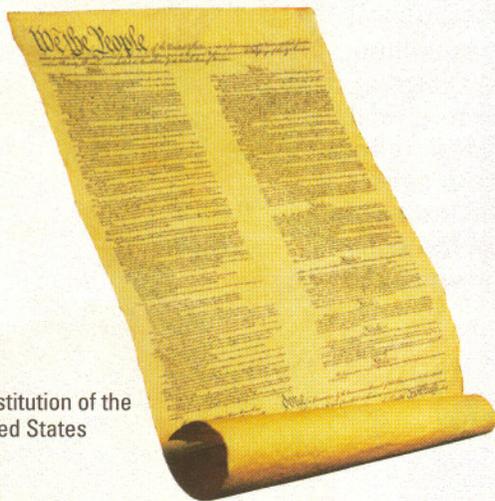


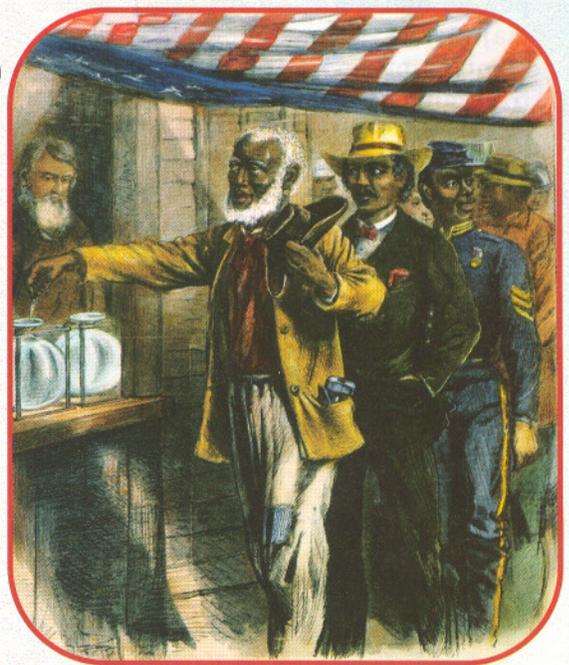
Government, Citizenship, and the Constitution

1787-PRESENT

- 1 Goals and Principles of the Constitution
- 2 How the Federal Government Works
- 3 Changing the Constitution
- 4 State and Local Governments
- 5 Rights and Responsibilities of Citizenship



Constitution of the United States



African American man voting for the first time

AMERICAN EVENTS

1787

The Constitution is written. It will serve as the framework of the United States government up to the present.

1870

As a result of the Fifteenth Amendment, African American men win the vote.

1830

In most states, white men over 21 can vote.

1780

1840

1900

WORLD EVENTS

▲ 1791

French constitution sets up a limited monarchy.

▲ 1821

Mexico wins independence from Spain.

▲ 1893 ▲

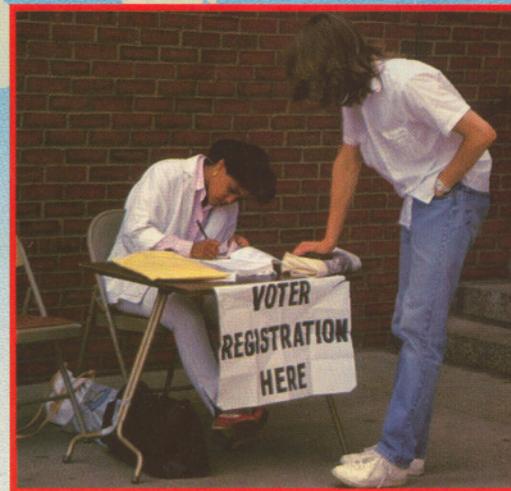
New Zealand extends the vote to women.

The Electoral College

To become President, a candidate must win the majority of electoral votes.



Women's suffrage banner



Voter registration drive

1920

The Nineteenth Amendment guarantees the right to vote to women.

1951

The Twenty-second Amendment limits the President to two terms.

1971

The Twenty-sixth Amendment extends the right to vote to Americans 18–21 years of age.

1900

1960

PRESENT

1947 ▲

Japan adopts a democratic constitution.

1994 ▲

South Africa holds free multiracial elections.

1 Goals and Principles of the Constitution

BEFORE YOU READ

Reading Focus

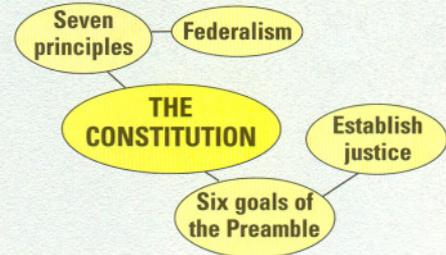
- How does the Preamble define the basic goals of the Constitution?
- What framework of government is established by the articles of the Constitution?
- What are the seven basic principles of American government?

Key Terms

Preamble
domestic tranquillity
civilian
general welfare
liberty
Articles
popular sovereignty
limited government
checks and balances
federalism

Taking Notes

Copy the concept web below. As you read, add ovals and fill them in with goals and principles of the Constitution.



Main Idea The goals and principles of the Constitution have guided the United States for more than 200 years.



AS YOU READ

2000 election magazine cover

Use Prior Knowledge Identify two branches of the federal government mentioned at right.

Setting the Scene On Election Day, 2000, some 100 million Americans went to the polls to elect a new President. But they woke up the next morning to learn that the election was not over. Across the nation, the vote was split almost down the middle. Neither the Democratic candidate, Albert Gore, nor the Republican candidate, George W. Bush, had the 270 electoral votes needed to become President. The result would depend on the vote in Florida—a race that was too close to call!

For 36 days, Americans watched and argued as the candidates battled for Florida's 25 electoral votes. Teams of lawyers, local election officials, state legislators, and state and federal judges all became involved in the battle. At last, a ruling by the Supreme Court of the United States allowed Bush to claim victory. Gore offered his opponent best wishes for a successful presidency.

The election of 2000 raised some troubling issues. In the end, though, the election showed the strength of our constitutional system. The electoral battle was fierce but not violent. The candidates fought bitterly to win, but they fought in the courts, not in the streets. As in the past, in a time of crisis Americans relied on the system established by their Constitution.

The Preamble Sets Goals

The Constitution is divided into three main parts: the **Preamble**, or opening statement, the Articles, and the Amendments. The Preamble defines six goals:

“ We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to

ourselves and our posterity, do ordain and establish this Constitution for the United States of America. ”

—Preamble to the Constitution

To Form a More Perfect Union When the Constitution was written, the states saw themselves almost as separate nations. The framers wanted to work together as a unified nation. Fortunately for us, they achieved this goal. Think of what it would be like if you had to exchange your money every time you visited another state!

To Establish Justice The framers knew the nation needed a uniform system to settle legal disputes. Today, the American justice system requires that the law be applied fairly to every American, regardless of race, religion, gender, or country of origin.

To Insure Domestic Tranquillity Under the Constitution, the national government has the power to insure **domestic tranquillity**, or peace and order at home. Have you seen reports of the National Guard providing assistance in a disaster area? By such actions, the government works to insure domestic tranquillity.

To Provide for the Common Defense Every country has a duty to protect its citizens against foreign attack. The framers of the Constitution gave the national government the power to raise armies and navies. At the same time, they placed the military under **civilian**, or nonmilitary, control.

To Promote the General Welfare The Constitution set out to give the national government the means to promote the **general welfare**, or the well-being of all its citizens. For example, today the National Institutes of Health leads the fight against many diseases.

To Secure the Blessings of Liberty During the Revolution, the colonists fought and died for **liberty**, or freedom. It is no surprise that the framers made liberty a major goal of the Constitution. Over the years, amendments to the Constitution have extended the “blessings of liberty” to more and more Americans.

Articles and Amendments

The main body of the Constitution is a short document, divided into seven sections called **Articles**. Together, they establish the framework for our government.

The Articles The first three Articles describe the three branches of the national government: legislative, executive, and judicial. Article I establishes the powers of and limits on Congress. Articles II and III do the same for the President and the courts.

Article IV deals with relations between the states. It requires states to honor one another’s laws and legal decisions. It also sets out a system for admitting new states. Article V provides a process to amend the Constitution.

Article VI states that the Constitution is the “supreme law of the land.” This means that states may not make laws that violate the Constitution. If a state law conflicts with a federal law, the federal



Viewing History

Working to Fulfill the Constitution



Every day, hundreds of Americans like these work to fulfill the goals set out in the Constitution.

Applying Information Which of the goals set out in the Preamble is associated with each of the people shown here?

System of Checks and Balances

Executive Branch

(President carries out laws)



Checks on the Legislative Branch

- Can propose laws
- Can veto laws
- Can call special sessions of Congress
- Makes appointments
- Negotiates foreign treaties

Checks on the Judicial Branch

- Appoints federal judges
- Can grant pardons to federal offenders

Legislative Branch

(Congress makes laws)



Checks on the Executive Branch

- Can override President's veto
- Confirms executive appointments
- Ratifies treaties
- Can declare war
- Appropriates money
- Can impeach and remove President

Checks on the Judicial Branch

- Creates lower federal courts
- Can impeach and remove judges
- Can propose amendments to overrule judicial decisions
- Approves appointments of federal judges

Judicial Branch

(Supreme Court interprets laws)



Check on the Executive Branch

- Can declare executive actions unconstitutional

Check on the Legislative Branch

- Can declare acts of Congress unconstitutional

CHART Skills

Through checks and balances, each branch of the government limits the power of the other two.

- 1. Comprehension** Identify two ways in which the President can check Congress.
- 2. Critical Thinking Ranking** What do you think is the most important check Congress has on the President? Explain.

Civics

law prevails. The final article, Article VII, sets up a procedure for the states to ratify the Constitution.

Amendments In more than 200 years, only 27 formal changes have been made to the Constitution. The first ten amendments, known as the Bill of Rights, were added in 1791. In Section 3, you will read how other amendments have changed the working of the government or extended rights to more Americans.

Seven Basic Principles

The Constitution rests on seven basic principles. They are popular sovereignty, limited government, separation of powers, federalism, checks and balances, republicanism, and individual rights.

Popular Sovereignty The framers of the Constitution lived at a time when monarchs claimed that their power came from God. The Preamble, with its talk of “We the people,” reflects a revolutionary new idea: that a government gets its authority from the people. This principle, known as **popular sovereignty**, states that the people have the right to alter or abolish their government.

Limited Government The colonists had lived under the harsh rule of a king. To avoid such tyranny in their new government, the framers made limited government a principle of the Constitution. In a **limited government**, the government has only the powers that the Constitution gives it. Just as important, everyone from you to the President must obey the law.

AS YOU READ

Monitor Your Reading

Check to see whether you understand how the ideas of popular sovereignty and limited government differ from monarchy.

Primary Source

Limits on Individual Rights

Although the Constitution protects individual rights, these rights are not unlimited. Here, Oliver Wendell Holmes, Jr., a justice of the Supreme Court, talks about the limits on free speech:

"The character of every act depends upon the circumstances in which it is done. The most [strict] protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the [real] evils that Congress has a right to prevent."

—Oliver Wendell Holmes, Jr.,
Schenck v. United States, 1919

Analyzing Primary Sources

What do you think Holmes meant by "a clear and present danger"?

Separation of Powers To further limit government power, the framers provided for separation of powers. The Constitution divides the government into three branches. Congress, or the legislative branch, makes the laws. The executive branch, headed by the President, carries out the laws. The judicial branch, composed of the courts, explains and interprets the laws.

Checks and Balances A system of **checks and balances** safeguards against abuse of power. Each branch of government has the power to check, or limit, the actions of the other two. (You will read more about checks and balances in Section Two.)

Federalism The Constitution also establishes the principle of **federalism**, or division of power between the federal government and the states. Among the powers the Constitution gives the federal government are the power to coin money, declare war, and regulate trade between the states. States regulate trade within their own borders, make rules for state elections, and establish schools. Some powers are shared between the federal government and the states. (See the chart on page 235.) Powers not clearly given to the federal government belong to the states.

Republicanism The Constitution provides for a republican form of government. Instead of taking part directly in government, citizens elect representatives to carry out their will. Once in office, representatives vote according to their own judgment. However, they must remain open to the opinions of the people they represent. For that reason, members of Congress maintain offices in their home districts, and often Web sites as well.

Individual Rights The Constitution protects individual rights, such as freedom of speech, freedom of religion, and the right to trial by jury. You will read more about the rights protected by the Constitution later in this chapter.

**AFTER
YOU
READ**

Section 1 Assessment

Recall

- Identify** Explain the significance of (a) Preamble, (b) Articles.
- Define** (a) domestic tranquility, (b) civilian, (c) general welfare, (d) liberty, (e) popular sovereignty, (f) limited government, (g) checks and balances, (h) federalism.

Comprehension

- Identify the six goals of the Constitution.
- What system is established in Articles I, II, and III?

- List the seven basic principles behind the Constitution.

Critical Thinking and Writing

- Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, choose three principles of the Constitution. Analyze the meaning of each, and list two ways in which you can see that principle at work today.
- Ranking** Which of the goals set out in the Preamble do you think is most important? Write a paragraph explaining why.

ACTIVITY

Designing a Poster

With a partner, design a poster as part of a display celebrating the Constitution. The poster should highlight one of the six goals or seven principles described in this section. Use a combination of words and pictures to create your poster.

2 How the Federal Government Works

BEFORE YOU READ

Reading Focus

- What are the powers of the legislative branch?
- What roles does the President fill as head of the executive branch?
- How is the judicial branch organized?
- How can each branch of the government check the powers of the other two?

Key Terms

House of Representatives
Senate
bill
electoral college
Supreme Court
appeal
unconstitutional
veto
override
impeach

Taking Notes

Copy the table below. As you read, complete the table with information about the three branches of the federal government.

LEGISLATIVE	EXECUTIVE	JUDICIAL
<ul style="list-style-type: none"> • Congress • Makes laws 	<ul style="list-style-type: none"> • President • 	<ul style="list-style-type: none"> • •



Main Idea The United States government is divided into three branches with separate roles and responsibilities.



AS YOU READ

Great Seal of the United States

Draw Inferences Why do you think so many people want to watch the State of the Union Address?

Setting the Scene

Tonight, the vast chamber of the House of Representatives is packed to capacity. Applause begins as the President of the United States enters the room and steps to the podium. Behind the President sit the Vice President and the Speaker of the House. In the audience are many of the most powerful people in the nation—members of Congress, justices of the Supreme Court, Cabinet secretaries. At home, millions of Americans tune in on their television sets to watch the event. The State of the Union Address is about to begin.

In delivering this speech each January, the President fulfills a duty spelled out in the Constitution: “He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient.” The State of the Union Address also gives Americans a rare chance to see leaders of the legislative, executive, and judicial branches in one place at one time. Our government depends on these three branches working together.

The Legislative Branch

The first and longest article of the Constitution deals with the legislative, or lawmaking, branch. Article I sets up the Congress to make the nation’s laws. Congress is made up of two bodies: the House of Representatives and the Senate.

House of Representatives The larger of the two bodies is the **House of Representatives**, which currently has 435 members. Representation in the House is based on population, with larger states having more representatives than smaller states. Every state has at least one representative.

Federal Officeholders

Office	Number	Term	Selection	Requirements
Representative	At least 1 per state; based on population	2 years	Elected by voters of congressional district	Age 25 or over Citizen for 7 years Resident of state in which elected
Senator	2 per state	6 years	Original Constitution— elected by state legislature Amendment 17— elected by voters	Age 30 or over Citizen for 9 years Resident of state in which elected
President and Vice President	1	4 years	Elected by electoral college	Age 35 or over Natural-born citizen Resident of United States for 14 years
Supreme Court Justice	9	Life	Appointed by President Approved by Senate	No requirements in Constitution

CHART Skills

The Constitution details the length of term, method of selection, and requirements for officeholders in the three branches of government.

1. Comprehension

(a) At what age can you be elected to the Senate? The House of Representatives? (b) How long may a Supreme Court Justice remain in office?

2. Critical Thinking

Drawing Inferences

Why are the requirements for President and Vice President the same?

Civics 

Representatives are elected by the people of their district for two-year terms. As a result, the entire House is up for election every other year. Representatives may run for reelection as many times as they want.

The leader of the House is called the Speaker. The Speaker of the House is one of the most powerful people in the federal government. The Speaker regulates debates and controls the agenda. If the President dies or leaves office, the Speaker of the House is next in line after the Vice President to become President.

The Senate Unlike the House, the **Senate** is based on equal representation, with two senators for each state. Senators are elected to six-year terms. Their terms overlap, however, so that one third of the members come up for election every two years. This way, there is always a majority of experienced senators.

Not all of the Founding Fathers trusted the judgment of the common people. As a result, they called for senators to be chosen by state legislatures. Over the years, the nation slowly became more democratic. The Seventeenth Amendment, ratified in 1913, provided that senators be directly elected by the people, like members of the House.

The Vice President of the United States is president of the Senate. The Vice President presides over the Senate and casts a vote when there is a tie. The Vice President cannot, however, take part in Senate debates. When the Vice President is absent, the president pro tempore, or temporary president, presides.

Powers of Congress The most important power of Congress is the power to make the nation's laws. All laws start as proposals called **bills**. A new bill may be introduced in either the House or the Senate. However, an appropriations bill, which is a bill designed to

raise money for the government, must be introduced in the House. After a bill is introduced, it is debated. If both houses vote to approve the bill, it is then sent to the President, who must sign it before it becomes a law. (See the chart on page 226 to see the steps a bill must follow in order to become a law.)

The Constitution gives Congress many other powers besides law-making. Article I, Section 8, lists most of the powers of Congress. They include the power to levy, or collect, taxes and to borrow money. Congress also has the power to coin money, to establish post offices, to fix standard weights and measures, and to declare war.

The Elastic Clause Not all the powers of Congress are specifically listed. Article I, Section 8, Clause 18, states that Congress can “make all laws which shall be necessary and proper” for carrying out its specific duties. This clause is known as the elastic clause because it enables Congress to stretch its powers to deal with the changing needs of the nation.

Americans have long debated the true meaning of the elastic clause. What did the framers mean by the words *necessary* and *proper*? For example, early leaders debated whether the elastic clause gave Congress the right to set up a national bank, even though the Constitution does not specifically give Congress that power. Today, some Americans still worry that Congress might use the clause to abuse its powers.

Committees The first Congress, meeting from 1789 to 1791, considered a total of 31 new bills. Today, more than 10,000 bills are introduced in Congress each year. Clearly, it would be impossible for every member of Congress to give each new bill careful study. To deal with this problem, Congress relies on committees.

Both the House and the Senate have permanent, or standing, committees. Each committee deals with a specific topic, such as agriculture, banking, business, defense, education, science, or transportation. Members who have served in Congress the longest are usually appointed to the most important committees.

Congress may sometimes create joint committees made up of both Senate and House members. One of the most important kinds of joint committees is the conference committee. Its task is to settle differences between House and Senate versions of the same bill.

The Executive Branch

Article II of the Constitution sets up an executive branch to carry out the laws and run the affairs of the national government. The President is the head of the executive branch. Other members include the Vice President, the Cabinet, and the many departments and agencies that help them in their work.

Roles of the President You are probably more familiar with the President than with any other government leader. You see him on television climbing in and out of airplanes, greeting foreign leaders, or making speeches. Yet, many Americans do not know exactly what the President does.



Monitor Your Reading

The framers of the Constitution left a great deal of flexibility in many aspects of American government. As you read this page, look for two examples of constitutional flexibility.



The White House

No building is more a symbol of the United States than the White House, official home of the President. Originally called the "Presidential Palace," it got its white coat of paint after being burned during the War of 1812. Here, Presidents meet with leaders of Congress and host grand dinners for foreign leaders. The front lawn is also the site of an annual Easter egg roll for local children!



Take It to the NET

Virtual Field Trip For an interactive look at the White House, visit *The American Nation* section of www.phschool.com.

The framers thought that Congress would be the most important branch of government. Thus, while the Constitution is very specific about the role of the legislature, it offers fewer details about the powers of the President. Beginning with George Washington, Presidents have often taken those actions they thought necessary to carry out the job. In this way, they have shaped the job of President to meet the nation's changing needs.

The President is our highest elected official and, along with the Vice President, the only one who represents all Americans. As head of the executive branch, the President has the duty to carry out the nation's laws. The President directs foreign policy and has the power to make treaties with other nations and to appoint ambassadors.

The President is Commander in Chief of the armed forces. (Only Congress, however, has the power to declare war.) As the nation's chief legislator, the President suggests new laws and works for their passage. The President can grant pardons and call special sessions of Congress. The President is also the living symbol of the nation. Presidents welcome foreign leaders, make speeches to commemorate national holidays, and give medals to national heroes.

Electing the President The President is elected for a four-year term. As a result of the Twenty-second Amendment, adopted in 1951, no President may be elected to more than two complete terms.

The framers set up a complex system for electing the President, known as the **electoral college**. When Americans vote for President, they do not vote directly for the candidate of their choice. Rather, they



Draw Inferences Why do you think the framers of the Constitution set a specific term of office for the President?

Federal Court System

United States Supreme Court

- Nation's highest court
- Reviews the decisions of lower courts
- Decides cases involving United States Constitution and federal laws

State Route

State Supreme Court

- Highest state court
- Hears appeals of appellate court cases

Appellate Court

- Hears appeals of trial court cases

Trial Court

- Handles civil and criminal cases
- Juries render verdicts based on evidence
- Judges enforce rules of procedure

Federal Route

Court of Appeals

- Hears appeals of cases originating in United States District Courts
- Can review decisions by federal administrative agencies

District Court

- Federal trial court
- Handles civil and criminal cases
- Juries render verdicts based on evidence
- Judges ensure fair trial

CHART Skills

Cases may come before the Supreme Court either through federal courts or through state courts.

1. Comprehension

Describe the steps by which a case might travel from a state trial court to the Supreme Court.

2. Critical Thinking Drawing Conclusions

Why do you think relatively few cases come before the Supreme Court?

Civics



vote for a group of electors who are pledged to the candidate. The number of a state's electors depends on the number of its Senators and Representatives. No state has fewer than three electors.

A few weeks after Election Day, the electors meet in each state to cast their votes for President. In most states, the candidate with the majority of the popular vote receives all that state's electoral votes. The candidate who receives a majority of the electoral votes nationwide becomes President.

Because of the "winner-take-all" nature of the electoral college, a candidate can lose the popular vote nationwide but still be elected President. This has happened four times. Today, some people favor replacing the electoral college with a system that directly elects the President by popular vote. Others oppose any change, pointing out that the system has served the nation well for over 200 years.

The Judicial Branch

The Constitution establishes a **Supreme Court** and authorizes Congress to establish any other courts that are needed. Under the Judiciary Act of 1789, Congress set up the system of federal courts that is still in place today.

Lower Courts Most federal cases begin in district courts. Evidence is presented during trials, and a jury or a judge decides the facts of the case. A party that disagrees with the decision of the judge or jury may **appeal** it, that is, ask that the decision be reviewed by a higher court. The next level of courts is the appellate court, or court of appeal. Appellate court judges review decisions of district courts to decide whether the lower court judges interpreted and applied the law correctly.

Supreme Court At the top of the American judicial system is the Supreme Court. The Court is made up of a Chief Justice and eight Associate Justices. The President appoints the justices, but Congress must approve the appointments. Justices serve for life.

The main job of the Supreme Court is to serve as the nation's final court of appeals. It hears cases that have been tried and appealed in lower courts. Because its decisions are final, the Supreme Court is called "the court of last resort."

The Supreme Court hears and decides fewer than 100 cases each year. Most of the cases are appeals from lower courts that involve federal laws. After hearing oral arguments, the justices vote. Decisions rest on a majority vote of at least five justices.

The greatest power of the Supreme Court is the power to decide what the Constitution means. In the words of Chief Justice Charles Evans Hughes, "The Constitution is what the judges say it is." Early on, the Court asserted the right to declare whether acts of the President or laws passed by Congress are **unconstitutional**, that is, not allowed under the Constitution.

Checks and Balances

The framers hoped that the separation of powers among three branches would prevent the rise of an all-powerful leader who would rob the people of their liberty. But how could the framers prevent one of the branches from abusing its power? To answer this problem, they set up a system of checks and balances.

The system of checks and balances allows each of the three branches of government to check, or limit, the power of the other two. The President, for example, can check the actions of Congress by **vetoing**, or rejecting, bills that Congress has passed. Congress can check the President by **overriding**, or overruling, the veto. Congress must also approve presidential appointments and ratify treaties made by the President. The Supreme Court can check both the President and Congress by declaring laws unconstitutional.

Congress's most extreme check on the President is its power to remove the President from office. To do this, the House of Representatives must **impeach**, or bring charges of serious wrongdoing against, the President. The Senate then conducts a trial. If two thirds of the senators vote to convict, the President must leave office. Throughout our history, only two Presidents—Andrew Johnson and Bill Clinton—have been impeached by the House. Neither was convicted by the Senate.

An American Profile



Sandra Day O'Connor
born 1930

Sandra Day O'Connor graduated with honors from law school but then had trouble finding work at a leading law firm. "None had ever hired a woman as a lawyer," she recalled, "and they were not prepared to do so." Still, she worked her way up to the top. In 1981, she became the first woman to serve on the Supreme Court.

As a justice, O'Connor earned a reputation for sticking closely to the facts and the law in making her decisions. She received many letters from young girls saying they wanted to be just like her.

Why do you think many girls have admired O'Connor?

AFTER YOU READ

Section 2 Assessment

Recall

- Identify** Explain the significance of (a) House of Representatives, (b) Senate, (c) electoral college, (d) Supreme Court.
- Define** (a) bill, (b) appeal, (c) unconstitutional, (d) veto, (e) override, (f) impeach.

Comprehension

- What is the most important power given to Congress?
- Describe two powers or roles of the President.
- What is the main job of the Supreme Court?
- (a) Describe one way the President can check the power

of Congress. (b) Describe one way Congress can check the power of the President.

Critical Thinking and Writing

- Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, write a paragraph summarizing the reasons that the Constitution separated the government into branches.
- Supporting a Point of View** Write a letter to the editor of your local newspaper explaining whether or not you think the electoral college should be retained.

ACTIVITY



Take It to the NET

Reviewing a Web Site

Use the Internet to find the Web site of your own Senator or Representative. Write a review of the Web site describing the kind of information that is available and how useful it is. Visit *The American Nation* section of www.phschool.com for help in completing the activity.



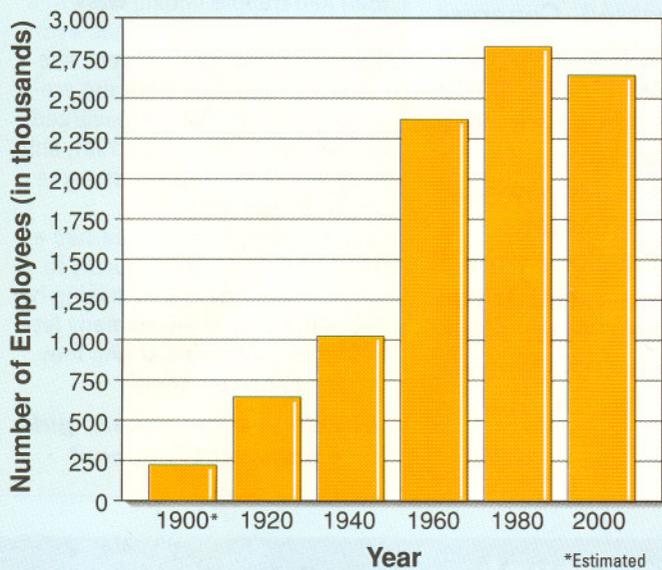
Interpreting Bar and Line Graphs

Graphs are visual presentations of data organized so that you can see information at a glance. Two types of graphs that show changes over time are bar graphs and line graphs.

A bar graph shows statistics in the form of bars at regular time intervals.

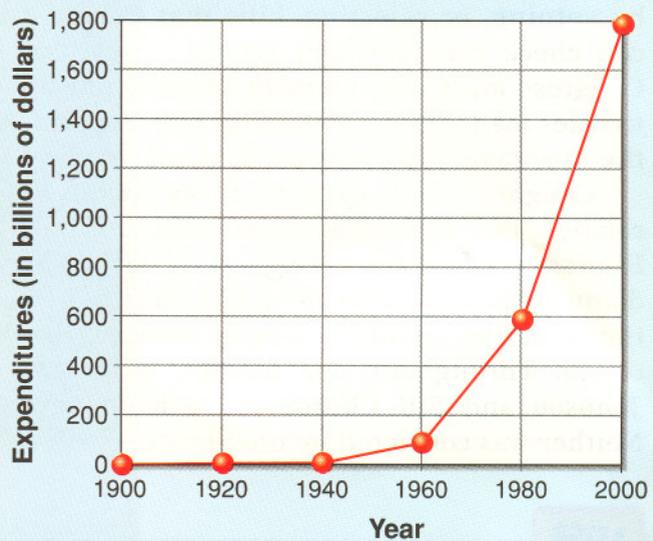
A line graph shows statistics as connected points. The line that connects the points shows a pattern over time.

The Executive Branch, 1900–2000



Sources: *Statistical Abstracts of the United States, Historical Statistics of the United States, and Employment and Trends*

The Federal Budget, 1900–2000



Sources: *Statistical Abstracts of the United States, Historical Statistics of the United States, and the Office of Management and Budget*

Learn the Skill To review how to read line and bar graphs, use the following steps:

- 1. Read the title.** The title identifies the basic information shown on a graph.
- 2. Read the graph labels.** Both the horizontal axis and the vertical axis of a graph have labels that give more specific information about the data. When you read a graph, check the intervals between the dates or other statistics.
- 3. Read the statistics on the graph.** Find the points where the horizontal axis meets the vertical axis.
- 4. Interpret the statistics.** Draw conclusions or make predictions about the data given on the graph.

Practice the Skill Use the graphs above to answer the following questions:

- 1. (a)** What is the subject of the bar graph? **(b)** What does the line graph show?
- 2. (a)** What years do both graphs show? **(b)** Which graph shows the number of employees?
- 3. (a)** In what year were there about one million employees in the executive branch? **(b)** What was the federal budget in 1960? **(c)** During what years did the budget increase the most?
- 4.** Make one generalization about the federal government based on these two graphs.

Apply the Skill See the *Chapter Review and Assessment*.

3 Changing the Constitution

BEFORE YOU READ

Reading Focus

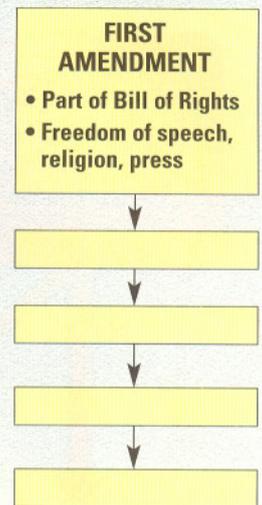
- How can the Constitution be amended?
- What rights does the Bill of Rights protect?
- How did later amendments expand democratic rights?

Key Terms

- First Amendment
- Second Amendment
- incriminate
- civil
- Civil War Amendments
- Nineteenth Amendment
- Twenty-sixth Amendment

Taking Notes

Copy this chart. As you read, fill in the boxes with information about constitutional amendments discussed in this section. The first box has been completed to help you get started. Add as many boxes as you need.



Main Idea The amendment process has made the Constitution a living document that reflects changing times.

Setting the Scene

“My faith in the Constitution is whole, it is complete, it is total.” The speaker was Barbara Jordan, the first African American elected to Congress from Texas. In her rich voice, Jordan reminded her listeners of the first words of the Constitution:

“When that document was completed, on the seventeenth of September in 1787, I was not included in that *We, the people*. . . . But through the process of amendment, interpretation, and court decision I have finally been included in *We, the people*.”

—Barbara Jordan, testimony before the House Judiciary Committee, July 25, 1974



AS YOU READ

Barbara Jordan
Find Main Ideas

Restate the main idea of Jordan’s speech in your own words.

Jordan lived in a different world from that of the framers of the Constitution. They did not know *how* the nation would change. But they knew it *would* change and that the Constitution would have to change with it. The formal amendment process that they designed has helped make the Constitution a living document.

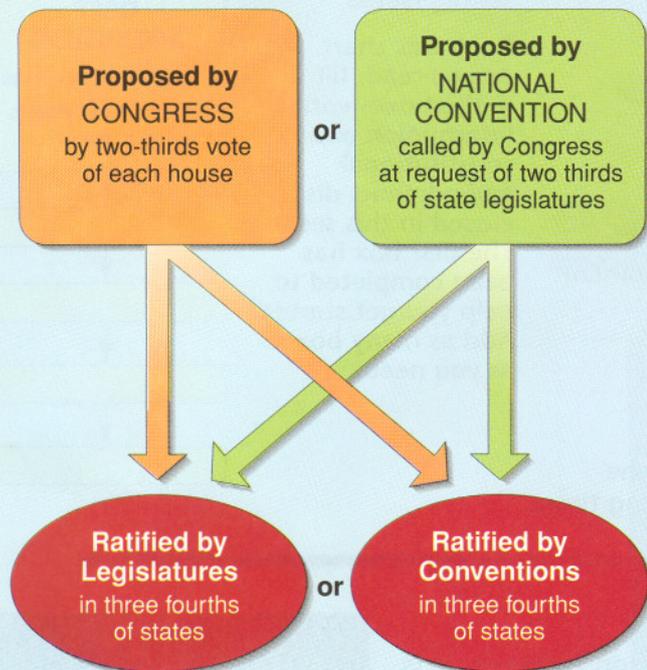
The Amendment Process

The framers did not want to make it too easy for Americans to change the Constitution. As a result, they created a complex amendment process. (See the chart on the next page.) The process may take months, or even years, to complete.

Article V outlines two ways to propose an amendment. An amendment may be proposed by two thirds of both the House and the Senate, or by a national convention called by Congress at the request of two thirds of the state legislatures. The second method has never been used.

An amendment may also be ratified in one of two ways. An amendment may be approved by the legislatures of three fourths of

Methods of Amending the Constitution



GRAPHIC ORGANIZER

Skills

The amendment process requires two steps: proposal and ratification.

- 1. Comprehension** (a) Can an amendment proposed by Congress be ratified by state conventions? (b) Can an amendment proposed by a national convention be ratified by state legislatures?
- 2. Critical Thinking Evaluating Information** Which method of proposing an amendment seems more difficult? Explain.

the states. Every amendment but the Twenty-first was ratified using this method. In the second method, an amendment may be approved by special conventions in three fourths of the states.

The Bill of Rights

As one of its first acts, the new Congress drafted a series of amendments in 1789 and sent them to the states for approval. In 1791, the Bill of Rights, the first ten amendments, became part of the Constitution.

Protecting Individual Liberties The **First Amendment** safeguards basic individual liberties. It protects freedom of religion, speech, and the press. It also guarantees people the right to assemble peacefully and to petition the government to change its policies.

Because of the First Amendment, you cannot be arrested for criticizing a government official. You can attend the house of worship of your choice or none at all. You can read newspapers that do not represent the views of an official party. Still, there are

limits on the First Amendment. For example, a newspaper cannot knowingly publish lies about someone.

Protecting Against Abuse of Power The next three amendments reflect the colonists' experiences under British rule. (See Chapter 5.) The **Second Amendment** states, "A well-regulated militia being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed." The Third Amendment says that Congress may not force citizens to put up troops in their homes. The Fourth Amendment protects Americans from unlawful searches of home or property.

Since early times, Americans have debated the exact meaning of the Second Amendment. Some experts believe that it guarantees individuals a basic right to bear arms. Others argue that it simply guarantees the individual states the right to maintain a militia. Gun control is one of the most complex and controversial constitutional issues facing Americans today.

Protecting Rights of the Accused The Fifth through Eighth amendments deal with the rights of people accused of crimes. The Fifth Amendment states that people cannot be forced to **incriminate**, or give evidence against, themselves. The Sixth Amendment guarantees the right to a speedy and public trial by an impartial, or fair, jury. It also states that people accused of crimes have the right to know the charges against them, as well as the right to confront the person making the charges.

The Seventh Amendment provides for juries for **civil**, or non-criminal, trials. The Eighth Amendment forbids judges from ordering excessive bail or fines or “cruel and unusual punishments.”

Amendments Nine and Ten Some Americans had opposed adding a Bill of Rights. They argued that, if specific rights were listed in the Constitution, Americans might lose other rights that were not listed. The Ninth Amendment solved that problem. It makes clear that a citizen’s rights are not limited to those listed in the Constitution.

The Tenth Amendment reaffirmed the framers’ plan to create a limited federal government. It states that all powers not given to the national government or denied to the states are reserved for the states or for the people.

Later Amendments

Since the addition of the Bill of Rights, the Constitution has been amended only 17 times. Many later amendments reflect changing attitudes about equality and the expansion of democracy.

The Thirteenth, Fourteenth, and Fifteenth amendments are known as the **Civil War Amendments**. The Thirteenth Amendment abolished slavery. The Fourteenth Amendment guaranteed citizenship to former slaves. The Fifteenth Amendment declared that states may not deny the vote to any citizen on the basis of “race, color, or previous condition of servitude.” This guaranteed African American men the right to vote.

Other amendments further expanded voting rights. The **Nineteenth Amendment**, ratified in 1920, gave women the right to vote. Women achieved this victory after more than 70 years of struggle. In 1971, changing attitudes toward the rights and responsibilities of young people gave birth to the **Twenty-sixth Amendment**. It lowered the minimum voting age from 21 to 18.

AS YOU READ **Summarize** Write a few sentences summarizing some of the changes made by amendments passed after the Bill of Rights.

AFTER YOU READ

Section 3 Assessment

Recall

- Identify** Explain the significance of (a) First Amendment, (b) Second Amendment, (c) Civil War Amendments, (d) Nineteenth Amendment, (e) Twenty-sixth Amendment.
- Define** (a) incriminate, (b) civil.

Comprehension

- How can an amendment to the Constitution be ratified?
- Summarize the rights protected by the Bill of Rights.

- How did later amendments reflect changing ideas about equality?

Critical Thinking and Writing

- Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, write a sentence giving your own definition of the term “living document.”
- Drawing Conclusions** Why do you think the Bill of Rights carefully spells out the rights of people accused of crimes?

ACTIVITY

Prepare a Dialogue With a partner, act out a scene between two students. One of you is an American. The other has fled from a country that does not protect freedom of speech, the press, or religion. Discuss the importance of these freedoms to Americans.

4 State and Local Governments

BEFORE YOU READ

Reading Focus

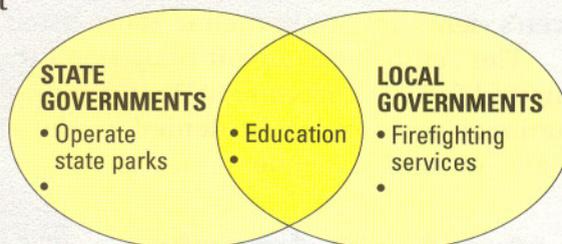
- How are state constitutions similar to and different from the national Constitution?
- What services do state governments provide?
- How do local governments affect our daily lives?

Key Terms

constitutional initiative
infrastructure
local government

Taking Notes

Copy this incomplete Venn diagram. As you read, write key services provided by state and local governments. Include shared services in the overlapping section.



Main Idea State and local governments often play a more direct role in our daily lives than does the federal government.



AS YOU READ

Visitors at the Bronx Zoo

Draw Inferences Why were the zoo program and the others described here handled by state and local governments rather than by the federal government?

Setting the Scene

In the Bronx, New York, more families wanted to enjoy the area's most popular attraction: the Bronx Zoo, the largest zoo in the United States. A state senator introduced a law allowing local families free admission to the zoo one day a week.

In Oxnard, California, the Police Commissioner learned that 20 percent of all 9-1-1 emergency calls—many of them false alarms—were being made by children. To solve the problem, he got together with state education officials to create “9-1-1 for Kids.” This program educates young children on what to do in a real emergency.

In Bexar County, Texas, parents needed help getting their children to school. Local officials banded together to start a program called SchoolPool. It identifies parents who live near one another and provides information about driving duties. Besides helping busy parents, the program reduced the number of cars on local roads.

When we hear the word *government*, most of us think first of the national government in Washington, D.C. Yet, day to day, state and local governments often have a more direct impact on our lives.

State Constitutions

The Constitution divides power between the federal government and the states. The federal government deals with national issues. The states have the power to meet more local needs.

A Frame of Government Each of the 50 states has a constitution that sets forth the principles and framework of its government. Although constitutions vary from state to state, they must all conform to the Constitution of the United States. If a conflict arises, the national Constitution—the “supreme law of the land”—prevails.

Most state constitutions resemble the national Constitution in form. They start with a preamble stating their goals and include a bill of rights guaranteeing individual liberties. State constitutions

tend to be longer and more detailed than the national Constitution. Many include provisions on finance, education, and other matters.

State constitutions set up a government with three branches. The powers of the legislative, executive, and judicial branches on the state level are similar to those of the national government.

Changing Constitutions State constitutions can be changed in several ways. In the most common method, amendments are proposed by the state legislature and approved by the people in an election.

In almost one half of the states, citizens can act directly to change the constitution. In a process known as the **constitutional initiative**, sponsors of an amendment gather signatures on a petition. When the required number of signatures is attained, the petition goes to the legislature or to the voters for approval.

Finally, a state can rewrite its constitution. With the approval of the legislature or the people, the state may call a constitutional convention. The new constitution is then submitted to the people.

States Provide Services

State governments provide a wide range of services. They maintain law and order, enforce criminal law, protect property, and regulate business. They also supervise public education, provide public health and welfare programs, build and maintain highways, operate state parks and forests, and regulate use of state-owned land.

The states, not the federal government, have the main responsibility for public education in the United States. Most students attend schools paid for and overseen by the state. The state sets general standards for schools and establishes a recommended course of study. It also sets requirements for promotion and graduation.

Each state must build and maintain its own **infrastructure**, or system of roads, bridges, and tunnels. State departments or agencies manage more than 3,000 state parks and recreation areas. To help maintain high standards, state governments license the professionals who serve you, such as doctors, lawyers, and teachers. When you are old enough to drive, the state will test you and, if you pass, give you a license. State police keep highways safe and protect us against criminal acts.

Local Governments

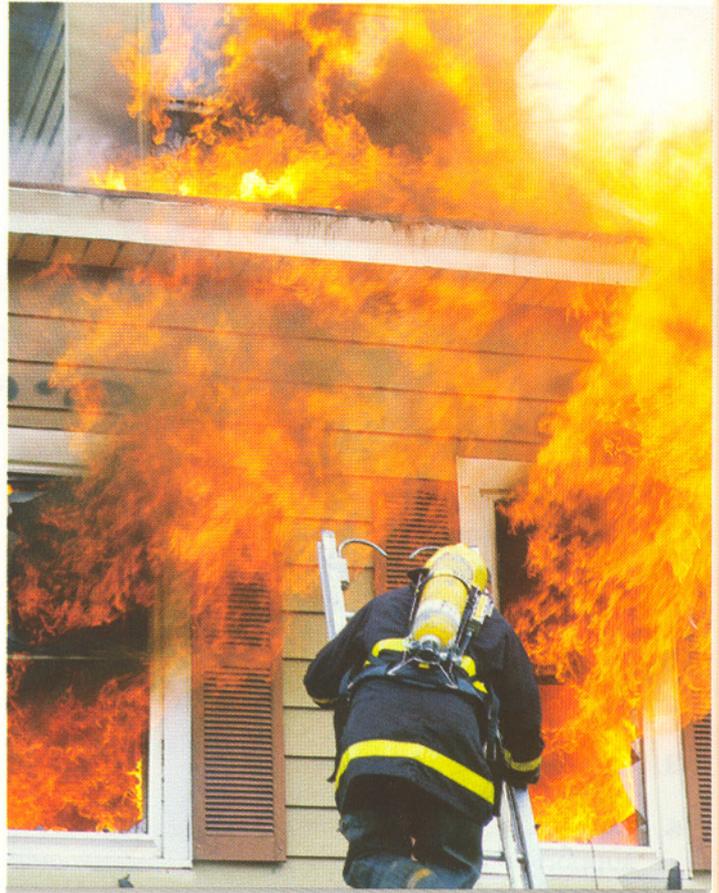
The Constitution defines the powers of the federal and state governments. But it does not mention **local government**, that is, government on the county, parish, city, town, village, or district level. Local governments are created

Viewing History

Firefighter in Action



Maintaining fire departments is one of the responsibilities of local governments. Some communities hire professional firefighters. Others rely on highly trained volunteers. **Drawing Conclusions** *In addition to training, what other costs would be necessary for a community to support a fire department?*



Parks for the People

When he planned the city of Philadelphia, William Penn hoped to build "a green country town." So, he set aside some areas as parks. In the 1800s, Philadelphia kept Penn's vision alive by adding a long park along one of its rivers. Today, the bustling city of Philadelphia has 4,400 acres of parkland.

Philadelphians use these parks in many ways. Runners, bikers, and in-line skaters swiftly move along paved paths. Families hold reunions in picnic areas. Art lovers visit the museum, and music lovers enjoy an outdoor music hall. People of all ages enjoy seeing the animals at the zoo. Philadelphia's vibrant parks are just one example of the many services that local governments provide for people.

What recreational activities does your local government provide?

entirely by the states and have only those powers and functions that states give them.

Local governments have perhaps the greatest impact on our daily lives. At the same time, it is on the local level that citizens have the greatest opportunity to influence government.

Local Governments and Education The service that local governments spend the most money on is education. While state governments set standards for schools, it is the cities or school districts that actually run them. Local school boards build schools and hire teachers and staff. They also have a strong say in which courses will be taught. However, school officials must make all decisions within the guidelines set by state law.

Education is one area of local government where citizens exert a great deal of control. Local residents may give up part of their time to serve on local school boards. In most communities, voters have the right to approve or turn down the annual school budget.

Other Services Local governments provide a variety of other services. They hire or support firefighters, police, and garbage collectors. Local governments provide sewers and water, maintain local roads and hospitals, and conduct safety inspections of buildings and restaurants. In many cases, water and sewage treatment plants are owned and run by local governments. Other communities hire private companies to supply local needs.

Over the years, Americans have looked to local government for more than basic services. Today, most local governments provide libraries and parks and other cultural and recreational facilities. In larger cities, citizens expect their local governments to support airports, sports arenas, and civic centers. San Francisco, for example, maintains a busy airport, a major-league baseball stadium, several major museums, a world-class zoo, and a leading convention center.

AFTER YOU READ

Section 4 Assessment

Recall

1. **Define** (a) constitutional initiative, (b) infrastructure, (c) local government.

Comprehension

2. (a) Describe one way in which state constitutions are similar to the United States Constitution. (b) Describe one way in which they are different.
3. Identify two services performed by state governments.
4. How do local governments support education?

Critical Thinking and Writing

5. **Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, rank in order what you consider to be the five most important services you get from your state and local governments.
6. **Drawing Inferences** Why do you think state constitutions tend to be longer than the United States Constitution?

ACTIVITY



Take It to the NET Connecting to Today

Use the Internet to find the Web site of your state or local historical society. Review the Web site and discuss why maintaining local history is an important service. Visit *The American Nation* section of www.phschool.com for help in completing the activity.

5 Rights and Responsibilities of Citizenship

**BEFORE
YOU
READ**

Reading Focus

- What makes a person a citizen of the United States?
- How can Americans develop democratic values?
- What are the responsibilities of citizenship?

Key Terms

citizen
naturalize
immigrant
resident alien
civic virtue
patriotism
jury duty

Taking Notes

As you read, prepare an outline of this section. Use roman numerals to indicate the major headings, capital letters for the subheadings, and numbers for the supporting details. The sample at right will help you get started.

- I. What Is a Citizen?
A. Definition of citizenship
1. Born in United States
2.
B. Becoming a citizen
1.
2.
C.
II. Civic Virtue and Democratic Values
A.
B.

 **Main Idea** Being an American citizen brings both rights and responsibilities.

Setting the Scene While he was in middle school, David Levitt of Seminole, Florida, read about an organization that collected leftover food from restaurants and donated it to the needy. This gave Levitt an idea. Why not start a similar program in his community?

He started by asking his principal if the school could donate leftover cafeteria food. Levitt went on to present his idea to the school board. A year later, at his bar mitzvah, he collected 500 pounds of canned goods from his guests. In time, the food program expanded across Florida and led to passage of a new state law.

Florida governor Jeb Bush called David Levitt a “big-hearted . . . young man blessed with a strong desire to help others.” But Levitt insisted that all young people had the power to get things done:

“You have to use your age as an advantage. In government, adults face people who complain and ask for things. It’s such a change of pace to hear someone say, ‘We can do this.’”

—David Levitt, quoted in *American Profile* (Schantz-Feld)

The framers of the Constitution planned our government carefully. Yet, a good constitution alone is not enough. To safeguard our democracy, each of us must exercise our rights and fulfill our responsibilities as citizens.

What Is a Citizen?

A **citizen** is a person who owes loyalty to a particular nation and is entitled to all its rights and protections. To be a citizen of the United States, you must fulfill one of three requirements:

- You were born in the United States (or at least one parent is a citizen of the United States).
- You were **naturalized**, that is, you have completed the official legal process for becoming a citizen.



**AS YOU
READ**

David Levitt

Ask Questions Write two questions that you would ask David Levitt about citizenship.

- You were 18 or younger when your parents were naturalized.

Becoming a Citizen Throughout American history, many millions of immigrants have become naturalized citizens. An **immigrant** is a person who enters another country in order to settle there. To illustrate the naturalization process, we will look at one immigrant’s story.

At age 15, Carla Rojas came to the United States from Argentina. Her mother returned home two years later, but Rojas decided to remain. After submitting numerous documents and photographs and attending several interviews, she received permission to remain in the country as a **resident alien**, or noncitizen living in the country.

After a required five-year waiting period, Carla submitted an application for citizenship. She had to take a test to show that she was comfortable with the English language and that she was familiar with American history and government. She also had to show that she was of “good moral character.” Then, a naturalization examiner interviewed her about her reasons for becoming a citizen.

At last, Rojas stood before a judge and took the oath that confirmed her as an American citizen:

“ I hereby declare, on oath, that . . . I will support and defend the Constitution and laws of the United States against all enemies . . . that I will bear true faith and allegiance to the same . . . so help me God. ”

—Oath of Allegiance to the United States

A naturalized citizen enjoys every right of a natural-born citizen except one. Only natural-born citizens may serve as President or Vice President.

Rights and Responsibilities Citizenship involves both rights and responsibilities. As you know, you have the right to speak freely, to worship as you choose, to own property, and to travel where you want to go. If arrested, you have the right to a fair trial.

Still, nothing is free. As you will see, if we want to enjoy the rights of citizenship, we must also accept its responsibilities. We must also work to develop a sense of democratic values.

Civic Virtue and Democratic Values

The Founding Fathers admired **civic virtue**, that is, the willingness to work for the good of the nation or community even at great sacrifice. They looked to Roman models such as Cincinnatus, who, it was said, gave up a peaceful life on his farm when called upon to lead Rome. Again and again, leaders such as Washington and Jefferson put the common good ahead of their own wishes.

Still, you do not have to go to such lengths to be a good citizen. At home, at school, and in the community, you can work to develop the values that are the foundation of our democratic system. Among these basic values are honesty and compassion. Others include patriotism, respect, responsibility, and courage.

A key democratic value is **patriotism**, or a feeling of love and devotion toward one’s country. A sense of patriotism inspires

An American Profile

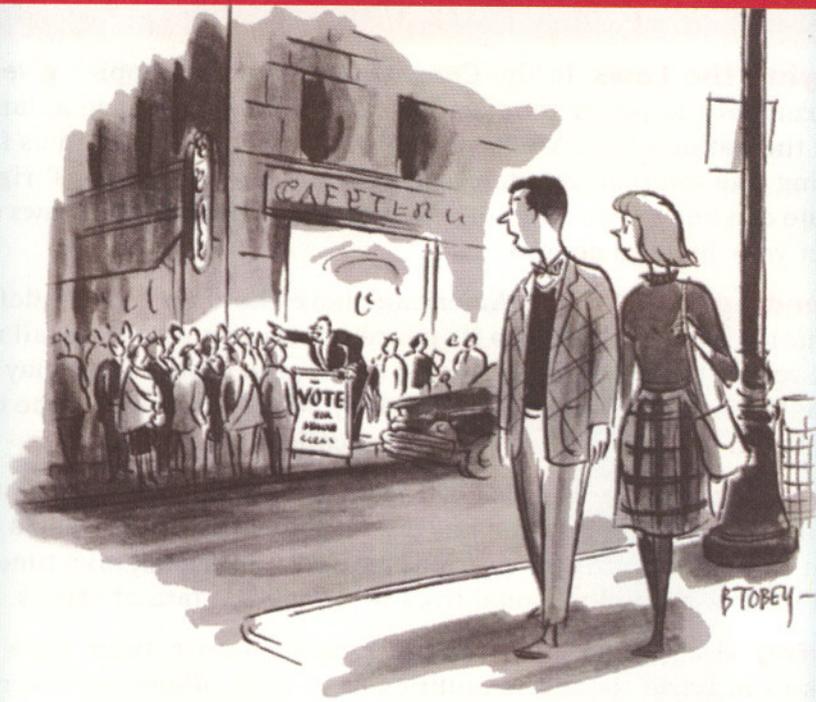


George Washington
1732–1799

Several times in his life, George Washington set aside his hopes for a quiet life to serve his country.

After winning the battle of Yorktown in 1781, Washington ached to return home. Still, he led the army until a peace treaty was signed two years later. In 1787, though ill, he yielded to friends who urged him to attend the Constitutional Convention. After his first term as President, Washington sought to retire. Once again, Washington was persuaded to stay on to keep the young republic stable. After his second term, Washington finally retired. He died two years later.

Why do many people point to Washington as an example of civic virtue?



"Maybe I ought to listen. This is the year I start voting."

POLITICAL CARTOON

Skills

Young Voters

Voting is one of the main responsibilities of citizenship. This cartoon appeared in 1960, a presidential election year.

1. Comprehension

Describe what is going on in this cartoon.

2. Understanding Main Ideas

What point does the cartoon make about staying informed?

3. Critical Thinking

Supporting a Point of View

Based on this cartoon, would you call this young man a good citizen? Explain.

Civics 

Americans to serve their nation. It also encourages us to fulfill the ideals set forth in the Declaration of Independence, the Constitution, and the Bill of Rights.

As citizens, we must respect ourselves, our families, our neighbors, and the other members of our community. Respect may also involve objects or ideas. For example, a good citizen respects the property of others and the laws of the nation.

Responsibility may be both personal and public. We must accept responsibility for ourselves and the consequences of our actions. For example, parents have a duty to support their families and teach their children. As a student, you have a responsibility to learn.

Courage may be either physical or moral. Soldiers, police, or firefighters display physical courage when they risk their lives for the good of others. Moral courage enables us to do the right thing even when it is unpopular, difficult, or dangerous. Americans such as George Washington, Abraham Lincoln, Susan B. Anthony, and Martin Luther King, Jr., faced risks in order to defend their democratic values.

Responsibilities of a Citizen

As citizens, we must accept our own civic responsibilities. Only if government and citizens work together can we meet our needs as a democratic society.

Voting As citizens of a republic, we have the right to select the people who will represent us in government. But if that right is to have any meaning, then we must fulfill our responsibility to vote. A good citizen studies the candidates and the issues in order to make responsible choices.

AS YOU READ

Use Prior Knowledge

Before you read this section, think about what you already know about being a good citizen. Jot down some responsibilities you expect to see discussed in this section.

Obeying the Laws In the Constitution, “we the people” give the government the power to make laws for us. Thus, we have a duty to obey the nation’s laws. We have thousands of laws that keep us from hurting one another, regulate contracts, or protect citizens’ rights. No one can know them all, but you must know and obey the laws that affect your life and actions.

Defending the Nation Americans have the duty to help defend the nation against threats to its peace or security. At age 18, all men must register for the draft. In time of war, the government may call them to serve in the armed forces. Many young citizens feel the duty to enlist in the military without being called.

Serving on a Jury The Bill of Rights guarantees the right to trial by jury. In turn, every citizen has the responsibility to serve on a jury when called. **Jury duty** is a serious matter. Jurors must take time out from their work and personal lives to decide the fate of others.

Serving the Community Many Americans use their time and skills to improve their communities or to help others. As you read, David Levitt was in middle school when he started a program to help the needy in his Florida community. Many young people participate in walk-a-thons or bike-a-thons for charity. Others volunteer in hospitals or fire departments. When terrorist attacks hit New York City and Washington, D.C., in September 2001, millions of citizens aided in rescue efforts, donated blood, or contributed money and supplies.

Being Informed Thomas Jefferson observed, “If a nation expects to be ignorant and free . . . it expects what never was and never will be.” You cannot protect your rights as a citizen unless you know what they are. It is your responsibility to be informed. You can watch television news programs and read newspapers, magazines, or government pamphlets. Your work in school will help you become educated about our history, our government, and the workings of our society.

AFTER YOU READ

Section 5 Assessment

Recall

1. **Define** (a) citizen, (b) naturalize, (c) immigrant, (d) resident alien, (e) civic virtue, (f) patriotism, (g) jury duty.

Comprehension

2. How may a person become an American citizen?
3. List four values that citizens in a democratic society need.
4. Describe two responsibilities of citizenship.

Critical Thinking and Writing

5. **Exploring the Main Idea** Review the Main Idea statement at the beginning of this section. Then, write a paragraph analyzing how rights and responsibilities help define our identity as Americans.
6. **Making Decisions** You are a resident alien who has decided to apply for citizenship. Write a letter to a family member in your native country explaining why you reached that decision.

ACTIVITY

Preparing a Questionnaire With a partner, prepare a questionnaire titled “Are You a Responsible Citizen?” Questions may cover responsibility to oneself, to one’s family, to the community, and to the nation. Include seven to ten questions.

Becoming an American Citizen

Becoming an American citizen is not easy. But for many immigrants, the benefits of freedom and opportunity make it worth the effort.

Steps to Citizenship

- 1 Establish five-year residency.
- 2 Apply for citizenship.
 - Submit application and fee
 - Get fingerprinted for background check
- 3 Go through the interview process.
 - Take English and civics tests
 - Answer questions about background and character
- 4 Take Oath of Allegiance

Could you pass the citizenship test? See how many of the following typical test questions you can answer correctly.

1. How many stripes are there on our flag?
2. What country did we fight during the Revolutionary War?
3. Who elects the President of the United States?
4. What are the duties of the Supreme Court?
5. What are the three branches of our government?
6. How many Senators are there in Congress?
7. For how long do we elect each senator?
8. Who said, "Give me liberty or give me death"?
9. How many terms can the President serve?
10. Who is the Commander in Chief of the United States military?

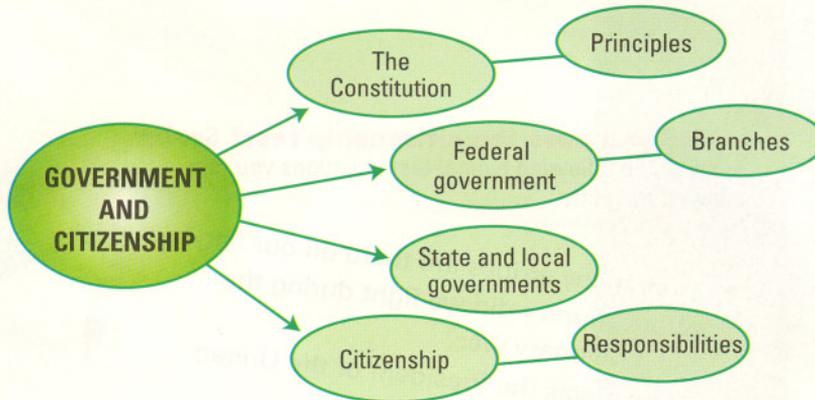
ACTIVITY

The citizenship test includes about a dozen questions selected from a master list of one hundred. What questions, aside from those listed here, do you think would be important to ask a future citizen? Make a list of at least five questions, and provide the answers.

Review and Assessment

CREATING A CHAPTER SUMMARY

Copy the concept web below. Add ovals and fill them in with information relating to American government and citizenship.



For additional review and enrichment activities, see the interactive version of *The American Nation*, available on the Web and on CD-ROM.



Take It to the NET

Chapter Self-Test For practice test questions for Chapter 8, visit *The American Nation* section of www.phschool.com.

Building Vocabulary

Use the chapter vocabulary words listed below to create a crossword puzzle. Exchange puzzles with a classmate. Complete the puzzles, and then check each other's answers.

- | | |
|------------------------|-----------------|
| 1. liberty | 6. veto |
| 2. popular sovereignty | 7. citizen |
| 3. checks and balances | 8. naturalize |
| 4. federalism | 9. civic virtue |
| 5. bill | 10. patriotism |

Reviewing Key Facts

11. What is limited government? (Section 1)
12. How does the electoral college work? (Section 2)
13. In what two ways can a constitutional amendment be proposed? (Section 3)
14. How are local governments created? (Section 4)
15. Summarize the steps of the naturalization process. (Section 5)

Critical Thinking and Writing

16. **Contrasting** (a) How does our republican system differ from a system where all citizens participate directly in government? (b) Write a sentence explaining why you think the framers chose a republican system.
17. **Supporting a Point of View** Your local newspaper has printed an editorial arguing that the process of amending the Constitution should be simplified. Write a letter to the editor agreeing or disagreeing with this position. Give reasons.
18. **Connecting to Geography: Movement** Locate the Mississippi River on a map of the United States. Do you think the federal government or the state governments would be primarily responsible for laws regarding shipping along the Mississippi? Write a paragraph explaining the reason for your answer.
19. **Finding the Main Idea** A popular saying states, "Your right to swing your fist ends where my nose begins." Write a sentence restating the main idea of this saying in your own words.



SKILLS ASSESSMENT

Analyzing Primary Sources

General John A. Wickham, Jr., served as Chief of Staff for the United States Army. Here, he talks about what military service means to him:

“The history of the Army is intertwined with the history of our Constitution. Before our young nation could even be in a position to draft a constitution, her freedom had to be won. It was won with the courage and blood of the first American soldiers. Once our liberty was secured, these same soldiers became the citizens upon whose commitment and hard work a great nation would be built.”

—John A. Wickham, Jr., in *Collected Works of the Thirtieth Chief of Staff, United States Army*

20. What does Wickham say is the relationship between the military and the Constitution?
21. According to Wickham, what qualities or values do soldiers and citizens need?
22. How does this excerpt reflect the idea of civic virtue?

ACTIVITIES

Connecting With . . .

Government and Citizenship

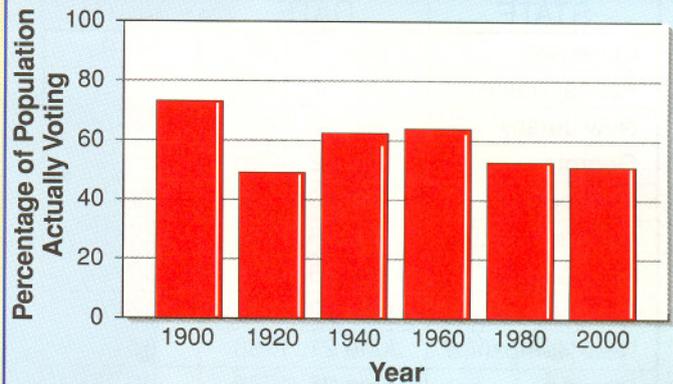
Creating an Election Chart Look at the electoral college map at the beginning of this chapter. Suppose there is a presidential election between Smith and Jones. Smith wins the following 18 states: Alabama, Arizona, Arkansas, California, Florida, Georgia, Illinois, Kentucky, Louisiana, Michigan, Missouri, New Mexico, North Carolina, South Carolina, Tennessee, Texas, Virginia, and Wyoming. Jones wins the other 32 states plus the District of Columbia. Create a two-column chart showing the electoral votes for each candidate. Then, determine the winner of the election.

APPLYING YOUR SKILLS

Interpreting Bar and Line Graphs

Look at the bar graph below, and answer the questions that follow.

Voter Turnout, 1900–2000



Sources: *Historical Statistics of the United States, Statistical Abstracts of the United States*, and the Federal Election Commission

23. Which statement about voter turnout does this graph support?
 - A Voter turnout steadily declined after 1900.
 - B Voter turnout steadily rose after 1920.
 - C Voter turnout varied in the 1900s.
 - D Most Americans do not vote.
24. List three factors that you think might lead to an increase in voter turnout.



Take It to the NET

Connecting to Today

Giving a News Report Use the Internet to find a recent court case that involves the freedoms protected by the Bill of Rights. Deliver to the class a one- to two-minute summary of that case. For help in starting this activity, visit *The American Nation* section of www.phschool.com.

Creating a Database

Exploring Government Agencies Use the Internet to find the official Web site of your state's government. Choose two agencies listed there. For each one, compile a fact sheet explaining what that agency does, where it is located, and how to contact it. Add your entries to a classroom database. For help in starting this activity, visit *The American Nation* section of www.phschool.com.

TEST PREPARATION

Use the table **and** your knowledge of social studies to answer the following question.

Ratification of the Constitution

STATE	DATE	VOTE
Delaware	Dec. 7, 1787	30–9
Pennsylvania	Dec. 12, 1787	46–23
New Jersey	Dec. 18, 1787	38–0
Georgia	Jan. 2, 1788	26–0
Connecticut	Jan. 9, 1788	128–40
Massachusetts	Feb. 6, 1788	187–168
Maryland	Apr. 28, 1788	63–11
South Carolina	May 23, 1788	149–73
New Hampshire	June 21, 1788	57–47
Virginia	June 25, 1788	89–79
New York	July 26, 1788	30–27
North Carolina	Nov. 21, 1789	194–77
Rhode Island	May 29, 1790	34–32

- 1 Which conclusion about the ratification of the Constitution is supported by this table?
 - A Antifederalist influence was strong in Georgia.
 - B Federalists faced little opposition in New England.
 - C Antifederalist influence was stronger in New York than in New Jersey.
 - D The Constitution could go into effect by June 1, 1788.
- 2 Which statement best summarizes the main idea of Thomas Paine's *Common Sense*?
 - A The colonists must make one last effort to reconcile with the king.
 - B The best strategy for winning the war would be for Americans to seek help from France.
 - C At this time, Washington and the army need the full support of all Patriots.
 - D Separation from England is the most logical course for the American colonies.

- 3 How did the French and Indian War lead to the American Revolution?
 - A The British king encouraged colonists to settle on lands won from France.
 - B The British government taxed the colonists to help pay for the war.
 - C The French encouraged American colonists to seek independence from Britain.
 - D After the war, more British troops were permanently stationed in the colonies.
- 4 Which is not a power of Congress under the Constitution?
 - A Declaring war
 - B Ratifying constitutional amendments
 - C Removing a President from office
 - D Regulating foreign trade

Use the quotation **and** your knowledge of social studies to answer the following question.

Constitution of the United States, Article I, Section 1

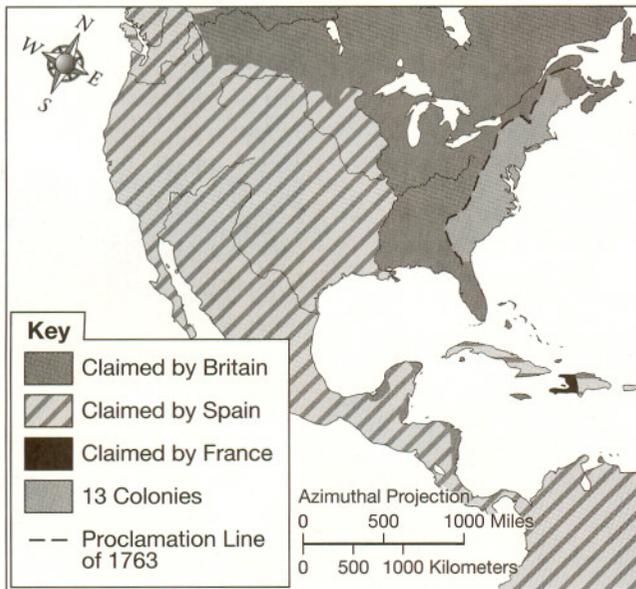
“The House of Representatives shall be composed of members chosen every second year by the people of the several states. . . .”

- 5 Which principle of the Constitution is primarily reflected in the passage above?
 - A Republicanism
 - B Federalism
 - C Checks and balances
 - D Individual rights



- 6 In which of the following pairs was the first event an immediate cause of the second?
- A Intolerable Acts; Boston Tea Party
 - B Battle of Saratoga; French aid to colonies
 - C Declaration of Independence; Battle of Lexington
 - D Stamp Act; Shays' Rebellion

Use the map and your knowledge of social studies to answer the following question.



- 7 How would a map showing the same area 10 years earlier have looked different?
- A The original 13 colonies would have taken up a larger area.
 - B British land claims would have taken up a larger area.
 - C French land claims would have taken up a larger area.
 - D The map would have looked about the same.

- 8 Which of these grievances against England listed in the Declaration of Independence was later addressed in the Bill of Rights?

- A "... imposing taxes on us without our consent"
- B "... depriving us, in many cases, of the benefit of trial by jury"
- C "... cutting off our trade with all parts of the world"
- D "... suspending our own legislatures"

- 9 The dispute between large states and small states at the Constitutional Convention largely concerned what subject?

- A Legislative branch of government
- B Executive branch of government
- C Judicial branch of government
- D Checks and balances among the three branches of government

Writing Practice

- 10 Compare the advantages and disadvantages of the Americans and the British during the American Revolution. Then, explain why the United States won the war.

- 11 Choose one of the following principles of the Constitution: republicanism, checks and balances, federalism, separation of powers, popular sovereignty, or individual rights. Explain its meaning, why the framers valued that principle, and how it affects American government and society.