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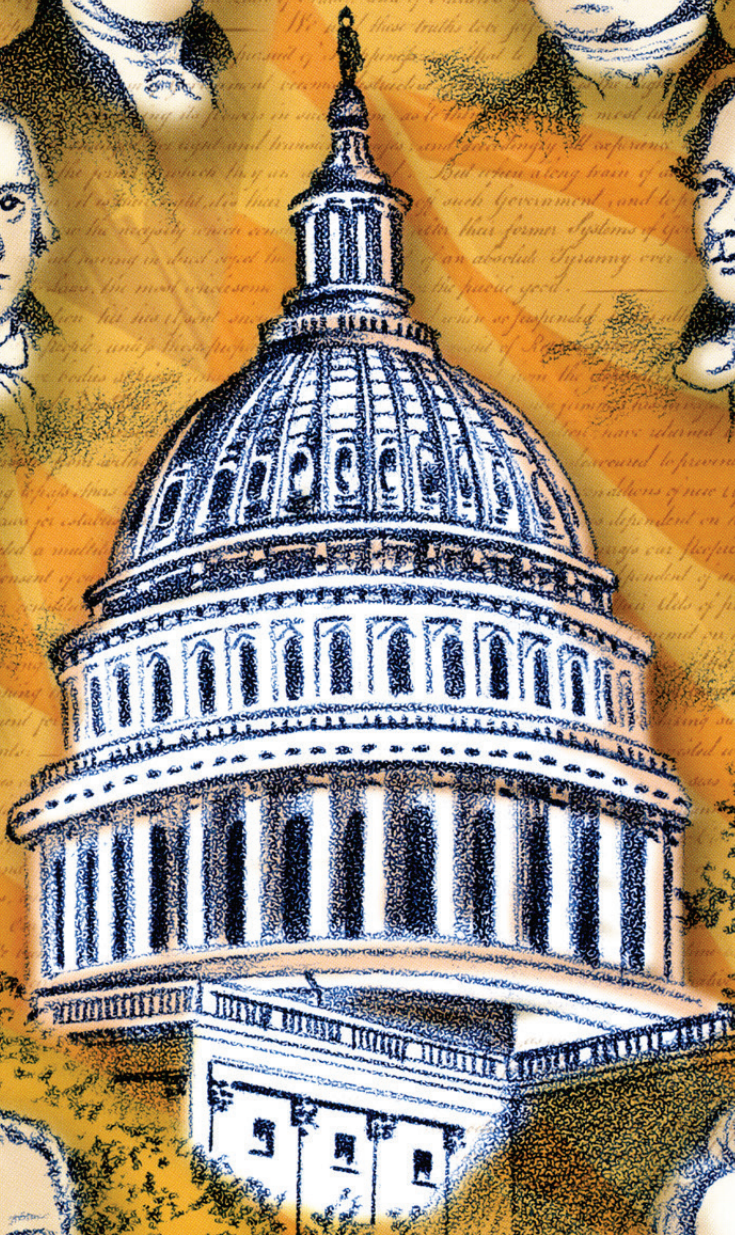
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IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America.

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem best, — That the Declaration of Independence is a solemn appeal to the sense of the world, and that the people of the United States are bound to support it, and to maintain it against all opposition.



Lessons on

AMERICAN GOVERNMENT

Part 6

LESSONS ON AMERICAN GOVERNMENT

Part 6

by
Robert W. Shedlock

Learning Center USA
P.O. Box 19
Scio, New York 14880
1-800-686-0420
SocialStudiesActivities.com

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INTRODUCTION

- (1) Each of the booklets in LESSONS ON AMERICAN GOVERNMENT has 15 lessons on reproducible blackline masters.
- (2) Be sure to read the TEACHER INSTRUCTIONS as you prepare to use a lesson. TEACHER INSTRUCTIONS are found in a separate section in the front of each booklet. The amount of time listed for the completion of a lesson is an estimated time that may vary according to the ability of the students.
- (3) Prepare class sets of the lessons using your school's photocopying or duplicating equipment.
- (4) LESSONS ON AMERICAN GOVERNMENT provides students with a wide variety of high-interest activities, puzzles, contests, and games for individuals, small groups, and the entire class.
- (5) This lesson series supplements any basic textbook on AMERICAN GOVERNMENT. Use all of the lessons or choose only the ones that meet your classroom needs.
- (6) Although the lessons have been designed for use during class time, many can be given as homework assignments.

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TEACHER INSTRUCTIONS

LESSON 76: CURRENT EVENTS

OBJECTIVE: To become familiar with various news stories that relate to the federal, state, and local government.

TIME: No specific amount of time

DIRECTIONS: (1) Give each student a copy of pages 76A - 76C.
(2) Go over the directions with the class. Urge the students to try to find at least one article for each level of government — federal, state, and local.
(3) This lesson can be used at any time and as often as you want during the school year. When using it, tell the students how many days they have to write the summaries of the five news stories.

LESSON 77: STATE GOVERNMENT

OBJECTIVE: To become familiar with the organization and function of state government.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 77A - 77D.
(2) Go over the game rules for PASSWORD. Choose a scorekeeper, divide the class into two teams, and begin. Have a volunteer from each team give clues. Change “captains” after each game.
(3) During Game 1, use any four words, names, or terms in descriptions 1-4. Underline one word, name, or term at a time where it appears on the lesson pages. The captains should take their clues from the description that includes the answer. Continue in the same way with Games 2-4.
(4) Give each student a copy of page 77E to do as a quiz or review exercise.

| | | | | |
|--------|----------------|------------------|----------|-----------|
| 1. Yes | 5. Yes | 9. population | 13. True | 17. False |
| 2. No | 6. state | 10. Constitution | 14. True | 18. True |
| 3. Yes | 7. governor | 11. False | 15. True | 19. True |
| 4. No | 8. legislature | 12. True | 16. True | 20. True |

LESSON 78: STATE SERVICES

OBJECTIVE: To become aware of the wide variety of services provided to the public by state government.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 78A - 78B.
(2) Go over the directions for the activity and have the class begin. Give each student the choice of working individually or with one other student.

| | | |
|--------------------|-----------------|------------------|
| 1. federal | 12. flood | 23. disabled |
| 2. school board | 13. turnpike | 24. homes |
| 3. courses | 14. government | 25. conservation |
| 4. taxes | 15. state parks | 26. mineral |
| 5. colleges | 16. forests | 27. agricultural |
| 6. criminal | 17. motorists | 28. state fairs |
| 7. state police | 18. local | 29. corporations |
| 8. prisons | 19. infant | 30. insurance |
| 9. pollution | 20. hospitals | 31. power |
| 10. national guard | 21. slum | 32. injured |
| 11. highways | 22. welfare | |

TEACHER INSTRUCTIONS

(3) Give each student a copy of page 78C to do as a quiz or review exercise.

- | | | | | |
|----------|----------|-----------|-----------|-----------|
| 1. False | 5. False | 9. True | 13. True | 17. False |
| 2. True | 6. True | 10. False | 14. True | 18. True |
| 3. True | 7. False | 11. False | 15. False | 19. False |
| 4. True | 8. False | 12. True | 16. True | 20. True |

LESSON 79: STATE FINANCES

OBJECTIVE: To understand how state and local government programs and services are funded.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 79A - 79C.

(2) Go over the directions with the class, and have the students begin. This lesson can be used as a game, contest, or activity for individuals.

1. various services the state provides
2. for the retirement of employees
3. financial requests of the state agencies
4. which helps prevent excessive spending
5. single source of state income
6. the use of natural resources
7. lotteries provide hundreds of millions of dollars
8. tax revenues from property taxes
9. governments rely heavily upon grants-in-aid
10. meeting standards imposed by the state
11. debt limits upon local governments
12. requires the federal government to help pay for
13. adopt programs for which there was inadequate funding

(3) Give the class time to work on the Thought Questions. Have a few students read their answers to the class. Discuss their responses.

LESSON 80: STATE GOVERNMENT STUDY GUIDE

OBJECTIVE: To learn about the government of a selected U.S. state.

TIME: 1-2 class periods

DIRECTIONS: (1) Give each student a copy of pages 80A - 80C.

(2) Each student will need to use an encyclopedia that contains an article about a U.S. state. The World Book encyclopedia is recommended.

(3) Once each student has a reference book, go over the directions and have the class begin.

LESSON 81: LOCAL GOVERNMENT

OBJECTIVE: To understand how local government is organized and how it functions in its various units.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 81A - 81D.

(2) Go over the directions for the activity and have the class begin.

Puzzle 1

- | | | | |
|-------------|-------------|---------------|----------------|
| 1. villages | 3. taxation | 5. strongly | 7. involved |
| 2. citizens | 4. legal | 6. responsive | 8. cooperation |

TEACHER INSTRUCTIONS

Puzzle 2

- | | | | |
|--------------|----------------|-------------------|--------------------|
| 9. parishes | 11. county | 13. independently | 15. transportation |
| 10. boroughs | 12. protection | 14. New York City | 16. spend |

Puzzle 3

- | | | | |
|--------------|---------------|--------------|---------------|
| 17. drinking | 19. education | 21. families | 23. industry |
| 18. traffic | 20. subways | 22. zoning | 24. elections |

Puzzle 4

- | | | | |
|------------------|-----------|-----------|------------------|
| 25. Constitution | 27. taxes | 29. share | 31. federal |
| 26. complete | 28. home | 30. state | 32. requirements |

(3) Give each student a copy of page 81E to do as a quiz or review exercise.

- | | | | |
|------|--------------|-----------|-----------|
| 1. b | 6. state | 11. True | 16. False |
| 2. c | 7. Louisiana | 12. False | 17. True |
| 3. a | 8. garbage | 13. False | 18. True |
| 4. c | 9. education | 14. True | 19. False |
| 5. a | 10. buses | 15. False | 20. True |

LESSON 82: LOCAL GOVERNMENT ISSUES

OBJECTIVE: To identify the many problems that local governments face in trying to provide services for their residents.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 82A - 82B.

(2) Go over the directions for the activity with the class. Have the students begin.

- | | | |
|----------------------|----------------------|----------------------|
| 1. services | 16. Northeast | 31. variety |
| 2. difficulties | 17. growing | 32. power |
| 3. urbanization | 18. declining | 33. overlapping |
| 4. cities | 19. deteriorating | 34. consolidated |
| 5. populations | 20. infrastructure | 35. annexing |
| 6. small towns | 21. property taxes | 36. central city |
| 7. suburbanization | 22. estimated value | 37. suburbs |
| 8. governments | 23. assessing | 38. one |
| 9. businesses | 24. ability | 39. areawide |
| 10. black Americans | 25. protested | 40. metropolitan |
| 11. ghettos | 26. reduced | 41. higher taxes |
| 12. racial conflicts | 27. laid off workers | 42. close |
| 13. inferior schools | 28. grants-in-aid | 43. local |
| 14. Hispanic | 29. bankruptcy | 44. decentralization |
| 15. West | 30. people | 45. community |

(3) Give each student a copy of page 82C to do as a quiz or review exercise.

- | | | | |
|-------------------|-------|-----------|-----------|
| 1. infrastructure | 6. e | 11. False | 16. False |
| 2. property | 7. b | 12. True | 17. True |
| 3. police | 8. a | 13. True | 18. True |
| 4. California | 9. c | 14. True | 19. True |
| 5. federal | 10. d | 15. False | 20. False |

LESSON 83: COUNTY GOVERNMENT

OBJECTIVE: To become familiar with the importance, forms, and duties of county governments.

TEACHER INSTRUCTIONS

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of page 83A only.
 (2) Go over the directions with the class for the first part of the lesson. Once the underlining/highlighting has been completed, have the students turn page 83A face down underneath their desks. Give each person a copy of pages 83B - 83C. Review the directions for the second activity. Have the students work individually or with one other person.

- | | | |
|-----------------------|--------------------|---------------|
| 1. local government | 11. elective board | 21. taxes |
| 2. parishes | 12. supervisors | 22. voters |
| 3. boroughs | 13. wards | 23. education |
| 4. court system | 14. commissioners | 24. water |
| 5. powers | 15. attorney | 25. cities |
| 6. state legislatures | 16. coroner | 26. single |
| 7. town | 17. auditor | 27. share |
| 8. revenues | 18. urban | 28. services |
| 9. state governments | 19. elected | 29. outside |
| 10. decentralized | 20. appointed | 30. municipal |

LESSON 84: CITY GOVERNMENT

OBJECTIVE: To become familiar with the importance, organization, forms, and administration of city government.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 84A - 84C.
 (2) Go over the directions with the class, then give the students time to complete the underlining/highlighting.
 (3) Go over the game rules for JEOPARDY. Put the category headings and point values (10-50) on the board. Divide the class into two teams and start the game.
 (4) Use the questions on pages 84D - 84E. Only you will have a copy of these pages during the game. Question 1 in each category is worth 10 points, question 2 is worth 20 points, etc. When the game ends, give each student these pages to do as a quiz or review exercise.

TERMS

- 10 veto
- 20 agencies
- 30 city council
- 40 home rule
- 50 municipalities

NUMBERS

- 10 three
- 20 5 to 9
- 30 25,000
- 40 millions
- 50 4

MONEY MATTERS

- 10 homeowners
- 20 grants-in-aid
- 30 budget
- 40 block grants
- 50 property taxes

PEOPLE

- 10 mayor
- 20 taxpayers
- 30 city manager
- 40 business groups
- 50 environmental groups

ODDS AND ENDS

- 10 40 percent
- 20 special-interest groups
- 30 civil service system
- 40 judicial branch
- 50 city elections

TEACHER INSTRUCTIONS

LESSON 85: INDEPENDENT STUDY GUIDE

OBJECTIVE: To use a variety of reference sources that provide information about American government.

TIME: 2-3 class periods

DIRECTIONS: (1) Give each student a copy of pages 85A - 85B.
(2) Many of the assignments can be done using the textbook, but class members must also have access to encyclopedias, almanacs, newspapers, news magazines, and any other available reference materials.
(3) Go over the directions for the activity and have the students begin.
(4) You may want to give extra credit to those students who do more than 100 points worth of assignments.

LESSON 86: UNITED STATES FLAG

OBJECTIVE: To study the evolution of the United States flag and the ways of honoring and using it.

TIME: 30 minutes

DIRECTIONS: (1) Give each student a copy of pages 86A - 86C.
(2) Go over the directions for the activity, then have the class begin.

| | |
|------------------------------|-------------------------------|
| 1. False (Stars and Stripes) | 21. True |
| 2. True | 22. True |
| 3. True | 23. True |
| 4. True | 24. False (White House) |
| 5. False (many) | 25. False (but it should not) |
| 6. True | 26. False (highest) |
| 7. False (white) | 27. True |
| 8. True | 28. False (folded) |
| 9. False (accepted) | 29. False (upside down) |
| 10. True | 30. True |
| 11. True | 31. False (30 days) |
| 12. False (justice) | 32. True |
| 13. True | 33. False (colorbearer) |
| 14. False (Sons of Liberty) | 34. True |
| 15. False (circle) | 35. False (may) |
| 16. False (July 4) | 36. True |
| 17. False (refused) | 37. False (should not) |
| 18. True | 38. False (may) |
| 19. True | 39. True |
| 20. True | 40. False (cloth) |

(3) Give each student a copy of page 86D to do as a quiz or review exercise.

| | | |
|----------------------|----------------------|-----------------|
| 1. state | 8. Abraham Lincoln | 15. ground |
| 2. stars | 9. Francis Scott Key | 16. upside down |
| 3. Betsy Ross | 10. weather | 17. half-mast |
| 4. colonies | 11. sunset | 18. colorbearer |
| 5. Sons of Liberty | 12. election | 19. burning |
| 6. Stars and Stripes | 13. White House | 20. cloth |
| 7. July 4 | 14. highest | |

TEACHER INSTRUCTIONS

LESSON 87: SYMBOLS OF THE UNITED STATES

OBJECTIVE: To learn about some of the many symbols that represent the United States.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 87A - 87B.
 (2) Read the introductory paragraph with the class. Go over the directions for the activity, and have the students begin. You may want to give the students the option of working individually or with one other person. Also, this lesson can be used as a contest or game.

- | | | |
|-------------------|-------------------|----------------|
| 1. Flag Day | 13. states | 25. letter |
| 2. Thirteen | 14. government | 26. Army |
| 3. Union | 15. church | 27. anthem |
| 4. Fourth of July | 16. liberty | 28. New York |
| 5. Old Glory | 17. Supreme Court | 29. torch |
| 6. Stars | 18. abolitionists | 30. friendship |
| 7. Thanksgiving | 19. Philadelphia | 31. million |
| 8. independent | 20. loyalty | 32. freedom |
| 9. equal | 21. America | 33. immigrants |
| 10. eagle | 22. justice | 34. costume |
| 11. stripes | 23. under God | 35. Wilson |
| 12. peace | 24. song | |

(3) Give each student a copy of page 87C to do as a quiz or review exercise.

- | | |
|-------------------------|--------------------------|
| 1. Pledge of Allegiance | 11. Great Seal |
| 2. U.S. flag | 12. Liberty Bell |
| 3. Liberty Bell | 13. U.S. flag |
| 4. Great Seal | 14. Statue of Liberty |
| 5. Star-Spangled Banner | 15. Pledge of Allegiance |
| 6. Statue of Liberty | 16. Liberty Bell |
| 7. Uncle Sam | 17. Star-Spangled Banner |
| 8. U.S. flag | 18. U.S. flag |
| 9. Statue of Liberty | 19. Pledge of Allegiance |
| 10. Great Seal | 20. Great Seal |

LESSON 88: FAMOUS PEOPLE IN GOVERNMENT

OBJECTIVE: To review the contributions made by various people to the growth and development of American government.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 88A - 88D.
 (2) Allow the class members enough time to read and study the information about the famous people in the list.

(3) Give each student a copy of page 88E to do as a quiz or review exercise.

- | | | |
|----------------------|----------------------------|------------------------|
| 1. John Jay | 8. Abraham Lincoln | 15. John Locke |
| 2. Rosa Parks | 9. Martin Luther King, Jr. | 16. James Madison |
| 3. Hugo Black | 10. Theodore Roosevelt | 17. John Marshall |
| 4. Frances Perkins | 11. Thomas Jefferson | 18. Henry Clay |
| 5. Richard Henry Lee | 12. Rachel Carson | 19. Alexander Hamilton |
| 6. Susan B. Anthony | 13. John C. Calhoun | 20. Thurgood Marshall |
| 7. Benjamin Franklin | 14. Franklin D. Roosevelt | |

TEACHER INSTRUCTIONS

LESSON 89: KEY TERMS

OBJECTIVE: To review important terms related to the growth and development of American government.

TIME: 1 class period

DIRECTIONS: (1) Give each student a copy of pages 89A - 89D.
(2) Allow the class members enough time to read and study the definitions of the key terms.
(3) Give each student a copy of pages 89E and 89F to do as a quiz or review exercise.

| | | |
|-------------------------|------------------------|--------------------------|
| 1. override | 8. Electoral College | 15. elastic clause |
| 2. Cabinet | 9. indictment | 16. conference committee |
| 3. coattail effect | 10. impeachment | 17. delegated powers |
| 4. ambassador | 11. civil disobedience | 18. lobbying |
| 5. civil service system | 12. naturalization | 19. platform |
| 6. judicial review | 13. apportionment | 20. referendum |
| 7. grand jury | 14. bipartisan | |

LESSON 90: PRESIDENT STUDY GUIDE

OBJECTIVE: To study the life and times of one of the Presidents of the United States.

TIME: Will vary depending on whether the students are given class time to work on the report.

DIRECTIONS: (1) Give each student a copy of pages 90A - 90C.
(2) Decide whether this assignment will be done in or outside of class. Be sure the students have access to needed reference materials, especially encyclopedias. If the report is being done in class, two or three sets of encyclopedias will be needed in the room. Some volumes in each set have more than one President, while others have none. The *World Book* encyclopedia is recommended.
(3) Have each student submit a list of 5 Presidents in the order in which they prefer working on them. Assign one President to each student based on their list of preferences, and on the encyclopedia volumes still available.
(4) Announce a due date.
(5) After the reports have been completed, you may want to have a few volunteers read part 8 to the class.
(6) Note: The PRESIDENT STUDY GUIDE can also be used by students who want to do an extra credit assignment.

CURRENT EVENTS

Directions

Look through the newspaper and/or a news magazine for articles that relate to the federal, state, or local government. The stories might cover such topics as:

politics/government officials

the President

Congress

the Supreme Court

U.S. relations with other nations

Vice President

elections

government agencies

federal laws

court actions/decisions

state or local laws

events in Washington, D.C.

local government stories

state government stories

You may use articles that do not relate to the above topics only if they are approved in advance by the teacher.

For each news story selected, read the article in its entirety. Then, summarize the main points of the story. Write your news summaries in the spaces provided on these pages. Include the name and date of the newspaper/magazine and the headlines for the articles as they appeared in the newspaper or magazine.

[illegible]

| | |
|-----------------------------|-----------------------------|
| Name of newspaper/magazine: | Date of newspaper/magazine: |
| Headline: | |
| Summary: _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
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| | |
|-----------------------------|-----------------------------|
| Name of newspaper/magazine: | Date of newspaper/magazine: |
| Headline: | |
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STATE GOVERNMENT

Game Rules for PASSWORD

Four PASSWORD games will be played using the information about the organization and function of state government given on these pages. Before Game 1 begins, the class will read the first four paragraphs in the list. Look back at this information during the playing of the game.

One student will be chosen to keep score on the board. The remainder of the class will be divided into two teams. A volunteer from each team will be picked to give clues to their teammates. These “captains” will stand on each side of the teacher’s desk. The teacher will point to a word, name, or term in paragraphs 1-4. Only the two captains will see the answer. Team members will try to guess the word, name, or term.

Play begins when the captain of Team 1 gives a clue. Teammates who think they know the answer should raise their hand. The captain will call on one person. If their answer is correct, Team 1 gets 10 points. If the answer is incorrect, the captain of Team 2 gives a clue. A correct answer is now worth only 9 points. Each time a wrong answer is given, the other side takes its turn, with the point value one less than before. Write down the clues as they are given during the game. Use the form on page 77D.

Whenever a correct answer is given, points are awarded and a new word, name, or term is chosen by the teacher. There will be 4 answers per game. The team with the most points wins Game 1. Games 2 through 4 will be played in the same way.

The following PASSWORD rules must be followed when giving clues:

- Clues must be one word or one name.
- A clue cannot contain part of the answer.
- Only one clue can be given during a turn.
- If a captain cannot think of a clue, his team may still take a guess.
- One person cannot give two correct answers during the same game.
- Team members cannot talk over possible answers.

Game 1: State Government

1. State government provides many services and regulates many activities for the people of a state. In the United States, a state government maintains law and order and enforces criminal law. It protects property rights and regulates business. It supervises public education, including schools and state universities. It provides welfare programs, builds and maintains highways, operates state parks and forests, and regulates the use of state-owned land. State government has direct authority over local governments — counties, cities, towns, townships, villages, and school districts.
2. The United States has a federal system, which divides power between the national and state governments. In general, the states reserve the power to take any action that does not conflict with the Constitution of the United States, acts of Congress, or treaties entered into by the national government.
3. Since the founding of the United States, the powers and activities of the national government have greatly expanded. The federal government has become involved in many



matters, such as education and housing, that once were handled only by state and local governments. Many of these matters required national action or more financial resources than state or local governments could provide. State and local governments, however, are involved in more areas than ever before. Since the 1960s, state and local governments have increased their expenditures and the number of their employees at a greater rate than the national government. Cooperation among all levels of government has become increasingly important.

4. Each state has a constitution that sets forth the principles and framework of its government. Every state constitution includes a bill of rights. Many have provisions on finance, education, and other matters.

Game 2: Executive Branch

5. The governor, who is elected by the people, heads the executive branch in each state. The governor has the power to appoint, direct, and remove from office a large number of state officials. The state constitution authorizes this official to see that the laws are faithfully executed. The governor commands the state militia, grants pardons, and may call the state legislature into special session. He or she directs the preparation of the state budget. In all states, the governor may veto bills, and, in some states, may even veto parts of a bill. The governor is also the state leader of his or her political party.
6. Most state governors serve four-year terms. In nearly all states, the governor may be removed from office by impeachment and conviction. In most states, a lieutenant governor succeeds a governor who dies in office.
7. In most states, the people elect several other executive officials besides the governor. These officials usually include a lieutenant governor, secretary of state, treasurer, auditor, and attorney general. In some states, the governor or legislature appoints one or more of these officials.
8. The secretary of state administers election laws, publishes legislative acts, and directs the state archives. The attorney general advises the governor on legal matters and prosecutes or defends cases that involve the state. The treasurer collects and maintains state funds. The auditor receives claims against the state and decides which should be paid. The auditor also examines the financial records of state agencies.

Game 3: Legislative Branch

9. The legislature of a state passes laws, levies taxes, and appropriates money to be spent by the state government. It takes part in amending the state constitution and has the power to impeach officials.
10. All but one state has a bicameral (two-house) legislature. Nineteen states call their legislature the general assembly, North Dakota and Oregon call it the legislative assembly, and Massachusetts and New Hampshire call it the general court. Every upper house is known as the senate. Most states call the lower house the house of representatives. But four states use the term assembly and three call it the house of delegates.
11. Senators in most states serve four-year terms. They hold office for two years in the other states. In almost all states, members of the lower house serve two-year terms. In four states, they serve four-year terms.
12. The legislatures do much of their work through standing, or permanent, committees. The typical legislative chamber has about 15 such committees.

13. In most states, the legislature handles the apportionment of representatives. For many years, most legislatures overrepresented rural areas and underrepresented the more heavily populated urban areas. Such unfair apportionment meant that urban voters could elect only about a fourth of the state legislators, though about two-thirds of all U.S. citizens lived in urban areas. In 1962, in the case of *Baker v. Carr*, the Supreme Court of the United States ruled that individuals could bring questions of unfair apportionment before a federal court. Today, states have to attempt in good faith to make their legislative districts as nearly equal in population as possible.
14. The people in 24 states share legislative power through the initiative and referendum. They may propose bills by petition and adopt them through referendum votes.

Game 4: Judicial Branch

15. State courts settle disputes that come before them under various laws. They handle about 90 percent of the criminal and civil cases in the United States.
16. A supreme court heads the judicial system of each state. In a few states, the supreme court is called by another name, such as court of appeals. The memberships of state supreme courts range from three to nine judges. About half of the states have supreme courts that have seven judges.
17. In more than half the states, the voters elect supreme court judges. In several states, the governor or legislature appoints them. In others, such as California and Iowa, the governor appoints the judges, who must later be approved by the voters. Supreme court judges hold office for specified terms in every state except Rhode Island, where they are elected for life. These terms range from 6 years in some states to 14 in others. Judges serve 8-year or 10-year terms in many states, and up to age 70 in a few states.
18. Some states have appellate courts to handle certain cases that would otherwise go directly to the supreme court. Each state has general trial courts. Most judges in these courts serve four-year, six-year, or eight-year terms.

State Government

Yes/No: Which of the following are provided by state government?

- (1) _____ Maintains law and order and enforces criminal law.
- (2) _____ Declares war and approves treaties.
- (3) _____ Protects property rights and regulates business.
- (4) _____ Coins money and appoints Supreme Court justices.
- (5) _____ Has direct authority over local governments — counties, cities, towns, townships, villages, and school districts.

Completion

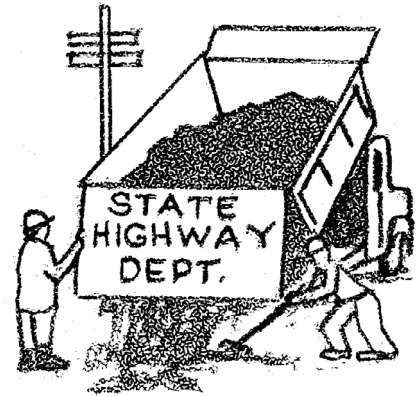
- (6) The United States has a federal system of government, which divides power between the national and _____ governments.
- (7) The _____, who is elected by the people, heads the executive branch in each state.
- (8) The _____ of a state passes laws, levies taxes, and appropriates money to be spent by the state government.
- (9) Today, states have to attempt in good faith to make their legislative districts as nearly equal in _____ as possible.
- (10) In general, the states reserve the power to take any action that does not conflict with the _____ of the United States, acts of Congress, or treaties entered into by the national government.

True/False

- (11) _____ Cooperation among all levels of government has become less important today than in past years.
- (12) _____ Each state has a constitution that sets forth the principles and framework of its government.
- (13) _____ Most state governors serve four-year terms, but can be removed from office by impeachment and conviction.
- (14) _____ A supreme court heads the judicial system of each state.
- (15) _____ All but one state has a bicameral, or two-house, legislature.
- (16) _____ The federal government has become involved in many matters, such as education and housing, that once were handled only by state and local governments.
- (17) _____ Since the 1960s, state and local governments have decreased their expenditures and the number of their employees much more than the national government.
- (18) _____ State courts handle about 90 percent of the criminal and civil cases in the United States.
- (19) _____ In all states, the governor may veto bills, and, in some states, may even veto parts of a bill.
- (20) _____ In most states, the people elect such executive officials as a lieutenant governor, secretary of state, treasurer, auditor, and attorney general.

STATE SERVICES

Directions: In each of the following sentences, rearrange the scrambled letters to form a key word, name, or term. Put your answer in the space provided.



Education

- (1) The states, rather than the REDEFAL _____ government, have had the main responsibility for public education.
- (2) Most school districts supervise their public elementary and secondary schools under a LCSHOO BADRO _____.
- (3) State governments set up general standards for schools and their SCROUES _____ of study.
- (4) State funds supplement local property TESAX _____ that help pay for education.
- (5) Every state has at least one state university and maintains such institutions as agricultural colleges, teacher training schools, junior LCGELEOS _____, and vocational schools.

Public Safety

- (6) The state legislatures enact most INCRIMAL _____ laws that protect people and property.
- (7) ASTTE ECILOP _____ promote highway safety, preserve the peace, and enforce criminal laws.
- (8) Each state maintains OSPRINS _____, reformatories, or prison camps.
- (9) Some states have departments to promote mine safety, POILOLUTN _____ control, and sanitation.
- (10) Each state has a civil defense organization to cooperate with the federal government. The governor commands the state militia, or NIONLATA UGARD _____.

Public Works

- (11) Each state has a highway, public works, or transportation department that builds and maintains GHIHAWYS _____.
- (12) The public works department may supervise the construction of bridges, canals, and waterways, and take care of beach protection, FLDOO _____ control, and buildings and grounds.
- (13) Many toll roads are built and operated by special state TURNEKIP _____ authorities appointed by the governor.
- (14) All states have constructed large numbers of public buildings and many public works with subsidies (financial aid) from the federal MEOGVRNETN _____.

Recreation

- (15) Departments or agencies in the various states manage more than 3,000 ATETS SRPAK _____ and recreation areas.

- (16) Many parks and recreation areas have been established in state-owned FOTSSER _____.
- (17) State highway departments may operate roadside parks for the convenience of TSIOMTORS _____.

Health

- (18) State departments of health, or boards of health, supervise and assist ALOCL _____ public health agencies.
- (19) Local public health agencies are responsible for such activities as keeping vital statistics, controlling communicable diseases, and promoting health education, maternal and INTNAF _____ care, sanitation, and hygiene.
- (20) Local public health agencies have general control over OHSPTILAS _____, nursing, research, and laboratory facilities.
- (21) Public health work may also include improvement of substandard housing and USLM _____ clearance.

Welfare

- (22) Aid from the federal government helps fund state EWFAELR _____ programs.
- (23) Each state operates programs that help the poor, aged, delinquent, and unemployed, and mentally and physically LBASEIDD _____ people.
- (24) States provide institutional care in hospitals, asylums, reformatories, and various types of HESMO _____.

Conservation

- (25) Conservation activities include protection of water resources through special drainage, irrigation, water supply, and sanitation districts, and soil and forest SEONVACTIRON _____.
- (26) State governments carry out their responsibilities through education, extension services, and research on water resources, fish and wildlife, forests, soil, and LMIRANE _____ resources.

Agriculture

- (27) The states aid agriculture through county agents, soil conservation districts, agriculture extension services, and ACUILTRURALG _____ colleges.
- (28) Annual TASET FAISR _____ are held in many states.

Business and Labor

- (29) Each state government grants ATIROPROCSNO _____ the charters that allow them to do business.
- (30) States regulate banks, CEINRUSAN _____ companies, and savings and loan associations.
- (31) State governments supervise public utility companies that provide public PROWE _____, communications, and transportation.
- (32) All states have workers' compensation laws that provide payments to workers who are NRIEUJD _____ on the job.

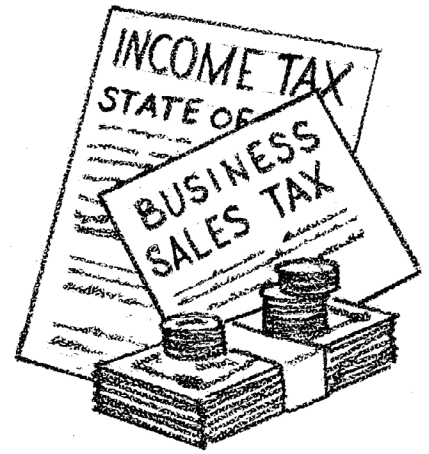
State Services

True/False

- (1) _____ All of the money needed by a school district is provided by local property taxes.
- (2) _____ The federal government has given states financial aid for the construction of public buildings and public works projects.
- (3) _____ Roadside parks used by motorists are operated by state highway departments.
- (4) _____ The public works department in each state supervises such things as the construction of bridges, canals, and waterways.
- (5) _____ Welfare agencies oversee the improvement of substandard housing and direct the clearance of slums.
- (6) _____ Conservation activities include protection of water resources through special drainage, irrigation, water supply, and sanitation districts.
- (7) _____ Elementary and secondary schools are supervised locally by a city council or town board.
- (8) _____ Local hospitals keep vital statistics, control communicable diseases, and promote health education.
- (9) _____ The federal government, rather than the states, has the most responsibility for public education.
- (10) _____ Some, but not all, states carry out programs that help the poor, aged, delinquent, and unemployed.
- (11) _____ Prisons and reformatories are maintained by the local governments in the communities where they are located.
- (12) _____ State governments set guidelines for school standards and courses of study.
- (13) _____ Each state has a civil defense organization that works with the federal government.
- (14) _____ Many toll roads are built and operated by special state turnpike authorities appointed by the governor.
- (15) _____ The federal government handles all matters related to mine safety, pollution control, and sanitation.
- (16) _____ Each state government grants corporations the charters that allow them to do business.
- (17) _____ City governments regulate banks, insurance companies, and savings and loan associations.
- (18) _____ State legislatures enact most criminal laws that protect people and property.
- (19) _____ The federal government aids agriculture through county agents, soil conservation districts, and agriculture extension services.
- (20) _____ All states have workers' compensation laws that provide payments to workers who are injured on the job.

STATE FINANCES

Directions: The underlined words in each of the following sentences need to be rearranged in correct order. Rewrite the underlined words in the spaces provided.



- (1) The government of a state must have money to pay for the provides services various the state.

- (2) Most of the money in a state's budget goes into payments for education, highways, public welfare, health and hospitals, insurance trusts retirement the for employees of.

- (3) In most of the states, the governor receives the agencies the of requests financial state and submits a total budget to the legislature, which must approve it.

- (4) Almost all state constitutions impose debt limitations upon the states, excessive which prevent helps spending.

- (5) Grants-in-aid from the federal government rank as the largest state source single of income.

- (6) Other sources of income include taxes on general sales, motor fuel, liquor, tobacco, motor vehicles, individual and corporate incomes, inheritance and gifts, payrolls, and resources use natural the of.

- (7) State provide dollars of lotteries millions of hundreds in additional income.

- (8) Traditionally, local authorities have received most of their from property revenues tax taxes.

- (9) Local grants-in-aid rely governments upon heavily from the states.

- (10) Local governments receive grants upon agreeing to certain conditions, such as standards meeting by state the imposed.

(11) State governments place limits local governments upon debt.

(12) The Unfunded Mandates Reform Act of 1995 government pay to the requires federal for help the programs it orders state and local governments to carry out.

(13) Before the Unfunded Mandates Reform Act was passed, states complained that the federal government often required them to inadequate was adopt for which there programs funding.

Thought Questions

(1) As you have read, most of the money in a state's budget is spent on the following:

- | | |
|--|----------|
| • health and hospitals | 1. _____ |
| • public welfare | 2. _____ |
| • highways | 3. _____ |
| • unemployment insurance | 4. _____ |
| • education | 5. _____ |
| • insurance trusts for the retirement of employees | 6. _____ |

(a) Pretend that you are a state governor and that you have just finished reviewing the financial requests of state departments and agencies. It is now time to submit a budget to the legislature. The legislature must approve all appropriations — that is, the amounts of money to be spent on various programs. Decide which program category in column one above would likely need the most state funds, in your opinion. Write this category in space 1 of column two. Fill in spaces 2-6 with the remaining categories, ranking them by need.

(b) For the category that you ranked number 1, explain why you think it would need the most money. (30-50 words)

(2) Which one of the six program categories do you think benefits the smallest number of people? Explain your answer. (30-50 words)

- (3) If you were the governor and the state did not have enough money for all of its programs, which one of the following would you favor doing?
- (a) borrow money to fund all of the programs at current levels
 - (b) cut the amount of money now being spent on some or all of the state programs
 - (c) eliminate certain programs altogether

Explain what you would do in the spaces below. Give at least two reasons for choosing this course of action. (30-50 words)

STATE GOVERNMENT STUDY GUIDE

Directions: Find an encyclopedia article about a U.S. state. Look through the article for the section about the state's government. Answer the following questions.

- (1) The section you will be reading gives information about the government of what state?

Constitution

- (2) Many states have had more than one constitution during their history.

(a) In what year did the state adopt the constitution it is currently using? _____

(b) If your state has had more than one constitution, in what year did it adopt the first one?

- (3) Describe the way in which the constitution can be amended (changed). Include all of the steps in the amendment process.

Executive Branch

- (4) How many years are there in a governor's term? _____

- (5) How many terms is a governor allowed to serve? _____

- (6) Give the titles of all other executive branch officials mentioned in the article who are elected by the people.

- (7) Give the titles of executive branch officials who are appointed by the governor.

Legislative Branch

- (8) (a) What is the name of the lawmaking body? _____
- (b) If the lawmaking body is divided into two houses, name each one. Note the number of members in each house and the length of their terms.

| <u>name of house</u> | <u>number of members</u> | <u>length of term</u> |
|----------------------|--------------------------|-----------------------|
| _____ | _____ | _____ years |
| _____ | _____ | _____ years |

- (9) Write a paragraph that provides additional information about your state's lawmaking body. (30-50 words)

Judicial Branch

- (10) What is the name of the state's highest court? _____
- (11) Give the names of any other state courts mentioned in the encyclopedia article.
- _____
- (12) How do the various court justices gain office, and what is the length of their term?

- (13) Write a paragraph that gives more information about the judicial branch. (30-50 words)

Local Government

- (14) A state typically has several kinds of local government units, which may include counties, towns, cities, villages, or boroughs. Describe each type of local government unit found in your state. (50-75 words)

Revenue

- (15) Taxes account for a large part of a state government's revenue (income). List the different kinds of taxes that are collected in your state.

- (16) Besides taxes, what are some other sources of revenue for the state government?

Politics

- (17) Write a paragraph about politics in your state. (40-60 words)

LOCAL GOVERNMENT

Directions: Fill in the missing words, names, and terms in the following sentences. All answers are hidden on the word search puzzles, either horizontally, vertically, or diagonally. Begin with Puzzle 1, which contains the words, names, and terms needed to complete questions 1-8. Find and circle the answers on the puzzle first, then use these words to complete the statements. Continue in the same way with the other sentences and puzzles.

Puzzle 1: Local Government



- (1) Local government generally refers to the government of an area smaller than a country or state. Such areas include counties, cities, towns, and _____.
- (2) Each unit of local government has some important responsibilities for the welfare of its _____ and provides certain services.
- (3) Most local governments are run by elected officials and have some power of _____.
- (4) In the United States, each state government creates and has _____ control over all local governments in the state.
- (5) Traditionally, Americans have _____ supported the principle of local self-government.
- (6) Many people believe that small local governments are more _____ to citizens' wishes than are large units of government.
- (7) Many people also feel that local governments encourage residents to become _____ in the life of their community.
- (8) On the other hand, some people think that local governments have certain weaknesses. For example, they say that an individual local unit often cannot deal effectively with such problems as transportation and pollution, which often require the _____ of other local units in the area.

Puzzle 2: Units of Local Government



- (9) The county is the largest unit of local government in most states. The United States has about 3,000 counties. In Louisiana, these units are called _____.
- (10) The municipality is the second largest unit of local government. There are about 19,000 municipalities in the United States, including cities, villages, towns, and townlike units called _____.
- (11) The municipalities lie within each _____ or extend into two or more counties.
- (12) Municipalities, often called city governments, are chartered by state governments to provide such services as police and fire _____.
- (13) Another local government unit is the school district. School districts are responsible for running public school systems. Most school districts operate _____ of city governments.
- (14) The city governments of _____ and a few other communities in the Northeast operate their own public school systems.
- (15) A fourth local government unit is the special district. Special districts are organized to provide one or more public services, such as _____ or mosquito control.
- (16) There are about 33,000 special districts in the United States. The governing boards of these districts have the authority to levy taxes and to _____ public money.

Puzzle 3: Functions of Local Government

- (17) Local governments have responsibility for immunizing people against contagious diseases and providing and maintaining hospital services, local roads, garbage collection, and safe _____ water.
- (18) Officials conduct inspections and educational campaigns in the areas of health, housing, fire prevention, sanitation, and _____ safety.
- (19) Local governments spend more money on _____ than on any other budget category.



- (20) Financial aid is given to libraries, museums, parks, and other recreational and athletic facilities, and buses and _____ for mass transportation.
- (21) Local governments cooperate with other levels of government in providing public housing for low-income _____.
- (22) Many communities have _____ restrictions to protect and promote the beauty and land values in their area.
- (23) Efforts are made to stimulate economic growth by attracting business and _____ to the area.
- (24) Officials keep records of births, deaths, marriages, and property transfers and assessments. Local governments also collect taxes, hire public agency workers, and administer _____.

Puzzle 4: Relations with Higher Levels of Government

- (25) Government in the United States operates on three levels — federal, state, and local. The U.S. _____ grants certain powers to the federal and state governments, but it does not mention local governments.
- (26) State legislatures, unless restricted by their state constitutions, have _____ control over local governments.
- (27) The states may specify what activities local governments can undertake, as well as the kinds of _____ and tax rates they can levy.
- (28) Most of the states allow local governments to decide their own form of organization and to have considerable freedom in local matters. Such self-government is called _____ rule.
- (29) All three levels of government have increased their activities to deal with the growing problems of society. As a result, they _____ authority and responsibility in such matters as finance, education, and welfare.



- (30) Many local governments receive a type of financial assistance called grants-in-aid from _____ governments to help pay for specific projects.
- (31) Local governments — especially those of big cities — have also become increasingly dependent on _____ aid.
- (32) In most cases, federal aid is provided only if local governments agree to follow state or federal _____ in the way the money is used.

Local Government

Multiple-Choice

- (1) _____ An example of a local government is a: (a) state government (b) county government (c) democratic government
- (2) _____ The principle of local self-government in the United States has traditionally received: (a) no support (b) little support (c) strong support
- (3) _____ Zoning laws, which help protect land values, are enacted by: (a) local governments (b) state governments (c) the federal government
- (4) _____ Governments of big cities have become increasingly dependent on: (a) foreign aid (b) state aid (c) federal aid
- (5) _____ Many people believe that community residents are more likely to become involved in: (a) local government (b) state government (c) the federal government

Completion

- (6) Each _____ government has legal control over all of its local governments.
- (7) In the state of _____, the largest unit of local government is the parish.
- (8) Local governments have responsibility for providing and maintaining roads, _____ collection, and safe drinking water.
- (9) Local governments spend more money on _____ than on any other budget category.
- (10) Financial aid is given to libraries, museums, parks and other recreational and athletic facilities, and _____ and subways for mass transportation.

True/False

- (11) _____ Each unit of local government provides certain services to its citizens.
- (12) _____ Police and fire protection are services provided to municipalities by the federal government.
- (13) _____ Most school districts in the United States are operated by city governments.
- (14) _____ Most of the states allow local governments to have considerable freedom in local matters.
- (15) _____ Most local governments are run by appointed officials.
- (16) _____ Federal officials keep records of births, deaths, marriages, and property transfers and assessments.
- (17) _____ Many people believe that local governments are more responsive to citizens' wishes than are large units of government.
- (18) _____ Special districts are organized to provide one or more public services, such as transportation.
- (19) _____ The United States Constitution grants specific powers to local governments.
- (20) _____ State officials give municipalities grants-in-aid to help pay for specific projects.

LOCAL GOVERNMENT ISSUES

Directions: In each section on these pages, complete the sentences by filling in the spaces with the appropriate words, names, and terms from the list.

| | | | | |
|-----------------|-------------------------|------------------------|-------------------------|--------------------|
| cities | inferior schools | services | populations | small towns |
| ghettos | businesses | black Americans | racial conflicts | governments |
| Hispanic | difficulties | suburbanization | urbanization | |

Local governments in the United States face many problems in trying to provide (1)_____ for their residents. Many of these problems start from population changes, financial (2)_____, and conflicts in authority.

Population changes have affected local governments in the United States throughout its history. The movement of people from rural to urban areas is called (3)_____. When the first census of the United States was taken in 1790, only 5 percent of Americans lived in (4)_____. In 1920, about 50 percent of Americans resided in cities. Today, about 75 percent of Americans live in urban areas. As (5)_____ have grown, demands for services have increased. However, urbanization seems to have slowed, and rural areas and (6)_____ have begun to grow again.

Especially during the 1900s, American cities were confronted with (7)_____, the movement of people from the city to areas outside it. Many more white families than black families moved to the suburbs. Central city (8)_____ were typically poorer than suburban ones. (9)_____ also moved from cities to suburbs, which reduced jobs and economic opportunities in the cities.

The urbanization of minority groups also affected local governments. In 1910, only about 10 percent of (10)_____ lived in urban areas. Today, about 85 percent of them do. Millions of black Americans live in (11)_____, crowded, poorer neighborhoods where minority groups are forced to reside because of social and economic pressure. (12)_____ in cities have presented difficult problems for local governments. During the 1960s, riots broke out in the black ghettos of Detroit, Los Angeles, Cleveland, and other cities. Black leaders complained about (13)_____, limited economic opportunities, and unfair treatment by police officers. These complaints are still common today. Local governments of major cities now also face the needs of growing (14)_____ and Asian-American populations.

| | | | | |
|-------------------------|-------------------|------------------|----------------|-----------------------|
| laid off workers | Northeast | protested | West | grants-in-aid |
| estimated value | reduced | people | ability | infrastructure |
| deteriorating | bankruptcy | declining | growing | property taxes |
| assessing | | | | |

Local governments have been affected by a regional shift. Cities in the South and (15)_____ have grown in population, while cities in the (16)_____ have declined. Local governments in rapidly (17)_____ cities struggle to meet the service needs of expanding populations, including transportation and water. Older cities face problems of (18)_____ populations and weakening economic opportunities. Local governments in older cities also must repair or replace (19)_____ bridges, roads, school buildings, and other facilities, often called the (20)_____.

Traditionally, the major source of revenue for local governments has been (21)_____. Local governments collect these taxes from homeowners, businesses, and other owners of taxable property. The amount of tax is based on the property's (22)_____. Many object to property taxes. They point out that standards for (23)_____ (determining the value of) property vary from city to city and from one assessor to another. Many also believe that property ownership is a poor measure of the (24)_____ to pay taxes.

People in many parts of the United States have (25)_____ the taxes collected by local governments. For example, in 1978, California voters approved an amendment to the state constitution that (26)_____ property taxes. This amendment was called Proposition 13 because of its position on the ballot. As a result of its approval, many local governments in the state reduced services and (27)_____.

All municipalities have become more dependent on (28)_____ from the state and federal governments. Some local governments have financial troubles despite aid from the higher levels of government. A few cities have come close to (29)_____. Such financial problems are more severe in Northern cities that have lost many (30)_____ and businesses.

central city
close
consolidated

variety
power
suburbs

one
annexing
community

metropolitan
higher taxes
areawide

decentralization
local
overlapping

Almost every metropolitan area has a wide (31)_____ of local governments. The Chicago area has about 1,400 local governments. Philadelphia has about 875, and Houston has about 800. No one local government may have sufficient (32)_____ to solve certain problems, and the different authorities with (33)_____ jurisdictions may find it difficult to work with one another. Many experts on government believe that small, ineffective local units should be (34)_____ (combined) into larger, more efficient ones. At one time, cities solved part of this problem by (35)_____ (adding) surrounding areas as the cities grew. But today, most large cities are surrounded by incorporated suburbs that the (36)_____ government could not annex if it wished to do so.

In some areas, citizens have tried to bring the central city and the (37)_____ under the authority of (38)_____ government. This metropolitan government would be responsible for police protection, water supply, mass transportation, and other services that might be handled best by an (39)_____ authority. The metropolitan areas of Miami and Jacksonville, Florida, and Nashville, Tennessee, have (40)_____ governments. However, most U.S. voters have rejected such consolidation proposals because they fear (41)_____ and believe that only small local governments can remain (42)_____ to the people.

Although some citizens have worked for consolidation, others — especially those in large urban ghettos — have fought for more (43)_____ control. Some blacks and members of other minority groups have demanded (44)_____ (splitting up) of authority to give neighborhood residents a greater say in controlling their own affairs and providing (45)_____ services.

Local Government Issues

Completion

- (1) Local governments in older cities face such challenges as repairing or replacing deteriorating bridges, roads, school buildings, and other facilities, often called the _____.
- (2) Traditionally, the major source of revenue for local governments has been _____ taxes.
- (3) During the urban riots of the 1960s, black leaders complained about such issues as limited economic opportunities and unfair treatment by _____ officers.
- (4) When voters in the state of _____ passed Proposition 13, many local governments in the state reduced services and laid off workers.
- (5) All municipalities have become more dependent on grants-in-aid from the state and _____ governments.

Matching

- | | |
|-----------------------------|---|
| (6) _____ suburbanization | (a) the movement of people from rural to urban areas |
| (7) _____ consolidation | (b) combining smaller, ineffective local government units into larger, more efficient ones |
| (8) _____ urbanization | (c) adding surrounding areas to the jurisdiction of a city government |
| (9) _____ annexation | (d) splitting up authority to give neighborhood residents a greater say in controlling their own affairs and providing community services |
| (10) _____ decentralization | (e) the movement of people from cities to surrounding communities |

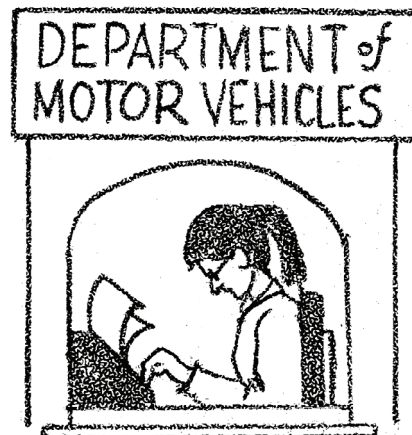
True/False

- (11) _____ Today, central city governments are wealthier than rural area governments.
- (12) _____ Inferior schools in cities have presented difficult problems for local government.
- (13) _____ In some areas, citizens have tried to bring the central city and the suburbs under the authority of one government.
- (14) _____ Local governments in rapidly growing cities struggle to meet the service needs of expanding populations.
- (15) _____ Most minority groups in the United States live in suburban areas.
- (16) _____ No one today believes that small local governments can remain closer to the people.
- (17) _____ A city with a declining population usually has a weakening economy.
- (18) _____ During much of the history of the United States, there has been a shift in the population from rural to urban areas.
- (19) _____ The amount of local tax paid by the owner of a home or business is based on the property's assessed value.
- (20) _____ Over half of the cities in the United States have come close to bankruptcy because of severe financial problems.

COUNTY GOVERNMENT

Directions: As you read the following paragraphs, underline or highlight the most important words, names, terms, and ideas.

A county is a division of local government. Almost all the states of the United States are divided into counties. Louisiana has divisions called parishes, which correspond to counties. Alaska has similar divisions called boroughs. Connecticut is divided into eight counties used only for the election of sheriffs, and Rhode Island is divided into five counties that serve only as divisions of the state court system. All other U.S. states have county governments. The form of county organization and the number and powers of county officers vary from state to state. State legislatures set county boundaries.



The county is an important part of local government in all regions of the United States except New England. In New England, the town is the center of local influence. In the Midwest and in the Middle Atlantic States, most counties share authority with townships. County revenues are raised chiefly by taxes on personal property and on real estate. State governments contribute some state-collected taxes to counties.

Most county governments have a decentralized administration, with no executive head. The main county institution is an elective board that, in most cases, is called a board of commissioners or board of supervisors. It consists of from 1 to more than 100 members. The members of some boards are elected at large. The members of other boards are elected from districts, wards, or townships. Most county officers serve terms of from 2 to 4 years. They may include county commissioners or supervisors, sheriff, district attorney, medical examiner or coroner, registrar of wills, recorder of deeds, clerk of courts, jury commissioner, controller or auditor, treasurer, assessor, and others.

Some counties, especially urban counties, have an executive office that controls all other county offices. The executive office is headed by an elected county executive or by an administrator or manager appointed by the elective board.

County governments may administer justice, assess and collect taxes, record official documents, and register voters. They may also oversee roads, public education, zoning, and licensing. Some counties manage such functions as sewage disposal, jails, and relief systems. Some maintain parks, airports, hospitals, libraries, electric service, and water service.

In counties where large cities occupy the entire county area, city and county governments may form a single unit. Denver, Honolulu, and San Francisco, for example, have combined city and county governments. In counties that are only partly covered by a city, the city and county may share responsibility for providing services to county residents. In Dade County, Florida, for example, the city of Miami provides police and fire protection to its own residents. But Dade County furnishes such protection to many county residents who live outside Miami. Such cities as Baltimore and Roanoke, Virginia, are not part of any county and do not form a part of county government. In these cities, municipal officials perform many of the duties that are ordinarily handled by county officials.

Directions: Without looking back at the story about county government, use the words, names, and terms in the list to complete the following sentences.

| | | | | |
|----------|---------------|----------|--------------------|------------------|
| auditor | decentralized | attorney | state governments | education |
| parishes | outside | boroughs | state legislatures | court system |
| powers | elected | town | share | appointed |
| revenues | taxes | coroner | cities | local government |
| voters | supervisors | urban | water | municipal |
| services | commissioners | wards | single | elective board |

A county is a division of (1)_____. Almost all the states of the United States are divided into counties. Louisiana has divisions called (2)_____, which correspond to counties. Alaska has similar divisions called (3)_____. Connecticut is divided into eight counties used only for the election of sheriffs, and Rhode Island is divided into five counties that serve only as divisions of the state (4)_____. All other U.S. states have county governments. The form of county organization and the number and (5)_____ of county officers vary from state to state. (6)_____ set county boundaries.

The county is an important part of local government in all regions of the United States except New England. In New England, the (7)_____ is the center of local influence. In the Midwest and in the Middle Atlantic States, most counties share authority with townships. County (8)_____ are raised chiefly by taxes on personal property and on real estate. (9)_____ contribute some state-collected taxes to counties.

Most county governments have a (10)_____ administration, with no executive head. The main county institution is an (11)_____ that, in most cases, is called a board of commissioners or board of (12)_____. It consists of from 1 to more than 100 members. The members of some boards are elected at large. The members of other boards are elected from districts, (13)_____, or townships. Most county officers serve terms of from 2 to 4 years. They may include county (14)_____ or supervisors, sheriff, district (15)_____, medical examiner or (16)_____, registrar of wills, recorder of deeds, clerk of courts, jury commissioner, controller or (17)_____, treasurer, assessor, and others.

Some counties, especially (18)_____ counties, have an executive office that controls all other county offices. The executive office is headed by an (19)_____ county executive or by an administrator or manager (20)_____ by the elective board.

County governments may administer justice, assess and collect (21)_____, record official documents, and register (22)_____. They may also oversee roads, public (23)_____, zoning, and licensing. Some counties manage such functions as sewage disposal, jails, and relief systems. Some maintain parks, airports, hospitals, libraries, electric service, and (24)_____ service.

In counties where large (25)_____ occupy the entire county area, city and county governments may form a (26)_____ unit. Denver, Honolulu, and San Francisco, for example, have combined city and county governments. In counties that are only partly covered by a city, the city and county may (27)_____ responsibility for providing (28)_____ to county residents. In Dade County, Florida, for example, the city of Miami provides police and fire protection to its own residents. But Dade County furnishes such protection to many county residents who live (29)_____ Miami. Such cities as Baltimore and Roanoke, Virginia, are not part of any county and do not form a part of county government. In these cities, (30)_____ officials perform many of the duties that are ordinarily handled by county officials.

CITY GOVERNMENT

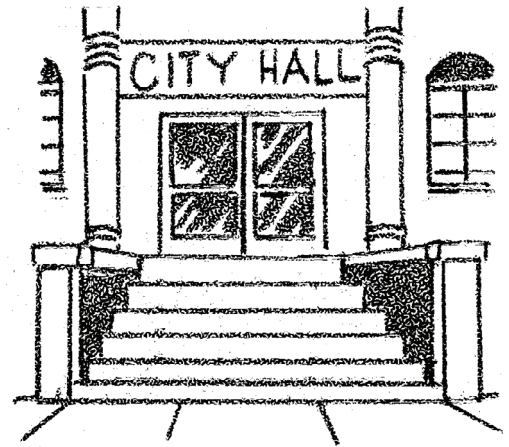
Directions: As you read about city government on these pages, underline or highlight the key words, names, terms, and ideas.

Importance of City Government

City government manages the affairs of and provides services for cities, towns, villages, and other communities. Communities with their own government are known as municipalities, and city government is also called municipal government.

About 75 percent of the people of the United States live in municipalities. The municipal governments provide a variety of services for residents. These services include police and fire protection, recreational facilities, street maintenance, and health and welfare services. Most of the states grant cities home rule. That is, the cities may adopt their own charter (form of organization) and have considerable freedom in local matters.

Municipalities vary greatly in size. The largest municipalities in the United States have millions of people. The smallest municipalities may have only a few hundred residents.



Branches of City Government

City governments are organized into three branches — legislative, executive, and judicial. Legislative responsibilities are carried out by a lawmaking body called the city council, sometimes known as the board of aldermen or city commission. The council makes laws for the city in the form of municipal ordinances. The executive branch is headed by the mayor or city manager, who administers the city government and coordinates its public services. Courts, which make up the judicial branch, try people accused of violating municipal ordinances. In small municipalities that do not have their own courts, county or district courts handle most cases.

Forms of City Government

There are two major forms of city government in the United States — the mayor-council form and the council-manager form.

Under most mayor-council systems, the mayor operates from a separate office and is not a member of the council. The people elect both the mayor and the council. There are two main types of mayor-council government — the weak-mayor system and the strong-mayor system. The weak-mayor system gives the mayor only limited executive authority. The council, on the other hand, has executive as well as legislative powers. The strong-mayor system gives the mayor broad powers. The mayor can appoint and dismiss most department heads, veto acts of the council, prepare the budget, plan various programs, and direct the operation of all city departments. The mayor serves as the leader in the city government and proposes legislation to the city council. However, the council determines basic government policy and raises revenue for the city.

The council-manager form of government is also called the city manager plan. Under this form of government, a professional administrator called a city manager supervises all municipal

affairs. An elected city council hires the city manager. Most councils have from five to nine members. The council is the chief governing body of the city. It determines policies and passes ordinances. The city manager carries out the policies set by the council. The city manager also appoints the heads of all departments and is responsible for managing all of the city services. The council-manager plan is the most common form of city government in the United States for cities with populations of 25,000 or more.

Administering City Government

City governments employ many people to provide services to residents. These employees are organized into many separate departments and agencies, such as the police department and the public library.

All city government employees who are appointed rather than elected earn their jobs through the civil service system. Appointments are based on merit rather than on political connections. Applicants for civil service jobs take an examination, and those with the highest scores are hired.

City Finances

City governments have traditionally relied on property taxes to finance city services. The city collects these taxes from homeowners, businesses, and other owners of taxable property. The amount of tax is based on the estimated value of the property.

City governments rely in part on financial aid from state and federal governments. Much of this assistance comes in the form of grants-in-aid. Grants-in-aid are funds made available under certain conditions or for a particular program. The federal government also offers block grants, which cities may use for various projects within a certain area, such as housing or education.

About 40 percent of a typical municipal budget goes to pay city workers. The rest is used for such lasting improvements as parks and museums, and for such specific purposes as buying library books and maintaining roads.

Influencing City Government

People can influence their city government in many ways. They can act individually by voting in municipal elections and by writing or talking to city officials. They can join with others to organize and participate in political parties and other groups.

Municipal elections are held every four years in most cities. Elections enable citizens to vote for the officials and proposals of their choice. However, the number of people who vote in city elections is small in comparison with the number who vote in state or national elections.

Special interest groups probably have the most influence on city government. Business groups and downtown merchants call for policies to attract new industries. Minority groups may demand more jobs and better community services. Taxpayer organizations attempt to limit city spending and taxes.

Neighborhood organizations support programs to reduce crime rates and to improve neighborhood conditions. Environmental groups may oppose the establishment of hazardous-waste sites and other projects that they believe threaten the environment or people's health.

Game Rules for JEOPARDY

A large drawing of the gameboard on the right will be put on the board. The five categories are TERMS, NUMBERS, MONEY MATTERS, PEOPLE, and ODDS AND ENDS.

The class will be divided into two teams. Someone from Team 1 will be asked to pick a category and point value. For example, they might choose “TERMS for 20.” A question will then be asked about a term related to city government. The first person on either team to raise their hand will be called on. A correct answer earns the team 20 points. If an incorrect answer is given, or the person called on does not respond immediately, the other team can answer.

The person who gives the correct answer will choose the next category and point value. When a space is chosen, it will be crossed out and cannot be picked again. The same person cannot answer twice in a row for their team.

| TERMS | NUMBERS | MONEY MATTERS | PEOPLE | ODDS AND ENDS |
|-------|---------|---------------|--------|---------------|
| 10 | 10 | 10 | 10 | 10 |
| 20 | 20 | 20 | 20 | 20 |
| 30 | 30 | 30 | 30 | 30 |
| 40 | 40 | 40 | 40 | 40 |
| 50 | 50 | 50 | 50 | 50 |

TERMS

- (1) _____ Term for the mayor's refusal to approve an act passed by the city council.
- (2) _____ City workers who provide services to residents are organized into departments and these.
- (3) _____ Lawmaking body sometimes known as the board of alderman or city commission.
- (4) _____ Most states grant this right to cities, enabling them to adopt their own charter.
- (5) _____ Communities — such as cities, towns, and villages — with their own governments.

NUMBERS

- (1) _____ City governments have this many branches.
- (2) _____ Number of members on most city councils.
- (3) _____ The council-manager plan is the most common form of city government in cities with this number of people or more.
- (4) _____ In one word, the number of people who live in the largest municipalities in the United States.
- (5) _____ The number of years in a term of office for most elected officials.

MONEY MATTERS

- (1) _____ The owners of taxable property include businesses as well as this group of people.
- (2) _____ Funds made available to city governments by both the federal and state governments.
- (3) _____ In a strong-mayor system of city government, the mayor prepares this spending plan.
- (4) _____ These federal monies can be used by cities for projects within a specific area, such as education.
- (5) _____ It is the primary source of money for financing city services.

PEOPLE

- (1) _____ The executive branch of city government is headed by either a city manager or this person.
- (2) _____ These people have formed organizations that attempt to limit city spending and taxes.
- (3) _____ Under the council-manager form of government, this professional administrator supervises all municipal affairs.

- (4) _____ Along with downtown merchants, these groups support policies to attract new industries to the area.
- (5) _____ These groups may oppose projects that they believe threaten the environment or people's health.

ODDS AND ENDS

- (1) _____ The percentage of a typical municipal budget that is used to pay city workers.
- (2) _____ These groups probably have the most influence on city government.
- (3) _____ It ensures that city government employees who are appointed to office are qualified for the job.
- (4) _____ Branch of city government which deals with people who violate municipal ordinances.
- (5) _____ City, state, or national elections — the one with the smallest voter turnout.

INDEPENDENT STUDY GUIDE

Decide which of the following assignments on American government you would like to do. Some are worth 10 points, some are worth 15 points, and others 20 points. Select enough assignments so that your points add up to 100. You must do at least one assignment from each point category, but not more than four from the same category.

10 POINTS

- (1) Find a chart or table that gives information related to the government of the United States. Draw the chart or table as it appears in the source you are using. Include all of the facts that it contains.
- (2) Write 75-100 words about either the legislative, executive, or judicial branch of government.
- (3) Choose 3 Presidents of the United States and describe a specific action taken by each one that demonstrated outstanding leadership. (30 words or more for each President)
- (4) Read the Bill of Rights, the first ten amendments to the United States Constitution. Decide which one of these amendments has the greatest impact on people's lives. Explain its affect. (75-100 words)
- (5) Write down the names of the two senators who represent your state in the United States Senate in Washington, D.C. Also, name the person who represents your congressional district in the House of Representatives.
- (6) List the names of the executive departments of the federal government.
- (7) Locate a political cartoon in either your textbook, a newspaper, or a news magazine. Tell where you found it. What is the message or point of view of the cartoonist?
- (8) Find 3 maps that provide information about American government. Note the source and page number for each one. Tell what each map shows in 20-40 words.
- (9) Find an encyclopedia article about a state, and locate the section that describes the government. Make a list of 10 facts about this state's government.
- (10) Describe 2 serious problems facing the United States today. Explain how the federal government might solve these problems. Tell what specific actions would have to be taken, and mention the government officials, branches, departments, or agencies that would be involved.

15 POINTS

- (1) Make a list of 7 Supreme Court cases. For each one, write 20-40 words summarizing the court's decision.
- (2) Find a line graph, bar graph, or circle graph that gives information about American government. Draw the graph as it appears in the source you are using. Include all of the facts that it contains. After drawing the graph, write 3 sentences about what it shows.
- (3) Choose any 5 laws passed by Congress. Tell what each law said and why you think it was important.

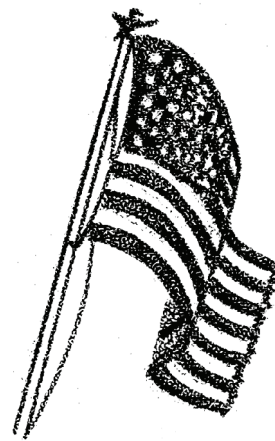
- (4) For each of the 10 most recent presidential elections, list the winning and losing candidates. Note the number of electoral votes won by each person.
- (5) Identify 5 third parties and explain why each one was founded.
- (6) Select 10 key terms related to American government. Define them in 10 or more words.
- (7) Find an article in a newspaper that relates to the government of the United States. Note the name and date of the newspaper, then summarize the article. (100-125 words)
- (8) Give the names of 5 people other than Presidents who have made an important contribution to American government. Write 30 or more words explaining what each person did.
- (9) Look for 10 pictures in your textbook which give information about American government. Note the page number of each picture, then describe what the picture shows.
- (10) Make a list of 7 independent agencies of the federal government. Briefly describe what each agency does.

20 POINTS

- (1) Make a list of the Presidents of the United States from 1789 to the present. Give the years when each was in office and the name of their political party.
- (2) In an encyclopedia, find an article about another country. Look for the section that discusses the country's government. Summarize what you read. (150-200 words)
- (3) Briefly explain what the following amendments to the Constitution say: 13th, 14th, 15th, 16th, 17th, 18th, 19th, 22nd, 24th, and 26th.
- (4) Find an article in a news magazine that relates to the government of the United States. Note the name and date of the magazine, then summarize the article. (150-200 words)
- (5) Pretend you have a pen pal in a foreign country. Write a letter that describes the organization and function of the government of the United States. (150-200 words)
- (6) Make a timeline that includes 10 significant events in the history of American government. On the timeline, note the date of each event and write 10-15 words summing up what took place.
- (7) Do a report on a topic of your choice which is related to American government. Note: The topic must be approved by the teacher before you begin. (150-200 words)

UNITED STATES FLAG

Directions: See how much you know about the flag of the United States. Decide whether each of the following statements is true or false. Base your answer on whether or not the underlined word or words give correct information about the flag. When the papers are being checked and an answer is false, fill in the space in parentheses with the word or words that belong in the sentence.



- (1) _____ The Star-Spangled Banner is the most popular name for the red, white, and blue national flag of the United States. (_____)
- (2) _____ Francis Scott Key first called the United States flag the Star-Spangled Banner in 1814 when he wrote the poem that became the national anthem. (_____)
- (3) _____ William Driver, a sea captain from Salem, Massachusetts, gave the name Old Glory to the flag in 1824. (_____)
- (4) _____ The Stars and Stripes stands for the land, the people, the government, and the ideals of the United States. (_____)
- (5) _____ The stars, stripes, and colors of the United States flag appear in all federal and state flags. (_____)

Evolution of the United States Flag

- (6) _____ At the beginning of the Revolutionary War in 1775, the Continental Colors served as the first American flag to represent the Thirteen Colonies. (_____)
- (7) _____ On June 14, 1777, the Continental Congress resolved that “the Flag of the United States be 13 stripes alternate red and blue” and that “the Union be 13 stars white in a blue field” (_____)
- (8) _____ This American flag received its first salute from another country in 1778 when French vessels saluted American naval officer John Paul Jones and his ship *Ranger*. (_____)
- (9) _____ Most scholars rejected the claim by Francis Hopkinson, a delegate to the Continental Congress, who said that he had designed the 1777 flag. (_____)
- (10) _____ Betsy Ross was a Philadelphia seamstress who made flags during the Revolutionary War, but few historians believe her grandson’s claim that she made the first United States flag. (_____)

- (11) _____ After the Revolution ended, Congress chose the same colors used in the flag — red, white, and blue — for the newly designed Great Seal of the United States. (_____)
- (12) _____ A congressional resolution explained that red is for hardiness and courage, white for purity and innocence, and blue for vigilance, perseverance, and wealth. (_____)
- (13) _____ The 13 stripes in the flag stand for the 13 original colonies. (_____)
- (14) _____ The idea of having stripes is believed to have been adopted from the flag of the colonial patriot group the redcoats, which had five red and four white stripes. (_____)
- (15) _____ At first, Congress did not indicate how the stars should be arranged, and so several versions appeared, including one with 12 stars in a square with the 13th star in the middle. (_____)
- (16) _____ In 1818, Congress ordered that a new star be added to the flag on January 1 after a state joined the Union. (_____)
- (17) _____ During the Civil War (1861-1865), President Abraham Lincoln agreed to have the stars for Southern States removed from the flag. (_____)
- (18) _____ After years without an official arrangement for the stars, presidential orders fixed the positions of the stars in 1912 (for 48 stars), in 1959 (for 49), and in 1960 (for 50). (_____)

Honoring the Flag

- (19) _____ The flag should be displayed every day except when weather conditions are severe enough to damage the flag. (_____)
- (20) _____ The flag is customarily displayed from sunrise to sunset. (_____)
- (21) _____ When the flag is flown at night, it should be spotlighted. (_____)
- (22) _____ The U.S. flag should be flown at polling places on election days. (_____)
- (23) _____ It should be flown on legal public holidays, and it is appropriate to fly it on such special days as Armed Forces Day, Flag Day, Citizenship Day, and Mother's Day. (_____)
- (24) _____ The U.S. flag flies over the Capitol Building whether or not the President is in Washington, D.C. (_____)

- (25) _____ The flag should have a prominent place on a speaker's platform, and it should be used to decorate the platform. (_____)
- (26) _____ When a number of flags are grouped on staffs, the national flag should be in the center and at the lowest point of the group. (_____)
- (27) _____ A flag that is being raised should be run up quickly.
(_____)
- (28) _____ It is lowered slowly, and should be gathered and rolled up before it touches the ground. (_____)
- (29) _____ A national flag flying both day and night is traditionally either a signal of distress or a political protest. (_____)
- (30) _____ Flying at half-mast, usually halfway up the staff, the flag is a symbol of mourning. (_____)
- (31) _____ The U.S. flag flies at half-mast for 1 year after the death of a President or former President. (_____)
- (32) _____ When carrying the flag, it should always be held upright and free, never flat or horizontal. (_____)
- (33) _____ The person who carries the flag is called the flagmaster.
(_____)
- (34) _____ United States citizens give the Pledge of Allegiance to the flag by holding the right hand over the heart. (_____)
- (35) _____ At funerals, the U.S. flag may not be used to cover the casket.
(_____)
- (36) _____ A flag patch may be attached to such uniforms as those of fire fighters, police officers, members of patriotic organizations, and athletes.
(_____)
- (37) _____ The flag can be used for advertising purposes. (_____)
- (38) _____ A national flag may not be mended, drycleaned, or washed.
(_____)
- (39) _____ When a flag is no longer fit for display, it should be destroyed in some dignified way, preferably by burning. (_____)
- (40) _____ Almost all flags are made of synthetic fabrics. (_____)

United States Flag

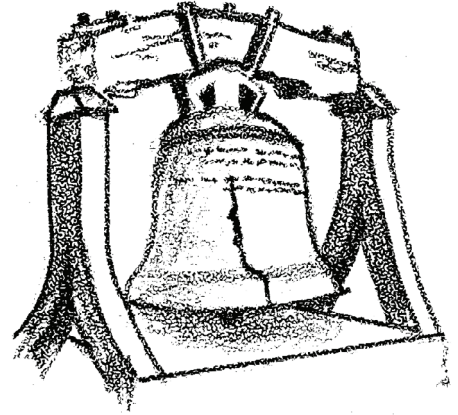
Completion

- (1) The stars, stripes, and colors of the United States flag appear in many federal and _____ flags.
- (2) On June 14, 1777, the Continental Congress resolved that “the Flag of the United States be 13 stripes alternate red and white and that the Union be 13 _____ white in a blue field”
- (3) _____ was a Philadelphia seamstress who made flags during the Revolutionary War.
- (4) The 13 stripes in the flag stand for the 13 original _____.
- (5) The idea of having stripes is believed to have been adopted from the flag of the colonial patriot group the _____.
- (6) The _____ is the most popular name for the United States flag.
- (7) In 1818, Congress ordered that a new star be added to the flag on _____ after a state joined the Union.
- (8) During the Civil War, President _____ refused to have the stars for the Southern States removed from the flag.
- (9) _____ first called the U.S. flag the Star-Spangled Banner in 1814 when he wrote the poem that became the national anthem.
- (10) The flag should be displayed every day except when _____ conditions are severe enough to damage the flag.
- (11) The flag is customarily displayed from sunrise to _____.
- (12) The U.S. flag should be flown at polling places on _____ days.
- (13) The flag flies over the _____ whether or not the President is in Washington, D.C.
- (14) When a number of flags are grouped on staffs, the United States flag should be in the center and at the _____ point of the group.
- (15) A flag should be lowered slowly, then gathered and folded before it touches the _____.
- (16) A national flag flying _____ is traditionally either a signal of distress or a political protest.
- (17) Flying at _____, usually halfway up the staff, the flag is a symbol of mourning.
- (18) The person who carries the flag is called the _____.
- (19) When a flag is no longer fit for display, it should be destroyed in some dignified way, preferably by _____.
- (20) Almost all flags are made of _____.

SYMBOLS OF THE UNITED STATES

There are many symbols that represent or are associated with the United States. They include the U.S. flag, Great Seal of the United States, Liberty Bell, Pledge of Allegiance, Star-Spangled Banner, Statue of Liberty, and Uncle Sam.

Directions: As you read the following sentences, fill in the missing words, names, and terms. One or more letters in each answer have been given as clues.



United States Flag

- (1) On June 14, 1777, the Continental Congress decided that the United States flag should have a total of 13 red and white stripes. To commemorate this event in future years, June 14 was designated as _ _ _ **g D** _ _ .
- (2) The first U.S. flag had _ _ _ _ _ **e e** _ white stars on a blue field.
- (3) As new states joined the _ _ _ **o n** , more stars were added to the flag.
- (4) Each new star was added to the flag on the _ _ _ _ **t h o** _ _ _ _ **y** following the state being admitted to the Union.
- (5) In 1824, William Driver, a sea captain from Salem, Massachusetts, gave the name **O _ _ G** _ _ _ _ to the flag.
- (6) Today, the **S** _ _ _ _ and Stripes is the most popular name for the national flag, although no one knows where the name came from.
- (7) The United States flag should be flown on such legal public holidays as New Year's Day, Memorial Day, Independence Day, and _ _ _ _ _ **s** _ _ _ _ _ Day.

Great Seal of the United States

- (8) In 1782, the U.S. government adopted the Great Seal of the United States, which symbolized the **i _ d** _ _ _ _ _ **t** status of the new nation.
- (9) European countries had long used seals, and the young United States signified its _ **q** _ _ _ rank by adopting its own seal.
- (10) On the face of the Great Seal is the American **e** _ _ _ _ , with a shield on its breast that symbolizes self-reliance.
- (11) The shield's 13 vertical _ _ _ _ **p** _ _ came from the flag of 1777.
- (12) The eagle holds an olive branch of 13 leaves and 13 olives in its right talon, and 13 arrows in its left. It prefers to live in _ _ _ **c** _ , but can wage war.
- (13) In the eagle's beak is a scroll inscribed "E pluribus unum," or "One (nation) out of many (**s** _ _ _ _ **s**)."
- (14) The Great Seal of the United States is often used on official _ _ **v** _ _ **n** _ _ _ **t** documents.

Liberty Bell

- (15) The Liberty Bell was rung on July 8, 1776, with other **c h** _ _ _ _ bells to announce the adoption of the Declaration of Independence.
- (16) The Liberty Bell's inscription, "Proclaim _ **i b** _ _ _ _ throughout all the land unto all the inhabitants thereof," is from the Bible.
- (17) The Liberty Bell rang on each anniversary of the adoption of the Declaration until 1835.

The bell broke on July 8 that year, while being rung during the funeral of John Marshall, chief justice of the **u** _ _ _ _ **u** _ _ .

- (18) From 1776 until 1839, the bell was called the Old State House Bell. It became known as the Liberty Bell when **a b** _ _ _ **t** _ _ **n** _ _ _ began to refer to it that way.
- (19) Today, the bell hangs in Liberty Bell Pavilion, just north of Independence Hall in **h** _ _ _ _ **p** _ _ _ .

Pledge of Allegiance

- (20) The Pledge of Allegiance is a solemn promise of **l** _ **y** _ _ **y** to the United States.
- (21) Public school children first recited the pledge as they saluted the flag during the National School Celebration held in 1892 to mark the 400th anniversary of the discovery of **m** _ _ _ **c** _ .
- (22) The pledge begins with the words, “I pledge allegiance to the flag,” and ends with, “liberty and **s** _ _ _ _ for all.”
- (23) In 1954, Congress added the words “**r** _ _ _ .”

Star-Spangled Banner

- (24) The Star-Spangled Banner is the national anthem of the United States. Francis Scott Key, a lawyer and amateur verse writer, wrote the **o** _ _ during the War of 1812.
- (25) Francis Scott Key witnessed the British bombardment of Fort McHenry, near Baltimore. The shelling continued all day and most of the night. When dawn came, the American flag still flew over the fort, moving Key to pull a **l** _ **t** _ _ **r** from his pocket and start writing verses.
- (26) Within a few months, the song was published in Baltimore under the name “The Star-Spangled Banner.” The U.S. **m y** began to sing it at the daily raising and lowering of the flag in 1895.
- (27) The U.S. Congress officially approved the song as the national **a** _ _ _ _ in 1931.

Statue of Liberty

- (28) The Statue of Liberty is a majestic copper sculpture that towers above Liberty Island at the entrance to **w** _ _ **k** Harbor.
- (29) This famous figure of a robed woman holding a **t** _ _ _ _ is one of the largest statues ever built.
- (30) The Statue of Liberty was given to the people of the United States by the people of France in 1884. This gift was an expression of **f r** _ _ _ _ _ and of the ideal of liberty shared by both peoples.
- (31) The Statue of Liberty is a major tourist attraction for people from all over the world. Each year, about 2 _ _ _ _ **o** _ people visit the statue.
- (32) The statue has become a symbol of the United States and an expression of **e e** _ _ _ to people of all nations.
- (33) Millions of **m** _ _ _ _ _ passed the statue as they entered the United States.

Uncle Sam

- (34) Uncle Sam, a figure wearing a costume decorated with stars and stripes, represents the United States. The **o** _ _ _ _ first appeared in cartoons of the 1830s and 1840s.
- (35) In 1961, Congress passed a resolution saluting Samuel Wilson as the person who inspired America’s national symbol. During the War of 1812, “Uncle Sam” **s** _ _ of Troy, N.Y., supplied the army with “U.S.”-stamped barrels of provisions.

Symbols of the United States

Directions: Fill in the space with the symbol in the list associated with each of the following descriptions.

U.S. flag
Great Seal

Liberty Bell
Pledge of Allegiance

Star-Spangled Banner
Statue of Liberty

Uncle Sam

- (1) _____ is a solemn promise of loyalty to the United States
- (2) _____ should be seen on such legal public holidays as Memorial Day and Independence Day
- (3) _____ was given its name by the abolitionists
- (4) _____ the United States signified its equal rank among European nations by adopting this in 1782
- (5) _____ the U.S. Army began singing it in 1895 at the daily raising and lowering of the flag
- (6) _____ visited each year by more than 2 million tourists from all over the world
- (7) _____ Congress passed a resolution in 1961 honoring Samuel Wilson as the person who inspired the creation of this national symbol
- (8) _____ was affected by a decision made by the Continental Congress on June 14, 1777
- (9) _____ millions of immigrants passed it as they entered the United States
- (10) _____ the American eagle is seen with a shield on its breast that symbolizes self-reliance
- (11) _____ "E pluribus unum," or "One out of many"
- (12) _____ was used on July 8, 1776, to announce the adoption of the Declaration of Independence
- (13) _____ William Driver, a Massachusetts sea captain, gave it the nickname Old Glory
- (14) _____ was given to the people of the United States by the people of France in 1884
- (15) _____ was first used by public school children during the National School Celebration held in 1892 to mark the 400th anniversary of the discovery of America
- (16) _____ bears the inscription "Proclaim liberty throughout all the land unto all the inhabitants thereof"
- (17) _____ Francis Scott Key wrote its words during the War of 1812
- (18) _____ its appearance changed as new states joined the Union
- (19) _____ Congress added the words "under God" in 1954
- (20) _____ is often used on official government documents

FAMOUS PEOPLE IN GOVERNMENT

Directions: Read and study the information on these pages describing the contributions made by various people to the growth and development of American government.

- (1) **Susan B. Anthony** was a reformer and one of the first leaders of the campaign for women's rights. She helped organize the woman suffrage movement, which worked to get women the right to vote. She also worked in support of equal educational opportunities and property rights for women.
- (2) **Martin Luther King, Jr.**, an African American Baptist minister, was the main leader of the civil rights movement in the United States during the 1950s and 1960s. He had a magnificent speaking ability, which enabled him to effectively express the demands of African Americans for social justice. Under his leadership, the civil rights movement won wide support among blacks and whites, and laws that barred integration in the Southern States were abolished. King won the 1964 Nobel Peace Prize for leading nonviolent civil rights demonstrations.
- (3) **Franklin D. Roosevelt** was the only President elected four times. He took office at the depth of the Great Depression. Roosevelt's program to rebuild the economy was called the New Deal. For the first time, the federal government took strong action to help make the United States prosperous. Job programs were created for the unemployed. Under Roosevelt's leadership, the government put stronger controls on business companies than ever before. Dozens of new government agencies were set up. The Social Security Act and other laws were enacted to aid the American people. As the economy improved, World War II became the chief concern of Roosevelt and the United States.
- (4) **John Locke** was an English philosopher whose ideas strongly influenced Thomas Jefferson in the writing of the Declaration of Independence. He believed that people by nature had certain rights and duties. These rights included liberty, life, and ownership of property. By liberty, Locke meant political equality. The job of any state was to protect people's rights. He declared that if a government did not protect the rights of its citizens, they had the right to find other rulers.
- (5) **Rachel Carson** worked for the United States Fish and Wildlife Service for most of her adult life. She also wrote several books which stressed the interrelation of all living things. *Silent Spring* (1962) called public attention to the wasteful and destructive use of pesticides. Carson warned that pesticides poison the food supply of animals and kill many birds and fish. She pointed out that pesticides could also contaminate human food supplies. Her arguments helped lead to restrictions on the use of pesticides in many parts of the world.
- (6) **Hugo Black** was an associate justice of the Supreme Court of the United States from 1937 to 1971. He became noted for defending the right of free speech guaranteed in the First Amendment to the U.S. Constitution. Black strongly supported government protection of civil rights.
- (7) **Benjamin Franklin** was in the forefront of the people who built the United States. He was the only person who signed all four of these key documents in American history: the Declaration of Independence, the Treaty of Alliance with France, the Treaty of Peace with

Great Britain, and the Constitution of the United States. Franklin's services as a diplomat in France helped greatly in winning the Revolutionary War. Many historians consider him the ablest and most successful diplomat that America has ever sent abroad.

- (8) **Richard Henry Lee** was a member of the Virginia legislature in the years before the Revolutionary War began in 1775. He actively campaigned against Great Britain's Stamp Act and Townshend Acts, both of which raised the taxes of American colonists. Virginia sent him as a delegate to the Continental Congress. On June 7, 1776, Lee introduced a resolution that "these United Colonies are, and of right ought to be, free and independent States . . . and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved." The adoption of this resolution by the Congress on July 2 was followed two days later by the Declaration of Independence.
- (9) **Thomas Jefferson** is best remembered as the author of the Declaration of Independence and as a great President. He also was a founder of the Democratic Party. His ideal society was a nation of landowning farmers living under as little government as possible. The term Jeffersonian democracy refers to such an ideal and was based on Jefferson's faith in self-government. He strongly supported the addition of the Bill of Rights to the Constitution. During his years as President, the United States almost doubled in area with the purchase of the Louisiana Territory.
- (10) **Alexander Hamilton** was a noted statesman and political leader during the early years of the United States. He served in President George Washington's Cabinet as the nation's first Secretary of the Treasury. He also was a leader of the Federalist Party, one of the first political parties in the nation. Hamilton supported the establishment of a strong federal government and believed that the U.S. Constitution should be interpreted loosely to give the government greater powers.
- (11) **Thurgood Marshall** served from 1938 to 1950 as chief counsel for the National Association for the Advancement of Colored People (NAACP). He eventually became the director and chief counsel for the NAACP Legal Defense and Educational Fund. Marshall presented the legal argument that resulted in the 1954 Supreme Court decision (*Brown v. Board of Education of Topeka*) that racial segregation in public schools is unconstitutional. In 1967, he became the first African American justice of the United States Supreme Court.
- (12) **John C. Calhoun** was a major American political figure before the Civil War. He is best known for his doctrine of states' rights, in which he claimed that each U.S. state had a right to nullify national laws. He wished to use the doctrine to protect slavery and other Southern interests without requiring the Southern States to secede from the Union. Later, however, the states' rights issue helped bring on the Civil War.
- (13) **Henry Clay** was a leading American statesman for nearly 50 years. He became known as the Great Compromiser because he repeatedly helped settle bitter disputes over slavery between the Northern and Southern states. His compromises did much to hold the nation together during the first half of the 1800s. Clay held such political positions as U.S. senator and speaker of the House of Representatives.
- (14) **Andrew Jackson** was a founder of the Democratic Party, and was elected President in 1828 and 1832. He made the presidency a more powerful office. As President, he disapproved of many actions by Congress and vetoed more bills than all previous

Presidents combined. Many of these bills sought to increase federal spending on domestic improvements. The Democrats believed that the states, not the national government, should pay for such projects. The 20-year period after Jackson became President is often called the Age of Jackson. It has been described as the years of “the rise of the common man.”

- (15) **John Jay** was a distinguished statesman during the early days of the United States. He served as president of the Continental Congress, was appointed U.S. minister to Spain, and later helped negotiate the Treaty of Paris, which ended the Revolutionary War. Jay’s experiences as a diplomat in Europe convinced him that the United States needed a stronger central government. He therefore joined Alexander Hamilton and James Madison in writing letters to newspapers urging ratification of the Constitution. In 1789, President George Washington appointed Jay the first chief justice of the United States.
- (16) **James Madison** was the fourth President of the United States, and is often called the Father of the Constitution. He played a leading role in the Constitutional Convention of 1787, where he helped design the checks and balances that operate among Congress, the President, and the Supreme Court. He also helped create the U.S. federal system, which divides power between the central government and the states. Madison favored the formation of a strong federal government.
- (17) **John Marshall** served as chief justice of the Supreme Court from 1801 to 1835, longer than anyone else. Because of his tremendous impact on the U.S. judicial system, Marshall is known as the “Great Chief Justice.” When he became chief justice, the Supreme Court had little respect. Marshall raised the court to a level equal to the executive and legislative branches of the government. He believed the United States needed a strong central government rather than strong state governments. He gave the court the power to overrule the states when national and state interests were in conflict.
- (18) **Rosa Parks**, an African-American civil rights activist, is best known for her role in a 1955 boycott of the Montgomery, Alabama, bus system. Parks triggered the boycott when she refused to give up her seat to a white passenger on a bus. Her action helped bring about the civil rights movement in the United States. For 382 days during 1955 and 1956, thousands of blacks refused to ride Montgomery’s buses. Their boycott ended when the Supreme Court declared segregated seating on the city’s buses unconstitutional. The boycott’s success encouraged other mass protests demanding civil rights for blacks.
- (19) **Frances Perkins** became the first woman Cabinet member in the United States government. She served as Secretary of Labor under President Franklin D. Roosevelt from 1933 to 1945. While in the Cabinet, she became chairman of the President’s Committee on Economic Security. This committee’s report formed the basis for the Social Security Act, passed in 1935.
- (20) **Abraham Lincoln** was the President of the United States during the Civil War (1861-1865), which was the greatest crisis in U.S. history. He helped end slavery in the nation and helped keep the Union from splitting apart during the war. His Gettysburg Address, second inaugural address, and many of his other speeches and writings are classic statements of democratic beliefs and goals. In conducting a bitter war, he never became bitter himself. Lincoln, a Republican, was the first member of his party to become

President. He was assassinated near the end of the Civil War and was succeeded by Vice President Andrew Johnson. Lincoln was the first U.S. President to be assassinated.

- (21) **Theodore Roosevelt** used his power of presidential leadership to help the United States meet challenges at home and abroad. He greatly broadened the use of executive power. He fought for reforms that would benefit the American people. Roosevelt became known as a “trust buster” because he tried to limit the power of large business corporations. During his Administration, Congress passed laws to regulate the railroads, to protect the public from harmful foods and drugs, and to conserve the nation’s forests and other natural resources. In foreign relations, Roosevelt worked to make the United States a world leader. He felt that this leadership must be supported by strong armed forces. He expressed his foreign policy as, “Speak softly and carry a big stick.” Roosevelt strengthened the U.S. Navy, began the construction of the Panama Canal, and kept European nations from interfering in Latin America. He helped end the Russo-Japanese War, and became the first American to win the Nobel Peace Prize.
- (22) **George Washington** won a lasting place in American history as the “Father of the Country.” In three important ways, he helped shape the beginning of the United States. First, he commanded the Continental Army that won American independence from Great Britain in the Revolutionary War. Second, Washington served as president of the Constitutional Convention, which wrote the United States Constitution. Third, he was elected the first President of the United States. As President, his decisions to choose a Cabinet and to serve only two terms — neither required by the Constitution — became precedents for later Presidents. Congress adopted the Bill of Rights and established a system of federal courts. The first two political parties — Federalists and Democratic-Republicans — were organized. Secretary of the Treasury Alexander Hamilton drew up a plan to pay off the nation’s debts. The First Bank of the United States was established. When war broke out in Europe, Washington signed the Neutrality Proclamation, which declared that the U.S. would not become involved in the conflict. When farmers in Western Pennsylvania refused to pay a federal excise tax on whiskey, the President sent troops to end the Whiskey Rebellion. This action showed that federal laws had to be obeyed within each state.

Famous People in Government

Directions: Fill in each space with the first and last name of the person being described.

- (1) _____ President George Washington appointed him the first chief justice of the Supreme Court
- (2) _____ civil rights activist best known for her role in a 1955 boycott of the Montgomery, Alabama, bus system
- (3) _____ Supreme Court justice noted for defending the right of free speech and for supporting government protection of civil rights
- (4) _____ President Franklin D. Roosevelt appointed her Secretary of Labor, making her the first woman Cabinet member
- (5) _____ at the Continental Congress, introduced a resolution that “these United Colonies are, and of right ought to be, free and independent States . . . ”
- (6) _____ helped organize the woman suffrage movement, which worked to get women the right to vote
- (7) _____ the only person to sign the Declaration of Independence, the Treaty of Alliance with France, the Treaty of Paris with Great Britain, and the United States Constitution
- (8) _____ helped end slavery in the United States and helped keep the Union together during the Civil War
- (9) _____ under his leadership, the civil rights movement won wide support among blacks and whites
- (10) _____ he expressed his foreign policy as: “Speak softly and carry a big stick.”
- (11) _____ author of the Declaration of Independence
- (12) _____ was the author of *Silent Spring*, which called public attention to the wasteful and destructive use of pesticides
- (13) _____ claimed that each U.S. state had the right to nullify national laws
- (14) _____ his program to rebuild the economy during the Great Depression was called the New Deal
- (15) _____ he declared that if a government did not protect the rights of its citizens, they had the right to find other rulers
- (16) _____ at the Constitutional Convention, he helped design the system of checks and balances and helped create the U.S. federal system of government
- (17) _____ known as the “Great Chief Justice,” he raised the Supreme Court to a level equal to the executive and legislative branches of government
- (18) _____ often helped settle bitter disputes over slavery between the Northern States and Southern States
- (19) _____ the nation’s first Secretary of the Treasury and a leader of the Federalist Party
- (20) _____ became the first African American justice of the Supreme Court in 1967

KEY TERMS

Directions: Read and study the definitions of the following key terms related to American government.

- (1) **affirmative action:** a policy that requires public and private organizations to take positive steps to overcome the effects of past discrimination against women and minorities, especially in employment and education
- (2) **Bill of Rights:** the first ten amendments to the United States Constitution
- (3) **balanced budget:** a financial plan in which spending does not exceed income
- (4) **caucus:** a meeting of members of a political party to nominate candidates and decide party strategy for an election
- (5) **checks and balances:** a system under which each branch of government limits the power of the other branches
- (6) **civil disobedience:** the refusal to obey civil laws regarded as unjust by using nonviolent resistance
- (7) **civil rights:** the nonpolitical rights of citizens, such as the right not to be discriminated against
- (8) **concurrent powers:** the powers held by both federal and state governments
- (9) **delegated powers:** the powers granted to the national government by the Constitution
- (10) **division of powers:** government powers are divided between the federal and state governments
- (11) **due process of law:** the constitutional right of every citizen to fair treatment under the law by the government
- (12) **establishment clause:** the clause of the First Amendment that forbids the government from making any law about an establishment of religion
- (13) **elastic clause:** Article I, Section 8, of the Constitution, which gives Congress the right to make all laws deemed “necessary and proper” to carry out the powers granted to the federal government
- (14) **interest group:** people who share common goals or interests and organize to influence government policy
- (15) **naturalization:** the legal process by which a person born a citizen of one country becomes a citizen of another country
- (16) **platform:** the written statement of a party’s principles, beliefs, and positions on issues
- (17) **political action committee (PAC):** a political arm of an interest group that collects money and provides financial support for political candidates
- (18) **public opinion:** the ideas and attitudes that Americans hold about such things as government and political issues
- (19) **quorum:** the minimum number of members who must be present for a legislative body to conduct business
- (20) **reserved powers:** those powers that belong to the states under the Constitution

- (21) **separation of powers:** the division of power among the legislative, executive, and judicial branches of government
- (22) **conference committee:** members of both houses of Congress sit together on this temporary committee; they work out the differences between the Senate version and House version of the same bill in order to write one identical bill
- (23) **bicameral:** a legislative body with two houses or chambers; Congress, consisting of the Senate and House of Representatives, is an example of this type of legislature
- (24) **standing committee:** deals with bills concerning a specific legislative subject; the most powerful of these committees include Appropriations, Armed Services, Foreign Relations, and Judiciary
- (25) **filibuster:** during a Senate debate, a senator or small group of senators talk at length in an effort to block the passage of a bill; they hope that supporters of the bill will give up on bringing the bill to a vote
- (26) **censure:** the vote by a legislative body to disapprove of a member's actions
- (27) **bipartisan:** consisting of or supported by the members of both major political parties
- (28) **bill:** a proposed law that will be debated and voted on by the legislature
- (29) **apportionment:** the distribution of representatives among the states based on population; the larger a state's population, the more representatives it has in the House of Representatives
- (30) **incumbent:** an individual who holds a political office; such a person often has the advantage when running for reelection because of name recognition, correspondence with constituents, experience, and political success
- (31) **gerrymandering:** the practice of drawing legislative district boundaries in such a way that it creates a political advantage for a particular party; in order to gain this advantage, the party that controls the state legislature tries to manipulate the shape of a district
- (32) **logrolling:** a practice wherein two or more members of a legislature agree in advance to vote for each other's bills
- (33) **lobbying:** contacting lawmakers or other government leaders to influence government policy on behalf of organizations or businesses
- (34) **pork-barrel legislation:** the money that Congress appropriates for a federal project in a member's home district; the project may or may not be worthwhile and/or necessary
- (35) **referendum:** voters approve or disapprove a proposed amendment to a state constitution or a law already passed by the state legislature
- (36) **majority leader:** the floor manager of the majority political party in a lawmaking body, such as the Senate or House of Representatives; this person supervises the party's handling of legislative matters
- (37) **minority leader:** the floor manager of the minority party in a legislature; their job is to oversee the party's legislative business
- (38) **override:** the passage of a law by a legislative body over the veto of the chief executive; Congress can enact a law over the President's veto by a two-thirds vote in the Senate and in the House

- (39) **Speaker of the House:** the presiding officer in the House of Representatives; this individual, who is always from the majority party, recognizes speakers, interprets the rules, and can exert a great deal of influence over legislation in the House
- (40) **president pro tempore:** serves as the “temporary president” of the Senate when the president of the Senate is absent; the Vice President of the United States is the president of the Senate
- (41) **Electoral College:** the group of 538 people who cast the official votes for President and Vice President; 270 of these electoral votes are needed to win the election; each state has a number of electoral votes equal to the total of its senators and representatives; the District of Columbia has 3 electoral votes; the candidate who receives the most popular votes in a state or the District of Columbia ordinarily gets all of its electoral votes
- (42) **veto:** a presidential power which is used to reject a bill passed by Congress
- (43) **State of the Union Address:** the annual message delivered before Congress in which the President outlines legislation for discussion in the next congressional session
- (44) **civil service system:** government employees are hired and promoted based on competitive tests and personal qualifications
- (45) **ambassador:** the highest-ranking diplomat appointed by the President to carry out foreign policy in a specific country; other nations send such an official to the United States
- (46) **bureaucracy:** the agencies and offices that work for a government and carry out its policies; bureaucrats are nonelected officials
- (47) **Cabinet:** the advisory body that helps the President make decisions and set government policy; members are the heads of the executive departments
- (48) **line-item veto:** the executive power to veto specific items included in a piece of legislation without vetoing the entire piece of legislation
- (49) **national convention:** the meeting of party delegates in a presidential election year to nominate candidates for President and Vice President; a party platform is approved, which spells out party positions on important political issues
- (50) **patronage:** a public official’s power to hand out jobs, building contracts, and other favors to party supporters
- (51) **presidential primary:** a primary election in which voters choose the candidate they want their convention delegates to nominate
- (52) **independent agencies:** regulate specific aspects of the national economy and administer government programs; examples are the Federal Reserve System and the National Aeronautics and Space Administration
- (53) **coattail effect:** the effect that a popular candidate for a top office — such as the presidency — can have on the voters’ support for other candidates in his or her party on the same ballot
- (54) **impeachment:** a formal action by the House of Representatives accusing the President, Vice President, or any civil officer of the United States of “treason, bribery, or other high crimes and misdemeanors;” the Senate must then try the accused official
- (55) **acquittal:** an accused person is found not guilty by a court

- (56) **appellate jurisdiction:** authority of a court to review legal decisions by a lower court
- (57) **pardon:** a release from legal punishment
- (58) **prosecuting attorney:** brings charges against the accused and attempts to prove that a crime was committed
- (59) **public defender:** a lawyer employed by the state and appointed by the court to defend individuals who cannot afford legal aid
- (60) **subpoena:** a court document that orders an individual to appear before the court or to produce evidence needed by law enforcement officials
- (61) **perjury:** the crime of lying while under oath
- (62) **majority opinion:** the verdict that decides a Supreme Court case; the opinion is supported by more than half of the justices hearing the case
- (63) **indictment:** a formal statement presented by a prosecuting attorney charging a person with committing a crime
- (64) **injunction:** a court order that forbids or requires a specific action
- (65) **federal court system:** the court system of the federal government, which is divided into three levels: the lower level is made up of federal district courts; at the middle level are federal circuit courts of appeal; the highest level is the Supreme Court
- (66) **judicial review:** the power of courts to judge legislative or executive acts unconstitutional; all national and state courts hold this power, though the highest state or federal court usually makes the final decision
- (67) **common law:** a system of law in which judges make decisions according to prevailing customs; decisions are applied to similar situations and thus gradually become common to the nation; common law forms the basis of legal procedures in the United States
- (68) **criminal law:** the collection of laws defining crimes and establishing punishment for violations; criminal cases are prosecuted by the government
- (69) **dissenting opinion:** a separate opinion in which a judge explains his or her own views about a case, in dissent from (disagreeing with) the majority opinion or conclusion reached by the majority of the court
- (70) **grand jury:** a group of people who decide whether there is sufficient evidence against an accused person to justify a criminal trial
- (71) **immunity:** a promise that someone facing possible criminal charges will not be charged for the crime; in exchange for immunity, the individual usually agrees to cooperate fully with the authorities who are preparing to prosecute one or more other individuals in the case
- (72) **civil law:** the law regulating personal conduct and allowing for the settlement of disputes between individuals over noncriminal matters, such as contracts, family relations, and business issues
- (73) **capital punishment:** the death penalty

Key Terms

Directions: Fill in each space with the term being described.

- (1) _____ the passage of a law by a legislative body over the veto of the chief executive; Congress can enact a law over the President's veto by a two-thirds vote in the Senate and in the House
- (2) _____ the advisory body that helps the President make decisions and set government policy; members are the heads of the executive departments
- (3) _____ the effect that a popular candidate for a top office — such as the presidency — can have on the voter's support for other candidates in his or her party on the same ballot
- (4) _____ the highest-ranking diplomat appointed by the President to carry out foreign policy in a specific country
- (5) _____ government employees are hired and promoted based on competitive tests and personal qualifications
- (6) _____ the power of courts to judge legislative or executive acts unconstitutional
- (7) _____ a group of people who decide whether there is sufficient evidence against an accused person to justify a criminal trial
- (8) _____ the group of 538 people who cast the official votes for President and Vice President; 270 of these votes are needed to win the election
- (9) _____ a formal statement presented by a prosecuting attorney charging a person with committing a crime
- (10) _____ a formal action by the House of Representatives accusing the President, Vice President, or any civil officer of the United States of "treason, bribery, or other high crimes and misdemeanors"
- (11) _____ the refusal to obey civil laws regarded as unjust by using nonviolent resistance
- (12) _____ the legal process by which a person born a citizen of one country becomes a citizen of another country
- (13) _____ the distribution of representatives among the states based on population; the larger a state's population, the more representatives it has in the House of Representatives
- (14) _____ consisting of or supported by the members of both major political parties

- (15) _____ Article I, Section 8, of the Constitution, which gives Congress the right to make all laws deemed “necessary and proper” to carry out the powers granted to the federal government
- (16) _____ members of both houses of Congress set together on this temporary committee; they work on the differences between the Senate version and House version of the same bill in order to write one identical bill
- (17) _____ the powers granted to the national government by the Constitution
- (18) _____ contacting lawmakers or other government leaders to influence government policy on behalf of organizations or businesses
- (19) _____ the written statement of a party’s principles, beliefs, and positions on issues
- (20) _____ voters approve or disapprove a proposed amendment to a state constitution or a law already passed by the state legislature

PRESIDENT STUDY GUIDE

Directions: Use this study guide to do research on the life and times of one of the Presidents of the United States. Write the name of the President you will be studying in the space below, then answer the questions which follow.

President: _____

(1) Facts in Brief

- (a) Year of birth: _____ (d) Place of birth: _____
- (b) Years in office: _____ - _____ (e) Father's name: _____
- (c) Year of death: _____ (f) Mother's name: _____

(2) Early Years

Write a paragraph about the childhood and teenage years of this person's life. You might include such things as father's and/or mother's occupation, number of brothers and sisters, education, early jobs, noteworthy experiences, accomplishments, misfortunes, etc.

[illegible]

(3) Middle Years

Find information about the person's life from the end of their teen years to the year when they became President. Give dates and brief descriptions of the most important events in their life during this period of time.

| <u>Year</u> | <u>Event</u> |
|-------------|--------------|
|-------------|--------------|

(4) **Political and Professional Background**

Which of the following did this person do before becoming President? Check those that apply.

| | | |
|----------------------|-----------------------|---------------------------|
| _____ mayor | _____ educator | _____ U.S. representative |
| _____ state lawmaker | _____ military leader | _____ judge |
| _____ lawyer | _____ governor | _____ Cabinet member |
| _____ business owner | _____ U.S. senator | _____ Vice President |

(5) **Election Campaign**

Complete only those sections which apply:

(a) This President's political party: _____

(b) First term opponent and party: _____

(c) Second term opponent and party: _____

Note: If you are reporting on Franklin D. Roosevelt, list information about his third and fourth terms on the back of this page.

(d) **Voting results:**

| | | |
|------------------------------|-------------------------------------|------------------------|
| <u>First Term Candidates</u> | <u>Popular Votes</u> (if available) | <u>Electoral Votes</u> |
|------------------------------|-------------------------------------|------------------------|

| | | |
|-------------------------------|-------------------------------------|------------------------|
| <u>Second Term Candidates</u> | <u>Popular Votes</u> (if available) | <u>Electoral Votes</u> |
|-------------------------------|-------------------------------------|------------------------|

(6) **Years in Office**

Check the period of time served:

| | |
|---|------------------------------------|
| (a) _____ less than one full term | (d) _____ two full terms |
| (b) _____ only one full term | (e) _____ more than two full terms |
| (c) _____ one full term and part of another | |

(7) **Names of Vice President(s) and Cabinet Officials**

(8) Write 100 to 150 words describing the administration (years in office) of this President.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

(9) On a scale of 1 to 10, with 10 being the highest score, how would you rate this President?
Why? (30-50 words)

Rating: _____ Reason: _____

(10) Answer either a or b:

- If the President died in office, write a paragraph explaining the circumstances of their death.
- If the President did not die in office, write a paragraph describing the later years of their life.

- (b) If the President did not die in office, write a paragraph describing the later years of their life.

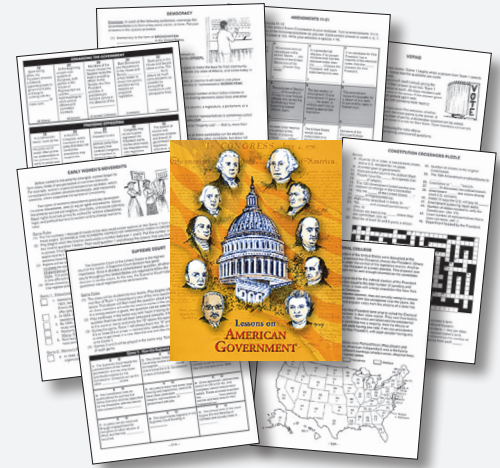
LESSONS ON AMERICAN GOVERNMENT

by Robert W. Shedlock

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Lessons on American Government has seven reproducible books with fifteen lessons each. Preparation time is eliminated as a special lesson is always ready for the next class. Each book has about 60 masters. Easy-to-follow Teacher Instructions and answer keys are included. Most lessons contain a 20-question quiz to measure student progress. The quizzes can also be used as homework assignments or review exercises. All seven Parts are available in print or eBook format. The entire series can be ordered on CD-ROM.



Lesson Titles

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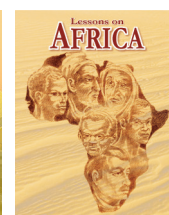
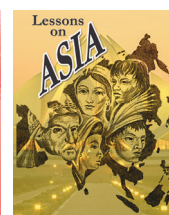
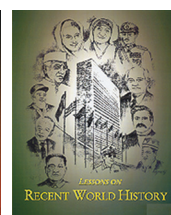
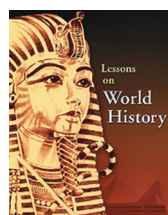
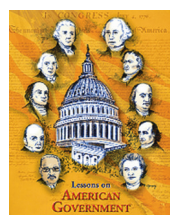
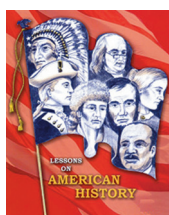
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