

This lesson will help you understand how governments vary among countries and identify documents that contributed to American democracy. Use it with core lesson 1. 1 Types of Modern and Historical Governments to reinforce and apply your knowledge.

Key Concept

Governments within a state, country, or region are responsible for establishing order, providing security, and directing public affairs.

Core Skills & Practices

- Compare Ideas
- Analyze Ideas

Types of Government

Different types of government exist throughout the world at the local, state, and national levels.

Directions: Read the following questions. Then select the correct answer.

1. In which type of government does a king or queen serve as head of state?
 - A. democracy
 - B. monarchy
 - C. oligarchy
 - D. parliament
2. Why was the Magna Carta written?
 - A. to establish rights for US citizens
 - B. to plan for a new government of Virginia
 - C. to protect the rights of British citizens
 - D. to define the rights of monarchs
3. How is the legislature in the United States similar to the parliament in Canada?
 - A. Both contain representatives elected by citizens.
 - B. Both contain a Senate and a House of Representatives.
 - C. Both are set up by the head of state.
 - D. Both have a House of Commons.
4. Authoritarian governments _____
 - A. protect the rights of individuals.
 - B. derive power from the people.
 - C. have all been replaced by democratic governments.
 - D. often rely on military power and terror.

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

[B]ut an oligarchy and democracy differ in this from each other, in the poverty of those who govern in the one, and the riches of those who govern in the other; for when the government is in the hands of the rich, be they few or be they more, it is an oligarchy; when it is in the hands of the poor, it is a democracy: but, as we have already said, the one will be always few, the other numerous, but both will enjoy liberty; and from the claims of wealth and liberty will arise continual disputes with each other for the lead in public affairs.

—Aristotle in *A Treatise on Government*

Is it credible that the democracy which has annihilated the feudal system and vanquished kings will respect the citizen and the capitalist? Will it stop now that it has grown so strong and its adversaries so weak? None can say which way we are going, for all terms of comparison are wanting: the equality of conditions is more complete in the Christian countries of the present day than it has been at any time or in any part of the world; so that the extent of what already exists prevents us from foreseeing what may be yet to come.

—Alexis De Tocqueville in *Democracy in America*

5. Read the two excerpts. What are Aristotle and De Tocqueville both concerned about regarding democracy?
 - A. the poverty of those who govern
 - B. the strength of oligarchies
 - C. the power of the rich versus the poor
 - D. the liberty of Christian countries
6. According to Aristotle, when is a democracy like an oligarchy?
 - A. when those in power are poor
 - B. when those in power are wealthy
 - C. when those in power are in the minority
 - D. when those in power are in the majority
7. What is De Tocqueville worried about regarding the future of democracy?
 - A. that the feudal system will return to Christian nations
 - B. that monarchies will replace democratic governments
 - C. that democratic governments will overtake the world
 - D. that citizens and capitalists will be treated relatively equally
8. How does a dictatorship differ from a constitutional monarchy?
 - A. Monarchs have ceremonial power, whereas dictators have absolute power.
 - B. Dictators are elected, whereas monarchs are usually born to their position.
 - C. Monarchs are elected, whereas dictators seize power by force.
 - D. Dictators have to follow a constitution, whereas monarchs have to obey parliament.

Documents That Contributed to the Development of American Democracy

Several historical documents played an important role in the establishment of the US government.

Directions: Read the following questions. Then select the correct answer

9. Complete the following table with the correct documents. Not all will be used.

Author	Document
British nobles	
Thomas Jefferson	
George Mason	
Founders of US government	

Declaration of
Independence

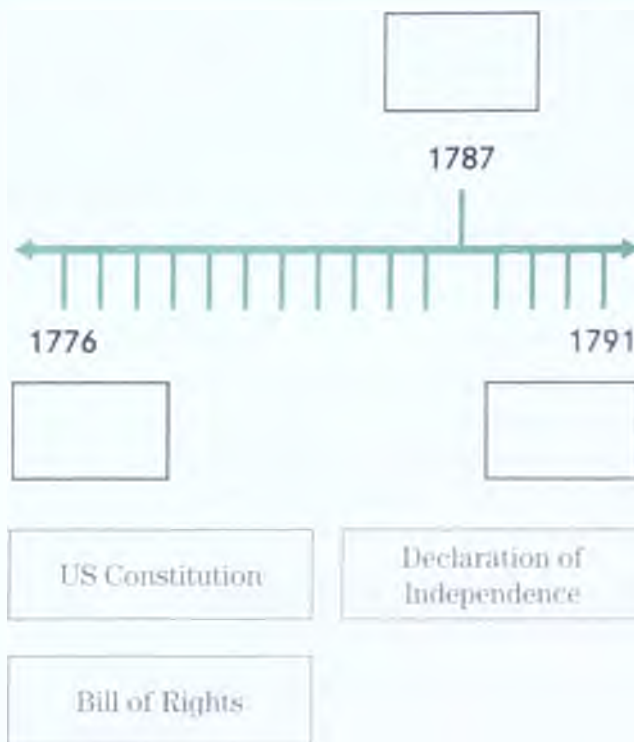
Magna Carta

Mayflower Compact

US Constitution

Virginia Declaration
of Rights

10. Write the correct events in the timeline below.



11. Including the Bill of Rights, there are 27 amendments. What can you infer about the inclusion of an amendment process in the Constitution?

- A. The authors of the Constitution realized it was a flawed document that would require revision.
- B. The authors of the Constitution could not agree on the rights to include.
- C. An amendment process was included so the Constitution would be a flexible document and change as society changed.
- D. The amendment process was included because the authors did not want a Constitution that would be changed.



Test-Taking Tip

When answering a drag-and-drop question, it is important to read the question carefully before matching items. Once you are sure you understand the question, carefully read the items to match. First match the items you feel confident you know, then go back and work on the items you are less sure about.

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

Fifteenth Amendment—The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Nineteenth Amendment—The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Twenty-Fourth Amendment—The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Twenty-Sixth Amendment—The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

- 12.** The amendments to the US Constitution are listed in numerical and chronological order. Based on this information, which of the following is true? The right to vote was granted to
- A. white women before African American men or women.
 - B. African American men before women of any race.
 - C. eighteen-year-old women before eighteen-year-old men.
 - D. African Americans before they were legally declared citizens.
- 13.** Many citizens who were old enough to serve in the military were angered that they were not old enough to vote. Their protests resulted in which amendment?
- A. the Fifteenth Amendment
 - B. the Nineteenth Amendment
 - C. the Twenty-Fourth Amendment
 - D. the Twenty-Sixth Amendment
- 14.** Based on the above amendments, which statement best summarizes the history of voting rights in the United States?
- A. Certain groups of citizens choose not to participate in voting for various reasons.
 - B. Certain groups of citizens use the amendment process to ensure their votes are more important than other groups' votes.
 - C. Over time, the amendment process has been necessary to protect the voting rights of all citizens.
 - D. As different groups of citizens have come to the United States, they have been granted the right to vote through the amendment process.
- 15.** After gaining independence, Americans were concerned about the new government having too much power. On a separate sheet of paper, write an essay in which you explain the measures taken by the Framers of the Constitution to prevent the government from becoming too powerful. Consider different features of the Constitution and Bill of Rights.

This lesson will help you understand what led to the Constitutional Convention and how compromises led to constitutional amendments. Use it with core lesson 1. 2 American Constitutional Democracy to reinforce and apply your knowledge.

Key Concept

The Constitution was not met with universal approval and had to be changed to get the new American states to approve it.

Core Skills & Practices

- Determine the Relevance of Information
- * Read a Bar Graph

The Need for a Constitution

After the Revolutionary War, the first plan of government, the Articles of Confederation, was not strong enough for the new country.

Directions: Read the following questions. Then select the correct answers.

1. Most states included “natural rights” clauses in their constitutions. These were rights that
 - A. allowed each citizen to do whatever he or she wanted.
 - B. protected a citizen’s right to not pay taxes.
 - C. established a true democracy in those states.
 - D. no government would be allowed to violate.
2. Under constitutionalism, which of the following is true?
 - A. The government's power comes from its citizens.
 - B. The government’s power is based on a set of written rules.
 - C. Provisions for change within the government are unnecessary.
 - D. The government’s power is unlimited.
3. Write a persuasive essay from the position of a delegate to the Second Continental Congress. Congress is debating whether to allow the central government to impose taxes. Take a stand on the issue. On a separate sheet of paper, defend your position. Give specific reasons for your opinion.

4. Match each effect of Shays's Rebellion to the correct cause to complete the chart.

Shays's Rebellion, 1786-1787	
Cause	Effect
The Articles of Confederation did not make provisions for collecting taxes and paying off the nation's war debts. Each state had to collect its own taxes. Many farmers did not have enough money to pay their tax debts.	
Several farmers in Massachusetts, including a Revolutionary War veteran named Daniel Shays, believed they were being treated unfairly and became angry.	
The Articles of Confederation was seen as ineffective because it did not provide a strong central government.	

courts and tax collectors
seized farms as repayment
for debt

farmers took up arms
against state governments

US Constitution drafted
and passed as a more
effective plan of government

A Nation Built on Compromise

The Constitutional Convention convened in 1787 to rewrite the rules by which the United States would work. The result was the US Constitution.

Directions: Read the following questions. Then select the correct answer.

5. Citizens retain popular sovereignty in a country by which of the following?
- A. taking part in the judicial system as jurors at trials
 - B. running for office
 - C. voting in federal, state, and local elections
 - D. paying taxes at the federal, state, and local levels
6. Which of the following quotes best describes the rule of law?
- A. "The fundamental law of the militia is, that it be created, directed and commanded by the laws, and ever for the support of the laws." —John Adams
 - B. "In framing a government which is to be administered by men over men you must first enable the government to control the governed." —James Madison
 - C. "For as in absolute governments the King is law, so in free countries the law ought to be king; and there ought to be no other." —Thomas Paine
 - D. "A Bill of Rights is what the people are entitled to against every government, and what no just government should refuse." —Thomas Jefferson

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

Written by James Madison, [Federalist, No. 10] defended the form of federal government proposed by the Constitution. Critics of the Constitution argued that the proposed federal government was too large and would be unresponsive to the people.

In response, Madison explored majority rule v. minority rights in this essay. He countered that it was exactly the great number of factions and diversity that would avoid tyranny. Groups would be forced to negotiate and compromise among themselves, arriving at solutions that would respect the rights of minorities. Further, he argued that the large size of the country would actually make it more difficult for factions to gain control over others. “The influence of factious leaders may kindle a flame within their particular States, but will be unable to spread a general conflagration through the other States.”

—The Bill of Rights Institute

7. Based on the selection above, select the best definition for “faction.”
 - A. a controlling majority group in a country
 - B. a leader who seeks to change the government
 - C. a smaller group that disagrees with a larger group
 - D. people who work for the government
8. With which of the following statements would Madison agree regarding majority rule and minority rights?
 - A. Liberty should not be limited in order to reduce the number of factions.
 - B. Liberty should be limited in order to reduce the number of factions.
 - C. Majority rule sometimes means minority rights will suffer.
 - D. The government should build consensus on all issues.

Amending the Constitution

The United States is governed according to the rules set forth in the Constitution. The Framers of the document created a way to amend—to change or add to—the Constitution through the passage of amendments. As people immigrated to the United States and the country's population grew, the need for a Constitution that could grow and change with the expanding population was evident.

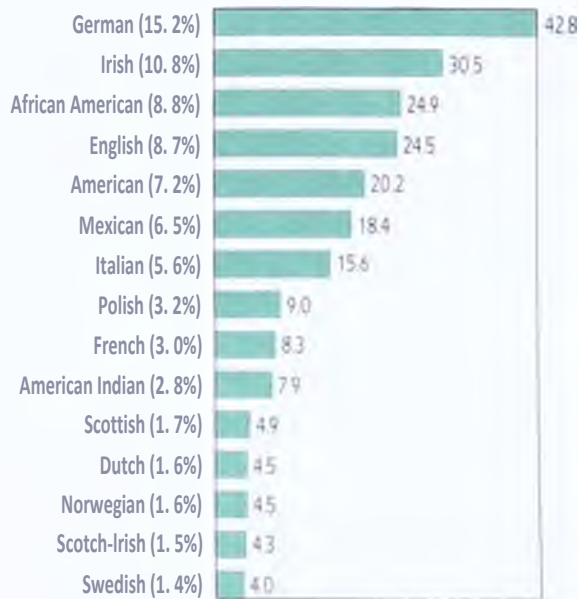
Directions: Read the following questions. Then select the correct answers.

9. The first four amendments of the Bill of Rights addressed which of the following concerns held by the colonists?
 - A. unfair court procedures
 - B. discrimination based on race
 - C. power held by the states not reserved for the central government
 - D. basic rights violated by Britain before the Revolutionary War
10. Which two steps are required in the process of changing, or amending, the Constitution?
 - A. proposing an amendment in Congress and ratifying the amendment by a majority of states
 - B. passing of the amendment in the House and then passing of the amendment in the Senate
 - C. passing of the amendment in Congress and then by a minority of states
 - D. ratifying the amendment and agreement by a majority of states

Directions: Use the graph below to answer question 11.

Fifteen Largest Ancestries: 2000

In millions, percentage of total population in parentheses.



Source: U. S. Census Bureau, Census 2000 special tabulation.

11. Asian ancestry is not listed on the bar graph. What can you conclude about its absence from the graph?

- A. Those with Asian ancestry were not large enough to make it to the top fifteen.
- B. The Census Bureau is prejudiced against Asian Americans.
- C. Those of Asian ancestry were combined with another group.
- D. Those with Asian ancestry live mostly in the western United States.

Directions: Read the following question. Then select the correct answer.

12. Because the Constitution can be amended, it will remain _____ throughout time.

- A. legal
- B. relevant
- C. irrelevant
- D. unchanged



Test-Taking Tip

When answering multiple-choice questions, use the process of elimination. First eliminate all answers you know are definitely incorrect. Then analyze the remaining options to determine the correct answer.

This lesson will help you understand the power of state and federal governments and how both are structured. Use it with core lesson 1. 3 Structure of American Government to reinforce and apply your knowledge.

Key Concept

The federal and state governments provide services to people, but they have unique roles and responsibilities.

Core Skills & Practices

- Read a Chart
- Determine Central Ideas

The Three Branches of Government

The Framers of the US Constitution remembered that England's central government had abused its power against the colonists. They were determined to create a new government that had a strong, but limited, central government.

Directions: Read the following questions. Then select the correct answer.

1. Which of the following is the primary job of the president?
 - A. to act as commander-in-chief
 - B. to sign or veto legislation
 - C. to run the executive department
 - D. to entertain and inform foreign diplomats
2. Which of the following is not a power of the president?
 - A. the power to propose an annual budget
 - B. the power to propose legislation
 - C. the power to sign treaties
 - D. the power to declare war
3. How does the legislative branch exercise its checks and balances toward the executive branch?
 - A. It can override a presidential veto.
 - B. It can make its own appointments to the Supreme Court.
 - C. It can override presidential approval of military action.
 - D. It can recall ambassadors to foreign nations.
4. Which of the following was the judicial branch's original area of responsibility?
 - A. issues within the legislative branch
 - B. issues between the executive and legislative branches
 - C. cases involving leaders of other nations and cases between states
 - D. cases involving the appointment of judges at the state level

Directions: Read the passage below. Then answer question 5.

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States. " (Oath of Office of the President of the United States)

5. Which part of the oath of office applies to the president's primary job?

- A. "I... will faithfully execute the office of president"
- B. "I will... preserve... the Constitution"
- C. "I will... protect... the Constitution"
- D. "I will... defend... the Constitution"

Questions: Use the passage below to complete questions 6 and 7.

To members of Congress, the president now looms large in the legislative process. He sets the national agenda and has behind him the vast knowledge and expertise of the federal bureaucracy. In this media-driven age, he speaks with one voice, as against the many of Congress, making it easier for him to command the attention of the cameras.

—Radio broadcast of Lee Hamilton, US Representative to Congress from Indiana (1965-1999)

- 6. Because of the _____, the president in the modern era can speak directly to the people, allowing his _____ to be heard over the voices of Congress.
- 7. In the past, the _____ had a more direct connection to the people as their representatives.
- 8. George Washington was the first of several generals who later became president. Think about this statement: A good general makes a good president. Is this an opinion or a fact? Do you agree or disagree with this statement? Explain your responses on a separate sheet of paper.



Test-Taking Tip

During an exam, it often helps to take a momentary break, shut your eyes, and take a few deep breaths. It will help you clear your head and stay fresh during the exam session. Just two or three 30-second breaks can be very beneficial.

The Power of State Government

In addition to the central government, the states also hold power. In some cases, they share powers with the central government. Some state powers, however, are held only by the states. The Constitution makes it clear that any powers not named specifically for the federal government are reserved for the states.

Directions: Use the chart below to answer question 9.

9. After each power, write the level of government—federal or state—which holds that power. If it is a power of both levels, then write Federal and State after the power.

Separate and Shared Powers of the Federal and State Governments

Power	
To levy taxes	To hold elections
To enter into treaties with foreign countries	To establish schools
To set up local and county governments	To borrow money
To regulate trade within a state	To declare war

Federal

State

Federal and State

Directions: Use the passage below to answer questions 10 and 11.

McCulloch v. Maryland (1819)

In 1816, Congress established the Second National Bank to help control the amount of unregulated currency issued by state banks. Many states questioned the constitutionality of the national bank. Maryland set a precedent by requiring taxes on all banks not chartered by the state. In 1818, the State of Maryland approved legislation to impose taxes on the Second National Bank chartered by Congress.

James W. McCulloch, a federal cashier at the Baltimore branch of the US bank, refused to pay the taxes imposed by the state. Maryland filed a suit against McCulloch in an effort to collect the taxes. The Supreme Court, however, decided that the chartering of a bank was an implied power of the Constitution, under the “elastic clause,” which granted Congress the authority to “make all laws which shall be necessary and proper for carrying into execution” the work of the federal government.

... The proceedings posed two questions: Does the Constitution give Congress power to create a bank? And could individual states ban or tax the bank? The court decided that the federal government had the right and power to set up a federal bank and that states did not have the power to tax the federal government. Marshall ruled in favor of the federal government and concluded, “the power to tax involves the power to destroy.”

10. The power to set up a bank is shared by both the state and federal government. This is known as a(n) _____ power.
- equilateral
 - concurrent
 - reserved
 - identical
11. Chief Justice Marshall said “the power to tax involves the power to destroy.” Marshall most likely meant that the _____ government(s) could use that power to weaken the _____ government(s).
- federal; state
 - state; judicial
 - federal; local
 - state; federal

The Structure of State Government

The state governments are organized similarly to the central government. They have the same three branches (executive, legislative, and judicial).

Directions: Answer the following questions.

12. The chart below contains the responsibilities of a state governor. Write each role of a governor next to the corresponding responsibility contained in the chart.

Role	Responsibility
	heads his or her political group in the state
	denies or grants paroles, pardons, and reprieves
	sees that state laws are carried out, prepares an annual budget, appoints officials
	proposes, approves, or vetoes legislation
	is head of the National Guard of the state
	represents the state at functions, greets key visitors

chief executive	party leader	judicial leader
ceremonial leader	chief legislator	commander-in-chief

13. Citizens of a state can exercise three important powers in their state. Which of the following is NOT one of those powers?
- impeachment
 - direct initiative
 - referendum
 - recall
14. If the governor of a state is equivalent to the president of the US, which of the following offices would be equivalent to the vice president?
- secretary of state
 - attorney general
 - lieutenant governor
 - state auditor