

Types of Modern and Historical Governments

Lesson Objectives

You will be able to

- Identify and compare types of modern and historical governments
- Explain how types of government are related
- Explain how governments develop

Skills

- **Reading Skill:** Analyze Ideas
- **Core Skill:** Make Inferences

Vocabulary

absolute
amendments
analyze
confederacy
democracy
dictatorship
government
monarchy
peers

KEY CONCEPT: Within a state, a country, or a region, the government is made up of a group of people responsible for the direction and supervision of public affairs.

Have you ever been part of a sports team or planned a family reunion? The people who lead such groups or events decide how things should be done and who will do what. These people have something in common with different types of governments. Local and notional governments accomplish many of the same tasks, but they operate on a larger scale.

Identify Types of Government

Throughout history, people have developed different forms of **government**, or ruling authority. Three types of government are common today. A **monarchy** is a government in which a king or queen serves as head of state. A **democracy** is a government in which the people decide what kind of society they will have and what laws and services they want. A **dictatorship** is a government in which one person decides how the government functions and what the laws are. Each of these basic forms of government has variations.

Monarchies Monarchies were one of the earliest forms of government. As people began to live in groups, the strongest leaders took charge. Kings and queens passed on their leadership roles to their sons or daughters. Early monarchs had absolute power—they made all decisions. But by the year 1215, the power of monarchs began to weaken. In England, the barons (men who had been given land by the king in return for their loyalty) were angered by King John's cruel conduct and high taxes. They forced the king to sign the **Magna Carta**, a document limiting his power.

Gradually the power of monarchs became more limited. In 1789, for example, the French Revolution brought an end to King Louis XVI's absolute power. **Constitutional monarchies** replaced the earlier monarchies.

Today there are only a few monarchies. Japan and Norway, which have written constitutions, are examples of constitutional monarchies. The United Kingdom is also a constitutional monarchy, though it does not have a written constitution. Instead, the country is governed according to an accumulation of laws and treaties created over several centuries. Queen Elizabeth II, the current ruler, has no real political power.

Democracies One of the first democracies developed in Greece in about 500 BC. All male citizens could help govern. This was a form of **direct democracy**, in which each citizen voted on policies and laws. However, a large portion of the population had no rights. Women, slaves, and non-Greeks could not take part in government.

ANALYZE IDEAS

When you **analyze** ideas, you carefully examine all the information in order to understand it. Be an active reader. Ask yourself questions as you read. Jot notes in the margin when you don't understand an idea. When you have finished reading, review the important ideas and think about how these ideas fit together.

Read the following paragraph. As you read, write questions beside the text. After reading, go back and answer your questions. If some of your questions are not answered in the text, you may have to look for information in other sources.

The government of the United States is a democracy. To be more accurate, the United States is both a **representative democracy** and a **constitutional democracy**. In a representative democracy, the people vote for leaders who represent them and speak for them in the government. Senators, representatives, and the president are all elected by the people. These leaders are expected to do what the majority of the people want. In a constitutional democracy, the powers of the government are described in a document called a constitution.

You might have written *What's the difference?* beside the two boldfaced terms. Next to the sentence that begins "These leaders... you" might have written *What if they don't do what the people want?* This last question is not answered in the text. But if you read on through this chapter, you will find the answer to your question.

Democracy did not become a common form of government for hundreds of years. But in the 1700s, people in Europe began to push for greater freedom. Many of their efforts resulted in constitutional monarchies. This set the stage for the first modern democracies.

The colonists who came to America knew about the changes in government that were occurring in Europe. When Americans won their freedom, these new ideas about government led to our representative democracy.

Other countries, however, took different approaches. Canada, for example, developed a **parliamentary democracy**. Canadians vote for representatives who become members of their **parliament**, or legislature. The leader of the political party with the most seats in parliament becomes the prime minister. This means the nation's chief executive answers to representatives rather than directly to the people.

Dictatorships A dictatorship is a government ruled by one person or by a small group that has absolute power. The dictator determines the laws and holds power over everyone in the country. Dictators often come to power by force or by misleading the people. Adolf Hitler of Germany and Idi Amin of Uganda were dictators.

Reading Skill Analyze Ideas

When you analyze something, you read carefully to understand the ideas in the text. When you analyze monarchies and democracies, you try to understand the differences between these two forms of government.

As you read "Types of Government," make a list of key differences between a monarchy and a democracy. Then write a short paragraph explaining why democracies have become more common, while the number of monarchies has decreased.

REAL WORLD CONNECTION

Apply Knowledge

As part of the legislative process in the United States, the president may veto, or turn down, laws passed by Congress. However, Congress may override a presidential veto if two-thirds of its members vote in favor of the law.

In a notebook, write several sentences analyzing why it is important for both the president and the Congress to have a say in the final passage of laws.

21st Century Skill Critical Thinking

The Virginia Declaration of Rights and the Declaration of Independence are primary documents. Both are original papers written by early leaders of the new American colonies. By studying them, we can learn what the colonists were thinking about government.

In a notebook, write answers to these questions:

Why do you think these documents are so similar?

What does their similarity tell you about the individuals who wrote the two documents?

READING PRIMARY DOCUMENTS

Primary documents are original papers. They include letters, autobiographies, speeches, and official records.

The Declaration of Independence is one of the most important documents ever written. The Declaration of Independence states that the American colonists had the right to rebel against rule by England and to establish a new nation. It was drafted by Thomas Jefferson in 1776 while he was representing Virginia at the Second Continental Congress.

Jefferson drew on earlier documents to create his powerful statement of the values and beliefs of the colonists. One of these documents was the Virginia Declaration of Rights, which was written by George Mason and adopted in June 1776. This statement of the rights of the people of Virginia also set out the plan for the government of Virginia.

Directions: Read the passages below from the Virginia Declaration of Rights and the Declaration of Independence. In a notebook, list the similarities regarding the freedom of all humans and the right of people to govern themselves.

These are the first two sections of the Virginia Declaration of Rights.

Section 1. That all men are by nature equally free and independent and have certain inherent rights, of which, when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity; namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

Section 2. That all power is vested in, and consequently derived from, the people; that magistrates are their trustees and servants and at all times amenable to them.

The passage below is the beginning of the second paragraph of the Declaration of Independence.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

THE MAGNA CARTA AND THE US CONSTITUTION



Magna Carta



Bill of Rights

The Magna Carta and the US Constitution are important primary documents. They are studied by people learning about government.

The Magna Carta was written in 1215 by nobles wanting to protect their rights from a king who had absolute power. It formed the basis for Great Britain's development as a constitutional monarchy.

Following is a paraphrase of part of the Magna Carta.

Item 20: A freeman shall not be punished for a minor crime except to the degree of the crime. For a serious offense, he shall be punished according to the seriousness of that crime.

Item 39: No freeman shall be imprisoned or have his rights taken away except by the lawful judgment of his **peers**, or equals, and by the law of the land.

Item 40: No one shall be denied or delayed the right to justice.

The US Constitution, written in 1787, is the document that establishes US laws. Some of its authors, including Thomas Jefferson and James Madison, believed the document did not do enough to protect the rights of individuals. In 1789, Madison presented Congress with a list of suggested Constitutional **amendments**, or changes. The ten amendments added to the Constitution in 1791 became known as the Bill of Rights. The following text is taken from three of the amendments.

Amendment 5: "No person shall be... deprived of life, liberty, or property without due process of law."

Amendment 6: "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed."

Amendment 8: "Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."

The US Constitution was written more than 550 years after the Magna Carta. However, over that long period of time, many of the same ideas about government remained important to people.

TECHNOLOGY CONNECTION



Internet Research

Research the Virginia Declaration of Rights, the Declaration of Independence, and the US Constitution on the Internet.

In an essay, explain how the Virginia Declaration of Rights influenced the other two documents. Cite details showing similar ideas and wording in the three documents.

Reading Skill

Analyze Ideas

You have just read parts of the Magna Carta and the three of the first amendments to the US Constitution. Analyze the important ideas in these passages.

In a notebook, write one paragraph explaining why the ideas in the Magna Carta were important to the writers of the Constitution.

Core Skill

Make Inferences

When you make an inference, you figure out an idea that was not stated directly.

Begin by thinking about what you know. Consider facts, examples, and other details. Think about your own experiences. All of this information provides clues that give you a new understanding. Then add up these clues in your head and make an inference.

As you read the information regarding the Iroquois constitution, think about the facts that are presented. Consider what you already know about government.

Then answer these questions in a notebook:

What can you infer that the authors of the US Constitution knew regarding the Great Binding Law?

Do you believe the writers of the Constitution shared the same values as the Iroquois?

Do you think all people value these ideas?

Directions: Read this passage about the constitution of the Iroquois. As you read, think about how the Iroquois organized their government. In a notebook, explain one way that the Great Binding Law is similar to both the Magna Carta and the US Constitution.

The Iroquois are a group of closely connected Native American tribes. Sometime between the years 1300 and 1450, the Iroquois created a document known as the Great Binding Law. This law, which was like a constitution, bound the five nations, or tribes, of the Iroquois into one **confederacy**. A confederacy is a union, or a group of people who join together for a common purpose. The individuals who wrote the US Constitution were familiar with the Great Binding Law. Some of the ideas in that law influenced them when they began writing the Constitution.

The Great Binding Law included these ideas:

- All members of the Iroquois—men and women alike—could participate in government.
- The welfare of the individual, and of the people as a whole, was most important. The role of the leaders was to look after the people. The people were not there to serve the leaders.
- There were five Iroquois nations. The nations shared a single territory. The nations cooperated and were represented by leaders in the same government. They joined together in war.
- The Iroquois had a Grand Council that met in the central nation of the confederacy.
- The Grand Council was made up of two separate groups. Each group discussed an issue and came to a decision. Then the members reached a final agreement.

Directions: Read the following passage. It includes a quotation from a letter that George Washington wrote to a man who wanted him to be a king. In a notebook, write an inference you can make about how George Washington saw his role as a leader.

During the American Revolutionary War, George Washington was Commander in Chief of the Army. As a war hero and statesman, he was held in high esteem in America.

Some people believed that Washington should become king of the United States. Washington, however, refused to be a king. He wrote to one man who proposed the idea, "I am much at a loss to conceive what part of my conduct could have given encouragement to an address which to me seems big with the greatest mischiefs that can befall my Country." He went on to tell the man, "If you have any regard for your Country... or respect for me, to banish these thoughts from your Mind."

After the war, Washington was president of the Constitutional Convention, which produced the US Constitution in 1787. After the Constitution was ratified, or approved, he was elected the first president of the new country.

WRITE TO LEARN

Write a journal entry from the point of view of one of the authors of the US Constitution. Explain whether you think the United States should have a representative democracy or a constitutional monarchy. Give reasons that support your choice.

THINK ABOUT SOCIAL STUDIES



Directions: In a notebook, list three of the documents that helped determine the type of government established in the United States. Describe one important idea that came from each of these documents.

Vocabulary Review

Directions: Use words from the list to complete the following sentences.

absolute
dictatorship

amendments
government

confederacy
monarchy

democracy
peers

1. When the suspect appears in court, her case will be judged by a group of her _____.
2. The power of president of the United States is not _____. It is limited by the Constitution.
3. A _____ is a government in which the people hold the power.
4. A harsh _____ was set up to govern a country after the army generals threw the president out of power.
5. Today the Constitution of the United States has 27 _____.
6. The American colonies joined together in a _____ to fight against the British.
7. In a _____, a king or queen is the head of state.
8. A monarchy, a democracy, and a dictatorship are all types of _____.

Skill Review

Directions: Choose the one best answer to each question.

1. A direct democracy would work best in which of these situations?
 - A. A nation wants to vote for leaders who represent them in the government.
 - B. In a small nation, each citizen wants to vote on policies and laws.
 - C. A nation wants to describe the powers of its government in a constitution.
 - D. A nation has been taken over by a leader who will exert nearly absolute power.
2. How is a constitutional monarchy different from an absolute monarchy?
 - A. Only an absolute monarchy is headed by a king or queen.
 - B. In a constitutional monarchy, the king or queen can change the laws. In an absolute monarchy, the ruler does not have that power.
 - C. In a constitutional monarchy, the ruler's power is mainly ceremonial, and a prime minister governs the country. In an absolute monarchy, the ruler's power is unlimited.
 - D. Only an absolute monarchy protects the rights of citizens.
3. What do the Magna Carta, the Great Binding Law, and the US Constitution have in common?
 - A. Each established a dictatorship.
 - B. Each created a democracy.
 - C. Each eliminated a monarch.
 - D. Each protected the rights of the people.

Skill Practice

Directions: Read the two passages. Then answer the questions that follow.

The English Bill of Rights

The 1600s were a time of conflict between the British king, the English people, and Parliament (the British legislature). The conflict ended in 1689 when new monarchs, William III and Mary, accepted the English Bill of Rights. This document helped create a constitutional monarchy. The English Bill of Rights stated that the monarch served at the will of Parliament. The Bill of Rights strengthened the rights of common people. For example, people could no longer be taxed simply because the king wanted money. Laws could not be changed without Parliament's approval. Members of Parliament were to be freely elected. The Bill of Rights guaranteed a just and fair government that answered to the people.

The US Bill of Rights

To protect the rights of Americans, the US Congress approved the Bill of Rights in 1789. Among the rights protected are the following:

Amendment 1: People have the right to practice any religion they choose.

Amendment 4: People and their homes cannot be searched without probable cause.

Amendment 8: Persons arrested cannot be punished in cruel or unusual ways.

Amendment 9: The rights of the people are not limited to the rights listed in the Constitution.

1. Why do you think the authors of the US Bill of Rights thought it was necessary to include these rights in the Constitution?

2. In what way did the English Bill of Rights influence the US Bill of Rights?

3. Why do you think the authors of the US Bill of Rights included Amendment 9?

Writing Practice

Directions: Write a paragraph explaining how monarchies influenced the development of the US government.

The US Constitution

Lesson Objectives

You will be able to

- Identify the factors that led to the Constitutional Convention
- Describe some of the compromises in the Constitution
- Summarize the process of amending the Constitution

Skills

- **Core Skill:** Read a Bar Graph
- **Reading Skill:** Paraphrase Information

Vocabulary

category
checks and balances
guarantee
paraphrase
separation of powers

KEY CONCEPT: Changes and compromises were needed to create and pass the US Constitution.

Computers have operating systems that tell them how to work.

Programmers update the operating systems as they make improvements and see features that need to be changed.

In a similar way, governments rely on operating systems. The United States tried one system that had several bugs in it. Then legislators made changes to the documents that defined the government. In this way, the system became more effective.

The US Constitution

After the Revolution, the new nation was deeply in debt. In 1786, farmers in Massachusetts took part in Shays's Rebellion. They seized courtrooms to prevent mortgage foreclosures. After seven months of fighting, the militia put down the rebellion with little bloodshed. The conflict, however, showed the need for a strong central government. Some aspects of the economic crisis, especially problems of interstate commerce, had to be dealt with. It was clear that the Articles of Confederation—the agreement made by the original thirteen states to establish the United States as a nation—needed to be changed.

A Constitutional Convention was called. It began meeting in Philadelphia in May 1787. Its purpose was to amend the Articles of Confederation.

To prevent the leaders of the central government from becoming too powerful, the new government would be based on the principle of **separation of powers**; that is, the government would be divided into three branches. The legislative branch was to enact laws. The executive branch, headed by the president, was to administer the government. The federal **judicial** (court) system was created to settle disputes and legal matters. This system of **checks and balances** was designed to prevent any single branch of government from having too much power.

Another important issue was the fair distribution of power between large and small states. To resolve the issue, two separate bodies were created in the legislative branch. Each state received equal representation in the **Senate**. Representation in the **House of Representatives** was determined by the size of the states' population. In this way, the House protected the rights of large states, and the Senate protected the rights of small states.

The Constitution addressed other areas of government as well. Sections discussed choosing the president, structuring the federal court system, and amending the Constitution. The finished Constitution was sent to conventions in each of the thirteen states. It needed to be ratified by nine states before the Constitution became the law. Eleven states had ratified the Constitution by March 1789.

PARAPHRASE INFORMATION

When you read, you may come across a long, complicated sentence or paragraph. To make sure you have understood what you just read, go back and read it again, slowly. Then **paraphrase** the passage, or use your own words to tell what you just read.

To paraphrase a passage, look for key words and ideas. Imagine that you are explaining the text to someone else. How could you explain the text in your own words?

Read the following paragraph. Then read the two paraphrases below and choose the best one.

The US Constitution has three major sections. The first section is the preamble, or introduction. It outlines the document's purpose. The second section is the main text. It has seven parts, called Articles, which are numbered with roman numerals. Each article explains how the government will work or how the Constitution will be ratified (approved). The last section lists the amendments to the document. The first ten amendments were proposed in 1789. The most recent amendment passed in 1992.

- 1 The three sections of the US Constitution are the preamble, the articles, and the amendments. The articles explain how the government works.
- 2 The US Constitution has three sections. The third section is the amendments. The first ten amendments were added at the same time.

The first paraphrase summarizes the important information in the paragraph. The second paraphrase leaves out key information and focuses on one detail. The first paraphrase is better.



THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to this question.

1. How did the new US Constitution balance the power between small states like Rhode Island and large states like Pennsylvania?

Research It

Compare Government Documents

Go to the National Archives website (www.archives.gov), and enter the search term "Rotunda for the Charters of Freedom." Choose "Charters of Freedom." Read the bullet points that describe the Declaration of Independence, the Constitution, and the amendments to the Constitution. Then click the links to look at the original documents.

Next, visit the THOMAS Library at the Library of Congress (http://thomas.loc.gov/home/bills_res.html) and choose Browse Bills & Resolutions. Then select Popular and Short Titles. Choose a bill that is interesting to you. Open the bill. Click the number of the bill (such as S. 674 or H. R. 1274). Finally, select Text of Legislation to read the bill.

In a notebooks, compare and contrast the historic documents with the modern documents. How are the historical documents similar to modern government documents? How are they different?

Core Skill

Read a Bar Graph

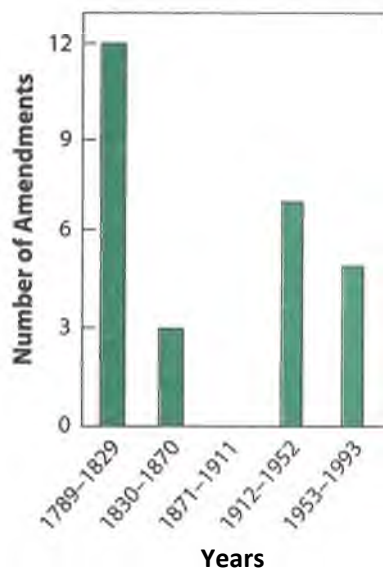
Bar graphs have two axes: the vertical axis along the side and the horizontal axis across the bottom. Each axis is labeled. To understand a graph, it is important to read the title and labels.

Bar graphs make it easy to compare amounts. The longer the bar, the greater the amount being measured.

Look at the graph and answer these questions:

- In which time period were the fewest amendments passed?
- During which century were the most amendments passed?

**AMENDMENTS TO
THE CONSTITUTION**



Key Principles of the Constitution

The framers of the Constitution relied on eleven key ideas when writing the Constitution. These ideas are explained in the chart below.

Principle	What It Means
Popular Sovereignty	The government gets its power and authority from the people.
Federalism	Power is shared between state and national government.
Separation of Powers	Responsibilities are shared among three branches of government, each with its own powers.
Checks and Balances	Each of the branches of government has some control over the other.
Judicial Review	The judicial branch (the courts) can declare a law passed in Congress or an action taken by the president to be unconstitutional.
Limited Government	The national government can do only what the Constitution specifically states it can do.
Natural Rights Philosophy	Government has authority only because the people give it authority to protect their natural rights.
Constitutionalism	A constitution limits a government's power.
Majority Rule and Minority Rights	The majority rules, but it must respect and protect the rights of individuals.
Rule of Law	Laws are clear and fair, and no one is above the law—not even the government.
Individual Rights	All people naturally have certain individual rights, such as life, liberty, and property.

Amendments to the Constitution

At the first session of Congress in 1789, popular pressure forced the Constitution's supporters to add ten amendments aimed at protecting individual rights. This Bill of Rights gives citizens the following freedoms:

- freedom of speech and the press
- the right to assemble and petition the government
- the right to keep and bear arms
- protection against unreasonable search and seizure
- the right to trial by jury
- the right to due process and protection against self-incrimination
- the right to a public trial
- the right to have an attorney
- protection against excessive bail or cruel or unusual punishment
- separation of church and state

Congress submitted this **guarantee**, or assurance, of rights to the states. All ten amendments were approved by 1791.

Since the Bill of Rights, seventeen more amendments have been added. Each amendment has been passed to solve a problem. Only one amendment has been **repealed**, or withdrawn. The Eighteenth Amendment (1919) prohibited the drinking and sale of alcohol. It was repealed by the Twenty-First Amendment (1933).

The procedure for changing the Constitution is complicated. Amendments must be proposed by a two-thirds majority vote of both houses of Congress or by two-thirds of the state legislatures. Amendments must be approved by three-fourths of the states. Because of this complex procedure, many proposed amendments have never been ratified. For instance, the Equal Rights Amendment passed Congress in 1972. However, it was not adopted because it fell short of the 38 states required for ratification.

The seventeen amendments passed after the Bill of Rights fall in three broad **categories**, or groups. One category is amendments that extend voting rights and the power of voters. Among the more important examples of this group are the Fifteenth (1870), guaranteeing African American males the right to vote; the Nineteenth (1920), giving women the right to vote; and the Twenty-Sixth (1971), lowering the voting age to 18. A second category is amendments that change the powers of state and national government. For example, the Thirteenth (1865) abolished slavery, the Fourteenth (1868) granted citizenship to the former slaves, and the Sixteenth (1913) established the federal income tax. The final group involves changes in the function or structure of government. One example of this category is the Twenty-Second (1951), which limits a president to ten years in office.

Even with its amendments, the Constitution is short, probably shorter than the bylaws of many organizations. It has vague guidelines concerning the powers and functions of the different levels of government. However, this flexibility has allowed the Constitution to survive as a symbol of national unity. The meaning of its various paragraphs has constantly evolved as the country has grown and changed.

21st Century Skill

Critical Thinking and Problem Solving

In 1789, Congress proposed 10 amendments to the Constitution. This was done as a solution to a problem.

In your notebook, state the problem that Congress wanted to solve. Then tell whether you think the solution was effective. Explain your answer.

Reading Skill

Paraphrase Information

When paraphrasing a passage, look for key words and ideas.

As you read the second paragraph on this page, ask yourself, *What is the main point of this paragraph? How could I state that more simply?*

In a notebook, paraphrase the second paragraph.



THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to the following questions.

1. How is an amendment added to the Constitution?

2. List three categories of amendments.

WRITE TO LEARN

After completing this lesson, think about a time you were in a group that divided responsibilities among all members. Then write a few sentences describing the situation and explaining why sharing responsibility was a good idea.

Vocabulary Review

Directions: Use these words to complete the following sentences.

categories **checks and balances** **guarantees** **separation of powers**

1. The Bill of Rights _____ certain rights and liberties to US citizens.
2. The _____ means that no one branch of government has all the authority.
3. The president's vetoing a bill passed by Congress is an example of _____
4. Voting rights, powers of state and national governments, and functions of government are _____ of amendments made to change the Constitution.

Skill Review

Directions: Use the graph on page 28 to answer this question.

1. Which statement about the 40 years after the Constitution was passed is best supported by the graph?
 - A. More amendments were adopted in that time period than in any other time period.
 - B. No amendments were adopted during that time period.
 - C. Fewer amendments were adopted in that time period than in any other time period.
 - D. The early 1800s represent a time of great changes.

Directions: Write a paraphrase of the following paragraph.

Until 1933, presidents were inaugurated in March following the November election of the previous year. In 1932, Franklin Delano Roosevelt was elected president. The outgoing president, Herbert Hoover, was blamed for the economic troubles of the Great Depression. About 25 percent of the nation's people were out of work, and the situation did not improve during the four months following the election. The new president had no authority to resolve the financial crisis. To avoid the problems that occurred with a powerless president, the Twentieth Amendment to the Constitution moved Inauguration Day to January 20. Congressional sessions were to begin on January 3 so that Congress could have drafts of new laws ready for the incoming president.

Skill Practice

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the passage.

In 1987, the Supreme Court heard the case of *Bethel School District #43 v. Fraser*. A student at Bethel High School made an obscene speech to an assembly of students and was suspended. The student, Fraser, argued that his right to freedom of speech was violated. However, the Supreme Court ruled that students do not have a First Amendment right to make obscene speeches in school. This case is an example of the Supreme Courts limiting the meaning of an amendment. The decision shows that there are conditions to freedom of speech.

1. What is the main idea of this passage?
 - A. The Bill of Rights should have clearly defined individual rights and freedoms.
 - B. Freedom of speech has always been upheld by the government.
 - C. Freedom of assembly was not clearly defined in the Bill of Rights.
 - D. Some Supreme Court decisions limit freedoms in order to prevent these freedoms from being abused.
2. The Supreme Court's decision in *Bethel v. Fraser* was based on its interpretation of which freedom?
 - A. assembly
 - B. speech
 - C. political beliefs
 - D. religion
3. The Fifth Amendment states "nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation. "

When people are arrested, they must be read their Miranda Rights. The Miranda Rights tell suspects that they have the right to remain silent and warns them that anything they say can be used against them in a court of law.

Which clause in the Fifth Amendment is the basis for the Miranda Rights?

 - A. "nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb"
 - B. "nor shall be compelled in any criminal case to be a witness against himself"
 - C. "nor be deprived of life, liberty, or property, without due process of law"
 - D. "nor shall private property be taken for public use without just compensation"

Writing Practice

Directions: The Bill of Rights protects freedoms that many people take for granted. Choose one of the first ten amendments and write an essay describing how you have used the freedoms it guarantees. For example, you might write about freedom of speech or freedom of religion.

LESSON 1.3

The Executive, Legislative, and Judicial Branches of Government

Lesson Objectives

You will be able to

- Identify the role and duties of the president
- Compare and contrast the two houses of Congress
- Explain how the federal judicial system functions

Skills

- **Core Skill:** Identify Comparisons and Contrasts
- **Reading Skill:** Compare and Contrast

Vocabulary

compare
contrast
delegate
function
imbalance
judicial review
veto

KEY CONCEPT: Each of the three branches of government has unique roles and responsibilities.

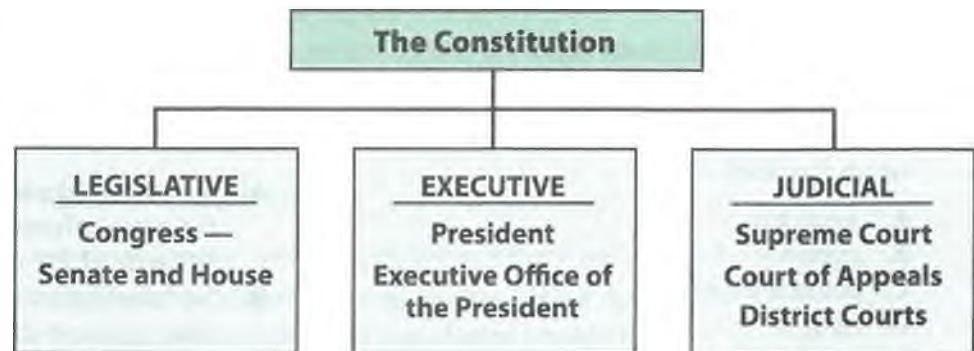
If you have ever worked on a group project, you know that each member has a role to play. Running for an office at school or in an organization requires teamwork. Someone may provide artwork for a campaign poster, while another person creates a memorable slogan. A third team member may write a campaign speech.

In the same way, the three branches of the federal government work together toward the goal of good government. Each branch has its own work to do.

The Federal Government

To prevent an **imbalance** (lack of equality) of power, the Constitution divided the power and functions of government among three branches: executive, legislative, and judicial. The Constitution also instituted a system of checks and balances. This would keep one branch of government from controlling any other branch.

This graphic shows the branches of US government.



The Executive Branch

The **executive branch** oversees the day-to-day activities of the government. The president, who is the head of this branch, must be at least 35 years old and a natural-born citizen of the United States. The presidential term is four years. The Twenty-Second Amendment (1951) limits a person to ten years in office. If the president dies or resigns while in office, the vice president becomes president.

The executive branch includes all federal agencies, such as the Environmental Protection Agency (EPA). With Senate approval, the president appoints cabinet officers, who are called secretaries. These secretaries head the major government agencies. The president also appoints the major executive positions.

COMPARE AND CONTRAST

Writers **compare** people, things, and ideas when they examine similarities, or likenesses. They **contrast** people, things, or ideas when they look at differences. For example, a writer might compare and contrast the three branches of government.

To show how the branches are alike and different, a writer might compare and contrast

- members and their terms of office
- functions and responsibilities
- powers and limitations

In comparing items, writers use terms such as *similar*, *both*, or *alike*. When contrasting items, terms such as *different*, *but*, *in contrast*, and *instead of* are often used.

Read the following paragraph and underline the words that signal comparisons and contrasts.

In 1790 the Supreme Court had a Chief Justice and five associate justices, all of whom were men. Since the first female justice was appointed in 1981, the Court has had a different makeup. Presidents George Washington and Franklin D. Roosevelt are alike in one respect. They appointed more Supreme Court justices than any of the other presidents.

The signal words in the passage include *all*, *different*, and *alike*. The comparison in the passage is between Presidents Washington and Roosevelt: both appointed a large number of Supreme Court justices. The contrast is relates to the makeup of the Supreme Court (all men in 1790 versus a court with at least one female justice since 1981).

Core Skill

Identify Comparisons and Contrasts

Sometimes writers organize information into tables. A table lists information in columns and rows. Tables make it easy to compare and contrast.

Look at the table below. Read the title of the table and study the headings of the columns.

Candidates for president spend a great deal of money running for office. Their campaigns pay for travel, advertising, and advisors.

Presidential Campaign Spending	
Year	Amount (in Millions)
1952	\$16
1972	\$90
1996	\$120
2004	\$820

Write one sentence comparing or contrasting the money spent on two of the campaigns listed in the table. Then state your opinion about what you think will happen to campaign spending in the future.

Research It

Use. gov Websites

The three branches of government have websites that provide information about their history, their work, and their members.

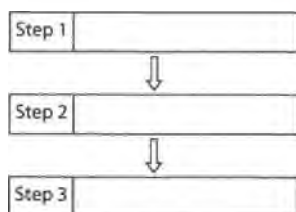
Use these websites to locate lists of the current members of each branch of government. Select a member of one branch of government, and do further research to learn more about this person. Then write a profile of the person.

Compare and contrast your profile with the profiles written by other class members.

WORKPLACE CONNECTION

Understand Flow Charts

Companies often use flow charts like the one shown below to illustrate a process. A company flow chart might show, for example, the steps for developing a new product.



Create a flow chart that illustrates the process by which a bill becomes law.

The executive branch enforces acts of Congress, court decisions, and treaties. The president can also issue **proclamations** (formal public statements) and executive orders. These powers have been **delegated**, or assigned, to the president by law or by court decision.

All bills passed by Congress must be sent to the president. If the president signs the bill, it becomes law. However, the president can refuse to sign the bill and return it to Congress. This action is called a **veto**. Congress may override the president's veto by a two-thirds vote of both houses of Congress. However, if the president does not return the bill within ten days, the bill automatically becomes a law, unless Congress adjourns during that period. A pocket veto occurs if Congress adjourns during that 10-day period and the president does not sign the bill. Congress cannot override this kind of veto. The president's veto power shows how the executive branch checks the legislative branch. However, the legislative branch also has a check over the executive branch.



THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to these questions.

1. What qualifications must a person have to become president?

2. What kinds of veto power does the president have?

The Legislative Branch

The **legislative branch** of the federal government is called the Congress. It is responsible for writing the laws of the country. Congress is made up of two houses: the Senate and the House of Representatives. The Senate is made up of two senators from each of the 50 states, making 100 members. The House of Representatives has 435 members, a number that Congress has limited since 1910. The number of representatives from a state is determined by the population of the state.

A senator is elected for six years, must be at least 30 years old, and must have been a US citizen for nine years. A representative in the House is elected for two years, must be at least 25 years of age, and must have been a US citizen for seven years.

Powers Congress is responsible for taxing people. Taxes are used to provide services to people, to defend the country, and to pay the government's debts. Congress has the power to coin money, to declare war, and to override a presidential veto with a two-thirds vote of both houses. Congress proposes amendments to the Constitution, has the power of impeachment, and organizes the federal court system.

Congress operates as a check on the executive branch. It defines the **functions**, or roles, of the departments in the executive branch and controls the money set aside for those departments. Congress has the power to investigate many areas inside and outside of the government, including the executive branch. A congressional committee, like the court system, has the power to **subpoena** witnesses, or issue a formal command that requires a person to testify. Congress can exert a great deal of influence when it assumes a “watchdog” role over the executive branch.

Organization The vice president presides over the Senate but has little real power to direct the workings of the Senate. The vice president can cast a vote only to break a tie. The party that has the majority of delegates in the Senate elects a Senate Majority Leader, who leads the legislative activity in the Senate. The Speaker of the House is elected by the majority party in the House of Representatives. The Speaker presides over the meetings of the House and is responsible for organizing its activities.

Both houses of Congress are organized into committees to carry out the tasks of researching, holding hearings, and writing legislation. All legislation must go through a committee before it can be considered for a vote. Two important committees are the House Ways and Means Committee, which considers **revenue** (tax) bills, and the Senate Committee on Foreign Relations, which reviews all treaties.

The Judicial Branch

The **judicial branch** of the federal government interprets laws. It is the federal court system’s responsibility to hear cases involving federal law.

The Supreme Court in Washington, DC, heads the federal courts. It consists of a chief justice and eight associate justices. The president appoints these justices with the Senate’s approval. The justices serve for life, but they can be impeached for misconduct. The major functions of the Supreme Court are to hear appeals of lower federal-court decisions and to hear cases from state courts about whether a law is constitutional.

Prior to the second half of the twentieth century, all the justices were white men. In 1967 President Lyndon B. Johnson appointed his friend, Thurgood Marshall, to the court. Marshall became the first African American justice. President Ronald Reagan appointed Sandra Day O’Connor, the first woman on the Court, in 1981. She retired after serving nearly 25 years. Ruth Bader Ginsburg joined her as the second female associate justice in 1993. In 2009, Sonia Sotomayor became the first Hispanic American to serve on the Court.

Below the Supreme Court are the federal circuit courts of appeals. They hear appeals and review decisions of the federal district court and federal administrative bodies. At the lowest level are the federal district trial courts. The president appoints all federal judges.

The single most important power of the Supreme Court is its power of **judicial review**. This means that the Supreme Court rules on the constitutionality of laws passed by the legislative branch or on actions taken by the executive branch. The power of judicial review was first used by the Supreme Court in 1803 in *Marbury v. Madison*. In that case, the court refused to enforce a law that it believed was unconstitutional. The judicial branch has become an equal partner in the three-way separation of powers in the federal government.

Reading Skill

Compare and Contrast

There are two ways to organize an essay of comparison and contrast—block or point-by-point.

Sometimes writers cover each idea in a block. For example, one paragraph might focus on the Senate and the next paragraph on the House of Representatives.

At other times writers do a point-by-point comparison. In this case, one paragraph might contrast the length of terms for senators and representatives. The next paragraph might compare the responsibilities of each house of Congress.

Reread the first paragraph in the section titled “Organization.” Use colored markers to indicate which sentences relate to the Senate and which relate to the House of Representatives. Then write one sentence describing the method used to organize the paragraph.

WRITE TO LEARN

In a notebook, write one paragraph comparing and contrasting the three branches of government. Use one of the methods described above to organize your essay.

Vocabulary Review

Directions: Use these words to complete the following sentences.

delegated **functions** **imbalance** **judicial review** **veto**

1. The federal government's system of checks and balances prevents a/an _____ of power among the three branches.
2. Congress checks the power of the executive branch because it defines the _____ of government departments.
3. _____ is one of the primary tasks of the Supreme Court.
4. The president can _____ a bill that Congress has approved.
5. The power to issue executive orders and proclamations has been _____ to the president.

Skill Review

Directions: Read the passage below. Choose the best answer to the questions.

Members of the Supreme Court look carefully at each case. In 1969 in the case of *Tinker v. Des Moines Independent Community School District*, the justices voted seven to two in favor of students who wore black armbands to school to protest the Vietnam War. The students believed that this act was part of their First Amendment right to free speech. It did not pose a threat to the school or to the students. Most of the justices agreed.

In contrast, the 1988 case of *Hazelwood School District v. Kuhlmeier* resulted in a different decision, though the issue was similar. The justices did not uphold what some high school students believed to be free speech. The principal had censored several pages of the school newspaper. The Court upheld his right to do so, stating that publications produced in the name of the school had to be consistent with the school's educational mission.

1. What do the two cases show about the Supreme Court?
 - A. The Court does not understand adolescents.
 - B. The Court is not sympathetic to teenagers.
 - C. The Court always upholds First Amendment rights.
 - D. The Court judges each case individually.
2. How does the writer show contrast between the two cases?
 - A. The writer describes how each case came to the Supreme Court.
 - B. The writer shows that the two cases had different outcomes.
 - C. The writer writes about two events that happened in a similar setting.
 - D. The writer describes two cases that were judged on the First Amendment.

Skill Practice

Directions: Choose the one best answer to each question.

“The President of the US is to have power to return a bill, which shall have passed the two branches of the legislature for reconsideration; but the bill so returned is not to become a law unless upon reconsideration, it be approved by two-thirds of both houses. ”

—Excerpted from *The Federalist Papers*, by Alexander Hamilton

1. To which of the following processes was Hamilton referring?
 - A. pocket veto
 - B. power of impeachment
 - C. executive order
 - D. presidential veto and congressional override
2. Who must approve a returned bill before it can become a law?
 - A. the president
 - B. two-thirds of the Senate
 - C. two-thirds of each house
 - D. all of the House of Representatives

Directions: Questions 3 and 4 refer to the following passage.

The Supreme Court Reverses Itself

People make the laws and interpret them according to their beliefs. What the Constitution “really means” is subject to judicial review. Although the Constitution has changed little over the years, the values of society have changed. This has led to new rulings on earlier decisions. Consider these two cases concerning racial segregation:

(1) In 1896, in a period marked by extreme expressions of racial discrimination, the Supreme Court ruled in *Plessy v. Ferguson* that segregation in public facilities, including public schools, was constitutional so long as the facilities were “separate but equal. ”

(2) In 1954, the Supreme Court ruled, in the case of *Brown v. the Board of Education* that “separate but equal” schools were unconstitutional and they violated laws granting equal protection.

3. Which best describes the decisions of the Supreme Court?
 - A. influenced by current developments
 - B. based on the written Constitution
 - C. not subject to major revisions
 - D. based on the opinions of the individual justices
4. The passage suggests that the *Plessy v. Ferguson* decision was very heavily influenced by what?
 - A. politicians
 - B. the civil rights movement
 - C. racial discrimination
 - D. black power movement

Writing Practice

Directions: Write an essay comparing and contrasting the role of the executive branch with the role of the legislative branch.

State and Local Government

Lesson Objectives

You will be able to

- Explain the ways in which national and state governments are alike and different
- Identify the different levels and forms of local government
- Distinguish between the various forms of city government

Skills

- **Core Skill:** Judge the Relevance of Information
- **Reading Skill:** Identify Facts and Details

Vocabulary

contradict
direct initiative
recall
referendum
relevant information
reserved

KEY CONCEPT: State and local governments have powers and duties not granted to the federal government.

At work, each employee has specific duties. One person may run the cash register, while another stocks shelves. Sometimes duties overlap, so people are cross-trained to work in more than one department.

In the same way, national, state, or local governments have different duties, and sometimes their responsibilities overlap.

Who Has Power?

Under the federal system, the central government and the states share political power. The federal government has the power to tax, make war, and regulate interstate and foreign commerce. In addition, it has the right to “make all laws which shall be necessary and proper” for carrying out the powers granted to it under the Constitution. Any powers not specifically granted to the federal government are **reserved**, or set aside, for the states.

The Constitution established a general framework; however, the actual relations between local governments and the federal government have grown and changed over time. The general trend has been toward the federal government increasing its power. The rise of a national economy, several major wars, the trauma of the Great Depression, complicated international relations, and serious urban problems have all helped create a strong federal government.

State Governments

State governments are organized much like the federal government. Each state has a written constitution and a **governor**, the chief executive officer. All states have a **bicameral** (two-house) legislature, except Nebraska, which has a unicameral (one-house) legislature. All states also have court systems. However, there are wide variations in how state governments operate. One common trend is toward increased power in the executive branch, headed by the governor.

IDENTIFY FACTS AND DETAILS

Writers support their main ideas with details. Details expand on the main idea or make it clearer. Details that can be proven are facts. Facts are recorded in reference books, such as encyclopedias.

For example, a writer who is discussing a war might include such facts as the dates of the war, the countries involved, and the number of casualties suffered. The causes and outcomes of the war might also be discussed. These details are not facts, because they cannot be proven.

To find details, look answers the questions *Who? What? Where? When? How? Why?*

Read the following paragraph. Then underline the details and note which question each detail answers.

(1) The issue of the rights of state and federal government has long been a source of argument. (2) In 1830 at a celebration in Washington, DC, President Andrew Jackson and Vice President John C. Calhoun gave contradictory toasts about loyalty to the nation regarding the issue of slavery. (3) Jackson gave the first toast: "Our Union—it must be preserved." (4) Calhoun, a Southerner who believed in states' rights above national unity, followed by saying, "The Union—next to our liberty, most dear." (5) Eventually, Calhoun resigned as vice president and several states seceded from the Union because of this issue.

Sentence 2: *When?* 1830; *Where?* Washington, DC; *Who?* Jackson and Calhoun; *What?* gave contradictory toasts

Sentence 3: *Who?* Jackson; *What?* gave the first toast

Sentence 4: *Who?* Calhoun; *What?* gave the next toast

Sentence 5: *Who?* Calhoun; *What?* resigned from office



THINK ABOUT SOCIAL STUDIES

Directions: Choose the term that best completes each sentence.

1. Conditions such as major wars, complicated international affairs, and serious problems in major cities have led to a stronger (state, federal) government.
2. Nebraska is the only state that has a unicameral, or (one-house, two-house), legislature.
3. The powers that the Constitution does not give to the federal government are given to the (individual, states).

Core Skill

Judge the Relevance of Information

It is important to be able to determine relevant information. When something is relevant, it is connected to what you want to know.

For example, read this paragraph about Barack Obama.

Barack Obama is the 44th president of the United States. He was born in Honolulu, Hawaii. Eventually he moved to Chicago, and later he represented the state of Illinois in the US Senate. During his time in office, he worked to bring the United States out of recession. He also focused efforts on changing the health care system. Obama adopted a dog named Bo during his first months in office.

Imagine you are writing an essay about President Obama's goals and achievements during his term as president. In a notebook, identify facts from the paragraph that would be relevant to your essay. Then explain why the other details in the paragraph are not relevant to your topic.

Reading Skill

Identify Facts and Details

While you read, look for facts and details. They support the main idea of the paragraph.

As you read about various types of governments, use a Venn diagram like the one shown below to record details.



In the Venn diagram, list similarities in the areas where the circles overlap and differences in the areas that do not overlap.

WRITE TO LEARN

A summary briefly states the most important ideas of a paragraph or passage. To summarize a reading section, identify the main idea and the supporting details.

As you read about local governments, identify the main idea of the section. Then write a summary of the section in a notebook.

DUTIES AND POWERS OF THE GOVERNOR

Role	Responsibilities
Chief Executive	Sees that state laws are carried out; prepares budget; appoints officials
Chief Legislator	Proposes, approves, or vetoes legislation
Judicial Leader	Grants paroles, pardons, and reprieves
Commander in Chief	Is commander of the National Guard (the state militia)
Party Leader	Heads the political party in the state
Ceremonial Leader	Represents the state; greets key visitors

Some functions of government overlap. Both the national and state governments have the power to tax, for example. Both make and enforce laws and establish courts. However, the Constitution denies some powers to the states. A state cannot coin its own money or enter into a treaty with a foreign country. States cannot tax their exports or imports. State laws cannot **contradict**, or conflict with, the Constitution.

States provide a wide range of public services. They maintain highways and regulate **intrastate** commerce, which is marketing within the state. States also provide for both education and public welfare.

Creating laws that determine the formation and powers of local governments is one of the most important powers of the state. Counties, towns, and cities are the legal units of the states. Many states have strong **home rule laws**. These laws give the local governments a great deal of freedom to set up their own systems of government.

Many states also provide for direct initiative and referendum voting. A **direct initiative** allows citizens to draft proposed laws. If citizens can acquire the required number of signatures on a petition, the state's voters decide whether the law is enacted. A **referendum** allows voters to **repeal**, or overturn, legislation that has already been passed by voting on that law in general elections. Several states also provide for **recall**, a special election that permits citizens to vote an official out of office before the official's term is over.

Local Governments

Local governments include municipalities (cities, towns, villages), counties, and special districts. The governing bodies in towns, villages, and boroughs provide some of the services that cities do but on a smaller scale. Special districts serve schools, public transportation, and housing. Special districts may also maintain parks, bridges, libraries, and airports.

Town meetings were the earliest form of government meetings in the New England settlements of the 1600s. They remain important in regions where towns have the powers usually reserved for counties. At town meetings, voters set aside money to run the town, pass town laws, and determine the salaries of elected officials. Elections at town meetings are **nonpartisan**, or not related to political parties. The candidate's political party is not named on the ballot. Anyone in the town can attend town meetings.

In a similar way, township government is popular in some northeastern and north-central areas of United States. A township is commonly 36 square miles. Generally townships distribute public assistance and maintain roads. In some states, school administration is part of the township's responsibility.

County governments enforce state laws and perform any additional duties the state may assign. In county governments, power is usually vested in an elected board of supervisors or commissioners. County governments collect taxes, maintain roads, and manage county property such as jails, hospitals, parks, and forest preserves. County governments also protect the public health by passing public health ordinances. Counties record documents such as deeds, mortgages, and marriage licenses. Some counties provide water and sewage services, operate airports, and maintain recreational facilities.

Counties are divided into smaller units of local government. These can include cities, towns, villages, and boroughs. Cities provide services that include police and fire protection, schools, public utilities, libraries, street and sidewalk repairs, and garbage collection.

A city is governed under a charter that is granted by the state legislature. There are three forms of city government. The first is strong mayor/weak city council (the mayor has wide authority to run the local government and to veto council actions). The second form is weak mayor/strong city council (the mayor usually has little actual power). The third is city manager/city council (an elected council appoints a city manager and retains the power to make all policy).

Research It

Extend Your Knowledge

Local governments have websites where citizens can learn more about their area and its leaders. Search online to locate your local government's website. Then use that website and other online resources to find answers to the following questions. Write your answers in a notebook.

- What form of government (board of supervisors, city council with strong mayor, etc.) governs your area?
- When does your local government host meetings that are open to local citizens?
- As a citizen, what role might you play in local government?
- How could you officially become a part of local government in your area?



THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to the following questions.

1. What powers are denied to the states? _____

2. List three examples of local governments. _____

3. What are the three forms of city government? _____

Vocabulary Review

Directions: Use these words to complete the sentences below.

contradict direct initiative recall referendum reserved

1. The group was trying to collect enough signatures to get a _____ on factory farms on the November ballot.
2. After the governor confessed to an affair, a move was made to _____ him.
3. Powers that are not explicitly given to the federal government are _____ for the states.
4. There was a _____ on the new state sales tax law.
5. States are not allowed to pass laws that _____ the Constitution.

Skill Review

Directions: Read the passage below. Then answer the questions that follow.

(1) The move for unicameral legislatures began shortly after the Revolutionary War. (2) The one-house system is similar to the way that most cities and counties are governed. (3) Until 1937, however, all states had two-house legislatures. (4) That year, Nebraska adopted a unicameral system, in part to save money during the Great Depression. (5) In its first year, the new system cut personnel by nearly 70 percent. (6) It passed more bills in fewer days at a lower cost. (7) Although several states have considered a unicameral legislature, Nebraska remains unique.

- | | |
|---|---|
| 1. When did Nebraska adopt a unicameral legislature? | 3. Which sentence answers the question <i>Where</i> ? |
| A. in 1937 | A. Sentence1 |
| B. after becoming a state | B. Sentence2 |
| C. during the 1960s | C. Sentence4 |
| D. Nebraska has a bicameral legislature. | D. Sentence6 |
| 2. Which statement best summarizes the relevant information in the passage? | 4. Which sentence contains the relevant information about how many states have bicarmel legislatures. ? |
| A. Most states have unicameral legislatures. | A. Sentence2 |
| B. A unicameral legislature can save money and be more efficient. | B. Sentence3 |
| C. States that have a unicameral legislature spend more money. | C. Sentence6 |
| D. The Great Depression greatly affected politics in the West. | D. Sentence7 |

Skill Practice

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the chart and information on page 40.

1. Which role gives the governor the power to activate the National Guard in an emergency?
 - A. chief legislator
 - B. judicial leader
 - C. commander in chief
 - D. party leader
2. Which statement best summarizes the similarities between the federal government and state governments?
 - A. Both have a written constitution, a chief executive, and a court system.
 - B. Both have a unicameral legislature.
 - C. Both are led by the same political party.
 - D. Both make treaties with foreign countries.
3. A state legislator with one year left in her term goes against overwhelming public opinion in her district and votes for a state income tax. Voters who wish to remove the legislator before the next general election could set in motion the process for which action?
 - A. petition
 - B. referendum
 - C. impeachment
 - D. recall
4. A group of citizens became angered by a law that the state legislature passed. They circulated a petition to have the law put to a vote by the people of the state. This is an example of what?
 - A. direct initiative
 - B. recall
 - C. referendum
 - D. home rule
5. The mayor of a city tries to start a project to build a new sports stadium, and the city council overrules him. Which form of local government does the city probably have?
 - A. city manager/city council
 - B. strong city council/weak mayor
 - C. strong mayor/weak city council
 - D. bicameral
6. Why do some states give voters the power to recall officials from office?
 - A. Governors want voters to be able to remove officials they don't like.
 - B. States are required to give voters this power under the Constitution.
 - C. Voters only rarely use their power to recall officials.
 - D. It is important for voters to have some control over officials who abuse their power or break the law.

Writing Practice

Directions: Research the local government structure in your city or town. Write two paragraphs describing the structure of your local government and its effectiveness.

Political Parties and Interest Groups

Lesson Objectives

You will be able to

- Explain the role of political parties in US politics
- Discuss the importance of interest groups

Skills

- **Core Skill:** Recognize the Cartoonist's Point of View
- * **Reading Skill:** Synthesize Ideas from Multiple Sources

Vocabulary

influence
interest group
platform
synthesize

KEY CONCEPT: Political parties and interest groups play important roles in government at all levels.

When you watch a sports event, generally you are rooting for one of the teams. You have a point of view, and it influences the way you evaluate the referee, the other team, and even the band and the cheerleaders.

Political parties and interest groups also have points of view in favor of ideas and policies or against them. Politicians generally identify themselves with one party. Interest groups can advocate, or promote, one particular issue, or they can support an industry or a specific group of people.

Ideas and Influence in Politics

When representatives take office, many people try to **influence**, or have an effect on, their decisions. Individuals, groups, and organizations try to get support for their interests.

Political Parties The US Constitution did not provide for political parties. However, leaders of the young nation soon found themselves grouping together to gain support for their ideas.

Some nations have a one-party system. Dictatorships, where differing opinions are not allowed, often have one-party systems. Countries such as Cuba, China, and North Korea have one-party systems. Some other countries, such as Germany, have multiple parties. These parties may work together in **coalitions** (teams made up of several parties that join together for a common purpose).

In the United States, however, two major parties have dominated the political system since the 1800s. The Democratic Party officially began in 1848. It is the oldest continuously active political organization in the world. The Republican Party began in the 1850s as a **third party**—that is, a party other than one of the two major parties.

Each party has an animal as its symbol. Thomas Nast, a famous cartoonist of the late 1800s, was first to use the donkey to represent the Democratic Party and the elephant represent the Republican Party. Today the donkey and elephant are well-known symbols.

Political parties select presidential candidates at national conventions. Since the 1850s, there have been 18 Republican presidents and 14 Democratic presidents.

Presidential elections are held every four years. In the summer before the November election, each party meets for a convention. The candidates for president and vice president are officially introduced. Before these meetings, key party members develop a statement of issues that the party supports. This document is called a **platform**. Each individual issue, such as health care reform, is called a **plank**.

SYNTHESIZE IDEAS FROM MULTIPLE SOURCES

When doing research, always read more than one reference source. By using multiple sources, you are more likely read a variety of points of view. Then you can **synthesize**, or combine, information in order to draw conclusions based on your various sources.

To synthesize information, look for ideas that are similar and ideas that are different. Then combine what you have learned to draw a conclusion, or come up with a new idea.

Synthesize the information below to answer this question: Why is the two-party system important in the United States today?

SPEAKER A

I think people are less loyal to the major political parties today, since voters tend to vote for the person rather than the party. This trend worries me. We need stability in our political system more than ever. The two-party system has worked well for us for more than 150 years.

SPEAKER B

You're right about the trend, but I think it's great. The big parties must work to earn the independent vote. This way, they have to find out what people really want.

The two-party system provides a more stable government. It forces both parties to support issues that will attract independent voters.



"You can try but it's pretty small in here...the water's going cold and the good soap is gone."

Core Skill

Recognize the Cartoonist's Point of View

People create political cartoons to express their opinions and to persuade others to agree with them. Cartoonists often make use of irony. That is, they use words to express the opposite of what the words say literally.

When looking at an political cartoon, pay attention to these features:

- the title or caption
- the characters
- the labels or dialogue

Look at the cartoon below.

- What is the topic?
- What are the characters saying or doing?
- What opinion is the author expressing?

Reading Skill

Synthesize ideas from Multiple Sources

Reading more than one source about a topic can broaden your understanding and spark new ideas. Different sources may offer varying viewpoints and more information.

When you **synthesize**, you blend ideas from two or more sources. Combining ideas gives you a fuller understanding of a topic.

Choose a "third party" that you would like to know more about. Find several sources of information about this topic—including multimedia sources available on the Internet. Take notes as you read.

In your notebook, write one paragraph in which you synthesize the ideas you have found.

WRITE TO LEARN

After reading the text on pages 44 and 46, look again at the cartoon on page 45.

In a notebook, write a few sentences in which you interpret the meaning of the cartoon.

Many people vote for the same political party at each election. Others consider themselves **independents**. They switch parties depending on the issues or candidates. Sometimes they support third parties, such as the Libertarian or Populist parties. Third parties tend to have narrower interests compared to the broader platforms of the two major parties.

Interest Groups An **interest group** is a group that tries to influence political decisions. They may represent the interest of the public (clean water), the economy (the pharmaceutical industry), institutions (colleges), or groups (the American Cancer Society). Interest groups may act on the local, state, and national levels. Some interest groups, such as the World Wildlife Fund, are global in their efforts.

Many groups have **lobbyists**, people who work to influence legislation. When issues of interest to the lobby are scheduled for debate in Congress, lobbyists try to persuade members of Congress to vote in a way that will benefit their group. They may also try to get government funding for their causes or organize protests against measures they do not support.

Following World War II, political action committees (PACs) formed to help raise money for candidates running for office. The first PAC was formed to support union interests. Soon a PAC supporting business interests was formed. Today some PACs, such as the National Organization for Women, support an idea. Other PACs are formed by members of Congress to support their ideas and to help them get re-elected. People connected to these PACs may campaign for their candidate.

THINK ABOUT SOCIAL STUDIES

Directions: Write P for *political party* or I for *interest group* to identify the groups listed below.

- _____ 1. antismoking lobby
- _____ 2. Republicans
- _____ 3. Populists
- _____ 4. Save the Whales

Vocabulary Review

Directions: Use these words to complete the following sentences.

influence **interest group** **platform**

1. A statement of beliefs is called a(n) _____
2. Lobbyists try to _____ the decisions of elected officials.
3. Members of a(n) _____ try to influence government.

Skill Review

Directions: Read the passage and study the photograph. Then answer the question.

Third parties are important because they bring attention to social, economic, or political issues that neither the Democratic Party nor the Republican Party addresses. They provide an addition option for voters dissatisfied with the platforms of the two major parties. Third parties get citizens more interested in political affairs and increase voter turnout.



1. Which statement best sums up the author's view of third parties?
 - A. He thinks third parties need to make significant changes.
 - B. He favors them because they activate voters.
 - C. He thinks they are overshadowed by the major parties.
 - D. He supports making them one of the major parties.

Skill Practice

Directions: Choose the one best answer to each question.

The low voter turnout in this country is due to the relatively small number of voters who control elections. Most close congressional races are decided by fewer than 7, 000 votes. Primary elections and state and local races are often decided by much smaller margins.

Senior citizens have protested every hint of cuts in Social Security. Elected officials know this, and Social Security is untouched because a high percentage of senior citizens vote.

On the other hand, surveys show that only 25 to 35 percent of eligible low-income people vote. When so few low-income people vote, their interests are ignored.

1. What does the writer believe is a result of voter turnout patterns?
 - A. The elderly do not have much influence.
 - B. The poor have too much influence on elections.
 - C. Poor people do not have much influence on elections.
 - D. Elections are meaningless and a waste of time.
2. If lower-income people voted in larger numbers, what could you conclude?
 - A. Social welfare programs would probably be expanded.
 - B. Social welfare programs would probably be decreased.
 - C. Social Security payments would be decreased.
 - D. Social Security payments would be increased.

Writing Practice

Directions: Search for a recent political ad online, in a newspaper, or on television. Find out what group paid for the ad. Then write a paragraph that explains why you think the sponsoring group would have created the ad and how the group would benefit from it.

Civil Liberties and Civil Rights

Lesson Objectives

You will be able to

- Identify the general provisions of the Bill of Rights
- Explain how civil rights expanded been to include more people
- Understand how African Americans and women gained the right to vote

Skills

- **Core Skill:** Identify Cause-and-Effect Relationships
- **Reading Skill:** Identify Point of View

Vocabulary

civil liberty
civil right
disenfranchise
provision
seize
suffrage

KEY CONCEPT: Through Constitutional amendments, civil rights in the United States have been extended to more people.

Think about a belief you have that has changed over time. Perhaps you had an experience that changed your point of view. Perhaps you learned something new that influenced how you felt. Events can change people's perspectives on important issues. For example, the civil rights movement changed some people's interpretations of the civil rights and civil liberties that are guaranteed in the Constitution.

The Expansion of Civil Liberties

Civil liberties are the freedoms that protect individuals from the government. Being able to act and think without interference from the government is a right we often take for granted. The civil liberties we enjoy are guaranteed in the Constitution. In 1789 several states agreed to a new federal Constitution on the condition that a Bill of Rights be added. Two years later, the first ten amendments became part of the highest law of the nation. States often added a Bill of Rights to their own constitutions.

The Bill of Rights exists to protect citizens against abuses by the federal government. The first amendment guarantees four freedoms: freedom of religion, freedom of speech, freedom of the press, and freedom to **assemble**, or gather, peacefully.

The first part of the amendment states that there will be "... no law respecting an establishment of religion." This is known as the establishment **clause**. A clause is a section in a legal document. This clause means that the United States does not have an official religion. The next clause is known as the free exercise clause. It says that the government cannot make laws that keep people from worshiping as they choose.

Freedom of speech refers not only to the spoken word but also to symbolic acts such as burning a flag or wearing a T-shirt with a slogan on it. The writers of the Constitution wanted to assure that people could criticize the government without fear of being imprisoned.

The third clause, freedom of the press, refers to the written word. The newspapers—and also the electronic media—are free to publish criticism of the government and government officials. The press has two major responsibilities: to inform the public and to act as a check against the government and elected officials. The press is free to write what it wants in order to fulfill these tasks.

The last part of this amendment makes sure that people can gather peacefully to discuss political ideas. In addition, people can **petition**, or formally question, when they feel their rights have been violated by political institutions or elected officials.

IDENTIFY POINT OF VIEW

When you read an article, it is important to notice the writer's point of view. Does the writer explain only one side of an issue? Does the writer exaggerate details to support a point? Does the writer make statements that cannot be proven?

Read the following paragraph and identify the writer's point of view. What words give you clues?

(1) This nation must reform the way presidential campaigns are conducted. (2) During the 2012 run for the presidency, both sides ran shamelessly negative campaigns. (3) Candidates and their supporters spread rumors, exaggerations, and even blatant lies about their opponents. (4) Presidential candidate Governor Mitt Romney, for example, falsely accused President Obama of being the only president ever to cut Medicare. (5) At the same time, the Democrats were openly claiming that "Republicans voted to end Medicare." (6) Who can the voters believe? (7) We have to make it illegal for politicians, their campaigners, PACs, and—yes—even the media to mislead US citizens in this way. (8) There is a clear line between free speech and libel, and American political campaigns have crossed that line.

Point of view: The writer is opposed to candidates and their supporters misleading the voters.

Clue words: *must reform, shamelessly negative, even blatant lies, falsely accused, openly claiming, yes—even, clear line...crossed that line, libel.*

The remaining amendments in the Bill of Rights cover a variety of topics, such as being protected against unreasonable searches and seizures. This means that government officials need a search warrant to enter a home.

In the same way, we cannot be **seized**, or arrested, without a warrant. **Double jeopardy** (being tried twice for the same crime) is illegal. Citizens cannot be subjected to cruel and unusual punishment. Trials are to take place quickly, and they must be public.

Some of these **provisions**, or legal statements, can be interpreted in a variety of ways. What does the right to bear arms mean? What are cruel and unusual punishments? People have gone to court to define these ideas.

The last amendment in the Bill of Rights refers to powers not specifically given to the federal government and not specifically forbidden to the states. The states have these powers.

REAL WORLD CONNECTION

Apply Your Experience

As Americans, it is easy to take our civil liberties for granted. The world news, however, provides numerous examples of people whose civil liberties are being denied.

Think about the rights you enjoy every day, such as freedom of speech and freedom of the press. How do they affect your daily life? In what way do you rely on them? What might your life be like if these freedoms were taken away?

Identify one freedom that you especially value. Write a short essay examining its importance in your life. Name the freedom in your introduction and conclusion. In the body of your essay, support your main idea with details.

Core Skill

Identify Cause-and-Effect Relationships

Writers frequently use a cause-and-effect pattern to organize social studies passages. They show how one event causes another event to happen.

For example, some states would not accept the Constitution unless a Bill of Rights was added. The effect was the addition of ten amendments that protect the rights of citizens.

The Bill of Rights is open to interpretation. Certain groups have used portions of the Bill of Rights to deny rights to other groups.

CAUSE	EFFECT
States insist on a Bill of Rights in the Constitution.	Bill of Rights, protecting citizens from abuses by government, is added.
The Bill of Rights can be interpreted in various ways.	Some people have been denied their rights.

How do you identify a cause-and-effect relationship? Look for key words and phrases such as *because*, *since*, *therefore*, *consequently*, and *if... then*.

Make a chart listing causes and effects related to one freedom guaranteed by the Bill of Rights. For example, you might choose gun ownership. State the effects that gun-related laws have had or may have in the future.

Gains and Losses in African American Suffrage

When the Framers wrote the Constitution, they had in mind the rights of men like themselves. This was also true of those who wrote the state constitutions. At first, only white men who owned property could vote. Gradually other groups gained **suffrage**, or the right to vote.

In 1865, the Thirteenth Amendment ended slavery, but it did not extend suffrage to African Americans. The Fourteenth Amendment stated that everyone born or **naturalized** (made a citizen) in the United States was a citizen and had all the rights of a citizen. The Fifteenth Amendment stated that the right to vote could not be denied on the basis of "race, color, or previous condition of servitude."

The states that had seceded from the Union at the beginning of the Civil War needed to be reinstated. Conditions of their rejoining included accepting these amendments and rewriting their constitutions to incorporate them. State constitutional conventions took place in 1868.

Despite the new constitutions, efforts were made to **disenfranchise** African American males in the South, that is, to take away their right to vote. The poll tax—a tax on voters—was one attempt. Poor people, both African American and white, often did not have the money to vote. The Twenty-Fourth Amendment (1964) made poll taxes illegal.

Another device used to disenfranchise African Americans was a literacy test. When people came to vote, they were given a section of the Constitution to read and explain. African Americans were given very difficult passages, while whites were given simple passages.

CAUSES AND EFFECTS OF LEGISLATION AFTER THE CIVIL WAR	
Cause	Effect
Fourteenth and Fifteenth Amendments were passed.	Formerly enslaved persons were given the right to vote.
Formerly enslaved persons were given the right to vote.	Southern states begin to disenfranchise these voters.
Poll taxes and literacy tests were set up.	Poor and uneducated people could not vote.

Women Gain the Right to Vote

In 1848, a group met in Seneca Falls, New York, at the invitation of Elizabeth Cady Stanton, a young mother, and Lucretia Mott, a Quaker. Stanton wrote a Declaration of Sentiments, modeled on the Declaration of Independence. The Seneca Falls convention called for an extension of women's rights, among them the right to vote. This was a radical notion at the time. In many states, women could not own property, divorce their husbands, or have sole custody of their children.

In the last half of the 1800s, some states, generally in the West, gave women limited voting rights. In 1869, Wyoming became the first state to grant this right. In 1916, Jeannette Rankin of Montana became the first woman elected to the House of Representatives. Ten states west of the Mississippi River had granted women full suffrage by 1912.

The movement split into two groups. African American women—who realized that many white women, especially in the South, were opposed to black women voting—formed their own groups.

Then another generation took up the cause. Their demands intensified after World War I, in which women had aided the war effort and worked as nurses.

Women were the first to use the nonviolent tactics that later would be popular in the civil rights movement. In 1917, more than 200 women were arrested for civil disobedience. Some were force fed when they went on hunger strikes in prison. Women picketed the White House and lobbied members of Congress. Thousands marched in parades demanding full voting rights. Some lost their jobs, health, homes, or families.

President Wilson finally supported the suffragists in 1918 and encouraged Congress to pass the amendment that had first been proposed to the Senate in 1878. The Nineteenth Amendment was ratified in 1920. It was the largest single extension of voting rights in the nation's history.



THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to these questions.

1. Why was women's suffrage the largest single extension of voting rights in the nation's history?
2. What geographical region most likely resisted giving women voting rights before ratification of the Nineteenth Amendment? Why do you think that?

Civil Rights for African Americans

African Americans remained largely disenfranchised in many states. They continued to experience discrimination, or unfair treatment, as a result of prejudice. The effects of poll taxes and literacy tests meant that the rights of full citizenship and equality, or **civil rights**, were effectively denied to them. Further Supreme Court rulings and Constitutional amendments were needed before African Americans had full rights.

In 1954, the Supreme Court reversed a decision it had made in 1896. That decision had declared that "separate but equal" facilities, including schools, restrooms, and restaurants, were legal. In the 1954 decision *Brown v. Board of Education of Topeka, Kansas*, the Court recognized that racial segregation in public schools violated the Fourteenth Amendment.

The poll tax was abolished in 1964 with the passage of the Twenty-Fourth Amendment. That same year, the Civil Rights Act made discrimination in employment, education, and voter registration illegal. The Voting Rights Act of 1965 made literacy tests illegal.

The effect of these new laws was dramatic. In 1940, only 5 percent of African Americans in the South were registered to vote. This figure rose to 66 percent in 1969. The voting laws also changed who was elected. In the mid-1960s, about 70 elected officials in the South were African Americans. By the beginning of the twenty-first century, the number had grown to about 5,000. African American members of Congress increased during that same time from 6 to about 40.

Reading Skill

Identify Point of View

Many factors influence a writer's point of view, including the writer's age, gender, family background, political beliefs, and experiences.

To identify the writer's point of view, watch for statements beginning with phrases such as *I feel*, *I believe*, and *I think*. They often provide a direct statement of the writer's point of view.

To practice identifying point of view, write two sentences from the point of view of people in the early 1900s. In the first sentence, state why you oppose women's suffrage. In the second sentence, state why you favor it.



WRITE TO LEARN

In a notebook, make a cause-and-effect chart like the one on page 50. As you read about women's suffrage on this page, fill in your chart.

Civic Responsibilities

As citizens, Americans have not only rights, they also have responsibilities. These include obeying the law, paying taxes, and acting as a juror. Failure to perform these duties can lead to fines or imprisonment. Citizens also have voluntary responsibilities, such as voting.

Vocabulary Review

Directions: Use these words to complete the following sentences.

civil liberty civil rights disenfranchised provision seized suffrage

1. The Nineteenth Amendment guaranteed the _____ of women.
2. A _____ is a legal statement.
3. Freedom of the press is a _____ guaranteed in the Bill of Rights.
4. The Fourth Amendment protects Americans from being illegally _____ by the police.
5. Many African Americans were _____, or denied the right to vote.
6. _____ are the rights of all people to equal protection and treatment under the law.

Skill Review

Directions: Read the passage below. Choose the best answer to the question.

(1) The best political system ever developed is the two-party system found in the United States. (2) Since the Civil War, no third party has been able to threaten the political power of either the Democratic Party or the Republican Party. (3) Every president in the last 100 years has been a member of one of these two parties. (4) No third party has been able to gain control of either house of Congress. (5) The country has been spared the chaos that results when there are more than two parties. (6) And Americans have not had to endure the tyranny of one-party rule.

1. Which sentences contain clues about the writer's point of view of the two-party system?
 - A. sentences (1), (2), and (3)
 - B. sentences (2), (3), and (4)
 - C. sentences (3), (4), and (5)
 - D. sentences (1), (5), and (6)

Skill Review (continued)

Directions: Study the chart below. Then choose the best answer to the question.

NATIONAL VOTER TURNOUT, SELECT YEARS, 1960-2008	
Year	Percentage of Registered Voters Participating
1960	63. 1
1972	55. 2
1980	52. 6
1996	49. 1
2000	51. 3
2008	56. 8

2. What is one effect of the trend shown in the chart?

- A. Fewer qualified people run for office.
- B. Young people vote more consistently than other age groups.
- C. Women choose not to go to the polls.
- D. A president is elected with less than half of registered voters voting.

Skill Practice

Directions: Choose the one best answer to each question.

After the Civil War, the Radical Republicans were the strongest supporters of civil rights for African Americans. One of their most significant successes was the passage of three constitutional amendments guaranteeing basic civil rights. They also established the Freedmen's Bureau, an agency that helped former enslaved persons. The bureau provided food and clothing and helped African Americans find work. It also set up many schools.

1. Which civil liberties did the Radical Republicans support?

- A. poll taxes
- B. separate but equal facilities
- C. voting rights for former slaves
- D. limited civil rights for African Americans

2. What did the Freedmen's Bureau do?

- A. taught reading and writing
- B. trained new servants
- C. moved former slaves to the North
- D. worked for constitutional amendments

Writing Practice

Directions: Voting rights has been a major issue for many groups of people. Write an essay explaining why the right to vote is important to minority groups.

LESSON 1.7

The US Role in the Global Society

Lesson Objectives

You will be able to

- Understand the opportunities and challenges facing the United States in the global society
- Consider the impact of US culture around the world
- Recognize that US businesses, as well as nonprofit organizations, reach beyond US borders

Skills

- **Core Skill:** Interpret Graphics
- **Reading Skill:** Make Predictions

Vocabulary

dialogue
fair trade
foreign aid
global society
nonprofit organization
prediction
transact

KEY CONCEPT: The world is becoming more interconnected.

In this new global society, the United States bears heavy responsibilities but also looks forward to important opportunities.

The Internet allows events from all over the world to be tracked and ideas to be exchanged. Satellites enable news and cell-phone conversations to be broadcast over vast distances. Trade between countries is easier than ever before due to improved storage and transportation methods and new trade agreements. This global exchange of news, goods, ideas, and services has tightened the connections between the United States and other countries. The United States is a leader in this international community.

Opportunities and Challenges in a Global Society

In today's world, people communicate instantly across vast distances. Travel is easier and faster than ever before. This seemingly smaller world is known as the **global society**. It presents many opportunities, perhaps most obviously in the economic **realm**, or area. Businesses can expand across the globe, and individuals can **transact**, or carry out, private business from one country to another via the Internet. Opportunities also abound in education, politics, and government. Today's technology makes it easier than ever before to engage in meaningful **dialogue**, or discussion. Technology also provides a way to reach those who previously had no access to information or education.

Internet technology allows people around the globe to communicate quickly and easily. This has a deep impact on society. For example, social media, especially Facebook and Twitter, played a significant role in the 2011 uprisings referred to as the Arab Spring.

Today's global society also presents important challenges. Because world markets are all interconnected, an economic slowdown in one country affects all countries. Terrorism and the spread of nuclear arms are two serious problems in the world today. Health threats (such as AIDS) and environmental issues (such as climate change) are also global in scope. Censorship and human rights violations in one part of the world threaten freedom everywhere.

The US Role

The United States is a superpower. It has a responsibility to meet the challenges and explore the opportunities of the global society.

The State Department, which is part of the executive branch of the federal government, is responsible for US relations with other countries. The department helps ensure the safety and well-being of US citizens living or traveling in foreign countries. It also has responsibilities for foreign aid and international trade agreements.

MAKE PREDICTIONS

A **prediction** is an attempt to answer the question “What will happen next?” Predicting helps get you involved in what you are reading. When predicting, readers use clues in the text, along with their prior knowledge and experience, to make reasonable guesses (that is, guesses that make sense) about what will occur next.

Here are some key points to keep in mind when predicting:

- Look at the title of the passage.
- Make predictions before you reading. Then continue to make predictions while reading.
- Use prior knowledge. Ask yourself these questions: *Have I read something like this before? Have I experienced something like this myself? What happened next in those cases?*
- **Adjust**, or change, your predictions as you read. Predictions should make sense, but they don’t have to be correct.

Read this passage. What do you think the president might do next?

The US president sat in a closed meeting with the prime minister of Israel. The president had flown to Israel the day before for high-level talks about international security issues. The US secretary of state had accompanied the president and was waiting to join the meeting. As the president and the prime minister talked, an aid knocked on the door and rushed in to report new fighting between Israeli and Arab troops.

One prediction you might have made is that the president would discuss the issue with the secretary of state. This is a logical prediction. The president and the secretary of state are together in Israel. They would work together in facing this crisis.

Research It

Compare Viewpoints

In a global society, it is important to recognize that people in different countries may have different opinions about the same events.

Think about a recent event that you have read about in US news reports. Then go to these websites to read more about the event.

- Spiegel Online (Germany)—<http://www.spiegel.de/international/>
- Al Jazeera (Qatar)—<http://www.aljazeera.com/>

In your notebook, write a brief paragraph telling how the viewpoints expressed in the *Spiegel* and *Al Jazeera* reports differ from those in US news reports.



THINK ABOUT SOCIAL STUDIES

Directions: Write a short response to these questions.

1. List three areas of opportunity in today's global society.

2. Name three challenges of today's global society.

3. What part of the federal government shapes the US role in the global society?

Core Skill

Interpret Graphics

Photographs can show cause-and-effect relationships in a visual way. At times, however, the photograph shows only the cause or only the effect of a particular event. The caption often describes the missing information. In other cases, the photographer leaves it to viewers to figure out the cause or the effect.

The photograph on this page shows a US Navy crewman delivering food supplies following the horrible destruction caused in 2004 by a massive tsunami that struck Indonesia. In this case, the tsunami was the cause. The relief effort is the effect.

Find a photograph in a newspaper or newsmagazine. Write one sentence identifying the cause and/or the effect that the photograph illustrates.

Foreign Aid Foreign aid is the help that one country offers to other countries. This aid can take many forms, including money, food, arms, and skilled personnel. US foreign aid promotes US interests abroad in the areas of both foreign policy and economics. It also helps people around the world and promotes democracy.

The major federal agency involved in managing US aid programs is known as the United States Agency for International Development (USAID). Aid programs are operating in Sub-Saharan Africa, Asia, Latin America and the Caribbean, Europe and Eurasia, and the Middle East. The agency offers aid in such areas as agriculture, government, environment, and education.



Trade Agreements Trade agreements are legal agreements or contracts relating to trade between two countries. US trade agreements are generally seen as beneficial to the US economy, although some people believe that US jobs can be lost as a result of these contracts.

In March 2013, the United States had free trade agreements (FTA) with 20 countries. The largest of these agreements was created in 1994, when the North American Free Trade Agreement (NAFTA) became effective. NAFTA permits trade with virtually no taxes or other restrictions between Canada, Mexico, and the United States. In 2012, the United States and other Pacific nations, including Australia, Chile, Malaysia, and Canada, began negotiations on a new FTA, the Trans-Pacific Partnership (TPP).

The World Trade Organization (WTO) is an international organization of 154 countries that provides a place for countries to negotiate trade-related issues, settle trade-related problems between nations, and keep trade flowing freely. The United States is a member of this group.

The Spread of US Culture

An interesting effect of the global society has been the spread of US culture to other countries. Blue jeans, McDonald's, Coca-Cola, American movie stars and musicians—these common features of daily life in the United States can be found across the globe. More and more, English is used for teaching at universities as diverse as Spain and South Korea. US universities are also setting up campuses around the world.

US Businesses Expand Globally

Just as US culture has spread across the world, so have US businesses. China, in particular, has seen the rise of many US businesses, whose workforces and profits have grown dramatically in recent years. Manufacturers such as Caterpillar find that the building boom in China has increased the need for Caterpillar products. Companies such as Starbucks, McDonald's, General Motors, and Motorola have found huge Chinese markets as well. Even small unknown companies have found that opening a Chinese branch is worthwhile.

There are two main reasons that US companies are interested in China. First, China's membership in the World Trade Organization has contributed to a growth in foreign investment. Second, improved financial opportunities in China have led to the growth of a Chinese middle class that can afford to buy foreign products.

While US business in China has exploded in recent years, US companies earn their highest profits in Japan. One US company, Aflac, has made as much as 70 percent of its profits in Japan. Other US businesses that have thrived are Coca-Cola, Apple, and McDonald's. Many other corporations operate around the globe. Walmart, for example, has retail stores in 27 countries outside the United States.

Fair Trade

The **fair trade** movement has arisen in recent years. Fair trade is trade that meets certain standards: workers are paid a living wage, and their working conditions are safe. Leaders of this movement insist that workers are not helped enough by free trade agreements. This is especially true in developing countries, where farm workers, for example, earn extremely low wages. The fair trade movement seeks to obtain a better price for goods so that workers can be paid better wages.

To accomplish its goals, the fair trade movement has devised a labeling system. Products—such as coffee, bananas, and handicrafts—that bear the fair-trade label have met health, safety, labor, and human rights standards.

US Nonprofit and Humanitarian Organizations

Beyond the government agencies that work to aid developing countries and countries that have suffered from natural disasters and war, the United States also has many private groups that seek to help in the same way. These groups are called **nonprofit organizations**, or nonprofits. **Nonprofit** means “not for the purposes of making money.” Nonprofit organizations pour all money they earn into realizing the goals of their organization.

CARE is one well-known US-based humanitarian group. It seeks to eliminate poverty and to better the circumstances of women around the world. Doctors without Borders is a humanitarian organization created in France, but it has a branch in the United States. It sends volunteer doctors to help the victims of natural disasters, war, and famine. There are thousands of other US organizations that work to improve the lives of fellow humans around the world.

Reading Skill

Make Predictions

Before making a prediction, gather as many facts as possible. Knowing key facts can make your predictions more accurate.

Suppose a drought hit the United States and US crops suffered, causing a food shortage.

Review what you have learned in this lesson. In a notebook, write a paragraph predicting who would come to the aid of the United States and why. Give reasons for your predictions.

WRITE TO LEARN

A newspaper article often explains a particular event and then describes ways that event affected various people, policies, or other events. This is an example of cause-and-effect writing.

Write a short newspaper article that explains the possible effects of a UN-sponsored program that allows a remote African village to acquire the necessary technology to connect to the Internet.

Vocabulary Review

Directions: Use these words to complete the following sentences.

dialogue **fair trade** **foreign aid** **global society** **nonprofit organization** **transact**

1. Because the price of coffee changes from month to month, a _____ agreement is needed to ensure that coffee-bean harvesters receive a decent wage.
2. After a _____ pays its expenses, it uses its funds to advance the goals of its organization.
3. _____ encourages the peaceful settlement of disputes or disagreements.
4. Most US _____ is channeled through the USAID.
5. Because of the _____ a recession in the United States threatens economies around the world.
6. The Internet helps people and companies _____ business around the globe quickly and easily.

Skill Review

Directions: Study the cartoon below. Then write a paragraph identifying the subject of the cartoon, the artist's message, and the cause and effect that the cartoon addresses.

1.



"I have to break into houses to fund my addiction to organic and fair trade produce"

Skill Review (continued)

Directions: Read the passage below. Then, in a notebook, write a paragraph in which you make a prediction about US business profits in China in the years 2009 and beyond. Explain how the information in the passage led you to make this prediction.

2. BEIJING - The American Chamber of Commerce in China (AmCham-China) announced results of its 2009 Business Climate Survey Tuesday.... About 74 percent of the respondents, most of which are American companies in China, reported a profitable 2008, almost consistent with the situation in 2007, according to the survey of more than 400 member companies of the Chamber.

Skill Practice

Directions: Choose the one best answer to each question.

1. Which factor has played the greatest role in creating a global society?
 - A. communication technologies
 - B. medical technologies
 - C. international alliances
 - D. global treaties
2. Why has the fair trade movement grown in recent years?
 - A. It improves the quality of the food supply.
 - B. It offers a variety of goods to all people.
 - C. The global society has increased awareness of how goods are made.
 - D. It ends US dependence on overseas goods.
3. Which statement about the global expansion of US businesses can be supported by the information in the lesson?
 - A. They have not benefited from overseas growth.
 - B. They are exploiting workers in other countries.
 - C. They are against free trade agreements.
 - D. They grow and prosper when they open overseas branches.
4. Which issue would require the involvement of the World Trade Organization?
 - A. California strawberry growers want the US government to set minimum prices for strawberries.
 - B. The United States claims that Mexico is shipping uninspected beef to the United States.
 - C. A developing country wishes to expel the Red Cross.
 - D. Texas wants to stop produce being shipped into the state from Colorado.

Writing Practice

Directions: What effects do you think the expansion of US business and culture will have on people in China? In a notebook, write one paragraph stating your predictions and explaining why you believe they will occur.

Contemporary Public Policy

Lesson Objectives

You will be able to

- Define contemporary public policy
- Identify examples of public policy
- Describe how public policy is made

Skills

- **Reading Skill:** Draw Conclusions
- **Core Skill:** Evaluate Reasoning

Vocabulary

accountable
bias
contemporary
domestic
implement
issues
log
public policy

KEY CONCEPT: Public policy refers to the actions taken by government to address public issues.

Do you think the speed limit on a certain road should be changed? Do you wish that you paid less taxes? Do you think the government should do more to help people? Most people have opinions on these issues. If you do, then you have opinions about contemporary public policy.

Contemporary Public Policy

To understand contemporary public policy, you need to understand the three words *contemporary public policy*.

First, a **policy** is a plan or a course of action. You probably have several policies yourself. You may have a policy of eating a healthy breakfast every morning or a policy of never missing your favorite team's game. These are personal policies. There are also plans for action addressing issues that affect the public.

Second, **public** means "affecting all the people." For example, a public park is open to everyone. **Public policy** refers to actions that affect everybody. Who has the power to affect everybody? Neither individuals nor businesses have this power, but the government does. Therefore, public policy refers to the laws and actions of the government.

Third, **contemporary** means "current" or "existing now." Contemporary public policy is the policy of today—not policies of the past or the future.

Contemporary public policy really means "current government actions." Read on to investigate the impact that contemporary public policy has on your life.

Types of Public Policy

There is not just one contemporary public policy in the United States today. There are actually hundreds, or even thousands, of public policies. This is because the government is very large and it addresses many **issues**, or concerns. We can organize contemporary public policies according to types of policies.

One way to organize public policy is by the level of government—local, state, or national—that is making the policies. Local public policies are made by local governments, such as cities or counties. For example, city governments have policies describing the health codes that must be maintained in restaurants within the city. State governments have policies too. Most states have policies related to income taxes and sales taxes. Policies made by the national, or federal, government affect everyone in the United States. For example, federal policy allows citizens who are 18 years of age and older to vote in elections.

A second way of organizing public policy is by topic, such as health policies, environmental policies, and economic policies. A local government that chooses to **implement**, or put into practice, restaurant inspections is implementing a health policy. A state government fining a company for polluting would be implementing an environmental policy. The federal government deciding to lower income taxes would be implementing an economic policy.

Public policies also include agricultural policies, drug policies, and energy policies. There are recycling policies and hiring policies. There are land-use policies and transportation policies. The list goes on and on.

All the policies that deal with people in the United States are domestic policies of the US government. In this context, **domestic** means "within the country." Because the federal government deals with other countries, it also has foreign policy.



THINK ABOUT SOCIAL STUDIES

Directions: Consider each public policy described below. Use the labels in the box to identify the type of public policy. You will use two labels for each public policy.

local
state
national

business
economic
foreign
public safety

1. _____ The US government requires that individuals pay income taxes.
2. _____ Texas requires cars and trucks to pass safety inspections.
3. _____ The city of Springfield makes it illegal to operate businesses out of homes.
4. _____ The United States sends soldiers to Afghanistan.
5. _____ The US Congress extends the length of time people can receive unemployment benefits.

REAL WORLD CONNECTION

How Public Policy Affects You

One way to determine how public policy affects you is to keep a public policy diary, or log. A log is a record of events.

In a notebook, make a chart like this one.

Label the columns "Public Policy," "Type of Policy," and "Effect on Me."

Spend one week noting any time public policy affects you. For example, if you ride a city bus, fill in your log this way:

Public Policy
provide city buses

Type of Policy
local transportation

Effect on Me
can ride bus to work

After your week of entries, write one paragraph explaining how your life is affected by public policy.

Then, with other students in your class, make a list of all the public policies named by your class. This will help you see how much your lives are affected by public policy.

Reading Skill

Draw Conclusions

When you draw a conclusion, you use more than one piece of information to figure out a new idea.

Use the Internet to learn about the ideas that one of your elected officials has regarding a public policy issue. In a search engine, write the name of a senator or representative, and then write a phrase describing the policy. For example, you may write "Maria Mendez health care."

In a notebook, write one conclusion you can draw about this official's views. Give evidence for your conclusion.

Who Makes Contemporary Public Policy?

In the United States, the government is **accountable**, or responsible, to the people. Elected officials make public policy, but the people choose these officials. Your choice of who to vote for has a direct effect on public policy. Millions of people have the right to vote. Each voter helps shape public policy. Every vote counts.

Within the United States, public policies are the work of all three branches of government (legislative, executive, and judicial). All three levels of government (national, state, and local) make public policies.

Take, for example, one of the greatest changes of public policy in US history: the changes brought by the civil rights movement. The legislative branch (Congress) passed laws such as the Civil Rights Act of 1964. The executive branch (headed by the president) enforced these laws and passed regulations requiring desegregation. The judicial branch (the Supreme Court), in the case of *Brown v. Board of Education*, declared schools segregated by race to be unconstitutional.

All these governmental decisions were influenced by the men, women, and children who marched and protested for civil rights. These people helped shaped public policy.

Public policy issues affect all parts of our lives. Examples include taxes (economic issues), recycling (environmental issues), funding (scientific research), workplace safety (health issues), and public transportation access for disabled people (transportation issues). How can individual citizens in the United States help shape public policy?

Besides voting, you can help shape public policy in many other ways. You can write letters to the editors of newspapers or post comments online to try to convince others of your position. You can join a political party that seeks to implement public policies you agree with. You can join activist groups to work toward certain public policies.



THINK ABOUT SOCIAL STUDIES

Directions: Think of a public policy that affects your life. Research online to learn whether the issue is a local, state, or federal policy. Then consider what you have learned about democratic values. Write one paragraph explaining how these values are upheld by the policy or are at risk because of the policy.

Evaluating Public Policy

In the United States, public policies are often hotly debated. You will find Americans speaking out on both sides of almost any public policy issue. Should the government implement national public policies to reduce gun ownership? Many Americans passionately argue yes: gun control will save lives. Other Americans fervently argue no: gun ownership is a right.

What about a national public policy that increases the minimum wage? Many argue that the minimum wage should be increased: people cannot live on such small incomes. But some business groups argue against an increase: companies have limited funds to spend on labor.

Name a public policy issue in the area of health, economy, education, or environment, and you will quickly find there are two or more sides to the issue. All types of public policies are subject to debate.

How do you draw a conclusion about what position to take on a public policy issue? A simple three-step process can help.

1. Make a two-column table to list the arguments used by each side. The table will help you compare the arguments.
2. Examine the evidence each side uses. Just saying something does not make it true; evidence must be used to support a position.
3. Distinguish facts from opinions. A fact can be proven. Everyone agrees on facts. They can be checked in research books. An opinion, on the other hand, is a personal viewpoint. It is based on **bias**, or personal preferences. Opinions cannot be proven. Public policy should be based on facts, not feelings.



THINK ABOUT SOCIAL STUDIES

Directions: Answer this question: Why is it important to separate facts from opinions when evaluating a public policy?

Vocabulary Review

Directions: Match the words and their definitions.

- | | |
|-----------------------|---------------------|
| 1. _____ accountable | A. concern |
| 2. _____ bias | B. personal feeling |
| 3. _____ contemporary | C. within a country |
| 4. _____ domestic | D. responsible |
| 5. _____ implement | E. diary |
| 6. _____ issue | F. put into effect |
| 7. _____ log | G. current |

Core Skill Evaluate Reasoning

Reasoning refers to the thinking that leads you to a conclusion. When you evaluate reasoning, you are determining whether the reasoning leads logically from the evidence to the conclusion.

With a partner, choose a public policy issue that you find interesting. Find information supporting both sides of the issue. Then apply the three-step process described here.

Which side do you find convincing? Why? State your opinion in a short essay.

WRITE TO LEARN

Select a public policy you care about. Then write a letter to the editor of your local newspaper expressing your opinion.

Include specific points about why you are in favor of the policy or why you disagree with it. Provide evidence to support your point of view.

Skill Review

Directions: Read the following positions on a public policy issue. Then answer the questions.

Anne's Position

There is nothing more important than our children. Children should have a safe place to play in this community. Now they play in the street, and that's dangerous. It's only a matter of time before one of them gets hurt. I saw online that our local city council has a budget surplus this year of almost one million dollars. The city has an extra one million dollars to spend. That's a lot of money! They should use that money to build a park so our children will be safe.

Hector's Position

I agree that our children are important. But that surplus money doesn't belong to the government. It belongs to us! After all, we paid the taxes, and that's where the city got the money. Maybe our taxes should be refunded. We could all use more money! Besides, if a park was built, what then? The park would have to be maintained, and security guards might have to be hired. Where would that money come from? We would have to pay even more taxes in the future.

1. What public policy issue are Anne and Hector debating?

2. What facts does Anne use?

3. What facts does Hector use?

4. Which statements of Anne's are opinions?

5. Which statements of Hector's are opinions?

6. Which position do you agree with? Why?

Skill Practice

Directions: Choose the one best answer to each question.

1. Which is an example of public policy?
 - A a. speed limit
 - B. a sale at a store
 - C. a young woman's decision to join the army
 - D. a young man's decision to quit a job
2. The United States declares war on another country. What type of policy is this?
 - A. local public policy
 - B. state public policy
 - C. domestic policy
 - D. foreign policy
3. Which branch of the federal government influences public policies in the United States?
 - A. the legislative branch
 - B. the executive branch
 - C. the judicial branch
 - D. all of the above
4. A friend reads a news story online about a proposed city law that would allow people to bring their dogs to restaurants that have patios. He leaves a comment stating that he is opposed to the law. What is he doing?
 - A. making public policy
 - B. ignoring public policy
 - C. attempting to influence public policy
 - D. making his own policy

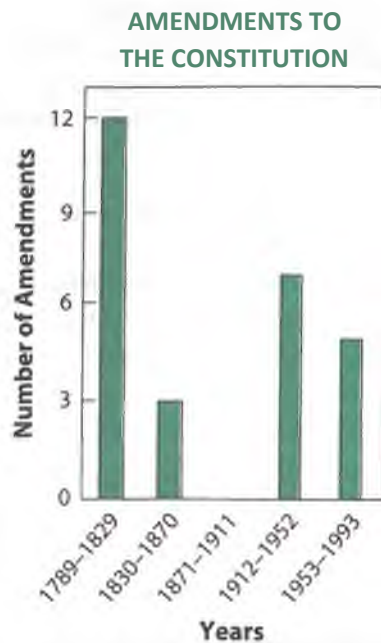
Writing Practice

Directions: What public policy issue do you feel passionately about? Write a journal entry in which you identify the issue, tell why you feel so strongly about it, and name at least one thing you could do to get support for your position. Be sure to use facts to support your position.

Review

Directions: Choose the one best answer to each question.

Question 1 refers to this graph.



1. Why were so many amendments passed from 1789-1829?

- A. Amendments were added to protect the United States from invasion.
- B. The Framers wanted future generations to add amendments.
- C. Before the Constitution was passed, people insisted that a Bill of Rights was necessary.
- D. The Constitution was incomplete when it was signed, so basic amendments needed to be added.

2. The Magna Carta was a document that guaranteed the basic rights of the British. What was the most important result of the signing of the Magna Carta?

- A. The king's power was limited.
- B. The first political elections were held.
- C. The monarch began to pass the throne to a son or daughter.
- D. The barons developed Parliament so they would have a representative government.

3. Which action can citizens take if they disagree with a law passed by the legislature of their state?

- A. Citizens can request a recall of the law.
- B. Citizens can vote on a referendum to repeal the law.
- C. Citizens can draft a direct initiative, or proposed law, to contradict the current law.
- D. Citizens have no formal means of challenging the law.

4. Why does the United States provide funds and resources to help developing countries?

- A. The United States is a powerful and wealthy country.
- B. UN rules require the United States to help developing countries.
- C. Providing aid helps promote democracy and US interests abroad.
- D. The United States can control the politics and culture of other countries by providing aid.

Review

CHAPTER 1

Questions 5 and 6 refer to these passages.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

—excerpted from the Declaration of Independence (1776)

We hold these truths to be self-evident; that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of Government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness.

—excerpted from the Declaration of Sentiments (1848)

5. How is the Declaration of Sentiments similar to the Declaration of Independence?
 - A. Both proclaim the rights and freedom of individuals.
 - B. Both are about the importance of a government by and for the people.
 - C. Both deal with the relationship between the United States and Great Britain.
 - D. Both deal mostly with the right to vote.
6. Why does the Declaration of Sentiments closely copy the language of the Declaration of Independence?
 - A. The writers hoped to declare independence from the United States.
 - B. The writers used the standard format for declarations.
 - C. The writers wanted to show the similarities between the colonists' and the women's struggles for rights.
 - D. The writers wanted to draw on previous successful writing.

Review

7. Why did the writers of the Constitution create two houses of Congress?
 - A. They wanted Congress to be like Britain's Parliament.
 - B. They wanted to distribute power fairly between large and small states.
 - C. They wanted to protect from one branch of government having too little power.
 - D. They wanted to make sure that Congress reflected the will of the majority of the people.
8. Why is judicial review the most important power of the Supreme Court?
 - A. It allows the Supreme Court to determine whether laws and executive actions are constitutional.
 - B. It allows the judicial branch to have more responsibility than any other branch of the federal government.
 - C. It allows amendments to the Constitution.
 - D. It allows for the Supreme Court to pass decisions about the constitutionality of state laws.
9. Which of the following influenced the people writing the US Constitution?
 - A. Bill of Rights
 - B. Declaration of Independence
 - C. General Washington's letters
 - D. Virginia Declaration of Rights
10. Which of these statements is true of public policy?
 - A. Public policy is set primarily by the president.
 - B. Activism has little effect on people making public policy.
 - C. Citizens can best influence public policy by refusing to vote.
 - D. Elected officials at all levels of government make public policy.
11. Many parties and special interest groups participate in the process of electing the US president. Why is their participation beneficial?
 - A. to make sure that citizens are well informed when voting for the president of the United States
 - B. to make sure that presidential candidates know all they need to know about the government and the responsibilities of the president
 - C. to make sure that the select few who decide on the presidency have all the information they need to make their decision
 - D. to show that the election of the president is a serious and important matter
12. In which type of government does the leader of the country have absolute power?
 - A. monarchy
 - B. dictatorship
 - C. constitutional democracy
 - D. parliamentary democracy

Review

CHAPTER 1

Check Your Understanding

On the following chart, circle the number of any question you answered incorrectly. Under each lesson title, you will see the pages you can review to study the content covered in the question. Pay particular attention to reviewing those lessons in which you missed half or more of the questions.

Chapter 1 Review

Lesson	Item Number	Review Pages
Types of Modern and Historical Governments	2, 9, 12	18-25
The US Constitution	1, 7	26-31
The Executive, Legislative, and Judicial Branches of Government	8	32-37
State and Local Government	3	38-43
Political Parties and Interest Groups	11	44-47
Civil Liberties and Civil Rights	5, 6	48-53
The US Role in Global Society	4	54-59
Contemporary Public Policy	10	60-65

Review

ESSAY WRITING PRACTICE

US Government and Civics

Directions: Write an informative or explanatory essay in response to one of the prompts below. Review Lessons 1. 2, 1. 4, and 1. 6 for topic ideas.

INFORMATIVE ESSAY

The Constitution outlines the responsibilities of the government, tells how the government is organized, and describes the rights of US citizens. The Constitution can be amended, or changed. The first ten amendments are known as the Bill of Rights.

You are on a team that is preparing a presentation on the Constitution. Your assignment is to write about the First Amendment or the Sixth Amendment. Read these amendments online at [www. archives. gov](http://www.archives.gov).

Write an essay describing the purpose of one of these amendments. Begin with a sentence that summarizes the amendment. Then discuss the amendment.

- If you are writing about the First Amendment, explain why freedom of speech is important today. Tell why it may be difficult to protect our freedom of speech.
- If you are writing about the Sixth Amendment, tell whether you think Americans today receive speedy public trials by an impartial jury. Explain your answer.

EXPLANATORY ESSAY

In his inauguration speech, President John F. Kennedy said, "Ask not what your country can do for you; ask what you can do for your country."

What does it mean to take your rights and your responsibilities seriously as a citizen? Following is a list of actions that can be done by concerned citizens. Choose three actions (from this list or from your own list) and explain how each action can benefit your community or the country. Organize your essay by starting with the action that you think is most important. Be sure your essay makes connections between the actions.

- Vote.
- Follow your elected officials. Keep track of how they vote and what they think about topics you consider important.
- Contact your elected officials. Let them know how you want them to vote on issues that are important to you.
- Attend a public hearing about a proposed change in the community.
- Serve on a jury.

