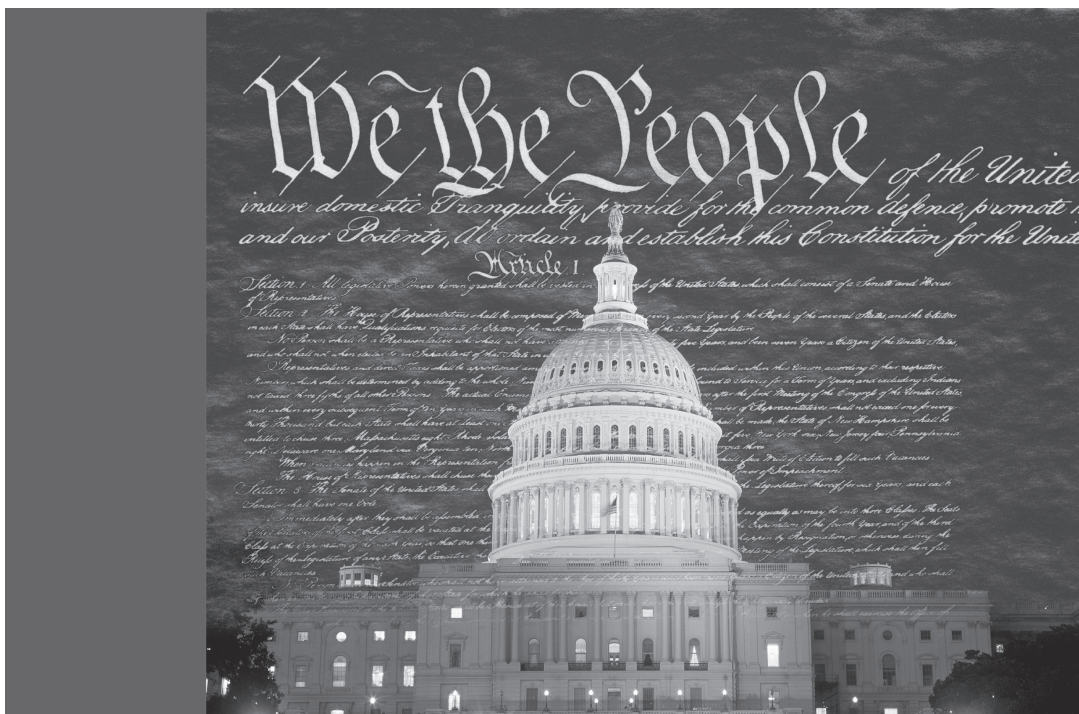


ANSWER KEY TO

\$7.95



Mastering Ohio's **AMERICAN GOVERNMENT ASSESSMENT**



**Second
Edition**

**Contains multiple
Evidence-Based
Sets**

**ZIMMER
KILLORAN
JARRETT**

Mastering Ohio's American Government Assessment provides the best preparation for students taking the Ohio Department of Education's American Government Assessment. This booklet provides answers to the questions in the book. In many cases, there may be no single correct answer to the question. In evaluating student responses to open-ended questions, we suggest you focus on how well the student answers the question and whether the student supports his or her position with reasons, factual details, and data.

CHAPTER 2: Interpreting Different Types of Data

Page 10: Maps	1	C	Page 15: Photographs and Illustrations	5	C
Page 11: Tables	2	A	Page 16: Timelines	6	C
Page 11: Bar and Line Graphs	3	B	Page 18: Written Sources	7	B
Page 14: Pie Charts	4	A			

CHAPTER 3: How to Answer Different Types of Assessment Questions

Page 19: A Sample Graphic-Response Question

- 1 • Judicial Branch: Can declare acts of the U.S. Congress unconstitutional.
• Executive Branch: Can veto acts passed by the U.S. Congress.
• Executive Branch: Carries out the laws enacted by the U.S. Congress.
• Legislative Branch: Approves treaties negotiated with foreign nations.
• Legislative Branch: Confirms appointments made by the President.
• Legislative Branch: Can override a Presidential veto.

Page 20: A Sample Short Constructed-Response Question

- 2 **Part A.** The principle of “checks and balances” is reflected in this passage.
Part B. Although the President has the power to negotiate treaties, they must be approved by a two-thirds vote of the Senate. This dividing of power by the authors of the U.S. Constitution between the executive and legislative branches of government in dealing with certain aspects of foreign policy supported their belief that too much power should not be placed in any one branch of government.

Page 21: A Sample Extended Constructed-Response Question

- 3 **Part A.** Based on the excerpt from the Federalist, No. 4, one argument Jay used in support of the Constitution was that foreign governments need to see a single voice speak in foreign affairs, not one split into a number of confederacies. If this is done, foreign nations will be more likely to be friendly to us rather than opposed.
Part B. One argument the Anti-Federalists used was that the republic was too vast for a legislature to rule effectively with all of these concerns. It is too distant to be concerned with the local conditions and wants of the different districts.

Page 22: A Sample Evidence-Based Set

- 4 • **Article 1, Section 2.** This section was replaced by the Sixteenth Amendment. It gave Congress the power to impose a direct tax on personal incomes without using the apportionment rule — based on the population of a state.
• **Article 1, Section 3.** This section was replaced by the Seventeenth Amendment. This amendment made the Senate more directly accountable to the people by changing the election of U.S. Senators from selection by state legislatures to direct election by voters.
• **Article II, Section 1.** This section was replaced by the Twelfth Amendment. It provided that instead of casting two votes for a President, members of the Electoral College must select a President and a Vice President on their ballot. This ensured that the President will be paired with a running mate from the same political party.
• **Article IV, Section 2.** This section was replaced by the Thirteenth Amendment. This amendment did away with slaves escaping from one state into another by prohibiting the use of slavery or involuntary servitude.
- 5 The following items were altered by a Constitutional Amendment:
(1) Protection of an individual’s liberties from abuse by the federal government. (2) The payment of a poll tax for voting in an election. (3) The age at which citizens were permitted to vote. (4) The tenure or number of terms for service as President.

4 Characteristics Needed For A Compromise

- Someone needs to propose a solution that is acceptable to both sides.
- Both sides need to have an opportunity to explain their points of view.
- Both sides must be interested in reaching a solution.

Characteristics That Prevent A Compromise

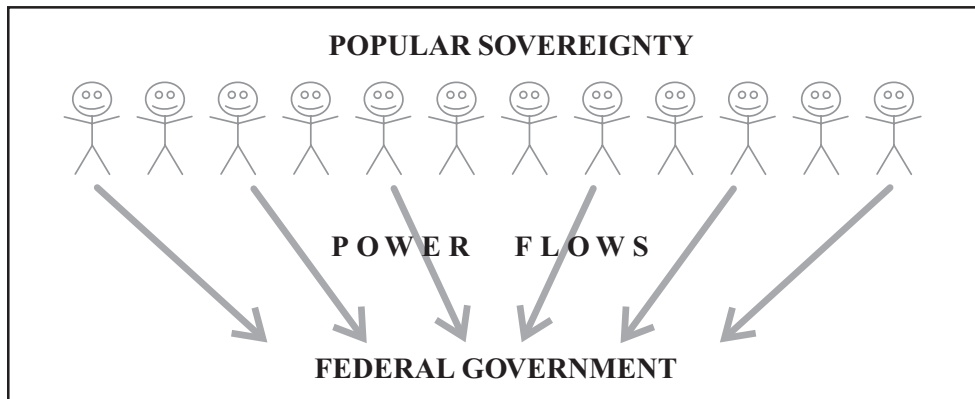
- Each side needs to show it will refuse to yield unless the other side yields first.
- Each side needs to stress why only its point of view should be accepted.
- Both sides stick to their positions and refuse to yield to the other side.

5 Compromise

CHAPTER 7: Basic Principles of the U.S. Constitution

Pages 64-69: Practice Assessment Questions

- 1 • A check by the executive on the legislative branch would be vetoing legislation.
• A check by the legislature on the executive branch would be to override a veto.
• A check by the executive on the judicial branch would be to appoint federal judges.
• A check by the judicial on the executive branch would be declaring a Presidential action to be unconstitutional.
• A check by the judiciary on the legislative branch would be declaring an act of Congress to be unconstitutional.
• A check by the legislature on the judicial branch would be to impeach judges.
- 2 A diagram that shows how the structure of government reflects federalism.



- 3 • One power that the federal government was prohibited from taking was passing ex post facto laws.
• One power that was prohibited to state governments was declaring war or issuing money.
- 4 D
5 A
- 6 D
7 C
- 8 First Limit: The federal government has only those powers given to it by the U.S. Constitution.
Second Limit: The power and authority of the federal government comes from the people.
- 9 Legislative Branch: To enact laws.
Executive Branch: To carry out the laws.
Judicial Branch: To interpret the laws.
- 10 C
11 D
12 C
13 A
14 A

- | | |
|---------------------------|--------------------------|
| 15 (1) Limited Government | (3) Checks and Balances |
| (2) Popular Sovereignty | (4) Separation of Powers |
| 16 B | 18 A |
| 17 C | 19 Separation of Powers |

CHAPTER 8: The Anti-Federalists and Federalists

Pages 75-81: Practice Assessment Questions

- 1 This was an argument used by the Anti-Federalists in opposition to the elastic clause. The Anti-Federalists claimed that using this power, there was no limit to the power of Congress since they could make any laws they wished, and that it would make the state governments null and void.
- 2
 - A. The Federalists argued that there were many protections against the abuse of power by the federal government. For example, they pointed to the principle of federalism to show that powers were shared by the national and state governments.
 - B. The Anti-Federalists argued that without a bill of Rights, the national government might use its power to abuse the rights of individuals.
- 3
 - A Bill of Rights was needed before the new Constitution could be approved. (Federalists)
 - Only a small republic is able to protect the rights of individuals. (Anti-Federalists)
 - The powers of the state must be limited in favor of a central government with great powers. (Federalists)
 - The states will lose some influence with the growth of the national government's power. (Anti-Federalists)
- 4 C
- 5
 - Anti-Federalists: They feared the central government would use its power to oppress the people.
 - Federalists: They argued that power separated among the three government branches would protect against abuse.
 - Anti-Federalists: They claimed the Constitution lacks a bill of rights to protect people's rights and liberties.
 - Anti-Federalists: They said the nation is too vast to be governed effectively by a single government.
 - Anti-Federalists: They argued that there is a lack of safeguards, to protect against governmental abuse.
- 6 C
- 7 D
- 8 B
- 9 D
- 10 (A) Anti-Federalists (B) Federalists
- 11 Anti-Federalists feared the elastic clause.
- 12 A
- 13 D
- 14 D
- 15 D
- 16
 - The current Constitution does not have a bill of rights. (Anti-Federalists)
 - A strong government is needed to defend against attack. (Federalists)
 - A vast republic would require factions to work together. (Anti-Federalists)
 - The "necessary and proper" clause represents a danger to the nation. (Anti-Federalists)

Pages 80-81: Evidence-Based Set

- | | |
|------|------|
| 17 C | 18 A |
|------|------|
- 19
 - Popular Sovereignty: Constitutional Principle Discussed
 - Concurrent Powers: Constitutional Principle Not Discussed
 - Federalism: Constitutional Principle Discussed
 - Judicial Review: Constitutional Principle Not Discussed
 - Checks and Balances: Constitutional Principle Discussed

CHAPTER 9: How Our Government Has Changed Over Time

Pages 91-98: Practice Assessment Questions

- 1 The addition of amendments has changed the meaning and application of some of the principles that define the government of the United States. For example, after decades of protest, demonstrations, and parades, women were granted the right to vote in 1920. This right to vote dramatically widened the principle of popular sovereignty by greatly expanding the number of people who could vote in elections.
- 2 The decision in *Gibbons v. Ogden* was a Supreme Court decision that incorporated the principle of federalism set the stage for the future expansion of Congressional power over the activities once thought to be under the states' control. It expanded upon the principle of federalism.
- 3 (1) In an election, citizens vote for electors that are supposed to vote for their Presidential choice. (Popular Sovereignty)
(2) States, with Congressional approval, can enter into agreements with other states to form an agency to regulate a shared resource. (Federalism)
(3) Federal grants are provided to help administer health programs, education and transportation. (Federalism)
(4) The creation of political parties, although not part of the Constitution, have emerged to permit greater participation in government. (Popular Sovereignty)
- 4 Ways of Changing the U.S. Constitution: (1) Amending Process; (2) Supreme Court Decisions; (3) Informal Practices; and (4) Congressional Legislation.

Pages 93-94: Evidence-Based Set

- 5 B
- 6
 - Use of federal grants to administer educational programs
 - A Supreme Court ruling that forces all schools to be integrated
 - The role of political parties in the election process
 - Administrative agencies that create their own rules and regulations
- 7 Popular Sovereignty
- 8 C
- 9 Checks and balances
- 10 B
- 11 A
- 12 A
- 13 (A) Supreme Court decisions (B) Congressional legislation
- 14 B
- 15 C
- 16 C
- 17 B
- 18 A
- 19 C
- 20 B
- 21 (1) After decades of protests, women were granted the right to vote by passage of the Nineteenth Amendment. (Popular Sovereignty)
(2) The War Powers Act (1973) sought to limit the President's war-making powers and return it back to Congress. (Separation of Powers)
(3) The ratification of the Thirteenth Amendment prohibited slavery and involuntary servitude within the United States. (Popular Sovereignty)
(4) The Supreme Court's decision in *Gibbons v. Ogden* set the stage for the growth of federal power over the states. (Federalism)
(5) There are times when the President refuses to spend money that has been appropriated by Congress. (Checks and Balances)

- 22 B

CHAPTER 10: The Bill Of Rights

Pages 106-111: Assessment Questions

- 1 A key object of the Anti-Federalists was their demand that a number of amendments be added that would secure citizen's liberties. In fact, in many states, ratification of the U.S. Constitution was only obtained when Federalist supporters promised to add a Bill of Rights. The Bill of Rights addressed the concerns of the Anti-Federalists by limiting the power of the federal government. For example, people were allowed to speak out against the government without fear of punishment; there would be no state religion, and people could submit a petition to the government for a redress of their grievances.
- 2 (1) Anti-Federalists argued that the national government could make citizens house soldiers just as the British king had done. (Third Amendment)
(2) Anti-Federalists believed the national government might use its large military force to oppress the people and abuse their rights. (Second Amendment)
(3) Provision must be made that if citizens wish to speak freely against the national government they can without fear of arrest and punishment by the national government. (First Amendment)
(4) Provision must be made that all the rights not held by the national government will be held by the states or people. (Tenth Amendment)
- | | | |
|-----|-----|------|
| 3 A | 6 D | 9 D |
| 4 C | 7 D | 10 D |
| 5 C | 8 C | 11 D |
- 12 (1) A person is brought to trial by the government without an indictment being voted on by a grand jury. (Fifth Amendment)
(2) A person is sentenced to 15 years in prison for speeding on a U.S. Army base by a U.S. judge who is known for giving out overly harsh sentences. (Eighth Amendment)
(3) A journalist is arrested for writing an article about a government official that is was true and factually correct. (First Amendment)
(4) American citizens are made to house U.S. soldiers in their homes in a cost cutting measure by the national government. (Third Amendment)
- | | | |
|------|------|------|
| 13 C | 17 A | 20 D |
| 14 B | 18 A | 21 B |
| 15 B | 19 C | 22 C |
| 16 A | | |
- 23 A person cannot be tried twice for the same offense or a person accused of a serious crime cannot be jailed until a grand jury votes an indictment against the accused. The government cannot take your property without "reasonable compensation." Individuals are protected from "unreasonable" searches and seizures. A person cannot be made to say things that can be used against him or her. A person must be given a fair trial before an impartial jury.

CHAPTER 11: The Civil War Amendments

Pages 116-121: Practice Assessment Questions

- 1 (1) This amendment required states to provide all citizens with "due process of law" — trial by a jury when accused of wrongdoing. (Fourteenth Amendment)
(2) This amendment guaranteed voting rights to all persons that were formerly enslaved. (Fifteenth Amendment)
(3) This amendment abolished slavery throughout the nation, confirming the intent of the Emancipation Proclamation. (Thirteenth Amendment)
(4) This amendment granted U.S. citizenship to all former slaves. (Fourteenth Amendment)
(5) This amendment applied the protections of the Bill of Rights to the states. (Fourteenth Amendment)

- 2 Thirteenth, Fourteenth, and Fifteenth Amendments abolished slavery, provided citizenship to the freedmen, and guaranteed their right to vote. Each of these amendments had a part in changing one of the principles of the U.S. Constitution. For example, the Fifteenth Amendment, which gave the right to vote to former slaves expanded the principle of popular sovereignty by increasing the voice of citizens in determining the direction of the nation.

3 Southern state legislatures enacted “Black Codes” to limit the right of African Americans to vote, testify in court, and exercise their civil rights. The Fourteenth Amendment extended the protections in the Bill of Rights against abuse by the federal government to abuse by state governments. This amendment greatly expanded the civil rights and freedom of the former slaves. This allowed them to be citizens, vote in elections, and bring actions in federal courts against abuses by a Southern state.

4 The “equal protection” clause of the Fourteenth Amendment extended the protections found in the Bill of Rights to state governments. This clause implied that no state has the right to deny anyone within its borders the “equal protection of the laws.” This clause later was used by the federal government to bring an end to discrimination and segregation in the South.

5 C 6 C

7 (1) Persons cannot be denied the right to vote on account of their race, color or previous condition of servitude. (Fourteenth Amendment)
 (2) U.S. citizens are protected in their ability to speak out or write something against the government. (First Amendment)
 (3) Slavery and involuntary servitude are banned. (Thirteenth Amendment)
 (4) State governments are forbidden to deny any person life, liberty, or property without due process of law. (Fourteenth Amendment)
 (5) Citizens are protected from an unreasonable search of their home without the police first producing a search warrant signed by a judge. (Fourth Amendment)

8 B

9 **Part A.** B
Part B. • banning the institution of slavery
 • ratification of the Fifteenth Amendment
 • granting the former slaves the right to vote

10 C 17 A
 11 A 18 D
 12 C 19 D
 13 D 20 D
 14 C 21 D
 15 D 22 B
 16 C

CHAPTER 12: The Progressive Era Amendments

Pages 126-131: Practice Assessment Questions

- 1 One of the Progressive Amendments was the Seventeenth Amendment. This amendment addressed calls for reform during the Progressive Era. This amendment changed the way Senators were selected. Before this amendment, Senators were selected by state legislatures. This method allowed political machines and political bosses to have an undue influence in the selection. The Seventeenth Amendment changed the selection from state legislatures to having voters of each state directly elect their Senators.
- 2 One of the Progressive Amendments was the Nineteenth Amendment. This amendment gave women the right to vote. The Eighteenth Amendment changed the meaning of the principle of popular sovereignty. By allowing women to vote, this greatly extended the principle of popular sovereignty.

- 3 (1) It was unfair to many to send soldiers in World War I to fight for democracy in other countries but to oppose giving women the right to vote at home. (Nineteenth Amendment)
- (2) A need arose to have an income tax that required people with money to pay a higher percentage of their income than people with lower incomes. (Sixteenth Amendment)
- (3) Many reformers believed that prohibition would reduce crime and corruption and solve many social problems. (Eighteenth Amendment)
- (4) In some states, powerful political machines gained control of state legislatures by electing Senators who were favorable to their interests. (Seventeenth Amendment)

- | | |
|-----------------------|------------------------|
| 4 Sixteenth Amendment | 9 Nineteenth Amendment |
| 5 C | 10 D |
| 6 C | 11 D |
| 7 B | 12 D |
| 8 C | 13 A |

14 Part A. B

- Part B.**
- prohibiting the sale of alcoholic beverages
 - allowing citizens to vote directly for U.S. Senators
 - endorsing a progressive income tax on wealthy Americans

15 Eighteenth Amendment

- | | |
|------|------|
| 16 B | 19 A |
| 17 C | 20 C |
| 18 C | |

- 21
- People who use alcoholic beverages: Eighteenth Amendment
 - American Women: Nineteenth Amendment
 - Wealthy income earners: Sixteenth Amendment

CHAPTER 13: Extending the Vote to Disenfranchised Groups

Pages 137-141: Practice Assessment Questions

- 1 In 1971, the Twenty-sixth Amendment was ratified. It lowered the vote age from 21 to 18. This greatly impacted the American electorate. It increased the number of voters in elections with 18-year-olds being permitted to vote for the first time.
- 2 (1) The slogan, “Old enough to fight, old enough to vote,” roused many Americans to the need to grant 18-year-olds the vote. (Twenty-sixth Amendment)
- (2) Poll taxes were aimed mainly at keeping low-income African Americans from voting in an election. (Twenty-fourth Amendment)
- (3) Many major suffrage organizations united behind the goal of an amendment to grant American women the right to vote. (Nineteenth Amendment)
- (4) In the South, some legislatures passed laws that prevented African Americans from voting in elections. (Fifteenth Amendment)
- 3 Between 1878 and 1920, major suffrage organizations united behind the goal of a constitutional amendment to guarantee American women the right to vote. This greatly expanded the number of people that were now able to vote. This helped to reaffirm the principle of popular sovereignty by allowing a greater number of citizens a voice in government.
- 4 A
- 5 B
- 6 C
- 7 • Fifteenth Amendment: African Americans
- Nineteenth Amendment: Women
- Twenty-sixth Amendment: 18-year-olds

- | | |
|------|------|
| 8 C | 12 B |
| 9 D | 13 C |
| 10 D | 14 D |
| 11 D | 15 B |

16 Southern states were attempting to prevent African Americans from voting.

17 **Part A.** B

- Part B.**
- eliminated the payment of a poll tax to vote
 - granted 18-year-olds the right to vote

18 D

19 A. Fifteenth Amendment or the Nineteenth Amendment

B. Twenty-fourth Amendment or the Twenty-sixth Amendment

CHAPTER 14: Amendments Altering the Presidency

Pages 150-155: Practice Assessment Questions

1 **Part A.** Twenty-fifth Amendment

Part B. The Twenty-fifth Amendment came into being to clarify what happens upon the death, removal, or resignation of the President or Vice President. It also dealt with how the office of President was to be filled in the event the President becomes incapacitated and cannot fulfill his or her responsibilities.

- 2 • Twenty-third Amendment: D.C. Residents
 • Twenty-fourth Amendment: African Americans
 • Twenty-sixth Amendment: 18-year-olds

3 The Twelfth Amendment dealt with how electors cast their ballots for President and Vice President.
 The Twentieth Amendment dealt with the dates on which the President assumes the office of President.

- 4 (1) This amendment moved the date for the start of the President's new term to January 20 from March 4. (Twentieth Amendment)
 (2) This amendment changed the way the Electoral College chose the President and Vice President. (Twelfth Amendment)
 (3) This amendment dealt with what happens on the death, removal, or resignation of the President or Vice President and how the office of President is to be filled. (Twenty-fifth Amendment)
 (4) This amendment gave D.C. residents three Presidential electors that allowed them to have a vote in Presidential elections. (Twenty-third Amendment)

5 The main reason for the adoption of the Twelfth Amendment is so the President and Vice President would not be from opposing political parties.

- | | |
|-----|------|
| 6 C | 9 A |
| 7 C | 10 A |
| 8 D | 11 B |

12 **Part A.** A

- Part B.**
- changed the date the President and Vice President were to be sworn in
 - created the procedures to follow if no candidate gets a majority of electoral votes
 - limited the President to two full four year terms of office

- | | |
|------|------|
| 13 D | 18 B |
| 14 C | 19 D |
| 15 B | 20 D |
| 16 C | 21 B |
| 17 D | 22 B |

CHAPTER 15: Amendments With Unique Historical Circumstances

1 **Part A.** Twenty-seventh Amendment

- Part B.** Twenty-seventh Amendment. This amendment was originally part of the amendments that were to be included in the Bill of Rights. However, it did not meet with the approval needed. Some 200 years later it finally received the required number of state approvals to become an amendment. It stated that members of Congress could not vote themselves a pay raise. They must first allow their constituents to vote on their election before the raise takes effect.
- 2 (1) This amendment required that any increases in Congressional pay would need to take effect after the term of office for the representatives. (Twenty-seventh Amendment)
- (2) This amendment repealed a portion of Article III of the U.S. Constitution by imposing limits on when a state can be sued. (Eleventh Amendment)
- (3) This amendment outlawed the making, selling or use of alcoholic beverages in the United States. (Eighteenth Amendment)
- (4) This amendment repealed the Volstead Act that implemented the provisions against the sale or distribution of alcoholic beverages. (Twenty-first Amendment)
- 3 The purpose of the Twenty-seventh Amendment was to make sure that members of Congress would not give themselves a pay raise without first allowing their constituents to have an indirect voice in the matter. Many Americans felt that legislators would be more cautious about granting themselves a pay raise if they had to answer to their constituents' vote.
- 4 B 6 A
- 5 C 7 D
- 8 It repealed the Eighteenth Amendment.
- 9 Twenty-seventh Amendment
- 10 C 13 A
- 11 D 14 D
- 12 A 15 C
- 16 **Part A.** B
- Part B.**
- it forced many people to lose their jobs
 - it increased lawlessness in major cities
 - it led some people to join in the thrill of breaking the law
- 17 D 18 C

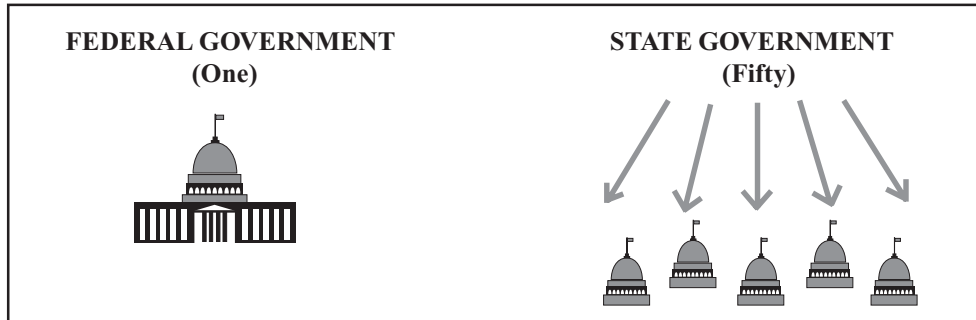
CHAPTER 16: An Intermediate Review of the Content Statements

Pages 166-179: Practice Assessment Questions

- 1 The person referred to is against publicly funding election campaigns. The arguments raised are credible since the citing of references makes the argument stronger. The person presents facts about this issue from Massachusetts, Portland, and California. The arguments presented are verifiable, which leads to their credibility.
- 2 An example of a constitutional amendment that changed the government over time is the Fifteenth Amendment. This gave former slaves to be given the right to vote. In so doing, it reinforced the principle of popular sovereignty, and greatly expanded the number of Americans that could vote in an election.
- 3 The Anti-Federalists constantly spoke out about a lack of protections for individuals in the U.S. Constitution. One of the key amendments in the Bill of Rights is the First Amendment. This amendment protects individuals freedom to say or write almost anything in public. It protects Americans from being jailed for criticizing the government or for expressing their beliefs.

- 4 Part A.** A possible compromise between the wants of Mr. Smith and the students who wish to use the park to skateboard might be that for a select number of hours after school and on the weekend, the park could allow skateboarding.

Part B. This would be a compromise, since it would please both parties. It would satisfy Mr. Smith who does not want the park open late at night. The students wanted to use the park and feared it would be shut down. It satisfy them since the park would not be shut and available for skateboarding, albeit for a limited period of time.
- 5** One group that was disenfranchised were African-Americans. The poll tax — a fee imposed by a state to vote, began in the South following the end of Reconstruction. Along with literacy tests and residency requirements, poll taxes were aimed primarily at preventing lower-income African Americans from voting in an election. The ratification of the Twenty-fourth Amendment put an end to poll taxes being used.
- 6** A diagram that shows the principle of federalism might appear as:



- 7 **Part A.** The Twenty-second Amendment
- Part B.** By tradition no President had served for more than two terms in office. However, when President Franklin D. Roosevelt was elected four times to the office of President, many felt it was time to mandate a limit of two terms in office.
- 8 (1) This amendment banned the sale of alcoholic beverages in the United States. ([Eighteenth Amendment](#))
- (2) This amendment was seen as a major step in making the nation more democratic by giving women the right to vote. ([Nineteenth Amendment](#))
- (3) This amendment provided for a progressive income tax that required people with higher incomes to pay a higher percentage in taxes. ([Sixteenth Amendment](#))
- (4) This amendment changed the election of Senators from a vote in state legislatures to a direct vote by citizens. ([Seventeenth Amendment](#))
- 9 D 14 C 19 C
- 10 D 15 C 20 A
- 11 A 16 C 21 D
- 12 B 17 D 22 B
- 13 C 18 C
- 23 • Granted 18-year-olds the right to vote: [Twenty-sixth Amendment](#)
- Granted American women the right to vote: [Nineteenth Amendment](#)
- Granted former slaves the right to vote: [Fifteenth Amendment](#)
- 24 B 30 B 35 B
- 25 C 31 D 36 B
- 26 C 32 B 37 A
- 27 B 33 Sixteenth Amendment 38 A
- 28 D 34 C 39 A
- 29 C
- 40 **Part A.** D
- Part B.**
- providing for federal grants to the states
 - permitting legislative oversight by Congress
 - allowing for the impoundment of funds

CHAPTER 18: The Establishment of Public Policy

Pages 199-204: Practice Assessment Questions

1 **Part A.** (1) Congress can override a Presidential Veto.

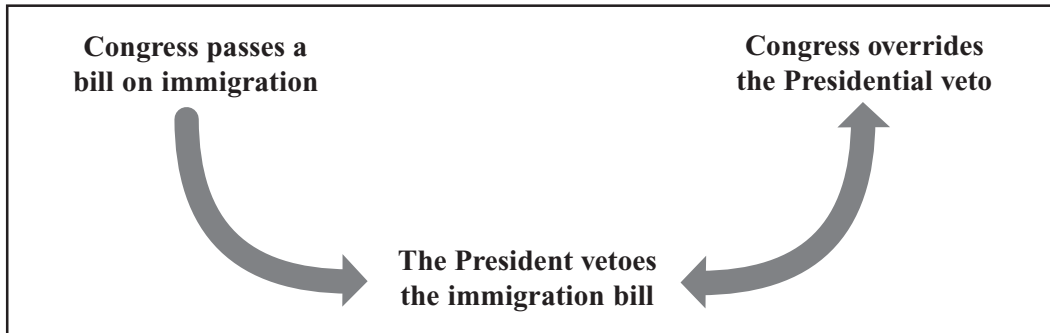
(2) Propose amendments to the Constitution

(3) President can appoint federal officials

Part B. (1) *Congress can override a Presidential Veto.* This acts to check the President. Congress can override a veto of a President that refuses to sign legislation that Congress has enacted.

(2) *Propose amendments to the Constitution.* If the Supreme Court finds an act of Congress to be unconstitutional, the Congress can check the power of the court by starting the process of adding an amendment to the constitution.

(3) *Congress needs to approve Presidential nominations.* This is a check on the President by Congress in limiting his ability to name officials that Congress is not happy with.



3 (1) Power to approve treaties with foreign nations. (Legislative Branch)

(2) The power to declare an act of Congress unconstitutional. (Judicial Branch)

(3) The power to override a Presidential veto. (Legislative Branch)

(4) The power to impeach a judge on the federal courts. (Legislative Branch)

(5) The power to reduce the jurisdiction of the federal courts. (Legislative Branch)

(6) The power to nominate judges to the federal courts. (Executive Branch)

4 One incident when an action by the Supreme Court helped maintain a balance of power was when it used its power of judicial review in *Marbury v. Madison*, to overturn a decision by Congress. This decision allowed the Supreme Court to exert its power as an equal branch of the federal government.

5 B

6 • Can veto a bill passed by the U.S. Congress. (Executive)

• Can rule that an act of Congress violates the U.S. Constitution. (Judicial)

• Can refuse to approve a Presidential nomination. (Legislative)

7 B

9 D

8 D

10 B

11 Declare the law to be unconstitutional

12 C

17 D

13 B

18 B

14 A

19 A

15 C

20 C

16 B

21 • Can declare executive actions unconstitutional as a check on the President. (Judicial Branch)

• Can add additional federal judges to the court as a check on the judiciary. (Executive Branch)

• Can propose an amendment as a way to overrule an unpopular judicial decision. (Legislative Branch)

Pages 212-216: Practice Assessment Questions

- ## CHAPTER 20: The Federal Government and the Protection of Minority Rights

Pages 223-232: Practice Assessment Questions

- 15

- 3 **Part A.** Thurgood Marshall discovered that during the Korean War, an African-American infantry regiment was faced with a disproportionate amount of court martials and punishments than those given to non-African-American infantry regiments.
- Part B.** Thurgood Marshall was able to press the Army to begin implementing recommendations made by President Truman but had not been put into action.
- Part C.** The main effect of this event on American history was to bring about equality and fairer treatment in another aspect of life for African Americans.
- 4 Another minority group that was helped by federal government legislation were African Americans. The federal Fair Housing Act prohibited discrimination on the basis of race, religion, national origin, familial status or age. The act opened up housing in areas that were previously closed to many African-American residents.

Pages 226-227: Evidence-Based Set

- 5 B
- 6 C
- 7 Examples In Which The Majority Rules
- The U.S. Congress has the power to declare war
 - Article VI: If state and federal laws are in conflict, federal law is supreme
- Examples In Which Minority Rules Are Protected
- The U.S. Supreme Court decision in Brown v. Board of Education
 - 24th Amendment outlawed the use of poll taxes in elections
- | | | |
|------|------|------|
| 8 D | 15 B | 21 C |
| 9 B | 16 C | 22 C |
| 10 C | 17 D | 23 C |
| 11 B | 18 B | 24 D |
| 12 D | 19 C | 25 A |
| 13 A | 20 C | 26 B |
| 14 C | | |

CHAPTER 21: The Ohio Constitution of 1851

Pages 238-244: Practice Assessment Questions

- 1 First Change: A new level of courts were added to the state's judicial branch to relieve the overburdened Ohio Supreme Court.
- Second Change: There was new limit placed on the amount of debt the state of Ohio could assume, since the previous Constitution had not set limits to the state's debt.
- 2 (1) The Governor of Ohio was elected to serve for a term of two years and was to be elected by the voters of Ohio. (Ohio Constitution of 1802)
- (2) All judges and other executive officers in Ohio are to be elected by the voters of Ohio. (Ohio Constitution of 1851)
- (3) The debt of Ohio was to be limited to an amount totaling no more than \$750,000. (Ohio Constitution of 1851)
- (4) The term of office for the governor was to be limited to no more than two successive terms in office. (Ohio Constitution of 1802)
- (5) A three-level court system was established with the Ohio Supreme Court remaining the state's highest court. (Ohio Constitution of 1851)
- (6) The power to appoint administrative officers of the executive branch is left to the General Assemblé. (Ohio Constitution of 1802)
- 3 Ohio's judicial branch consisted of the Ohio Supreme Court. As the state grew in population and the number of counties increased, the obligations of the Ohio Supreme Court became too great to fulfill. The organization of the courts was overhauled to lighten the load of the Ohio Supreme Court. A third level of district courts was added between the Ohio Supreme Court and lower courts.

- 4 (1) As Ohio's population grew, the state's debt had grown out of control to almost \$20 million. (State debt was to be fixed at a specific dollar amount)
- (2) The legislative branch had the power to appoint judges and all other government officials. (All Ohio judges were now elected by the voters of Ohio)
- (3) The Ohio Supreme Court was overworked and overwhelmed with too many constitutional obligations. (A new level of state courts was created)
- (4) The General Assembly could pass taxes and not show Ohio taxpayers where the money would be spent. (All laws had to identify the purpose of the tax being created)
- (5) Some corporations and property classes in Ohio were taxed by the legislature at different rates. (All classes of property were to be taxed at the same rate)

- | | |
|------|------------------------------|
| 5 D | 11 Ohio Constitution of 1851 |
| 6 B | 12 B |
| 7 B | 13 C |
| 8 B | 14 D |
| 9 B | 15 B |
| 10 A | 16 C |

Pages 243-244: Evidence-Based Set

- 17 B
- 18 Abuses Corrected by the Constitution of 1851
- The appointment power for key executive branch officers was taken away from the General Assembly and made elective positions
 - Limited the power of the General Assembly to grant special privileges and immunities.
 - The power of apportioning the House and Senate districts was limited
 - The power of patronage by the General Assembly was severely limited
- 19 C

CHAPTER 22: The Ohio and U.S. Constitutions Compared

Pages 251-256: Practice Assessment Questions

- | | | |
|--|------|------|
| 1 D | | |
| 2 • All revenue bills must begin in the House of Representatives.
Branch: <u>Legislative</u> Constitution: <u>U.S.</u> | | |
| • There are no qualifications to serve on these courts.
Branch: <u>Judicial</u> Constitution: <u>U.S.</u> | | |
| • Commander in Chief of the state's National Guard.
Branch: <u>Executive</u> Constitution: <u>Ohio</u> | | |
| 3 B | 4 B | 5 D |
| 6 • This constitution lacked a bill of rights when it was first ratified. (<u>U.S. Constitution of 1787</u>) | | |
| • This constitution did not provide a veto power for the chief executive when first created. (<u>Ohio Constitution of 1851</u>) | | |
| • This constitution provided for the election of judges by its citizens. (<u>Ohio Constitution of 1851</u>) | | |
| 7 C | 8 B | |
| 9 Power to declare war, printing money, regulating interstate trade. | | |
| 10 (1) The chief executive was given a line-item veto over acts passed by the legislative branch. (<u>Different in both Constitutions</u>) | | |
| (2) All judges on the court were to serve a life term during good behavior. (<u>Different in both Constitutions</u>) | | |
| (3) The Supreme Court was to be the highest court for that branch of government. (<u>Similar in both Constitutions</u>) | | |
| (4) During an election, the chief executive was to be voted on directly by the people. (<u>Different in both Constitutions</u>) | | |
| 11 B | 12 C | 13 C |

- 14** Applies to both the Ohio and U.S. Constitutions.
- The source of all political power rests in the hands of the people.
 - The Constitution is based on democratic principles of government.
 - The government is organized into a legislative, executive, and judicial branch.
 - Begins with the three words: “We the people.” Applies only to the Ohio Constitution.
 - This establishes the framework for Ohio’s state government.
 - The chief executive of the government is the Governor.
- 15** B
- 16**
- It created another level of courts.
 - It established limitations on the size of debts that could be incurred.
 - It required officials in the executive branch be appointed by the governor.
- 17**
- | | |
|---|---------------------------------|
| • The Constitution has a Preamble | <input type="checkbox"/> Yes |
| • Number of Branches of Government | <input type="checkbox"/> Same |
| • Where Government Power Originates | <input type="checkbox"/> People |
| • Number of Houses in the Legislature | <input type="checkbox"/> Same |
| • Does it Have a Bill of Rights? | <input type="checkbox"/> Yes |
| • Length of Term of the Chief Executive | <input type="checkbox"/> Same |
| • Highest Court is called Supreme Court | <input type="checkbox"/> Yes |

CHAPTER 23: Civic Involvement at the State and Local Level

- 1 C
- 2 C
- 3 (1) Serve in the National Guard if called upon. (Participation at the state level)
(2) Run for election to your community school board. (Participation at the local level)
(3) Actively participate in the campaign of a person seeking election to the General Assembly. (Participation at the state level)
(4) Visit people who are confined to a nursing home or senior center who have no family. (Participation at the local level)
- 4 C
- 5 Citizens at the state level can pay their taxes when due, join a political party, donate money, serve in the National Guard, vote in state-wide elections, and participate in a campaign to get signatures on an initiative or referendum petition.
- 6 Citizens at the local level can serve on a jury when called, participate in a school service project, join a school club, offer to help in a community project, serve as a volunteer fireman or on the community ambulance corp.
- 7 C
- 8 C
- 9 D

CHAPTER 24: Public Policy

- 1 (1) Citizens want a sales tax to raise funds to pay for bike lanes in the all parks. (Legislative / State)
 2 (2) People want the Environmental Protection Agency to pass regulations to punish polluters. (Executive / National)
 3 (3) Toledo residents want the city to install a traffic light at an accident-prone intersection. (Legislative / Local)
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11 (1) Widespread unemployment in the economy: (Increase)
(2) Many homes are being foreclosed by banks: (Increase)
(3) Consumer spending is rising rapidly: (Decrease)

Pages 292-294: Practice Assessment Questions

- 1 (1) The Fed uses its monetary tools to increase the money supply in the U.S. economy. (Fear the economy is falling into recession)

 (2) The Fed announces that effective immediately it will be lowering the discount rate to member banks. (Fear the economy is falling into recession)

 (3) The Fed issues an order that raises the federal reserve requirement on the nation's member banks. (Fear the economy is growing too rapidly)

 (4) The Fed's Open Market Committee begins to sell millions of dollars of U.S. Treasury bonds to private brokers. (Fear the economy is growing too rapidly)
- 2 C
- 3 Buying or selling U.S. Treasury bonds.
- 4 (1) The Fed would increase the reserve requirement.

 (2) The Fed would increase the discount rate for banks.

 (3) The Open Market Committee buys government securities.
- 5 A
- 6 B
- 7 B
- 8 (1) Foster economic expansion (2) Foster economic contraction
- 9 (1) People buy more houses: (Decrease)

 (2) People pay more for loans: (Decrease)

 (3) The rate of inflation rises: (Increase)

— PART 1 —

- 20

- 3 If the nation's economy was sliding into an economic depression, the FED would use its tools to:
- Lower Reserve Requirements: The FED would lower bank's reserve requirements, allowing banks to make more loans to consumers. This would lead to more spending.
 - Lower Discount Rate: The FED would lower the discount rate. This would lower interest rates, spurring consumers to borrow and spend more.
 - Buy Bonds on the Open Market: The FED would buy bonds on the open market. This buying would inject large sums of money into the U.S. economy.
- 4 (1) A major idea of the U.S. Constitution is that all political power is derived from the people who are governed. (Popular Sovereignty)
- (2) Power was to be separated among the three branches of government — the legislative, the executive, and the judicial branches. (Separation of Powers)
- (3) The U.S. Constitution gave the federal government only those powers which were specifically delegated to it. (Limited Government)
- (4) A system of government was created where power would be divided between the national and state governments. (Federalism)
- 5 **Part A.** Two examples of checks and balances are:
- (1) the use of a Presidential veto, which allows the President to refuse to sign a bill.
 - (2) the President can nominate judges to the federal courts which allows some control over the judiciary by the President.
- Part B.** If a President vetoes a bill he is checking the power of the legislature. A veto prevents the legislature from passing bills the President opposes. If the President nominates judges to the federal judiciary, he or she can use this power to add justices to the federal courts that are more favorable to legislation that he or she favors.

Pages 298-299: Evidence-Based Set

- 6 C
- 7 A
- 8 Causes
- Southern state legislatures enacting "Black Codes"
 - Rise of the Ku Klux Klan in most Southern states
 - Creation of "Jim Crow" laws in the South
 - Control of the Congress by the Radical Republicans
- Effects
- Emergence of the Civil Rights Movement
 - African Americans gained access to political power
- 9 (1) Many schools discriminated against females by not allocating enough funds to support a girls sports team at their school. (Legislation Enacted by Congress)
- (2) When African-American students were denied enrollment in a high school and were threatened by an angry mob, the President sent U.S. troops to protect the students. (Presidential Executive Order)
- (3) Some Southern states used poll taxes, and tough literacy tests to prevent African Americans from voting in elections. (Legislation Enacted by Congress)
- (4) Some Southern states provided schools to African-American students that were supposed to be equal to white schools, but in reality were inferior to them. (U.S. Supreme Court Decisions)
- 10 (1) Many state legislatures were controlled by powerful political bosses that dictated who was to be elected as Senator for that state. (Seventeenth Amendment)
- (2) American women were citizens of the United States but lacked the right to vote. (Nineteenth Amendment)
- (3) The tax structure was such that people who earned more should pay a larger portion of their income in taxes. (Sixteenth Amendment)
- (4) Many families were being destroyed by people who drank too heavily and spent much of their earnings on alcoholic beverages. (Eighteenth Amendment)

- 11 President Johnson’s main argument in this address is that African Americans are discriminated against by some states with restrictions that deny them the right to vote. The President presents an argument that polling places be open to all without laws that prevent them from registering to vote. He makes the point that the history of the United States has been to allow its people to choose their leaders. If someone is denied that right, it goes against a basic belief of our democracy.

— PART 2 —

- | | | |
|-----|-----|-----|
| 1 B | 3 C | 5 D |
| 2 C | 4 D | |

6 Similar in both Constitutions

- The Ohio and U.S. Constitution both have a Bill of Rights focused on limiting the powers of their government.
- The Ohio and U.S. Constitution both have a Senate and a House of Representatives in the legislature.

Different in both Constitutions

- The Ohio and U.S. Constitution have been both changed the same number of times.
- The Ohio and U.S. Constitution both provide provisions for the power of initiative and referendum.

- 7 One power denied to Ohio’s state government that is exercised at the federal level is: (1) printing money; (2) declaring war; (3) regulating interstate and foreign commerce; (4) operating a post office.
- 8 (1) The former freedmen were given the right to vote in elections. (15th Amendment)
(2) The voting age was lowered from 21 to 18 years. (26th Amendment)
(3) Women were given the right to vote after years of being denied the vote. (19th Amendment)
(4) Legislatures were prohibited from passing laws that imposed poll taxes. (24th Amendment)

- | | | |
|-----------------------|------|------|
| 9 Popular sovereignty | 11 D | 13 C |
| 10 C | 12 A | 14 D |

- 15 (1) Congress claims it has the right to ensure that existing laws are properly carried out in the way the law was intended. (Informal Practice)
(2) The Voting Rights Act was used to end poll taxes to allow greater voting rights for African Americans. (Congressional Legislation)
(3) In the case of *Gibbons v. Ogden* (1824) the power of the federal government was greatly increased. (Supreme Court Decision)
(4) After decades of protests, marches and demonstrations, women were finally granted the right to vote in elections. (Constitutional Amendment)

- 16 (1) Anti-Federalist (2) Federalist

- 17 C

- 18 (1) The President has nominated for approval by the Senate a new Director of the F.B.I. (Legislative)
(2) A doctors’ group has brought a lawsuit that challenges the President’s health care law. (Judicial)
(3) Federal troops have been activated up to help a city recover from a devastating tornado. (Executive)

19 **Part A.** B

Part B. The right to petition government officials; a separation of church and state; freedom to peacefully assemble.

- 20 Writing a letter to a member of the General Assembly or run for office in state elections.

- 21 Judicial Review

- 22 (1) Has the power to carry out laws that have been enacted. (Executive Branch)
(2) Can enact laws using its powers under the “elastic clause” provision. (Legislative Branch)
(3) Can impose sentences to offenders based on established rules. (Judicial Branch)
(4) Establishes rules and regulations to carry out public policy. (Executive Branch)

23 D

24 B

- 25 (1) African Americans were made U.S. citizens. (Fourteenth Amendment)
(2) Slavery was prohibited in the United States. (Thirteenth Amendment)
(3) African Americans were given the right to vote. (Fifteenth Amendment)
(4) Poll taxes were banned as a way to prevent voting. (Twenty-fourth Amendment)

- 26 Speak freely: People have a responsibility to respect other people’s opinions
Right to vote: People have a responsibility to be informed about issues

27 C

- 28 Two ways Ohio citizens can participate at the state and local level when their communities are faced with a problem include:
(1) join an organization that is dealing with the problem;
(2) write letters to your elected representatives;
(3) contribute to groups that are working on the problem;
(4) run for elective office to a position of influence;
(5) write a letter to the editor of your local newspaper.

29 C

31 A

30 Federalism

32 C

- 33 (1) A person can’t be tried twice for the same crime. (Protection in the Bill of Rights)
(2) A person can’t be forced to testify against him or herself. (Protection in the Bill of Rights)
(3) A person can’t be prevented from voting based on his or her race, religion or ethnicity. (Protection not in the Bill of Rights)
(4) A person can’t be punished for a crime in a cruel or unusual way. (Protection in the Bill of Rights)

34 D

EVIDENCE-BASED SETS

The Ohio Department of Education has decided that a new type of question will be used on the Ohio American Government Assessment — the EBS. EBS stands for Evidence-Based Set. It is a type of question that provides you with some documents to serve as a source of information for the questions that follow.

Usually an EBS will begin with a paragraph or a few sentences to serve as an introduction. The purpose of this introduction is to provide you with some background information about the topic of the question. Evidenced-based questions will most often ask you to examine one piece of data with several sections or two pieces that are linked or related in some way. One of the pieces of data will appear as some type of graphic — a map, picture, diagram, table or chart. The other piece of data will usually be a reading passage.

Evidence-based questions test your knowledge in two ways. First, they test your ability to read information found in the data. Secondly, they test your ability to draw conclusions or make inferences from your analysis of the data.

Accompanying the two pieces of data, there will usually be three questions that you will need to answer. The first two questions will usually focus on your comprehension of the data, while the third question will generally ask you to explain how the two pieces of data are related. These style questions can appear on Part 1 or Part 2 of the assessment. In addition, they can appear in any format of a question, such as multiple choice, graphic-response, short-answer, or short extended-response.

SUGGESTIONS

As you read the data, you should keep in mind the following points:

What is the main idea in each piece of data?

What ideas do the data have in common?
How do the ideas in the data differ?

How are they related to each other?
i.e. Are there cause-and-effect relationships?

Are both pieces of data parts of a similar problem?

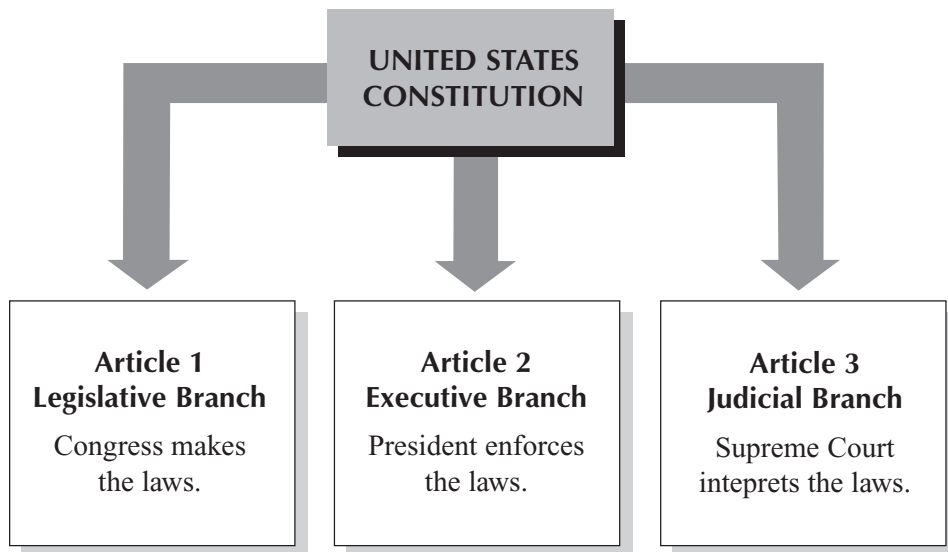
Following are two examples of Evidence-Based Sets (EBS).

Name _____ Teacher _____

Class _____ Date _____

GOV.C.5: *As the supreme law of the land, the United States Constitution incorporates basic principles that help define the government of the United States as a federal republic, including its structure, powers, and relationship with the governed.*

CHART DEALING WITH THE ROLES OF THE THREE BRANCHES OF THE FEDERAL GOVERNMENT



PASSAGE FROM MONTESQUIEU'S *THE SPIRIT OF THE LAWS*

In *The Spirit of the Laws*, Baron de Montesquieu proposed a theory on how a government should be organized. American political leaders such as James Madison, Alexander Hamilton, and Thomas Jefferson also thought that Montesquieu's ideas were the best way of organizing the United States government.

“The political liberty of the subject is a tranquility of mind, arising from the opinion each person has of his safety. In order to have this liberty, it is necessary that the government be so constituted as one man need not be afraid of another.

When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty...Again, there is no liberty, if the judiciary power be not separated from the legislative and executive. Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control; for the judge would then be the legislator. Were it joined to the executive power, the judge might behave with violence and oppression.

There would be an end to everything, were the same man, or the same body, whether of the nobles or of the people, to exercise those three powers, that of enacting laws, that of executing the public resolutions, and of trying the crimes of individuals...”

— From Montesquieu, *The Spirit of the Laws*.

- 1 What is the principle of government that is diagramed in the first document? Write your answer in the space provided.

- 2 The writings of Baron de Montesquieu, in addition to those of John Locke, and Jean-Jacques Rousseau are significant in United States history because they
- A. opposed the use of slave labor in the United States
 - B. supported the right of a king to impose taxes on their subjects
 - C. encouraged the formation of political parties and the rise of political machines
 - D. influenced the authors of the Declaration of Independence and the U.S. Constitution
- 3 The framers of the United States Constitution showed the strongest commitment to Baron de Montesquieu's ideas in their decision regarding the
- A. method for choosing members of the Cabinet
 - B. election of members of the House of Representatives
 - C. assigning different powers to each branch of government
 - D. selection of Supreme Court justices
- 4 Baron de Montesquieu is credited with formulating an important principle as part of the framework of the U.S. Constitution. Identify which other constitutional principles were formulated by Enlightenment thinkers.

Draw a line or write in the correct Constitutional principle in the blank box next to the statement that refers to it.

You do not need to use all of the Constitutional principles.

Constitutional Principles	
Government can only exercise those powers that are specifically given to it by the U.S. Constitution.	
Government power is derived from the people who are being governed.	
When government powers are divided between the national and state governments, the national government would be prevented from growing too powerful.	

Checks and Balances

Federalism

Limited Government

Popular Sovereignty

Name _____ Teacher _____

Class _____ Date _____

GOV.C.11: *Four amendments have provided for extensions of suffrage to disenfranchised groups.*

A SPEECH BY SUSAN B. ANTHONY ON VOTING

After her arrest on charges of voting illegally in the 1872 federal election, Susan B. Anthony undertook a speaking tour. She titled the address she delivered, “Is it a Crime for a Citizen of the United States to Vote?”

“IS IT A CRIME FOR A CITIZEN OF THE UNITED STATES TO VOTE?”

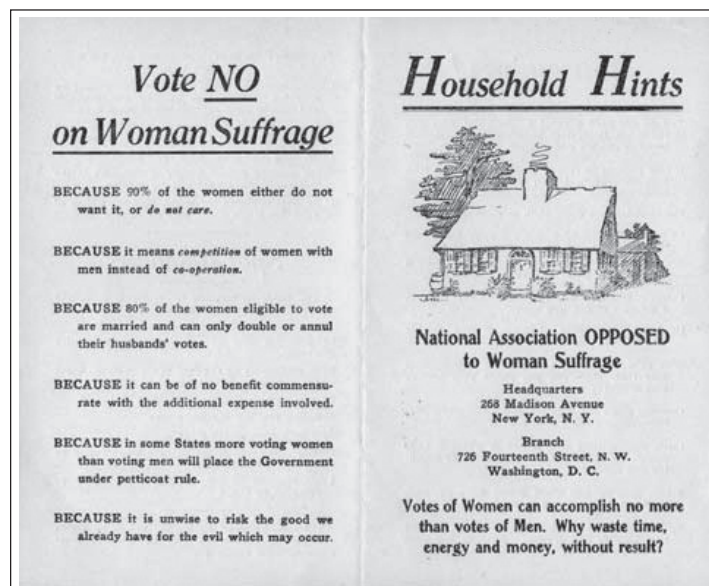
Fellow-citizens: I stand before you under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights...

The Declaration of Independence, the United States Constitution, the constitutions of the several states and the laws of the territories, all alike propose to protect the people in the exercise of their God-given rights. And in the first paragraph of the declaration, is the assertion of the natural right of all to the ballot; for, how can “the consent of the governed” be given, if the right to vote be denied. Surely, the right of the whole people to vote is here clearly implied.

One-half of the people of this nation are powerless to blot from the statute books an unjust law, or to write there a new and a just one. The women, dissatisfied as they are with this form of government, that enforces taxation without representation, that compels them to obey laws to which they have never given their consent, that imprisons and hangs them without a trial by a jury of their peers, are this half of the people left wholly at the mercy of the other half, in direct violation of the spirit and letter of the declarations of the framers of this government, every one of which was based on the immutable principle of equal rights to all.

PAMPHLET ENTITLED “HOUSEHOLD HINTS”

In 1910, this pamphlet, “Household Hints,” was published by a group headquartered in New York City.



- 1 Based on the passage by Susan B. Anthony, a major purpose of her speech was to
 - A. prepare the nation for a possible revolution or revolt by women
 - B. demand that women in the United States be given the right to vote
 - C. call for a Constitutional Convention to rewrite the entire U.S. Constitution
 - D. support a law that allowed women to refuse to serve in the U.S. military

- 2 A major difference between the viewpoint of Susan B. Anthony in her address and the pamphlet entitled “Household Hints,” is that writers of the pamphlet
 - A. supported increased educational opportunities for women
 - B. emphasized the hazards women’s suffrage would create
 - C. stressed the need for a poll tax on women voters
 - D. called for providing direct relief to women

- 3 Place a check mark in the boxes that identify whether Susan B. Anthony would support or oppose each statement.

	Support	Oppose
For men and women to be educated together at all levels	<input type="checkbox"/>	<input type="checkbox"/>
Work done by the Abolitionist Movement	<input type="checkbox"/>	<input type="checkbox"/>
Passage of the Nineteenth Amendment	<input type="checkbox"/>	<input type="checkbox"/>
Passing an act giving women the right to own property	<input type="checkbox"/>	<input type="checkbox"/>

- 4 Describe the action taken by the people of the United States in response to the issue raised in the above two pieces of evidence. Write your answer in the space provided.



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