

Exploring Government Student Review

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by Ray and Charlene Notgrass

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A Note to Parents

The *Exploring Government Student Review Pack* is a tool to measure your student's progress as they study *Exploring Government*. It includes three books: the *Student Review*, the *Quiz and Exam Book*, and an *Answer Key*. This material is intended to enhance your student's study of government. Please do not let it become a burden. Students should focus on learning about government, as they enjoy the literature and the primary documents and grow in their understanding of God's will concerning government and the way government is and has been practiced, especially in the United States. We pray you and your student have a successful study of government!

Student Review

The material in the *Student Review* is arranged in the order in which a student will come to it as they study the course. The assignment box at the end of each lesson in *Exploring Government* prompts your student as to when to complete the material in this book.

Review Questions. The *Student Review* includes review questions on each lesson, plus questions over each of the four literature titles we suggest students read as they study *Exploring Government*. Many parents require their students to write out answers to these questions on paper or on a computer; however, that is certainly not required. Other parents and students discuss the questions orally, and some parents use them for family discussion. If your student writes the answers on paper, we suggest that he or she answer them in a spiral notebook or on notebook paper kept in a three-ring binder. These answers will be helpful for studying for quizzes and exams.

Literary Analysis. We love good books. We have carefully selected the literature titles that are assigned with this course. If you want your student simply to read and enjoy the books, we think that is wonderful. If you would like them to dig a little deeper and analyze the literature, you can have your student read the literature questions and literary analyses we have included in this book. The activities at the end of the lessons in the *Exploring Government* text will tell the student when to answer the questions and read the analyses. As we said above, please do not let any of this material become a burden.

After this Note to Parents, we have included "What Do You Think About What He Thinks? A Primer for Analysis of Nonfiction" (to be read after Lesson 1). Your student will be given a reminder when it is time for him or her to read this section.

Quiz and Exam Book

The *Quiz and Exam Book* contains a quiz over each unit and also comprehensive exams that cover five units each. The assignment box at the end of each lesson in *Exploring Government* prompts your student to take a quiz at the end of each unit and to take the comprehensive exams after every five units. Each of these exams includes material from the previous five units.

The quizzes and exams have been designed so that you can tear out one at a time and have your student write directly on that piece of paper.

Preparing for Quizzes. To prepare for a unit quiz, the student should look back over the review questions for the lessons from that unit.

Preparing for Exams. To prepare for the comprehensive exams, the student should review the quizzes and answers from each of the previous five units.

Answer Key

The *Answer Key* contains the answers to the review questions, quizzes, and exams, as well as the answers to questions about the literature. The number in parentheses after an answer indicates the page number on which that answer is found in *Exploring Government*.

What Do You Think About What He Thinks?

A Primer for Analysis of Nonfiction

A nonfiction article, essay, or book will likely make an argument, teach, or convey information. Of course, a work of fiction might also be an attempt to make an argument, teach, or convey information; but a nonfiction work presents the information and the author's perspective in a straightforward manner. The nonfiction piece might be in the form of a story; but it is a story from real life, as with a biography.

Part of education is considering perspectives other than your own and developing your response to them. In a persuasive work, a writer has something to say that he hopes others will at least consider and perhaps agree with. Even the author of a biography writes for a purpose, not only to inform but perhaps also to convince readers about something regarding his subject: that he was instrumental in a war, or influential in Congress, or had some other significant impact.

By reading a work of nonfiction, you might be confirmed in what you believe about something or you might be convinced that you need to change your opinion. You might obtain more information that helps you have a more realistic perspective on an issue. You shouldn't fear this process. You don't want to cast aside basic truth and fall for every new idea you hear, but part of growing and maturing is gaining a more complete understanding of truth. No one has a grasp of all truth or the perfect application of that truth in every situation. Everyone can grow in some areas of life, whether that means learning more truth or learning how to apply the truth you know to more situations. This process is part of growing in what the Bible calls discernment (see Hebrews 5:13-14).

A piece of writing, whether it is fiction or nonfiction is often called a *text*. We analyze every text that we read, whether it is an encyclopedia article, a book of political commentary, or an advertisement, even if only briefly and subconsciously. We don't want to lose the joy of reading by overanalyzing, but it is good to do serious and conscious analysis for several reasons. Analysis will help you understand the meaning and purpose of a text; you might even discern a meaning beneath the surface. It can help you connect the text with its background, such as the time in which it was written or something about the author. You can profitably compare the text with other texts to see which are more consistent and believable. Analyzing a text can help you prove a thesis. A summary of a text is a report of its content, but an analysis of a text is an evaluation of its meaning and significance.

In analyzing a work of nonfiction, you want to ask questions of the text. You probably won't address every question below about every text, but here are things to consider when analyzing nonfiction:

- What is the author's point or purpose?
- What is the argument he is making?
- What is the motivation for the piece? What problem does it address?
- What evidence or logic does he use to support his thesis?
- What is the context from which the author writes (time, place, point of view, background and experience)?
- What assumptions does the author bring to writing this piece?
- What words or ideas are repeated? These will often be clues to the author's point.
- What word choices seem significant? Does the author use any figures of speech to make his argument more persuasive?
- What is the structure of the text (for example, autobiography, memoir, or discussion of a particular subject)? How does the author build his argument through the work? How does the structure help make the author's point?
- What are the key passages in the work, and why are they important?
- What is surprising, odd, or troubling in the text? (These parts are likely challenging your current understanding.)
- What contradictions and inconsistencies do you find in the text?
- What assumptions do you bring to the text?
- Is the text convincing to you? Why or why not? (It is entirely likely that you will agree with some things and disagree with other parts.)
- What questions do you have after reading it? What further study do you need to do?

When you write an analysis of a nonfiction work, gather your information, impressions, and answers to these questions, then write a coherent essay that responds to the piece. Depending on the length of your essay, you will probably want to summarize the author's purpose and argument, emphasize the central points as you see them, note where you think the author is correct and where he is mistaken, and where he is effective and where he could have expressed his ideas differently. Keep in mind the nature of your assignment and what the reader of your analysis needs to understand about the work you are analyzing and about your response to it.

The author whose work you have read wants you to think. Make sure the reader knows that you have thought deeply about your subject. Expressing your thoughts on paper indicates how well you understand what he has said and, more importantly, how well you understand your own thoughts about the subject.

Unit 1

Lesson 1

1. With whom did the idea of government originate?
2. Why did Claudius order all Jews to leave Rome?
3. In Romans 13:6, what did Paul say that rulers are?
4. Because God rules over the whole world, what is He able to do with kings according to Daniel 2:21?
5. What did Mary say about rulers in Luke 1:52?
6. What does Paul say in Romans 13:3-4 are two important functions of government?
7. Since government authority is from God, how does Paul instruct Christians to act in relation to government?
8. According to 1 Peter 2:11, how do Christians live in this world?
9. When government issued ungodly directives, what did Peter and the other apostles say they must do?
10. According to Titus 2:14, what are Christians to do; and according to Matthew 5:13-16, what are Christians to be?

Questions on “Why Study Government?”

1. What did Edmund Burke say is the only thing necessary for the triumph of evil?
2. What did the British prime minister Margaret Thatcher say was the reason she was in politics?
3. What do you plan to do to prepare for the great right and privilege of having the right to vote and the right to run for public office?

Note about David McCullough, Author of *Mornings on Horseback*

Books by David McCullough have sold millions of copies, have remained in print for years, and have been the basis for television programs and miniseries.

McCullough majored in English literature, not history, at Yale. He originally wanted to be a novelist, but he found his passion in writing history. He decided that he wanted to write books that he would enjoy reading, on subjects he wanted to learn about. He grew up in Pittsburgh, Pennsylvania, so his first book was about the Johnstown, Pennsylvania, flood of 1889. McCullough then became interested in how the Brooklyn Bridge was built. McCullough had walked across the bridge many times when he lived in New York City.

His editor suggested a book on the Panama Canal, which became his next project. An offshoot of his study of that period was *Mornings on Horseback* about Theodore Roosevelt. Moving to other presidential biographies, McCullough wrote *Truman* and then spent seven years writing *John Adams*. McCullough won the Pulitzer Prize for biography for both of these books. His research into John Adams helped lead to his book *1776*, which focused on George

Washington and the difficult early days of the American Revolution. McCullough also wanted the book to encourage the nation after the 9/11 terrorist attacks. He wrote several other books.

McCullough composed his books on a 1941-vintage typewriter that he bought second-hand in 1964. He liked to say that he was not working on a book, but he was working in a book: getting to know the people and places, entering as personally as possible into the story he wanted to share with others. He loved to do research, and he visited places he wrote about to have a better feel for his subjects. McCullough died in 2022 at age 89.

Lesson 2

1. What did John Adams say free government rests upon?
2. Where does the most important form of human government take place?
3. What fact gives persons immense worth?
4. The lesson names what principle of the civil rights movement of the 1950s and 1960s?
5. According to the Bible, leaders have a responsibility to see that the government does what?
6. What did the prophet Amos tell the people of Israel to do?
7. We learn from Amos that justice is above what?
8. Why did Israel and Judah fall?
9. What did the concept of the divine right of kings hold about the powers of a king?
10. What does Proverbs teach about the permanence of dynasties?

Questions on Preamble of the Frame of Government of Pennsylvania

1. William Penn said that God created man to rule the world. What three attributes does Penn say that God gave people to qualify for that job?
2. Penn says that the “divine right of government” has two ends. What are they?
3. Penn wrote: “Let men be good, and the government cannot be bad; if it be ill, they will cure it. But, if men be bad, let the government be ever so good, they will endeavor to warp and spoil it to their turn.” Tell why you do or do not agree with those statements.

Lesson 3

1. What are the basic principles of the Law which God gave to Moses?
2. According to the Ten Commandments, who or what is the basis for life?
3. What does the word *holy* mean?
4. Why should Christians be holy in their lives?
5. The weakening of what, either by accepted practice or by law, will weaken society and its government?
6. What is essential for society to operate well?
7. Because God is the giver of life, the lesson describes life as what?
8. What two sins result from not respecting the property of others?
9. The Law of Moses considered an accused person to be innocent until what?
10. What American justice system practice did the Old Testament Law not call for?

Lesson 4

1. Those who hold positions of leadership carry great what?
2. What kind of judges was Moses to appoint to hear disputes among the Israelites?
3. Think about your answer to question number 2. According to the lesson, why were these characteristics essential for these judges?
4. Why was a king not to multiply for himself horses, wives, or wealth?
5. What exercises would force the king to become familiar with the Law and remind him of his dependence on God?
6. Who was the person described as the “man after God’s own heart”?
7. What does Proverbs say about the mouth of a king?
8. The lesson lists two results of personal weaknesses in a leader. What are these?
9. The lesson teaches that in Ezekiel 34:1-6, God condemns the shepherds of Israel for failing their sheep in what three ways?
10. If you were a governmental leader, what Biblical principles would you use in your position?

Questions on “Can We Be Good Without God?”

1. What does Colson say that rejection of transcendental truth is paramount to?
2. When criminologist James Q. Wilson searched for a root cause of America’s epidemic of violence, what single factor did he find that correlated with the decrease of crime during the Great Depression?
3. In *The Brothers Karamazov*, Russian novelist Dostoyevsky asked, essentially, “Can man be good without God?” Colson says that in every age, the answer has been no. Do you agree with Colson? Why or why not?

Lesson 5

1. What is the earliest kind of government we know about in the ancient world?
2. A community looked to elders for what?
3. Israel was different from other nations. Whom did God want to be Israel’s king?
4. Whom did God choose to be the first two human leaders over all of Israel?
5. Why did the Israelites want a king to rule over them?
6. What rebellion did Jews in Palestine begin against the oppressive pagan rule of Antiochus IV Epiphanes in 168 BC?
7. Of the three branches of government (legislative, executive, and judicial), which did the Sanhedrin fill?
8. From where did the members of the Jewish Sanhedrin come?
9. Why were the leading officials of Philippi deferential to Paul and Silas?
10. Who made Christians the scapegoat for the great fire in Rome in 64 AD and began active persecution of the church?

Unit 2

Lesson 6

Define these terms:

1. state
2. government
3. sovereignty
4. dictatorship
5. oligarchy
6. constitutional monarchy
7. republic
8. democracy
9. state religion
10. limited government

Questions on “Thoughts on Government”

1. What does Adams say is the foundation of most governments?
2. What does Adams say have the fairest chance to support the noblest and most generous models of government?
3. What are the “great political virtues” Adams says are taught by annual elections?

Lesson 7

1. For most of human history, who has been the most common head of government for almost every culture and ethnic group?
2. List five ways in which a man became a king.
3. What was a common view about what the amount of land a king owned demonstrated?
4. List three reasons a king might go to war against another king.
5. Who made up the king’s council of advisers?
6. What two things did lords and barons give a king they trusted?
7. What individual was a major influence on kings during the Middle Ages?
8. What was the greatest threat the pope could use to influence a king?
9. Who was usually a king’s heir?
10. Would you want to be an absolute monarch? Explain your answer.

Questions on “On the Divine Right of Kings”

1. When and to whom did James I deliver this speech?
2. What reason did James I give for his statement: “Kings are justly called gods”?
3. To whom did James I say kings are accountable?

Lesson 8

1. What ancient Greek city-state developed the form of government we call democracy?
2. What was the most important part of Athenian democracy?
3. What was the meaning of the Greek word *idiotes* from which we get our word *idiot*?
4. In general, individual rights in Athens had less value than what?
5. What was the result of the practice of Athenians selecting leaders by lot?
6. What was the ruling body in the Roman Republic?
7. Define *patrician* and *plebeian*.
8. Why did the patricians give in to the plebeians' demand for a greater share in government power?
9. The Roman Empire is seen as beginning when the Roman Senate declared whom to be Augustus ("Exalted One")?
10. Rather than ensuring popular control of government, what was the purpose of the Roman Senate?

Questions on Twelve Tables of Roman Law

1. Which of these laws do you think is the most wise?
2. Which of these laws do you think is the most disturbing?
3. Which of these laws do you think is the most bizarre?

Lesson 9

1. What was a witenagemot?
2. How did English government change after William the Conqueror of Normandy invaded in 1066?
3. What did the English barons force King John to sign in 1215?
4. Simon de Montfort organized a council composed of spokesmen from English towns and shires. What did this meeting come to be called?
5. Why do historians refer to the meeting called by King Edward I in 1295 as the Model Parliament?
6. In the 1630s, where did most government functions that affected most of the people take place in England?
7. The concept of royal authority that James I of England believed in was called what?
8. Who abolished the monarchy and became Lord Protector of the Puritan English Commonwealth?
9. In effect, Robert Walpole began to serve in what role in 1721?
10. What three things did English colonists in America see in the government of Great Britain that they did not want to repeat in America?

Questions on the Magna Carta

1. The Magna Carta was from King John to people in what 12 roles?
2. According to article 45, what were the requirements for someone to be appointed a justice, constable, sheriff, or bailiff?
3. Where and when was the Magna Carta signed?

Questions on the English Bill of Rights

1. When was it against the law to have a standing army within the kingdom unless with the consent of Parliament?
2. What did the English Bill of Rights say about bail, fines, and punishments?
3. English kings and queens could not hold communion with what church?

Lesson 10

1. What philosophical movement helped to mold the thinking of the men who shaped our American system?
2. What did the Enlightenment exalt as the best basis for understanding life and the world?
3. Scholars see the period of the Enlightenment beginning with the publication of what in 1687?
4. What did Enlightenment writers start questioning about kings?
5. What term did John Locke use to describe how people decide to associate with each other?
6. What did John Locke believe was the reason people decide to associate with each other in a social contract?
7. What kind of government did Locke believe produced the most freedom for people?
8. What did Locke say that people have a right to do if government threatens their rights and goals?
9. Baron de Montesquieu wrote that the functions of government should be divided into what three branches?
10. What does John 1:9 say enlightens every man?

Questions on *Two Treatises on Government*

1. Locke says that people are willing to join in society with others for the mutual preservation of what?
2. According to Locke, why are man's passion and revenge apt to carry them too far, and with too much heat?
3. In Section 131, what does Locke say that men give up when they enter into society?

Unit 3

Lesson 11

1. In the colonies, who was the direct representative of the king? What group usually surrounded him?
2. Who chose the elected assembly in a colony?
3. How did the English king respond to the French and Indian War?
4. Why was the New England Confederation formed in 1643?
5. What was the purpose of the Albany meeting in 1754?
6. When colonial representatives met in New York in October 1765, they protested what they saw as unjust taxation since they did not have what?
7. What group met in Philadelphia in September of 1774 in response to the Coercive Acts?
8. What had happened by the time the Second Continental Congress met in 1775?
9. In 1776 Richard Henry Lee of Virginia proposed a resolution in the Continental Congress that the colonies ought to be what?
10. The Declaration of Independence states that government obtains its power from what?

Questions on the Declaration of Independence

1. What are the first two truths that the Declaration declares to be self-evident?
2. With a firm reliance on the protection of divine Providence, what three things did the signers mutually pledge to each other?
3. Do you believe that the founders of our country were right to declare independence from Britain? Why or why not?

Lesson 12

1. What new institution did states convene in order to develop written state constitutions?
2. What is the world's oldest founding document still in use?
3. What was the main goal of the Articles of Confederation?
4. How many votes did each state have in the Confederation Congress?
5. What provision did the Articles make for a national executive and a national court system?
6. What did the series of laws which culminated in the Northwest Ordinance do concerning territories and new states?
7. What was the result of the Articles of Confederation requiring nine votes to pass significant laws and the agreement of all 13 states to amend the Articles?
8. The presence of which two foreign countries caused concern about the strength of the United States?
9. What group of representatives from five states met in Maryland and went on record as favoring a revision of the Articles of Confederation?
10. Where did most Americans want political power to remain?

Questions on the Articles of Confederation

1. Why did the states enter into a league of friendship with each other?
2. How could Congress raise money for its common treasury?
3. According to the Articles of Confederation, who inclined the hearts of the legislatures to approve the Articles of Confederation?

Lesson 13

1. In what year did the Constitutional Convention meet?
2. What policy did the delegates follow regarding publicity?
3. What was the compromise reached about the makeup of Congress?
4. What compromise did delegates agree to regarding the office of president?
5. What compromises did the convention reach about counting enslaved people and ending the importation of enslaved people?
6. What did most Americans believe about the strength of the central government?
7. Who retained all powers not expressly delegated to the federal government?
8. Explain how the Constitution separates powers in relation to the military.
9. What have the newspaper articles James Madison, Alexander Hamilton, and John Jay wrote to encourage the adoption of the Constitution come to be called?
10. What are the four reasons the lesson lists to explain why the Constitution has been successful?

Questions on *The Federalist* Number 2

1. What does Jay say the people must cede or give up to give the government power?
2. Jay says that if it was the design of Providence for the people to be united to each other by the strongest ties, it should never be split into what?
3. Jay said that many of the men who composed the convention had become highly distinguished by what?

Questions on Comments at the Virginia Ratifying Convention

1. What phrase would Patrick Henry prefer to “We the people”?
2. What does Henry say is more important than how your trade may be increased and how you are to become a great and powerful people?
3. Which do you think is more important: the protection and provision of a powerful central government or the protection of individual rights and freedoms?

Lesson 14

1. Freedom of religion is guaranteed in which amendment to the Constitution?
2. The signers of the Mayflower Compact stated that they had undertaken their voyage for what three reasons?
3. The vision of Governor John Winthrop who was leader of the Massachusetts Bay colony was for that colony to be what?
4. What colonial document stated that there should be an orderly and decent government established according to God?
5. What did the Northwest Ordinance of 1787 list as necessary for good government and the happiness of mankind?
6. What did Congress call for immediately after passing the First Amendment in 1789?
7. In what government building did Presidents Thomas Jefferson and James Madison attend church services?
8. What was the religious denomination of George Washington?
9. What did John Adams believe had preserved his family?
10. Which colony did Roger Williams found with the purpose of having more complete religious liberty?

Questions on “The Religious Roots of Freedom”

1. What did the House of Representatives do on the day after the First Amendment passed?
2. What did George Washington proclaim to be the duty of all nations?
3. In what document did Thomas Jefferson mention a “wall of separation”? In what year did he write it? How many years had it been since the First Amendment had been adopted?

Lesson 15

1. The Preamble of the Constitution states that the source of American government is who?
2. The people of America entered into a covenant with whom?
3. How many of the writers of the Constitution were immigrants or descendants of immigrants?
4. What did the framers of the Constitution mean by a more perfect union?
5. How did the Constitution establish justice?
6. Why did the Constitution need to ensure domestic tranquility?
7. What is the meaning of the phrase “provide for the common defense”?
8. What is the meaning of the phrase “the general welfare”?
9. To what two critical issues have modern commentators applied the Preamble’s reference to “our posterity”?
10. What do you believe is the responsibility of the people of one generation to those who come after them?