

# CHAPTER 1

## Principles of Government

**Essential Question**  
Is government necessary?

**Section 1:**  
Government and the State

**Section 2:**  
Forms of Government

**Section 3:**  
Basic Concepts of Democracy



### GOVERNMENT ONLINE

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- Political Dictionary
- Audio Review
- Downloadable Interactivities

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## Lesson Goals

### SECTION 1

Students will...

- assess what they know and what they would like to learn about key concepts in American government by completing a chart.
- recall characteristics of states and theories of government by completing a worksheet.
- examine the purposes of American government by completing a chart about the Preamble of the Constitution.

### SECTION 2

Students will...

- use a checklist to identify terms that describe the United States government, and define each term.
- compare and contrast democracies and dictatorships by predicting their responses in different situations.
- analyze different forms of government through discussion questions.

### SECTION 3

Students will...

- identify and explain the five concepts of democracy by completing a chart.
- identify real-world examples of the five concepts by brainstorming and filling out a table.
- discuss the responsibilities and duties of citizenship.

**“**In framing a government which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place oblige it to control itself.

—The Federalist No. 51

Photo: The Statue of Liberty is an enduring symbol of American democracy.

## Pressed for Time

To cover this chapter quickly, review the Section 1 Reading Comprehension Worksheet, items 1 through 4 on characteristics of the state, and the Section 3 Reading Comprehension Worksheet on the five concepts of democracy. Then have students complete the Section 1 Core Worksheet, analyzing the Preamble to the Constitution, establishing its relevance today, and giving an opinion about the Framers' idea that government is necessary to keep order and guarantee freedom. Finish by having students make a table comparing the features of democracy versus dictatorship in Section 2.

### DIFFERENTIATED INSTRUCTION KEY

Look for these symbols to help you adjust steps in each lesson to meet your students' needs.

**L1** Special Needs

**L2** Basic

**ELL** English Language Learners

**LPR** Less Proficient Readers

**L3** All Students

**L4** Advanced Students

## GUIDING QUESTION

What is government and what is its purpose?

- A. Definition of Government
- Institution through which society makes and enforces public policies
  - Legislative, judicial, and executive power
  - Dictatorship—power held by a person or small group
  - Democracy—power held by the people
- B. Characteristics of State
- Population
  - Territory—land with known and recognized boundaries
  - Sovereignty—supreme power within its territory
  - Government—agency through which the state exerts its will and works toward its goals
- C. Purposes of Government
- Form a more perfect union
  - Establish justice
  - Insure domestic tranquility
  - Provide for the common defense
  - Promote the general welfare
  - Secure the blessings of liberty

## Get Started

### LESSON GOALS

Students will . . .

- assess what they know and what they would like to learn about key concepts in American government by completing a chart.
- recall characteristics of states and theories of government by completing a worksheet.
- examine the purposes of American government by completing a chart about the Preamble of the Constitution.

## SKILLS DEVELOPMENT

### ANALYZE SOURCES

To help students learn to analyze primary sources, have them turn to the Skills Handbook, p. S14, and use the information there to work with the primary sources referenced in this lesson.

## SECTION 1

# Government and the State



### Guiding Question

**What is government and what is its purpose?** Use an outline like the one below to take notes on the definition and purposes of government.

- A. Definition of Government
- \_\_\_\_\_
  - \_\_\_\_\_
- B. Characteristics of a State
- \_\_\_\_\_
  - \_\_\_\_\_
- C. Purposes of Government
- \_\_\_\_\_
  - \_\_\_\_\_

### Political Dictionary

- government
- public policies
- legislative power
- executive power
- judicial power
- constitution
- dictatorship
- democracy
- state
- sovereign

### Objectives

1. Define government and the basic powers every government holds.
2. Describe the four defining characteristics of a state.
3. Identify four theories that attempt to explain the origin of the state.
4. Understand the purpose of government in the United States and other countries.

**Image Above:** Flags representing several countries fly outside of the European Parliament in Strasbourg, France.

This is a book about government—and, more particularly, about government in the United States. Why should you read it? Why should you study government? These are legitimate questions, and they can be answered in several different ways—as you will see throughout the pages of this book. But, for now, consider this response: you should know as much as you possibly can about government because government affects you in an uncountable number of very important ways. It does so today, it did so yesterday, and it will do so every day for the rest of your life.

Think of the point in this light: What would your life be like *without* government? Who would protect you, and all of the rest of us, against terrorist attacks and against other threats from abroad? Who would provide for education, guard the public's health, and protect the environment? Who would pave the streets, regulate traffic, punish criminals, and respond to fires and other human-made and natural disasters? Who would protect civil rights and care for the elderly, the poor, and those who cannot care for themselves? Who would protect consumers and property owners?

Government does all of these things, of course—and much more. In short, if government did not exist, we would have to invent it.

### What Is Government?

**Government** is the institution through which a society makes and enforces its public policies. Government is made up of those people who exercise its powers, all those who have authority and control over people.

The **public policies** of a government are, in short, all of those things a government decides to do. Public policies cover matters ranging from taxation, defense, education, crime, and healthcare to transportation, the environment, civil rights, and working conditions. Indeed, the list of public policy issues handled by government is nearly endless.

Governments must have power in order to make and carry out public policies. Power is the ability to command or prevent action, the ability to achieve a desired end.

## Focus on the Basics

**FACTS:** • Society makes and enforces public policies through the institution of government. • A state has a population, a defined territory, sovereignty, and a government. • Basic concepts of American government evolved from the Social Contract Theory. • The Preamble of the Constitution established the basic goals of American government.

**CONCEPTS:** purpose and role of government, values and principles of civil society, popular sovereignty, justice, liberty

**ENDURING UNDERSTANDINGS:** • Government affects our daily lives by maintaining civil society, safeguarding rights, and preventing anarchy. • Liberty is not absolute; one person's freedom cannot infringe on the rights of others.

Every government has and exercises three basic kinds of power: (1) **legislative power**—the power to make laws and to frame public policies; (2) **executive power**—the power to execute, enforce, and administer laws; and (3) **judicial power**—the power to interpret laws, to determine their meaning, and to settle disputes that arise within the society. These powers of government are often outlined in a country's constitution. A **constitution** is the body of **fundamental** laws setting out the principles, structures, and processes of a government.

The ultimate responsibility for the exercise of these powers may be held by a single person or by a small group, as in a **dictatorship**. In this form of government, those who rule cannot be held responsible to the will of the people. When the responsibility for the exercise of these powers rests with a majority of the people, that form of government is known as a **democracy**. In a **democracy**, supreme authority rests with the people.

Government is among the oldest of all human inventions. Its origins are lost in the mists of time. But, clearly, government first appeared when human beings realized that they could not survive without some way to regulate their own actions, as well as those of their neighbors.

The earliest known evidences of government date from ancient Egypt and the sixth century B.C. More than 2,300 years ago, the Greek philosopher Aristotle observed that “man is by nature a political animal.”<sup>1</sup> When he wrote those words, Aristotle was only recording a fact that, even then, had been obvious for thousands of years.

What did Aristotle mean by “political”? That is to say, what is “politics”? Although people often equate the two, politics and government are very different things. Politics is a process, while government is an institution.

More specifically, politics is the process by which a society decides how power and resources will be distributed within that society. Politics enables a society to decide who

will **reap** the benefits, and who will pay the costs, of its public policies.

The word *politics* is sometimes used in a way that suggests that it is somehow immoral or something to be avoided. But, again, politics is the means by which government is conducted. It is neither “good” nor “bad,” but it is necessary. Indeed, it is impossible to conceive of government without politics.

## The State

Over the course of human history, the state has emerged as the dominant political unit throughout the world. The **state** can be

**reap**  
v. to gain, receive,  
take in

**fundamental**  
adj. basic, essential,  
primary

## The Three Basic Powers of Government

In the United States, the three basic powers of government are held in three separate branches. *Why do you think the Framers of the Constitution separated these powers?*

The President is the Head of State, and executes the laws.



The Supreme Court interprets the laws to ensure they are constitutional.



Congress creates the laws and frames public policy.



<sup>1</sup> In most of the world's written political record, the words *man* and *men* have been widely used to refer to all of humankind. This text follows that form when presenting excerpts from historical writings or documents and in references to them.

## BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 1 All-in-One, p. 10) before class.

**L2 Differentiate** Reading Comprehension Worksheet (Unit 1 All-in-One, p. 11)

## BELLRINGER

Begin a two-column chart on the board with the headings “Prior Knowledge” at the top of one column and “Making Predictions” at the top of the other column. Write the following on the board: **Write what you already know about these topics in column one: democracy, federalism, separation of powers, balance of power, constitutional government, Enlightenment thinkers. In column two, predict what you expect to learn about each topic.**

## Teach

To present this topic using online resources, use the lesson presentations at **PearsonSuccessNet.com**.

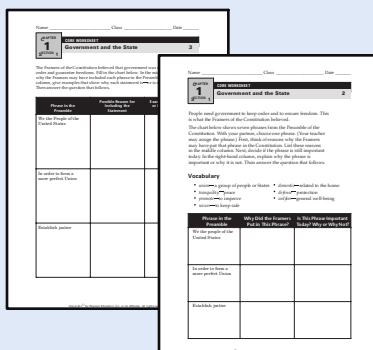
## ASSESS PRIOR KNOWLEDGE

Draw a horizontal line on the board with markings from 0 to 10. Have students copy the scale in their notebooks and assess what they know about each of the topics in the Bellringer activity by assigning themselves a number on the scale for each topic. Then invite students to share their prior knowledge and predictions. Encourage students to keep their charts and scales; tell them that they will reassess their knowledge at the end of the unit.

## Differentiated Resources

The following resources are located in the All-in-One, Unit 1, Chapter 1, Section 1:

- L2** Prereading and Vocabulary Worksheet (p. 7)
- L3** Reading Comprehension Worksheet (p. 10)
- L2** Reading Comprehension Worksheet (p. 11)
- L3 L2** Core Worksheets (pp. 12, 14)
- L3 L4** Extend Worksheets (pp. 16, 17)
- L2** Extend Activity (p. 18)
- L3** Quiz A (p. 19)
- L2** Quiz B (p. 20)



## Answers

**The Three Powers of Government** Possible response: to prevent one branch of government from gaining too much power, which might lead to dictatorship



## Four Characteristics of a State

## What do you need to make a state?

Every state in the world has the following four characteristics. Each characteristic may vary widely from state to state. **Which of these characteristics is represented by the map in the background?**

## Population

Large or small, every state must be inhabited—that is, have a population.

## Territory

Every state must have land, with known and recognized borders.

## Sovereignty

The state has absolute power within its territory. It can decide its own foreign and domestic policies.

## Government

Government is the mechanism through which a state makes and enforces its policies.

**populous**  
*adj* relating to the number of people in a given region

defined as a body of people, living in a defined territory, organized politically (that is, with a government), and with the power to make and enforce law without the consent of any higher authority.

There are more than 200 states in the world today. They vary greatly in size, military power, natural resources, and economic importance. Still, each of them possesses all four of the characteristics of a state. That is, each of them has population, territory, sovereignty, and government.

Note that the word *state* describes a legal entity. In popular usage, a state is often called a “nation” or a “country.” In a strict sense, however, the word *nation* is an ethnic term, referring to races or other large groups of people. The word *country* is a geographic term, referring to a particular place, region, or area of land.

**Population** Clearly, a state must have people—a population. The size of that population, however, has nothing directly to do with the existence of a state. One of the world’s smallest states, in population terms, is San Marino. Bound on all sides by Italy, it has only some 30,000 people. The People’s Republic of China is the world’s most

**populous** state, with more than 1.3 billion people—just about one fifth of all of the world’s population. The more than 300 million people who live in the United States make it the world’s third most populous state, after China and India.

The people who make up a state may or may not be homogeneous. The adjective *homogeneous* describes members of a group who share customs, a common language, and ethnic background. Today, the population of the United States includes people from a wide variety of backgrounds. Still, most Americans think of themselves as exactly that: Americans.

**Territory** Just as a state cannot exist without people, so it must have land—territory—with known and recognized boundaries. The states in today’s world vary as widely in terms of territory as they do in population. Here, too, San Marino ranks among the world’s smallest states. It covers less than 24 square miles, and so is smaller than thousands of cities and towns in the United States. The United States also recognizes the state of Vatican City, which is completely surrounded by the city of Rome. It has a permanent population of less than 900 and an area of only 109 acres.

## COVER THE BASICS

Ask students to take out their Reading Comprehension Worksheets. First, review the four basic characteristics of the state, asking volunteers to identify and define each one. (1. *population: the people who live within the boundaries of the state*; 2. *territory: land with known and recognized boundaries*; 3. *sovereignty: the supreme and absolute power within a state’s own territory*; 4. *government: the institution through which society makes and enforces public policies*) Follow the same process with Part 2, calling on volunteers to explain each theory about the origin of the state. (5. *Force Theory: The state was born when one person or a small group took control over people in an area*. 6. *Evolutionary Theory: The state evolved from the early families that united to form clans. Later, clans united to form tribes. As tribes settled into agricultural groups over time, they formed states*. 7. *Divine Right Theory: God created the state and gave those of royal birth the right to rule*. 8. *Social Contract Theory: People voluntarily agreed to create a state and give up to the government just enough power to promote the safety and well-being of all. Government exists to serve the will of the people and the people are the sole source of political power.*)

## EXTEND THE DISCUSSION

Use these questions to continue a discussion about the origin theories and characteristics of the state.

**1. Does a church qualify as a state? Why or why not?** (*A church is not a state, as it does not possess all four characteristics of a state; a church does not hold the supreme power within a territory.*)

**2. Does the largest State in the U.S. qualify as a sovereign state? Does the smallest? Why or why not?** (*Any State, regardless of its size, does not qualify as a state, although it does have population, territory, and government. However, a State does not have the fourth characteristic of a state: sovereignty. That power is reserved to the United States Government.*)

**3. Which of the following islands, or groups of islands, qualify as a state: Hawaii, Japan, Cuba, Australia? Explain.** (*Japan, Cuba, and Australia are all states that possess population, territory, sovereignty, and government. Hawaii, however, is part of the United States, and, therefore, it does not have sovereignty.*)

Tell students to go to the Audio Tour to listen to a guided audio tour of the four characteristics of a state.

## Answers

**Four Characteristics of a State** The characteristic of territory is denoted by the lines drawn to distinguish individual countries.

## Debate

Ask: **Which theory of the origin of the state is most logical?** Have students hold a roundtable debate on this question. To prepare for the debate, small groups should each take one of the theories and brainstorm arguments in its favor. They might also research proponents of that theory to find additional support for their ideas.

Russia, the world's largest state, stretches across some 6.6 million square miles. The total area of the United States is slightly less than 3.8 million square miles.

**Sovereignty** Every state is **sovereign**—that is, it has supreme and absolute power within its own territory and can decide its own foreign and domestic policies. It is neither subordinate nor responsible to any other authority. Sovereignty is the one characteristic that distinguishes the state from all other, lesser political units in the world.

Thus, as a sovereign state, the United States can determine its form of government, frame its own economic system, and shape its own foreign policies. The States within the United States are not sovereign and so are not states in the international, legal sense. Each State is subordinate to the Constitution of the United States.<sup>2</sup>

**Government** Every state is politically organized. That is, every state has a government. Recall, a government is the institution through which society makes and enforces its public policies. A government is the agency through which the state exerts its will and works to accomplish its goals. Government includes the machinery and the **personnel** by which the state is ruled.

<sup>2</sup> In this book, *state* printed with a small *s* denotes a state in the family of nations, such as the United States, Great Britain, and Mexico. *State* printed with a capital *S* refers to a State in the American union.

Government is necessary to avoid what the English philosopher Thomas Hobbes (1588–1679) called “the war of every man against every man.” Without government, said Hobbes, there would be “continual fear and danger of violent death and the life of man [would be] solitary, poor, nasty, brutish, and short.” The world has seen a number of examples over recent years of what happens when a government disappears: In Lebanon, Bosnia, Somalia, and many other places, life became “nasty, brutish, and short.”

## Major Political Ideas

For centuries, historians, philosophers, and others have pondered the question of the origin of the state. What set of circumstances first brought it into being?

Over time, many different answers have been offered, but history provides no conclusive evidence to support any of them. However, four theories have emerged as the most widely accepted explanations for the origin of the state.

**The Force Theory** Many scholars have long believed that the state was born of force. They hold that one person or a small group claimed control over an area and forced all within it to submit to that person's or group's rule. When that rule was established, all the basic elements of the state—population, territory, sovereignty, and government—were present.

**Checkpoint**  
What is the definition of sovereignty?

**personnel**  
*n.* people who work for an organization



The populations of China (left) and Barbados (below) are reflected in their landscapes. Both, however, are sovereign states.



Chapter 1 • Section 1 7

## Background

**STATES OF THE WORLD** Geographic boundaries have been changing since the creation of the state. Throughout the ancient world, conquerors created vast empires, and new states rose as these empires fell. Beginning in the sixteenth century, many European nations colonized other continents, carving out territories that would later become states of their own. Wars have always played a role in redrawing the map. In the twentieth century, Czechoslovakia, Austria, Hungary, and Yugoslavia were born out of the aftermath of WWI. After WWII, Israel was created, and Germany split in two. Between 1990 and 2008, 28 new states were formed. The Soviet Union, for example, broke into 15 states. Czechoslovakia peacefully separated into the Czech Republic and Slovakia. East and West Germany merged into a single state. It is likely that this pattern will continue: old states will fall, and new states will rise.

**4. Why do you think many scholars have long believed that the state was born of force?** (*Possible answer: History reveals a long record of conquest, conflict, and war in the struggle for power and dominion.*)

**L4 Differentiate** Have students research Andorra and report on whether it qualifies as a state.

### DISTRIBUTE CORE WORKSHEET

Distribute the Chapter 1 Section 1 Core Worksheet (Unit 1 All-in-One, p. 12), which asks students to analyze the Preamble to the Constitution and to establish its relevance today. It also asks students whether they agree with the Framers that government is necessary to keep order and guarantee freedoms. Allow time for students to respond to this question after they complete the rest of the activity.

First, have students fill out the middle column on the worksheet, explaining why the Framers may have included each statement in the Preamble. You might ask students to share their responses before they complete the right-hand column. Then, have partners brainstorm ideas about how the Preamble is relevant to today's society. Encourage them to include questions and current examples that show how our Constitution continues to hold practical value today.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

**CHAPTER 1 CORE WORKSHEET**  
**1 SECTION 1 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		

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**L2 ELL Differentiate** For these students, distribute the adapted Core Worksheet (Unit 1 All-in-One, p. 14), which includes an explanation of selected vocabulary.

**L4 Differentiate** Have students memorize the Preamble. Encourage them to give a dramatic recitation to the class.

## Answers

**Checkpoint** the supreme and absolute power a state holds within its own territory and the ability to decide its own foreign and domestic policies

## CONTINUE THE DISCUSSION

In *The Federalist* No. 51, James Madison wrote: "If men were angels, no government would be necessary." Write this quotation on the board, and call on a volunteer to read it. Invite students to share their reactions to this statement, based on their thinking about the Preamble and their reading of this section.

Tell students to go to the Audio Tour to listen to a guided audio tour of how the state formed.

## GOVERNMENT ONLINE

### Audio Tour

To listen to a guided audio tour of theories about how the state formed, visit [PearsonSuccessNet.com](http://PearsonSuccessNet.com)

## Origins of the State

There are four theories as to how the state came to be. Each theory brings together the four characteristics of the state in different ways. *Which of the theories best describes the origin of the United States? Why?*



### Force Theory

An individual or group claimed control over a **territory** and forced the **population** to submit. In this way, the state became **sovereign**, and those in control formed a **government**.



### Evolutionary Theory

A **population** formed out of primitive families. The heads of these families became the **government**. When these families settled in one **territory** and claimed it as their own, they became a **sovereign** state.



### Divine Right Theory

God created the state, making it **sovereign**. The **government** is made up of those chosen by God to rule a certain **territory**. The people (**population**) must obey their ruler.



### Social Contract Theory

A **population** in a given place (**territory**) gave up as much power to a **government** as needed to promote the well-being of all. In doing so, they created a **sovereign** state.

**The Evolutionary Theory** Others claim that the state developed naturally out of the early family. They hold that the primitive family, of which one person was the head and thus the "government," was the first stage in political development. Over countless centuries, the original family became a network of related families, a clan. In time, the clan became a tribe. When the tribe first turned to agriculture and gave up its nomadic, wandering ways, tying itself to the land, the state was born.

**The Divine Right Theory** The theory of **divine right** was widely accepted in much of the Western world from the fifteenth through the eighteenth centuries. It held that God created the state and that God had given those of royal birth a "divine right" to rule. The people were bound to obey their ruler as they would God; opposition to "the divine right of kings" was both treason and a mortal sin.

During the seventeenth century, philosophers began to question this theory. Much of the thought upon which present-day democracies rests began as a challenge to the theory of divine right.

The notion of divine right was not unique to European history. The rulers of many ancient civilizations, including the Chinese, Egyptian, Aztec, and Mayan civilizations, were held to be gods or to have been chosen by the gods. The Japanese emperor, the *mikado*, governed by divine right until 1945.

**The Social Contract Theory** In terms of the American political system, the most significant of the theories of the origin of the state is that of the "social contract." Philosophers such as Thomas Hobbes, James Harrington (1611–1677), and John Locke (1632–1704) in England and Jean Jacques Rousseau (1712–1778) in France developed this theory in the seventeenth and eighteenth centuries.

Hobbes wrote that in earliest history humans lived in unbridled freedom, that is in a "state of nature," in which no government existed and no person was subject to any superior power. That which people could take by force belonged to them. However, all people were similarly free in that state of nature. No authority existed to protect one

## Government online

All print resources are available on the Teacher's Resource Library CD-ROM and online at [PearsonSuccessNet.com](http://PearsonSuccessNet.com).

## Background

**THE DIVINE RIGHT OF KINGS** King James I of England was a firm believer in the divine right of kings. In 1598, James set forth his views in a document entitled *The True Law of Free Monarchies*, in which he declared: "The State of monarchy is the supreme thing on Earth . . . As to dispute what God may do is blasphemy, so is it treason in subjects to dispute what a king may do. . . ." In James's *Basilikon Doron* (1599), he stated that God gave political power directly to a monarch; that the monarch's power was absolute; and that those who opposed the monarch were guilty of treason, which was punishable by death. After England's "Glorious Revolution" of 1688, the theory of the divine right of kings was no longer taken seriously. However, the coronation ceremony for British monarchs still retains some of the divine right symbolism. The monarch is anointed with holy oils and crowned in a Christian ceremony.

## Answers

**Origins of the State** Possible response: the social contract theory, because the Constitution represents the social contract where the people gave some power to the government in exchange for security



person from the aggressive actions of another. Thus, individuals were only as secure as their own physical strength and intelligence could make them.

Human beings overcame their unpleasant condition, says the social contract theory, by agreeing with one another to create a state. By contract, people within a given area agreed to give up to the state as much power as was needed to promote the safety and well-being of all. In the contract (that is, through a constitution), the members of the state created a government to exercise the powers they had voluntarily given to the state.

In short, the social contract theory argues that the state arose out of a voluntary act of free people. It holds that the state exists only to serve the will of the people, that they are the sole source of political power, and that they are free to give or to withhold that power as they choose from the government. The theory may seem somewhat far-fetched today. The great concepts that this theory promoted, however—popular sovereignty, limited government, and individual rights—were immensely important to the shaping of the American governmental system.

The Declaration of Independence (see pages 43–47) justified its revolution through the social contract theory, arguing that King George III and his ministers had violated the contract. Thomas Jefferson called the document “pure Locke.”

► **Interpreting Cartoons** This cartoon pokes fun at organized government. **Which types of government might restrict people from “having it as good as this”?** Why?



## The Purpose of Government

What does government do? You can find a very meaningful answer to that question in the Constitution of the United States. The American system of government was created to serve the purposes set out there.

### FROM THE CONSTITUTION

**We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, 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

**Form a More Perfect Union** The United States, which had just won its independence from Great Britain, faced an altogether uncertain future in the postwar 1780s. In 1781, the Articles of Confederation, the nation's first constitution, created “a firm league of friendship” among the 13 States. That league soon proved to be neither very firm nor very friendly. The government created by the Articles was powerless to overcome the intense rivalries and jealousies among the States that marked the times.

The Constitution of today was written in 1787. The original States adopted it in order to link themselves, and the American people, more closely together. That Constitution was built in the belief that in union there is strength.

**Checkpoint**  
What is the Social Contract Theory?

## EXTEND THE LESSON

**L3 Differentiate** Write on the board the following quotation from John Locke's *Second Treatise*, Chapter 9:

**“But though men when they enter into society, give up the equality, liberty and executive power they had in the state of nature, into the hands of the society, to be so far disposed of by the legislature, as the good of the society shall require; yet it being only with an intention to everyone the better to preserve himself his liberty and property.”**

Have partners read and paraphrase the quotation together. Then ask them to identify John Locke's main ideas about the need for and role of government.

**L1 L2 Differentiate** Write on the board the following quote from Locke's *First Treatise*, Chapter 9, for students to analyze: **“Government being for the preservation of every man's right and property, by preserving him from the violence or injury of others, is for the good of the governed.”**

**L1 L2 Differentiate** For these students, distribute the Extend Activity entitled “Concerns About Rules and Laws” (Unit 1 All-in-One, p. 18), which has students research rules and laws that people are concerned about today.

**L3 L4 Differentiate** Distribute the Chapter 1 Section 1 Extend Worksheet on “Government and the State” (Unit 1 All-in-One, p. 16). Have students analyze Locke's essay and answer the questions on their own.

**L3 L4 Differentiate** Distribute the Chapter 1 Section 1 Extend Worksheet entitled “Assess Prior Knowledge” (Unit 1 All-in-One, p. 17), which has students answer questions to assess their prior knowledge about constitutions in general and the U.S. Constitution in particular. Explain to students that they will learn about the U.S. Constitution in the next two chapters and throughout this book. Encourage them to return to these questions periodically to see how their understanding evolves.

## Constitutional Principles

**THE ENLIGHTENMENT** In many ways, the U.S. Constitution was a product of the Enlightenment, a seventeenth- and eighteenth-century intellectual movement. Scientific advances led European thinkers to realize that reason could uncover the best method in which to organize society. They began to question authoritarian rule and consider new ways to govern through natural rights and democracy. The idea of government as a social contract with the governed conflicted with the prevailing concept of government by divine right. As colonists arrived in America, they brought these radical ideas with them. Europeans viewed the Declaration of Independence and American Revolution as enlightened ideas put into practice for the first time. These ideas became the Constitution's basic principles: individual rights, popular sovereignty, limited government, separation of powers, and checks and balances.

## Answers

**Checkpoint** The Social Contract Theory holds that people within a given area agreed with one another to create a state and give up to the state as much power as needed to promote the safety and well-being of all. The state exists only to serve the will of the people, and the people are the sole source of the government's power.

## Assess and Remediate

**L3** Collect the Core Worksheet and assess students' work.

**L3** Assign the Section 1 Assessment questions.

**L3** Section Quiz A (Unit 1 All-in-One, p. 19)

**L2** Section Quiz B (Unit 1 All-in-One, p. 20)

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.



A Coast Guard cutter stands guard in New York Harbor. **Against what kinds of threats does the Coast Guard defend the nation?**

**Establish Justice** To provide justice, said Thomas Jefferson, is “the most sacred of the duties of government.” No purpose, no goal of public policy, can be of greater importance in a democracy.

But what is justice? The term is difficult to define, for justice is a concept—an idea, an invention of the human mind. Like other concepts, such as truth, liberty, and fairness, justice means what people want it to mean.

As the concept of justice has developed over time in American thought and practice, it has come to mean this: The law, in both its content and its administration, must be reasonable, fair, and impartial. Those standards of justice have not always been met in this country. We have not attained our professed goal of “equal justice for all.” However, this must be said: The history of this country can be told largely in terms of our continuing attempts to reach that goal.

“Injustice anywhere,” said Martin Luther King, Jr., “is a threat to justice everywhere.” You will encounter this idea again and again in this book.

**Insure Domestic Tranquility** Order is essential to the well-being of any society, and keeping the peace at home has always been a prime function of government. Most people

**administration**  
*n.* a performance of duties

**abundant**  
*adj.* available in large quantity, plentiful

can only imagine what it would be like to live in a state of anarchy—without government, law, or order. In fact, people do live that way in some parts of the world today. For years now, Somalia, located on the eastern tip of Africa, has not had a permanent functioning government; rival warlords control different parts of the country.

In *The Federalist* No. 51, James Madison observed: “If men were angels, no government would be necessary.” Madison, who was perhaps the most thoughtful of the Framers of the Constitution, knew that most human beings fall far short of that standard.

**Provide for the Common Defense** Defending the nation against foreign enemies has always been one of government’s major responsibilities. You can see its importance in the fact that defense is mentioned far more often in the Constitution than any of the other functions of government.

The nation’s defense and its foreign policies are but two sides of the same coin: the security of the United States. To provide this security, the nation maintains an army, navy, air force, and coast guard. Departments such as the Department of Homeland Security keep watch for threats to the country and its people.

The United States has become the world’s most powerful nation, but the world remains a dangerous place. This country must maintain its vigilance and its armed strength. Just a glance at today’s newspapers or at one of this evening’s television news programs will furnish abundant proof of that fact.

**Promote the General Welfare** Few people realize the extent to which government acts as the servant of its citizens, yet you can see examples everywhere. Public schools are one illustration of government’s work to promote the general welfare. So, too, are its efforts to protect the quality of the air you breathe, the water you drink, and the food you eat. The list of tasks government performs for your benefit goes on and on.

Some governmental functions that are common in other countries—operating steel mills, airlines, and coal mines, for example—are not carried out by government in this country. In general, the services that government provides in the United States are those

## Political Cartoon Mini-Lesson

Display Transparency 1 A, Security, when you discuss the purpose of government. This cartoon suggests that government creates security at a cost. Ask: **What government responsibilities stated in the Preamble does this cartoon portray?** (*establish justice, secure liberty, provide for the common defense*) **How does this cartoon suggest that the government is providing for the common defense?** (*by taking pieces away from liberty, justice, equality, and freedom*) **How do you think the cartoonist feels about the government’s policies for providing security?** (*The cartoonist likely opposes government policies for providing security at the expense of the other important responsibilities of preserving liberty, justice, freedom, and equality.*)

## Answers

**Caption** possible response: terrorist threats, illegal activity



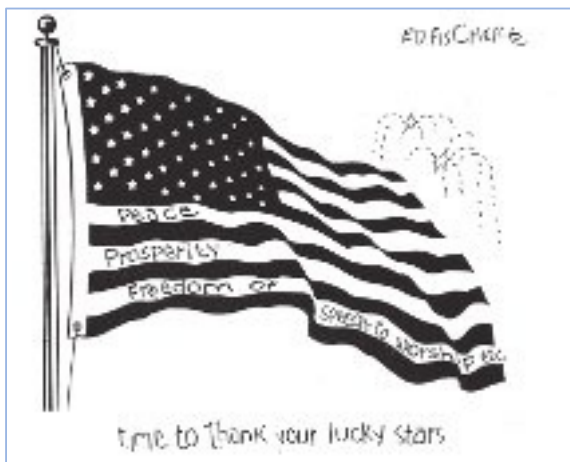
that benefit all or most people. Many of them are the services that are not very likely to be provided by the voluntary acts of private individuals or groups.

Secure the Blessings of Liberty This nation was founded by those who loved liberty and prized it above all earthly possessions. They believed with Thomas Jefferson that “the God who gave us life gave us liberty at the same time.” They subscribed to Benjamin Franklin’s **maxim**: “They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.”

The American dedication to freedom for the individual recognizes that liberty cannot be absolute. It is, instead, a relative matter. No one can be free to do whatever he or she pleases, for that behavior would interfere with the freedoms of others. As Clarence Darrow, the great defense lawyer, once said: “You can only be free if I am free.”

Both the Federal Constitution and the State constitutions set out many guarantees of rights and liberties for the individual in this country. That does not mean that those guarantees are so firmly established that they exist forever, however. To preserve and protect them, each generation must learn and understand them anew, and be willing to stand up for them when necessary.

For many people, the inspiration to protect our rights and liberties arises from deep feelings of patriotism. Patriotism is the love



► **Analyzing Political Cartoons** In this cartoon, some of the liberties secured by the Constitution are written on the flag. **What is the phrase “thank your lucky stars” referring to?**

of one’s country; the passion that drives one to serve one’s country, either by defending it from invasion or by protecting its rights and maintaining its laws and institutions. Patriotism is the characteristic of a good citizen, the noblest passion that animates a man or woman in the character of a citizen. As a citizen, you, too, must agree with Jefferson: “Eternal vigilance is the price of liberty.”

**maxim**  
n. a general truth or rule of conduct

**Essential Questions Journal** To continue to build a response to the chapter Essential Question, go to your Essential Questions Journal.

## SECTION 1 ASSESSMENT

**1. Guiding Question** Use your completed outline to answer this question: What is government and what is its purpose?

### Key Terms and Comprehension

- What is the difference between a **state** and a nation?
- (a)** How is government conducted under a **dictatorship**? **(b)** How does a dictatorship differ from a **democracy**?
- How does a **constitution** help to make it possible for a government to carry out its **public policies**?

### Critical Thinking

- Summarize (a)** Summarize the four leading theories of the origin of the state. **(b)** Which two best describe the origin of dictatorships?
- Draw Inferences (a)** What is meant by “standards of justice have not always been met”? **(b)** What are some examples of efforts made to reach the goal of justice for all?

### Quick Write

**Expository Writing: Ask Questions** When explaining a topic, you want to answer *Who, What, When, Where, Why, and How*. Develop these questions to explain the origins of either dictatorship or democracy. For example, if you choose dictatorship, you may ask these questions: *Who are some well-known dictators? When did dictatorships first develop? You will answer these questions as you research the topic.*

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## Assessment Answers

- Government is used by society to create and carry out its public policies. The purposes of government are to form a union, provide justice, keep the peace, defend the state, promote general welfare, and secure liberty.
- A state is a legal entity, whereas a nation is an ethnic entity.
- (a)** In a dictatorship, the ruler or rulers are not held responsible to the will of the people. **(b)** In a democracy, the government derives its power from the people. The people hold the

government responsible for its actions.

- A constitution is the body of laws that sets out the principles, structures, and processes of a government. It creates the framework on which government conducts public policies.
- (a) Force:** One person, or a small group, claimed control of an area and forced all within it to submit to that person’s or group’s rule. **Evolution:** Family units banded together into clans and later clans formed tribes. Eventually tribes formed states as they became agricultural. **Divine Right:** God bestowed the right to rule on an individual. The people obeyed their

## REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
The purposes of government (Questions 1, 6)	Write the eight phrases that make up the Preamble onto strips of paper, along with four unrelated phrases. Have students eliminate the unrelated phrases, reconstitute the Preamble from the remaining strips, and highlight the six strips containing purposes of government.
The five characteristics of the state (Question 4)	Write each characteristic and its definition on separate cards. Have students match characteristics with definitions.
The four theories of origin of the state (Question 5)	Write each theory and its definition on separate cards. Have students match theories with definitions.

## Answers

**Analyzing Cartoons** The liberties are written on the flag to show that they are as much a part of our symbolism as are the stars and stripes. The phrase refers to the fact that Americans are fortunate to have these liberties secured.

ruler as they would God. **Social Contract:** The people voluntarily agreed to create a state and give the government just enough power to promote the safety and well-being of all. **(b)** force theory and divine right theory

**6. (a)** Discrimination and oppression have deprived certain groups of justice. **(b)** Efforts to change the law, such as the suffrage movement and the abolition movement are examples of efforts to attain justice for all.

**QUICK WRITE** While researching, students should take notes to make sure they answer each question.

## GUIDING QUESTION

What are some forms of government in the world today?

Forms of Government	
Democracy	Dictatorship
<ul style="list-style-type: none"><li>• Political authority rests with the people</li><li>• Direct or indirect</li><li>• Presidential—powers separated into executive and legislative branch</li><li>• Parliamentary—executive branch part of legislature</li><li>• Federal—power shared by local and national government</li><li>• Confederate—power centered in local governments</li><li>• Unitary—power centered in national government</li></ul>	<ul style="list-style-type: none"><li>• Rulers not responsible to the people</li><li>• Government not accountable for policies or how they are carried out</li><li>• Autocracy—one person rules</li><li>• Oligarchy—small group rules</li><li>• All are authoritarian</li><li>• Most are totalitarian</li><li>• Militaristic</li><li>• Unitary Government</li></ul>

## Get Started

### LESSON GOALS

Students will . . .

- use a checklist to identify terms that describe the United States Government, and define each term.
- compare and contrast democracies and dictatorships by predicting their responses in different situations.
- analyze different forms of government through discussion questions.

### BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 1 All-in-One, p. 21) before class.

**L2 Differentiate** Reading Comprehension Worksheet (Unit 1 All-in-One, p. 22)

## SKILLS DEVELOPMENT

### ANALYZE POLITICAL CARTOONS

Before the political cartoon mini-lesson in this section, you may want to review tips on analyzing political cartoons in the Skills Handbook, p. S22.

## SECTION 2

# Forms of Government



### Guiding Question

**What are some forms of government in the world today?**

Use a table like the one below to take notes on the different kinds of government in the world today.

Forms of Government	
Unitary	Parliamentary
•	•
•	•
•	•
•	•

### Political Dictionary

- autocracy
- oligarchy
- unitary government
- federal government
- division of powers
- confederation
- presidential government
- parliamentary government

### Objectives

1. Classify governments according to three sets of characteristics.
2. Define systems of government based on who can participate.
3. Identify different ways that power can be distributed, geographically, within a state.
4. Describe a government by the distribution of power between the executive branch and legislative branch.

**Image Above:** Members of the House of Lords in the British Parliament wear traditional robes and wigs.

Does the form a government takes, the way in which it is structured, have any importance? Political scientists, historians, and other social commentators have long argued that question. The English poet Alexander Pope weighed in with this couplet in 1733:

### PRIMARY SOURCE

**For Forms of Government let fools contest; Whate'er is best administer'd is best. . . .**

—*Essay on Man*

Was Pope right? Does it matter what form a government takes? Pope thought not. You can form your own opinion as you read this section.

## Classifying Governments

No two governments are, or ever have been, exactly alike, for governments are the products of human needs and experiences. All governments can be classified according to one or more of their basic features, however. Over time, political scientists have developed many bases upon which to classify (and so to describe, compare, and analyze) governments.

Three of those classifications are especially important and useful. These are classifications according to (1) who can participate in the governing process, (2) the geographic distribution of governmental power within the state, and (3) the relationship between the legislative (lawmaking) and the executive (law-executing) branches of the government.<sup>3</sup>

## Who Can Participate

To many people, the most meaningful of these classifications is the one that depends on the number of persons who can take part in the governing process.

<sup>3</sup> Note that these classifications are not mutually exclusive. For example, the government of the United States is federal in form, and it is also presidential and democratic.

## Focus on the Basics

**FACTS:** • Political scientists classify governments based on who participates, geographic distribution of power, and the relationship between the legislative and executive branches. • In a democracy, supreme political authority rests with the people. • In representative democracies, citizens choose representatives who act on their behalf. • In dictatorships, rulers are not accountable to the people.

**CONCEPTS:** federalism, limited government, popular sovereignty, dictatorship, separation of powers, checks and balances

**ENDURING UNDERSTANDINGS:** • The geographic distribution of power determines whether a government is unitary, federal, or confederate. • In presidential government, the executive and legislative branches share power. • In parliamentary government, the legislative branch dominates.

Here there are two basic forms to consider: democracies and dictatorships.

**Democracy** In a democracy, supreme political authority rests with the people. The people hold the sovereign power, and government is conducted only by and with the consent of the people.<sup>4</sup>

Abraham Lincoln gave immortality to this definition of democracy in his Gettysburg Address in 1863: “government of the people, by the people, for the people.” Nowhere is there a better, more **concise** statement of the American understanding of democracy.

A democracy can be either direct or indirect in form. A direct democracy, also called a pure democracy, exists where the will of the people is translated into public policy (law) directly by the people themselves, in mass meetings. Clearly, direct democracy can work only in small communities, where the citizenry can meet in a central place, and where the problems of government are few and relatively simple.

Direct democracy does not exist at the national level anywhere in the world today. However, the New England town meeting, which you will read about in Chapter 25, and the *Landsgemeinde* in a few of the smaller Swiss **cantons** is an excellent example of direct democracy in action.<sup>5</sup>

Americans are more familiar with the indirect form of democracy—that is, with representative democracy. In a representative democracy, a small group of persons, chosen by the people to act as their representatives, expresses the popular will. These agents of the people are responsible for carrying out the day-to-day conduct of government—the making and executing of laws and so on. They are held accountable to the people for that conduct, especially at periodic elections.

At these elections, the people have an opportunity to express their approval or

disapproval of their representatives by casting ballots for or against them. To put it another way, representative democracy is government by popular consent—government with the consent of the governed.

Some people insist that the United States is more properly called a republic rather than a democracy. They hold that in a republic the sovereign power is held by those eligible to vote, while the political power is exercised by representatives chosen by and held responsible to those citizens. For them, democracy can be defined only in terms of direct democracy.

**Checkpoint**  
How does a direct democracy differ from an indirect democracy?

**concise**  
adj. brief, to the point

**canton**  
n. a local governmental unit in Switzerland



## Direct Democracy

- Also called pure democracy
- Occurs when the will of the people translates directly into public policy
- Works only on a small, local level

**Image:** Town meeting

---

### Direct and Indirect Democracy

## Who governs?

Democratic government derives its power from the people. The picture above shows citizens of a small town voting. Below, a representative casts her vote. The board behind her records the votes of each representative. *Why might direct democracy be more appropriate for a smaller population? Why might indirect democracy be better for a larger population?*

## Indirect Democracy

- Also called representative democracy
- A group of persons chosen by the people express the will of the people.
- Widely used on a national, State, and local level

**Image:** A legislator votes.



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## BELLRINGER

Write on the board: **direct democracy, indirect democracy, dictatorship, unitary government, federal government, confederation, presidential government, parliamentary government.** Have students copy the list, circle each term that describes the U.S. Government, and define each circled term.

**L2 ELL Differentiate** Write these terms and definitions in scrambled order on the board: **direct democracy (all citizens meet to make the laws); indirect democracy (laws made by representatives chosen by the citizens); dictatorship (one person or a small group holds all the power); unitary government (all government powers belong to a single, central agency); federal government (the powers of government are divided between a central government and several local governments); confederation (an alliance of independent states); presidential government (the executive and legislative branches are separate, independent, and equal with one another); parliamentary government (the chief executive and cabinet are chosen by the legislature and are members of the legislature).** Have students match each term to its definition.

## Teach

To present this topic using online resources, use the lesson presentations at **PearsonSuccessNet.com**.

## REVIEW BELLRINGER ANSWERS

Invite volunteers to share their classifications of the U.S. Government. (*The U.S. Government is an indirect democracy that is federal and presidential.*) Then have them define each term. (*Indirect, or representative, democracy is a system of government in which a small group of officials, chosen by the people, act as the people's representatives and express the people's will. A federal government divides power between a central government and local governments. A presidential government separates power between coequal executive and legislative branches.*)

**L4 Differentiate** Have students discuss recent U.S. issues, how they have been addressed here, and how they might be treated under other systems of government.

## Answers

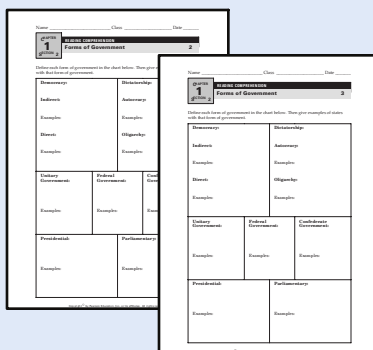
**Checkpoint** In a direct democracy, the people transform their will into public policy directly through mass meetings. In an indirect democracy, the people elect representatives to create public policy.

**Direct and Indirect Democracy** Direct democracy is practical only when the population is small enough for all citizens to meet in one place. When mass meetings are not possible, then ruling through a smaller number of representatives is more practical.

## Differentiated Resources

The following resources are located in the All-in-One, Unit 1, Chapter 1, Section 2:

- L3** Reading Comprehension Worksheet (p. 21)
- L2** Reading Comprehension Worksheet (p. 22)
- L3** Core Worksheet (p. 23)
- L3** Quiz A (p. 25)
- L2** Quiz B (p. 26)





## DISCUSS FORMS OF GOVERNMENT

Review students' definitions and examples on the Reading Comprehension Worksheet. Then use the following questions to discuss forms of government:

**1. Many dictatorships endure for a decade or longer. What characteristics of this form of government contribute to the longevity of dictators?** (*Dictators are often supported by strong groups, such as the army, religious leaders, and industrialists.*)

**2. In the parliamentary governments of some countries, the prime minister remains in office only a short time. What characteristics of this form of government contribute to the short duration of some prime ministers?** (*The prime minister is chosen by parliament. If parliament defeats the prime minister on an important matter, it can force the prime minister to resign by a vote of no confidence.*)

**3. Why do you think that the majority of governmental systems today are parliamentary?** (*Possible response: The parliamentary form of government predates the presidential form, which was invented in the United States.*)

**4. Why do you think dictatorships generally go hand-in-hand with military power?** (*The military provides the force to take and maintain control of the government for the dictator.*)

**5. What kinds of organizations other than states have some form of government?** (*Possible response: Most large groups have leaders who make policies for the group. For example, superintendents, principals, and school boards govern schools. Sports teams might be dictatorships, with the coach making all team rules. Religious organizations have a governing hierarchy. For example, the Pope and other top Catholic leaders make policy for Catholics.*)

**L4 Differentiate** Assign each student a country and have them research its form of government. Encourage them to use their findings to create charts that show the relationship between the people and the leader, leaders, or representatives.

**✓ Checkpoint**  
What is the difference between an oligarchy and an autocracy?

**regimes**  
n. particular governments

**prestige**  
n. a reputation based on achievement

**elite**  
n. a select group, a privileged class

Many Americans use the terms *democracy*, *republic*, *representative democracy*, and *republican form of government* interchangeably, although they are not the same. Whatever the terms used, remember that in a democracy the people are sovereign. They are the only source for any and all of government's power. In other words, the people rule.

**Dictatorship** A dictatorship exists where those who rule cannot be held responsible to the will of the people. The government is not accountable for its policies, nor for how they are carried out. Dictatorship is probably the oldest, and it is certainly the most common, form of government known to history.<sup>6</sup>

Dictatorships are sometimes identified as either autocracies or oligarchies. An **autocracy** is a government in which a single person holds unlimited political power. An **oligarchy** is a government in which the power to rule is held by a small, usually self-appointed **elite**.

All dictatorships are authoritarian; those in power hold absolute and unchallengeable authority over the people. Modern dictatorships have tended to be totalitarian, as well. That is, they exercise complete power over nearly every aspect of human affairs. Their power embraces all matters of human concern.

The leading examples of dictatorship in the modern era have been those in Fascist Italy (from 1922 to 1943), in Nazi Germany (from 1933 to 1945), in the Soviet Union (from 1917 until the late 1980s), and one that still exists in the People's Republic of China (where the present regime came to power in 1949).

Although they do exist, one-person dictatorships are not at all common today. A few close approaches to such a regime can now be found in Libya, which has been dominated by Muammar al-Qaddafi since 1969, and in some other Arab and African states.

Most present-day dictatorships are not nearly so absolutely controlled by a single person or by a small group as may appear to be the case. Outward appearances may

<sup>6</sup> The word *dictatorship* comes from the Latin *dictare*, meaning "to dictate, issue orders," "to give authoritative commands." *Dictator* was the ancient Roman republic's title for the leader who was given extraordinary powers in times of crisis. Julius Caesar (100–44 B.C.) was the last of the Roman dictators.

hide the fact that several groups—the army, religious leaders, industrialists, and others—compete for power in the political system.

Dictatorships often present the outward appearance of control by the people. The people often vote in popular elections; but the vote is closely controlled, and ballots usually contain the candidates of but one political party. An elected legislative body often exists, but only to rubber-stamp the policies of the dictatorship.

Typically, dictatorial **regimes** are militaristic in character. They usually gain power by force. The military holds many of the major posts in the government. After crushing all effective opposition at home, these regimes may turn to foreign aggression to enhance the country's military power, political control, and **prestige**.

## Geographic Distribution of Power

In every system of government, the power to govern is located in one or more places geographically. From this standpoint, three basic forms of government exist: unitary, federal, and confederate.

**Unitary Government** A **unitary government** is often described as a centralized government. All powers held by the government belong to a single, central agency. The central (national) government creates local units of government for its own convenience. Those local governments have only those powers that the central government chooses to give them.

Most governments in the world are unitary in form. Great Britain is a classic illustration. A single central organization, the Parliament, holds all of the government's power. Local governments do exist—but solely to relieve Parliament of burdens it could perform only with much difficulty and inconvenience. Though unlikely, Parliament could do away with all local government in Britain at any time.

Be careful not to confuse the unitary form of government with a dictatorship. In the unitary form, all of the powers held by the government are concentrated in the central government.

## Political Cartoon Mini-Lesson

Display Transparency 1B, Robert Mugabe, President of Zimbabwe, when you discuss dictatorships. This cartoon shows the difference between elections in a democracy and in a dictatorship. Ask: **What is the woman doing?** (*voting*) **Why is the man holding up a sword?** (*to force the woman to vote in a certain way*) **What form of government does this cartoon illustrate?** (*a dictatorship*) **How do elections in a dictatorship differ from elections in a democracy?** (*Elections in a dictatorship are controlled by those in power. In a democracy, people are free to vote for the candidate of their choice.*)

## Answers

**Checkpoint** An autocracy is a dictatorship by one person, whereas an oligarchy is a dictatorship by a small group.

# Democracies and Dictatorships

Every country has a different approach to government. Below are four examples: two democracies and two dictatorships. In each image, the people are expressing their will. *How are the people's methods and the governments' reactions different in each image?*



**Democracy**



**Dictatorship**

United States	United Kingdom	Popular Name	China	Myanmar (Burma)
United States of America (photo above left)	United Kingdom of Great Britain and Northern Ireland	<b>Official Name</b>	People's Republic of China	Union of Myanmar (photo above right)
Constitution-based federal republic	Constitutional monarchy	<b>Form of Government</b>	Communist state	Military junta (a faction that rules after a coup)
President Barack Obama	Queen Elizabeth II	<b>Chief of State</b>	President Hu Jintao	Sr. General Than Shwe
President Barack Obama	Prime Minister Gordon Brown	<b>Head of Government</b>	Premier Wen Jiabao	Lt. General Thein Sein
The Constitution was ratified by the States in 1791, establishing the Federal Government.	Power has gradually shifted from the monarchy to the parliament over the last 800 years.	<b>Origins of Current Government</b>	In 1949, Mao Zedong established the People's Republic of China as a socialist autocracy.	The military has ruled since 1962, despite defeat in free elections in 1990.
The President and members of Congress are chosen by the people.	The monarchy is hereditary; the prime minister is the head of the leading party in Parliament, which is elected by the people.	<b>Elections</b>	The president is chosen by the National People's Congress. The president nominates the premier, who is confirmed by the Congress, which is chosen by regional congresses.	There are no elections. The junta has banned the legislature and taken over judicial power.

## DISTRIBUTE CORE WORKSHEET

Number index cards 1 through 6. Write the word *Democracy* on cards 1 through 3 and *Dictatorship* on cards 4 through 6. Distribute the Chapter 1 Section 2 Core Worksheet (Unit 1 All-in-One, p. 23) and divide the class into six teams. Give each team one of the cards. Explain that teams should predict what would happen in the scenarios assigned to their team, under the form of government on their card. When students finish their worksheets, ask them to share their predictions. Invite students to generalize about how different forms of government react to disasters and challenges.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

CHAPTER 1 CORE WORKSHEET SECTION 2 **Forms of Government** 3

Your team has been assigned a form of government, either democracy or dictatorship. In the left-hand column, circle your team's number and form of government. Then list key features of that form. The middle column contains your assigned scenario. Your team's job is to predict how your government would likely react to this scenario. Base your predictions on what you know about your assigned form of government. Then write your team's predictions in the right-hand column.

Team Number and Type of Government	Scenario	Predictions
1 Democracy Features:	A drought has caused massive food shortages. Your government must decide what action to take.	
4 Dictatorship Features:		

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Tell students to go to the Audio Tour to listen to a guided audio tour of democracies and dictatorships.

## Background

**CHOOSING A SYSTEM OF GOVERNMENT** The Framers of the Constitution had to deal with several critical matters as they drafted a new Constitution for the United States. None of the Framers favored a government based on the British model. The Revolutionary War had been fought in the name of local self-government, and the Framers were determined to preserve that cherished principle. But how could they create a central government that was strong enough to be effective and, at the same time, preserve the powers of the existing States? Having tried a confederation first, they realized that it had failed. Their solution: federalism. The powers of government would be divided between the new Federal Government and the States.

## Answers

**Democracies and Dictatorships** In the democracy image, the people have sent representatives to discuss issues, and the government is holding a vote. In the dictatorship image, the people are protesting in the street, and the government is reacting with violence.

## CONTINUE CORE ACTIVITY

Have students investigate the effects of dictatorship. Ask small groups to research modern dictators, such as Joseph Stalin, Vladimir Lenin, Benito Mussolini, Adolf Hitler, Mao Zedong, Ho Chi Minh, Muammar al-Qaddafi, Robert Mugabe, Augusto Pinochet, and Kim Jong-il. They should find out how each dictator came to power and held power and what effect dictatorship has had on each country. Invite students to share their findings. Based on this information, help them to create a chart showing similarities and differences. End the activity with the following discussion questions:

**1. What circumstances are most likely to create dictatorship?** (possible response: an unhappy, economically depressed population)

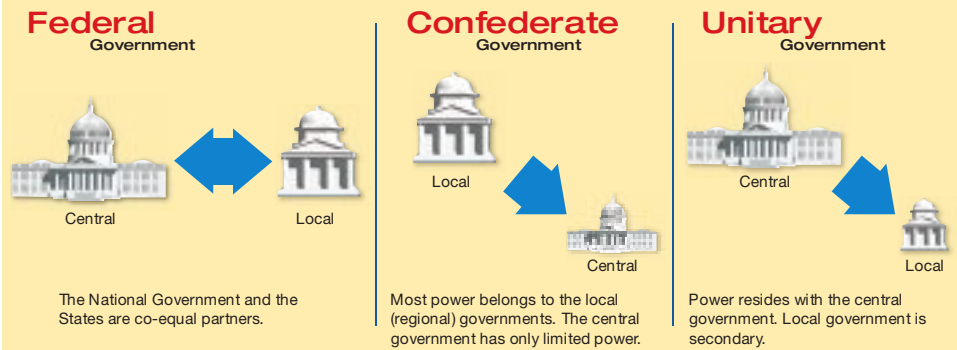
**2. Can dictatorships be prevented? How?** (Possible response: Dictatorships can be prevented only when a government is established in which the people have a voice and their basic needs are met.)

**3. Should democracies take action to help prevent dictatorship? Why or why not? If so, under what circumstances should they act? What actions should they take?** (Some students might say no. Democracy is an evolutionary process. Removing a dictator by force, before the society is ready for democracy, will only lead to another dictatorship. Other students might say that democracies have a moral obligation to help oppressed people throw off their oppressors. Democratic governments can support dissenters in those countries with money, arms, and education about democratic processes.)

**L4 Differentiate** Have students research a dictator on their own.

## Distribution of Power

Power can be distributed between central (national) and local governments in three different ways. Which diagram best describes the distribution of power in the United States?



That government might not have all power, however. In Great Britain, for example, the powers held by the government are limited. British government is unitary and, at the same time, democratic.

**Federal Government** A **federal government** is one in which the powers of government are divided between a central government and several local governments. An authority superior to both the central and local governments makes this **division of powers** on a geographic basis; and that division cannot be changed by either the local or national level acting alone. Both levels of government act directly on the people through their own sets of laws, officials, and agencies.

In the United States, for example, the National Government has certain powers and the 50 States have others. This division of powers is set out in the Constitution of the United States. The Constitution stands above both levels of government; and it cannot be changed unless the people, acting through both the National Government and the States, agree to the change.

Australia, Canada, Mexico, Switzerland, Germany, India, and some 20 other states also have federal forms of government today. In the United States, the phrase "the Federal Government" is often used to identify the National Government, the government headquartered in Washington, D.C. Note, however, that each of the 50 State governments in this country is unitary, not federal, in form.

**Confederate Government** A **confederation** is an alliance of independent states. A central organization, the confederate government has the power to handle only those matters that the member states have assigned to it. Typically, confederate governments have had limited powers and only in such fields as defense and foreign affairs.

Most often, confederate governments have not had the power to make laws that apply directly to individuals, at least not without some further action by the member states. A confederate structure of government makes it possible for the several states to cooperate in matters of common concern and, at the same time, retain their separate identities.

## Debate

Display Transparency 1C, Choosing a Chief Executive. Ask: **What basic initial step does the population take to choose the chief executive of a presidential or parliamentary democracy?** (vote) Point out to students that voting is crucial in any democratic government. Present the following question for debate: **Should citizens be required by law to vote?** Divide students into two groups, and have them brainstorm benefits and drawbacks. Allow time for representatives from each group to debate the question.

## Answers

**Distribution of Power** federal



Confederations have been rare in the modern world. The European Union (EU) is the closest approach to one today. The EU, formed by 12 countries in 1993, has established free trade among its now 27 member-nations, launched a common currency, and seeks to coordinate its members' foreign and defense policies.

In our own history, the United States under the Articles of Confederation (1781–1789) and the Confederate States of America (1861–1865) also provide examples of this form of government.

## Legislative and Executive Branches

Political scientists also classify governments based on the relationship between their legislative and executive agencies. This grouping

yields two basic forms of government: presidential and parliamentary.

**Presidential Government** A **presidential government** features a separation of powers between the executive and the legislative branches of the government. The two branches are independent of one another and **coequal**. The chief executive (the president) is chosen by the people, independently of the legislature. He or she holds office for a fixed term, and has a number of significant powers that are not subject to the direct control of the legislative branch.

The details of this separation of the powers of these two branches are almost always spelled out in a written constitution—as they are in the United States. Each of the branches is regularly given several powers with which it can block actions of the other branch.

**✓Checkpoint**  
How is the executive branch related to the legislative branch in a presidential government?

**coequal**  
adj. equal with one another, of the same rank

## EXTEND THE LESSON

At the beginning of this section, students read the following quote from Pope's "Essay on Man":

**"For Forms of Government let fools contest; Whate'er is best adminster'd is best."**

Write the quote on the board, and call on volunteers to paraphrase it. (*People are foolish to argue about the form of government; the best government is one that is well run.*) Ask students if their opinion has changed about whether the form of government matters. After a short discussion, assign students who hold similar opinions to small groups. Have each group write a response to Pope.

**L4 Differentiate** Have students create a poem in response to Pope's assertion.

## Assess and Remediate

**L3** Collect the Core Worksheet and assess students' work.

**L3** Assign the Section 2 Assessment questions.

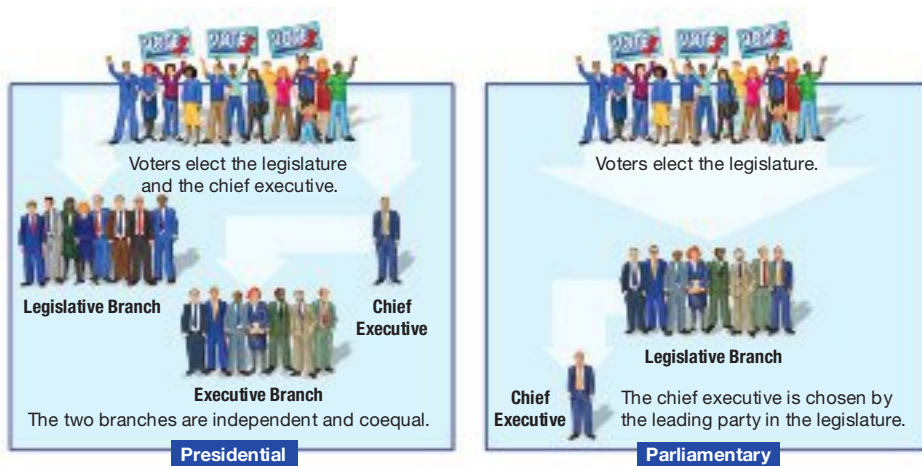
**L3** Section Quiz A (Unit 1 All-in-One, p. 25)

**L2** Section Quiz B (Unit 1 All-in-One, p. 26)

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.

## Choosing a Chief Executive

In a presidential democracy, the people choose their representatives as well as their President. In a parliamentary democracy, the representatives (members of parliament) choose the prime minister. *Which method seems best for choosing a chief executive? Why?*



Chapter 1 • Section 2 17

## Teacher-to-Teacher Network

**ALTERNATIVE LESSON PLAN** Chemists use the periodic table to classify the elements. Biologists classify organisms into species. Political scientists classify governments of the world by their common characteristics. As students study this chapter, have them devise a classification system for governments and insert various governments into their system. They will need to define each classification using specific criteria.

To see this lesson plan, go to



## Answers

**Checkpoint** The executive branch and the legislative branch are separate and coequal.

**Choosing a Chief Executive** Answers will vary. Students might note that popular election of the president makes the chief executive more accountable to the people and enables checks and balances between the branches. However, selection of the chief executive by the parliament avoids the prolonged conflict and deadlock that sometimes occurs between the executive and legislative branches in the presidential form.

## REMIEDIATION

If Your Students Have Trouble With	Strategies For Remediation
The features of democracy versus dictatorship (Questions 1, 4)	Have students create word webs for <i>democracy</i> and <i>dictatorship</i> .
The geographic distribution of power (Questions 1, 2, 5)	Have students write and exchange quizzes about unitary, federal, and confederate forms of government.
The differences among presidential and parliamentary governments (Questions 3, 5)	Write individual features of each type of government on index cards. Have teams take turns picking cards and identifying the form of government.



▲ Members of the South African parliament are sworn into office.

The United States is the world's leading example of presidential government. In fact, the United States invented the form. Nearly all of the other presidential systems in the world today are also found in the Western Hemisphere.

**Parliamentary Government** In a **parliamentary government**, the executive branch is made up of the prime minister or premier, and that official's cabinet. The prime minister and cabinet are themselves members of the legislative branch, the parliament. The prime minister is the leader of the majority party or

of a like-minded group of parties (a coalition) in parliament and is chosen by that body. With parliament's approval, the prime minister selects the members of the cabinet from among the members of parliament. The executive is thus chosen by the legislature, is a part of it, and is subject to its direct control.

The prime minister and the cabinet (often called "the government") remain in office only as long as their policies and administration have the support of a majority in parliament. If the parliament defeats the prime minister and cabinet on an important matter, the government may receive a "vote of no confidence," and the prime minister and his cabinet must resign from office. Then a new government must be formed. Either parliament chooses a new prime minister or, as often happens, all the seats in parliament go before the voters in a general election.

A majority of the governmental systems in the world today are parliamentary, not presidential, in form—and they are by a wide margin. Parliamentary government avoids one of the major problems of the presidential form: prolonged conflict and sometimes deadlock between the executive and legislative branches. However, the protections against arbitrary government found in the checks and balances of presidential government are not a part of the parliamentary system.

## SECTION 2 ASSESSMENT

**Essential Questions Journal** To continue to build a response to the chapter Essential Question, go to your **Essential Questions Journal**.

- Guiding Question** Use your completed table to answer this question: What are some forms of government in the world today?

### Key Terms and Comprehension

- (a)** How is power distributed in a **federal government**? **(b)** How does a federal state differ from a confederate state?
- What is the relationship between the executive and legislative branches in a **parliamentary government**?

### Critical Thinking

- Draw Inferences (a)** What are some of the characteristics of democracy that dictatorships adopt? **(b)** Are these characteristics of a true dictatorship? Why or why not? **(c)** Why might the rulers of a dictatorship choose to take on these characteristics?
- Draw Conclusions** Explain how a unitary government might be either democratic or dictatorial in form.

### Quick Write

**Expository Writing: Research Your Topic** Use several sources to find the answers to the questions you posed in Section 1. The answers will help you gather details you will need to fully explain either a democracy or a dictatorship. Then put all of your facts and details in chronological order to help the reader follow the growth of democracy or dictatorship.

## Assessment Answers

- democracy (direct and indirect), dictatorship (autocracy and oligarchy), unitary, federal, confederate, presidential, parliamentary
- (a)** In a federal government, power is distributed between the central government and several local governments. **(b)** In a confederation, the central government is weak, and most of the power is held by the member states. In a federal government, the power is distributed equally among levels of government.
- In a parliamentary government, the chief executive is chosen by the legislature, is a part

of it, and is subject to its direct control. The chief executive selects the cabinet from among the members of the legislature. The legislature may remove the executive branch by a vote of no confidence.

- (a)** Some dictatorships hold elections and have a legislative branch. **(b)** No. In a true dictatorship, the ruler or ruling party does not share power with the legislature or allow free elections. **(c)** Rulers might choose to take on these characteristics to appease their people and other nations, in order to remain in power.

- In a unitary government, elections are held, and power resides in the citizens of the state. In the case of a dictatorship, all power is held by one person, or a small group of people.

**QUICK WRITE** Students should use several sources to research their topics. Putting their notes in chronological order will help them write their essays later.

## Volunteering

In one of his State of the Union addresses, President George W. Bush called on Americans to volunteer. He also announced the creation of USA Freedom Corps, an organization that links Americans to thousands of volunteer opportunities. USA Freedom Corps has helped many volunteer organizations—including Learn and Serve America, which supports student volunteers—gain recognition and support for their causes.

A substantial number of students volunteer their time and skills every year. According to the Department of Labor, about one in five citizens between the ages of 16 and 24 has volunteered in recent years.

While volunteering is not required of U.S. citizens, it is an important responsibility that many students fulfill in their spare time. More recently, the number of volunteers between 16 and 24 years old has fallen. Many essential programs suffer when the number of people willing to give time and money declines.

All citizens of the United States benefit from services provided by the government. Citizens can attend public schools, receive mail, and enjoy

national parks. However, sometimes the government lacks funding or manpower to provide these services to their greatest extent.

Volunteers provide services that the government may not have the time or the resources to offer. A student may tutor a younger student after school. A volunteer group might maintain hiking trails in a national park.

In addition, volunteers fulfill services that the government is not required to provide. These include visiting the elderly or providing community theater. Volunteers are particularly necessary in times of war. The United Service Organizations (USO) support troops overseas with comforts such as entertainment, packages from home, and phone cards to call the United States.

**1. Make a List** To volunteer, make a list of activities that interest you and talents that you possess. Many people find it rewarding to share their talents and interests with others. For example, if you like to play soccer, you may be able to coach for a children's team.

**2. Seek Out Opportunities** Look for volunteer opportunities that are connected to your interests

and strengths. Ask your teacher or use the Internet to find organizations that fit your criteria.

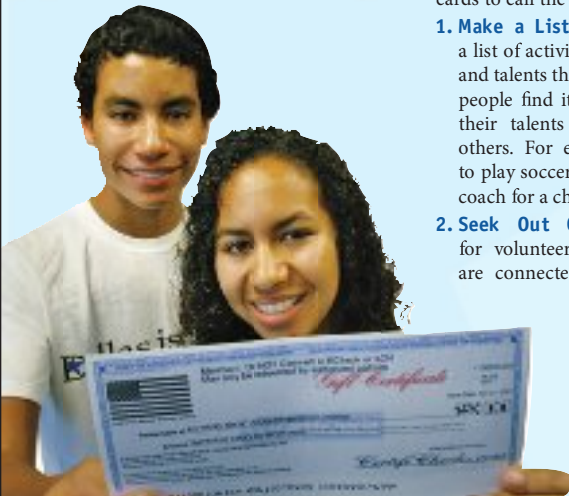
**3. Make Contact** Write an e-mail to or call the contact person for your chosen organization. Some organizations require a resume, references, or a list of past experiences. Make sure you have these on hand.

### What do you think?

- How does volunteering benefit all citizens? Why is volunteering an important civic responsibility?
- The United States has seen a drop in the number of volunteers in the last few years. How could teenagers be persuaded to volunteer? Brainstorm two ways to get people interested in volunteering.
- You Try It** Locate some volunteer opportunities in your community. Make a list of the ones that interest you, and how you would get involved. Is it easy or difficult to get involved in these organizations? What are the steps that you must take? Are these causes ones to which you would give some of your time?

### GOVERNMENT ONLINE Citizenship Activity Pack

For an activity to help you explore volunteering, go to [PearsonSuccessNet.com](http://PearsonSuccessNet.com)



## Citizenship Activity Pack

**L1 L2** If your students need extra support, use the Citizenship Activity Pack lesson *How to Volunteer*. It includes a lesson plan for you and worksheets to help students narrow their choices of volunteer opportunities. Scenario cards help groups of students brainstorm volunteer opportunities. Students may also access the Citizenship Activity Pack online for activities on How to Volunteer at [PearsonSuccessNet.com](http://PearsonSuccessNet.com).

### LESSON GOAL

- Students will brainstorm personal interests and talents that might lead to volunteer opportunities.

## Teach

### READ

Have a volunteer read the introduction aloud. If students have Internet access, have them research USA Freedom Corps and Learn and Serve America to find out about student-volunteer experiences.

### SURVEY PRIOR EXPERIENCE

Make a list of organizations students have worked for. Was their experience rewarding? Why or why not? Invite students to tell about what they did and what they learned from their volunteer experience.

### MAKE A PLAN

Encourage students to create a step-by-step plan for finding a volunteer job. Offer the following chart as a sample that students might customize.

Brainstorm Interests:
Investigate Opportunities:
Narrow Prospects:
Follow Up:

## Assess and Remediate

Collect and grade students' plans. You may also have them answer the What Do You Think questions.

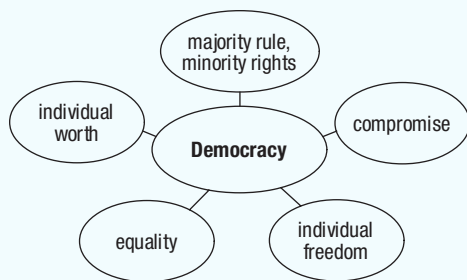
### Answers

- A strong answer will show an understanding that volunteers extend services provided by the government and promote the general welfare.
- Point out to teenagers that volunteering rewards the volunteer. It adds value to a resume, helps teenagers find a career, and brings satisfaction.
- Student lists should reflect their personal interests and talents.



## GUIDING QUESTION

What are the basic concepts of democracy?



## Get Started

### LESSON GOALS

Students will . . .

- identify and explain the five concepts of democracy by completing a chart
- identify real-world examples of the five concepts by brainstorming and filling out a table.
- discuss the responsibilities and duties of citizenship.

### BEFORE CLASS

Assign the section, the graphic organizer in the text, and the Reading Comprehension Worksheet (Unit 1 All-in-One, p. 27) before class.

**L2 Differentiate** Reading Comprehension Worksheet (Unit 1 All-in-One, p. 28)

## SKILLS DEVELOPMENT

### NOTETAKING AND ACTIVE LISTENING

To practice notetaking and active listening in this section, use the Chapter 1 Section 3 Skills Worksheet (Unit 1 All-in-One, p. 33). You may teach the skill before the debate in this lesson. For L2 and L1 students, assign the adapted Skill Activity (Unit 1 All-in-One, p. 34).

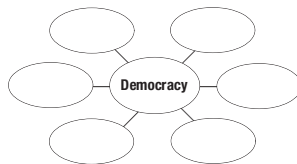
## SECTION 3

# Basic Concepts of Democracy



### Guiding Question

**What are the basic concepts of democracy?** Use a concept web like the one below to take notes on the basic concepts of democracy.



### Political Dictionary

- majority rule
- compromise
- citizen
- free enterprise system

### Objectives

1. Understand the foundations of democracy.
2. Analyze the connections between democracy and the free enterprise system.

**Image Above:** Children gather to celebrate Flag Day in New York City.

**W**hat do you make of this assessment of democracy by British statesman James Bryce: “No government demands so much from the citizen as Democracy, and none gives so much back”? What does democratic government demand from you? What does it give you in return?

## Foundations

Democracy is not inevitable. It does not exist in the United States simply because Americans regard it as the best of all possible political systems. Rather, democracy exists in this country because the American people believe in its basic concepts. It will continue to exist only for as long as we, the people, continue to subscribe to and practice those concepts.

Sir Winston Churchill (1874–1965) once put the argument for democracy this way: “No one pretends that democracy is perfect or all-wise. Indeed, it has been said that democracy is the worst form of government except all those other forms that have been tried from time to time.”

The American concept of democracy—what we believe democracy means—rests on these basic notions:

1. Recognition of the fundamental worth and dignity of every person;
2. Respect for the equality of all persons;
3. Faith in majority rule and an insistence upon minority rights;
4. Acceptance of the necessity of compromise; and
5. Insistence upon the widest possible degree of individual freedom;

Of course, these concepts can be worded in other ways. No matter what the wording, however, they form the very minimum with which anyone who professes to believe in democracy must agree.

**Worth of the Individual** Democracy is firmly based upon a belief in the fundamental importance of the individual. Each individual, no matter what his or her station in life, is a separate and distinct being.

## Focus on the Basics

**FACTS:** • Democracy is based on the concepts of individual worth, equality, majority rule with minority rights, compromise, and individual freedom. • Equality means all are entitled to equality of opportunity and equality before the law. • Individuals are free to do as they please as long as they do not violate the rights of others.

**CONCEPTS:** democratic principles, equality, majority rule, minority rights, freedom, citizenship, duties and responsibilities of citizens

**ENDURING UNDERSTANDINGS:** • Democracy depends on citizens’ commitment and participation • Democratic governments work to balance the needs of society with individual rights. • Both democracy and free enterprise are based on individual freedom.

This concept of the dignity and worth of the individual is of overriding importance in democratic thought. At various times, of course, the welfare of one or a few individuals is subordinated to the interests of the many in a democracy. People can be forced to do certain things whether they want to or not. Examples range from paying taxes to registering for the draft to stopping at a stop sign.

When a democratic society forces people to pay a tax or obey traffic signals, it is serving the interests of the many. However, it is not simply serving the interests of the many who as a mass of people happen to outnumber the few. Rather, it is serving the many who, as individuals, together make up that society.

The distinction we are trying to make here between *an* individual and *all* individuals may be difficult to grasp. It is, however, critically important to a real understanding of the meaning of democracy.

**Equality of All Persons** Hand in hand with the belief in the worth of the individual, democracy stresses the equality of all individuals. It holds, with Jefferson, that “all men are created equal.”

Certainly, democracy does not imply an equality of condition for all persons. Thus, it does not claim that all are born with the same mental or physical abilities. Nor does it hold

that all persons have a right to an equal share of worldly goods.

Rather, the democratic concept of equality means that every person is entitled to (1) equality of opportunity and (2) equality before the law. That is, the democratic concept of equality holds that no person should be held back for any such arbitrary reasons as those based on race, color, religion, or gender. It states that each person must be free to develop himself or herself as fully as he or she wishes to, and that each person should be treated as the equal of all other persons under the law.

We have come a great distance toward the goal of equality for all in this country. It is clear, however, that we are still a considerable distance from a genuine, universally recognized and respected equality for all of America's people.

**Majority Rule, Minority Rights** In a democracy, the will of the people and not the dictate of the ruling few determines public policy. But what is the popular will, and how is it determined? Some device must exist by which these crucial questions can be answered. The only satisfactory device within democracy is that of **majority rule**. Democracy holds that a majority will be right more often than it will be wrong, and that the majority will also be right more often than any one person or small group will.

**Checkpoint**  
To what are citizens entitled under the democratic concept of equality?

**subordinate**  
v. made less important

**arbitrary**  
adj. unsupported

**inevitable**  
adj. sure to happen

## BELLRINGER

Distribute the Bellringer Worksheet (Unit 1 All-in-One, p. 29), which is a passage about the role of the Internet in democracy. Have students read the selection and answer the questions.

**L2 ELL Differentiate** Have students complete the adapted Bellringer Worksheet (Unit 1 All-in-One, p. 30), which presents a simpler version of the passage and has students match vocabulary words and determine the main ideas of the text.

## Teach

To present this topic using online resources, use the lesson presentations at **PearsonSuccessNet.com**.

### COVER THE BASICS

Tell students that today you will discuss the five basic concepts of democracy. You will return to their Bellringer answers later in the lesson. Then ask them to take out their Reading Comprehension Worksheets.

First, call on a volunteer to identify the five basic concepts of democracy. (*individual worth, equality, majority rule and minority rights, compromise, individual freedom*) Then have volunteers tell what each concept means to them. (*possible answers: individual worth: all people have value and deserve to be treated with dignity; equality: every individual is entitled to an equal chance to take advantage of life's opportunities and to the same treatment before the law as everyone else; majority rule and minority rights: decisions of the majority hold, but the majority must be willing to listen to the views of the minority; compromise: a process of give-and-take among conflicting views to come to a decision that is acceptable to most people; individual freedom: all individuals may do as they like as long as their actions do not violate the rights of others*)

Ask students the meaning of the term *free enterprise system*. Write this term on the board with student definitions. (**free enterprise system: an economic system characterized by private ownership of capital goods; investments made by private decision, not by government directive; and success or failure determined by competition in the marketplace**)

In *Brown v. Board of Education*, the Supreme Court ruled that segregation denied African Americans equality guaranteed by the Constitution and the democratic system. Arkansas fought the integration of its schools. Elizabeth Eckford (inset) was one of nine African Americans who enrolled at Central High School in Little Rock. Below, seven of the students known as the Little Rock Nine sit with Thurgood Marshall, who argued the case.

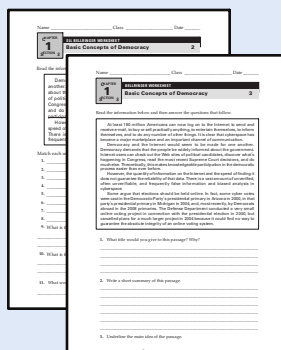


Chapter 1 • Section 3 21

## Differentiated Resources

The following resources are located in the All-in-One, Unit 1, Chapter 1, Section 3:

- L3 L2** Reading Comprehension Worksheets (pp. 27, 28)
- L3** Bellringer Worksheet (p. 29)
- L2 ELL** Bellringer Worksheet (p. 30)
- L3** Core Worksheet (p. 31)
- L2** Extend Activity (p. 35)
- L3 L2** Skills Worksheets (pp. 33, 34)
- L3** Quiz A (p. 36) **L2** Quiz B (p. 37)
- L3** Chapter Test A (p. 38) **L2** Chapter Test B (p. 41)



## Answers

**Checkpoint** All citizens are entitled to equality of opportunity and equality before the law.

## DISTRIBUTE CORE WORKSHEET

Distribute the Chapter 1 Section 3 Core Worksheet (Unit 1 All-in-One, p. 31). Direct students' attention to Part 1, which asks students to identify real-world situations from daily life, showing the five concepts of democracy in action. Then have students fill in the chart in Part 2, which has them consider differences between the duties and responsibilities of citizenship.

**L1 L2 Differentiate** For Part 1, use the Jigsaw strategy (p. T27) and have students work in groups of three to focus on one concept. Have the students jigsaw into a second group with students who reviewed each of the other concepts and have them review their ideas together. For Part 2, have students meet as one group to discuss duties and responsibilities of citizenship.

**L4 Differentiate** Have students work individually to find real-world situations from history for each concept of democracy. An historical example that reflects the ideal for equality: the Civil Rights Act of 1964. An historical example that shows reality falling short of the ideal of equality: the Japanese-American internments during World War II.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

CHAPTER 1 CORE WORKSHEET		
SECTION 3	Basic Concepts of Democracy	3
Part 1 Fill in the chart below, using real-world examples that illustrate each concept of democracy. In the middle column, write an example that reflects the ideal suggested by the concept. In the right-hand column, write an example that shows the government or citizens falling short of the ideal.		
Concept of Democracy	Real-World Example, Reflecting the Ideal	Real-World Example, Falling Short of the Ideal
Individual worth		
Equality		
Majority rule/ minority rights		
Compromise		
Individual freedom		

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Democracy can be described as an experiment or a trial-and-error process designed to find satisfactory ways to order human relations. Democracy does not dictate that the majority will always arrive at the best decisions on public matters. In fact, the democratic process is not meant to come up with "right" or "best" answers. Rather, the democratic process is a search for *satisfactory* solutions to public problems.

Of course, in a democracy the majority's decisions will usually be more, rather than less, satisfactory. Democracy does admit the possibility of mistakes; there is the possibility that "wrong" or less satisfactory answers will sometimes be found. Democracy also recognizes that seldom is any solution to a public problem so satisfactory that it cannot be improved upon, and that circumstances can change over time. So, the process of experimentation, of seeking answers to public questions, is a never-ending one.

Certainly, a democracy cannot work without the principle of majority rule. Unchecked, however, a majority could destroy its opposition and, in the process, destroy democracy itself. Thus, democracy requires majority rule restrained by minority rights. The majority must always recognize the right of any minority to become, if it can by fair and lawful means, the majority. The majority must always

be willing to listen to a minority's argument, to hear its objections, to bear its criticisms, and to welcome its suggestions.

**Necessity of Compromise** In a democracy, public decision making must be largely a matter of give-and-take among the various competing interests. It is a matter of compromise in order to find the position most acceptable to the largest number. **Compromise** is the process of blending and adjusting competing views and interests.

Compromise is an essential part of the democratic concept for two major reasons. First, remember that democracy puts the individual first and, at the same time, insists that each individual is the equal of all others. In a democratic society made up of many individuals and groups with many different opinions and interests, how can the people make public decisions except by compromise?

Second, few public questions have only two sides. Most can be answered in several ways. Take the apparently simple question of how a city should pay for the paving of a public street. Should it charge those who own property along the street? Or should the costs be paid from the city's general treasury? Or should the city and the adjacent property owners share the costs? What about those who will use the street but do not live in the city? Should they have to pay a toll?

Remember, compromise is a process, a way of achieving majority agreement. It is never an end in itself. Not all compromises are good, and not all are necessary.

**Individual Freedom** It should be clear by this point that democracy can thrive only in an atmosphere of individual freedom. However, democracy does not and cannot insist on complete freedom for the individual. Absolute freedom can exist only in a state of anarchy—the total absence of government. Anarchy can only lead, inevitably and quickly, to rule by the strong and ruthless.

Democracy does require that each individual must be as free to do as he or she pleases as far as the freedom of all will allow. Justice Oliver Wendell Holmes once had this to say about the relative nature of each individual's rights: "The right to swing my fist ends where the other man's nose begins."



► Analyzing Cartoons *Who do the chefs represent in this cartoon?*

## Political Cartoon Mini-Lesson

Display Transparency 1D, Equality, when you discuss the democratic concept of equality. This cartoon illustrates equal opportunity. Ask: **What is the setting of this cartoon?** (a school civics class) **Who is the woman?** (teacher) **To whom do the hands belong?** (students) **What is the significance of the colors of the hands?** (The colors suggest that people of all races aspire to become president.) **What is the significance of the jewelry?** (The jewelry suggests gender—both boys and girls aspire to the presidency.) **How does this cartoon reflect the democratic concept of equality?** (The cartoon suggests equality of opportunity—in the United States, anyone, regardless of race or gender, can grow up to be President.) Tell students that cartoon was published when Senator Hillary Clinton and President Barack Obama were competing for the Democratic nomination for President.

## Answers

**Analyzing Cartoons** competing views and interests



Drawing the line between the rights of one individual and those of another is not easy. Still, the drawing of that line is a continuous and vitally important function of democratic government. As John F. Kennedy put it: “The rights of every man are diminished when the rights of one man are threatened.”

Striking the proper balance between freedom for the individual and the rights of society as a whole is similarly difficult—and vital. Abraham Lincoln described democracy’s problem in these words:

#### PRIMARY SOURCES

**Must a government, of necessity, be too strong for the liberties of its own people, or too weak to maintain its own existence?**

—Message to Congress, July 4, 1861

Human beings desire both liberty and authority. Democratic government must work constantly to strike the proper balance between the two. The authority of government must be **adequate** to the needs of society. At the same time, that authority must never be allowed to become so great that it restricts the individual beyond what is absolutely necessary.

## Responsibilities and Duties of Citizenship

The rights of the individual are upheld by the duties and responsibilities of every citizen. Indeed, the very definition of a **citizen** is one who holds certain rights and responsibilities within a state.

The duties a citizen must fulfill include obeying the law, going to school, and paying taxes. These duties are to the benefit of all citizens. For example, taxes paid at the State level help fund essential government responsibilities, such as public schools and police departments.

Responsibilities in a democracy are a little different from duties. While duties are required of every citizen, responsibilities are only strongly encouraged. For example, it is the responsibility of every citizen over the age of 18 to vote for

public officials. If a citizen does not vote, that citizen cannot expect his or her concerns to be addressed by the government.

It is also the responsibility of all citizens to be active in their community. One can do this by volunteering for a cause, running for office, or simply writing to one’s representative about an issue. These are yet more examples of the influence of the will of the people on a democratic government.

## Democracy and the Free Enterprise System

The American commitment to freedom for the individual is deep-rooted, and it is as evident in the nation’s economic system as it is in the political system. The American economic system is often called the **free enterprise system**. It is an economic system characterized by the private ownership of capital goods; investments made by private decision, not by government directive; and success or failure determined by competition in the marketplace. The free enterprise system is based on four fundamental factors: private ownership, individual **initiative**, profit, and competition.

**Checkpoint**  
Name two duties of every U.S. citizen.

**adequate**  
adj. enough to meet the needs of a situation

**initiative**  
n. a leading action

Duties and Responsibilities of Citizenship	
<b>Duties</b> <ul style="list-style-type: none"> <li>• Serving on a <b>jury</b></li> <li>• Serving as a <b>witness</b> when called</li> <li>• Attending <b>school</b></li> <li>• Paying <b>taxes</b></li> <li>• Registering for the <b>draft</b> (men only)</li> <li>• <b>Obeying</b> local, State, and national <b>laws</b></li> <li>• Respecting the <b>rights of others</b></li> </ul>	<b>Responsibilities</b> <ul style="list-style-type: none"> <li>• <b>Voting</b></li> <li>• <b>Volunteering</b></li> <li>• <b>Participating</b> in civic life</li> <li>• <b>Understanding</b> the workings of <b>our government</b></li> </ul>

▶ **Analyzing Charts** Many duties and responsibilities come with being a citizen. *Why might obeying the law be a duty rather than a responsibility?*

## REVIEW BELLRINGER ANSWERS

Invite volunteers to share their answers to the Bellringer questions. (Possible answers: 1. “Democracy and the Internet”; it is a simple statement of the basic idea. 2. With nearly 200 million Americans using it, the Internet holds great potential for keeping citizens informed about their government and for holding online elections. However, the reliability of information and integrity of results remain issues of concern. 3. “Democracy and the Internet would seem to be made for one another;” or “There is a vast amount of unverified, often unverifiable, and frequently false information and biased analysis in cyberspace.”)

## EXTEND THE DISCUSSION

Use these questions to continue the discussion about the duties and responsibilities of citizenship:

1. Why might going to school be a duty instead of a responsibility?
2. Should volunteering be a duty rather than a responsibility?
3. What would be the benefits of making voting a duty?
4. What might happen if serving on a jury was a responsibility rather than a duty?

## EXTEND THE LESSON

**L3 Differentiate** Tell students that they will be submitting art for an exhibit. Students may work alone, with partners, or in small groups to create artwork about some aspect of the section, such as the meaning of democracy, the responsibilities and duties of citizenship, or the free enterprise system. Their works might contain relevant words from the section, as well as pictures and illustrations. Hold a gallery “opening” to display student art, and allow time for a question-and-answer session.

**L2 Differentiate** Distribute and have students complete the Extend Activity (Unit 1 All-in-One, p. 35), “Volunteering to Improve Your Community.”

## Debate

Ask: **Should the government support online elections?** Divide students into two groups and have them list arguments, based on the discussion, about the risks and benefits of holding online elections. Use the Debate strategy (p. T25) to organize the groups. Allow time for representatives from each group to debate the question.

## Answers

**Checkpoint** Possible answer: Every U.S. citizen must pay taxes and attend school to a certain age.

**Analyzing Charts** Possible answer: A duty is required of every citizen, while responsibilities are only strongly encouraged. Everyone has the duty to obey the law.

## Assess and Remediate

**L3** Collect the Core Worksheet and assess students' work.

**L3** Assign the Section 3 Assessment questions.

**L3** Section Quiz A (Unit 1 All-in-One, p. 36)

**L2** Section Quiz B (Unit 1 All-in-One, p. 37)

Have students complete the review activities in the digital lesson presentation and continue their work in the **Essential Questions Journal**.

### REMEDIATION

If Your Students Have Trouble With	Strategies For Remediation
The five concepts of democracy (Questions 1, 2, 3, 4, 5)	Have students create and exchange crossword puzzles that include clues about each concept of democracy.
The free enterprise system (Question 6)	Find real-world examples when the demand for a product dictated the price (tickets to a concert or sporting event).

## Answers

**Checkpoint** private ownership, individual initiative, profit, and competition

## Assessment Answers

- worth of the individual; equality of all persons; majority rule, minority rights; necessity of compromise; and individual freedom
- (a)** Citizens are guaranteed equality of opportunity and equality before the law. **(b)** Democracy does not guarantee an equal share of goods. **(c)** Equality is achieved by protecting individual rights and by majority rule while respecting minority rights.
- A democracy values the individual, yet a democratic society contains many individuals with various opinions. Compromise is necessary

- to blend and adjust competing views to find the position most acceptable to the majority.
- Being a good citizen means fulfilling the duties and responsibilities of citizenship. Duties include paying taxes, obeying the law, and respecting the rights of others. Responsibilities include voting, volunteering, and participating in civic life.
  - (a)** Democracy can exist only if citizens continue to practice democratic concepts. Citizens can do this by respecting the rights and equality of others, fulfilling their duties and responsi-

- bilities, accepting the will of the majority while respecting minority rights, and being willing to compromise. **(b)** If citizens were not required to pay taxes, the government would not have the money to provide essential services. If citizens did not serve on juries, the right to a fair trial by one's peers would be impossible.
- The government might take steps to stimulate the economy.

**QUICK WRITE** Students' outlines should follow the chronological order of their notes.

**✓Checkpoint**  
What are the four factors of the free enterprise system?

**antitrust laws**  
*n.* laws that regulate business practices in order to promote competition

**zoning ordinances**  
*n.* laws that regulate the uses of property in certain areas

**How the System Works** The free enterprise system is often called capitalism. It is also known as the private enterprise system and as a market-based system. It does not rely on government to decide what items are to be produced, how much of any particular item should be produced, or how much any item is to sell for. Rather, those decisions are left to millions of consumers and sellers exercising their freedom to make their own choices. When consumers demand a product or service, sellers will set a higher price. Conversely, when there is little demand, sellers will lower the price. This usually creates an economic system independent of the government.

Democracy and the free enterprise system are not the same thing. One is a political system, and the other is an economic system. However, both are firmly based on the concept of individual freedom. America's experience with both systems clearly suggests that the two reinforce one another in practice.

**Government and the Free Enterprise System** The basis of the American economic system is the free market. However, government does play a role in the American economy, and it always has. Government's participation in the economy serves a two-fold purpose: to protect the public and to preserve private enterprise.

Government's participation in the economy can be seen at every level in this country:

national, State, and local. Here are but a few examples: Economic activities are regulated by government through **antitrust laws**, pure food and drug laws, antipollution standards, and city and county **zoning ordinances** and building codes.

The nation's economic life is promoted in a great number of public ways. The government grants money for transportation systems and the growing of particular food crops, builds roads and operates public schools, provides services such as the postal system and weather reports, and much more.

Thus, some activities that might be carried out privately are in fact conducted by government. Public education, local fire departments, and city bus systems are examples of long-standing government programs.

How much should government participate, regulate, promote, police, and serve? Many heated debates in American politics center on that question, and we are often reminded of Abraham Lincoln's advice:

### PRIMARY SOURCES

**The legitimate object of government, is to do for a community of people, whatever they need to have done, but can not do, at all, or can not, so well do, for themselves—in their separate, and individual capacities.**

—Abraham Lincoln

## SECTION 3 ASSESSMENT

**Essential Questions Journal** To continue to build a response to the chapter Essential Question, go to your **Essential Questions Journal**.

- Guiding Question** Use your completed concept web to answer this question: What are the basic concepts of democracy?

### Key Terms and Comprehension

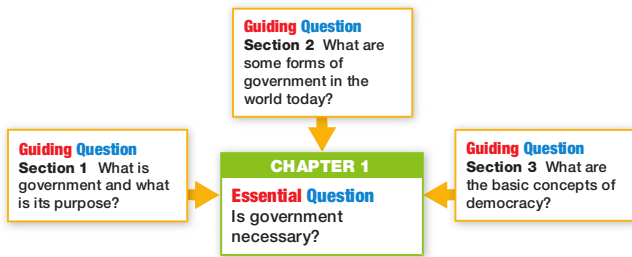
- (a)** In what two ways does democracy require the equality of all persons? **(b)** What kind of equality is *not* guaranteed by democracy?
- Why is **compromise** so important in a democracy?
- What does it mean to be a good citizen?

### Critical Thinking

- Predict Consequences** **(a)** What must a good citizen do in order to help preserve democracy? **(b)** What might be the consequences if citizens were not required to pay taxes? To serve on a jury?
- Draw Conclusions** How might the government react to a bad economy?

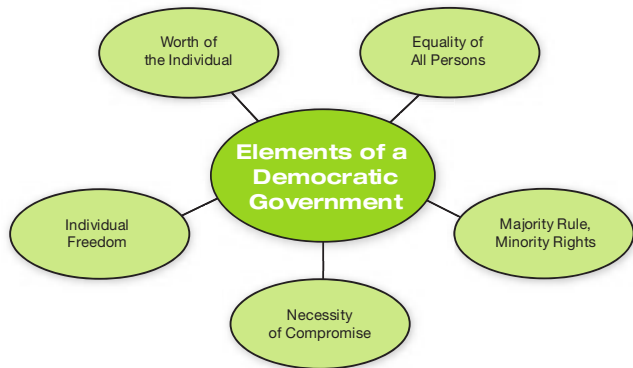
### Quick Write

**Quick Write Expository Writing: Create an Outline** Using the notes from the research you conducted in Section 2, create an outline to help you further organize your information. The outline should follow the chronological order you established.



### Political Dictionary

- government p. 4
- public policies p. 4
- legislative power p. 5
- executive power p. 5
- judicial power p. 5
- constitution p. 5
- dictatorship p. 5
- democracy p. 5
- state p. 5
- sovereign p. 7
- autocracy p. 14
- oligarchy p. 14
- unitary government p. 14
- federal government p. 16
- division of powers p. 16
- confederation p. 16
- presidential government p. 17
- parliamentary government p. 18
- majority rule p. 21
- compromise p. 22
- citizen p. 23
- free enterprise system p. 23



Have students download the digital resources available at Government on the Go for review and remediation.

### STUDY TIPS

**Essay Tests** When faced with an essay test, students should scan the test and note the number of questions and the point value of each. They should then budget their time accordingly. Before beginning to write, encourage students to read the question carefully and be sure to do what it asks. Key words to look for include *analyze*, *explain*, *identify*, *demonstrate*, *compare*, *contrast*, and *define*. Jotting down an outline can help students organize their thoughts and may get them some points if they run out of time. Stress that if the test is handwritten, neatness counts. They may find it preferable to draw a line through mistakes rather than erasing. This tends to be quicker and easier to read. If students are having trouble understanding the question, suggest they try to put it in their own words. When they've finished writing, have students proofread their work if at all possible, and make sure they have answered all the parts of each question.

### ASSESSMENT AT A GLANCE

#### Tests and Quizzes

- Section Assessments
- Section Quizzes A and B, Unit 1 **All-in-One**
- Chapter Assessment
- Chapter Tests A and B, Unit 1 **All-in-One**
- Document-Based Assessment
- Progress Monitoring Online
- ExamView Test Bank

#### Performance Assessment

- Essential Questions Journal
- Debates, pp. 6, 16, 23
- Assessment Rubrics, **All-in-One**

Major Political Ideas			
Force Theory	Evolutionary Theory	Divine Right Theory	Social Contract Theory
<ul style="list-style-type: none"> <li>• One person or a small group took control of a population by force.</li> </ul>	<ul style="list-style-type: none"> <li>• The state developed naturally out of the early family.</li> </ul>	<ul style="list-style-type: none"> <li>• God created the state and gave those of royal birth the "divine right" to rule.</li> </ul>	<ul style="list-style-type: none"> <li>• People agreed to give up as much freedom as needed to create a state that provided safety and well-being for all (Hobbes).</li> </ul>

## For More Information

To learn more about voting, refer to these sources or assign them to students:

- L1 Fandel, Jennifer.** *Dictatorship*. The Creative Company, 2007.
- L2 Lindop, Edmund.** *Presidents Versus Congress: Conflict and Compromise*. Scholastic Library Publishing, 1994.
- L3 Butler, Nicholas Murray.** *Why Should We Change Our Form of Government?* Girvin Press, 2007.
- L4 Diamond, Larry.** *The Spirit of Democracy: The Struggle to Build Free Societies Throughout the World*. Times Books, 2008.



# Chapter Assessment

## COMPREHENSION AND CRITICAL THINKING

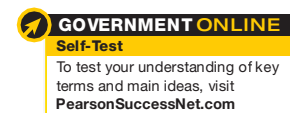
### SECTION 1

- legislative, judicial, and executive powers
- (a) Every state possesses population, territory, sovereignty, and government. (b) Under the force theory, a single person or a group takes control of a territory and its population by force. Government is created when the person or group declares authority to rule. (c) The social contract theory seems best for fostering democracy, because the authority to rule comes from the people.
- (a) According to the Constitution, the six purposes of government are to form a more perfect union, establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty. (b) Answers will vary. Sample response: provides a postal service, maintains roads, and provides aid during natural disasters.
- (a) The king represents a dictatorship. (b) The king is implying that he does not have any decision-making power because he does not have the right to vote. (c) This statement is misleading because under a dictatorship, the king makes all of the decisions. He doesn't have to vote.

### SECTION 2

- (a) In a democracy, the government rules by the consent of the people. Decisions are made by the rule of the majority. (b) In a republic, the sovereign power is held by those who are eligible to vote, and the will of the people is carried out by representatives elected by voters. The people do not rule directly. (c) For those people, democracy can be defined only in terms of direct democracy.
- (a) In an autocracy, the power to rule is held by one person. In an oligarchy, the power to rule is held by a small group of people. (b) You are more likely to find oligarchies today.
- (a) In a presidential government, the president and members of Congress are chosen separately, and are independent of one another. The president holds powers that are not under the control of the legislature. (b) In a parliamentary government, the prime minister and the cabinet belong to the legislative branch. He or she is chosen by the legislature and is under its direct control. (c) The parliamentary system seems to give more power to the legislative branch.

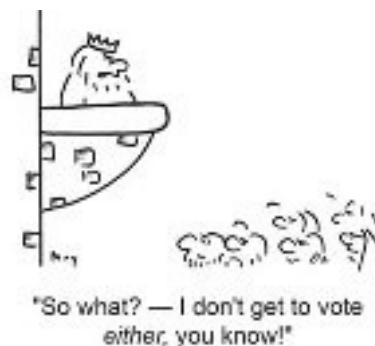
# Chapter Assessment



## Comprehension and Critical Thinking

### Section 1

- What are the three basic powers exercised by government?
- (a) What four characteristics does every state possess? (b) How does the force theory account for those four characteristics? (c) Which of those theories best explains the rise of democratic states? Why?
- (a) What are the six purposes of government established by the Constitution? (b) Cite three ways in which the Federal Government promotes the general welfare that are not listed in the text.
- Analyze Political Cartoons** (a) What form of government does the king represent? (b) What is the king implying when he says that he doesn't get to vote either? (c) Is this a misleading statement? Why or why not?



### Apply What You've Learned

- Essential Question Activity** You are the leaders of a group of formerly independent states now coming together to form a new country. The new country will be large in area, with a large population. Choose a form of government (federal, confederate, or unitary) that you think would best suit this situation.  
(a) Work out the details of your new government based on information from the chapter. Answer the following questions: Will the country run under a free enterprise system? Will it be a direct or representative democracy? What major functions will the government be required to perform?

(b) Write an organizational plan for your government and present it to the class. Allow time for questions. Revise your plan according to issues your classmates point out.

- Essential Question Assessment** Use the work from the activity and the content of this chapter to help you write a paragraph that answers the Essential Question: **Is government necessary?** Then, as a class, discuss your responses. Discuss why or why not government is necessary.

**Essential Questions Journal** To respond to the chapter Essential Question, go to your **Essential Questions Journal**.

### SECTION 3

- (a) Some people would say that the United States is not a true democracy because the rights and opinions of the minority are protected from possible abuses that could arise from majority rule. In other words, the majority can only rule as far as the minority's rights are not infringed. (b) The rights of the individual are protected by restricting individual freedoms. Individuals are free to do what they want as long as they don't infringe on the rights of other individuals. (c) In the United States, the rights of the individual are protected by

various Constitutional amendments and Federal and State laws.

- (a) In a pure democracy, the people would have direct control of the government. However, in a state with many people from different regions, it is impossible to have direct contact. (b) If the majority ruled unrestricted, minorities would become unequal and their individual rights might be infringed upon.
- (a) By paying taxes, citizens are helping fund schools, police forces, and other government-run programs. (b) When citizens vote, they are deciding who will represent

# Document-Based Assessment

## The Roots of Democracy

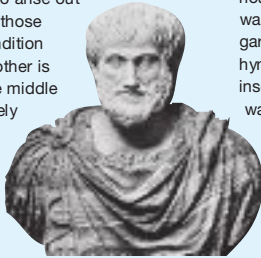
Its invention is usually attributed to ancient Greece, but democracy existed well before the Greeks coined the term around 2,500 years ago. However, the Greek philosophers wrote extensively on the subject. Some supported it, while others—like Plato—did not.

### Document 1

#### Discussion on the mean condition From Aristotle's *Politics*, Part XI

Thus it is manifest that the best political community is formed by citizens of the middle class, and that those states are likely to be well-administered in which the middle class is large, and stronger if possible than both the other classes, or at any rate than either singly; for the addition of the middle class turns the scale, and prevents either of the extremes from being dominant. Great then is the good fortune of a state in which the citizens have a moderate and sufficient property; for where some possess much, and the others nothing, there may arise an extreme democracy, or a pure oligarchy; or a tyranny may grow out of either extreme—either out of the most rampant democracy, or out of an oligarchy; but it is not so likely to arise out of the middle constitutions and those akin to them. . . . The mean condition of states is clearly best, for no other is free from faction; and where the middle class is large, there are least likely to be factions and dissensions [disagreements].

—Discussion on the mean condition  
From Aristotle's *Politics*, Part XI



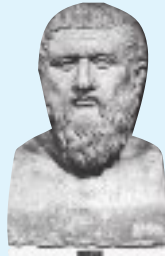
### Document 2

#### Discussion about democracy From Plato's *Republic*, Book 8

How grandly does [democracy] trample all these fine notions of ours under her feet, never giving a thought to the pursuits which make a statesman, and promoting to honor any one who professes to be the people's friend. . . .

And when they [democratic principles] have emptied and swept clean the soul of him [the individual] who is now in their power and who is being initiated by them in great mysteries, the next thing is to bring back to their house insolence and anarchy [lawlessness, chaos] and waste and impudence [disrespect] in bright array having garlands on their heads, and a great company with them, hymning their praises and calling them by sweet names; insolence they term breeding, and anarchy liberty, and waste magnificence, and impudence courage.

—Discussion about democracy  
From Plato's *Republic*, Book 8



#### Use your knowledge of the concepts of democracy, other forms of government, and Documents 1 and 2 to answer Questions 1–3.

- According to Aristotle, what is the best condition for political stability?
  - extreme democracy
  - moderate democracy
  - pure oligarchy
  - tyranny
- Based on the excerpt from Plato's *Republic*, what is Plato's attitude toward democracy? Cite two supporting details from his writing.
- Pull It Together** How might Aristotle address Plato's concerns? Write a paragraph from the statesman's point of view.

 **GOVERNMENT ONLINE**  
**Documents**  
To find more primary sources on democracy, visit [PearsonSuccessNet.com](http://PearsonSuccessNet.com)


## DOCUMENT-BASED ASSESSMENT

- B
- Plato sees democracy as the next step toward anarchy. He writes about democracy “trampling the notions” of the statesman. Once the ideas of democracy have emptied the soul of the citizen, they bring anarchy to his house.
- Possible response: Aristotle might tell Plato that the people of the middle class are best at ruling because they are the most moderate. Democracy would not lead to anarchy. There would be fair laws that all will obey. Democracy will not lead to a new ruling elite “having garlands on their heads.” Instead, the people will rule together, making decisions by sharing ideas.

**L2 Differentiate** Students use all the documents on the page to support their thesis.

**L3 Differentiate** Students include additional information available online at [PearsonSuccessNet.com](http://PearsonSuccessNet.com).

**L4 Differentiate** Students use materials from the textbook, the online information at [PearsonSuccessNet.com](http://PearsonSuccessNet.com), and do additional research to support their views.

 **Go Online to [PearsonSuccessNet.com](http://PearsonSuccessNet.com)** for a student rubric and extra documents.

them or what policies the government should make. They are telling the government how to act in the citizens' best interest. **(c)** By volunteering, citizens provide services that help others, such as distributing food or building houses. **(d)** Answers will vary.

### WRITING ABOUT GOVERNMENT

- Students should explain the origins and basic ideas behind democracy or dictatorship. Their essays should cite details from the chapter and from their individual research.

### APPLY WHAT YOU'VE LEARNED

- Students should use what they have learned to set up a basic governmental system for their state. Details should include the kind of government, the restrictions on individual freedoms, and the kind of economic system.
- Students should take either side of the question “Is government necessary?” They should back up their opinions with facts from the text and with what they learned in the activity.



# Introduce the Chapter

## Essential Questions:

### UNIT 1

What should be the goals of government?

### CHAPTER 2

How does the Constitution reflect the times in which it was written?

### ACTIVATE PRIOR KNOWLEDGE

Have students examine the image and quotation on these pages. Ask: **What do the image and quotation suggest about the origins of American government?** (*that the colonists had to fight to establish the American government*) In this chapter, students will learn how the American system of government came into being. Then tell students to begin to further explore American independence and the creation of the Constitution by completing the Chapter 2 Essential Question Warmup activity in their **Essential Questions Journal**. Discuss their responses as a class.

### BEFORE READING

**L2 ELL Differentiate** Chapter 2 Prereading and Vocabulary Worksheet (Unit 1 All-in-One, p. 57)

### SUCCESSNET STUDENT AND TEACHER CENTER

Visit **PearsonSuccessNet.com** for downloadable resources that allow students and teachers to connect with government “on the go.”

### DIGITAL LESSON PRESENTATION

The digital lesson presentation supports the print lesson with activities and summaries of key concepts.

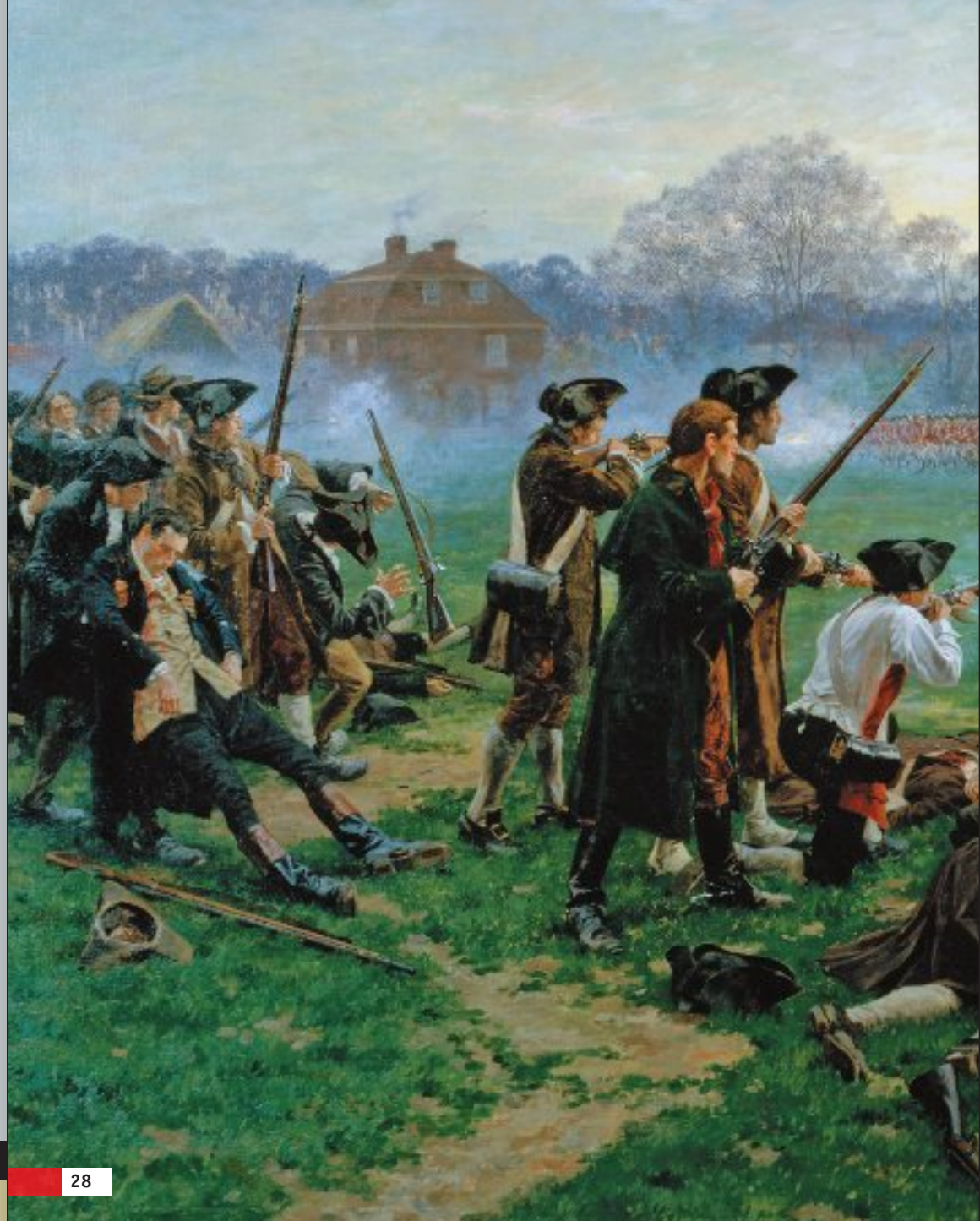
## SKILLS DEVELOPMENT

### COMPARE VIEWPOINTS

You may wish to teach comparing viewpoints as a distinct skill within Section 2 of this chapter. Use the Chapter 2 Skills Worksheet (Unit 1 All-in-One, p. 76) to help students learn how to compare viewpoints. The worksheet asks students to read two opposing statements about the taxation of the American colonists by the British government, decide how the viewpoints differ, and consider how the viewpoints were influenced by frames of reference. For L2 and L1 students, assign the adapted Skill Activity (Unit 1 All-in-One, p. 77).



The chapter WebQuest challenges students to answer the chapter Essential Question by asking about the origins of American government.



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## Block Scheduling

**BLOCK 1:** Teach the Section 1 and 2 lessons. Choose either the debate in Lesson 2 or one of the Extend options, depending on your preferences and State standards. You may wish to use the alternate lesson for Lesson 2.

**BLOCK 2:** Teach the Section 3, 4, and 5 lessons, omitting one of the Extend options for Lesson 4.