***Owen Civics EOC Review Packet: DO NOT LOSE!!!!!* Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Influences on Government (Part 1)**

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 |  |  |
| Baron de Montesquieu |  |  |
| **Documents** | **What does the document say?** | **How did this document influence our government today?** |
| Magna Carta |  |  |
| English Bill of Rights |  |  |
| Mayflower Compact |  |  |
| Common Sense |  |  |

1. **What is a social contract?**
2. **What were the 2 main causes for the colonists declaring their independence from Britain?**
3. **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. |  | 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 Declaration of Independence by listing the major weaknesses:**

Weaknesses

The Articles of Confederation

Shay’s Rebellion: Farmer rebellion because of taxation.

What document was the end result?

1. **Compare and contrast the viewpoints of the Federalist and Anti Federalist?**

**The Constitution**

1. **Complete the table on the Preamble of the Constitution.**

|  |  |
| --- | --- |
| **Preamble** | **What does it mean?** |
| We the people |  |
|  | Ready militarily to protect citizens from attack |
| Form a more perfect union |  |
|  | All citizens are treated equally |
| Ensure domestic tranquility |  |
|  | Help people live happy healthy prosperous lives |
| Secure the blessing of liberty to ourselves and our posterity |  |

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 |
|  | The idea that each branch of government can restrain the power of others |  |
|  | The split of authority between the branches of government |  |
|  | 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 |  |

1. **Describe how the Constitution limits the powers of government through separation powers and checks and balances by matching the check with the branch of government.**

|  |  |  |
| --- | --- | --- |
| * **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** |  |
| **Judicial Checks on Legislative** |  |
| **Executive Checks on Legislative** |  |
| **Executive Checks on Judicial** |  |
| **Legislative Checks on Executive** |  |
| **Legislative Checks on Judicial** |  |

1. **List the steps to amend the Constitution (most common method).**

2.

1. **For each of the following examples decide which amendment from the Bill of Rights is involved**
   * 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.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   * 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. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   * 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.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   * A woman is being tried for murder. The prosecuting attorney forces her to take the stand and testify. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   * 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. Juan immediately informed the judge that this date was unacceptable. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   * 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. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   * 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.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Complete the chart below:**

|  |  |
| --- | --- |
| **Amendment** | **What did the amendment do?** |
| 13th |  |
| 14th |  |
| 15th |  |
| 19th |  |
| 24th |  |
| 26th |  |