

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.

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?

Unit 4

Lesson 16

1. Why is the longest section of the Constitution devoted to Congress?
2. What are the constitutional qualifications for serving in the House?
3. What is the length of a congressman's term in office?
4. How is a House seat filled that is made vacant by death or resignation?
5. What is apportionment?
6. The number of congressmen a state receives in the House of Representatives is based on what?
7. Today the permanent size of the House of Representatives is how many members?
8. Who is responsible for drawing the boundaries for a state's congressional districts?
9. What is gerrymandering and what is the origin of the term?
10. Name at least two guidelines that Congress and the courts have established for how legislatures should pursue redistricting.

Questions on *Wesberry v. Sanders*

1. What does *Wesberry v. Sanders* state is too important in our free society to be stripped of judicial protection?
2. To say that a vote is worth more in one district than in another would cast aside the principle of a House of Representatives elected how?
3. What character traits in members of state legislatures do you think would help to resolve redistricting problems?

Lesson 17

1. Why is the Senate considered the more prestigious house of Congress?
2. What are the constitutional qualifications for serving in the Senate?
3. How long are all Senate terms now?
4. What is the result of the staggered election of senators?
5. Under the original Constitution, who chose U.S. senators?
6. Which amendment to the Constitution changed the way senators are elected? What year did it take effect?
7. In most states, how is a Senate seat filled when a senator has died or resigned?
8. What makes up the advice and consent role of the Senate?
9. Does the president have the right to remove an appointee without the Senate's approval?
10. What is a recess appointment?

Questions on the Election of Hattie Caraway

1. How and why did Hattie Caraway first become a senator?
2. What issue excited voters in Arkansas at that time?
3. Hattie Caraway was the first woman to do what?

Lesson 18

1. In what two ways is the word *Congress* used in American government?
2. The meetings of Congress in a given year are called a what?
3. Originally, when did a session of Congress convene? What is the usual modern date for the convening of Congress?
4. When does a lame-duck session of Congress occur?
5. What is the term used for compelling members to come to the chamber to conduct business?
6. What publication reports the proceedings of the House and the Senate?
7. What did C-SPAN begin telecasting in 1979?
8. Define the franking privilege.
9. When Congress votes itself a pay raise, when can it go into effect?
10. When is a senator or representative immune from being arrested for any charge except treason, felony, or breach of the peace?

Lesson 19

1. Why is it unusual for a salaried or wage-earning man or woman to be elected to Congress?
2. What is the term for a seat in which the incumbent often has no or only token opposition?
3. Define term limits.
4. What is a freshman member of Congress?
5. According to the lesson, what is the most obvious work that a senator or congressman does?
6. Name two things a senator or congressman might do for a constituent.
7. What is an international trip members of Congress make to meet with foreign political leaders, visit troops, or engage in fact-finding work?
8. What is a congressional delegation trip?
9. What former president sold his extensive library to Congress?
10. Where must applicants for official copyright send copies of their work?

Questions on “On a Visit to the Senate When He Was Twelve”

1. How did Adams describe senators?
2. How did Adams feel when he visited the Senate?
3. What would you most like to visit on a trip to the Capitol?

Lesson 20

1. The founding fathers feared the influence of factions. What do we call those factions today?
2. Early representatives and senators who favored a strong central government took what name?
3. Those who promoted the power of the states and favored strictly limiting the power of the central government took what name?
4. What two political parties that formed before the Civil War continue to be the most powerful today?
5. Name the four political party leaders in the House and Senate.
6. When is the speaker of the House elected?
7. Who is the president of the Senate?
8. What office did the framers of the Constitution create to preside in the Senate in the absence of the vice president?
9. What do House and Senate committees do?
10. Who chooses all of the committee chairmen?

Questions on “Party Terrorism”

1. What does the author call the “perpetual menace of free institution”?
2. What profound and perilous mistake does the author say that many citizens make?
3. Discuss your view on the state of political parties in the U.S. today.

Literary Analysis of *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.

See assignments on page 18.

Assignments for 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 Roosevelt's family that you think shaped him into a passionate leader.
4. Write a one-half- to one-page summary and review of *Mornings on Horseback*.

Unit 5

Lesson 21

1. Where must revenue bills originate?
2. What four steps does the clerk of the House of Representatives perform when a representative puts a bill in the hopper or introduces a bill using the eHopper?
3. What are the four forms that legislation may take?
4. What is the difference between an authorization bill and an appropriation bill?
5. Give two examples of programs Congress considers to be mandatory.
6. Who has a great deal of power in deciding which bills a committee will consider?
7. What happens in a markup session?
8. What does it mean for a bill to be voted out or reported out?
9. Who are lobbyists and what do they do?
10. If you could work as a lobbyist in Washington, what group or organization would you want to represent? Why?

Lesson 22

1. Name three ways that one of the houses of Congress can vote on a bill.
2. When either the House or the Senate passes a bill, what happens next?
3. What happens if the second chamber makes any amendments to a bill?
4. What is a conference committee and what happens there?
5. What happens when a bill passes in the same form in both the House and the Senate?
6. What happens during a filibuster? What do senators hope to gain by a filibuster?
7. What is cloture?
8. What happens when Congress passes an unfunded mandate?
9. What are the three options that a president has when Congress passes a bill and sends it to him?
10. What happens after Congress passes a proposed amendment to the Constitution?

Unit 13

Lesson 61

1. What does the word diplomacy mean?
2. In the United States, what person fulfills the role of head of state?
3. What is the role of an ambassador?
4. What is the role of a consul?
5. What term describes a government in one country believing that the government of another country is legitimate?
6. The United States was the first nation to extend diplomatic recognition to what country after its founding in 1776?
7. Why does the United States encourage freedom and democracy in other countries?
8. For what political reason did the United States send aid to smaller countries during the Cold War?
9. What happened at the U.S. embassy in Tehran, Iran, in the late 1970s?
10. If you could serve in an American embassy abroad, in what country would you like to serve and why?

Questions on “A Career in Foreign Service”

1. What two types of exams did Danny Toma take to enter the Foreign Service?
2. Why was Toma drawn to consular work?
3. List five services that consular officers provide for their American countrymen in need.

Lesson 62

1. George Washington said that if a nation indulges in habitual hatred or habitual fondness for another nation, it is in some degree a what?
2. What did Washington believe was “one of the most baneful foes of republican government”?
3. What international organization did President Woodrow Wilson promote after World War I?
4. What international body did the United States help to create after World War II?
5. What five countries are permanent members of the UN Security Council?
6. The lesson mentions five of the UN’s many agencies. What are they?
7. What military defense organization did the U.S. and 11 other countries form after World War II?
8. When and where did NATO military forces first enter combat?
9. List the member countries of the Group of Seven (G7).
10. Do you favor U.S. isolationism or major involvement in the affairs of other nations in the world? Why?

Lesson 63

1. What does the U.S. State Department call countries that provide aid and protection to terrorist organizations?
2. What type of trafficking, mentioned in the text, is believed to fund terrorist organizations?
3. What country did Russia invade in 2022?
4. What five countries voted against a UN resolution condemning Russia's invasion of Ukraine?
5. What are the formal names for China and Taiwan?
6. When did the United Nations rescind Republic of China membership and give the seat for China to the People's Republic of China?
7. When did the United States establish full diplomatic relations with the PRC?
8. What organization carries out many diplomatic and consular responsibilities for the U.S. in Taiwan?
9. What U.S. official visited Taiwan in 2022?
10. What is the real answer to hatred and conflict?

Lesson 64

1. What are the two components of international trade?
2. What was the major source of federal revenue before the personal income tax began in 1913?
3. Where did Allied representatives meet in 1944 to formulate a plan for postwar recovery and trade?
4. What are GATT and the WTO?
5. What is a country guaranteed if it has Normal Trade Relations status with the U.S.?
6. What is a sanction in relation to international trade?
7. What is an embargo?
8. How much did the U.S. import from China in 1985? How much did the U.S. import from China in 2022?
9. What are some arguments for and against trade with China?
10. What are two ways in which governments interfere with free trade?

Lesson 65

1. What are examples of human rights listed in the lesson?
2. Which U.S. president does the lesson mention as one who publicized human rights abuses and withheld financial assistance to countries that had a poor record of protecting human rights?
3. Which presidents does the lesson mention as ones who negotiated from a position of American strength and were willing to point out the failings of the Soviet Union?
4. What term is used for the former government policy of racial segregation in South Africa?

5. When did America begin to restore diplomatic relations with Cuba? Who was president at the time?
6. What people group in western China, most of whom are Muslim, are victims of a systematic program intended to eradicate their culture, language, and religion?
7. What do you think should be the response of a Christian who learns that an American company is purchasing products from factories where people work in terrible conditions?
8. What was the term once used to describe what is now called human trafficking?
9. What are some Biblical principles that apply to the discussion of human rights?
10. If you were appointed to work on the federal level in a position that involved human rights, what would be your first priority?

Questions on “Morality and Foreign Policy: Reagan and Thatcher”

1. What did Ronald Reagan say that the march of freedom and democracy would leave on the ash heap of history?
2. In what three areas did Margaret Thatcher say that she and Ronald Reagan felt and thought alike?
3. With what Soviet leader did both Thatcher and Reagan meet?

Unit 14

Lesson 66

1. What is election integrity?
2. What is vote fraud?
3. Give two examples of ploys Southern states used to prevent formerly enslaved men from voting?
4. What was the grandfather clause?
5. Smaller geographical units within counties and cities that are used for voting are called what?
6. What did the 1993 National Voter Registration Act establish?
7. What is the term for official or unofficial steps to keep people from voting?
8. Who printed ballots in the early 1800s in the United States?
9. What voting practice did Australia adopt in the mid-1800s that gradually gained acceptance in the United States?
10. What voting method caused problems in Florida in the 2000 election?