Assessment

Practicing the Vocabulary

1. federalism
2. electoral college
3. constitutionalism
4. judicial review
5. checks and balances
6. federalism
7. articles
8. Bill of Rights
9. formal amendment
10. rule of law

Reviewing Main Ideas

Section 1

11. It begins with a short introduction called the Preamble. The rest of the document is divided into seven numbered sections, called articles, that outline the organization and powers of each branch of government, the role of the States, and the amendment and ratification processes.

12. Popular sovereignty, limited government, checks and balances, separation of powers, judicial review, and federalism.

13. (a) Popular sovereignty holds that the people are the source of all government power, and limited government implies that the government can do only those things that the people have given it the power to do. (b) Because the Framers wanted to create a government that, by limiting its powers, could not become tyrannical.

14. The purpose of checks and balances is to prevent one branch of government from having too much power over the other branches.

15. (a) Judges may overturn a law when they decide that it is unconstitutional. (b) Presidents may veto legislation and call special sessions.

Section 2

16. Twenty-seven amendments have been added to the Constitution. (a) The most common method has been for the amendment to be proposed by a two-thirds vote in each house of Congress and ratified by three fourths of the State legislatures. (b) Proposal by Congress with ratification by three fourths of State legislatures.

17. It emphasizes the federal character of the governmental system, as proposal takes place at the national level and ratification at the State level.

18. (a) The 27th amendment (b) nearly 203 years

Section 3

19. (a) Which amendment required the longest amount of time to ratify? (b) How long did it take?

20. What event led to the 13th, 14th, and 15th amendments?

21. By what five ways has the Constitution been changed other than by formal amendment?

22. How has Congress contributed to the process of constitutional change and development?

23. Cite two examples of the exercise of presidential power that illustrate the process of constitutional change by other than formal amendment.

24. How does the presidential nominating process illustrate the process of constitutional change and development?

25. What is the role of custom in government?
Critical Thinking Skills

26. **Face the Issues**
   John Adams spoke in favor of “arms in the hands of citizens, to be used at individual discretion...in private self-defense.”
   (a) Which side of the gun control debate is more likely to cite this quote? (b) How might individuals on the other side respond?

27. **Drawing Conclusions**
   The Preamble to the Constitution begins with the words “We the People.”
   (a) Was every person living in the United States in 1789 included in that collective “We”?
   (b) Which, if any, of the 27 amendments to the Constitution corrected that situation?

28. **Demonstrating Reasoned Judgment**
   Madison defended the concepts of separation of powers and checks and balances in *The Federalist* No. 51.
   What did he mean when he wrote that, to guard against a concentration of power in one of the branches of government, “ambition must be made to counteract ambition”?

29. **Testing Conclusions**
   The text says that the United States Constitution is a flexible document. Find evidence from the text that you believe supports that conclusion.

Analyzing Political Cartoons

Using your knowledge of American government and this cartoon, answer the questions below.

30. What point is the cartoonist trying to make about the ease or difficulty of proposing constitutional amendments?
31. Based on your reading, do you agree or disagree with the cartoonist’s opinion? Explain your answer.

32. **Current Events Watch**
   The Constitution gives the President the power to appoint all federal judges. However, it also gives the Senate the power to confirm or reject those appointments by majority vote.
   Research the recent appointment of a federal judge and write a brief report on his or her background and how senators from the opposing party responded to the President’s nomination.

33. **Time Line Activity**
   Create a time line of the Equal Rights Amendment, beginning with its proposal in 1972 and ending with its failure to be ratified ten years later.
   List the number of States that voted to ratify it each year and include the three-year extension to the time limit passed in 1979.
   Compare this time line to the table on page 76. What does your time line tell you about the ratification process? Do you think the ten-year time limit was fair? Explain your answer.

34. **It’s Your Turn**
   You are a newspaper editor in the late 1700s.
   Alexander Hamilton has just referred to democracy as “mobocracy.” Write an editorial in response to Hamilton’s view. Define the position that you want to take in your editorial. Next, list your arguments. As you revise your editorial, make certain that your arguments are persuasive. Finally, proofread and make a final copy.

You Can Make a Difference

36. (a) supporters of gun ownership rights
   (b) Supporters of gun control might argue that John Adams’ opinion is only one factor among many, including the opinions of other early Americans, court interpretations of the 2nd Amendment over time, and changes in the need for self-defense since the 1700s.

27. (a) The collective “We” did not include African Americans, women, and Native Americans as full and equal citizens.
   (b) The 13th, 14th, 15th, 19th, and 24th amendments applied expressly to either women or minorities.

28. Students’ responses should include the concept that the three branches of government, each in pursuit of its own advantage, would prevent excess of the other; i.e., the strength of the federal system is in keeping any one branch from getting the upper hand for long.
29. Answers will vary, but should discuss the amendment process.

Analyzing Political Cartoons

30. Possible answer: The cartoonist is suggesting that it is, or should be, as simple as posting a letter.
31. Answers will vary, but should suggest that the amendment process is quite complex.

You Can Make a Difference

Students should poll a reasonable number of students and present their findings in a clear and informative manner.

Participation Activities

32. Reports should be supported with specific facts and quotes where applicable.
33. Time lines should include all relevant events surrounding the Equal Rights Amendment. Answers will vary but should be supported with factual information.
34. Editorials will vary, but should address issues relevant to the Anti-Federalist position, and should be persuasive.

Progress Monitoring Online

For: Chapter 3 Self-Test
Visit: PHSchool.com
Web Code: mqa-1034

As a final review, take the Magruder’s Chapter 3 Self-Test and receive immediate feedback on your answers.

The test consists of 25 multiple-choice questions designed to test your understanding of the chapter content.

Point-of-Use Resources

- **Guide to the Essentials of American Government**
  - Chapter 3 Test, page 27 provides multiple-choice questions to test students’ knowledge of the chapter.

- **ExamView® Test Bank CD-ROM**
  - Chapter 3 Test booklet

Additional support materials and activities for Chapter 3 of Magruder’s American Government can be found in the Social Studies area at the Prentice Hall School Web site. PHSchool.com