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Exploring Government

Quiz and Exam Book Answer Key

Ray Notgrass



Curriculum That Teaches the Heart, Soul, and Mind

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Unit 1

Lesson 1—God Is the Author of Government

1. Because of a disturbance in the Jewish district over “Chrestus” (probably the preaching of Christ)
2. A conflict between Jewish Christians and Gentile Christians
3. Servants of God
4. Christians are to be in subjection to the governing authorities.
5. To preserve order and to provide physical security
6. When he had to choose whether to obey man or God
7. We are still to respect government authority and government leaders, we can give our opinions respectfully, and we should work respectfully to help good people be elected.
8. Government is part of religion since God instituted governments because of mankind’s sins.
9. Governments depend on men.
10. Good men

Lesson 2—The Influence of the Law of Moses

1. God
2. Special or set apart
3. Family relationships
4. Truthfulness
5. As sacred
6. With respect, not coveting it or stealing it
7. Imprisonment

Lesson 3—Biblical Principles of Government

1. Personal government, the governing of oneself
2. To do good
3. It was to “roll down like waters.”
4. They not only failed to rebuke sin, but they participated in it.
5. The worth of the individual
6. Trying to secularize society
7. Our society is filled with moral and spiritual problems.

Lesson 4—The Bible on Leadership

1. “Able men who fear God, men of truth, those who hate dishonest gain”
2. By making his own personal copy of the Law and reading it every day
3. David
4. His mouth should not err in judgment, and he should not have lying lips.
5. Each can set a pattern of evil for the other.

6. The shepherds had fed themselves instead of the flocks, they had taken the best of everything for themselves and ignored the needs of the sheep, and for lack of leadership the sheep had scattered and become victims of attackers.
7. Leaders are to be servant-leaders as Jesus was; elders are to be blameless, men of upright character, strong family men, and not desirous of power.

Lesson 5—Government in the Bible

1. Local kings ruling over city-states
2. Elders
3. God Himself
4. He would raise them up when they were needed.
5. To be like the other nations and to have domestic stability
6. Assyria, Babylon, Persia, Greece, the Ptolemies and the Seleucids, and Rome
7. The Maccabean Rebellion
8. From prominent families
9. All three
10. Herod and his heirs, and the Roman Empire
11. The church was in frequent conflict with Jewish authorities.
12. They were often disinterested or even deferential toward Paul.

Unit 1 Quiz

1 - d, 2 - c, 3 - b, 4 - a, 5 - a, 6 - c, 7 - d, 8 - a, 9 - c, 10 - b, 11 - d, 12 - b, 13 - a, 14 - d, 15 - c

Unit 2

Lesson 6—What Government Is and What Government Does

Define these terms:

1. state—an organized body of people living within a defined territory and having power to make and enforce laws
2. government—the institutions and laws, along with the people who make up the institutions and who enforce the laws, which have authority for direction and control of a state
3. sovereignty—supreme authority in a state and in that state’s government
4. constitutional monarchy—a government that has a monarchy but that also has a constitution or laws that are sovereign over the monarchy
5. republic—a representative government that gives sovereignty to those who can vote and that has a chief of state who is not a monarch
6. democracy—government by all of the people (or all who can vote), all of whom take part in passing laws and carrying out other functions of government
7. established church—a religion or denomination that is the official religion of a state
8. limited government—government that is allowed by law or constitution only to perform specifically prescribed powers

Lesson 7—Ancient and Medieval Monarchies

1. A wealthy man might be deferred to as ruler by others who lived near him; a military hero might be recognized as a king by his fellow warriors; a wealthy man might buy the services and loyalty of other lords; sometimes a person seized control by force; tribal leaders might select one of their group as king.
2. Council of advisors; lack of support from lords under him; the Roman Catholic Church
3. Rivals for the throne; opponents who believed he was doing a poor job; treacherous advisors or courtiers
4. The Magna Carta and the Provisions of Oxford
5. Simon de Montfort called for a council made up of burgesses from each borough and knights from each shire or county to meet alongside the barons in order to oppose Henry III, who had repudiated the Provisions of Oxford.
6. A parliament called in 1295 by Edward I and made up of barons, town and shire representatives, and Roman Catholic Church officials. It was the model for having two groups, lords and commoners, to meet together to advise and sometimes to oppose the king.
7. Government that functions on the basis of established laws as opposed to the whims and personality of each particular ruler.

Lesson 8—Athenian Democracy and the Roman Republic

1. The Assembly
2. About 5,000
3. The Council of 500
4. Fifty men were chosen for one-year terms from each of the ten districts into which Athens and its environs were divided.
5. Strengths: Athenians believed in their abilities; people stayed informed on issues; practices used were an attempt to keep one person or a small group from having too much power; they believed in everyone doing what was best for the city as a whole instead of for their own personal interests. Weaknesses: Women and slaves were not allowed to participate; citizenship was strictly limited; imperialistic domination of others was justified; people deferred to the wealthy and influential; the will of the majority ruled, whether it was good or not; leadership skills were not taught well; the basis of Athenian life was pagan, immoral, and dependent on slave labor.
6. Senate
7. The Assembly (or Assembly of Tribes)
8. The plebeian class demanded and received more power and influence.
9. Octavian (Augustus)
10. The Senate protected the interests of the wealthy, not of all the people; society and government were based on class distinctions; there was no plan for handling changes in society or for smooth transition of leadership; there was no effective limit on the power one person could obtain.

Lesson 9—British Backgrounds to American Government

1. Divine right of kings
2. Parliament was not always willing to approve the revenues that James wanted.
3. The Puritan Parliamentarians
4. Oliver Cromwell (and his son after him)
5. Charles II
6. Their Catholicism
7. William and Mary of the Netherlands (Mary was the sister of Charles II)
8. The monarch ruled at the pleasure of Parliament; Parliament did not sit at the pleasure of the monarch.

Lesson 10—Background of the Enlightenment

1. A movement that exalted human reason as opposed to faith and tradition as the best basis for understanding life and the world
2. It did not accept the assumption that kings had a right to rule.
3. The social contract
4. A limited government with checks and balances on its powers
5. To change their government
6. It describes truths that are obvious to men of reason.
7. The preservation of their property

Unit 2 Quiz

- 1 - a, 2 - d, 3 - a, 4 - b, 5 - c, 6 - d, 7 - a, 8 - b, 9 - c, 10 - b, 11 - c, 12 - d, 13 - a, 14 - d, 15 - b

Unit 3

Lesson 11—Assuming a “Separate and Equal Station”

1. Governor appointed by the king, small advisory council, elected assembly
2. To defend against Indian attacks
3. To encourage greater unity among the British colonies
4. The Stamp Act
5. In response to the Coercive Acts
6. Fighting had occurred in Lexington and Concord.
7. The resolution proposing that the colonies ought to be free and independent states

Lesson 12—America as a Confederation

1. Bill of rights, a weak governor, voting rights for adult white property-owning males, state legislatures and courts, property requirements for office-holders
2. To create a national government, but one that had few powers
3. One
4. None

5. Prosecution of the War for Independence, conclusion of the peace treaty, passage of the Northwest Ordinance
6. Inability to require the states to send money and troops, little fiscal power, uncertain economy, requirements for nine votes to pass a law and thirteen votes to amend the Articles, inability to defend personal rights and property
7. British outposts at the edges of the nation's borders, Spanish interest in the south and southwest territories, Shays' Rebellion in Massachusetts
8. Annapolis Convention
9. The happiness of society
10. Two
11. He approved of such laws.

Lesson 13—Writing and Ratifying the Constitution

1. 1787
2. It consisted of remarkably bright, well-educated, and relatively young men.
3. They agreed to keep their deliberations secret.
4. The idea that a government does not have unlimited powers but only those powers that are specifically delegated to it.
5. One body would be elected by popular vote and the other would be elected by the state legislatures.
6. Three-fifths of the number of slaves would be counted for both direct taxes and for apportioning seats in the House. In addition, the importation of slaves could continue for twenty years, but then it could be ended at that point.
7. A series of articles favoring ratification that appeared in newspapers in New York and other states
8. It can adapt to changing conditions; it protects individual rights and freedoms and limits what government may do; it promotes equality and does not favor one group or class; the American people have not wanted to change it lightly.
9. Given us abundant rich soil, plentiful water, etc. and given our land to one united people, who for the most part share the same language, culture, etc.
10. Disunion
11. A compact of the people
12. He feared that Congress might reduce the states' representation to one each in the House.
13. King

Lesson 14—America's Foundation of Faith

1. America was founded on belief in God, but the founders did not want an officially established religion.
2. Congress opened its sessions with prayer and called for days of prayer and fasting; church services were conducted in the House chamber.

3. Washington, Adams, and Jay were strong believers; Jefferson questioned orthodox doctrines; Franklin was a skeptic and was sometimes immoral.
4. The Declaration of Independence and the Articles of Confederation
5. Most believed in the God of the Bible; few were Deists or atheists.
6. He said its purpose was to prevent Congress from legislating either for or against church establishment in any way.

Lesson 15—The Preamble of the Constitution

1. It is a solemn commitment among the people and between the people and those who serve in government.
2. By creating a stronger government than existed under the Articles of Confederation
3. Military preparedness, diplomacy, and being alert to foreign threats
4. What will help the people as a whole, not specific groups
5. To suggest that abortion affects our posterity, and to encourage wise environmental policy

Unit 3 Quiz

- 1 - d, 2 - d, 3 - b, 4 - d, 5 - d, 6 - c, 7 - c, 8 - b, 9 - b, 10 - c, 11 - a, 12 - b, 13 - a, 14 - b, 15 - a

Unit 4

Lesson 16 -Election to the House of Representatives

1. Tradition (from British and colonial practices); representation at first was given to the people and to the states; each body serves as a check on the other to prevent unwise legislation
2. 25 years old, a citizen for seven years, a resident of the state he represents
3. Redrawing district lines because of changes in population to keep districts as equal in population as possible
4. Every ten years after the U.S. census
5. The state legislature
6. A strangely-shaped district in Massachusetts approved by Gov. Elbridge Gerry
7. A special election is called by the governor
8. Georgia's congressional districts had not been redrawn in several years, and the populations of some districts were grossly unequal. This made the votes of some people worth less than the votes of others.
9. "One man, one vote": as nearly as possible, one man's vote should be worth the same as every other man's vote.

Lesson 17—Choosing the Senate

1. It has fewer members, Senators have longer terms, only one-third of the body is elected every two years, it has an advice and consent role to the President
2. Thirty years old, a citizen for nine years, a resident of the state he represents

3. Only one-third of the Senate is up for re-election every two years.
4. Usually, a state governor appoints someone to serve until the next Congressional election. Then an election is held for the remaining years of the term.
5. By state legislatures
6. With the Seventeenth Amendment, although many states had moved toward it already
7. It has meant less political power for state legislatures at the national level.
8. The Senate must confirm Presidential appointments and ratify treaties.
9. An appointment that the President makes while Congress is in recess

Lesson 18—The Operations of Congress

1. On the first Monday in December
2. Over a year might pass between some elections and when those elected took office.
3. Congress now convenes on January 3 following an election.
4. Two
5. Lame duck
6. Each chamber judges the fitness of its own members.
7. The minimum number of members needed to be present to conduct business.
8. *Congressional Record*
9. Money for office expenses, the franking privilege for mailings, health insurance coverage, retirement benefits, unofficial benefits from lobbyists and contributors
10. He may not be arrested for anything he says in the chamber, nor while in the chamber or in going to or from a meeting of Congress
11. Cabinet position, ambassadorship, lobbyist

Lesson 19—Who They Are and What They Do

1. House: 55 years old; Senate: 60 years old
2. They almost always get re-elected.
3. When a member retires or is involved in a controversy, if his seat has been targeted by the other party, or if a Presidential candidate carries Congressional candidates from his party on his coattails.
4. Speaks and votes in official sessions; meets in committees; meets with staff, lobbyists, and constituents; helps with a constituent's problem; visits his home state or district; travels out of the country on official business; works on the next election
5. Onto the floor of the Senate
6. It seemed to be a pleasant political club.

Lesson 20—Committee and Political Party Organization

1. Around prominent leaders who had differing ideas, especially about the strength of the central government
2. Usually by the party with a majority of members in the House

3. The Vice President
4. The President Pro Tempore
5. By the political leadership in both houses
6. By the political leadership; leaders try to assign members to committees that have special relevance to their states and districts
7. Caucus
8. They study and hold hearings on proposed legislation, investigate other topics of interest to that committee, and hear testimony from administration officials.
9. Complex and hard to understand
10. The chairmen of the standing committees
11. It is frustrating for a new member to accomplish much. He has to bow to the realities of the existing political and committee structures.

Unit 4 Quiz

1 - c, 2 - a, 3 - d, 4 - b, 5 - b, 6 - d, 7 - b, 8 - c, 9 - d, 10 - a, 11 - a, 12 - c, 13 - b, 14 - a, 15 - c

Unit 5

Lesson 21—How a Bill Becomes Law (Part 1)

1. The bill is assigned a number, copies are printed, and it is assigned to a committee.
2. A bill, a joint resolution, a concurrent resolution, a simple resolution
3. An authorization bill establishes a program, while an appropriation bill assigns funding for the program.
4. Mandatory, discretionary, continuing resolution
5. The committee chairman
6. The Senate Judiciary Committee
7. A meeting of the committee in which members propose changes to the bill
8. Lobbyists represent special interest groups that try to influence legislation (and sometimes activities of the executive branch).
9. Average citizens

Lesson 22—How a Bill Becomes Law (Part 2)

1. As many as 9,000 are introduced, while only a few hundred get voted on.
2. It goes to a conference committee made up of members of both houses. They come up with a final version which must be voted on again by both houses.
3. An attempt by a minority of Senators to delay action by holding the Senate floor and talking
4. Cloture
5. Bills or parts of bills that fund programs of special interest to one or more members of Congress
6. Two members might agree to vote for each other's bills to help both get passed.
7. (1) To sign it, (2) to veto it and return it to Congress, (3) a pocket veto, which is to hold it for ten days without signing it

Lesson 23—The Powers of Congress

1. Taxes, duties, imposts, and excises
2. By issuing U.S. Savings Bonds and Treasury notes and by borrowing from banks and foreign investors
3. Commerce with other nations, between the states, and with Indian tribes
4. Congress has the power to declare war, to raise and pay the military, to make rules governing what the military can do, and to call up state militias for Federal service.
5. Letters authorizing private citizens to seize the goods of a foreign party or nation in retaliation for what that other party has done to the U.S. or to a U.S. citizen.
6. The District of Columbia
7. It has allowed Congress significant latitude in the laws it passes and the areas in which it acts.

Lesson 24—Limitations on Congress and the States

1. A statement by an arresting authority telling why a person is being held
2. A law that declares a person to be guilty without giving him a trial
3. A law declaring an act to be a crime after it has already happened
4. Sixteenth Amendment
5. Thomas Jefferson
6. States may not impose import duties, print their own currency, make a treaty with a foreign government, or engage in war (unless attacked by a foreign power).
7. Because it was an appropriate means of carrying out the responsibility to regulate commerce
8. Because it placed a Federal institution (the Bank) under the authority of a state

Lesson 25—When Powers Collide: The Process of Impeachment

1. To accuse of wrongdoing
2. The House impeaches and the Senate tries the impeachment case.
3. This is a matter of debate. Some say it means any indictable offense, while others say it means wrongdoing specifically related to the office being held.
4. Removal from office and disqualification from holding any other public office
5. A Senator, Federal judges, a Cabinet officer, and Presidents
6. Johnson and Clinton were found not guilty in their trials; Nixon resigned after the House Judiciary Committee approved articles of impeachment against him.

Unit 5 Quiz

1 - a, 2 - d, 3 - b, 4 - c, 5 - a, 6 - a, 7 - c, 8 - c, 9 - b, 10 - c, 11 - b, 12 - d, 13 - a, 14 - b, 15 - d

First Exam (Units 1-5)

1. Jewish Christians might have been more suspicious of and resentful of the Roman government, while Gentile Christians might not have had the same feelings.

2. The emphasis is that a Christian should respect and obey the laws and governmental leaders.
3. Family relationships
4. The Bible tells about failings of rulers and teaches that a throne does not necessarily last forever.
5. By endorsing discrimination against women and blacks
6. A person's character will help him to do the right thing regardless of the situation that arises.
7. By copying the Law and reading from it every day
8. The world's rulers domineer those under them, but Jesus said that His way was that of a servant.
9. He called Israel to Himself and offered them the covenant; He gave them the laws they were to follow; He raised up leaders from time to time, such as Moses, Joshua, the judges, and the prophets; He guided the nation through the wilderness and into the Promised Land.
10. The Maccabean Revolt
11. The Sanhedrin
12. To his Roman citizenship
13. They generally had little interest in it and were not alarmed.
14. It means that laws cannot impose morality on people, but every law is an expression of morality (a statement of what is right and what is wrong).
15. That a government should only have specific, designated powers; Congress increasingly tends to do whatever it wants to do.
16. The republic
17. The monarchy
18. The nobles
19. The basis of government is a set of established laws, not the strengths or whims of a particular ruler.
20. Athens: strengths—people stayed informed on the issues; many people were involved in government; many pursued "the golden mean"; weaknesses—women and slaves were not allowed to participate; citizenship was limited; people deferred to those with wealth and influence; the will of the majority could go unchecked; the basis of life was pagan, immoral, and dependent on slavery. Rome: strengths—power was limited and could not be held by one person or a few people for a long time (at least at first); the Senate did provide a kind of representation; weaknesses—the Senate protected the patrician class and not all people; a strong leader could paralyze government and acquire power; class distinctions were a poor foundation for a government; Rome was built on paganism, immorality, and slavery.
21. Many powerful men competed with each other for ultimate power; assassination became commonplace; generals began battling each other; finally Julius Caesar took control. When he died, his adopted son Octavius (Augustus) won the civil war and was named emperor.
22. They had to be careful to what government they pledged loyalty; they saw the role that religion played in the conflicts; they saw how average people were hurt by the conflicts.

23. "Self-evident truths"; equality and rights of men; the right of men to alter or abolish government (sovereignty of the people instead of the rulers)
24. Thinking of themselves as Americans and not British; thinking of themselves as a unified country instead of as citizens of particular colonies
25. "Separation of powers" means that different branches of government carry out different responsibilities; "checks and balances" means that each of the different branches of government limits the exercise of power of the other branches.
26. The framers created a document that could be flexible in changing circumstances; they tried to make the will of the people paramount; they tried to limit what government could do; the Constitution is based on fairness and equality; the American people have not wanted to change their government lightly.
27. Most people believed in God; most of the founders believed in God; they thought and acted on the basis of faith in God; they saw no conflict between avoiding an established religion and official statements of faith in God.
28. Several were strong believers, while a few were skeptics.
29. The Constitution was written in the name of all people, not a king or a particular class; it is a covenant among the people and between the people and the government; "the people" are a broad spectrum of backgrounds and interests.
30. The tradition of the British Parliament and colonial governments; the two houses represented the people and the states; they serve as a check on unwise legislation.
31. Involvement by courts in "political issues"
32. Senators were first chosen by state legislatures, but now they are popularly elected. The trend in American thinking was for greater representation by the people.
33. The Senate must approve Presidential nominations and must ratify treaties that the President makes with other countries.
34. It can force the body to take action (or at least to meet).
35. Pro: The houses of Congress are not dependent on the President or the courts to approve their members. Con: Each chamber can get cozy about accepting their own. Other answers possible
36. Considers and votes on legislation; meets with Congressional committees; stays in touch with constituents; helps constituents who have problems; travels overseas; raises funds to run for re-election
37. Pros: Term limits remove some of the power of incumbents in Congress and elections; they enable the ideal of citizen-legislators. Cons: Incumbents can help their constituents more; every election is an opportunity to limit an incumbent's term; holding an office should not disqualify someone from being elected to it.
38. The majority in the House selects the Speaker; the majority party in each chamber selects committee chairmanships. These roles strongly influence what legislation is considered.
39. It considers bills that have been introduced and votes on whether a bill should be considered by the entire body. It investigates topics of interest and hears from administration officials.

40. Bill, joint resolution, concurrent resolution, simple resolution
41. An authorization creates a program, while an appropriation gives it money to spend.
42. Lobbyists can provide helpful information to members of Congress; but they can make special interest groups too powerful and they can make the influence of money too great.
43. To sign it, to veto it and send it back to Congress, or to keep it and not sign it (a pocket veto)
44. They sometimes trade votes (“If you vote for my bill, I’ll vote for yours”).
45. A budget deficit is the amount that the government spends beyond its revenues; the national debt is the accumulation of budget deficits.
46. It enables Congress to be flexible, but it also has allowed Congress to venture far and wide in matters about which it legislates.
47. A law that declares an act to be a crime after it has taken place
48. It was necessary for the needs of the Union and to maintain the Union.
49. It is a matter of some debate. Some say it means any indictable offense, while others say that it refers to failings with regard to the official’s responsibilities in office.
50. Johnson and Clinton were found not guilty in their impeachment trials. Nixon resigned after the House Judiciary Committee approved articles of impeachment against him.

Unit 6

Lesson 26—Choosing the President

1. Thirty-five years old, a natural born citizen, and a resident in the U.S. for at least fourteen years
2. Fifty-five
3. Fifty-four
4. Virginia and Ohio
5. About half
6. Episcopalian
7. Each elector was to vote for two people. The person who got the most votes would be President; the person with the second-highest total would become Vice President.
8. Jefferson and Burr got the same number of votes, even though Burr was the Vice Presidential candidate. The House had to decide the election.
9. Electors vote separately for President and Vice President.
10. It can thwart the will of the majority of voters.
11. It maintains the importance of the states; it can provide a clear winner even if no candidate receives a majority of votes; it maintains the two-party system and usually prevents third parties from influencing the election.

Lesson 27—Succession, Salary, and the Oath of Office

1. About every twenty years
2. Was Tyler really President or only Acting President?

3. Speaker of the House
4. The death of John Kennedy and a vacancy in the Vice Presidency for fourteen months.
5. The President can notify the House Speaker and the President Pro Tempore of the Senate; or the Vice President and a majority of Cabinet heads can notify them. If there is any disagreement, Congress must decide the issue.
6. Twice (Gerald Ford and Nelson Rockefeller)
7. \$400,000 per year
8. The Twenty-Second Amendment
9. "So help me God"

Lesson 28—Commander in Chief

1. Civilians
2. Five times
3. As many as 200 times
4. It is a more serious step, both at home and abroad, and puts the nation on a wartime footing.
5. A joint resolution
6. The War Powers Act
7. They were involved in the Korean War, the Gulf War, and the Iraq War.
8. Treaties and executive agreements
9. Head of state or chief of state

Lesson 29—Chief Executive

1. About four million
2. Increased number of Federal programs (and the difficulty of ending such programs); the responsibility that Congress gives to agencies to formulate rules and regulations; the protection that civil service employees have against being fired
3. About 4,000
4. Council of Economic Advisors, National Security Council, Domestic Policy Council, Office of National Drug Control Policy, Office of the U.S. Trade Representative (others are given in the lesson)
5. An order that the President issues affecting Federal employees (which often influences society as a whole)
6. His agenda might lead him to strict enforcement of some laws and lax enforcement of others.

Lesson 30—The President's Relations with Congress

1. The President proposes laws, Congress passes laws, the President enforces laws; Congress declares war, while the President is Commander in Chief; the President nominates Federal judges and many other officials, but the Senate must confirm these nominations.
2. The President

3. At first the President was satisfied with simply enforcing what Congress enacted. From the time of Theodore Roosevelt, Presidents have usually actively promoted their agenda.
4. The State of the Union address
5. Make speeches around the country, talk to Congressional leaders and other members of Congress, appeal to party loyalty, have his staff phone members of Congress
6. Gridlock
7. It is the power of a President to veto certain portions of a law without vetoing the entire law. It was passed by Congress but subsequently struck down by the Supreme Court.
8. The right of the President to issue pardons and reprieves to people convicted in Federal courts
9. The war on terrorism, especially in Iraq

Unit 6 Quiz

1 - b, 2 - c, 3 - a, 4 - c, 5 - b, 6 - d, 7 - a, 8 - b, 9 - d, 10 - c, 11 - b, 12 - d, 13 - c, 14 - a, 15 - a

Unit 7

Lesson 31—Departments of State, Treasury, and Defense

1. The Cabinet
2. State Department
3. A plan proposed by Secretary of State George Marshall to fund the rebuilding of Europe after World War II
4. Collecting and disbursing revenue (including taxes), producing and distributing paper currency and coins, paying funds, borrowing money, issuing Treasury securities, maintaining the country's gold bullion, formulating policies, and issuing reports
5. Fort Knox, Kentucky
6. The Internal Revenue Service, an agency which collects taxes within the U.S
7. War Department
8. It used to be over half of the Federal budget, but now it is about one-sixth.
9. 1.4 million
10. Also called Selective Service, it is the process by which young men register with the government for possible required military service. Men were drafted to fight in the Civil War, World War I and II, and Vietnam.

Lesson 32—Departments of Justice, Interior, and Agriculture

1. Attorney General
2. He represents the Federal government before the Supreme Court.
3. The FBI, the Drug Enforcement Administration, U.S. marshals, Civil Rights Division (other examples in the lesson)
4. Protecting the country's environment, managing national parks and other Federal lands, overseeing the development of our natural resources

5. Bureau of Indian Affairs, U.S. Geological Survey, Fish and Wildlife Service (other examples in the lesson)
6. Management of Federal mineral reserves—whether to protect them or to allow private companies to develop them
7. Inspecting and labeling foods, Food and Nutrition Service, Rural Development Office (other examples in the lesson)
8. It is a balance between the public's right to know and the food industry's desire to label and promote its products attractively.
9. Farm subsidies are payments to farmers for not growing certain crops so that prices will be higher; price supports guarantee a certain minimum price to farmers if market prices fall below parity.
10. It is out of control and much of it violates the Constitution.
11. The income tax and the New Deal
12. Liberty

Lesson 33—Departments of Commerce, Labor, HUD, and Transportation

1. New departments have been formed more frequently in recent years.
2. Oversees the President's economic policies and encourages growth in the economy
3. Census Bureau, NOAA, Patent and Trademark Office (other examples in the lesson)
4. To protect the rights of American workers
5. Commerce Department
6. Making FHA mortgages available and making more money available for mortgages through Federally-chartered investment corporations
7. Rent subsidy programs for low-income citizens
8. Encouraging businesses to redevelop a part of an inner city that has become decayed and is not being used profitably
9. Interstate highways, truck and bus transportation, air traffic

Lesson 34—Departments of HHS, Energy, Education, Veterans' Affairs, and Homeland Security

1. Medicare, Food and Drug Administration, Centers for Disease Control and Prevention, the U.S. Public Health Service
2. The Arab oil embargo and the resulting energy crisis
3. The Federal government has become much more involved in education.
4. Health care, pensions, education benefits, mortgage loans
5. Secret Service, Coast Guard, Customs Service, Immigration and Naturalization, and FEMA

Lesson 35—Independent Agencies

1. Library of Congress, Government Printing Office, Government Accountability Office
2. Interstate Commerce Commission

3. Its functions were ended or given to other agencies, and it was abolished in 1995.
4. The Federal Reserve Board of Governors
5. The Federal Communications Commission
6. Retirement, disability, and survivor benefits
7. TVA, USPS, Amtrak
8. Regulations depress the economy, punish the wrong people, keep needed medications off the market, and cause unintended harm.
9. The media use scare stories that aren't realistic or accurate.

Unit 7 Quiz

1 - c, 2 - c, 3 - d, 4 - b, 5 - d, 6 - b, 7 - d, 8 - c, 9 - a, 10 - a, 11 - d, 12 - a, 13 - b, 14 - b, 15 - a

Unit 8

Lesson 36—A Federal Case

1. Counterfeiting
2. Federal magistrate
3. Money that an accused person puts up to insure that he will not flee
4. A group of citizens that reviews the evidence to see if a trial is warranted
5. The process of gathering information and witnesses for a trial, with both sides sharing the information they have
6. An attorney dismissing a potential juror without giving a reason
7. Reviews the fairness of the trial court procedure or the constitutionality of the law under which a person was tried

Lesson 37—The Provisions of Article III

1. England
2. Supreme Court
3. District courts, Circuit Courts of Appeal, and specialty courts
4. Nominated by the President and confirmed by the Senate
5. For life, with good behavior
6. Criminal law involves crimes against the people in general; civil law involves disputes between two individuals or parties.
7. Making war against the United States or giving aid and comfort to the enemy
8. Expensive lawsuits that are sometimes frivolous

Lesson 38—District Courts, Specialty Courts, and Courts of Appeal

1. 94
2. Court of International Trade, Federal Bankruptcy Courts, Court of Federal Claims, U.S. Tax Court
3. Eleven regular circuits, plus one in the District of Columbia and a Federal Circuit court

4. 1891
5. Three
6. Court of Appeals for the Armed Forces, Court of Appeals for Veterans' Claims

Lesson 39—The Supreme Court

1. Their decision cannot be reversed except by a Constitutional amendment or a later Court ruling; a decision can wipe long-established laws off the books; our entire society can be changed by the decision of five persons; a justice can never be forced to retire.
2. Nine
3. Sixty-eight
4. The justices serve for long tenures, they play a pivotal role in the law, and both political parties want to control the Court.
5. To determine whether Federal and state laws are within the scope of the Constitution
6. The first Monday in October
7. *Stare decisis*—letting a precedent stand
8. Anarchy or civil war

Lesson 40—How the Supreme Court Has Addressed Slavery and Race

1. It said that former slaves could not be citizens and that national citizenship did not guarantee state citizenship
2. Actions by state governments, not private individuals
3. "Separate but equal"
4. It held that separate was inherently unequal.
5. Affirmative action

Unit 8 Quiz

1 - c, 2 - d, 3 - a, 4 - d, 5 - a, 6 - d, 7 - a, 8 - a, 9 - b, 10 - c, 11 - b, 12 - b, 13 - c, 14 - a, 15 - c

Unit 9

Lesson 41—Article IV: States and Territories

1. To recognize and not disallow the laws, records, and court actions of the other states
2. States do not have to follow the laws of other states, states can have their own standards of professional licensure, and states do not have to recognize same-sex marriages performed in other states.
3. States must extend the same rights and protections to citizens of other states that are given to their own citizens.
4. Utah had to outlaw polygamy. Arizona had to rescind its provision calling for the popular election of judges.
5. Republican

Lesson 42—Articles V, VI, and VII

1. Two thirds of both houses of Congress; three fourths of the states
2. One changing the number of people represented by members of the House; one that said Congress could not interfere with domestic institutions within states; the Equal Rights Amendment; one proposing the rights of statehood for the District of Columbia
3. It meant that the new government would be legitimate in the eyes of creditors.
4. It insures the loyalty of those holding government positions.
5. Nine

Lesson 43—The First Amendment

1. To protect individual rights and to limit the powers of government
2. It has been applied to protect morally offensive speech and to protect certain actions such as flag-burning.
3. It was an attempt to make broadcast outlets present discussions on both sides of controversial issues. It was dropped because of the increasing number of broadcast outlets and because it tended to stifle any discussion at all.
4. The permit usually has to be approved in the name of freedom of speech, but local governments can limit the place, time, and activities involved. A public hearing can be scheduled if legitimate safety and security concerns are raised.
5. Campaign finance regulations, broadcast licensing, and the outlawing of speech that creates a “hostile environment” for certain groups
6. Because they are afraid of letting conservatives have their fair say

Lesson 44—Amendments 2-10

1. For greater control: Many crimes are committed with guns; guns have been relatively easy for criminals to obtain. For stricter control: Controls will most hurt law-abiding citizens, who ought to be able to defend themselves and to enjoy legitimate gun activities.
2. It must include who or what is being sought at what particular place. It can only be issued if the judge or magistrate believes there is probable cause that incriminating evidence will be found.
3. He does not have to testify against himself and is not subject to double jeopardy. He has the guarantee of due process of law, the right of a speedy trial by jury, the right to know the charges against him, the right to an attorney even if he cannot afford to pay one, and protection against cruel and unusual punishment.
4. Is the death penalty (or the way it is administered) cruel and unusual? Does the definition of cruel and unusual change as society changes?
5. Powers not delegated to the Federal government nor denied to the states are reserved to the states and to the people.

Lesson 45—Amendments 11-27

1. Thirteenth: abolished slavery; Fourteenth: granted former slaves citizenship and due process of law; Fifteenth: forbade the denial of the right to vote because of race
2. Prohibition and its repeal
3. 1920
4. Twenty-Third Amendment
5. Twenty-Fourth Amendment (outlawing the poll tax)
6. "The Constitution creates an architecture of government that is designed to limit the abuse of governmental power."
7. To do justice under the law, not to impose his own priorities or beliefs
8. Whether the meaning of the Constitution is fixed by what it originally meant (dead) or if its meaning changes as societal thinking changes (living)

Unit 9 Quiz

- 1 - a, 2 - d, 3 - b, 4 - b, 5 - c, 6 - d, 7 - a, 8 - b, 9 - b, 10 - d, 11 - a, 12 - c, 13 - c, 14 - a, 15 - d

Unit 10

Lesson 46—State Constitutions

1. After independence from Britain and after the Civil War
2. State constitutions are generally longer and have been amended or rewritten more frequently, and they all mention God.
3. Framers wanted to limit government power, sometimes items were included that perhaps should have been in regular legislation, special interest groups have had great influence, citizens in many states are able to initiate amendments.
4. Good: they give specific and limited powers of government; people are able to initiate changes; bad: sometimes the document is so long and complex that people do not read it or understand it; special interest groups with money can control state government; other answers possible.

Lesson 47—State Legislatures

1. Two-year terms in the lower house, four-year terms in the upper house
2. It has one house instead of two (and the elections are non-partisan).
3. State legislature sessions are shorter, sometimes just every other year
4. Part-time
5. Apportionment of state senate districts

Lesson 48—Controversial Legislative Prayers

1. Someone objected to the legislature having a paid chaplain.
2. Kansas
3. The plaintiffs said that too many prayers were offered in Jesus' name and that some were sectarian and promoted Christ above other religions.

4. They cannot be sectarian or seek to proselytize, they must not advance one faith or disparage another, and they must not use the name of Christ.

Lesson 49— State Governors

1. The governor
2. Serve as chief executive of the bureaucracy; prepare the annual state budget; make speeches and promote business; serve as *ex officio* member of many boards and commissions; serve as head of the state National Guard
3. Four years
4. Lieutenant Governor
5. He or she is elected by popular vote.
6. Length of term, whether he faces a term limit, frequency of legislative sessions, the vote required in the legislature to override a veto, and the number of other statewide elected offices
7. Jimmy Carter, Ronald Reagan, Bill Clinton, George W. Bush

Lesson 50— State Bureaucracies and State Courts

1. Secretary of State, State Treasurer, State Comptroller
2. Twenty-two
3. Four: courts of limited jurisdiction, trial courts, courts of appeal, state Supreme Court
4. The Attorney General
5. District Attorneys

Unit 10 Quiz

- 1 - a, 2 - d, 3 - b, 4 - d, 5 - c, 6 - b, 7 - c, 8 - a, 9 - b, 10 - d, 11 - b, 12 - a, 13 - d, 14 - a, 15 - b

Second Exam (Units 6-10)

1. Several have been generals and about half have had active military service.
2. Pros: It maintains the importance of the states; it can provide a clear winner even if no one gets a majority of the popular vote; it maintains the two-party system. Cons: It can fail to reflect the will of the majority of voters.
3. John Tyler
4. The President can notify the Speaker of the House and the President Pro Tempore of the Senate. If that is not possible, the Vice President and a majority of Cabinet members can inform the Speaker and the President Pro Tem of the President's incapacity.
5. By order of the President as Commander in Chief
6. UN resolutions were involved in the Korean War, the Gulf War, and the Iraq War.
7. Elected officials like to tell voters about programs they have helped to start; Congress has assigned to the bureaucracy the responsibility for writing rules and regulations; civil service laws make it difficult for a Federal worker to lose his or her job.

8. He might aggressively enforce certain laws and downplay the enforcement of other laws.
9. At first, the President did not make many proposals. Since Theodore Roosevelt, Presidents have generally been more active in proposing legislation to Congress.
10. Congress has generally supported the President in foreign affairs, even if he has not had the same party affiliation as the majority of Congress.
11. Collection and disbursement of Federal revenue (especially through the IRS), Bureau of the Mint, Printing and Engraving, Bureau of Public Debt (others listed in lesson)
12. State Department
13. Justice: enforce Federal law; Interior: administer Federal lands and natural resources
14. Food inspection and grading, Rural Development Office, Cooperative Extension Service, farm subsidies and price supports (other examples in the lesson)
15. More frequently in recent years
16. Housing and urban development
17. Health care, educational benefits (assistance in going to college or trade schools), mortgages, and pensions
18. The September 11, 2001 terrorist attacks on the U.S.
19. The Interstate Commerce Commission, started to oversee railroads
20. A Federal semi-private corporation that brought together most of the nation's passenger railroad service
21. Reviews the evidence to see if a trial is warranted
22. Potential jurors are selected from a pool and are questioned by the lawyers in the case. Some are dismissed for cause, and attorneys also have some peremptory challenges.
23. District Courts, Circuit Courts of Appeal, Supreme Court
24. Criminal law involves crimes against the state; civil law involves a dispute between two parties
25. District trial courts
26. Reviews the procedure used in a trial or reviews the law under which the trial was prosecuted
27. To review whether Federal and state laws are within the scope of the Constitution
28. *Stare decisis* (precedent), deferring to legislative will and avoiding political controversies, and protecting individual liberty and conscience
29. Actions by a state government, not by private individuals
30. It reversed the "separate but equal" doctrine of the *Plessy* decision.
31. States do not have to follow the laws of other states, states can have their own standards of professional licensure, and states do not have to recognize same-sex marriages performed in other states.
32. Congress establishes a territorial government. When the territory applies for statehood, Congress enables a constitutional convention. When the state constitution is approved by the voters, Congress passes an act of admission.

33. Every amendment has been proposed by Congress and ratified by a sufficient number of states.
34. It gave creditors confidence in the new government
35. To protect individual rights and to limit government
36. It is a sign of a healthy society and government to allow dissent.
37. For greater control: Many crimes are committed with guns; guns have been relatively easy for criminals to obtain. For stricter control: Controls will most hurt law-abiding citizens, who ought to be able to defend themselves and to enjoy legitimate gun activities.
38. He does not have to testify against himself and is not subject to double jeopardy. He has the guarantee of due process of law, the right of a speedy trial by jury, the right to know the charges against him, the right to an attorney even if he cannot afford to pay one, and protection against cruel and unusual punishment.
39. Thirteenth: abolished slavery; Fourteenth: granted former slaves citizenship and due process of law; Fifteenth: forbade the denial of the right to vote because of race
40. Prohibition and its repeal
41. After independence from Britain and after the Civil War
42. They are generally longer and have been amended or rewritten more frequently, and they all mention God.
43. It has one house instead of two (and the elections are non-partisan).
44. The apportionment of state senate districts by population
45. Someone objected to the legislature having a paid chaplain.
46. The court said that prayers cannot be sectarian or seek to proselytize, they must not advance one faith or disparage another, and they must not use the name of Christ.
47. State governors were generally given few powers.
48. A state governor
49. Length of term, whether he faces a term limit, frequency of legislative sessions, the vote required in the legislature to override a veto, and the number of other statewide elected offices
50. Attorney General (this is different in some states)

Unit 11

Lesson 51 – Counties, Townships, and Special Districts

1. English county government
2. 3,066
3. Counties are a creation of the state government and help carry out state law.
4. Commission or board of supervisors
5. Commission-administrator and commission-executive/mayor
6. The city within a county that is the seat of county government
7. Twenty

8. A separate level of government between cities and counties; the area over which a town has responsibility
9. The board of selectmen, supervisors, or trustees
10. A government that oversees one specific function for an area (water, fire protection, library, etc.)
11. They are sometimes formed to meet one specific need for an area, such as providing fire protection, clean water, sanitation, library services, and schools.

Lesson 52—Municipal Government

1. By the state legislature
2. The council-manager plan
3. Mayor-council, commission plan, democratic town meeting
4. His powers under the city charter, whether he is a true executive or only a figurehead, the form of government used (commission and council-manager forms usually have a weak mayor), informal power structure in city government
5. Government that combines city and county government into a single operation
6. Granting the right to a private company to operate within a government jurisdiction (such as a cable company or sanitation company)

Lesson 53—Government in Action: Spring Hill, Tennessee

1. The building of the Saturn car plant near Spring Hill
2. Business and residential growth from Nashville moving toward the city
3. A profession that helps governments anticipate growth and suggests what kinds of growth will be best for a community and region
4. Land use planning, transportation planning, water use demands, natural resource planning
5. The process by which a city takes new areas into the city limits
6. Annexed properties pay more taxes, but they receive more government services. Cities benefit from more revenue, but it costs more to provide expanded services.
7. The process by which a government regulates how areas of land are used
8. Single-family residential, multi-family residential, retail, light industrial, heavy industrial
9. Loss of revenue while needing to provide continuing services; possible increase in crime; the need to recruit families and businesses to move into the city possibly by offering tax breaks for them to do so

Lesson 54—Government Inaction: The Response to Hurricane Katrina

1. August 29, 2005
2. Many government workers, military personnel, volunteers, and charitable organizations
3. A mock exercise in 2004, discussions among government officials on all levels just prior to Katrina's landfall

4. A break in the levee system near New Orleans, and perhaps problems because of a canal near the city
5. Many went to the Superdome (as planned) and the Convention Center (not planned). Thousands were bused to Texas, Baton Rouge, and to many other places around the country.
6. FEMA
7. Complicated government procedures, communication failures, personal failings by leaders, failure of citizens to take responsibility for themselves, the idea that government will solve all of the problems
8. How will New Orleans cope with changes in its population and economic structure over the long term? How can bureaucratic red tape be cut to enable a better response to disasters? What will be the effect on the environment of the area?

Lesson 55—Government Action: The Issue of Eminent Domain

1. The power of a government to use or take private property for public use.
2. The Fifth Amendment says that private property cannot be taken for public use without just compensation.
3. Generally it has been seen as referring to public works projects like parks and roads. In more recent times it has been interpreted more broadly to include projects (sometimes by private companies) that appear to offer “public benefit.”
4. An area had been condemned in New London, Connecticut, to be used as part of a new planned business-residential area. Included in that area were homes that were not decaying, but the developer and city officials decided that the land could be used to generate more revenue by implementing the plan.
5. It ruled that the city was within its rights to condemn the property for a “public purpose,” even though the land was not unattractive and it was not to be used entirely for a public work.
6. The dissent said that the majority ruling threatened all privately owned property if someone proposed a way to use it to make more money. To Justice O’Connor, economic development takings are not constitutional.

Unit 11 Quiz

1 - d, 2 - a, 3 - a, 4 - b, 5 - c, 6 - b, 7 - d, 8 - d, 9 - d, 10 - a, 11 - b, 12 - a, 13 - b, 14 - c, 15 - c

Unit 12

Lesson 56—Government Budgets

1. A plan of income and expenses, usually for a year
2. The need to spend for defense and law enforcement, the requirement to fund what are called mandatory programs, the requests and demands by many groups for new or additional funding, the realities of having to stop spending at some point

3. Executive departments prepare their budget requests; a central office pulls all of these requests together; the executive presents the proposed budget to the legislature; the legislature passes the budget for the coming fiscal year.
4. Laws that require government bodies to hold their meetings in public, especially when votes are taken. They also require freedom of access to most government documents.
5. Each side has its own standard arguments: conservatives want to fund defense adequately and cut social programs, while liberals want just the opposite. Each side points to waste in the programs they don't like and defends the excesses in the ones they support.

Lesson 57— Sample Government Budgets

1. Greater government spending year after year
2. \$2.77 trillion dollars
3. Social Security, Defense, Medicare
4. Health care, education, transportation and safety
5. Federal “pass-through” money
6. Safety, housing, transportation, and education

Lesson 58— Sources of Federal Revenue

1. About sixty percent
2. On the honor system: employers withhold an estimate of taxes from paychecks and send it to the government, and self-employed workers make quarterly estimated payments. Taxpayers complete a return by April 15 of the following year and either pay the extra they owe or apply for a refund.
3. Social Security: 6.2%, Medicare: 1.45%; both of these are matched by the employer. Self-employed persons pay the total 15.3%, but they pay it on slightly less than their total income and can take half of their self-employment tax off of their taxable income.
4. Taxes on production of certain items, excise taxes, customs or import duties, capital gains tax, estate taxes, gift taxes, and gasoline taxes
5. Taxes punish progress, hurt families, and encourage political, civic, and cultural corruption. The flat tax eases the tax burden on the middle class and enables personal and economic freedom.

Lesson 59— State and Local Taxes

1. Forty-one
2. Sales tax
3. Internet sales
4. Gasoline taxes, auto registration and license plates, the sale of alcohol and tobacco, amusement and restaurant taxes
5. Property tax
6. Property is assessed as to its worth, and the tax is figured on a portion of its assessed value.

Lesson 60—Tax Policy Issues

1. Issues related to a national bank, internal improvements, and pressures from various sources for Federal expenditures
2. It determines what the government can tax to raise revenues.
3. Lowering taxes helps the economy more.
4. To provide revenue for government to render necessary services
5. Some tax-exempt religious organizations have enabled individuals to build significant wealth (which is usually taxed). Much valuable property in a community goes untaxed, which means that others have to pay more taxes. However, property taxes and sales taxes might put a financial strain on smaller congregations.
6. Government revenue has to be used to pay interest on the debt, which is an obligation that prevents revenue from being spent on worthwhile programs or from being left in the pockets of taxpayers. Increased government spending makes more people more dependent on the government.

Unit 12 Quiz

1 - a, 2 - b, 3 - d, 4 - c, 5 - d, 6 - c, 7 - a, 8 - d, 9 - c, 10 - b, 11 - a, 12 - a, 13 - b, 14 - d, 15 - a

Unit 13

Lesson 61—Diplomacy

1. The conducting of formal relations between countries
2. An ambassador is the highest-ranking representative of a nation in another nation. A consul represents a foreign government and helps individuals and businesses from his home country in another country.
3. It says that one government believes the government of another country is legitimate.
4. France's recognition of the U.S. during the American Revolution gave the U.S. legitimacy and helped France's on-going enmity with Great Britain. Diplomatic recognition of Panama by the U.S. helped the U.S. build the Panama Canal. Withholding recognition can be an attempt to put pressure on a rogue government to change its ways.
5. Foreign aid can be a way to win or keep the friendship of another country, but that aid might wind up in the pockets of corrupt leaders. The U.S. might ally itself with another country because of a common enemy, then later find itself at odds with its one-time ally.
6. Freedom
7. Margaret Thatcher

Lesson 62—Trade

1. Establishing a tariff policy regarding all imported goods
2. The GATT and the WTO
3. Individual trade agreements with specific countries and with blocs of countries (such as the European Union).

4. Most Favored Nation status means that the U.S. extends to it the best trade terms it extends to any nation.
5. North American Free Trade Agreement, which applies to the U.S., Mexico, and Canada
6. Increasing imports from China
7. Do imports from China cost jobs for Americans? Is trade with China strengthening the Communist government there, or is it helping China to be more democratic and capitalist? What should be our policy toward Taiwan? Is the U.S. at an economic and political disadvantage by importing so much from China? Are imports from China forcing Chinese workers to endure low pay and poor working conditions, or is trade with China the best hope for improving the conditions for Chinese workers?
8. Tariffs on imports, government subsidies to domestic industries

Lesson 63—Terrorism

1. Understanding the thinking of the terrorists; recognizing who the terrorists are; identifying countries, groups, and individuals who help terrorists; using force to stop terrorists
2. Encouraging other countries to oppose terrorism, secret operations and intelligence-gathering to oppose terrorism, developing an effective immigration policy to stop terrorists from coming into the U.S.
3. Changing people's hearts with the gospel of Christ
4. It demonstrated American military strength, it revealed American character and endurance, and it brought about a realignment of world alliances.
5. Action and inaction

Lesson 64—The United Nations

1. Permanent alliances with and enmities toward other countries
2. 1945, at the close of World War II
3. It sponsored the Korean and Persian Gulf military actions; it has overseen scientific and humanitarian projects; it sponsors UNICEF and the WHO.
4. The North Atlantic Treaty Organization, a mutual defense arrangement that includes the U.S. and most European countries
5. SEATO was a regional mutual defense treaty for Southeast Asia; the Rio Treaty is a mutual defense treaty for North and South America.
6. Its corruption and ineffectiveness
7. The U.S.

Lesson 65—Human Rights

1. Those rights and freedoms that every person deserves. They include life, freedom from slavery and torture, freedom of religion and expression, adequate standard of living, freedom of movement, and the right of political self-determination.

2. Cuba—non-recognition and an economic boycott; the Communist regime has continued. Soviet Union—recognition and trade and cultural exchanges; the Communist government and its sphere of influence fell; South Africa—engagement with the apartheid government; the government eventually dropped its apartheid policy
3. Going to a brother who has sinned against you and eventually treating him as an outcast if he does not repent; “delivering such a one to Satan”; restoring one who is entangled in sin with gentleness and humility
4. Will our trade with China eventually help end human rights abuses, or will it only be seen as endorsing them? Is the best way to end religious persecution engagement with China or a boycott against it?
5. Reagan engaged in talks and other contact with the Soviets, but he did so from a position of strength and with a willingness to point out the failings of Communism.

Unit 13 Quiz

1 - b, 2 - d, 3 - d, 4 - c, 5 - a, 6 - c, 7 - b, 8 - d, 9 - a, 10 - a, 11 - b, 12 - a, 13 - b, 14 - c, 15 - b

Unit 14

Lesson 66—Government and the Economy

1. Wages are high and increasing; prices are low; businesses are making profits; unemployment is low; inflation is low; the general population has enough to live comfortably.
2. Weather, war, and new technology are some examples.
3. Capitalism: the means of production are owned by private individuals; socialism: the means of production are owned by the state
4. The means of production are owned by the private sector, but the government taxes and regulates those businesses.
5. Britain’s economy is more socialized than the U.S. Several areas of the economy (such as mines and health care) have been taken over by the government.
6. Socialist economy with government control of every aspect of life
7. Given to inefficiency, no incentive to do better, does not take the real situation into account, run by bureaucrats instead of people who know the work
8. Inability to keep civil order, high taxes, recruitment of new businesses, heavy government regulations, Federal involvement that eliminates competition

Lesson 67—Immigration

1. It has been extremely important; we are a nation of immigrants.
2. It involves areas of national security, the economy, respect for the law, and unfairness to those trying to enter legally.
3. A visa (usually tourist, student, or work visa)
4. A certain maximum number are allowed each year; permanent residents must obtain a green card; family applications are expedited.

5. Risk to national security, increased criminal activity, danger to border patrol, costs borne by taxpayers
6. Insist on cooperation from officials of foreign governments; support more border guards; certify those who are already in the country for a work visa or send them back to their countries of origin; require employers to be responsible for people they hire
7. Broken windows in a run-down section of a city send the message that laws will not be enforced. Broken fences along the border send the message that immigration laws will not be enforced.
8. Mexican workers have a dilemma with the choice of either staying in Mexico and not earning enough or coming to the United States and risking arrest and deportation. If they come to the U.S., they still might not earn very much.

Lesson 68—Health Care

1. The Federal government starting to pay health costs with Medicare and Medicaid
2. One-half
3. Too much administrative cost; greed by all parties involved; medical malpractice insurance premiums; confusing way that charges and payments are calculated; third party payers that keep the patients from feeling the cost; expense of covering the costs of those who do not pay
4. For health care to be patient-oriented and driven by competition; medical savings accounts; coverage for those who legitimately cannot pay; better alternatives for those receiving government coverage than simply going to the emergency room
5. A law requiring all citizens to have health insurance coverage, with the state making a minimum level of coverage available

Lesson 69—Education

1. Local community schools, funded by taxes or fees
2. Horace Mann
3. Compulsory attendance laws and state funding of education
4. Around \$450 billion per year
5. The trend has been toward diminishing the rights of parents whose children attend public schools.
6. The No Child Left Behind Act
7. Whether to risk the problems of enrolling their child in a public school that they support through taxes, or bearing the additional cost of a Christian school or of homeschooling

Lesson 70—Abortion

1. *Roe v. Wade*
2. *Planned Parenthood v. Casey*

3. Is the subject in question a human or not? Does the Constitution have the final word, or is there a higher law to which we must appeal? Does one or the other side accurately see the real core issue? Should the issue be discussed, or has the issue been settled once and for all?
4. The South Dakota law banned almost all abortions in the state.
5. Standing up for children in every situation; a greater willingness to adopt; dealing kindly with those who support abortion

Unit 14 Quiz

1 - c, 2 - c, 3 - b, 4 - c, 5 - d, 6 - d, 7 - a, 8 - b, 9 - d, 10 - b, 11 - a, 12 - c, 13 - a, 14 - b, 15 - d

Unit 15

Lesson 71—Avoiding the Establishment of Religion

1. The evidence of history and current practices
2. From a letter by President Thomas Jefferson in reply to the Danbury (CT) Baptist Association
3. It has recognized the religious nature and religious needs of the American people; it has made a distinction between giving assistance to students who attend religious schools and giving aid to those schools; it has devised a three-part test to determine whether a law respects the Establishment Clause (Does it have a secular legislative purpose? Does the effect neither advance nor diminish religion? Does it foster an excessive entanglement with religion?).
4. Required daily prayer (New York) and daily Bible reading (Pennsylvania)
5. The suit about the phrase was dismissed because the complainant did not have grounds; but a concurring opinion supported the inclusion of the phrase in the Pledge.
6. It has sent a mixed message. If the Ten Commandments are exalted on their own or convey a religious message, the display has been ruled unconstitutional. If the Ten Commandments are part of a display of several historic documents, the display has been ruled constitutional.
7. Because of the historic recognition of the Ten Commandments in American law and in current practice

Lesson 72—Freedom of Religious Expression

1. Whether they were required to give a raised-hand salute to the flag, which to them was worshipping a graven image
2. They did not have to attend because of the great challenge that doing so presented to Amish beliefs and their way of life.
3. Is the religious belief sincere? Does the government action impose a burden on that belief? Can the government's interest be achieved by a less restrictive means?
4. Facilities that are available to all groups must be made available to religious groups.
5. Those illegal activities may not be engaged in in the name of religion.
6. To God

Lesson 73—Reforming Government

1. They did not change the basic trend of government spending, and some leaders had moral and political failings.
2. Being free of government is more attractive than being dependent on it; the biggest government programs need the biggest cuts; the American people deserve accountability from the government; we need a simpler government with fewer regulations; other answers possible.
3. Too much spending, too much taxing, and too much government
4. Almost all of them got jobs in the private sector, and they are now able to do more and to earn more.
5. Bureaucracy was cut and competition was introduced.

Lesson 74—Running for and Holding Public Office

1. Attend meetings of government bodies
2. Legislative page, serving on a board or commission, being hired as a staff worker in government
3. Filling out the required forms, getting a petition signed by registered voters, following campaign finance laws, having good publicity, getting out to know the people and to let them know you
4. Pick them up!
5. About four billion dollars
6. Political Action Committee
7. Soft money contributions to issue groups and the like
8. Principle and honor

Lesson 75—A Citizen's Rights and Responsibilities

1. To pray for government leaders
2. Rights: to worship God freely, to participate in political campaigns, to speak our opinions, to keep and bear arms, to receive due process of law, to educate our children as we see fit, to work in the job we choose, to have privacy in our personal activities; Responsibilities: to live as Christians and obey the laws, to pay the taxes we owe, to serve on juries and in other needs, to respect our leaders, to inform them of our opinions, to engage in civil debate, to use our freedoms in a way that shows respect for other people and our society as a whole; other answers possible
3. Being willing to pay the price of opposing government policy
4. To seek the welfare of the city where they lived, for its welfare would be their welfare
5. A politician serves himself, while a statesman serves a cause greater than himself. A statesman serves eternal principles, while a politician serves short-term goals. Statesmen contribute, while politicians take. A statesman has a soul that is unafraid to die; a politician only fears for himself.
6. In heaven

Unit 15 Quiz

1 - d, 2 - a, 3 - c, 4 - b, 5 - a, 6 - d, 7 - b, 8 - d, 9 - c, 10 - b, 11 - a, 12 - c, 13 - a, 14 - b, 15 - d

Third Exam (Units 11-15)

1. Commission/board of supervisors, commission-administrator, commission-executive/mayor
2. A governmental unit usually formed to provide one specific service for a geographic area (water, library, schools, etc.)
3. Council-manager form
4. His powers under the city charter, whether he is a true executive or only a figurehead, the form of government used (commission and council-manager forms usually have a weak mayor), informal power structure in city government
5. The building of a car manufacturing plant there, business and residential growth from Nashville
6. Designating the purposes for which parcels of land can be used
7. Poor channels of government response, failed communication, personal failings by leaders, failure of citizens to bear their own responsibilities, the idea that government is the answer to all of our problems
8. How will New Orleans cope with changes in its population and economic structure over the long term? How can bureaucratic red tape be cut to enable a better response to disasters? What will be the effect on the environment of the area?
9. The power of government to take private property for public use
10. It appears that the Court endorsed a city's taking of private property not just to make a non-productive area productive but also to make a good area more profitable (at least in the minds of city officials).
11. Executive departments prepare their budget requests; a central office pulls all of these requests together; the executive presents the proposed budget to the legislature; the legislature passes the budget for the coming fiscal year.
12. Laws that mandate an end to government programs
13. Health care, education, transportation and safety
14. Safety, housing, transportation, education
15. On the honor system: employers withhold an estimate of taxes from paychecks and send it to the government, and self-employed workers make quarterly estimated payments. Taxpayers complete a return by April 15 of the following year and either pay the extra they owe or apply for a refund.
16. A tax on the increase in value of a long-term investment
17. State income taxes and state sales taxes
18. Property taxes
19. Lowering taxes helps the economy more.
20. By offering tax breaks and other incentives

21. It means that the recognizing country believes the government of the other country is legitimate.
22. Countries can have their own agendas when dealing with other nations; American aid can be used to win or keep the friendship of other countries, but some of that aid might be taken by officials in the other countries; a country might be an ally of another country only because they have a common enemy.
23. The promise that the U.S. will give an MFN the best trade terms that it gives to any country.
24. What should U.S. policy be toward Taiwan? Does trade with Communist China help it become more capitalistic and democratic, or does it help the Communist leadership to strengthen their hold? Is the U.S. at a disadvantage because of the trade deficit we have with China and because of our growing dependence on goods made in China? What is the best way to end human rights abuses in China?
25. Understanding the thinking of the terrorists; recognizing who the terrorists are; identifying countries, groups, and individuals who help terrorists; using force to stop terrorists
26. Changing hearts through the gospel of Christ
27. League of Nations
28. Mutual defense agreements among several nations
29. The U.S. has not recognized Cuba and has had an embargo against it, but the oppressive regime has continued. The U.S. engaged the Soviet Union, and its Communist government and its sphere of influence eventually crumbled. The U.S. maintained relations with the government of South Africa despite its apartheid policy, and the South African policy eventually changed.
30. He engaged in negotiations and other relations with the Soviet Union; but (1) he did so from a position of U.S. strength, and (2) he was willing to point out the failings of the Communist system.
31. In capitalism, the means of production are owned by private individuals, while in socialism they are owned by the state.
32. A capitalist economy but one that is regulated and taxed by the government
33. Extremely important; we are a nation of immigrants.
34. Illegal immigrants have come to the U.S. and engaged in crime; undocumented workers have an impact on our economy; the laws regarding immigration are being ignored; those who try to enter legally have to wait for years; illegals receive social services for which they are paying no taxes; some people—immigrants and law enforcement officials—lose their lives because of illegal immigration.
35. The Federal government starting to pay medical expenses through Medicare and Medicaid
36. Health care becomes rationed instead of more readily available; the system has no motivation to be efficient; it is driven by the bureaucracy and not by patients' needs.
37. Compulsory education laws and state funding of education

38. The courts have increasingly said that parents have few rights when it comes to having significant input in what public schools do.
39. They said that they need not resolve the question of when life begins.
40. Protecting children from all kinds of abuse, being more willing to adopt children, taking a kind and Christ-like attitude toward those who support abortion
41. From a letter by President Thomas Jefferson to the Danbury (CT) Baptist Association in reply to a letter from the association
42. Reciting a prayer composed by the New York State Board of Regents which it required to be recited aloud each school day, and the daily reading of Scripture that was required by Pennsylvania law
43. They did not have to attend because doing so was such a grave challenge to Amish beliefs and lifestyle.
44. It has said that they could not be done, even in the name of religion.
45. Making being free of government more attractive than being dependent on government; cutting the biggest programs the most; demanding real accountability from government; having a simpler government with fewer regulations
46. They did not cut spending, and some leaders were guilty of immorality and corruption.
47. Visiting government meetings and the state capitol; serving as a legislative page; being involved in a campaign; working for a government agency or an elected representative
48. About four billion dollars
49. To pray for our government leaders
50. In heaven

