

## CHAPTER

## 1

## PREREADING AND VOCABULARY

## Principles of Government

2

**A. Dictionary Skills**

**Directions:** Use a dictionary to look up each word in the Word Bank. Then write the word from the Word Bank that best completes each sentence below.

**Word Bank**

citizen

constitution

democracy

oligarchy

state

1. The \_\_\_\_\_ was made up of three rulers who completely controlled the country.
2. Every \_\_\_\_\_ has certain rights, duties, and responsibilities.
3. In a \_\_\_\_\_, the government gets its power from the people.
4. A \_\_\_\_\_ is a written plan of government.
5. A \_\_\_\_\_ has borders and a government.

**B. Using Context Clues**

**Directions:** Context clues are words or phrases that help you understand the meaning of an unfamiliar word. Underline the context clues that help you identify the meaning of the term *federalism*. Then write the definition in the space below the paragraph.

In the American federal system, each of the two basic levels of government can make certain decisions and do certain things that the other level cannot. For example, only the federal government can regulate trade between the states. On the other hand, each of the states can decide for itself whether or not to collect a sales tax.

Federalism is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CHAPTER****1****CHAPTER OUTLINE****Principles of Government****2**

**Directions:** Fill in the outline below. Filling in the blanks will help you as you read and study Chapter 1.

**I. Section 1: Government and the State****A. Definition of Government and the State**

1. Governments have \_\_\_\_\_ power, or the right to make laws; \_\_\_\_\_ power, or the right to carry out laws; and \_\_\_\_\_ power, or the right to decide on the meaning of laws.
2. A \_\_\_\_\_ is a group of people living in a territory with recognized borders and a government that has sovereignty within its territory.

**B. Political Ideas and the Purpose of Government**

1. The \_\_\_\_\_ theory of government says that the state began when a small group took over an area and forced others to follow their rules.
2. The \_\_\_\_\_ theory of government says that the state began as a family.
3. The \_\_\_\_\_ theory of government held that God gave those of royal birth a right to rule.
4. The \_\_\_\_\_ theory of government states that government developed to keep people safe and to use power for the common good.
5. The \_\_\_\_\_ of the Constitution outlines the purposes of the U.S. government.

**II. Section 2: Forms of Government****A. Who Can Participate?**

1. In a \_\_\_\_\_, a small group of people is elected to represent the group.

**Principles of Government****2**

2. In a \_\_\_\_\_ democracy, the people themselves create laws and policies.
3. An \_\_\_\_\_ and an \_\_\_\_\_ are types of dictatorships; they are not concerned with the will of the people.

**B. Distribution of Power**

1. In a \_\_\_\_\_ government, a single, central group holds the power.
2. In a \_\_\_\_\_ government, power is shared between a central government and local governments.

**C. Executive and Legislative Branches**

1. In a \_\_\_\_\_ government, the executive and legislative branches are separate and equal.
2. In a \_\_\_\_\_ government, people in the executive branch are also part of the legislative branch.

**III. Section 3: Basic Concepts of Democracy****A. Foundations of Democracy**

1. Democracies are run by \_\_\_\_\_ rule.
2. They settle differences by \_\_\_\_\_.

**B. Citizenship**

Citizens in a democracy have \_\_\_\_\_, such as paying taxes.

They also have \_\_\_\_\_, such as voting.

**C. The Free Enterprise System**

1. The American free enterprise system is also called \_\_\_\_\_.
2. \_\_\_\_\_, not the government, make most economic decisions in a free enterprise system.

# WHAT DOES THE PLEDGE OF ALLEGIANCE REALLY MEAN?

BY COURTNEY WAGNER  
Section Editor

With liberty and justice for all." Yes, every morning at 7:38 a.m., we stand up sluggishly while the Pledge of Allegiance is being spewed over the loudspeaker. Some people pay attention, but others are struggling just to keep their eyes open that early in the morning. In today's educational environment, does the pledge real-

ly have meaning, or do students tend to think of it as just another daily routine?

Ever since I was in elementary school, I was taught to stand up tall and say it every morning without giving it a second thought. Now onto my last year of high school, I barely hear it from others in class because it never seems as important. Although I am sure we are all familiar with the Pledge of Allegiance, I wonder how many actually know what they are stand-

ing up for, let alone what they mean when reciting it.

Unfortunately, most of those reciting the Pledge today are saying it blindly as a ritual. Children and adults recite the words without actually understanding the meaning. Reciting the Pledge is not a compulsion, but a mark of patriotism to the country. It is an action that symbolizes one's loyalty to the United States of America and displays the feeling that, as an American, one is proud to be a part of this blessed country. It is also a proclamation stating that all Americans are unified, standing together as one nation and working together for the benefit of the country as a whole.

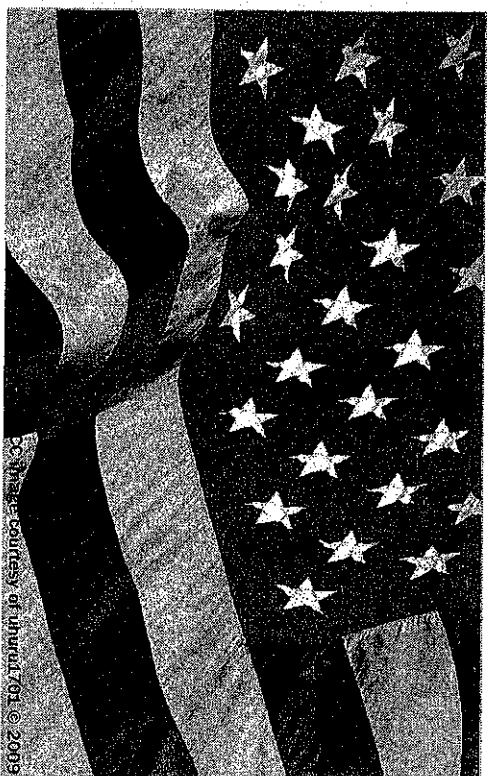
HHS Senior Carissa

Hostrander understands that it still holds meaning, but knows it probably does not mean much to students nowadays.

"The Pledge of Allegiance still has meaning, but not as much in a school environment. I think people would rather be more patriotic and say it at a big sporting event or something, but not at school in the early morning," said Hostrander.

This statement seems to ring true at sporting events. Many teens and adults are more willing to be

The Pledge of Allegiance holds true meaning even today. Students may not be aware of the meaning behind it now, but it should still be recited and be of importance.

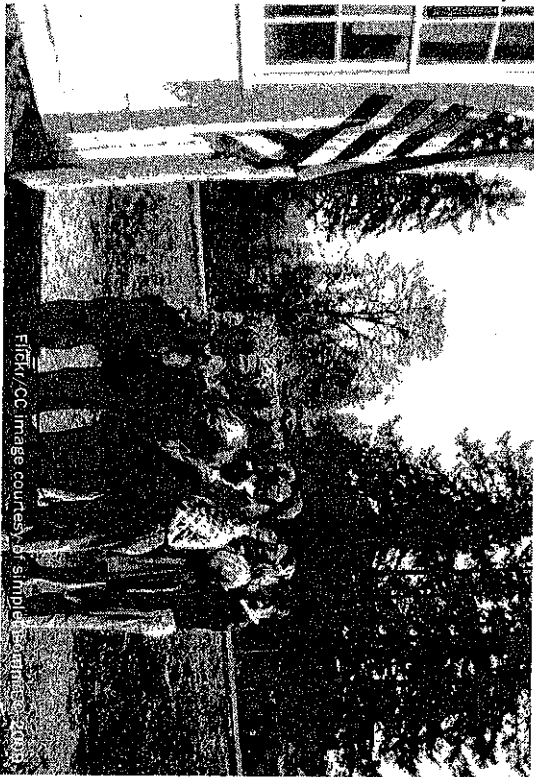


patriotic when they are at an event they want to be at, like at a baseball or basketball game. Students may not feel as spirited at school because they would rather be spending their time elsewhere.

HHS Statistics Teacher Dean Rogers agrees that the Pledge is very important, but thinks that students may not understand what it truly means. Being an army veteran, Rogers said he tries to "think of the people standing in the rain, in fox holes, guarding the post," whenever he says the Pledge. But kids in high school do not think in the

same manner. "They don't think of it in the same way because many have a limited view of the world," said Rogers, "They learn that later in life."

The Pledge of Allegiance holds true meaning to not only the fathers that founded our country, but also the men and women still fighting to keep our country free. It is an oath to the United States of America. I think by reciting it we know the freedom available should not be taken for granted, and each day we can live peacefully because of it.



A social obligation implemented years ago, the Pledge of Allegiance still holds a prominent role in daily lives. It is recited every day in many schools across the nation.

**CHAPTER**  
**1**  
**SECTION 1****READING COMPREHENSION****Government and the State****3**

**Part 1** Complete the chart below by listing the four basic characteristics of the state in Column 1. Then define each characteristic in Column 2.

Characteristics of the State	Definition
1.	
2.	
3.	
4.	

**Part 2** Complete the chart below by listing the major theories of state origins in Column 1. Then explain each theory in Column 2.

Theories of the Origins of the State	Explanation
5.	
6.	
7.	
8.	

# **American Government – Civics**

## **How to Write a Position Paper**

Homeworktips.about.com

**Select a Topic** (For this class we are debating the effectiveness or longevity of a particular theory related to the origin of the state.)

**Conduct Primary Research** (this was to be done prior to our class debate on Thursday).

**Challenge your own Topic** (Look at the other theories and determine why they are not sound and yours is.)

**Continue to collect supporting evidence** (Look to see historically where the particular theory has been used...often and effectively).

**Create an outline** (excerpt from homeworktips.about.com) \*

**Get Attitude** (Be confident in your argument by having done your research on the topic.)

*NOTE: All group members' names should be on the position paper.  
Each group completes one paper.*

\* on the back of this page!

## **Create an Outline**

A position paper might be arranged in the following format:

1. Introduce your topic with a little background information. Build up to your thesis sentence, which asserts your position. Sample points:

- For decades, the FDA has required that warning labels should be placed on certain products that pose a threat to public health.
- Fast food restaurants are bad for our health.
- Fast food packages should contain warning labels.

2. List possible objections to your position. Sample points:

- Such labels would affect profits of major corporations.
- Many people would see this as overreaching government control.
- Whose job is it to determine which restaurants are bad? Who draws the line?
- The program would be costly.

3. Support and acknowledgement of the opposing points. Sample points:

- It would be difficult and expensive for any entity to determine which restaurants should adhere to the policy.
- Nobody wants to see the government overstepping its boundaries.
- Funding would fall onto the shoulders of taxpayers.

4. Explain that your position is still the best one, despite the strength of counter arguments. Sample points:

- The cost would be countered by the improvement of public health.
- Restaurants might improve the standards of food if warning labels were put into place.
- One role of the government is to keep citizens safe.
- The government already does this with drugs and cigarettes.

5. Summarize your argument and restate your position.

CHAPTER

**1**

SECTION 1

READING COMPREHENSION

**Government and the State**

**2**

**Directions:** Write your answer to each question. Use complete sentences.

1. In the chart below, list the three kinds of government power in Column 1. Define each type in Column 2.

Type of Government Power	Definition

2. In Column 1, list the names of the four different theories about how the state may have started. Explain each theory in Column 2.

Theories of the Origins of the State	Explanation



## CHAPTER

## 1

## SECTION 1

## CORE WORKSHEET

## Government and the State

3

The Framers of the Constitution believed that government was necessary to keep order and guarantee freedoms. Fill in the chart below. In the middle column, explain why the Framers may have included each phrase in the Preamble. In the right-hand column, give examples that show why each statement is—or is not—relevant today. Then answer the question that follows.

Phrase in the Preamble	Possible Reason for Including the Statement	Examples of Relevance, or Lack of Relevance, Today
We the People of the United States		
In order to form a more perfect Union		
Establish justice		

**CORE WORKSHEET (continued)****Government and the State****3**

Phrase in the Preamble	Possible Reason for Including the Statement	Examples of Relevance, or Lack of Relevance, Today
Insure domestic tranquility		
Provide for the common defense		
Promote the general welfare		
Secure the blessings of liberty		

Is government necessary to keep order and guarantee freedom? Explain.

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## CHAPTER

## 1

## SECTION 1

## EXTEND WORKSHEET

## Government and the State

3, 4

## Second Treatise of Government

In 1690, English philosopher John Locke produced two treatises (essays) on government. Locke's ideas greatly influenced Thomas Jefferson and other supporters of the American Revolution. In the selection below, Locke explains why people form governments. Read the selection and then answer the questions that follow on a separate sheet of paper.

To understand political power aright . . . we must consider what estate all men are naturally in, and that is, a state of perfect freedom to order their actions and dispose of their possessions and persons as they think fit, within the bounds of the law of nature, without asking leave or depending upon the will of any other man. . . .

Men being . . . by nature, all free, equal and independent, no one can be put out of this estate and subjected to the political power of another without his own consent, which is done by agreeing with other men, to join and unite into a community for their comfortable, safe and peaceable living. . . .

When any number of men have, by the consent of every individual, made a community, they have thereby made that community one body, with a power to act as one body, which is only by the will and determination of the majority. . . . And thus every man, by consenting with others to make one body politic under one government, puts himself under an obligation to every one in that society to submit to the determination [decision] of the majority. . . .

If man in the state of nature . . . be absolute lord of his own person and possessions, equal to the greatest and subject to nobody, why will he part with his freedom, this empire, and subject himself to the dominion [authority] and control of any other power? . . . It is obvious to answer that though in the state of nature he hath such a right, yet the enjoyment of it is very uncertain and constantly exposed to the invasion of others; for all being kings as much as he, every man his equal, . . . the enjoyment of the property he has in this state is very unsafe, very insecure. This makes him willing to quit this condition which, however free, is full of fears and continual dangers; and it is not without reason that he seeks out and is willing to join in society with others . . . for the mutual preservation of their lives, liberties and estates, which I call by the general name—property.

### Reflection Questions

1. According to Locke, what freedoms did people have before the founding of governments?
2. What are the potential dangers of a person living in what Locke called "perfect freedom"?
3. According to Locke, how are governments formed?
4. What trade-off does Locke say occurs when people live under governments?

CHAPTER  
**1**  
SECTION 1

EXTEND WORKSHEET

**Government and the State**

**3, 4**

## Assess Prior Knowledge

Answer the questions below to assess what you already know about constitutions in general and the United States Constitution in particular.

1. What is the purpose of a constitution?

\_\_\_\_\_

2. How does a constitution protect the people within a state?

\_\_\_\_\_

3. Why do American students study the U.S. Constitution?

\_\_\_\_\_

4. What three branches of government were established under the U.S. Constitution?

\_\_\_\_\_

5. What is the job of each branch?

\_\_\_\_\_

6. How does each branch check (restrict the power of) the other two?

\_\_\_\_\_

7. What is Congress?

\_\_\_\_\_

8. What is the Supreme Court?

\_\_\_\_\_

9. What is the Bill of Rights?

\_\_\_\_\_

10. Why is the U.S. Constitution called "the supreme law of the land"?

\_\_\_\_\_

## CHAPTER

## 1

## SECTION 1

## EXTEND ACTIVITY

## Concerns About Rules and Laws

2

The people who came to North America from England lived in 13 colonies along the eastern coast. These colonists had many complaints about English rules and laws. After years of protests and resistance, the colonists finally declared independence from England in 1776. In the Declaration of Independence, they listed the complaints they had against the king of England.

People today still have concerns about their local, state, and national governments. Because we live in a democracy, those concerns can be expressed to our representatives in government. These representatives then try to address citizens' concerns. People express their views by writing letters to lawmakers and newspapers. They hold rallies and marches and call in to television and radio stations. Many laws are changed or written because citizens have expressed their views. What rules and laws are Americans concerned about today?

**Step 1** Look for newspaper, magazine, television, or radio reports discussing current issues. List below at least two concerns people have about government rules, laws, or policies. Also list reasons for their concerns.

**Concern****Reason**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**Step 2** Use the concerns above to answer the following questions. On a separate sheet of paper, answer both questions for each concern. Use complete sentences.

1. What did people want the government to do about their concern?
2. Do you agree or disagree with each concern? Explain your reasons.

**Step 3** Discuss these concerns with your classmates.