

Exploring Government
Student Review

**Student Review Material Prepared by
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Literary Analysis by Ray Notgrass and Bethany Poore

Exploring Government Student Review
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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 which he keeps 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 include 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 Non-Fiction" (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 Non-Fiction

A non-fiction 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 non-fiction work presents the information and the author's perspective in a straightforward manner. The non-fiction 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 non-fiction, 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 text can be any written material. 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 over-analyzing, 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 non-fiction, 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 non-fiction:

- 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 examination 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 non-fiction 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, what the teacher expects from you, 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. Show that you have thought. 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. How does Paul describe human rulers?
4. Since government authority is from God, how does Paul instruct Christians to relate to government?
5. What does Paul say in Romans 13 are two important functions of government?
6. According to 1 Peter 2:11, how do Christians live in this world?
7. What does Daniel 2:21 teach about God's rule over the whole world?
8. What did Mary say about rulers in Luke 1:52?
9. When government issued ungodly directives, what did Peter and the 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?

Lesson 2

1. What did John Adams say free government rests upon?
2. What is the most important form of human government?
3. What is the basis of the immense worth of every individual?
4. The lesson names what principle of the civil rights movement of the 1950s and 1960s?
5. The Bible says that government 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 power of a king?
10. What does Proverbs teach about the permanence of dynasties?

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 character trait is essential for society to operate well?
7. How are God's people to view life?
8. How should God's people view the property of others?
9. The Law of Moses considered a person to be innocent until what?
10. What punishment common in American justice is absent in the Law of Moses?

Lesson 4

1. People in positions of leadership carry great what?
2. What kind of men was Moses to appoint to hear disputes among the Israelites?
3. Why did Moses need to appoint men with these characteristics?
4. Why was a king not to acquire many horses, wives, or much wealth?
5. How was a king to show his dependence on the Law?
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. What does Proverbs say about the influence that a king and his advisers can have on each other?
9. In what ways does Ezekiel say that the shepherds of Israel had failed their sheep?
10. If you were a governmental leader, what Biblical principles would you use in your position?

Lesson 5

1. As best we can tell, what was the pattern of government in the ancient world?
2. What was the pattern of community leadership in Israel?
3. Whom did God want to rule over Israel?
4. How did God plan to provide leaders for Israel?
5. What motivated the Israelites’ desire for a king to rule over them?
6. What revolt gave the Jews a measure of freedom and self-government?
7. Of the three branches of government (legislative, executive, and judicial), which did the Sanhedrin fulfill?
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 blamed Christians 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

Lesson 7

1. Throughout 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 commonly demonstrated by the amount of land a king owned?
4. List four reasons a king might go to war against another land.
5. Who made up the king's council of advisers?
6. With what two things did lords and barons support 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.

Lesson 8

1. What ancient Greek city-state developed the form of government we call democracy?
2. What was the name of the law-making meeting of Athenian citizens?
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. How did plebeians change government over time in the Roman Republic?
9. The Senate's recognition of whom as emperor is seen as beginning the Roman Empire?
10. Rather than ensuring popular control of government, what was the purpose of the Roman Senate?

Lesson 9

1. What was a witenagemot?
2. How did English government change after William of Normandy invaded in 1066?
3. What did the English barons force King John to sign in 1215?
4. What did the council meeting that was formed when Henry III repudiated this agreement come to be called?
5. Why do historians refer to the meeting called by King Edward I in 1295 as the Model Parliament?
6. Where did most government functions that affected most of the people take place in the 1630s in England?
7. The theory of royal authority believed in by James I of England was called what?
8. Who abolished the monarchy after Charles I was executed in 1649?
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 the United Kingdom that they did not want to repeat in America?

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 associate with each other?
6. What did John Locke believe was the reason people decided 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?
9. Baron de Montesquieu wrote that government should be divided into what three branches?
10. How do you believe the Enlightenment fostered the idea of “self-evident truths”?

Unit 3

Lesson 11

1. What were three common elements of colonial government?
2. Who chose the elected assembly in a colony?
3. How did George III respond after 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 without what?
7. Why did the First Continental Congress meet in 1774?
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 derives its power from what?

Lesson 12

1. What new institution did many states convene after they became independent?
2. What is the world’s oldest founding document still in use?
3. What was the main purpose 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 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?
8. What realities caused concern about the strength of the United States in relation to foreign countries?
9. What meeting proposed a revision of the Articles?
10. Where did most Americans want political power to remain?

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 make-up of Congress?
4. What did the compromise regarding the office of president involve?
5. What was the compromise reached about slavery?
6. What did most Americans believe about the strength of the central government?
7. What is the meaning of the term “delegated powers”?
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 that the Constitution be adopted come to be called?
10. What are the four reasons the lesson lists to explain why the Constitution has been successful?

Lesson 14

1. What did the Founding Fathers want and expect to be a vital part of American life?
2. Freedom of religion is guaranteed in which amendment to the Constitution?
3. Describe the role of religion in the founding of the United States.
4. What two principles did the new nation follow in matters of religion?
5. What did Congress call for immediately after passing the First Amendment in 1789?
6. Where does the lesson mention that both Presidents Thomas Jefferson and James Madison attended church services?
7. What are some examples of the beliefs of the Founding Fathers?
8. In what founding documents is God mentioned?
9. What did most people in the new nation believe about God?
10. Which colony did Rogers Williams found with the purpose of having more complete religious liberty?

Lesson 15

1. The Preamble of the Constitution states that American government begins with whom?
2. How does the Preamble express the idea of a covenant?
3. How many of the writers of the Constitution were immigrants or descendants of immigrants?
4. How did the Constitution form 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. What two specific applications have been made of the Preamble’s reference to “our posterity”?
10. The people of one generation have what responsibility to those who come after them?

Literary Analysis

Mornings on Horseback

by David McCullough

A person is shaped by a complex set of influences that begins even before he or she is born. Ethnicity, faith, culture, economic status, education, birth order, health, values, parents, siblings, grandparents, and family history impact a person's life in a complex way that is somewhat impossible but entirely fascinating to explore. Who are your influences? What shapes you?

A standard biography includes the entire life of the subject, from birth to death. Why does *Mornings on Horseback* conclude just as Theodore Roosevelt really came into his own?

David McCullough's purpose in writing *Mornings on Horseback* was not to produce a biography of the 26th president, but to show how Roosevelt came to be who he was. The book's subtitle says it: "The Story of an Extraordinary Family, a Vanished Way of Life, and the Unique Child Who Became Theodore Roosevelt." This is a worthwhile task because Roosevelt was such a fascinating and complex person. *Mornings on Horseback* is a book about influences.

The expectations, standards, and values of the privileged, aristocratic Roosevelt clan and the well-established, highly respected Bulloch family were the foundations of influence in Theodore Roosevelt's life. The fact that the Roosevelts were longtime New Yorkers while the Bulloch family came from Deep South Georgia brought complex influences to Roosevelt's life.

Theodore Roosevelt's immediate family shaped one another. The Roosevelt siblings were close as children and into adulthood to an uncommon degree. His long-unmarried sister Bamie felt she had a special claim and a special responsibility on her famous brother. How do you think she influenced his decisions? Roosevelt's sister Corinne, his brother Elliot, and he were the best of friends and companions. How did they help to make him into the man he became? How do you think Elliot's waywardness and failures in his adult life influenced his brother?

The Roosevelt children had few influences from outside their "set," not even from a school setting. They were surrounded by extended family, even within their home. Their playmates and friends were relatives and other members of the wealthy class. How did these people shape them?

Though raised in the city, Roosevelt was well-informed and enthusiastic about the natural world. How did his family provide for and encourage this passion? The very different locations in which young Roosevelt lived—New York, his family's vacation spots away from the city's bustle, the wilderness of Dakota Territory—each deeply influenced the values and priorities of Theodore Roosevelt. How would the family's long leisurely tour of Europe's great cities and later the Nile shape a young man?

Wealth and privilege influenced Roosevelt's life. He never wondered where a meal was coming from. He probably never worried about his father losing his job. His world was soaked in luxuries. What perspective does that upbringing give a person?

Roosevelt was forever changed by his battle with asthma. His intermittent but intense asthmatic flare-ups were traumatic. As a boy he was small and sickly. He wanted to take his place in the world as a strong, healthy, capable man; but for years his physical weakness held him back. His father exhorted him and gave him the tools and opportunity to do all he could to improve his health. How do you think Theodore Roosevelt was different as an adult because of these struggles when he was young?

Theodore's desire to make his father proud shaped his entire life well beyond wanting to follow his father's instructions for building up his body. Theodore Sr.'s influence reached to

every corner of his son's world. The entire family adored Theodore Roosevelt Sr. They regarded him as a truly great man, almost as one regards a "saint." Theodore Sr. had every success that their privileged set desired, yet he had uncommon drive, intelligence, and kindness to those in need. After Theodore Sr. died when the younger Theodore was still in college, the son longed to live a life that would have made his father proud.

These complex influences poured into one man's life and changed history. From fighting in the Spanish-American War, the building of the Panama Canal, the creation of national parks, a long and eventful presidency, and the raising of a large, boisterous family, Theodore Roosevelt led "the strenuous life" he desired. He is known for his energy, passion, and strong opinions. He is one of the most interesting and colorful characters in American history.

Note about the Author

David McCullough is the most widely-read historian of our day. His books 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.

His editor suggested a book on the Panama Canal, which was his next project. An offshoot of his study of that period was this book 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 has written several other books.

McCullough has composed his books on a 1941-vintage typewriter that he bought second-hand in 1964. He likes to say that he is not working on a book, but he is working in a book: getting to know the people and places, entering as personally as possible into the story he wants to share with others. He loves to do research, and he visits places he writes about so that he will have a better feel for his subjects.

Questions on *Mornings on Horseback*

Write about one page total to answer questions 1-3:

1. What are other influences in Theodore Roosevelt's life that we did not mention in the literary analysis?
2. What influences in Theodore Roosevelt's life can you relate to? How do similar influences impact your life?
3. List five values of Theodore Roosevelt's family that you think shaped him into a passionate leader.

Write about one-half to one page:

4. Write a summary and review of *Mornings on Horseback*.

*Exploring Government
Quiz and Exam Book*

Ray Notgrass, Charlene Notgrass, and Nate McCurdy

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Unit 1 Quiz

Write a *T* if the statement is true and an *F* if the statement is false. If the statement is false, write a true version of the statement below it.

_____ 1. The idea of human government originated with Israel.

_____ 2. In Romans 13, Paul says that two functions of government are to preserve order and to provide physical security for the citizens.

_____ 3. John Adams said that free government rests upon public and private morality.

_____ 4. High interest and a poor economy caused Israel and Judah to fall.

_____ 5. The law code of basic principles that God gave to Moses is called the Ten Commandments.

_____ 6. The Law of Moses considered a person to be innocent until proven guilty.

_____ 7. The king was to show his dependence on the law by meeting with the priests every day.

_____ 8. The pattern of community leadership in Old Testament Judah and Israel was Pharisees.

_____ 9. The ruler that God wanted to have over Israel was a king.

_____ 10. In first century Israel, the Sanhedrin filled legislative, judicial, and executive roles.

Unit 2 Quiz

Write the letter of the correct answer in the blank.

- _____ 1. In what type of government do all voters take part in passing laws?
a. republic
b. anarchy
c. oligarchy
d. democracy
- _____ 2. A republic is a representative government that has a chief of state who is not a:
a. monarch
b. premier
c. prime minister
d. none of the above
- _____ 3. Throughout history who has been the most common head of government?
a. tribal elder
b. count
c. king
d. general
- _____ 4. The greatest threat the pope could use to influence a king was:
a. requiring tribute money
b. excommunication
c. denying him a marriage license
d. making him sing in the choir
- _____ 5. In general, in Athens what had the greater value?
a. individual rights
b. the public good
c. idiots
d. Board of Ten Generals
- _____ 6. The representative law-making body in the Roman Republic was the:
a. Citizen Council
b. Augustus
c. Emperor
d. Senate
- _____ 7. After William invaded England in 1066 its form of government became:
a. Norman
b. tribal
c. republican
d. democratic
- _____ 8. In 1215 English barons forced King John to sign the:
a. Emancipation Proclamation
b. Provisions of Oxford
c. Magna Carta
d. Divine Right
- _____ 9. The theory of royal authority that James I of England believed was called the:
a. parliamentary system
b. divine right of kings
c. oligarchy
d. plebiscite theory
- _____ 10. If government threatens the rights of citizens, John Locke said they have the right:
a. to protest
b. to write a petition
c. to run away
d. to change their government

Unit 3 Quiz

Write the letters of the correct answers in the blanks at left.

- | | | |
|-----------|--|--------------------------|
| _____ 1. | When colonial representatives met in New York in October 1765, they protested unjust taxation without _____. | a. court system |
| _____ 2. | In _____ Richard Henry Lee of Virginia proposed a resolution in the Continental Congress that the colonies ought to be free and independent. | b. 1776 |
| _____ 3. | Under the Confederation Congress, each state had _____. | c. The Federalist Papers |
| _____ 4. | The Articles of Confederation established no national _____. | d. the people |
| _____ 5. | The Constitutional Convention met in _____. | e. 1787 |
| _____ 6. | In a compromise about the make-up of Congress, the Constitutional Convention made representation in the House of Representatives to be based on _____. | f. representation |
| _____ 7. | Newspaper articles by James Madison, Alexander Hamilton, and John Jay in support of the Constitution are called _____. | g. general welfare |
| _____ 8. | Freedom of religion is guaranteed in the _____. | h. First Amendment |
| _____ 9. | The Preamble to the Constitution states that the Constitution is ordained by _____. | i. one vote |
| _____ 10. | The framers of the Constitution called what is best for the people as a whole the _____. | j. population |

First Government Exam — Units 1-5

For questions 1-10, choose from letters a-j and write the correct answer in each blank. (4 points each)

- | | | |
|-----------|---|-----------------------|
| _____ 1. | What caused Israel and Judah to fall? | a. with God |
| _____ 2. | How many years does a U.S. senator serve in one term? | b. First Amendment |
| _____ 3. | The Constitutional Convention met in Philadelphia when? | c. advice and consent |
| _____ 4. | Where did the idea of human government originate? | d. sin and idolatry |
| _____ 5. | Where is freedom of religion guaranteed? | e. 435 |
| _____ 6. | What is the period between an election and a new Congress? | f. proven guilty |
| _____ 7. | The Law of Moses considered a person innocent until when? | g. 6 |
| _____ 8. | The Senate's role in approving treaties is called what? | h. 1776 |
| _____ 9. | How many representatives serve in the U.S. House? | i. lame duck session |
| _____ 10. | When did Lee of Virginia propose that the colonies be free and independent? | j. 1787 |

For questions 11-20, choose from letters k-t and write the correct answer in each blank. (4 points each)

- | | | |
|-----------|---|-------------------|
| _____ 11. | England's James I believed in the _____ of kings. | k. republic |
| _____ 12. | In 1215 English barons forced King John to sign the _____. | l. national debt |
| _____ 13. | In Athens, the _____ had greater value than individual rights. | m. public good |
| _____ 14. | The most common head of government in history is a _____. | n. divine right |
| _____ 15. | American colonists protested taxation without _____. | o. the House |
| _____ 16. | An _____ bill assigns funding to a program. | p. Magna Carta |
| _____ 17. | In a _____ the head of state is not a monarch. | q. people |
| _____ 18. | The accumulation of deficits over the years is the _____. | r. appropriation |
| _____ 19. | Revenue bills must originate in _____. | s. king |
| _____ 20. | The Preamble to the Constitution states that the Constitution is ordained by the _____. | t. representation |

For questions 21-25, choose from letters u-y and write the correct answer in each blank. (4 points each)

- | | | |
|-----------|---|---------------------------|
| _____ 21. | Who said that free government rests upon public and private morality? | u. President Bill Clinton |
| _____ 22. | Who received the Ten Commandments from God? | v. The vice president |
| _____ 23. | Whom did the U.S. House of Representatives impeach? | w. John Adams |
| _____ 24. | Who is the official president of the U.S. Senate? | x. The president |
| _____ 25. | Who receives a bill after it passes both the House and the Senate in the same form? | y. Moses |