**TEST 5 STUDY GUIDE – RIGHTS, FEDERALISM, PUBLIC POLICY**

**Part 1: Match the key words to the correct definitions. You will use each one once.**

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| Governor | Judicial Review | Public Policy | Public Opinion | Precedent | Ex Post Facto |
| Amendment | Federalism | Concurrent | Article 5 | ~~Rights~~ | Community Service |
| Delegated | Opinion | Habeas Corpus | Reserved | Mayor | Multiple Perspectives |

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| **DEFINITION** | **TYPE IN THE KEY WORD** |
| 1) Freedoms and guarantees that are protected by law. | Rights |
| 2) The actions that a government takes (or does not take) to help solve a problem. |  |
| 3) A change or addition to the Constitution. |  |
| 4) The principle that the government has to provide a cause or reason for holding a person in jail |  |
| 5) The ability of a court to decide whether a law is constitutional or unconstitutional. |  |
| 6) The total of the opinions held in society (or a group) about a certain issue. |  |
| 7) Powers that are shared by both the federal and state/local governments, such as the ability to tax and to enforce laws. |  |
| 8) Voluntary work intended to help people in a particular area or contribute to a particular cause, or to solve a problem in a community. |  |
| 9) Powers that belong only to the federal, or national, government, such as the ability to declare war and print money. |  |
| 10) The sharing of power between different levels of government. |  |
| 11) This means that different groups of people have different points of view. |  |
| 12) An essay that explains the reasoning behind a court ruling or decision. |  |
| 13) Powers that belong only to state/local governments, such as the ability to run elections, create local governments, and make laws about traffic. |  |
| 14) The government can’t pass a law that makes an act a crime after the crime has been committed |  |
| 15) The leader of a state executive branch. |  |
| 16) The leader of a local executive branch (a county or city). |  |
| 17) The part of the Constitution which describes the Amendment process. |  |
| 18) Prior judicial cases that function as law and influence all cases to come before the court in the future. |  |

**Part 2: Match the Supreme Court Case to its description by typing the title in the highlighted space.**

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| Marbury v. Madison | Plessy v. Ferguson | DC v. Heller | Brown v. Board of Education |
| Gideon v. Wainwright | ~~Miranda v. Arizona~~ | Tinker v. Des Moines | Hazelwood v. Kuhlmeier |
| US v. Nixon | Bush v. Gore | In Re Gault |  |

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| **SUPREME COURT CASE** | **DESCRIPTION** |
| Miranda v. Arizona | 19) This case ruled that suspects arrested needed to be informed of their rights by police before being questioned, such as the **right to remain silent**. |
|  | 20) This case ruled that states are **required to provide a lawyer** to all those accused of a crime, even if they cannot afford one. |
|  | 21) This case involved a teenager who was arrested for prank phone calls and was not treated fairly. The court ruled that **juveniles have the same rights in court as adults**. |
|  | 22) This case overturned a DC law banning handguns. The court ruled that the 2nd Amendment protects an individual’s **right to own a firearm** in their own home. |
|  | 23) This case established the Supreme Court’s power of **judicial review**, which allows the court to decide if a law is unconstitutional. |
|  | 24) This 1896 case dealt with a law that prevented African Americans from riding on “whites only” trains. The court said that **segregation** would be constitutional if the separate accommodations were equal. |
|  | 25) This case focused on a Kansas school which tried to prevent African American children from attending. The Supreme Court ruled that “separate but equal” was never equal, and it began to **end legal segregation**. |
|  | 26) This 2000 case was a close **election between two presidential candidates** where the court ended a recount of votes because there was no clear and fair way to count the ballots. |
|  | 27) This case dealt with a presidential scandal. The court ruled that the **president was not above the law** and couldn’t hide evidence, and it eventually led to the **president deciding to resign**. |
|  | 28) This case ruled that schools **can limit the 1st Amendment rights of students** (such as by censoring newspapers) if there is a legitimate reason for doing so. |
|  | 29) Students attempted to protest a war by wearing armbands and were suspended. The court ruled that this was free speech that was non-disruptive; therefore, **students have 1st Amendment rights that are protected in school**. |

**Part 3: Decide whether a power is delegated (belonging to the federal government), reserved (belonging to state/local governments), or concurrent (shared between all levels of government). You may write “D,” “R,” or “C” to abbreviate these powers. You will use each one five times.**

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| Delegated (Federal) | Reserved (State) | Concurrent (Both) |

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| **LEVEL OF GOVERNMENT** | **DESCRIPTION** |
| Delegated (Federal) | 30) Print money |
|  | 31) Make & enforce laws |
|  | 32) Collect taxes |
|  | 33) Create traffic, driving, and marriage laws |
|  | 34) Declare war |
|  | 35) Make rules about business within a state |
|  | 36) Make treaties with other countries |
|  | 37) Maintain law & order |
|  | 38) Run public schools |
|  | 39) Oversee elections |
|  | 40) Establish local governments |
|  | 41) Provide for an army & navy |
|  | 42) Borrow money |
|  | 43) Establish courts |
|  | 44) Set up and run the post office |

**Part 4: Review Questions *[location in Unit 5 Readings PDF]***

45) Why is the process for amending the Constitution so complicated and difficult?

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| It is important so that we get only the best ideas that have widespread support of the people written into our Constitution. |

46) In order to amend the Constitution, you need a vote of what percentage of Congress to approve it, and then what percentage of the states to also approve, or ratify, it? [p. 6-9]

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47) What are some of the reasons why your rights can be limited? [p. 11-16]

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48) How does the Constitution work to protect your individual rights? [p. 12]

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49) What is the concept of the “balancing test” when it comes to how our rights can be limited? [p. 16-17]

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50) Which branch of government helps to protect, or safeguard, our rights? [p. 18-23]

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51) How did John Marshall increase the Supreme Court’s power? [p. 26-27]

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52) Who appoints justices to the Supreme Court, and how long do justices serve? [p. 28]

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53) Why did our Founding Fathers create a federal system, with power shared between the federal government and the states? [p. 38]

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54) What is the “Supreme Law of the Land” in the USA? What does this mean? [p. 40]

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55) Name two ways in which state governments are similar to the federal government. [p. 46-47]

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56) What are the four steps that should be followed to use public policy to solve problems? [p. 48-50]

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57) Why is it important to consider multiple perspectives when trying to solve problems in our communities? [p. 51-54]

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