



Aided Reading Activity 3-4



Principles Underlying the Constitution



Reading Tip

As you read this section, make a photocopy of the Constitution of the United States found in your textbook. Write each principle identified in the text where it applies in the Constitution.

DIRECTIONS: Write an answer to each question below in the space provided.

1. Defining What is a republic?

2. Defining What is popular sovereignty?

3. Explaining What does it mean to say the government is limited by "rule of law"?

4. Identifying Who influenced the Framers to adopt the philosophy of separation of powers?

5. Analyzing Why is there a need for checks and balances?

6. Explaining What are expressed powers, reserved powers, and concurrent powers?

7. Describing Which article contains the supremacy clause of the United States Constitution?

8. Concluding If a state law conflicts with a federal law, which law should you follow?



Section 1 Quiz

The Six Basic Principles



A. Key Terms and Concepts

Match the descriptions in Column I with the terms in Column II. Write the correct letter in each blank.

Column I

- _____ 1. the power of the courts to decide whether government acts are constitutional
- _____ 2. illegal; null and void; of no force and effect
- _____ 3. the division of power between a central government and several regional governments
- _____ 4. a governmental system having basic political powers distributed among three distinct and independent branches
- _____ 5. the President's rejection of an act of Congress

Column II

- a. unconstitutional
- b. separation of powers
- c. judicial review
- d. veto
- e. federalism

B. Main Ideas

Write the letter of the correct answer in the blank provided.

- _____ 6. Which of the following principles holds that government may do only those things that the people have given it power to do?
 - a. limited government
 - b. separation of powers
 - c. checks and balances
 - d. judicial review
- _____ 7. When James Madison wrote, "The accumulation of all powers...in the same hands...may be pronounced as the very definition of tyranny," he was arguing on behalf of which of the following constitutional principles?
 - a. federalism
 - b. popular sovereignty
 - c. separation of powers
 - d. judicial review
- _____ 8. The principle of popular sovereignty means that the
 - a. federal budget must be balanced every year.
 - b. people are the only source for governmental power.
 - c. Supreme Court has the power to check on the executive branch.
 - d. government must be conducted according to constitutional principles.
- _____ 9. Which of the following constitutional principles was devised as a compromise between a powerful central government and a loose confederation of States?
 - a. constitutionalism
 - b. federalism
 - c. rule of law
 - d. none of the above
- _____ 10. Which constitutional principle applies when the Senate confirms or rejects the President's appointee to run the Central Intelligence Agency (CIA)?
 - a. separation of powers
 - b. federalism
 - c. judicial review
 - d. checks and balances

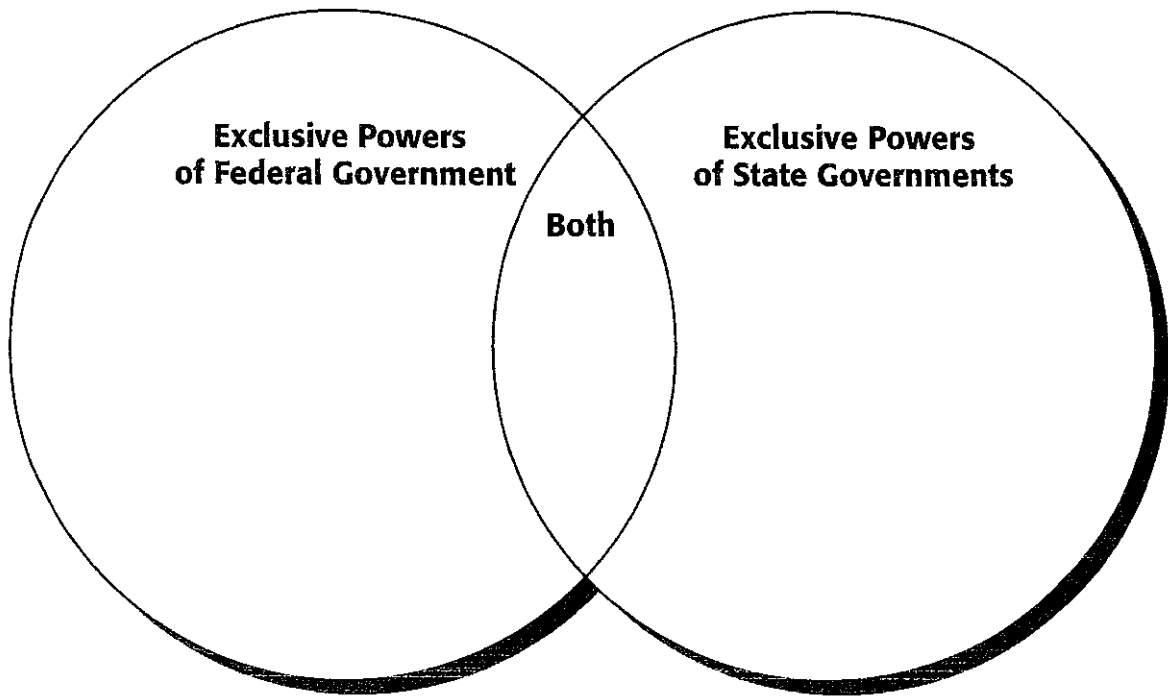
Reteaching Activity 3



The Constitution

Federalism is a government system in which the power to govern is divided between the federal, or national government, and the state governments. Federalism is one of the five fundamental principles that are the backbone of the United States Constitution. The other principles include popular sovereignty, the rule of law, separation of powers, and checks and balances.

DIRECTIONS: Creating a Venn Diagram The Constitution gives certain powers to the state governments exclusively, the federal government exclusively, and some authority to both. The powers listed below fall into one of three categories. Write the letter of each item below in the correct area of the Venn diagram.



- | | |
|-------------------------------------------------|--------------------------------------------------------|
| A. Reserved Powers | H. Power to Make Treaties with Other Countries |
| B. Expressed Powers | I. Power to Enforce Laws |
| C. Concurrent Powers | J. Power to Make Rules for Marriage and Divorce |
| D. Power to Regulate Trade Within States | K. Power to Collect Taxes |
| E. Power to Establish Schools | L. Power to Borrow Money |
| F. Power to Coin Money | |
| G. Power to Establish Courts and Prisons | |



Guided Reading Activity 6-1



How Congress Is Organized



Reading Tip

Give yourself enough time to read and understand the text. Don't rush through the text. Take your time and pause to reread sections or to think about what you've just read.

DIRECTIONS: Write an answer to each question below in the space provided.

1. **Identifying** Which article of the Constitution describes Congress?

2. **Identifying** How many sessions are in each term of Congress?

3. **Comparing** Which is the larger body of Congress?

4. **Describing** What are the duties of the Speaker of the House?

5. **Describing** What do floor leaders do?

6. **Contrasting** What is the difference between a conference committee and a joint committee?

7. **Explaining** What is the difference between a standing committee and a select committee?

8. **Explaining** How are members of Congress assigned to committees?



CHAPTER

9

SECTION REVIEW



SECTION 1

DIRECTIONS: Read each sentence below, and decide whether it describes the House of Representatives, the Senate, or both houses of Congress. In the space provided, write *House*, *Senate*, or *both*.

- _____ 1. Each state has an equal number of representatives.
- _____ 2. Each member serves the people of one congressional district.
- _____ 3. Members earn a yearly salary of ~~\$100,000~~ \$174,000.
- _____ 4. Members who act dishonestly can be expelled by a two-thirds vote.
- _____ 5. Members serve 6-year terms and must be at least 30 years old.
- _____ 6. Members carry out their work during one session each year.
- _____ 7. Each state's representation is determined by its population.
- _____ 8. Members receive free office space, parking, and trips to their home states.
- _____ 9. The people elect the members.
- _____ 10. There are 100 members, two from each state.
- _____ 11. Members have budgets for assistants, office staff, and supplies.
- _____ 12. Members may meet in special sessions to deal with pressing problems.
- _____ 13. The President can call members into session during times of crisis.
- _____ 14. Members have the right to send job-related mail without paying postage.
- _____ 15. Each member serves all the people in one state.
- _____ 16. Members serve 2-year terms and must be at least 25 years old.
- _____ 17. The number of its members is fixed at 435.
- _____ 18. Members must have been United States citizens for at least seven years.
- _____ 19. Members have some immunity from being arrested or sued.
- _____ 20. Members meet each year to hear the President's State of the Union address.

Name _____ Class _____ Date _____

CHAPTER 9

SECTION REVIEW



SECTION 3

DIRECTIONS: Read each item below, and decide whether it describes a power granted to the House of Representatives, to the Senate, to Congress as a whole, or to neither house. In the space provided, write House, Senate, Congress, or neither.

- _____ 1. The power to collect taxes and borrow money
- _____ 2. The power to regulate foreign and interstate commerce
- _____ 3. The power to begin impeachment proceedings against government officials
- _____ 4. The power to act as the jury in an impeachment trial
- _____ 5. The power to declare war on another nation
- _____ 6. The power to favor one state over another
- _____ 7. The power to propose amendments to the Constitution
- _____ 8. The power to enact laws that interfere with the legal rights of individuals
- _____ 9. The power to set up a postal system
- _____ 10. The power to choose the President if no candidate wins a majority in the Electoral College
- _____ 11. The power to introduce tax bills and appropriations bills
- _____ 12. The power to maintain armed services
- _____ 13. The power to ratify treaties with other nations
- _____ 14. The power to approve or reject the President's appointment of certain high government officials
- _____ 15. The power to regulate immigration and naturalization
- _____ 16. The power to tax exports and interstate commerce
- _____ 17. The power to investigate and review activities of other government branches



Guided Reading Activity 6-3



Representing the People



Reading Tip

If you often have trouble reading schoolwork, try to read for pleasure more often. Select books or articles that you want to read or are interested in. Improve your reading skills by reading both school material and material that *you* choose to read.

DIRECTIONS: Write an answer to each question in the space provided.

1. **Identifying** What qualifications must members of Congress meet before they run for office?

2. **Describing** What are some of the privileges afforded to members of Congress?

3. **Explaining** Why are members of Congress granted immunity?

4. **Defining** Who are lobbyists?

5. **Describing** What is the purpose of the CRS?

6. **Evaluating** Why would members of Congress do casework?

7. **Inferring** Why do members of Congress try to get pork-barrel projects?



Guided Reading Activity 6-4

How a Bill Becomes a Law



Reading Tip

Jot down words and phrases that you do not completely understand as you read. After reading, look up those words and then go back and reread for a complete understanding of the material.

DIRECTIONS: Write an answer to each question in the space provided.

1. **Defining** What are joint resolutions?

2. **Concluding** Why might public bills take months to debate?

3. **Evaluating** What do riders and filibusters have to do with floor debate?

4. **Explaining** Why would senators choose to vote for cloture?

5. **Summarizing** What are some of the methods of voting in Congress?

6. **Comparing** What is the difference between a veto and a pocket veto?

7. **Defining** What happens when a bill is pigeonholed?

CHAPTER 10

Section 3 The Senate

With only two people representing each State, it would seem easy for voters to familiarize themselves with their senators. The cartoon below suggests the opposite. Study the cartoon and answer the following questions. (The television program referred to in the caption was a very popular show during the 1960s.)



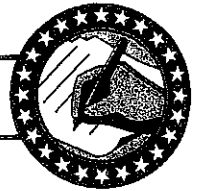
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Interpreting Political Cartoons

1. Why is the cartoonist comparing the knowledge of a television show to knowledge of one's representatives in Congress?
2. What is the man implying in the second frame of the cartoon?
3. Write a quote that one of the men could be saying in the last frame of the cartoon.
4. **Recognizing Cause and Effect** Who do you think is most responsible for the lack of familiarity with the people's representatives, the voters or the members of Congress? Explain your position.



Vocabulary Activity 6



Congress

DIRECTIONS: Write the term that matches each definition on the blanks to the left below.

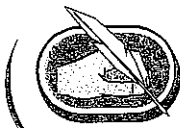
census
constituent
elastic clause
ex post facto

franking
gerrymander
impeach
implied

lobbyist
majority
minority
seniority

1. _____ constitutional clause giving Congress authority to stretch its powers to meet new needs
2. _____ act of accusing public officials of misconduct reserved to the House of Representatives
3. _____ party in Congress with fewer than half the seats
4. _____ population count performed each decade used to apportion the number of seats for a state in the House of Representatives
5. _____ to draw an irregularly shaped voting district that ensures one party's numeric superiority
6. _____ person hired by a private group to affect lawmakers' decision-making processes
7. _____ privilege allowing members of Congress to avoid paying postage for business-related mail
8. _____ party from which the Speaker of the House is always drawn
9. _____ unconstitutional law that makes an act illegal after its completion
10. _____ citizen in a voting district represented by public officials at local, state, or federal levels
11. _____ system of awarding key congressional responsibilities to members of the majority party who have been in Congress the longest
12. _____ congressional powers given indirectly and not stated explicitly in the Constitution





Chapter 10: Close Up on Primary Sources

What is a Gerrymander?

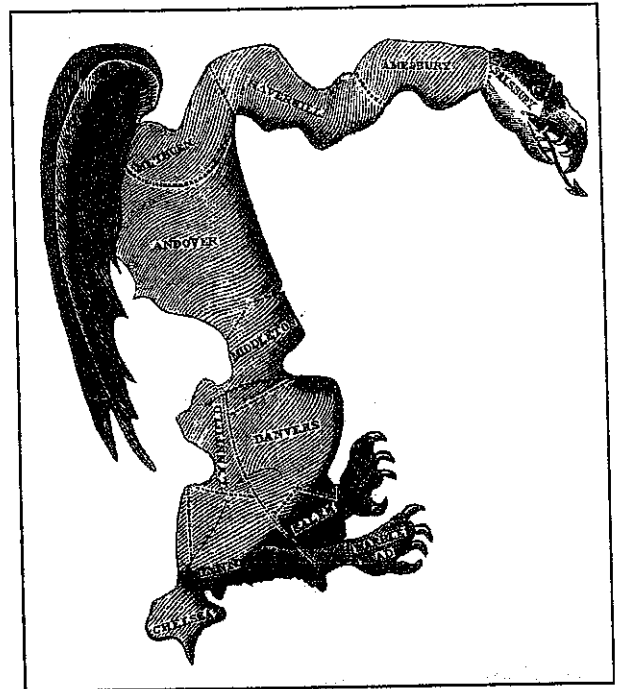
The term “gerrymander” is used to describe the creation of an odd-shaped electoral district in order to favor the candidates of one party. The term is named after Elbridge Gerry, a signer of the Declaration of Independence, who as governor of Massachusetts in 1812 proposed new electoral districts that would give his party, the Democratic-Republicans, a majority of seats in the State senate. The gerrymander of Massachusetts worked in 1812: Even though Federalist candidates received more total votes than Democratic-Republicans, the Democratic-Republicans won 29 seats in the Senate compared to just 11 for the Federalists. However, this gerrymandering law was repealed the next year.

Gerrymandering Today

In *Shaw v. Reno*, 1993, the Supreme Court limited gerrymandering for racial reasons, but gerrymandering for legislative advantage continues in many States. Two types of gerrymandering are common: “fragmenting” and “packing.” Fragmenting happens when the party in power shapes districts that break the other party’s majority into fragments, thereby denying fair representation. Packing is done by creating a few districts that contain a large majority of the minority party’s voters, leaving the several remaining districts for the party in power to win.

Some people believe that one way to end gerrymandering is to have bipartisan commissions create districts of regular shape. Others want to change the electoral system to something called “proportional representation,” where the makeup of the legislature more closely reflects the views of the people. Douglas J. Amy, a professor of political science, notes that many other democracies have such a system:

The main reason that most other Western countries have rejected the



Gerry's legislative district in Massachusetts, which resembled a salamander, was called a “gerrymander.”

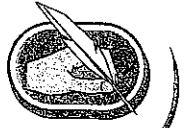
U.S. voting system would strike most Americans as quite extraordinary: They believe that our system consistently fails to provide fair representation for voters and thus violates some of the most basic principles of democratic government.

Questions for Discussion

1. How does gerrymandering help one party get more seats in the legislature rather than gain more total votes?
2. Given the fact that representation in the United States Senate is not based on population, why should gerrymandering present a problem?

Chapter 17: Close Up on Primary Sources

The Role of Congress in Foreign Policy



The balance between the President and Congress in creating and implementing foreign policy has been a point of controversy since the founding of the Republic. The Constitution explicitly grants the Congress more powers in this realm. However, since the time of George Washington, the President has taken the lead in conducting foreign policy for the country.

"[T]he power to declare war...is fully and exclusively vested in the legislature..."

the President the power "to prevent any armed attack against the forces of the United States." Yet many people felt that President Johnson and then President Nixon went far beyond this mandate. Senator Jacob Javits stated that once the President committed troops,

Congress had little power to change the course of the war:

It has been argued that Congress could cut off appropriations or statutorily prohibit certain actions, like the bombing of Cambodia during the Vietnam War, and accordingly had adequate power to stop the President from continuing a war or war situation with which the Congress disagreed. But the Vietnam War clearly indicated the inadequacy of these remedies. The Congress can hardly cut off appropriations when 500,000 American troops are fighting for their lives, as in Vietnam. . . .

As a consequence, Congress passed the War Powers Resolution in 1973, over the President's veto. The Resolution requires the President to obtain permission from Congress to enter into war and gives Congress the power to vote to stop military action initiated by the President.

Questions for Discussion

1. According to James Madison, what is the constitutional role of the President in declaring war?
2. What example does Jacob Javits give for arguing that controlling the budget does not give Congress enough power over the country's foreign policy?
3. Do you think that James Madison would have supported the War Powers Resolution of 1973? Why or why not?

The Right to Declare War

Although Presidents have sent U.S. military forces into action more than 200 times in the history of the country, Congress has officially declared war only four times. As early as the 18th century, James Madison strongly objected to the President taking military action without a mandate from Congress:

[T]he power to declare war, including the power of judging of the causes of war, is *fully* and *exclusively* vested in the legislature; ... the executive has no right, in any case, to decide the question, whether there is or is not cause for declaring war; ... the right of convening and informing Congress, whenever such a question seems to call for a decision, is all the right which the constitution has deemed requisite or proper; and ... for such, more than for any other contingency, this right was specially given to the executive.

Even Madison, however, believed that the President could use the military to respond to emergency situations, such as a sudden attack, without first consulting Congress.

The War Powers Resolution

Congress had passed the Tonkin Gulf Resolution in 1964 during the Vietnam War, granting

