or **judicial branch** of government.

1. enforce laws \_\_\_\_\_

2. make laws \_\_\_\_\_

3. courts \_\_\_\_\_

4. interpret laws \_\_\_\_\_

5. Congress \_\_\_\_\_

6. President \_\_\_\_\_



## Practice

*List the five basic principles of government.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_





## Practice

*For each statement below, write the **principle of government** which it illustrates.*

- \_\_\_\_\_ 1. power shared equally among three branches
- \_\_\_\_\_ 2. person may not be sentenced to jail without a trial
- \_\_\_\_\_ 3. power is divided between the national government and the state governments
- \_\_\_\_\_ 4. Supreme Court declares a law unconstitutional
- \_\_\_\_\_ 5. government cannot act without the consent of the people



## Practice

*Circle the correct answer.*

1. There are (**two** / **four**) ways to amend the Constitution.
2. There are (**two** / **three**) steps to amending the Constitution.
3. In any method, the first step is (**ratification** / **proposal**).
4. Ratification occurs at the (**national** / **state**) level.
5. Ratify means (**accept** / **reject**).
6. There must be (**two-thirds** / **three-fourths**) of the states to approve an amendment to the constitution.



## Practice

Use the list below to write the correct term for each definition on the line provided.

elastic clause  
executive  
ex post facto

habeas corpus  
implied  
judicial review

principle  
veto

- \_\_\_\_\_ 1. statement in the Constitution which gives Congress any necessary additional powers
- \_\_\_\_\_ 2. the President's right to reject a bill
- \_\_\_\_\_ 3. basic idea or belief
- \_\_\_\_\_ 4. powers given to the national government but not directly stated in the Constitution
- \_\_\_\_\_ 5. the body of government that carries out the laws
- \_\_\_\_\_ 6. right of a person accused of a crime to be brought before a judge
- \_\_\_\_\_ 7. the power of courts to declare laws unconstitutional
- \_\_\_\_\_ 8. a law which declares an act illegal after it has happened



## Unit 4: The Three Branches of Government

This unit emphasizes the basic principles of political organization embodied in the Constitution and the processes by which power is passed on within all levels of the three branches of government.

### Unit Focus

- duties, responsibilities, and powers of each branch of government
- election and appointment procedures for each branch of government
- steps by which a bill becomes a law
- how power is transferred in each branch of government
- ways national leaders may be removed from office







## Vocabulary

*Study the vocabulary words and definitions below.*

**appeal** ..... to take to a higher court

**bicameral** ..... two-house legislature

**bill** ..... a suggestion for a new law

**Cabinet** ..... the group of Presidential advisers

**Chief Justice** ..... the highest ranking justice on the  
Supreme Court

**commerce** ..... trade

**expulsion** ..... removal from office

**impeach** ..... to charge the President or a federal judge  
with a crime

**justice** ..... a Supreme Court judge

**naturalization** ..... the process by which a person who was  
not born in the United States becomes a  
United States citizen

**pocket veto** ..... a type of veto that occurs when a bill  
dies because the President does not sign  
it and Congress adjourns



**revenue** ..... money

**treason** ..... an act of disloyalty to one's country

**treaty** ..... an agreement with a foreign country





## The Three Branches of Government

As you have already learned, the national government is divided into three branches. Each branch is organized differently, and the three branches vary in their terms of office, qualifications of members, means of filling vacancies, and procedures for removing members from office. The first three articles of the Constitution spell out these differences, as well as the powers and duties of each branch.

### The Legislative Branch

Article I of the Constitution establishes the legislative branch of government. This legislative branch of government is made up of the two Houses of Congress: the Senate and the House of Representatives.

#### Legislative Duties

The main duty of the legislative branch is to *make laws*. The Constitution also gives Congress the power to do the following.

- collect taxes
- borrow money
- regulate **commerce** (trade) with other countries and between states
- coin money
- establish post offices
- set **naturalization** laws (laws for becoming a citizen)
- issue patents and copyrights
- declare war
- draft citizens
- establish a navy and make rules for the armed forces



## The Structure of Congress

The Congress of the United States is a **bicameral**, or two-house, legislative body made up of the House of Representatives and the Senate.

### The Congress of the United States

House of Representatives	Senate
<b>Representation:</b> Proportional based on state population (435 members total)	<b>Representation:</b> Equal two senators from each state (100 members total)
<b>Presiding Officer:</b> Speaker of the House	<b>Presiding Officer:</b> President of the Senate (the Vice President of the United States)

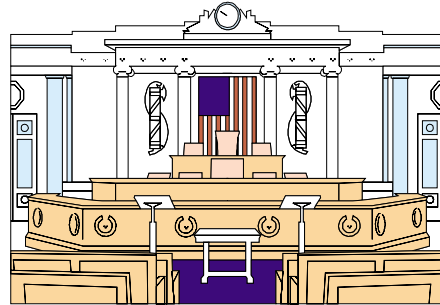
### Congressional Qualifications and Terms

House of Representatives	Senate
<b>Qualifications</b>  <b>Age:</b> at least 25 years old <b>Residency:</b> must live in the state from which elected, when elected <b>Citizenship:</b> United States citizen for at least seven years <b>Term:</b> two years	<b>Qualifications</b>  <b>Age:</b> at least 30 years old <b>Residency:</b> must live in the state from which elected, when elected <b>Citizenship:</b> United States citizen for at least nine years <b>Term:</b> six years

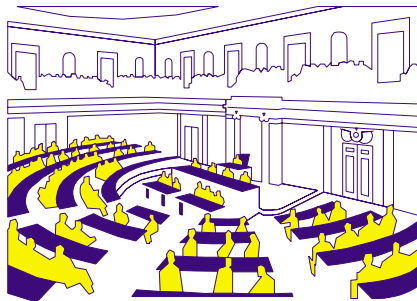


## How a Bill Becomes a Law

As mentioned before, the main duty of the legislative branch is to make laws. The lawmaking process has many steps. Out of the thousands of **bills** (suggested laws) that Congress considers each year, only about five percent become law. As you look at the diagram on page 72 displaying the steps in the lawmaking process, notice all of the places where a bill can “die.”



*House Chamber*

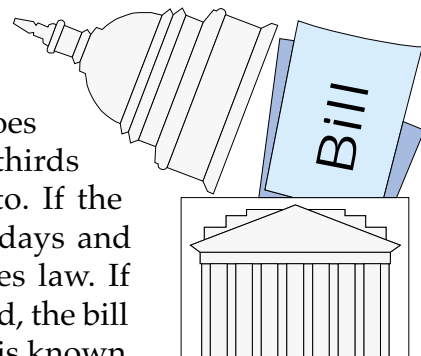


*Senate*

All bills, except those which are intended to raise money, can begin in either the House of Representatives or the Senate. After bills are introduced, they are considered by committees made up of either senators or representatives. These committees are formed because it would be impossible for all of the legislators to consider every bill. If the bill is approved by the

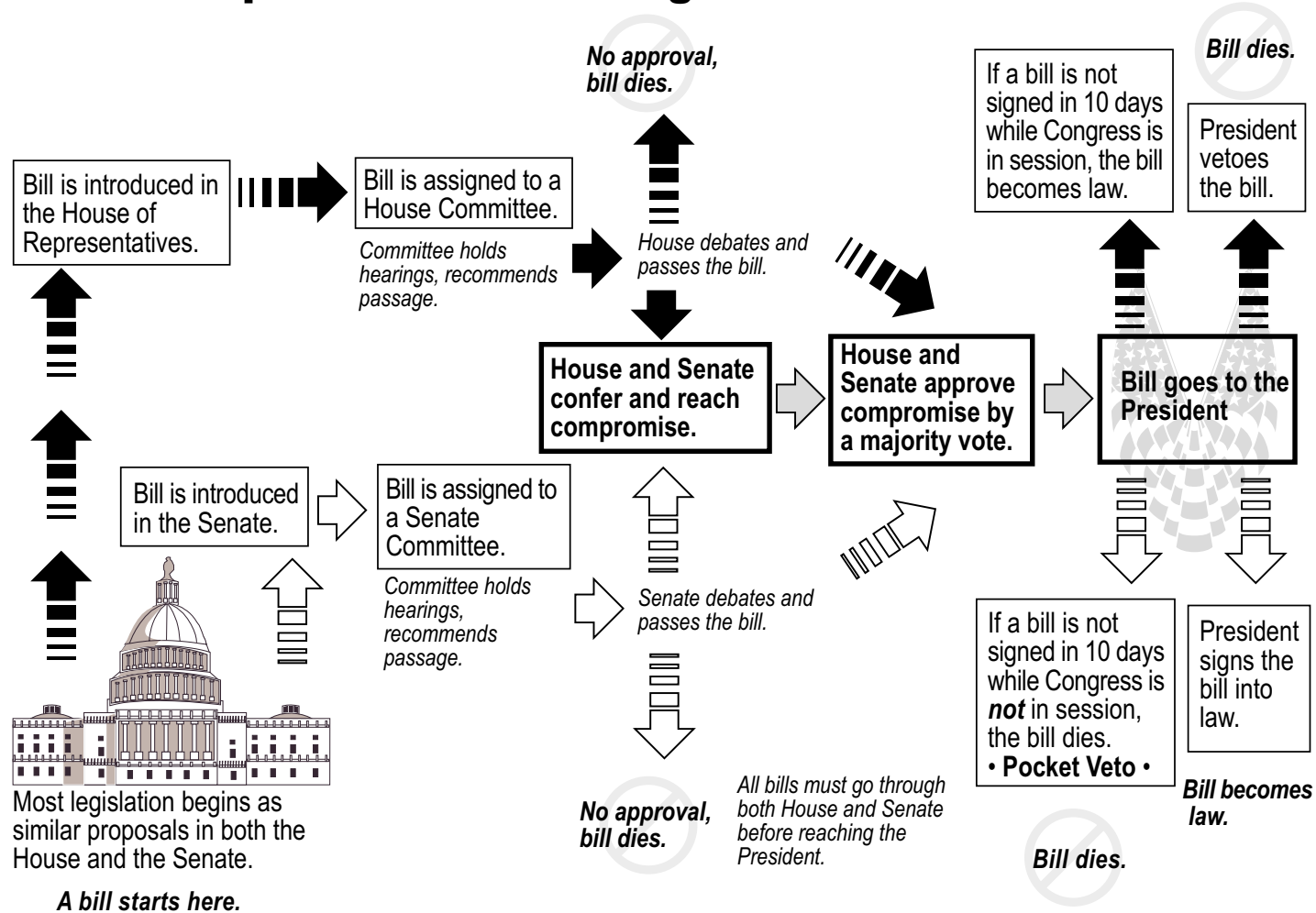
committee, it is voted on by the full House. Then the same steps occur in the other House of Congress.

Once both Houses have agreed on a bill, it is sent to the President. If the President signs the bill, it becomes law. If the President vetoes the bill, it can become law only if a two-thirds majority in both Houses overrides the veto. If the President does not sign the bill within 10 days and Congress is still in session, the bill becomes law. If Congress has adjourned in that 10-day period, the bill dies without the President’s signature. This is known as a **pocket veto**.





## Steps in the Lawmaking Process of a Bill





## Special Powers of the House of Representatives

The Constitution states in Articles I and II that the House of Representatives will have special powers. These special powers are the following:

• the power to originate <b>revenue</b> bills	➔	All bills to raise money for the government must begin in the House.
• the power to elect a President (under certain circumstances)	➔	When no presidential candidate wins a majority of votes, the House elects the President.
• the power to <b>impeach</b> government officials	➔	The House can charge a public official with misconduct or wrongdoing.

## Special Powers of the Senate

The Constitution gives some special powers to the Senate in Articles I and II. The powers are the following:

• the power to approve or reject major appointments by the President	➔	The Senate must approve all <b>Cabinet</b> members, ambassadors, federal judges, etc., appointed by the President.
• the power to ratify <b>treaties</b>	➔	The Senate has to approve treaties made by the President.
• the power to elect a Vice President (under certain circumstances)	➔	When no vice-presidential candidate wins a majority of votes, the Senate elects the Vice President.
• the power to try cases of impeachment	➔	The Senate decides if an official is guilty of the charges made by the House.

## Transfer of Power

The Constitution makes provisions for vacancies which occur in Congress before an elected official's term is over. Vacancies may be caused by death, resignation, or **expulsion**, which occurs when the House or Senate removes one of its own members for wrongdoing. A vacant Senate seat of a senator may be filled in one of two ways. The governor of the state may either appoint someone to fill the seat for the remainder of the term or call a special election. If a member of the House of Representatives dies, resigns, or is expelled, the governor must call a special election to fill the vacant seat.



## The Executive Branch

The executive branch is made up of the President, Vice President, and executive agencies.

### Executive Duties

The primary duty of the executive branch is to *enforce the law*. This means that the executive branch is responsible for seeing that the laws are carried out. The President, or Chief Executive, has other powers which are spelled out in the Constitution. They include the power to do the following.

- head the military forces (The President is the Commander-in-Chief of the Armed Forces.)
- grant pardons for federal crimes
- appoint (or remove) Cabinet members
- make treaties (agreements) with foreign nations
- appoint ambassadors and federal judges
- fill important vacancies in government
- recommend bills
- veto bills

### Qualifications and Terms

Presidency	
<b>Age:</b>	at least 35 years old
<b>Residency:</b>	must live in the U.S. for at least 14 years before taking office
<b>Citizenship:</b>	must be a natural-born citizen
<b>Term:</b>	four years (maximum time in office is 10 years)

Besides the official qualifications for the presidency, there are also some characteristics which in the past have made getting elected more likely. For example, all the Presidents so far have been male and white. Most



have been Protestant. (A Protestant is a member of any Christian church other than the Roman Catholic and Eastern churches.) Take a look at the table below for some other interesting facts about 20<sup>th</sup>-century Presidents.

## 20<sup>th</sup>-Century Presidents

The President	Home State	When Elected	Age upon Taking Office	Years Served	Religion	Political Experience	Education	Vice President
<b>Theodore Roosevelt</b>	NY	42	1901-1909	R	Dutch Reform	Vice President/ Governor	Harvard	Charles W. Fairbanks
<b>William H. Taft</b>	OH	51	1909-1913	R	Unitarian	Cabinet Officer	Yale	James S. Sherman
<b>Woodrow Wilson</b>	NJ	56	1913-1921	D	Presbyterian	Governor	Princeton	Thomas R. Marshall
<b>William G. Harding</b>	OH	55	1921-1923	R	Baptist	U.S. Senator	Ohio Central College	Calvin Coolidge
<b>Calvin Coolidge</b>	MA	51	1923-1929	R	Congregational	Vice President/ Governor	Amherst	Charles G. Dawes
<b>Herbert C. Hoover</b>	CA	54	1929-1933	R	Quaker	Cabinet Officer	Stanford	Charles Curtis
<b>Franklin D. Roosevelt</b>	NY	51	1933-1945	D	Episcopalian	Governor	Harvard	John N. Garner Henry A. Wallace Harry S. Truman
<b>Harry S. Truman</b>	MO	60	1945-1953	D	Baptist	Vice President/ U.S. Senator	Kansas City School of Law	Alben W. Barkley
<b>Dwight D. Eisenhower</b>	NY	62	1953-1961	R	Presbyterian	none	West Point	Richard M. Nixon
<b>John F. Kennedy</b>	MA	43	1961-1963	D	Roman Catholic	U.S. Senator	Harvard	Lyndon B. Johnson
<b>Lyndon B. Johnson</b>	TX	55	1963-1969	D	Christian Church	Vice President/ U.S. Senator	Southwest Texas Teachers' College	Hubert H. Humphrey
<b>Richard M. Nixon</b>	NY	56	1969-1974	R	Quaker	Vice President/ U.S. Senator	Whittier College/Duke	Spiro T. Agnew Gerald R. Ford
<b>Gerald R. Ford</b>	MI	61	1974-1977	R	Episcopalian	Vice President/ U.S. Representative	Yale	Nelson R. Rockefeller
<b>James E. Carter, Jr.</b>	GA	52	1977-1981	D	Baptist	Governor	Georgia Institute of Technology/ Naval Academy, Annapolis	Walter F. Mondale
<b>Ronald W. Reagan</b>	CA	69	1981-1989	R	Presbyterian	Governor	Eureka College	George H. W. Bush
<b>George H. W. Bush</b>	TX	64	1989-1993	R	Episcopalian	Vice President/ Director of CIA/Ambassador/ Congressman	Yale	J. Danforth Quayle
<b>William J. Clinton</b>	AK	46	1993-	D	Baptist	Governor	Yale	Albert Gore, Jr.

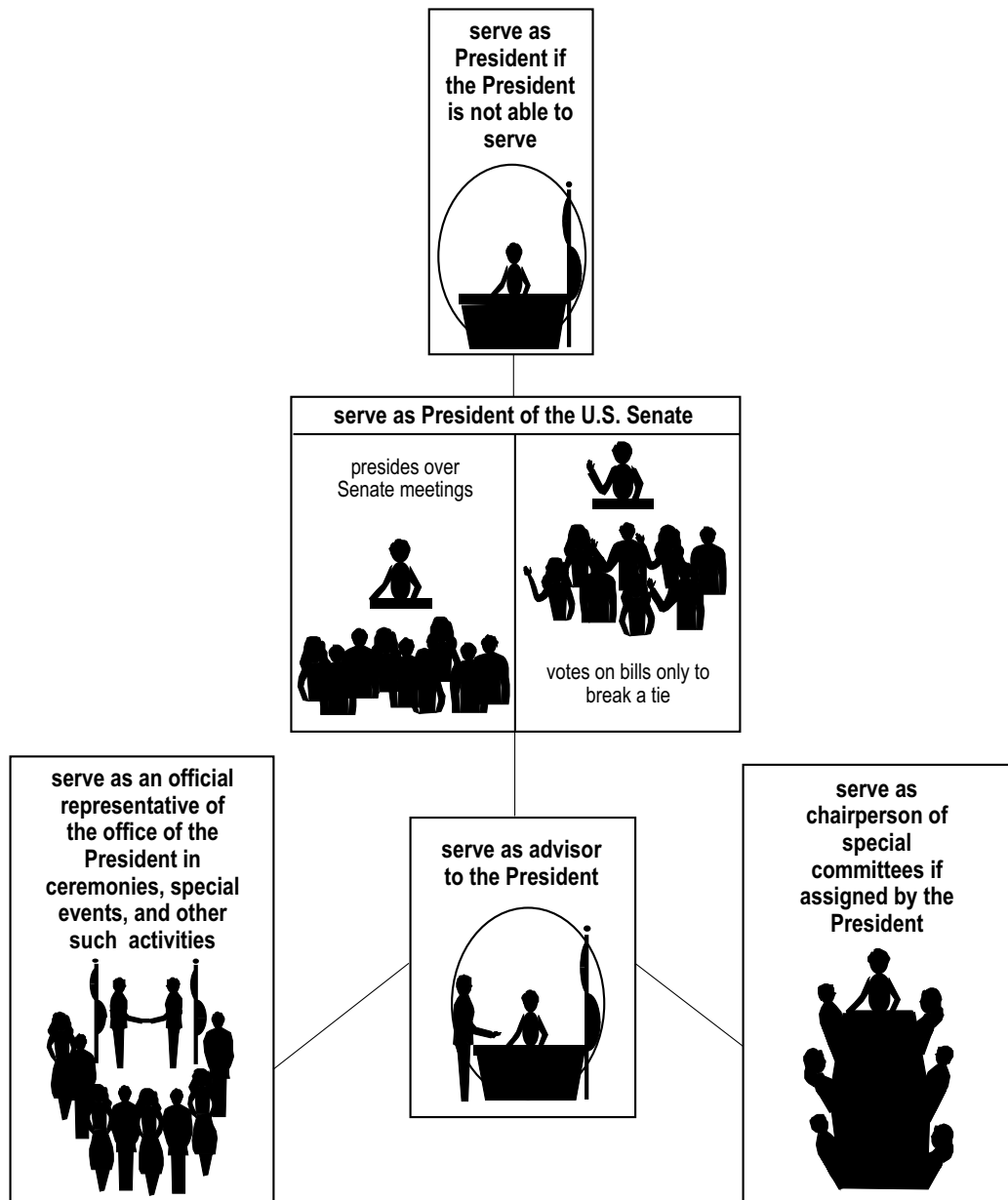
\*Party - Democrat (D) Republican (R)



**Other Executive Officers.** Along with the President, the Vice President helps to run the executive branch of government.

The Constitution does not describe many official duties of the Vice President. Over the years, different Presidents have had Vice Presidents do many different things. Some of these duties are shown below.

## DUTIES OF THE VICE PRESIDENT







Besides the Vice President, the President also has the assistance of his Executive Office and Cabinet. These agencies and individuals assist the President in many ways. Below is a list of agencies which are part of the Executive Office and a list of the Executive Departments which make up the Cabinet.

### Executive Office of the President

Agency	Main Functions
<i>White House Office</i>	Advises President on matters of domestic and foreign policy; writes speeches; reads and answers mail; sets up appointments
<i>Office of Management and Budget</i>	Prepares federal budget
<i>Domestic Policy Staff</i>	Aids in preparation of domestic policy
<i>National Security Council</i>	Keeps President informed on matters of national security (safety of the country)
<i>Council of Economic Advisers</i>	Studies economic situation and offers suggestions for growth and stability
<i>Office of Science and Technology</i>	Keeps President up-to-date on new technological developments
<i>Council on Environmental Quality</i>	Advises President on environmental issues
<i>Office of Administration</i>	Helps with clerical and record-keeping duties
<i>Office of United States</i>	Helps President negotiate trade agreements and advises President on trade issues



## The Cabinet/Executive Departments

Department	Year Established	Main Functions
<b>Department of State</b>	<b>1789</b>	Carries out foreign policy • Supervises U.S. diplomats abroad • Issues passports • Represents U.S. in United Nations
<b>Department of the Treasury</b>	<b>1789</b>	Collects federal taxes • Borrows money and pays bills for the federal government
<b>Department of Defense (formerly War Department)</b>	<b>1949 (1789)</b>	Maintains armed forces • Conducts military intelligence • Builds and maintains forts, harbors, bases, etc. • Carries out military research
<b>Department of Justice</b>	<b>1789</b>	Investigates and prosecutes violations of federal law • Conducts suits for the federal government in court • Supervises federal prisons • Runs Federal Bureau of Investigations (FBI)
<b>Department of the Interior</b>	<b>1849</b>	Supervises federal lands and parks • Finances irrigation projects • Protects natural resources
<b>Department of Agriculture</b>	<b>1862</b>	Conducts programs to help farmers • Fights animal and plant diseases and insect pests
<b>Department of Commerce</b>	<b>1903</b>	Protects U.S. companies at home and abroad • Makes loans to small businesses • Conducts the census • Grants patents • Maintains official weights and measures
<b>Department of Labor</b>	<b>1913</b>	Carries out labor laws (working conditions, minimum wage, etc.) • Administers unemployment insurance for workers • Sponsors job training programs • Keeps track of prices, unemployment figures, etc.
<b>Department of Health and Human Services</b>	<b>1939</b>	Directs Social Security, Medicare, and other social service programs • Administers programs to help people who have disabilities • Enforces food, drug, and cosmetic laws • Conducts research into causes and treatments of diseases
<b>Department of Housing and Urban Development</b>	<b>1965</b>	Supports private housing, mortgage loans
<b>Department of Transportation</b>	<b>1966</b>	Finances interstate highways and railroad, airport, and waterway improvements • Supports mass transit research • Sets safety standards for vehicles
<b>Department of Energy</b>	<b>1977</b>	Promotes energy conservation and resource development • Promotes energy research • Regulates gas and electric rates
<b>Department of Education</b>	<b>1980</b>	Administers programs to aid education • Provides financial help to schools • Collects and publishes education statistics • Sponsors education research
<b>Department of Veterans Affairs</b>	<b>1989</b>	Administers several hospitals • Administers educational and other programs designed to benefit veterans and their families



## Transfer of Power

If the President for some reason cannot finish his or her term of office, the Constitution has outlined ways to fill the office. When the Constitution was first written, it said that the Vice President would serve as the President until a new President could be elected. Under this original plan, the Vice President's office would be left vacant and Congress would have to decide what to do in case neither the President nor Vice President could finish the term of office.

The 25<sup>th</sup> Amendment to the Constitution made some changes in the way this problem is solved. It says that when the President cannot finish his or her term, the Vice President takes over as President and then chooses another person to be Vice President. This choice must be ratified by the Senate. This now insures that there will always be both a President and a Vice President in office.

Because the office of President is so important, Congress passed another law in 1947 which further lists the order of succession to the President. The law is called the Presidential Succession Act. A list of government officials, in the order that they would be called upon to fill the office of the President, is listed below. (The Cabinet officers are in the order in which Congress created the departments.)

### Order of Succession to the President

#### Leaders of the Two Houses of Congress

1. Vice President
2. Speaker of the House of Representatives
3. President Pro-Tempore of the Senate

#### Cabinet Officers

4. Secretary of State
5. Secretary of the Treasury
6. Secretary of the Defense
7. Attorney General
8. Secretary of the Interior
9. Secretary of Agriculture
10. Secretary of Commerce
11. Secretary of Labor
12. Secretary of Health and Human Services
13. Secretary of Housing and Urban Development
14. Secretary of Transportation
15. Secretary of Energy
16. Secretary of Education
17. Secretary of Veterans Affairs



Although the most common reason for replacing the President has been due to his death, Presidents may be removed from office for committing a serious crime such as **treason** (an act of disloyalty to one's country). Impeachment (to bring charges against) and removal from office is the two-step procedure designed to handle such cases. First, the House of Representatives charges the President with "high crimes or misdemeanors" in office. Then the Senate conducts a trial. If the President is convicted of the crime, he is removed from office. The Vice President takes over and nominates a new Vice President, and Congress votes to approve or disapprove the nomination.

In addition, the President may be removed from office if illness becomes serious enough to keep him or her from performing the duties of the office. In this instance, the following procedure is followed.

1. The Vice President and a majority of the cabinet officers decide that the President is unfit.
2. A written declaration is sent by the Vice President to the Speaker of the House and the President Pro-Tempore of the Senate.
3. The Vice President takes over.
4. If the President recovers, he or she (the President) sends a letter to the leaders in Congress stating that he or she is fit to return to office.
5. If necessary, Congress will decide by a two-thirds vote of each House if the President should return to office.



## The Judicial Branch

The judicial branch is made up of the federal courts and is headed by the Supreme Court. It is the job of the judicial branch to *interpret or decide what laws mean*. In this way, members of the judicial branch make sure that all people receive just or fair treatment under the law.

Members of the federal judicial branch handle cases involving the issues listed below.

- interpretation of the Constitution
- federal laws
- treaties
- ships on high seas
- the United States government
- foreign diplomats
- disputes between states or citizens of different states
- disputes between citizens or states and foreign countries

### Responsibilities of the Federal Judicial Branch

The main activities of the federal judicial branch are **appeals** and trials. Appeals courts review cases involving a constitutional question that have already been tried in a lower court, either federal or state. Trials taking place in federal court involve treaties, ambassadors, or suits brought against the United States.

#### Supreme Court Justices\*

Chief Justice William H. Rehnquist  
Stephen G. Breyer  
Ruth Bader Ginsburg  
Anthony M. Kennedy  
Sandra Day O'Connor  
Antonin Scalia  
David H. Souter  
John Paul Stevens  
Clarence Thomas

\*Current Supreme Court Justices as of September, 1999

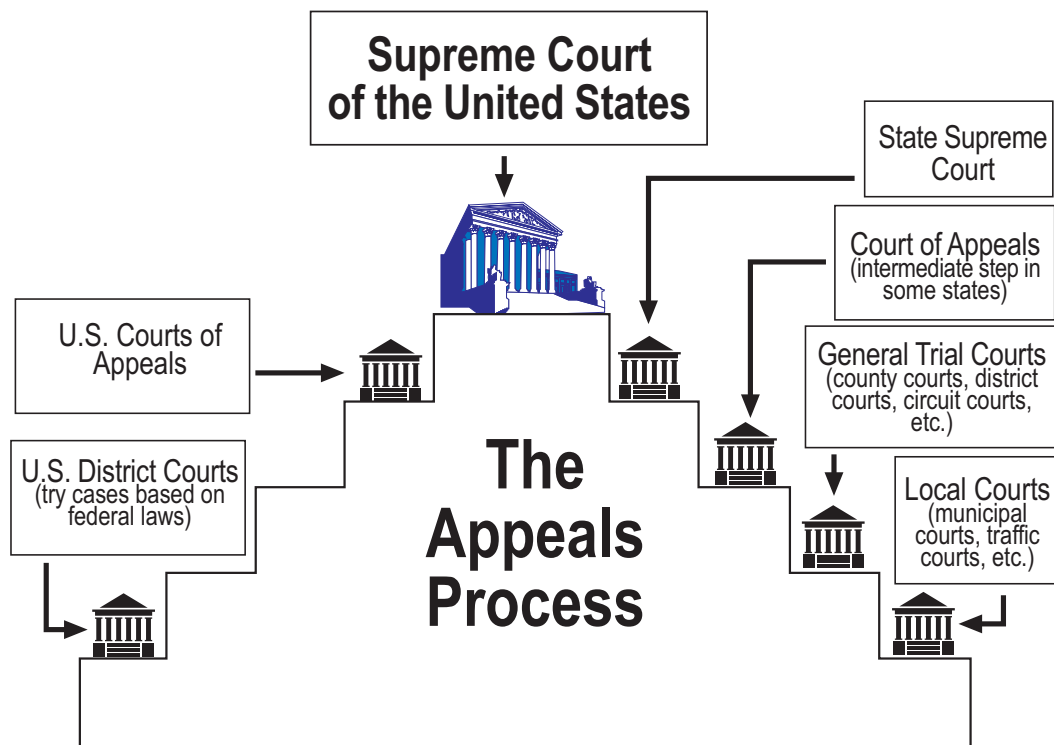


## Qualifications and Terms

Unlike members of Congress and the President, Supreme Court judges (called **justices**) and other federal judges are not elected. Neither are there any formal requirements for the job, though almost all the justices have had legal training and have held a variety of positions in law or government. The nine Supreme Court Justices (headed by the **Chief Justice**) and federal judges are nominated by the President and approved by the Senate. Currently, the Chief Justice is William Rehnquist. The term of the Supreme Court Justices and most federal judges is life. A few federal judges serve fixed terms.

## The Appeals Process

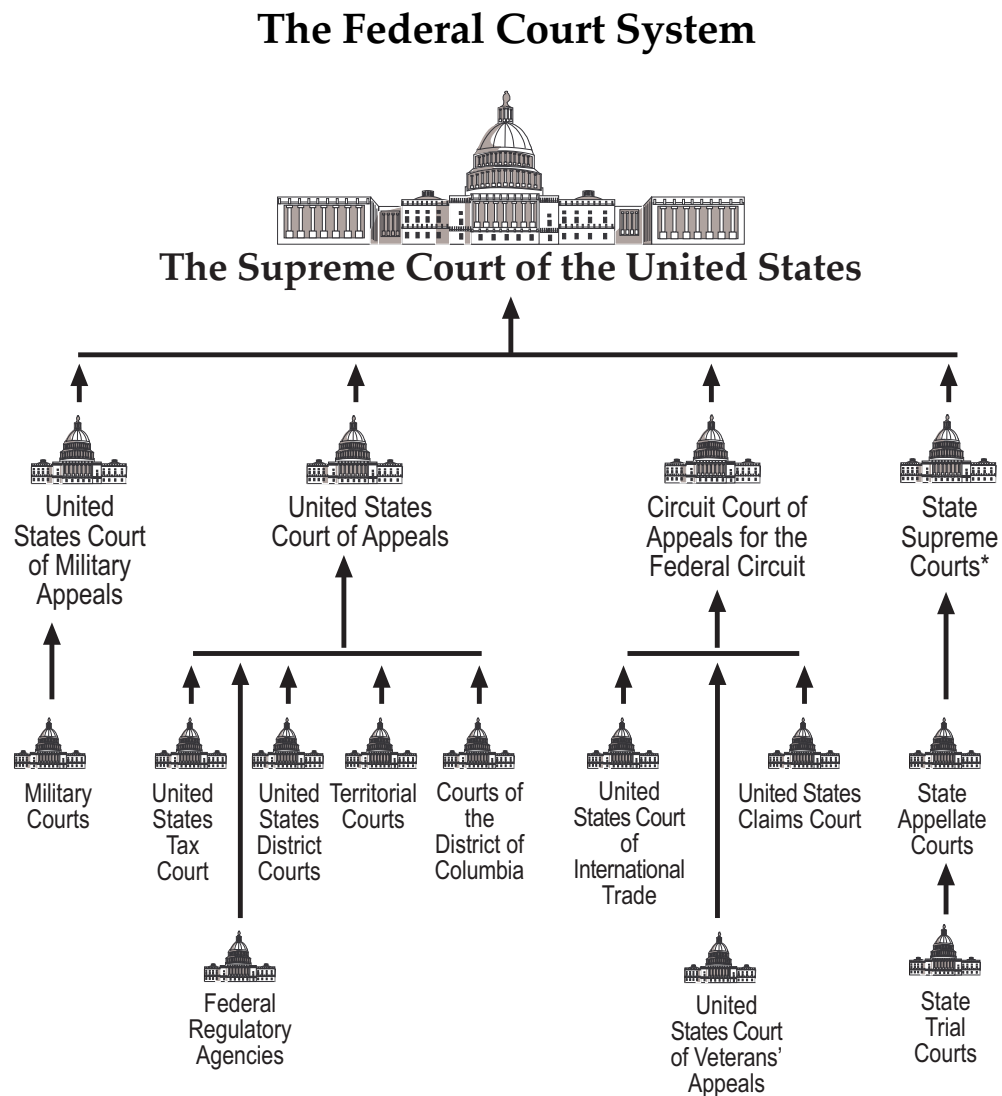
Although the Supreme Court does rule on some original cases, the main activity of the Supreme Court is to review cases that have already been tried in a lower court on appeal. The Supreme Court hears cases on appeal only when there is a constitutional question involved. The diagram below shows how a case might go through the courts to the Supreme Court.





## The Federal Court System

The Congress has the power to set up federal courts. Over the years the system of courts has grown. The diagram below shows the federal court system as it is today.



*\*The State Supreme Court is usually the court of last resort, but this is not the case in every state. If an issue based on the federal Constitution, a treaty, or a federal statute is involved, it might be possible to take the appeal of a State Supreme Court decision to the Supreme Court of the United States.*



## Some of the Federal Courts



<b>United States Court of Military Appeals</b>	try cases involving armed services personnel; reviews court-martial convictions (sometimes called GI Supreme Court)
<b>United States Court of Appeals</b>	try cases involving federal law
United States Tax Court	try cases involving payment of federal taxes of citizens who disagree with Internal Revenue Service (IRS) and/or Treasury Department agency rulings
United States District Courts	try both civil and criminal cases involving federal and state laws
Territorial Courts	try civil, criminal, and constitutional cases, same as United States District Courts
Courts of the District of Columbia	try both civil and criminal cases of the nation's capital
<b>Circuit Court of Appeals for the Federal Circuit</b>	review decisions of the Courts of International Trade, the United States Patent Office, the United States Claims Courts, and other executive agencies
United States Court of International Trade	try cases involving taxes or tariffs on imports
United States Court of Veterans' Appeals	review decisions of the Board of Veterans' Appeals and deals with veterans' claims for benefits and other problems
United States Claims Court	try cases involving money claims against the United States government
<b>State Supreme Courts</b>	try highest state cases, usually the court of last resort

### Transfer of Power for the Supreme Court

There is no set length of term or retirement age for federal judges and Supreme Court Justices. They may serve until voluntary retirement, resignation, or death. Incompetent or corrupt judges may be removed by impeachment and conviction, using the same procedures as those used for the President.





## Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 1. Congress is made up of three Houses.
- \_\_\_\_\_ 2. The larger House of Congress is the Senate.
- \_\_\_\_\_ 3. Congress has the power to declare war.
- \_\_\_\_\_ 4. You must be 30 years old to qualify for the Senate.
- \_\_\_\_\_ 5. Members in the House of Representatives serve terms of four years.
- \_\_\_\_\_ 6. Revenue bills must begin in the House of Representatives.
- \_\_\_\_\_ 7. The Senate has the power to ratify treaties.
- \_\_\_\_\_ 8. If a senator dies, his or her seat must be filled by a special election.
- \_\_\_\_\_ 9. The Vice President is also the Speaker of the House.
- \_\_\_\_\_ 10. There are 435 members in both Houses of Congress.
- \_\_\_\_\_ 11. Congressmen may be removed from office by expulsion.
- \_\_\_\_\_ 12. Before a bill is voted on, it is considered by a committee.
- \_\_\_\_\_ 13. Most bills become laws.
- \_\_\_\_\_ 14. If the President does not sign a bill and Congress is not in session, the bill dies.
- \_\_\_\_\_ 15. Vetoes may be overridden by a two-thirds vote in both Houses.



## Practice

*Answer the following using complete sentences.*

1. What are three different places in the lawmaking process where a bill may die?

---

---

---

2. What are four things that can happen to a bill once it is sent to the President?

---

---

---

---

3. What are three reasons a seat in Congress may become vacant?

---

---

---

4. Which power of Congress do you think is most important?

---

Why? \_\_\_\_\_

---

---



## Practice

Use the chart titled **“Characteristics of 20th-Century Presidents”** on page 75 to answer the following.

1. How has age of presidential candidates been a factor in choosing a presidential candidate?

---

---

---

2. How has religion of presidential candidates been a factor in choosing a presidential candidate?

---

---

---

3. How has political status of presidential candidates been a factor in choosing a presidential candidate?

---

---

---

4. How has educational background of presidential candidates been a factor in choosing a presidential candidate?

---

---

---



5. How has a person's sex been a factor in choosing a presidential candidate?

---

---

---

6. How has party background of presidential candidates been a factor in choosing a presidential candidate?

---

---

---

7. What qualifications are most important to you when deciding who might make a good President?

---

---

---

Why? \_\_\_\_\_

---

---

8. What qualifications are least important to you? \_\_\_\_\_

---

---

Why? \_\_\_\_\_

---



9. What other factors be considered? \_\_\_\_\_

---

---

Why? \_\_\_\_\_

---

---

10. What do you think most voters consider when choosing a presidential candidate?

---

---

---

Why? \_\_\_\_\_

---

---

[illegible]



## Practice

Match the **main government function** with the correct **executive department**. Write the letter on the line provided.

- |  |                                 |
|--|---------------------------------|
| _____ 1. maintains armed forces                      | A. Department of Agriculture    |
| _____ 2. finances interstate highways                | B. Department of Commerce       |
| _____ 3. conducts programs to help farmers           | C. Department of Defense        |
| _____ 4. sponsors job training programs              | D. Department of Education      |
| _____ 5. carries out foreign policy                  | E. Department of Energy         |
| _____ 6. promotes energy research                    | F. Department of Justice        |
| _____ 7. conducts the census                         | G. Department of Labor          |
| _____ 8. provides financial help to schools          | H. Department of State          |
| _____ 9. collects federal taxes                      | I. Department of Transportation |
| _____ 10. runs Federal Bureau of Investigation (FBI) | J. Department of the Treasury   |



## Practice

*Answer the following using complete sentences.*

1. Which amendment describes the order of succession to the presidency?

---

---

2. What law determines the order of succession to the presidency?

---

---

*Number these **officials** in the correct **order** they would be called to **fill the office of the President**. Write the number on the line provided.*

\_\_\_\_\_ 3. Attorney General

\_\_\_\_\_ 4. Secretary of Defense

\_\_\_\_\_ 5. Secretary of Energy

\_\_\_\_\_ 6. Secretary of Labor

\_\_\_\_\_ 7. Secretary of State

\_\_\_\_\_ 8. Speaker of the House

\_\_\_\_\_ 9. Vice President





## Practice

Use the list below to complete the following statements.

all	fair	President
appeals	lifelong	Senate
Chief Justice	means	trials
Constitution or laws	nine	

### The Supreme Court

- Main Purpose:** It is the job of the Supreme Court to interpret the \_\_\_\_\_ or to decide what the law \_\_\_\_\_. In this way, the Supreme Court makes sure that \_\_\_\_\_ people receive just or \_\_\_\_\_ treatment under the law.
- Membership:** \_\_\_\_\_ Justices are on the Supreme Court. The \_\_\_\_\_ is the presiding officer. Justices are nominated by the \_\_\_\_\_ and approved by the \_\_\_\_\_. Their term is \_\_\_\_\_.
- Main Activities:** a.) \_\_\_\_\_ : reviewing cases that have already been tried in a lower court.  
b.) \_\_\_\_\_ : deciding cases involving treaties, ambassadors, or suits brought against the United States.



## Practice

Write the names of the nine current **Supreme Court justices** in the boxes below.

Chief Justice



## Practice

*Use the list below to write the correct term for each definition on the line provided.*

**bicameral  
cabinet**

**Chief Justice  
impeach**

**naturalization  
pocket veto**

- \_\_\_\_\_ 1. to charge the President or a federal judge with a crime
- \_\_\_\_\_ 2. two-house legislature
- \_\_\_\_\_ 3. the process by which a person who was not born in the United States becomes a citizen
- \_\_\_\_\_ 4. the highest ranking justice on the Supreme Court
- \_\_\_\_\_ 5. the group of presidential advisers
- \_\_\_\_\_ 6. a type of veto that occurs when a bill dies because the President does not sign it and Congress adjourns



## Practice

*Match each definition with its correct term. Write the letter on the line provided.*

- |  |              |
|--|--------------|
| _____ 1. money                                 | A. appeal    |
| _____ 2. a Supreme Court judge                 | B. bill      |
| _____ 3. to take to a higher court             | C. commerce  |
| _____ 4. trade                                 | D. expulsion |
| _____ 5. an agreement with a foreign country   | E. justice   |
| _____ 6. a suggestion for a new law            | F. revenue   |
| _____ 7. removal from office                   | G. treason   |
| _____ 8. an act of disloyalty to one's country | H. treaty    |



## Practice

*Put an **L** on the line next to powers of the **legislative branch**. Put an **E** next to powers of the **executive branch**. Put a **J** next to powers of the **judicial branch**.*

- \_\_\_\_\_ 1. settle disputes between states
- \_\_\_\_\_ 2. issues patents
- \_\_\_\_\_ 3. coin money
- \_\_\_\_\_ 4. appoint federal judges
- \_\_\_\_\_ 5. grant pardons
- \_\_\_\_\_ 6. declare war
- \_\_\_\_\_ 7. draft citizens
- \_\_\_\_\_ 8. handle appeals
- \_\_\_\_\_ 9. make treaties
- \_\_\_\_\_ 10. borrow money
- \_\_\_\_\_ 11. establish a navy
- \_\_\_\_\_ 12. interpret the Constitution
- \_\_\_\_\_ 13. collect taxes
- \_\_\_\_\_ 14. fill important vacancies in government
- \_\_\_\_\_ 15. regulate trade



## Practice

In this unit, we have learned about the **qualifications** for various government positions. Do you dream of being President or governor? Well, you need to start planning now. What would your **résumé** look like? A **résumé** is a summary of a person's **education and professional career**. Look at the sample **résumé** below. Use your imagination and fill out the **résumé** on page 99.

### Résumé

Josh Randall  
222 Scott Drive  
Silver Springs, FL 34488  
(352) 555-1212

*mail  
résumé  
today!*

- **Objective:** Currently seeking a career position as Governor of the State of Florida
- **Skills/ Abilities:** Fluent in Spanish, French, and German. Excellent Communication/Debate Skills
- **Education:** (1962-1965) Law Degree, Florida State University  
(1958-1962) BS Degree (History), University of Florida  
(1955-1958) HS Diploma, Lincoln High School
- **Career Related Experiences:** (1986-1990) Florida Attorney General  
(1968-1985) District Attorney  
(1965-1968) Private Law Practice (Ocala, FL)
- **Organizations/ Volunteer Work:** Florida Bar Association, Literacy Volunteers of America, Membership in local organizations
- **Interests/ Hobbies:** Interest in historical events, travel, golf, and basketball
- References available on request.



Fill out the following **résumé** using the sample résumé on page 98 as a guide.  
Remember you are applying for the job **Governor of the State of Florida**.

Résumé	
Name:	_____
Address:	_____ _____ _____
Phone Number:	_____
• Objective:	Currently seeking a career position as Governor of the State of Florida.
• Skills/ Abilities:	_____ _____ _____
• Education:	Dates: _____ College or University: _____ Dates: _____ College or University: _____ Dates: _____ High School: _____
• Career Related Experience:	Dates: _____ Dates: _____ Dates: _____ Dates: _____
• Organizations/ Volunteer Work:	_____ _____ _____
• Interest/ Hobbies:	_____ _____
• References:	_____ _____



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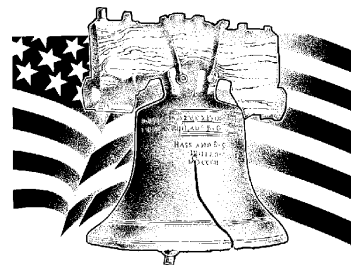


## Unit 5: Influencing Government

This unit emphasizes how government is influenced and changed by the support and opposition of individuals and interest groups.

### Unit Focus

- characteristics of interest groups, lobbyists, and political action committees
- ways interest groups can influence government







## Vocabulary

*Study the vocabulary words and definitions below.*

**bias** ..... the personal slant of a writer or speaker

**coalition** ..... two or more pressure groups that have joined forces

**influence** ..... power to affect a decision

**interest group** ..... a group of people who share common beliefs or goals and may try to influence government decisions regarding those beliefs

**lobbying** ..... organized effort to influence government decisions

**lobbyist** ..... a person who works for an interest group

**political action committee (PAC)** ..... a committee formed by an interest group to raise money for political campaigns

**pressure group** ..... an interest group that tries to influence government decisions



**propaganda** ..... the spreading of ideas intended to  
influence people's beliefs or attitudes

**public opinion** ..... what people think or believe



## Influencing Government

Most Americans would like to be able to **influence** or have an affect on, government decisions. We all have opinions about government actions such as the closing of military bases, raising taxes, controlling gun purchases, or allowing prayer in school. As individuals, we can try to influence decisions such as these by voting for candidates who feel the same way we do or by writing our Congressmen or President.

## Interest Groups

When we join forces with others who have similar concerns, we become part of an **interest group**. An interest group is a group of people who share common beliefs or goals and who may try to influence government decisions affecting those beliefs. Members of Mothers Against Drunk Driving (MADD), for example, work to get harsher penalties for drunk drivers. The National Rifle Association (NRA) tries to stop Congress from passing laws that would make purchasing guns more difficult.

Members of interest groups use many tactics to influence decisions. Any organized effort to influence government decisions is known as **lobbying**. The people who carry out these tactics—and particularly those who are paid to do so—are known as **lobbyists**. What kinds of people are lobbyists? Many lobbyists are former government officials. They usually have friends in high places. Many other lobbyists are lawyers and public relations experts. All lobbyists must be able to convince the people in power of the point-of-view of the interest group they represent. Some strategies lobbyists use to pass or kill legislation include the following listed below.

- providing information to legislators about their cause
- using publicity such as bumper stickers, pamphlets, and TV and radio ads
- staging rallies or demonstrations
- campaigning for candidates sympathetic to their cause
- staging letter-writing campaigns



One way to influence **public opinion** is the use of **propaganda**. Propaganda is the systematic spread of ideas or beliefs by individuals or groups in order to influence people's behavior or political choices. Mass media, which includes TV, radio, and newspapers, is often used to spread certain ideas or points-of-view. The tremendous growth of mass media means that ideas can be spread even farther and faster. Mass propaganda has been used for good and bad purposes in an attempt to change people's ideas or opinions.

### Kinds of Interest Groups

Interest groups generally fall into one or more categories. They all have the same basic wish. They wish the government to make decisions which are in keeping with their beliefs to help them reach their goals.

The chart below gives examples of some types of interest groups.

Categories of Interest Groups		
Kind of Interest Group	Focus	Example
<b>Business and Industry</b>	represents companies in the same line of work	American Dairy Association, National Association of Real Estate Brokers
<b>Labor</b>	represents companies in the same field	American Postal Workers, United Mine Workers, United Steelworkers of America
<b>Ethnic</b>	represents members of particular race or ethnic group	Japanese-American Citizens League, National Association for the Advancement of Colored People (NAACP), National Association of Italian Americans
<b>Issue-Oriented</b>	focuses on a particular issue or area of concern	Mothers Against Drunk Driving (MADD), National Cancer Society, Right to Life, Students Against Destructive Decisions (SADD)
<b>Environmental</b>	works to save endangered animals, stop pollution, etc.	Friends of the Earth, National Audubon Society, National Wildlife Federation, Sierra Club
<b>Consumer</b>	works for consumer and product safety	Alliance for Consumer Rights
<b>Professional</b>	represents persons in specialized fields of employment	American Bar Association, American Medical Association, National Education Association



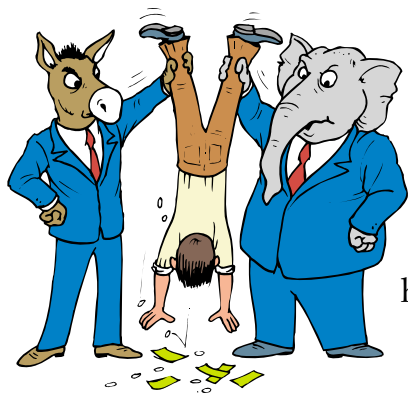
## Pressure Groups

An interest group becomes a **pressure group** when it decides to try to influence the government, usually by using lobbyists. Pressure groups may unite for added strength. Two or more pressure groups joined together are known as a **coalition**.

## Political Action Committees

One of the factors which determines the success of interest groups in furthering their causes is the amount of money they have to spend. A **political action committee** (PAC) may be set up by any interest group to raise money and donate it to candidates who favor a certain position on an issue. Business groups, labor groups, or any other interest groups may set up a PAC.

There is at least one serious problem with PACs. Because PACs can raise large amounts of money for a candidate, a PAC can sometimes exert too much influence over the candidate's campaign.



Successful political campaigns cost thousands—sometimes millions—of dollars to run. A candidate has to accept contributions from individuals and interest groups in order to meet the expenses of his or her campaign. It may be very hard for candidates to forget about the groups that helped them win once they are in office.

There are laws limiting political contributions by individuals. A person cannot contribute more than \$1,000 to a candidate for each election the candidate enters. This means a candidate running first in a primary and then a general election can receive no more than \$2,000 from any one person. PACs, however, are not subject to the same limits. Some people believe that tighter limits should be placed on PAC contributions.



## Recognizing Bias

**Bias** is the personal slant of a writer or speaker. Learning to recognize bias allows you to distinguish the facts from the opinion of the person presenting them. It will help you to evaluate different points of view. A *fact* can be proven by evidence such as records, documents, or unbiased sources. An *opinion* may contain some truth, but also contains personal bias or value-based statements. We are constantly being bombarded with commercials and political advertisements that contain bias. It is important to be able to recognize bias and make clear decisions.

The following checklist will help you recognize bias.

- What ideas does the writer or speaker want you to accept?
- What statements are being used to communicate or support the idea?
- What are the basic facts of the message?
- How can these statements be verified or proven?
- Are there words or phrases that color the facts in a negative or positive light?
- Are there subtle words like *still* and *always*?

For example:

1. Do you think interest groups *still* have too much influence on Congress?
2. Do you think interest groups have too much influence on Congress?

The first question invites people to say *yes* because the word *still* makes it seem as if there is an existing problem with interest groups.





## Practice

Use the chart on page 106 and the list of **interest groups** below to write the correct name of each group under the heading.

American Medical Association  
American Postal Workers Union  
Friends of the Earth  
Mothers Against Drunk Driving (MADD)  
National Association for the Advancement of Colored People (NAACP)  
National Association of Italian Americans  
National Education Association  
National Wildlife Federation  
Right to Life  
United Mine Workers

**Ethnic**

---

---

**Professional**

---

---

**Issue-Oriented**

---

---

**Labor**

---

---

**Environmental**

---

---





## Practice

*Match each definition with the correct term. Write the letter on the line provided.*

- |   |                               |
|---|-------------------------------|
| _____ 1. what people think or believe   | A. coalition                  |
| _____ 2. organized effort to influence government decisions   | B. influence                  |
| _____ 3. the spreading of ideas intended to influence people's beliefs or attitudes                                 | C. interest group             |
| _____ 4. a group of people who share common goals and try to influence government decisions regarding those beliefs | D. lobbying                   |
| _____ 5. two or more pressure groups that have joined forces  | E. political action committee |
| _____ 6. an interest group that tries to influence government decisions   | F. pressure group             |
| _____ 7. power to affect a decision   | G. propaganda                 |
| _____ 8. a committee formed by an interest group to raise money for political campaigns                             | H. public opinion             |

[illegible]



## Practice

Select an article from the **editorial** page of a **newspaper**. Write a list of the **facts** presented by the article in one column and a list of the **opinions** in the other column. Write a paragraph about the **biased issues** you noted and support your findings. (Refer to the checklist on page 108.)

Name and date of newspaper \_\_\_\_\_

Title and page of article \_\_\_\_\_

### Facts

### Opinions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Biased issues and support of your findings:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



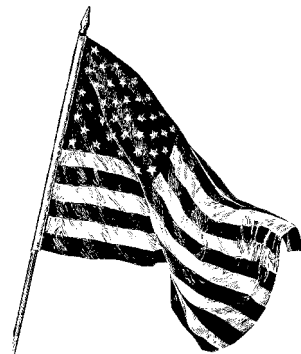
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## Unit 6: Civil Rights

This unit emphasizes the relationship between majority rule and individual rights as it is reflected in our legal and governmental systems and as it changes through the interpretation of the Constitution.

### Unit Focus

- individual rights protected by the Constitution
- how individual rights may be limited by the majority
- federal laws that have had an impact on civil rights
- Supreme Court cases which have affected civil rights









## Vocabulary

*Study the vocabulary words and definitions below.*

<b>affirmative action</b> .....	a government policy encouraging the acceptance of minorities in school admissions and hiring practices
<b>bail</b> .....	money paid for an accused person's release from jail and held by the court until the accused returns for trial
<b>civil rights</b> .....	personal rights guaranteed to all individuals
<b>double jeopardy</b> .....	trying a person twice for the same crime; the Constitution does not allow this
<b>due process of law</b> .....	fair and equal treatment by the court system
<b>libel</b> .....	printing lies about a person
<b>majority</b> .....	more than half
<b>majority rule</b> .....	the idea that the majority of the people should make the decisions
<b>Miranda warning</b> .....	the name given to a set of statements that law enforcement officers are required to make to inform a suspect of his or her rights; the result of the Supreme Court decision of <i>Miranda v. Arizona</i> (1966)



<b>minority</b> .....	less than half
<b>petition</b> .....	written request submitted to government officials
<b>quotas</b> .....	holding a specific number of jobs or school openings for minorities only
<b>reverse discrimination</b> .....	favoring minority individuals over equally qualified majority individuals
<b>search warrant</b> .....	a written order signed by a judge giving permission to search a home or other property
<b>separate but equal doctrine</b> .....	the idea that separation of races is acceptable as long as facilities and legal protections for each race are equal
<b>separation of church and state</b> ....	the restriction which prohibits government interference with religious issues
<b>slander</b> .....	making false oral statements about a person



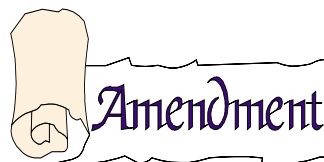
## Civil Rights

One of the biggest problems that the United States has had under the Constitution (see Appendix A) is trying to protect the rights of the individual, called **civil rights**, while maintaining the practice of **majority rule**.

The United States Constitution sets up a government that is based on the idea that the **majority** of the people should decide how things are done. This is democracy in action. The side with the majority (more than half) of the votes wins elections and makes decisions. At the same time, the writers of the Constitution worked hard to protect the rights of the **minority**. This means that individual rights given to citizens cannot be taken away—even if they apply to less than half of the people.

## Constitutional Amendments

The writers of the Constitution also made provisions for the growth of the government. In Article V of the Constitution, the writers outlined the method for the citizens to change their government. While citizens cannot change what is already written in the Constitution, they can make changes by writing amendments to the Constitution. Article V describes two ways to propose and two ways to ratify (or pass) amendments. (See Unit 3.) Because all amendments require the approval of the majority of the people (at least three-fourths of the states), passing an amendment may take a very long time.



*Since 1791, 27 amendments have been added to the Constitution.*

Since 1791, 27 amendments have been added to the Constitution. (See Appendix A.) Americans were not happy with the original Constitution and demanded that their rights as citizens or their individual rights be listed. The first 10 amendments were added soon after the original Constitution was approved in 1787. Those 10 amendments came to be called the Bill of

Rights. (See Appendix D.)

The Bill of Rights lists many rights guaranteed to the individual. Most of the 27 amendments refer to the rights of the people. (A listing of the 27 amendments appears on the following page.)



## The Constitutional Amendments

Number	Amendment
1 .....	<b>Freedom</b> of religion, speech, press, assembly, and petition *
2 .....	<b>Right</b> to bear arms *
3 .....	<b>Freedom</b> from housing of troops in private homes *
4 .....	<b>Right</b> to fair searches and seizures *
5 .....	<b>Right</b> of persons accused of a crime *
6 .....	<b>Right</b> to a fair and speedy trial *
7 .....	<b>Right</b> to sue *
8 .....	<b>Right</b> to fair bail, fines, and punishments *
9 .....	<b>Freedom</b> to obtain other additional rights *
10 .....	<b>Powers</b> reserved to the states
11 .....	<b>Right</b> to sue a state*
12 .....	<b>Election</b> procedure for the President and Vice President
13 .....	<b>Freedom</b> from slavery *
14 .....	<b>Right</b> to citizenship; representation in Congress; punishment for rebellion; and equal protection under the law *
15 .....	<b>Right</b> to vote of citizens *
16 .....	<b>Income tax</b>
17 .....	<b>Right</b> to elect Senators *
18 .....	<b>Prohibits</b> (outlaws) alcoholic beverages
19 .....	Women's <b>right</b> to vote *
20 .....	Presidential <b>Inauguration</b>
21 .....	<b>Legalizes</b> alcoholic beverages *
22 .....	<b>Limits</b> President's term
23 .....	<b>Electoral votes</b> for Washington, D.C.*
24 .....	<b>Protection</b> from poll taxes (taxes on voting) *
25 .....	<b>Presidential disability</b>
26 .....	<b>Right</b> to vote of 18 year olds *
27 .....	Congressional <b>compensation</b> changes

\* individual rights guaranteed to citizens of the United States



## The First Amendment

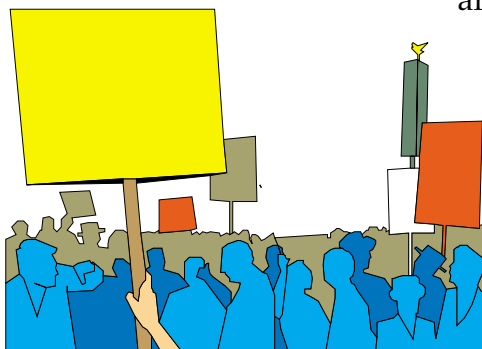
One of the most important amendments is the First Amendment, which states that all citizens must be given freedom of religion, speech, press, assembly, and **petition**. Let's take a brief look at each one of these guaranteed freedoms.

**Freedom of Religion.** This portion of the First Amendment states that citizens must be free to follow the religion of their choice. It also means that citizens cannot be forced to practice any religion if they do not wish to do so. The idea of freedom of religion also established the concept of **separation of church and state**. If religious involvement is truly to be an individual freedom, the government must not promote any one religion or group of religions.

The concept of freedom of religion (and separation of church and state) has resulted in a number of court cases. In *Engel v. Vitale* (1962), the Supreme Court ruled that public school students could not be required to start each day with a prayer. In an earlier case, *West Virginia Board of Education v. Barnette* (1943), the Supreme Court granted children belonging to the Jehovah's Witness religion the right to refuse to salute the flag because it went against their religious beliefs.

**Freedom of Speech and the Press.** The First Amendment also guarantees all citizens the right to express their opinions. Free speech may not, however, be used in ways which will harm others. Freedom of speech and freedom of the press may be withdrawn in matters of national security and with regard to obscene material. In addition, there are laws protecting citizens against **libel** and **slander**. Libel refers to printing untrue statements about an individual; slander refers to making oral statements which are false.

**Freedom of Assembly and Petition.** All people are given the right to assemble peacefully to express their opinions. This may include pickets, rallies, or other demonstrations. Some limits, such as requiring permits for marches, may be invoked. The right to assemble is one way we have of making our feelings known to the government. A petition, or written request submitted to government officials, is another way.





## Rights of the Accused

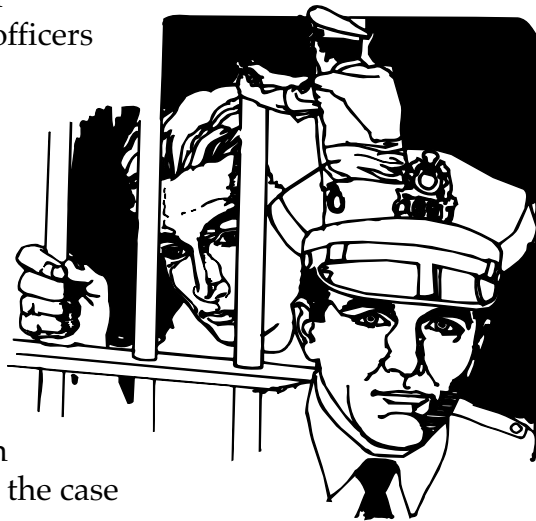
A number of amendments to the Constitution protect individuals accused of crimes. These include the Fourth, Fifth, Sixth, and Eighth Amendments.

**The Fourth Amendment.** The Fourth Amendment limits the government's right to search. Police or other officials may not search a person's home or take any of his or her property without the written consent of a judge. This written consent is called a **search warrant**.

**The Fifth Amendment.** The Fifth Amendment encompasses a number of the rights of accused persons. A person cannot be charged with a crime unless a grand jury decides there is enough evidence against that person. A person cannot be forced to give evidence against himself or herself. A person must be given **due process of law** (fair and equal treatment by the court system). In addition, a person cannot be tried for the same crime twice—even if new evidence might prove that person's guilt. This is known as **double jeopardy**.

From watching television, you may be familiar with the Miranda statement used by police. It begins, "You have the right to remain silent. Anything you say can and will be used against you in a court of law...." This warning is a result of the Supreme Court case *Miranda v. Arizona* (1966), which was a test of our Fifth Amendment rights. In this case, the Supreme Court Justices held that persons accused of crimes must be informed of their rights so that they are aware that they do not have to give evidence against themselves. The **Miranda warning** is now a standard procedure among law enforcement officers all around the country.

**The Sixth Amendment.** The Sixth Amendment lists further rights of the accused. These include the right to a speedy trial, the right to trial by jury, and the right to be represented by a lawyer. Citizens have not always been given the right to be represented by a lawyer, however. In 1963, the Supreme Court considered the case



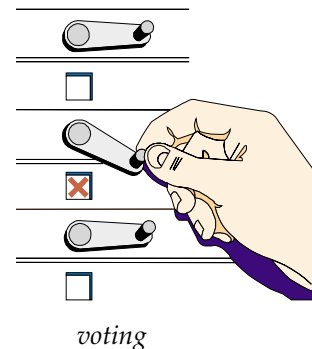


of *Gideon v. Wainright*. Clarence Earl Gideon, convicted of theft, claimed that because he had been too poor to hire a lawyer, his rights had been denied. The Supreme Court agreed and today, those who cannot afford lawyers are provided one by the court.

**The Eighth Amendment.** The Eighth Amendment offers additional protection for the accused. This amendment states that **bail** (money paid for release of an accused person from custody and held by the court until the accused returns to trial) must be fair. This amendment provides that no “cruel and unusual” punishments may be used.

### Voting Rights

Four of the amendments to the Constitution are concerned with voting rights of all citizens. Amendment 15 states that no citizen shall be denied the right to vote because of race or color. Amendment 19 gave women the right to vote. Amendment 24 prohibited charging a poll tax (voting tax). Amendment 26 lowered the voting age to 18. Before Amendment 26 in 1971, 18-year-olds could be drafted but could not vote.



### Other Supreme Court Cases Affecting Civil Rights

A number of other landmark Supreme Court cases have had an effect on the individual rights of Americans. Here we will consider three of them.

***Plessy v. Ferguson (1896).*** In this case, Homer Plessy, an African-American man, refused to move from an area on a train reserved for whites. He said that this policy violated his Fourteenth Amendment right to equal protection under the law. The Supreme Court disagreed, saying that as long as the two areas were “equal,” separation was acceptable. This became known as the **separate but equal doctrine**.

***Brown v. Topeka Board of Education (1954).*** In a test of the separate but equal doctrine, the parents of Linda Brown sought to enroll their daughter in a school for white children which was closer to their home than the nearest school for African-American children. The Supreme Court in this ruling decided that schools could *not* be both separate and equal and ordered desegregation in the schools.



*Bakke v. Regents of the University of California (1978).* In order to reduce discrimination, the United States government adopted a policy of encouraging acceptance of minorities in schools and workplaces. This policy was known as **affirmative action**. One result of this policy was the court case concerning Allen Bakke, a white male, who had failed to get admitted into a California medical school. Bakke claimed that this was due to **reverse discrimination**—the acceptance of minorities over whites whose qualifications were equal or better.

According to Bakke, this was a violation of his 14th Amendment right to equal protection under the law. The Supreme Court handed down a two-part decision. First, it said that the use of **quotas** (holding a specific number of slots for minorities) was unconstitutional. In the second part, however, the court gave its support to the concept of affirmative action.

## Legislative Acts

Not all the decisions regarding civil rights are made in the courts. Some changes have occurred as the result of laws which extend or further guarantee our individual rights. These include the following:

- **Civil Rights Act of 1964.** This law prohibits discrimination on the basis of race, religion, or national origin in all public places such as hotels, restaurants, and theaters.
- **Civil Rights Act of 1968.** This law forbids discrimination in housing on the basis of race, religion, or national origin.
- **Voting Rights Act of 1965.** This law stopped the practice of requiring written tests in order to be allowed to register to vote. This law increased voting rights for minorities and others who spoke little or no English.
- **Gun Control Act of 1968.** This law requires the licensing of certain guns and forbids the sale of handguns to persons under 21 and rifles to those younger than 18. This is an example of a law that limits individual rights in order to protect the majority.





## Taking a Stand

Many of the amendments to the Constitution are controversial. This means many people disagree with and argue about the way the amendments should be interpreted. Read about the following controversial issues and decide if you agree with them or not.

### Searches and Seizures

The Fourth Amendment deals with citizen's right to fair searches and seizures. This means a police officer must have a search warrant to search a private home. However, armed with evidence that someone in the home committed a crime, the police officer may conduct a search without a search warrant. This is known as *probable cause*.



The Fourth Amendment may not apply in your school. In the case of *New Jersey v. T.L.O. (1985)*, the Supreme Court ruled the school officials do not need valid warrants or probable cause to search students or their property. All that is needed is the belief the search will disclose that the student has broken school rules.

### The Death Penalty

The Eighth Amendment protects prisoners against cruel and unusual punishment. However, many people disagree about the meaning of cruel and unusual punishment.

### Freedom of Speech

The First Amendment protects the right to march, demonstrate, and form picket lines. However, demonstrators are not allowed to endanger public safety, stop traffic, illegally trespass, or block the sidewalks. Groups like the Ku Klux Klan are allowed to make public speeches or march in parades.

In *Hazelwood School District v. Kuhlmeier (1988)*, the Court stated that school officials have the authority to limit freedom of speech. For example, they are allowed to regulate school newspapers, plays, and pep rallies. They can also suspend students from school for lewd and indecent speech at school events.



## Practice

Use the list below to complete the following statements.

**affirmative action**  
**double jeopardy**  
**due process of law**  
**majority rule**

**reverse discrimination**  
**separate but equal doctrine**  
**separation of church and state**

1. Every accused person must be given \_\_\_\_\_ , or fair and equal treatment by the court system.
2. Because the Constitution requires \_\_\_\_\_ , the government may not interfere in church affairs.
3. In *Brown v. Topeka Board of Education*, the \_\_\_\_\_ was declared unconstitutional.
4. Elections are decided based upon the concept of \_\_\_\_\_ .
5. While \_\_\_\_\_ encourages acceptance of minorities in hiring, \_\_\_\_\_ refers to special favors given to minorities.
6. Trying a person twice for the same crime is known as \_\_\_\_\_ .



## Practice

For each situation below, at least one important **freedom** or **right** is described. Match the freedom or right with the correct **amendment** to the **Constitution**. Write the letter on the line provided.

- |  |   |
|--|---|
| _____ 1. Joan Ford received her first voter registration card on her 18th birthday.                            | A. Eighth Amendment (8 <sup>th</sup> )        |
| _____ 2. Jim White was arrested for stealing a car. He has been granted the right to post bail by the court.   | B. First Amendment (1 <sup>st</sup> )         |
| _____ 3. Sally Jones signed a petition to save the whales. The petition was sent to her United States Senator. | C. Fourth Amendment (4 <sup>th</sup> )        |
| _____ 4. John James' trial date has been set for next Thursday. He was arrested two weeks ago for a robbery.   | D. Sixth Amendment (6 <sup>th</sup> )         |
| _____ 5. Sue Wales' car was searched by a policeman. She had been stopped for running a red light.             | E. Twenty-sixth Amendment (26 <sup>th</sup> ) |

6. Which of these cases seems to go against the civil rights of the people involved? Explain.

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## Practice

Identify the correct **First Amendment freedom** is illustrated in each of the statements below. Write the First Amendment freedom on the line provided.

1. people hold an anti-war rally:

Freedom of \_\_\_\_\_

2. a newspaper article exposes government waste:

Freedom of \_\_\_\_\_

3. a young Amish man refuses to register for the draft:

Freedom of \_\_\_\_\_

4. a woman collects signatures to get an independent candidate listed on the ballot:

Freedom of \_\_\_\_\_

5. a speaker's comments on a particular topic:

Freedom of \_\_\_\_\_

6. List a situation you think would most likely not be protected by the First Amendment. Why?

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## Practice

*Explain how the accused person's **civil rights** are being **violated** in each of the following situations.*

1. Two months after Terry is found innocent of a crime, new evidence surfaces, and she is brought before a judge again.

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2. Robin calls the police to his home to report a theft. While the police are there, they become suspicious and begin looking for drugs.

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3. James, with no previous criminal record, is sentenced to 10 years in jail for stealing a roll of film.

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4. Against her will, Chris is called to the stand and asked if she used the stolen credit card.

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## Practice

Match the **issue** involved with the correct **Supreme Court case or law**. Write the letter on the line provided.

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|---|--|
| _____ 1. prohibits discrimination in housing                | A. <i>Bakke v. University of California</i>  |
| _____ 2. guarantees freedom of religion (right not to pray) | B. <i>Brown v. Topeka Board of Education</i> |
| _____ 3. required telling accused of their rights           | C. Civil Rights Act of 1964                  |
| _____ 4. case that desegregated schools                     | D. Civil Rights Act of 1968                  |
| _____ 5. guarantees right to a lawyer                       | E. <i>Engle v. Vitale</i>                    |
| _____ 6. prohibits use of "quotas"                          | F. <i>Gideon v. Wainright</i>                |
| _____ 7. prohibits discrimination in public place           | G. <i>Miranda v. Arizona</i>                 |
| _____ 8. allowed separate but equal facilities              | H. <i>Plessy v. Ferguson</i>                 |



## Practice

*Match each definition with the correct term. Write the letter on the line provided.*

- |   |                           |
|---|---------------------------|
| _____ 1. written request submitted to government officials  | A. bail                   |
| _____ 2. money paid for an accused person's release from jail and held by the court until the accused returns for trial | B. due process of law     |
| _____ 3. printing lies about a person   | C. libel                  |
| _____ 4. making false oral statements about a person  | D. petition               |
| _____ 5. holding a specific number of jobs or school openings for minorities only                                       | E. quotas                 |
| _____ 6. favoring minority individuals over equally qualified majority individuals                                      | F. reverse discrimination |
| _____ 7. a written order signed by a judge giving permission to search a home or other property                         | G. search warrant         |
| _____ 8. fair and equal treatment by the court system   | H. slander                |



## Practice

*Answer the questions below. There is no right or wrong answer, since this is **your opinion**. Refer to page 125.*

1. Do school officers have the right to search your locker, your book bag or your purse?

Why or why not? \_\_\_\_\_

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2. Is the death penalty cruel and unusual punishment?

Why or why not? \_\_\_\_\_

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3. Should some groups that are offensive to some people be allowed to speak in public?

Why or why not? \_\_\_\_\_

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4. Should students be allowed freedom of speech at school?

Why or why not? \_\_\_\_\_

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## Practice

Use the list below to write the correct term for each definition on the line provided.

bail	minority	search warrant
civil rights	petition	slander
libel	quotas	

- \_\_\_\_\_ 1. less than half
- \_\_\_\_\_ 2. making false oral statements about a person
- \_\_\_\_\_ 3. personal rights guaranteed to all individuals
- \_\_\_\_\_ 4. money paid for an accused person's release from jail and held by the court until the accused returns for trial
- \_\_\_\_\_ 5. written request submitted to government officials
- \_\_\_\_\_ 6. printing lies about a person
- \_\_\_\_\_ 7. written order signed by a judge giving permission to search a home or property
- \_\_\_\_\_ 8. holding a certain number of job or school openings for minorities only

## **Unit 7: Government Transformation: The 1920s and 1930s**

This unit emphasizes the Roaring Twenties and the Great Depression of the 1930s.

### **Unit Focus**

- social transformations that took place in the 1920s and 1930s
- principle political and economic factors that led to the Great Depression
- legacy of the Depression in American society
- how cultural and technological characteristics can link or divide regions
- how personal, political, and economic rights reinforce each other
- how government taxes, policies, and programs affect individuals, groups, businesses, and regions







## Vocabulary

*Study the vocabulary words and definitions below.*

**Black Tuesday** ..... name given to October 9, 1929, when stock prices fell sharply

**bootleggers** ..... people who smuggled alcoholic beverages into the United States during Prohibition

**credit** ..... an arrangement in which a buyer pays later for a purchase, often on an installment plan with interest charges

**Dow Jones Industrial Average** ... a measure based on the prices of the stocks of 30 large companies, widely used as a gauge of the stock market's health

**Dust Bowl** ..... the region, extending from Texas to North Dakota, made worthless for farming by drought and dust storms during the 1930s

**flapper** ..... one of the freethinking young women who embraced the new fashions and urban attitudes of the 1920s

**Franklin D. Roosevelt** ..... President from 1933 to 1945; created the "New Deal" program, which eased the hardship of the Depression for Americans

**Great Depression** ..... a period lasting from 1929 to 1941, during which the United States economy was in a severe decline and millions of Americans were unemployed



- Harlem Renaissance** ..... a flowering of African-American artistic creativity during the 1920s centered in the Harlem community of New York City
- installment plan** ..... an arrangement in which a purchaser pays over an extended period of time without having to put down money at the time of purchase
- NAACP** ..... the National Association for the Advancement of Colored People; an organization founded in 1909 to promote full racial equality
- New Deal** ..... President Franklin D. Roosevelt's program to alleviate the problems of the Great Depression, focusing on the relief for the needy, economic recovery, and financial reform
- Prohibition** ..... the legal banning of the manufacture, transportation, and sale of alcoholic beverages
- Social Security Act** ..... a law enacted in 1935 to provide aid to retirees, the unemployed, people with disabilities, and dependent mothers and children
- speakeasies** ..... places where alcoholic drinks were sold and consumed illegally during Prohibition
- stock market** ..... the place where shares of businesses (stock) are bought and sold
- urbanization** ..... the growth of cities



## Government Transformation: The 1920s and 1930s

The 1920s were a time of excitement and change. Between 1922 and 1929, migration to the cities accelerated, with nearly two million people leaving farms and towns each year. This phenomenon is known as **urbanization**.

### The Roaring Twenties



The economy was also changing in America. People no longer lived on farms and grew their own food. They lived in cities and worked in factories and high-rise buildings. Life was fast-paced instead of leisurely.

Speculators made fortunes in the **stock market**. The stock market is a place where shares

of businesses are bought and sold. In the 1920s many businessmen engaged in speculation—that is, they made risky business transactions on the chance of a quick profit. Many investors began buying on margin—paying a small percentage of a stock’s price as a downpayment and borrowing the rest. This worked well when stock prices were going up. Speculators could sell their stocks and pay off the debt they had borrowed. However, if stocks declined, there was no way to pay off the loan.

### The 18<sup>th</sup> Amendment

Social values were also changing in the 1920s. Small-town attitudes often clashed with city lifestyles. For example, in January 1920, the 18<sup>th</sup> Amendment went into effect. This amendment prohibited the manufacture, sale, or transportation of alcoholic beverages. This became known as **Prohibition**. Some people known as *reformers* considered alcohol a cause of corruption in big cities. They believed that the prohibition of alcohol would get America’s morals back on track.





The effort to stop Americans from drinking was doomed from the beginning. Look at the difficulty the United States faces today with illegal drug use; reformers of the 1920s faced similar problems. There was a lack of government funding to enforce the Prohibition laws. It was impossible to patrol the entire United States and track down illegal alcohol manufacturers.

During Prohibition, drinkers got around the 18<sup>th</sup> Amendment by going to hidden saloons and nightclubs called **speakeasies**. People also bought alcohol from people called **bootleggers**. Bootleggers often carried alcohol in the legs of boots and smuggled liquor from Canada, Cuba, and the West Indies.

Despite all of these problems, the 18<sup>th</sup> Amendment remained in effect until 1933, when it was repealed by the 21<sup>st</sup> Amendment.

### The Decade of the Woman



During the Twenties, a new ideal woman emerged. American women won the right to vote with the passage of the 19<sup>th</sup> Amendment to the Constitution. With this new freedom and equality, the image of a woman's place in society began to change. One such image was represented by the **flapper**, a freethinking young woman who embraced the new fashions and attitudes of the day. Dark, ankle-length dresses disappeared, and bright, waistless dresses an inch above the knee appeared. Many women were pulled back and forth between old and new standards.

### The Harlem Renaissance

During the 1920s, some African Americans began to move north from the farms to cities like New York. Some left the South because of economic inequality. In general, Northern cities didn't welcome the massive movement of African Americans to the cities. Unfortunately, many African Americans were greeted with race riots. In response, the National Association for the Advancement of Colored People (NAACP) urged





African Americans to protest racial violence with marches and organized protests. The NAACP represented the new, more organized voice of African Americans seeking a better place in American society.

Many African Americans who migrated north moved to Harlem, a neighborhood in New York City. There, a flowering of African-American creativity known as the **Harlem Renaissance**.



Langston Hughes was the movement's best-known poet, and Zora Neale Hurston was one of the most accomplished writers of the era. Louis Armstrong, Duke Ellington, and Bessie Smith all rocketed to fame in the 1920s jazz era.

## The Stock Market Crash and the Great Depression

As the Roaring Twenties came to a close, the downturn of the economy signaled an end of an era. In 1929 the stock market crashed, marking the beginning of the **Great Depression**. This economic collapse brought enormous suffering to Americans from all walks of life.

On October 29, 1929—known as **Black Tuesday**—the bottom fell out of the stock market. Therefore, the **Dow Jones Industrial Average**, the measure based on the stock prices of 30 representative companies trading on the New York Stock Exchange, fell dramatically and continued to fall until 1932. People and corporations tried frantically to sell their stocks before prices plunged even lower. However, millions of Americans went bankrupt as a result of the Stock Market Crash. The crash alone did not cause the Great Depression, but it did make the Depression more severe. The main causes of the Depression are listed below.

### The Main Causes of the Depression

- old and decaying equipment in factories
- a crisis in the farm sector—farmers produced more than they were able to sell
- availability of easy **credit**—many people went into debt buying goods on the **installment plan**
- uneven distribution of income—too little money in the hands of the working people

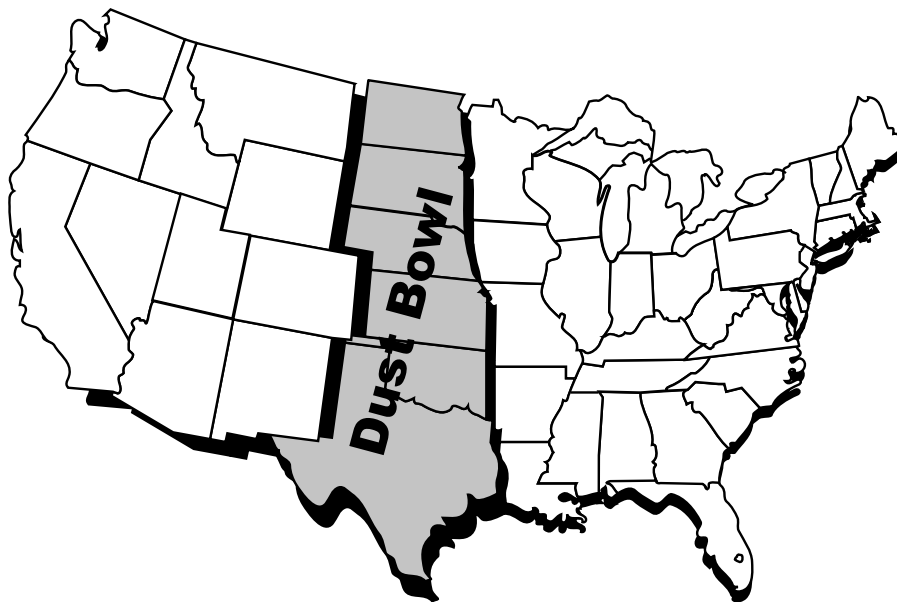


All of these factors led to the Great Depression, the period from 1929 to 1941, when the economy declined severely and millions of people were out of work. People no longer could afford to buy consumer goods even though factories continued to produce such items as automobiles and clothing.

In cities across the country, people who lost their jobs could no longer pay their rent or mortgages. Before long, large *shantytowns*—little towns consisting largely of shacks—sprang up on the outskirts of cities. Life for people in the farm areas during the Depression was hard, but they were able to feed their families by growing their own food. In the cities, charitable organizations offered free soup and bread to the needy. Homeless people waited in long soup lines to receive food.

### The Dust Bowl

In the early 1930s, a drought wreaked havoc on the Great Plains, causing the area to be called the **Dust Bowl**. The farmers of the Great Plains had exhausted the land through overproduction of crops and made the grasslands unsuitable for farming. When the drought and winds began in the 1930s, little grass was left to hold the soil down. Dust traveled hundreds of miles. Farmers had to leave their precious land and livelihoods. Many displaced farmers traveled to California. The map below of the United States shows the area hit hardest by the drought.





## The New Deal

In 1932 Americans rejected President Herbert Hoover in favor of the Democrat **Franklin D. Roosevelt**. Many Americans blamed Republicans and Hoover for the Great Depression. Many Americans were hopeful the



*President Hoover   President Roosevelt*

new president would find a solution to America's economic problems. Roosevelt campaigned to provide financial relief such as work projects and direct relief. This program designed to solve the problems of the Great Depression became known as the **New Deal**, a phrase from a campaign speech in which Roosevelt had promised "a new deal for the American people."

On taking office, Roosevelt launched into a period of intense legislation to get the nation back on track. Congress passed more than 15 major pieces of New Deal legislation. These laws and others that followed significantly expanded the federal government's role in the nation's economy. Prior to the Great Depression, the government had a hands off approach to the economy. This was based on the "survival of the fittest" philosophy which means only the strong will survive. This meant the government did not believe in stepping in and helping the nation's poor. Each person had the same opportunity for success. The presidency of Franklin D. Roosevelt (FDR) forever changed the role of government in the economy. For the first time, the government took steps to even the playing field and provide economic equality. Some critics think Roosevelt went too far. They believe the New Deal interfered with the workings of the free market economy.

One of the most important achievements of the New Deal was the creation of the Social Security system. The **Social Security Act** created old age insurance for retirees 65 or older and their spouses, provided money to the unemployed, and gave aid to families with dependent children and the disabled.

Despite the criticisms, the New Deal brought relief to both rural and urban workers. It helped women with dependent children, people who were elderly or disabled, and it brought help to African Americans, Latinos, and Native Americans.



## Legacy of the New Deal

Most conservatives think President Roosevelt's policies made the federal government too large and powerful by involving government agencies in the nation's finances, agriculture, industries, and housing. They believe the government stifled free enterprise and individual initiative. Liberal critics argue Roosevelt's plan did not go far enough to solve economic inequalities. The nation still had only a few very rich people and an enormous number of poor people. Supporters of the New Deal believe Roosevelt helped the country recover from the Great Depression in the ways listed below.

**Banking and Finance: Securities and Exchange Commission (SEC)** monitors the stock market. Federal Deposit Insurance Corporation (FDIC) to reassure individual depositors their savings are protected against loss in the event of a bank failure.

**The Farmers:** Quotas on crop production to prevent surpluses. Price supports to ensure farmers get a fair price in the market.

**The Labor Front:** Protection of workers rights (banning child labor and setting standards for wages and hours).

**Expanding the Government's Role in the Economy:** Giving the president a more active role in shaping the economy.

**The Environment:** Conservation projects designed to protect the nation's natural resources.

The New Deal legacy has many aspects. It has brought hope and gratitude from people who are poor or elderly, and it has brought anger and criticism from those who believe it has taken more of their money in taxes and curtails their freedom through increased government regulation.



## Practice

Use the list below to complete the following statements.

bootleggers	New Deal
credit	Prohibition
Dow Jones Industrial Average	Social Security Act
installment plan	speakeasies
NAACP	

1. During Prohibition, alcoholic drinks were sold and consumed at \_\_\_\_\_ .
2. \_\_\_\_\_ hid illegal alcohol in their boots.
3. The \_\_\_\_\_ is a measure based on the prices of stocks of 30 large companies.
4. People who are elderly or disabled receive a monthly income because of the \_\_\_\_\_ .
5. President Roosevelt called his plan to end the Great Depression the \_\_\_\_\_ .
6. \_\_\_\_\_ was the result of the 18<sup>th</sup> Amendment which made the sale, manufacture, and transportation of alcohol illegal.
7. \_\_\_\_\_ is an abbreviation for the National Association for the Advancement of Colored People.



8. An arrangement in which a purchaser pays for an item over an extended period of time is called the \_\_\_\_\_ .
9. Buying on \_\_\_\_\_ is when a buyer pays later for a purchase, often with interest charges added to an installment plan.



## Practice

*Answer the following questions using short answers.*

1. To where did many people begin to move between 1922 and 1929?

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2. Many people played the stock market. What happened when stock prices went up? What happened when stock prices went down?

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3. How did women's fashions change in the 1920s? \_\_\_\_\_

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4. Many African Americans moved north during the 1920s. How were they treated in the North?

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5. What catastrophic event led to the Great Depression? \_\_\_\_\_

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6. What natural disaster caused Midwestern farmers to move to California?

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7. What Democratic President campaigned for a "New Deal"?

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## Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 1. When you buy a share of stock, you own a small part of a business.
- \_\_\_\_\_ 2. One cause of the Depression was old, outdated equipment in factories.
- \_\_\_\_\_ 3. President Roosevelt did nothing to end the suffering of millions of Americans during the Depression.
- \_\_\_\_\_ 4. The Depression ended in one year.
- \_\_\_\_\_ 5. President Roosevelt's plan for ending the Depression was called the "New Deal."





## Practice

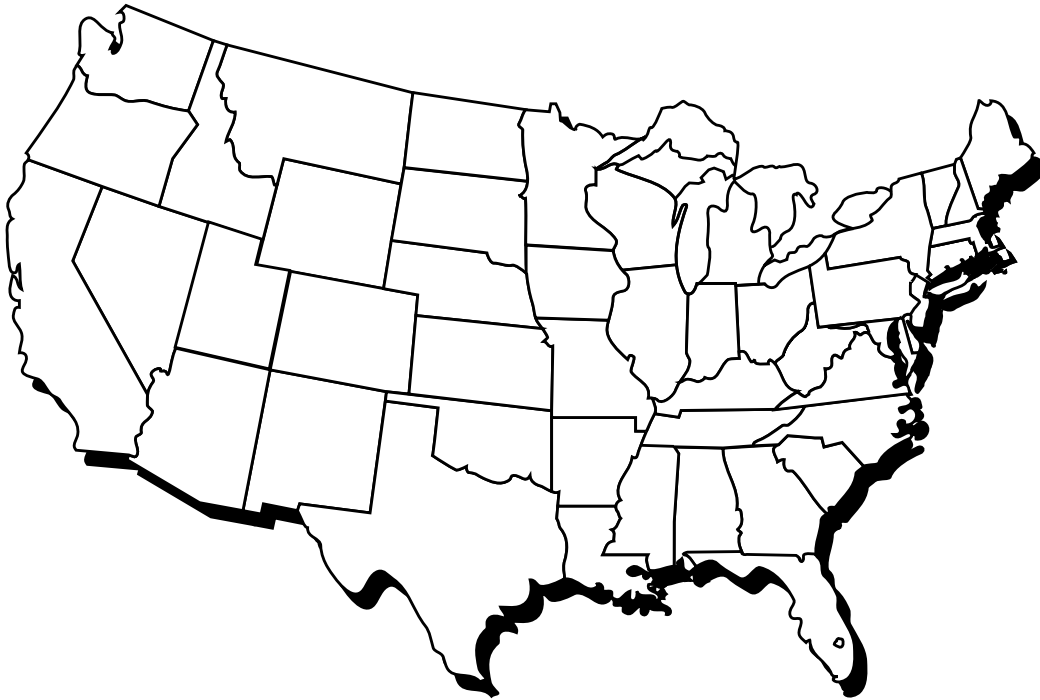
Match each **cause** with the correct **effect**. Write the letter on the line provided.

- |  |   |
|--|---|
| _____ 1. Too many people decided to sell their stocks on October 29, 1929. | A. It was hard to pay for food, clothes, and homes.               |
| _____ 2. Farmers grew more crops than they could sell.                     | B. The stock market crashed.                                      |
| _____ 3. During the Depression, most Americans had very little money.      | C. Crops were sold at very low prices.                            |
| _____ 4. The Depression grew worse when Hoover was President.              | D. Americans felt Hoover did not do enough to end the Depression. |



## Practice

Shade in the areas hit hardest by the **drought** in the region called the **Dust Bowl**. Use a **map** or **atlas** and list the states you shaded on the lines provided.



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## Practice

*Answer the following using short answers.*

1. Imagine moving from a farm community to a large city or vice versa. How might your life change?

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2. How would you feel about your old friends? \_\_\_\_\_

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3. How do you think your old friends would feel about you? \_\_\_\_\_

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4. Do you think differences in lifestyles can cause conflicts between people?

Why or why not? \_\_\_\_\_

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## Practice

*Follow the directions below.*

1. Complete the following chart on the pros (for Prohibition) and cons (against Prohibition).

<b>PROS</b>	<b>CONS</b>

2. If you were a legislator being asked to vote for the 18<sup>th</sup> Amendment, what would you say?

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Explain. \_\_\_\_\_

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3. Should the government attempt to change people's moral behavior?

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Why or why not? \_\_\_\_\_

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## Practice

*Follow the directions below.*

1. Write a paragraph describing a fashionable young woman today. Be sure to include the following: the style of clothing she wears, her hairstyle, makeup, jewelry, and other accessories.

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2. What clothes are most popular? \_\_\_\_\_

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3. How do these styles reflect American society in the present? \_\_\_\_\_

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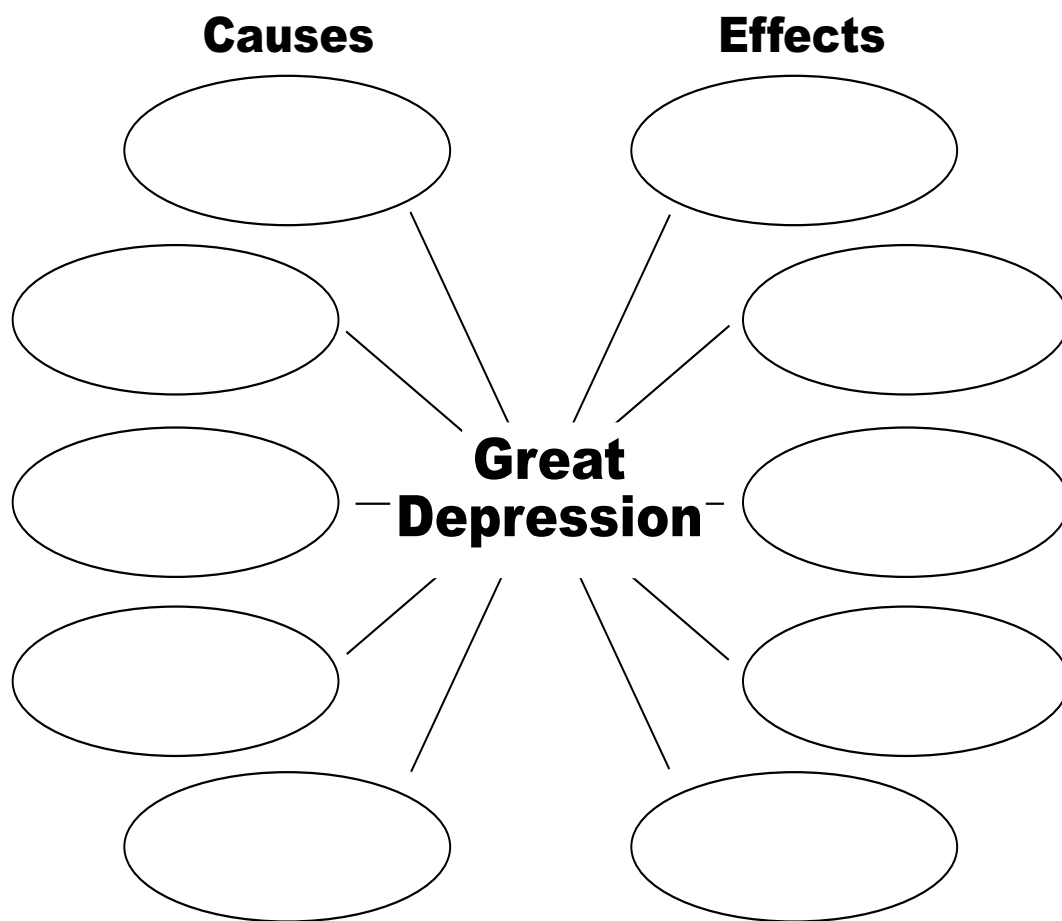


## Practice

Review the causes of the **Great Depression** and the effects the Depression had on the **economy** and **society**. Use the list below to record the **causes** and **effects** on the graphic organizer.

availability of easy credit  
factory closures causing unemployment  
old and decaying factory equipment  
stock market speculations  
widespread bank failures

decrease in worldwide trade  
farm crisis  
stock market crash  
uneven distribution of income  
widespread hunger and illness





## Practice

Use the list below to complete the following statements.

Black Tuesday  
Dust Bowl  
flapper  
Franklin D. Roosevelt

Great Depression  
Harlem Renaissance  
stock market  
urbanization

1. During the 1920s, many Americans began moving to the cities. This led to \_\_\_\_\_, the growth of cities.
2. From 1929 to 1941, the United States economy was in a severe decline. This is known as the \_\_\_\_\_.
3. A \_\_\_\_\_ was a freethinking young woman of the 1920s.
4. The \_\_\_\_\_ crashed on October 29, 1929, and this date is known as \_\_\_\_\_.
5. An area of land in the west was worthless for farming because of the drought. This area was called the \_\_\_\_\_.
6. The \_\_\_\_\_ was centered in the Harlem community of New York City.
7. \_\_\_\_\_ created the New Deal program.

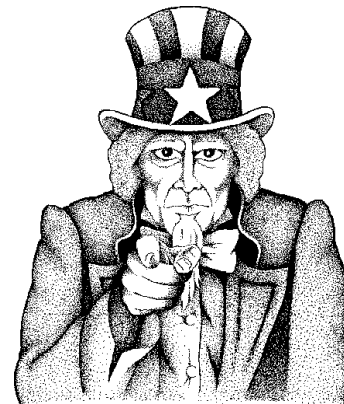


## Unit 8: Domestic Policy and Foreign Affairs

This unit emphasizes major domestic and foreign policy problems facing our nation.

### Unit Focus

- areas of domestic policy concern
- areas of foreign policy concern
- duties of the legislative and executive branches regarding foreign policy







## Vocabulary

*Study the vocabulary words and definitions below.*

**alliance** ..... an agreement between two countries to help each other in times of war

**balance of power** ..... the situation that occurs when two sides have relatively equal strength

**balance of trade** ..... the situation that occurs when the value of a country's imports is equal to the value of its exports

**capitalism** ..... the economic system of the United States; based on private ownership of the means of production and on the individual's economic freedom; often called the *free enterprise system*

**deterrent** ..... a discouraging factor

**domestic** ..... occurring within a country

**economic system** ..... the way in which a nation uses its resources to satisfy people's needs and wants

**exports** ..... goods sold to other countries

**foreign** ..... having to do with other countries

**General Assembly** ..... the main body of the United Nations



<b>human rights</b> .....	rights which belong to all individuals, such as freedom from hunger, the right to humane treatment, and the right to participate in government
<b>imperialism</b> .....	the policy in which stronger nations extend their economic, political, or military control over weaker territories
<b>imports</b> .....	goods bought from other countries
<b>isolationism</b> .....	the principle or policy of avoiding political alliances and economic relationships with other nations
<b>mediator</b> .....	person who settles disagreements
<b>nationalism</b> .....	the belief in national interests and national unity
<b>neutrality</b> .....	when a nation decides to support neither side during a conflict
<b>sanctions</b> .....	trade restrictions
<b>Security Council</b> .....	body of the United Nations made up of five permanent member nations and 10 other countries
<b>United Nations</b> .....	world organization that promotes peace and human rights



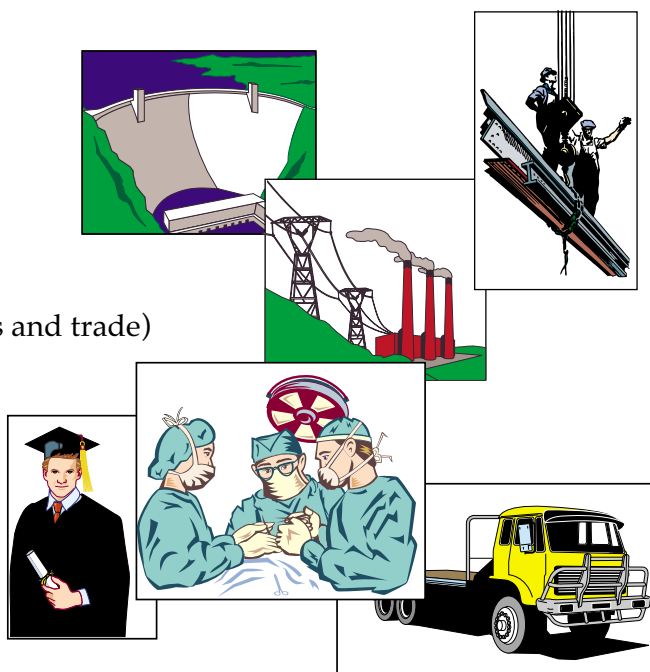
## Domestic Policy and Foreign Affairs

Issues that concern the United States government can be put into two categories—**domestic** and **foreign**. Domestic issues are those which exist within the United States itself. Foreign affairs are concerns which involve other nations. Much about domestic policy has been discussed in earlier units. In this unit, there is a brief section on domestic policy, followed by a section on foreign policy.

### Domestic Policy

Domestic policy is a plan for dealing with issues or problem areas within the United States itself. Domestic policy is set by Congress, the Supreme Court, and the President. It is carried out by the executive departments and the executive agencies (special offices set up to deal with areas of concern to the government). Some of these departments and agencies were discussed in Unit 3. Below is a list of major areas of domestic concern.

- natural resources
- environment
- health
- population growth
- transportation
- civil rights
- commerce (business and trade)
- education
- Social Security
- employment
- agriculture
- housing
- taxation





## Domestic Policy Powers

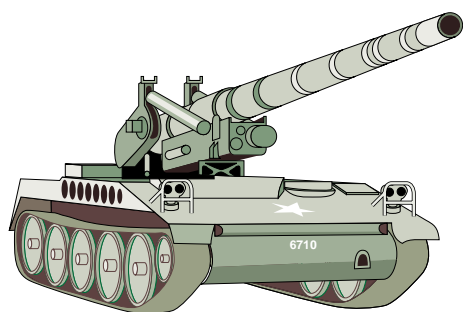
The President and Congress have a number of important powers concerning domestic policies.

DOMESTIC POLICY POWERS	
President	Congress
<ul style="list-style-type: none"><li>• the power to appoint cabinet officers</li><li>• the power to appoint heads of executive agencies</li><li>• the power to recommend legislation to Congress</li><li>• the power to issue executive orders</li><li>• the power to prepare the budget</li><li>• the power to enforce laws</li><li>• the power to veto bills (laws)</li></ul>	<ul style="list-style-type: none"><li>• the power to pass bills (laws)</li><li>• the power to approve appointments</li><li>• the power to approve the budget</li><li>• the power to investigate the activities of the executive agencies</li></ul>

## Foreign Policy

Foreign policy concerns strategies that our nation develops for dealing with other nations. In general, foreign policy is established to maintain peace, friendship, and trade with other countries. In dealing with foreign countries, the United States has many long-range goals. These include the following:

**Maintaining Peace in the World.** The United States tries to promote world peace through its membership in the **United Nations** and by signing treaties with other countries to reduce arms. Interestingly, however, one other means of promoting peace is by displaying the military power of the United States. Many people believe that a strong military is a **deterrent** (discouraging factor) to war. Deterrence is achieved



by letting other countries know that any acts of aggression will be met with retaliation. **Alliances** between countries, which are agreements to help each other in times of war, also help maintain a **balance of power** that discourages war. Alliances do this by making the two sides relatively equal in strength.

**Promoting American Interests Abroad.** The **economic system** of the United States, which is our method of managing resources to meet our needs, is **capitalism**. In a capitalist economy, individuals decide what to produce and how to produce it in order to make a profit. Because profit is so important to businesses, international trade is a major foreign policy concern. Some of our foreign policy is aimed at promoting a **balance of trade**. Balance of trade is achieved when the value of our **imports** (goods being bought from other countries) equals the value of our **exports** (goods sold to other countries). For many years, the United States has had an unfavorable balance of trade because we import more goods than we export. The United States continues to work toward increasing sales of American-made products to other countries.

**Aiding Foreign Countries.** Because we rely on foreign countries for their raw materials and finished goods, as well as for a marketplace for American goods, it is in the best interests of the United States to help developing nations. This is accomplished through such things as technical assistance, sharing ideas, and financial aid.



**Promoting Human Rights.** The American **human rights** policy recommends that all people, regardless of the country they live in, should be entitled to certain basic rights. These include freedom from hunger, the right to humane treatment, and the right to participate in the governmental process. In order to achieve these goals, the United States provides some assistance to countries in need, such as relief for starving people or victims of natural disasters.



The government also speaks out when it feels other countries are violating their citizens' human rights. In some cases, the United States will place economic **sanctions** (trade restrictions) on a country that is violating human rights. These sanctions may include trade restrictions, such as refusal to trade until certain conditions are met. In other cases, the United States may provide military support to help in such situations.

### Foreign Policy Powers

How does our government establish foreign policy? The President and Congress both have power in the area of foreign policy, but the President has perhaps the greatest power in that area. The President is responsible for conducting the nation's foreign policy. The President is assisted by officials of the Department of State and many agencies and advisers, but the Constitution gives the President power to make recommendations concerning military, treaty-making, and diplomatic affairs. In our system of checks and balances, the Senate or Congress must approve these recommendations.

FOREIGN POLICY POWERS	
President	Congress
<ul style="list-style-type: none"><li>• the power to appoint the Secretary of State</li><li>• the power to appoint ambassadors and other diplomats to foreign countries</li><li>• the power to prepare the budget of the United States</li><li>• the power to command the military</li><li>• the power to sign executive agreements</li><li>• the power to make treaties with the advise of the Senate</li></ul>	<ul style="list-style-type: none"><li>• the power to approve or reject appointments</li><li>• the power to approve the budget</li><li>• the power to withdraw troops</li><li>• the power to approve or reject treaties</li><li>• the power to declare war</li></ul>





## Carrying Out Foreign Policy

Foreign policy is decided by the President and is carried out at various times by many departments, agencies, and organizations. Maintaining peace in the world is the primary goal of our foreign policy. The importance of this goal is shown by the amount of time spent and the involvement of so many different officials, departments, organizations, and agencies.

## The United Nations

One organization which was established to maintain peace and cooperation among all nations is the United Nations (UN). The UN has many of the same goals as the United States' foreign policy, such as maintaining peace and promoting basic and equal human rights around the world.

The United Nations was formed in 1945 at the end of World War II. The United States is an important member of this international organization, which now has more than 150 permanent members. Almost every nation in the world is a member.

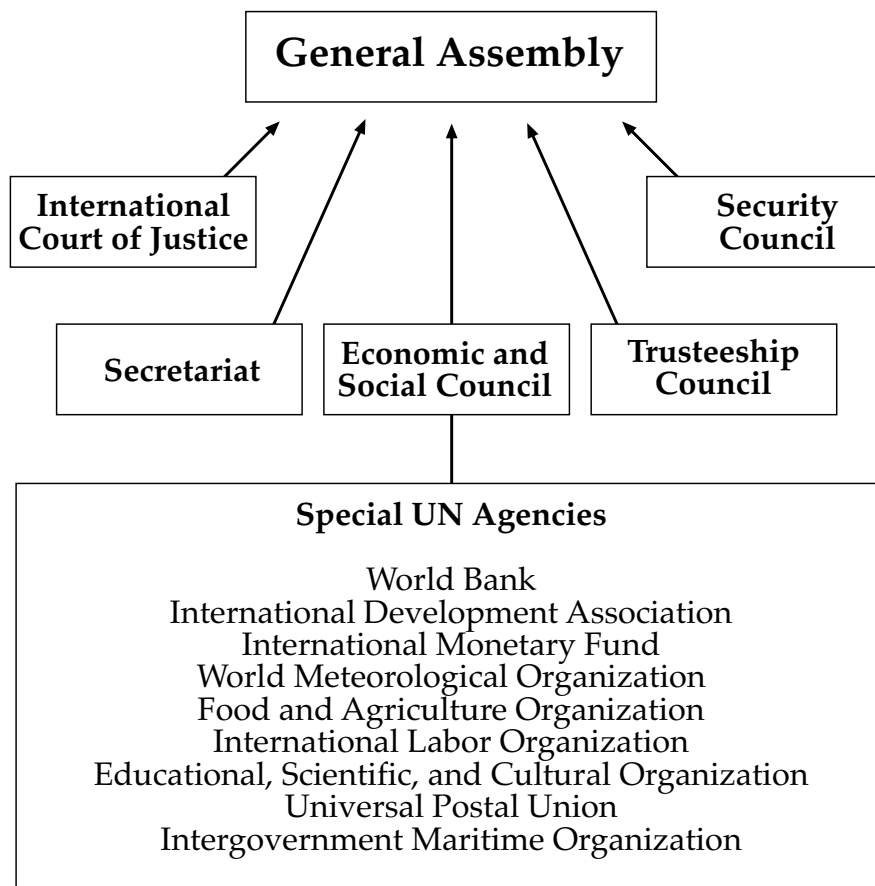
The United Nations is organized into six parts—the **General Assembly**, the **Security Council**, the International Court of Justice, the Economic and Social Council, the Trusteeship Council, and the Secretariat. Two of these will be discussed here.

The main body of the United Nations is the General Assembly. All member nations belong and each nation has one vote. Members of the General Assembly discuss world problems and make suggestions for solving them. The General Assembly makes its own rules, elects its president, and meets annually.

The Security Council consists of five permanent member countries: the United States, France, Great Britain, The People's Republic of China, and the Russian Federation (formerly Soviet Union). Ten other countries are chosen by the General Assembly for two-year terms. The main duty of the Security Council is to maintain world peace. The council may do this by acting as a **mediator** (an agency or person who settles disagreements), by suggesting economic sanctions, or by sending UN peacekeeping or military forces into a troubled area.



The UN keeps peace through the cooperation of its members. It cannot force members to act in a certain way. All nations have an opportunity to express their opinions. Member countries use persuasion and a sense of obligation to influence the settling of differences.



## Isolationism, Imperialism, and Nationalism

Today, the United States is very active in world events. In fact, some critics think we are too involved and should focus on our numerous domestic problems such as crime and drug use. However, the United States has not always had such a prominent role in foreign affairs. World War II was the great motivator. Before that time, a clear majority of the American public opposed active involvement by the United States in world affairs. In fact, this belief, called **isolationism**, began with George Washington, the first President of the United States.



During Washington's presidency, the French peasants and working class rebelled against an absolute monarchy. The French expected the United States to send troops to help since they had helped us in our fight against the British in the American Revolution. Washington managed to keep the United States out of war by taking a position of **neutrality**—a statement that the United States would support neither side in the conflict. Many Americans came to agree with Washington. They believed the United States should focus on the pressing domestic issues of the day such as paying off the Revolutionary War debt.

The idea of staying out of foreign affairs was reinforced during the presidency of James Monroe (1816-1824) by John Quincy Adams, Monroe's Secretary of State. John Quincy Adams was guided by a strong belief in **nationalism**. Nationalism is a belief that national interests and national unity should be placed ahead of regional concerns and that foreign affairs should be guided by national self-interest. Accordingly, in 1823, President Monroe sent a message to the world. He wanted all European powers to stay out of the Western Hemisphere. At the same time, the United States would not involve itself with existing European affairs or interfere with existing colonies in the Western Hemisphere. These principles became known as the Monroe Doctrine.

In the late 1880s, the drive to acquire new territories to secure foreign markets for trade began a trend of **imperialism**. Imperialism is a policy in which stronger nations extend their economic, political, or military control over weaker territories. The United States joined in the world competition for territory by annexing Hawaii and gaining control of Puerto Rico and Cuba by declaring war on Spain. Also, in 1900, the United States created an open door policy, which established trading rights in China. The period of isolationism created under Washington and Monroe was officially over.

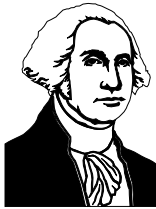
President Theodore Roosevelt and President Woodrow Wilson did much to overturn Monroe's policy of isolationism. President Theodore Roosevelt based his Latin American policy on a West African proverb that said, "speak softly and carry a big stick; you will go far." Therefore, he became famous for his "big stick" diplomacy.

President Wilson believed the United States had a moral responsibility to deny recognition to any Latin American government it viewed as oppressive, undemocratic, or hostile to United States interests. Until that time, the United States recognized any government that controlled a

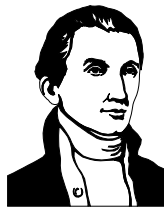


nation, regardless of its policies or how it had come to power. Wilson's policy pressured nations in the Western Hemisphere to establish democratic governments.

## Isolationism → Imperialism



President Washington took a position of neutrality when French peasants rebelled against an absolute monarchy.



President Monroe reinforced the idea of staying out of foreign affairs.



Monroe's Secretary of State John Quincy Adams was guided by a belief in nationalism.



President Theodore Roosevelt did much to overturn the policy of isolationism. He became famous for his "big stick" diplomacy.



President Woodrow Wilson worked at overturning isolationism and pressured nations in the Western Hemisphere to establish democratic governments.

For better or worse, imperialism drew the United States out of isolationism. At the same time, imperialism pushed Europeans toward the most destructive war they had yet experienced—a war the United States could not avoid—World War I.

In 1914, most Americans, including President Woodrow Wilson, saw no reason to join a struggle 3,000 miles away. War did not threaten American lives or property. However, by 1917, Americans mobilized for war against the Central Powers (Austria, Germany, Hungary, and the Ottoman Empire) for two reasons

- to ensure that the Allies (France, Great Britain, and Russia) repaid the money they had borrowed and
- to prevent the Germans from threatening United States shipping

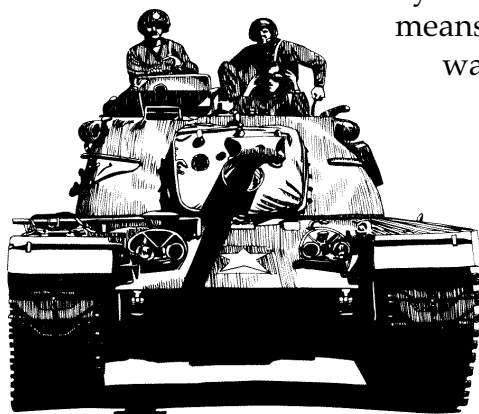
At the conclusion of the war, President Wilson helped to create a League of Nations to prevent world war from happening again. Americans did not stand behind President Wilson on this issue. They had lost many good men in a foreign war, and they did not care about the future of Europe. The war had strengthened their desire to stay out of European affairs and encouraged a return to isolationism.



The United States managed to stay out of world affairs until December 7, 1941. On that day, Japan bombed Pearl Harbor in Hawaii. The United States joined the war against Germany and Japan. Our participation in World War II produced a dramatic shift in popular opinion for an internationalist foreign policy. World War II had this enormous effect for the following reasons.

- World War II was the only war to be universally popular, and there were no negative consequences after the war for the United States.
- The Nazi regime was seen as evil and a real enemy and was destroyed.
- An attack on Pearl Harbor was avenged by dropping atomic bombs on Hiroshima and Nagasaki, Japan.
- The war ended with the United States being recognized as the dominant power on Earth.

In 1937, 94 percent of the American public preferred the policy of doing "everything possible to keep out of foreign wars" to the policy of doing "everything possible to prevent war even if it means threatening to fight countries that fight wars." World War II, unlike World War I, produced popular support for our involvement. After World War I, a majority of Americans were opposed to entry into the League of Nations. However, after World War II, a clear majority favored our entry into the United Nations.



## The Cold War

Following World War II, we entered into a *Cold War* with the former Soviet Union. A cold war is a war without direct conflict. Both the United States and the Soviet Union invested heavily in nuclear weapons. Throughout the 1950s, people lived in fear of nuclear destruction. Another part of the Cold War was to stop the threat of communism and expand



democracy. This led to the involvement in the Korean War in the 1950s and the Vietnam War in the 1960s and 70s. Both wars were unpopular. The Korean War cost us 54,000 lives and approximately \$20 million dollars. The Vietnam War was the nation's longest war and left a lasting impact on United States foreign policy and society. The Vietnam War significantly altered America's views on foreign policy. As a result of what has been labeled the Vietnam Syndrome, Americans now consider possible risks to their own interests before deciding whether to interfere in the affairs of other nations.



## Changes in World Politics

The big changes in world policies began in March of 1985 when Mikhail Gorbachev became the leader of the Communist party in the Soviet Union and unveiled a series of peace talks with President Ronald Reagan. The end of the Cold War soon followed under President Bush's presidency in 1991. The United States was faced with altering its foreign policy toward the once-powerful Soviet Union, which collapsed in 1991. However, on the other fronts, the United States continued to pursue an aggressive foreign policy of intervention peaking with the Gulf War (Operation Desert Storm) in 1991.

With the passing of the Cold War have come new debates over foreign policy goals. What will the 21<sup>st</sup> century bring? Much will depend on you—the decision-makers and voters of the future.



## Practice

*Below is a list of major areas of **domestic concern**. Number these in the **order** of their **importance to you**.*

- \_\_\_\_\_ natural resources
- \_\_\_\_\_ environment
- \_\_\_\_\_ health
- \_\_\_\_\_ population growth
- \_\_\_\_\_ transportation
- \_\_\_\_\_ civil rights
- \_\_\_\_\_ commerce (business and trade)
- \_\_\_\_\_ education
- \_\_\_\_\_ Social Security
- \_\_\_\_\_ employment
- \_\_\_\_\_ agriculture
- \_\_\_\_\_ housing
- \_\_\_\_\_ taxation

*Explain why you selected your number-one priority as most important.*

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## Practice

*Below is a list of powers involved in **foreign** and **domestic policy**. Write the **powers of the President** on the left and the **powers of Congress** on the right.*

### Foreign Policy

- power to command the military
- power to approve the budget
- power to approve treaties with advice of Senate
- power to sign executive agreements
- power to declare war
- power to prepare the budget

**President**

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**Congress**

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### Domestic Policy

- power to pass bills (laws)
- power to enforce laws
- power to appoint cabinet officers
- power to approve appointments

**President**

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**Congress**

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## Practice

Use the list below to complete the following statements.

**economic system**  
**imperialism**

**isolationism**  
**nationalism**

**neutrality**  
**United Nations**

1. President George Washington established a policy of \_\_\_\_\_ . This meant the United States did not take sides in European conflicts between Great Britain and France.
2. Early in its history, the United States was guided by a strong sense of \_\_\_\_\_ , the belief in national interests and national unity.
3. In the late 1800s, the United States began to acquire new territories. The rationale for this was known as \_\_\_\_\_ .
4. The \_\_\_\_\_ is a world organization that promotes peace and human rights.
5. The principle of avoiding political alliances and economic relationships with other nations is called \_\_\_\_\_ .
6. The method in which a nation manages its resources to satisfy people's needs and wants is called its \_\_\_\_\_ .



## Practice

*Put a **D** by areas of **domestic concern**. Put an **F** by areas of **foreign concern**.*

- \_\_\_\_\_ 1. limiting nuclear weapons
- \_\_\_\_\_ 2. trade with Japan
- \_\_\_\_\_ 3. airline hijacking
- \_\_\_\_\_ 4. automobile safety standards
- \_\_\_\_\_ 5. air pollution controls
- \_\_\_\_\_ 6. prices on farm products
- \_\_\_\_\_ 7. war in Lebanon
- \_\_\_\_\_ 8. smuggling illegal drugs from South America



## Practice

The chart on this page shows **important events** from 1789-1988. Use the chart and list below to complete the following story.

<b>Cold War</b>	<b>Korea</b>	<b>Vietnam</b>
<b>French Revolution</b>	<b>Monroe Doctrine</b>	<b>World War II</b>
<b>imperialism</b>		

Important Events from 1789-1991		
<b>French Revolution</b>	1789-1793	President Washington decides to stay neutral.
<b>Monroe Doctrine</b>	1816-1824	President Monroe sends a message to the world that the United States will not involve itself in European affairs.
<b>Imperialism and World War I</b>	1880-1918	The United States joins the imperialist powers of Europe and established colonies overseas.
<b>World War II</b>	1941-1945	The United States gets involved in World War II due to the attack on Pearl Harbor on December 7, 1941.

President George Washington established a belief that the United States should stay out of foreign affairs. This was seen when he chose to stay out of the (1) \_\_\_\_\_. President Monroe sent a message to the world during his presidency. This became known as the (2) \_\_\_\_\_.

During the late 1880s, the policy of staying neutral and isolated began to change in the United States. This was because of the popular European trend of (3) \_\_\_\_\_. Therefore, the United States began to establish colonies overseas.



On December 7, 1941, the United States became involved in  
(4) \_\_\_\_\_. The involvement in this war forever  
changed United States foreign policy. After World War II the United  
States began to take an active role in world events.

For example, in 1950 the United States sent troops to  
(5) \_\_\_\_\_ to put an end to communism. The  
conflict was due to the (6) \_\_\_\_\_ with the Soviet  
Union that began after World War II. In 1965 the United States sent  
troops to (7) \_\_\_\_\_. Neither the Korean War nor  
the Vietnam War were seen as successful. However, the outcomes did  
not change our active role in world events.



## Practice

Use the list below to complete the following statements.

**capitalism**  
**deterrent**  
**domestic**

**exports**  
**foreign**  
**imports**

**mediator**  
**United Nations**

1. \_\_\_\_\_ is the economic system of the United States.
2. A \_\_\_\_\_ is a discouraging factor.
3. Goods bought from other countries are called \_\_\_\_\_ .
4. Goods sold to other countries are called \_\_\_\_\_ .
5. An issue occurring within a country is a \_\_\_\_\_ issue.
6. An issue occurring involving another country is a \_\_\_\_\_ issue.
7. A \_\_\_\_\_ settles disagreements.
8. The \_\_\_\_\_ is a world organization that promotes peace and human rights.



## Practice

*Use the list below to write the correct term for each definition on the line provided.*

**alliance**  
**balance of power**  
**balance of trade**  
**General Assembly**

**human rights**  
**sanctions**  
**Security Council**

- \_\_\_\_\_ 1. body of the United Nations made up of five permanent member nations and 10 other countries
- \_\_\_\_\_ 2. trade restrictions
- \_\_\_\_\_ 3. an agreement between two countries to help each other in times of war
- \_\_\_\_\_ 4. rights which belong to all individuals, such as freedom from hunger, the right to humane treatment, and the right to participate in government
- \_\_\_\_\_ 5. the situation that occurs when two sides have relatively equal strength
- \_\_\_\_\_ 6. the main body of the United Nations
- \_\_\_\_\_ 7. the situation that occurs when the value of a country's imports is equal to the value of its exports

## Unit 9: The Politics of a Democracy

This unit emphasizes the relationship between the American political system and the American way of life (social, economic, and religious ideals).

### Unit Focus

- two major political parties and their traditional values and beliefs
- description of a political platform
- impact of third parties in American politics
- description of the election process
- definition of electoral college









## Vocabulary

*Study the vocabulary words and definitions below.*

<b>ballot</b> .....	a form on which a person casts his or her vote
<b>campaign</b> .....	to run for an elected office
<b>candidate</b> .....	a person running for government office
<b>closed primary</b> .....	a primary election in which voters cast ballots for candidates from their own political party
<b>conservative</b> .....	one who does not want change
<b>decentralizing</b> .....	moving power away from the national government
<b>delegates</b> .....	representatives from state political parties who attend a national party convention
<b>Democrat</b> .....	one of the two major current political parties
<b>Electoral College</b> .....	body of delegates who elect the President based on the results of general state elections
<b>electors</b> .....	delegates to the Electoral College
<b>extremists</b> .....	those with either very liberal or very conservative views
<b>general election</b> .....	final election between one candidate from each party










<b>independent</b> .....	a voter who does not support any one party
<b>liberal</b> .....	one who would like change or reform
<b>moderates</b> .....	those with beliefs that fall between liberal and conservative
<b>open primary</b> .....	a primary election in which all voters choose candidates from either party
<b>platform</b> .....	a list of things a political party believes in and is willing to work toward attaining
<b>political party</b> .....	a group of people who want to control the government
<b>popular vote</b> .....	the number of actual votes cast in an election
<b>primary election</b> .....	an election to pick the candidates for each political party
<b>Republican</b> .....	one of the two major current political parties
<b>runoff</b> .....	an election held after a primary election to make the final choice of a party's candidate
<b>social programs</b> .....	government programs to help people who are poor or in need of assistance
<b>third party</b> .....	any political party other than the two major parties like the Republican or Democratic party



## The Politics of a Democracy

There are some values that most Americans hold. These values are included in the Declaration of Independence, the Constitution, and the Bill of Rights. These values influence laws, influence the way the government is operated, and influence the system used to select our leaders. The people who want to be decision makers (the candidates for political offices) try to appeal to the values of the American people.

Some basic American values are listed below.

-  freedom of speech in all its forms
-  equality in all things
-  life, liberty, and happiness
-  civil rights
-  democracy
-  religious freedom
-  separation of church and state

One way Americans show their values is through the election process. They show them by voting for **candidates** who seem to have values like their own. Elections and other parts of the political system of the United States are based on the values of the American people.

## Political Parties

A **political party** is a group of people who want to control the government. While the Constitution makes no mention of political parties, our system of government has come to depend on two major parties. The parties that are most important today are the **Democrats** and the **Republicans**.

Each party is made up of people who share some basic beliefs about how our government should be run. The two parties compete with each other to get their own candidates elected to public office. Once in office, elected officials usually make decisions that are in keeping with their party's beliefs. Though the differences between the Democrats and Republicans are not always clear cut, there are some traditional distinctions associated with the two parties.



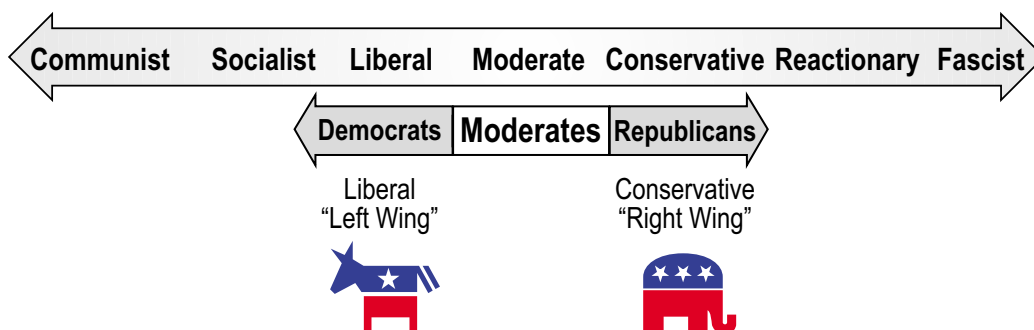
## Distinctions between Parties

Members of the Democratic party are traditionally associated with the label “**liberal**,” meaning someone who favors change or reform. Democrats generally support a strong national government which is willing to spend money on **social programs** (programs which help the poor and others in need of assistance). Because of these beliefs, the Democratic party has often appealed to working-class citizens, the poor, and minorities. “**Conservative**” (not wanting change) is the term most often linked with the Republican party. Republicans generally oppose a too powerful central government and high taxes. Republicans often talk of **decentralizing** government by moving power to the state or local level. The Republican party is often supported by the wealthy, by business owners, and by the middle class.

Though the Democrats and the Republicans are the two major political parties today, it is permissible for **third parties** (those other than the two major parties) to enter the political scene. Historically, third parties have not had too great an effect on the political process. Popular ideas of the third party are often absorbed into one or both of the major parties. In some cases, the third party has drawn votes away from one of the major parties, allowing the other major party to win.

## Similarities between Parties

While the preceding paragraphs have identified some differences generally associated with the two major parties, some people believe that the differences are becoming less obvious. **Extremists**, persons with very liberal or conservative views, infrequently run for office because they are not likely to get enough support to be elected. **Moderates**, those in the middle, seek to appeal to members of both parties. The continuum shown below gives some idea of the range of political beliefs associated with the two parties.





An **independent** might vote any position on the continuum. Independents are voters who do not regularly identify themselves with a political party or support candidates of a particular party.

**Political Party Platforms**

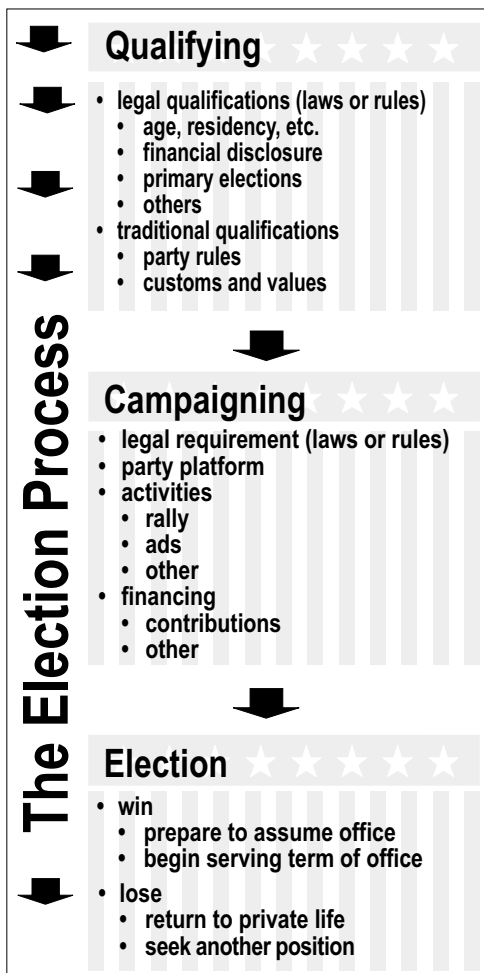
In an election **campaign**, each party tries to explain its stand on issues. To do this, the party develops a political **platform**. A political platform is a list of things a party believes in and is willing to work to bring about.

The platform lists the issues of the campaign, explains the party position on that issue, and tells the voters what to expect the party’s candidate to do if he or she is elected. Below is a sample of a political platform.

Political Platform	
Issues	Position
Taxes	Taxes need to be raised to pay for a stronger defense.
Nuclear weapons in space	Nuclear weapons should not be placed in space unless another nation does so first.
Farm prices	The government should make sure that farmers get a “fair” price for their goods.

**The Election Process**

In order to hold a political office, candidates must first win elections. Those interested in being elected must first meet the legal requirements for the office they are seeking, such as age or residency requirements. Candidates must then campaign for the political office they desire.



Campaigning may involve a variety of activities, including public appearances such as rallies or debates, advertisements on radio and TV, and door-to-door visits. Campaigning requires money, and candidates often seek donations from individuals and interest groups to finance their campaign. Candidates must publicly disclose all donations received and money spent.

The last two steps of the election process—campaigning and election—can take place as many as three times before a final decision is made. Candidates may take part in primary, runoff, and general elections.

### Primary Election

Each party has several candidates in the **primary election**. These candidates are either nominated by their political party (as in presidential elections) or self-

announced. In **closed primaries**, only voters who are registered for that party can vote on the party's candidates. Usually an independent can not vote in a closed primary election. (This is not true in some states. Some states have **open primaries** and let voters vote for either party in the primary election.) If one candidate wins a majority (more than half) of the votes, he or she becomes the party's candidate in the **general election**.

### Runoff Election

If no candidate wins a majority of the votes, a **runoff** election is held for the top two vote-getters in the primary. Only that party's voters can vote in a runoff. The winner of the runoff becomes the party's candidate in the general election.





Each state gets one electoral vote for each of its senators and representatives in Congress. The candidate who gets the most votes in a state receives *all* of the electoral votes of that state. Shortly after the general election, **electors** (**delegates** from each state) cast their ballots to determine the winner of the presidential election. In order to win, one candidate must receive a majority of the electoral votes.

The Electoral College is a winner-take-all system. The party whose candidate receives the majority of votes in the state, even if it is only one vote more than the other party's candidate, wins all the electoral votes for that state. Most states do not legally require electors to vote for the candidate who receives the most **popular votes**, and a few electors have ignored this tradition; however, none have changed any final election results.





## Practice

*Put a **D** next to phrases referring to the **Democratic** party. Put an **R** next to phrases referring to the **Republican** party.*

- \_\_\_\_\_ 1. often characterized as “right wing”
- \_\_\_\_\_ 2. often appeals to business owners and the wealthy
- \_\_\_\_\_ 3. traditionally associated with the “liberal” label
- \_\_\_\_\_ 4. typically supports decentralization of government
- \_\_\_\_\_ 5. typically supports social programs
- \_\_\_\_\_ 6. often appeals to poor and minority individuals
- \_\_\_\_\_ 7. traditionally associated with the “conservative” label
- \_\_\_\_\_ 8. often characterized as “left wing”



## Practice

*Answer the following using complete sentences.*

1. What is your position on the issue of registering women for the draft?

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2. What is your position on raising the age for qualifying for Social Security benefits to 70?

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3. What is your position on selling technology to China?

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4. What is your position on giving government workers the right to strike?

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5. What is your position on sentencing drug dealers to the death penalty for serious offenses?

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6. What is your position on making handgun ownership illegal?

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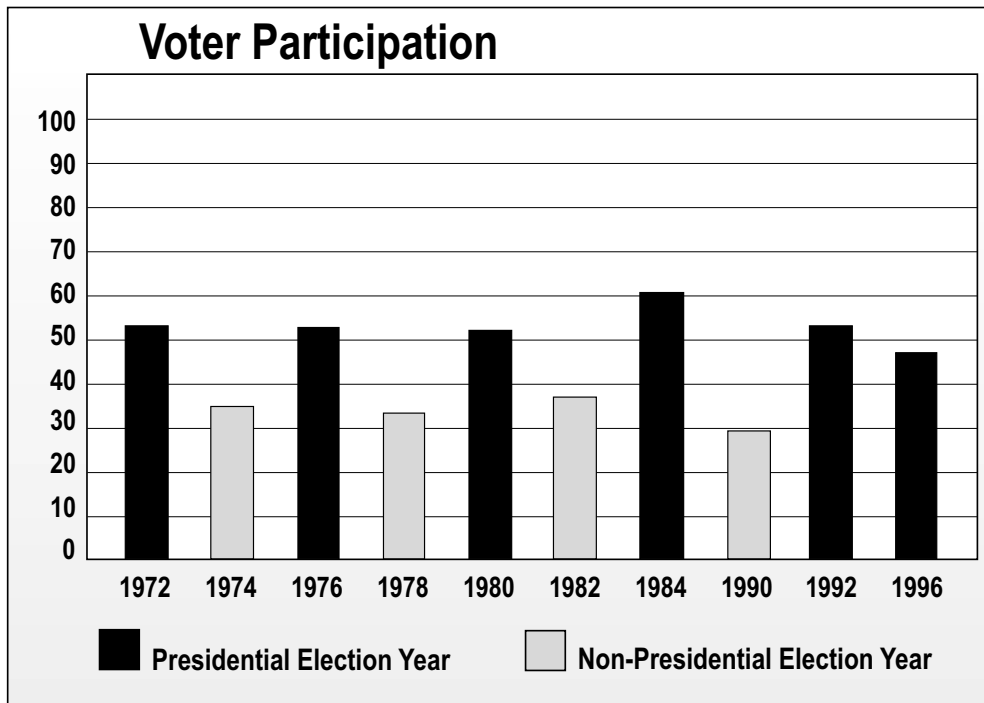
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## Practice

Use the graph below to answer the following.



1. Which year had the highest voter turnout? \_\_\_\_\_
2. Which year had the lowest voter turnout? \_\_\_\_\_
3. Do more voters tend to turn out in presidential election years or nonpresidential election years?  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you think there should be a law that all people who are registered must vote? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Practice

*Match each definition with the correct term. Write the letter on the line provided.*

- |   |                              |
|---|------------------------------|
| _____ 1. one who would like change or reform  | A. ballot                    |
| _____ 2. those with very liberal or very conservative views   | B. campaign                  |
| _____ 3. a group of people who want to control the government                                       | C. conservative              |
| _____ 4. to run for an elected office   | D. Democrats and Republicans |
| _____ 5. one who does not want change   |                              |
| _____ 6. a form on which a person casts his or her vote   | E. Electoral College         |
| _____ 7. a list of things a political party believes in and is willing to work toward attaining     | F. extremists                |
| _____ 8. those with beliefs that fall between liberal and conservative                              | G. liberal                   |
| _____ 9. government programs to help people who are poor or in need of assistance                   | H. moderates                 |
| _____ 10. body of delegates who elect the President based on the results of general state elections | I. platform                  |
| _____ 11. the two major current American parties  | J. political party           |
| _____ 12. the number of actual votes cast in an election  | K. popular vote              |
|   | L. social programs           |



## Practice

Use the list below to write the correct term for each definition on the line provided.

<b>campaign</b>	<b>general election</b>	<b>political party</b>
<b>candidate</b>	<b>independent</b>	<b>primary election</b>
<b>closed primary</b>	<b>open primary</b>	<b>runoff</b>
<b>decentralizing</b>	<b>platform</b>	<b>third party</b>

- \_\_\_\_\_ 1. final election between one candidate from each party
- \_\_\_\_\_ 2. a person running for government office
- \_\_\_\_\_ 3. a list of things the party believes in
- \_\_\_\_\_ 4. an election to pick a party's candidate
- \_\_\_\_\_ 5. moving power away from the national government
- \_\_\_\_\_ 6. a group of people who want to control the government
- \_\_\_\_\_ 7. to run for an elected office
- \_\_\_\_\_ 8. an election held after a primary election to make the final choice of a party's candidate
- \_\_\_\_\_ 9. a primary election in which all voters choose candidates from either party
- \_\_\_\_\_ 10. any party other than the two major parties like the Democratic or Republican party
- \_\_\_\_\_ 11. an election in which voters cast ballots for candidates from their own political party
- \_\_\_\_\_ 12. a voter who does not support any one party

## Unit 10: Personal Involvement

This unit emphasizes the importance of participating in community service, civic improvement activities, and political activities.

### Unit Focus

- responsibilities of local government
- common forms of local government
- definition of citizenship
- description of the naturalization process
- responsibilities of a United States citizen
- benefits of participating in civic activities









## Vocabulary

*Study the vocabulary words and definitions below.*

- alien** ..... a citizen of another country residing in the United States
- allegiance** ..... loyalty
- commission** ..... a type of local government run by elected commissioners
- constituency** ..... the voters to whom an elected official is responsible
- council-manager** ..... a type of local government run by elected council members and a manager hired by the council
- immigrant** ..... a person who comes to a country to take up permanent residence
- mayor-council** ..... a type of government run by an elected mayor and elected council members who serve as two separate branches—the executive and legislative
- native-born citizen** ..... Americans who are born in the United States



**naturalization** ..... the process by which a person who was  
not born in the United States becomes a  
United States citizen

**unicameral** ..... one-house legislature



## Personal Involvement

*Of the people, by the people, for the people...*

Abraham Lincoln used these words in a famous speech—the Gettysburg Address. He was talking about the government of the United States. The United States government, at all levels, is based on the will of the people. This means that the people have the responsibility to stay informed about issues. Each individual should do all that he or she can to make sure that the government works. Three ways to do this are to get informed, get interested in the issues, and get involved.



- **get informed**
- **get interested in the issues**
- **get involved**

## State Government

The Florida Constitution (adopted in 1885) provides for a governor elected to a four-year term. The legislature is composed of a House of Representatives of 120 members elected for two years and a Senate of 40 members elected for four years. Florida sends 23 representatives and two senators to the United States Congress and has 25 electoral votes. (Electoral votes are discussed in Unit 9.)

## Local Government

One of the easiest places to get involved is at the local level of government. This is because we are closer to our local governments, and we represent a larger part of the **constituency** (the people to whom elected officials are responsible). Local government also generally deals with issues important to our everyday lives; therefore, our interest in them may be greater.

## Areas of Responsibility

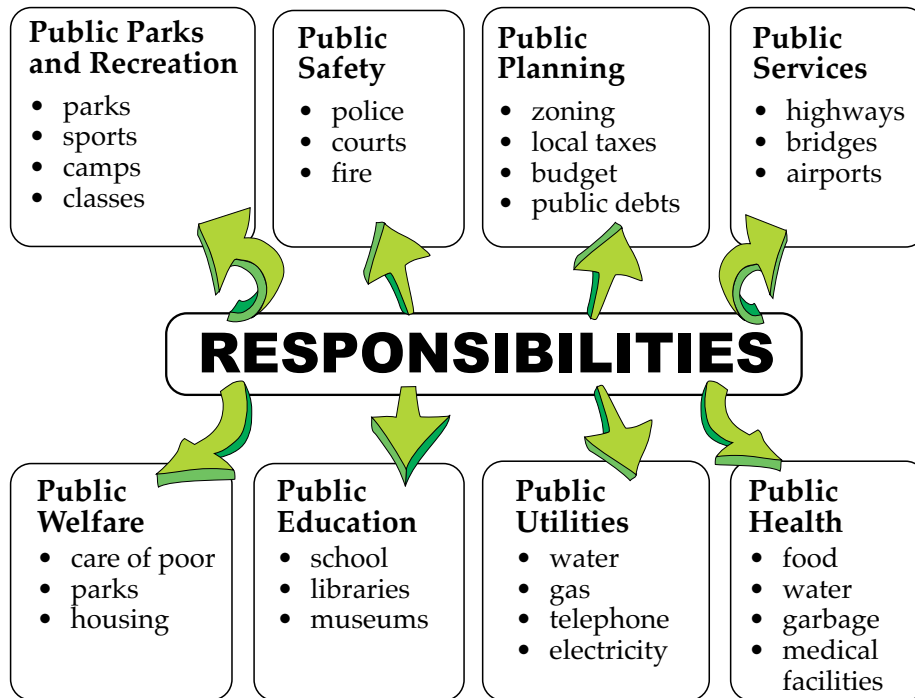
The main job of local government is to provide services for citizens. Local government has to handle a variety of problems dealing with health, education, and safety. It is responsible for keeping traffic flowing smoothly and for patrolling neighborhoods to prevent crime. Local government must provide efficient trash collection services, street lighting, public



transportation, traffic control, safe and adequate water supply, and sewage systems for the health and safety of the local area citizens.

Local government not only provides many services for the citizens, it also provides cultural activities that are important to the life of those citizens. Local governments support libraries, museums, and parks. Local governments also contribute to universities, hospitals, and entertainment.

The following chart shows some areas of responsibility of our local governments. Decisions made by local governments in all of these areas have a big impact on the quality of life in a local community.



### Forms of Local Government

Local government may be organized in many different ways. Three types of organizational plans are as follows:

**Mayor-council:** In this type of local government, a full-time mayor works with a **unicameral** (one-house) council of part-time members to run the local government. The mayor and council members are elected to their positions and serve as two separate branches—the executive and legislative.



**Commission:** This type of local government exists when a group of elected commissioners makes local decisions. One of the commissioners usually acts as mayor, although there is no separation of branches in the commission form of government.

**Council-manager:** In this type of local government, council members are elected to office and hire a manager to run the local government. The council decides what issues are important, and the manager carries out the administrative duties associated with council policy.

## Citizenship



American citizens are of many different ethnic origins and religions. All of us are descendants of **immigrants**—people who came here from other lands. Our country has been settled by people from all over the world. Our government allowed unlimited immigration in the early 1800s. In the 1920s restrictions had to be put upon the number of **aliens** who could enter the country; we still have an annual quota.

## Citizenship Defined

Citizenship is gained in two ways—by birth or by **naturalization**. Most of us were born in one of the 50 states and are therefore **native-born citizens**. Citizens of other countries living in the United States are called aliens. Aliens are required to register annually. They enjoy many of the benefits of Americans, but they cannot vote or hold public office.

Some foreigners live here but remain citizens of their country. Others wish to become American citizens. This can be done through a legal process called *naturalization*. The first step is to enter the United States legally. To enter the country legally, foreigners must meet a number of qualifications. They must be able to support themselves, be able to read and write, not favor a violent revolution, not be mentally ill, and not be a drug addict.

The process of naturalization may begin immediately. The steps to American citizenship include filing a declaration of intention in any federal court; filing a petition requesting American citizenship; obtaining



two American citizens to appear as witnesses to declare that the individual has lived in this country for five years, has good moral character, and believes in the principles of the Constitution; passing an examination of literacy and American history and government; and taking an oath of **allegiance** (loyalty) and signing a certificate of naturalization.

Applicants are asked to give up their loyalty to their former country and must promise to accept the responsibilities of citizenship. (However, if dual citizenship is both desired and recognized by the United States and the former country, applicants are not asked to give up their loyalty to their former country.) Once he or she has met all of the requirements, the applicant is sworn in by a federal judge.

### **Steps to American Citizenship**

- file a declaration of intention in any federal court
- file a petition requesting American citizenship
- obtain two American citizens to declare the individual has lived in this country for five years
- have good moral character
- believe in the principles of the Constitution
- pass an examination of literacy and American history and government
- take an oath of allegiance (loyalty)
- sign a certificate of naturalization
- give up their loyalty to their former country (unless dual citizenship is recognized)
- promise to accept the responsibilities of citizenship

Once he or she has met all of the requirements, the applicant is sworn in by a federal judge.

### **Duties**

In Unit 6 you learned about the individual rights that are guaranteed to all American citizens. Along with their rights and privileges, citizens also have important duties and responsibilities.



The Constitution of the United States requires citizens to perform certain duties. The success of our government depends on the citizens performing these duties listed below.

### **Duties of American Citizenship**

- attending school
- paying taxes
- obeying the law
- appearing in court as a juror or to testify, if called

### **Responsibilities**

Each individual should do all that he or she can to make sure that the government works. In Unit 5 you learned how citizens may influence changes in the government and its policies. This is a responsibility, as well as a privilege. Citizens of the United States play a vital role in determining the nation's future. Our participation in government is critical for our form of government to work effectively.

### **Get Informed**

An important part of good citizenship is to keep informed about issues. In order to protect your rights, you must first know your rights. Studying how American government works is one way to do this. Another way you can keep informed is by reading and watching the news.

### **Get Interested**

No one can be an expert on all subjects. Some areas will be of greater interest to you than others. Ask yourself which issues are important to you. Do you feel strongly about abortion, the death penalty, death with dignity, drug testing, flag-burning, pornography, drunk driving, or the draft? Focus on those political issues which are most important to you.





## Get Involved

Good citizenship means getting involved in the political process. Make your feelings heard! There are many ways to get involved and many degrees of involvement. Some of them are listed below.

- Register to vote as soon as you are able, and then exercise that right.
- Write or call government officials and let them know your feelings about issues that are important to you.
- Serve willingly if called to jury duty.
- Sign a petition which supports one of your beliefs.
- Do volunteer work in your community.



## Benefits

Our democratic government works because of the willingness of people to get involved in political activities. A major benefit of this participation is the sense of accomplishment which comes as a result of seeing the effect that your involvement can have on your community and country. Informed, interested, and involved citizens bring about positive changes in their community. These improvements and accomplishments are our reward for participation.





## Practice

*Answer the following using complete sentences.*

1. What are two ways you can get informed about government issues?

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2. What are two political issues important to you? \_\_\_\_\_

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3. How can you get involved in the issues you selected in question 2 above?

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## Practice

Match the **description** with the correct **local form of government**. Write the letter on the line provided.

- |  |                    |
|--|--------------------|
| _____ 1. has two branches                                  | A. commission      |
| _____ 2. combination of elected and hired officials        | B. council-manager |
| _____ 3. all elected officials have equal power            | C. mayor-council   |
| 4. What type of government exists in your community? _____ |                    |
| _____  |                    |

List the **names and titles** of your **local government officials** below.

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_



## Practice

List the **duties and responsibilities** of good citizens.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
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\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Practice

*Answer the following using short answers.*

1. When was the Florida Constitution adopted? \_\_\_\_\_
2. How long is the governor of Florida's term? \_\_\_\_\_
3. How many members are in Florida's House of Representatives?  
\_\_\_\_\_
4. How many members are in Florida's Senate? \_\_\_\_\_
5. How long do Florida's senators serve? \_\_\_\_\_
6. How long do Florida's representatives serve? \_\_\_\_\_
7. How many representatives does Florida send to the United States Congress?  
\_\_\_\_\_
8. How many electoral votes does Florida receive? \_\_\_\_\_



## Practice

*Match each definition with the correct term. Write the letter on the line provided.*

- |   |                         |
|---|-------------------------|
| _____ 1. a type of government run by an elected mayor and elected council members                     | A. alien                |
| _____ 2. a type of local government run by elected council members and a manager hired by the council | B. allegiance           |
| _____ 3. one-house legislature  | C. commission           |
| _____ 4. Americans who are born in the United States  | D. constituency         |
| _____ 5. a person who comes to a country to take up permanent residence                               | E. council-manager      |
| _____ 6. the process by which a person who was not born in the United States becomes a citizen        | F. immigrant            |
| _____ 7. a type of local government run by elected commissioners                                      | G. mayor-council        |
| _____ 8. loyalty  | H. native-born citizens |
| _____ 9. the voters to whom an elected official is responsible  | I. naturalization       |
| _____ 10. a citizen of another country residing in the United States                                  | J. unicameral           |



# **American Government**

**Course No. 2106310**

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Florida Department of Education**

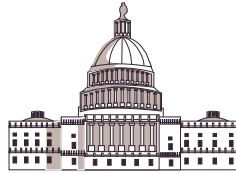
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# American Government

Course No. 2106310

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