**Influences on Government Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Fill in the chart below for each influential person or document.

|  |  |  |
| --- | --- | --- |
| **People** | **What were his beliefs?** | **How did his beliefs influence our government today?** |
| John Locke | People have natural rights to life, liberty, and property that the government must protect | Influenced the ideas of the Declaration of Independence |
| Baron de Montesquieu | Government should be divided into parts and that no one part should become too powerful.  | ConstitutionSeparation of powers = 3 branches of governmentChecks and balances = each part checks the other |
| **Documents** | **What does the document say?** | **How did this document influence our government today?** |
| Magna Carta | The power of government should be limited  | Constitution  |
| English Bill of Rights | People have rights that government should protect.  | Bill of rights |
| Mayflower Compact | Self-governmentDirect democracy | Constitution “We the People” |
| Common Sense | RightsSelf government | Declaration of independence |

1. What is a social contract?

**An agreement among people in a society and their government that the people will give up some of their rights in order to be protected by their government.**

1. What were the 2 main causes for the colonists declaring their independence from Britain?

The 2 main causes were the violation of the colonist’s rights and over taxation without representation.

1. Fill in the missing part of the events that led to the writing of the Declaration of Independence in the diagram below:

|  |  |  |  |
| --- | --- | --- | --- |
| British policies limit colonial rights. | Colonial demand for political change increases  | British ignore colonial grievances. | Declaration of Independence is approved. |

1. Identify the how the weakness of the Articles of Confederation led to the writing of the Constitution by listing the major weaknesses:
* no power to tax

Weaknesses

* No executive Branch/ could not enforce the laws
* No Judicial Branch
* Unanimous vote/Needed all 13 states to agree to an amendment

The Articles of Confederation

Shay’s Rebellion: Farmer rebellion because of taxation.

What document was the end result?

U.S. Constitution

1. Compare and contrast the viewpoints of the Federalist and Anti Federalist?
* Federalists wanted a strong national/central government and supported the Constitution.
* Anti-Federalists would not ratify (agree) to the Constitution unless a Bill of Rights was added. They wanted the states to have more power.

**The Constitution Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Complete the table on the Preamble of the Constitution. Preamble is the purpose for government.

|  |  |
| --- | --- |
| **Preamble** | **What does it mean?** |
| We the people | Citizens of the United States |
| Provide of the Common defense | Ready militarily to protect citizens from attack |
| Form a more perfect union | Try and be the best country we can be |
| Establish justice | All citizens are treated equally |
| Ensure domestic tranquility | Keep peace within the country |
| Promote the general welfare | Help people live happy healthy prosperous lives |
| Secure the blessing of liberty to ourselves and our posterity | Make sure freedom exists for our generation and future generations |

1. Complete the chart on “Principles of the Constitution” with the correct term and examples of it found in our government.

|  |  |  |
| --- | --- | --- |
| Principle | Definition | Example in our Constitution |
| ~Popular Sovereignty~Consent of the governed  | The idea that power lies with the people. | Elections and voting |
| Checks and Balances | The idea that each branch of government can restrain the power of others | Supreme Court rules law unconstitutional  |
| Separation of Powers | The split of authority between the branches of government | Federal Gov. is divided into three branches |
| Rule of Law | The law applies equally to everyone | President Richard Nixon’s impeachment |
| Limited Government | A government can do only what the people allow it to do | Social Contract/Bill of rights |

1. Describe how the Constitution limits the powers of government through separation powers and checks and balances.

|  |  |  |
| --- | --- | --- |
| * Can refuse to approve

treaties* Can veto legislation
* Can declare presidential actions unconstitutional
* Can appoints judges
* Can reject appointment of judges
* Impeachment process
* Can declare acts of legislature unconstitutional
* Can override veto, can reject appointments
* Can impeach judges
 | **Judicial Checks on Executive** | * Can declare presidential actions unconstitutional
 |
| **Judicial Checks on Legislative** | * Can declare acts of legislature unconstitutional
 |
| **Executive Checks on Legislative** | * Can veto legislation
 |
| **Executive Checks on Judicial** | * Can appoints judges
 |
| **Legislative Checks on Executive** | * Can refuse to approve

treaties* Impeachment process
* Can override veto,
* can reject appointments
 |
| **Legislative Checks on Judicial** | * Can reject appointment of judges
* Can impeach judges
 |

1. List the steps to amend the Constitution.
2. Proposal: 2/3’s of Congress must agree
3. Ratification: 3/4’s of states legislatures must agree
4. For each of the following examples decide which amendment from the Bill of Rights is involved
	1. Kennedy Elementary School is a normal school, so it surprised everyone when the principal, Mrs. Salinas, decided that all students could have extra holidays from school for the Jewish holiday of Yom Kippur. 1st Amendment (Freedom of Religion)
	2. Elias wrote a nice lengthy article for the Daily News describing the changes students would like to see at Roosevelt Middle School. The principal tried to stop Elias’s article from being published in the local newspaper, but she was unsuccessful. 1st Amendment (Freedom of the Press)
	3. Arturo was stopped by a police officer on his way home from school. The police officer wanted to search Arturo’s backpack because he heard a teenage boy had just robbed the candy store on the corner. 4th Amendment (Protects against illegal searches and seizures)
	4. A woman is being tried for murder. The prosecuting attorney forces her to take the stand and testify. 5th Amendment (Protects against self-incrimination)
	5. On January 10, 2002, Gerard was arrested for trespassing on his neighbor’s property. The judge told him his trial would take place on January 24, 2006. Gerard immediately informed the judge that this date was unacceptable. 6th Amendment (Right to a speedy and public trial)
	6. Stephanie Manus was arrested, tried, and convicted of kidnapping. There was no doubt that she was guilty. The judge said, "I can either send you to prison for 12 years or I can make you shave your head and make you stand on the freeway for 8 hours a day so that you will know what it is like to be scared." "Prison is too good for you," said the judge. 8th Amendment (no cruel or unusual punishments
	7. Nowhere in the Constitution does it talk about what part of the federal government is in charge of education. Today each individual state controls and sets the standards for their state’s educational system. 10th Amendment (State’s rights/reserved powers)
5. Complete the chart below:

|  |  |
| --- | --- |
| Amendment | What did the amendment do? |
| 13th  | Abolished (eliminates) slavery |
| 14th  | Granted Citizenship rights to former slaves. Provides **equal protection** under the law |
| 15th  | Right to vote for African American males. All males regardless of race or color can **vote** |
| 19th  | Grants women the right to vote |
| 24th  | Abolishes poll taxes |
| 26th  | Lowers the voting age to 18 years old |

Vocabulary:

Eminent domain: The government can take your land as long as they pay you fairly for it.

Due Process: The government must treat everyone the same in the legal system.

Limitation on your rights: You can’t do something that violates someone else’s rights.

1st Amendment Rights: RAPPS

Religion

Assembly

Petition

Press

Speech

**Powers of Government Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Complete the Federalism chart below:

|  |  |  |
| --- | --- | --- |
| Term | Level of government | Definition  |
| Enumerated/delegated/expressed Powers | **Federal/National** | **Powers granted directly to the national government by the Constitution** |
| Concurrent/shared Powers | **Both Federal/State** | **Powers shared by the state and federal governments** |
| Reserved Powers | **State** | **Powers that the Constitution does not give to the Federal Government that are kept by the states** |

1. Place the following powers in the correct boxes below:

Coin(print) money**,** Conduct elections, Make and enforce laws, , Build roads, Collect taxes, Declare war

|  |  |  |
| --- | --- | --- |
| **Federal government****Expressed powers** | **Both****Concurrent Powers** | **State government****Reserved powers** |
| **Coin (print) money****Declare War****Naturalization****U.S. Mail** | **Make and enforce laws****Build roads****Collect Taxes****Borrow Money** | **Conduct Elections****Education!****Police** |

1. With laws, what role does each of the branches have?

**Legislative: Make laws**

**Executive: Enforce laws**

**Judicial: Interpret laws**

1. In the blank write E for Executive, L for Legislative, or J for Judicial if you think that the description below matches a power of that branch.

1. **L** Power to declare war

2. **L** Collect taxes

3. **E**  Power to veto

4. **L** Regulate trade

5. **E** Grant pardons and reprieves

6. **E** Appoint Judges

7. **J** Rules laws unconstitutional

8. **E** Commander -in- Chief of the Armed Forces

1. Matching
2. **H.**Veto A. bringing charges against an official
3. **I.** implied powers B. Allows the Supreme Court to declare laws unconstitutional
4. **B.** Judicial Review C. being told the reason why you are being held
5. **F.** Executive Order D. A court’s authority to hear and decide cases
6. **J.** supremacy clause E. “To make more certain”. Main request used to get to Supreme Court
7. **A.** impeachment F. has the power of a law, used by the President
8. **C.** habeas corpus G. the approval of a governmental action or document
9. **G.** ratification H. To not sign a bill into law
10. **E.** Writ of Certiorari I. Right to make laws that are “necessary and proper” to carry out itspowers
11. **D.** Jurisdiction J. the power of the federal government that says the constitution is the

 supreme law of the land

1. What is the next step in how a bill becomes a law at the federal level?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Citizens write to their representative. | The representative introduces the bill. | The House of Representatives approves the bill. | The bill goes to the senate for  approval. | Bill goes to the president. |

1. Compare civil trials to criminal trials.

Civil trial is a dispute between citizens often over contracts and deals with law suits(being sued). Examples of lawsuits in a civil trial could be accident and injuries or breaking a contract. Criminal trials are when a person breaks the law and commits a crime. It is the defendant(Criminal) v. the prosecutor (the state).

1. What are the 3 levels of courts in the U.S.?

Name of Court: **Supreme Court:** Jurisdiction: **Original and Appellate Jurisdiction** **: Original when dealing with federal government issues, Appellate for everything else. Court gets to choose which cases it wants to hear** Who hears: **Nine justices hear each case**

Name of Court: **Court of Appeals:** Jurisdiction: **Appellate Jurisdiction (Reviewing a case to see if it was conducted properly)**Who hears: **Panel of three judges hears the case.**

Name of Court: **District/Trial Court** Jurisdiction: **Original Jurisdiction (Hearing a case for the first time).** Who hears: **Jury or Bench trial (judge only) hears the case.**

1. Complete the chart of court cases that are examples of judicial review.

|  |  |
| --- | --- |
| Landmark Supreme Court Cases | What happened?/ What was the ruling(hint: pg.177, 237, 277, 379) |
| * *Marbury v. Madison*
 | This case first showed the Supreme Courts actions of **Judicial Review** and their power to check the Executive and Legislative Branches |
| * *Plessy v. Ferguson*
 | Determined that segregation laws were legal. Enforced **Separate but equal.** **(14th amendment, equal protection under the law)** |
| * *Brown v. Board of Education*
 | Overturned Plessy v. Ferguson and struck down **segregation** as being unequal. (14th amendment, equal protection under the law) |
| * *Gideon v. Wainwright*
 | States have to **provide lawyers** to everyone regardless if they could afford them or not in all cases(6th amendment, right to a lawyer) |
| * *Miranda v. Arizona*
 | Ushered in Miranda Rights (**Right to remain silent, self- incrimination** anything you say can and will be used against you in a court of law. You have the right to an attorney; if you cannot afford one will be appointed to you.) (5th amendment, right against self-incrimination) |
| * *In re Gault*
 | Case extended **due process** rights to **juveniles** |
| * *Tinker v. Des Moines*
 | A brother and sister were suspended for wearing armbands to protest the Vietnam War. The Supreme Court said that their suspension was *unconstitutional* and that it was a violation of their **1st Amendment right to free speech**. Speech in schools can only be limited when it causes a significant disruption to the learning environment. |
| * *United States v. Nixon*
 | President Nixon covers up illegal activity conducted by people on his behalf. Case reinforced the importance and strength of **rule of law.** |
| * *Bush v. Gore*
 | Raised concerns about **fairness of elections** and powers of the Supreme Court. Remains one of the courts most controversial rulings **supremacy clause** |
| * *Hazelwood v. Kuhlmier*
 | **Freedom of press** can be limited in schools  |

**Foreign Policy Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. What are the 4 main goals of U.S. foreign policy?

• National security

• Promoting world trade

• Spreading democracy

* World Peace
1. Write domestic or foreign for the type of policy used below:

|  |  |
| --- | --- |
| 1. Foreign
 | The United States provides help to other countries when natural disasters, like earthquakes, occur.  |
| 1. Domestic
 | The government decides how much money Americans must pay in federal taxes. |
| 1. Foreign
 | The government makes an agreement with specific countries that none of them will attack each other. |
| 1. Domestic
 | The government wants to make sure students are learning what they should be, so it requires standardized testing in certain grades. |

1. Choose which foreign policy tool was used in each situation.

|  |  |
| --- | --- |
| **Scenario** | **Foreign Policy Tool** |
| 1. In June 1950, during the Cold War, communist North Korea invaded South Korea. The United States had been supporting South Korea. As a result of the invasion, President Truman sent U.S. troops as part of a United Nations mission to fight on behalf of South Korea.
 | Military |
| 1. After World War II, the United States gave more than $13 billion to help rebuild countries and support their democratic governments.
 | Foreign AidHumanitarian Aid |
| 1. The United States, Canada, and Mexico agreed to the North American Free Trade Agreement (NAFTA), whose goal is to make it easier to trade among the three countries.
 | Treaty |

1. What should be the first response to any international conflict? What tools are a part of diplomacy?

The first response to any conflict is to use diplomacy which means to talk it out. The tools that help with diplomacy are trade sanctions, foreign aid, and treaties.

1. What larger conflict did all of these clashes relate to: Vietnam War, Korean War, Cuban Missile Crisis, and Bay of Pigs? What was cause for the conflict?

These wars were all a result of the COLD WAR which was a conflict between the Unites States and the Soviet Union. The conflict was a competition to see which form of government democracy and communism was better. The United States believed in democracy and the Soviet Union supported communism.

1. Write the name of the conflict on the line above the description.

**Gulf War 1**

* 1. Iraq invades Kuwait. To resolve the conflict and provide aid US in a coalition effort defends the Kuwaiti people.

**Gulf War 2/Iraq War**

* 1. Iraq was believed to have weapons of mass destruction like nuclear weapons.

**Iran Hostage Crisis**

* 1. 66 diplomats and US citizen are taken hostage in the US embassy in Tehran, Iran. Hostages are released after the resolution is solved through diplomatic means

**World War 1**

* 1. Serbia and Austria Hungary go to war. US enters war after the sinking of the Lusitania which was carrying US citizens. The Treaty of Paris ends the war with the Allies victorious.

**World War 2**

* 1. Nazi Germany invades much of Europe and Allies with Italy and Japan. Japan attacks the US at Pearl Harbor, Hawaii. President Roosevelt asks congress to declare war (Article I: Checks and Balances). War ends in two phases. VE day ends war in Europe. VJ day ends war with Japan after US drops nuclear bombs on Hiroshima and Nagasaki Japan.
1. What is the purpose for the United Nations?

**The United Nations has a goal of keeping peace, developing friendly relationships among countries, and improving the quality of life for the world’s poor people.**

1. Match the organization to it’s purpose.

|  |  |
| --- | --- |
| 1. \_\_C\_\_\_International Red Cross
 | 1. an organization that works to help children around the world
 |
| 1. \_\_E\_\_\_European union
 | 1. handles cases where two nations are in conflict.
 |
| 1. \_\_B\_\_\_World Court
 | 1. an organization that responds to disasters around the world.
 |
| 1. \_\_A\_\_\_UNICEF
 | 1. A free trade zone between United States, Canada, and Mexico.
 |
| 1. \_\_F\_\_\_NATO
 | 1. is a partnership between countries in Europe that is designed to help them avoid conflict by making them dependent on each other.
 |
| 1. \_\_D\_\_\_NAFTA
 | 1. is group of countries in Europe and North America that have signed a treaty agreeing to protect each other in case of attack.
 |

1. Commander and chief and head of state are both roles of the president in dealing with foreign policy. Describe the role and provide an example.
* As the commander and chief the President is able to tell troops where to go and when dealing with foreign policy, the commander and chief can use the military to deal with other countries.
* The head of state is the face and spokesman for the country. When it comes to diplomacy the president uses his role as head of state to talk to other countries to solve the conflict.
1. What is the role of the State Department in foreign policy? Give an example of what the Secretary of State(Head of the Department) would do.**The state Department is responsible for our relationships with other countries. The Secretary of state may travel to other countries to make give them foreign aid or use diplomacy to help them solve a problem.**

|  |  |  |
| --- | --- | --- |
| **System:** | **Definition:** | **Country:** |
| Federal system | Power is divided among a central, national government and states.  | **USA, Germany, Brazil** |
| Unitary System | The central government is supreme (has all of the power).  | **France, England, China** |
| Confederal system | Consists of states that have agreed to join together voluntarily to carry out certain functions, but each keeps their own power. | **USA under Articles of Confederation, European Union, Iroquois League** |
| Parliamentary system | Parliament (a lawmaking body) that holds power in the government. Parliament elects a Prime Minister to be the spokesperson.  | **Canada, England** |

1. Define each type of government and provide an example of a country governed under that type:

|  |  |  |
| --- | --- | --- |
| **Type:** | **Definition:** | **Country:** |
| Direct Democracy | There are no representatives. Citizens are directly involved in the day-to-day work of governing the country. | **Ancient Athens, Greece (American Idol, The Voice, America’s Got Talent)** |
| Representative Democracy/Republic | The citizens choose a group of people to represent them, make laws, and govern on their behalf. | **USA** |
| Communism/Socialism | Based on the idea of state ownership- the government owns the means of producing goods. There are no social classes.  | **Cuba, Soviet Union** |
| Oligarchy | A small group of people has all the power, like one political party or social class. | **Myanmar, China, England** |
| Monarchy | A king or queen rules the country and power is passed through the family. | **Saudi Arabia** |
| Autocracy/Dictatorship | Leader has absolute control over the citizens’ lives and usually comes to power by force. | **North Korea** |

1. Define public opinion.

**The ideas and attitudes that most people hold about elected officials, candidates, government, and political issues.**

1. Can people get different information depending on which news outlet they listen to or watch? Explain.

**Yes, news outlets can be biased toward a particular issue or way of thinking and will favor a particular side in an issue. When it comes to politics there are conservative and liberal and can/will report the same story two different ways.**

1. What is a special interest group? Choose a special interest group and explain how lobbyists influence government?

**A group with a common interest that is trying to influence the government and their decisions. The NRA is an organization that tries to influence gun ownership laws and legislation.**

1. Explain the media’s role as watch dog and gatekeeper. Describe the relationships between media and government. (in the text on page 336)

**As a watchdog the media keeps watch to make sure the gov. is not doing anything wrong. If they do they will share that information to the public.**

**As a gatekeeper, media filters the information that people hear and what that news station feels is important.**

**Government officials need the media to get their message out, but also fear that the media may criticize them or expose them of wrongdoing.**

1. Define bias. How does propaganda use bias to influence people?

**Bias is the feelings someone has about a person or group that affects their judgement in some way. Propaganda uses bias by playing to specific emotions in people to manipulate the way they think and act.**

1. Why might a candidate use celebrity endorsements, attack ads, or try and make themselves seem like every day Americans during an election?

**The candidate is trying to get as many people to vote for them as possible. By getting a celebrity to endorse them, make their opponent look bad, or try and fit in with the crowd the candidate is playing to the bias’ of the people to try and get their vote.**

1. Fill in the chart below.

|  |  |  |  |
| --- | --- | --- | --- |
| Political Parties | cid:image005.jpg@01D080F2.CC1518C0 | cid:image006.jpg@01D080F2.CC1518C0 | Pick a third party  |
| Name of the political party | **Democrat** | **Republican** | Green party |
| Tell if it is conservative or liberal | **Liberal** | **Conservative** | Liberal |
| List 2 major beliefs of the political party’s platform | **~More government involvement to create social programs****~higher taxes****~education****~renewable energy** | **~Less government involvement** **~Less taxes****~military****~focus on using energy resources at home** | More governmentFocus on environment |

1. What are 3 responsibilities/obligations of citizens?

**Obligations/duties: obey the law, pay taxes, and serve on jury duty**

**Responsibilities: vote, be informed, and volunteer for the common good**

1. What are the naturalization requirements to becoming a U.S. citizen?
* **Resident for 5 years**
* **Be able to read write and speak English**
* **Pass a history/civics test**
* **Be of good moral character**
1. The U.S. Constitution and Florida Constitution are similar in structure.  What 3 things about their structure are the same?

**Both documents have articles, amendments, and a bill of rights.**

1. What the biggest difference in the amendment process for the Florida State Constitution compared to the U.S. Constitution? **The amendment process for the states allows for citizens to vote on the amendment.**
2. Place the service into the chart based on who provides it.

Utilities (water and electricity), U.S. Mail, education, driver’s licenses, police and fire, parks and recreation, army and navy recruitment, elections,

|  |  |  |
| --- | --- | --- |
| Federal Government | State Government | Local Government |
| **U.S. Mail****Army and navy recruitment** | **Education****Driver’s license****Conduct elections** | **Utilities****Police and fire departments****Parks and recreation** |