



HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **12th Grade**

HISTORY & GEOGRAPHY 1201

INTRODUCTION TO GOVERNMENT

INTRODUCTION | 3

1. **GOVERNMENTS** **5**

WHY HAVE GOVERNMENTS? | 6

TYPES OF GOVERNMENTS | 9

A LIST OF GOVERNMENT TERMS | 13

SELF TEST 1 | 16

2. **GOVERNMENTS IN OUR WORLD** **19**

PRESIDENTIAL GOVERNMENTS | 20

PARLIAMENTARY GOVERNMENTS | 23

ONE-PARTY AND MULTI-PARTY GOVERNMENTS | 26

SELF TEST 2 | 30

3. **SHAPERS OF POLITICAL THOUGHT** **32**

AQUINAS, ARISTOTLE, AND ENGELS | 33

MACHIAVELLI, MARX, AND MILTON | 37

SELF TEST 3 | 41



LIFEPAC Test is located in the center of the booklet. Please remove before starting the unit.

United States Government

Introduction

Some magnificent documents were written in the 1700s. One of the most treasured documents in American history is the “unanimous Declaration of Independence” which Congress presented on July 4, 1776. It states, “We hold these truths to be self-evident, that all men are created equal, that they are **endowed** by their Creator with certain **unalienable** rights, that among these are life, liberty, and the pursuit of happiness.” With the Declaration of Independence, America announced its intention to become a free and self-supporting nation. It took until 1783 to finally win that treasured independence—now, what should a young government do? When the leaders of the country met in Philadelphia in 1781, they were already dealing with the problems of collecting taxes, enforcing the laws, and establishing trade between the states. Through arguing and agreeing, **debating** and deliberating, these brilliant minds assembled what is considered one of the best governmental writings in the history of nations. Even the opening statement shows the intent of these leaders to create an honorable government: “We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general **welfare**, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAC®. When you have finished this LIFEPAC, you should be able to:

1. Explain the purpose of the United States Constitution and the First Amendment.
2. Explain the history and purpose of the Bill of Rights and give a brief summary of its amendments.
3. Explain the state’s responsibilities and rights in our union.
4. Explain the executive branch of our government, its responsibilities and function.
5. Explain the judicial branch, its law-making function and the limit to its power.
6. Explain the legislative branch and the functions of the House and Senate.
7. Explain how a bill becomes law; from initial idea to passing at the Senate level.
8. Explain how a bill becomes law; from a House committee to approval by Congress.

1. GOVERNMENTS

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Explain what the Bible has to say about government, and what its purpose is.
2. Explore the different types of governments in history and in our world today.
3. Explain the terms used with regard to government and its leaders.

Vocabulary

Study these words to enhance your learning success in this section.

authority	The power and/or right to enforce obedience and make decisions over a group.
commerce	The business and exchange of goods by purchase, trade, or sale.
federal	Government formed by a union of smaller groups (states) in agreement.
government	A system of authority over a group of people.
imports	Goods brought into a country or state for the purpose of trade.
intangible	That which cannot be felt by touching, immaterial.
license	Authorization by law.
regulate	To control, adjust or govern according to a system.
tangible	That which can be felt by touching, material.
tariffs	Systems of taxes placed on imports or exports of a country.
utilities	A service to the public such as gas, telephone, water, or electric power.

Note: All vocabulary words in this LIFEPAAC appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.



| Different Nations, Different Governments

Time in office	President	Party
1845–1849	James Polk	(Democrat)
1849–1850	Zachary Taylor	(Whig)
1850–1853	Millard Fillmore	(Whig)
1853–1857	Franklin Pierce	(Democrat)
1857–1861	James Buchanan	(Democrat)
1861–1865	Abraham Lincoln	(Republican)
1865–1869	Andrew Johnson	(Republican)
1869–1877	Ulysses S. Grant	(Republican)
1877–1881	Rutherford B. Hayes	(Republican)
1881 (Mar–Sept)	James Garfield	(Republican)
1881–1885	Chester A. Arthur	(Republican)
1885–1889	Grover Cleveland	(Democrat)
1889–1893	Benjamin Harrison	(Republican)
1893–1897	Grover Cleveland	(Democrat)
1897–1901	William McKinley	(Republican)
1901–1909	Theodore Roosevelt	(Republican)
1909–1913	William Howard Taft	(Republican)
1913–1921	Woodrow Wilson	(Democrat)
1921–1923	Warren G. Harding	(Republican)
1923–1929	Calvin Coolidge	(Republican)
1929–1933	Herbert Hoover	(Republican)
1933–1945	Franklin D. Roosevelt	(Democrat)
1945–1953	Harry S. Truman	(Democrat)
1953–1961	Dwight D. Eisenhower	(Republican)
1961–1963	John Fitzgerald Kennedy	(Democrat)
1963–1969	Lyndon Baines Johnson	(Democrat)
1969–1974	Richard M. Nixon	(Republican)
1974–1977	Gerald R. Ford	(Republican)
1977–1981	Jimmy Carter	(Democrat)
1981–1989	Ronald Reagan	(Republican)
1989–1993	George H. W. Bush	(Republican)
1993–2001	Bill Clinton	(Democrat)
2001–2009	George W. Bush	(Republican)
2009–2017	Barack Obama	(Democrat)
2017–present	Donald J. Trump	(Republican)

THINK ABOUT IT ...

Some nationally known companies claim Christian values and support Christian works. Can you think of any?

**CHECK**

_____ Teacher

_____ Date

THINK ABOUT IT ...

Pretend you were given the right to create a government for an economically depressed nation in order to get it back on its financial feet. Would you choose a *free enterprise system*, a *mixed economy*, or *communism*? How much government control would you want to exert in order to make the economy strong? Discuss the answer with your parents or a fellow classmate.

**CHECK**

_____ Teacher

_____ Date

Match each word with its correct definition.

- | | | | | |
|-----|-------|-------------|----|---|
| 1.1 | _____ | economics | a. | available supply; assets on hand |
| 1.2 | _____ | resources | b. | the use of resources |
| 1.3 | _____ | budget | c. | the study of finances and their responsible uses in society |
| 1.4 | _____ | selection | d. | resources that are at hand, available goods |
| 1.5 | _____ | consumption | e. | plans for the use of income and expenditures for a certain amount of time |
| 1.6 | _____ | supply | f. | the wise choice of available resources |

Complete the following statements.

- 1.7 Proverbs _____ honors the mother who shops carefully (vs. 13 and 16).
- 1.8 The capitalistic system is also called the _____ system.
- 1.9 In a mixed economy, the government has more control over such industries as _____ and _____.
- 1.10 A farmer's market is an example of _____ at work.
- 1.11 In the *Communist Manifesto*, the government takes control of land, communication, transportation, and banking, among other things. The *Manifesto* was written by _____.
- 1.12 Proverbs _____ condemns those who cheat to get wealthy (v. 6 and v. 8) and those who are obsessed with wealth (v. 20), but also compliments the man who works at his job diligently (v. 19).
- 1.13 In the 1700s the Scottish economist _____ wrote of the need for basic economic freedoms which eventually became the building blocks for capitalism.

“Never ask of money spent
Where the spender thinks it went.
Nobody was ever meant
To remember or invent
What he did with every cent.”
— Robert Frost, *The Hardship of Accounting*

Vocabulary

Study these words to enhance your learning success in this section.

- Barron's®** A financial weekly publication which features information on buying and selling stock.
- broker** The person who does the actual purchasing of the stocks for you.
- broker services** Work for the shareholder done by the broker, such as selling and buying stock.
- prospectus** A plan of a new business or financial endeavor, including capital needed to be a shareholder.
- receipt** Written proof that a purchase has been made.
- shareholder** One who owns shares of a business on the stock exchange.
- stock ticker** A device which gives constant updates on the activity of the New York Stock Exchange®.
- Wall Street Journal®** Daily newspaper which focuses on stock market activity.



THE STOCK MARKET: HOW IT WORKS

The stock market is a powerful financial tool in the workings of America and the world. Two men sitting at a lunch table are reading a **prospectus** about a company and trying to decide if they should put their thousands of dollars into a corporation such as this. People constantly checking a **stock ticker** to see how their investments fared during the course of the day. Thousands subscribe

to publications such as *Barron's*[®] or the *Wall Street Journal*[®] to get information on investing more wisely. You see and hear all of the stock market terms but you may not be sure what they have to do with actually making any money! How do you learn about it? One of the easiest ways for us to learn about the working of a stock market is by inventing a little scenario:

LET'S PRETEND THAT YOU GET TO BUY A PIECE OF A COMPANY ...

Let's say that you have been told by a good friend that Mattel[®] Toys is going to come out with a Christmas toy that is going to be the hottest item of the decade. Your friend tells you that the brand new product is going to be such a hit that it will increase their business by almost three times. You wonder if there could possibly be a way for you to own a part of Mattel[®] so you could enjoy the benefits of that great new product. Guess what! You can. Mattel[®] is one of the long list of companies that lets the public buy a part of their company. So you break your piggy bank and find out that you have 100 dollars that you have saved up for an opportunity like this.

How do you actually buy a part of Mattel[®] Toys? Mattel[®], as well as thousands of other companies, offers the opportunity to buy a part of their company by selling shares. When you purchase a share, you have purchased a little piece of the company. Even though it is a tiny, tiny part of the whole business, you are venturing into the stock market. You are now a **shareholder**.

Where do you go now? You know you want to buy shares in Mattel[®] Toys, but you are pretty sure that you can not run down to Toys "R" Us[®] and tell them you want twenty shares of Mattel[®]. Instead, you make contact with someone who is called a broker. A **broker** is the person who will do the actual purchasing of the stocks for you since individuals can not buy stock directly. If you schedule an appointment with a broker and tell him you'd like to buy some stock, he'll be ready to do business.

You contact the broker and tell him, "Sir, I'd like to buy as much Mattel[®] Toys stock as I can get for \$100. That is what I have to spend." The broker then tells you, "Well, right now a share in Mattel[®] Toys is going for 10 dollars (not the actual price), but my services will cost you 40 dollars, so you can buy six shares of Mattel[®]." You hand the money to the broker and guess what? You now own stock in Mattel[®].

This can also be done on the Internet through an online broker. The process is similar, you pay a fee to a broker or brokerage firm to process your purchase. You contact them by computer, not by a phone.

Now, even though you only got a paper **receipt**, what actually went on when you made that purchase for Mattel[®] stock? Of course, the broker did not have the stock at the business place where he worked, but he contacted the Stock Exchange and made the transaction. In our next lesson, you will learn what goes on once you make the purchase.



THE WORLD OF THE EURO



| 19 of the 28 member states of the European Union: Austria, Belgium, Cyprus, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, the Netherlands, Portugal, Slovakia, Slovenia, and Spain

European Union finance ministers announced “E-Day”—January 1, 2002. That day marked the official introduction of seven different bank notes and eight coins in euro, the unit of currency which became common among a dozen European countries.

Why bother with the euro? Aren’t francs good enough for **France**? Don’t the Germans want to keep their financial independence by keeping the mark? Many nations in Europe felt the need for more stability for their economy. Concerns with wild fluctuations in the worth of their country’s money led some nations to join in the effort for a unified unit of currency. Other nations wanted to strengthen themselves in the world trade market, and being part of a powerful economic bloc seemed like a wise choice. The number of nations joining together grew through the years, and the euro has

become a reality. The introduction of the euro has helped construct a single financial market of the European Union (EU). Although the change to the euro actually began its initial steps in January of 1999, not all of the 11 European countries made the change, nor were the changes complete. The official conversion took place in 2002.

The euro has successfully stabilized exchange rates. One of the easiest ways to explain the European economic situation when it had diverse currencies is by examining a model here in America. Pretend that every state had their own currency. In Rhode Island, the standard unit of currency was a “red.” In Pennsylvania, a “pine” was the main unit. In Florida you would get a “shell.” Whenever you would travel, you would need to remember that your money must be exchanged across every state border. Besides finding out that your “reds” were not as

Fill in the blanks.

1.01 This flag is from the nation of _____ .



1.2 Originally, there were _____ European Union (EU) countries and _____ were part of euroland. As of 2015 there were _____ countries that were part of euroland.

1.3 Ireland has a(n) _____ form of government.

Choose the right words that give reasons for the benefits of the euro.

1.4 The euro has helped _____ exchange rates. Travelers within the EU no longer have exchange-rate _____. The consumer can compare _____ more easily.

The corporate world has eliminated a lot of extra _____ .

Fill in the blanks.

1.5 Over _____ % of the country of Germany claims no religious affiliation, while almost _____ % of the people call themselves Protestant, and just under _____ % are Roman Catholic.

1.6 Concerns with wild _____ in the worth of their country's money led some European nations to join in the effort for a unified unit of currency.

1.7 Austria squeezes 8 million people into an area a little smaller than the state of _____ .

1.8 This is the flag of _____ .



1.9 European Union finance ministers announced that "E-Day" would be on January 1 in the year _____ .

1.10 This is the flag of _____ .



1.11 In _____ , 98% of the population professes to be Greek Orthodox.

1.12 Now _____ and _____ companies within the EMU area will enjoy safer business dealings since they no longer have to face exchange rate risks.



HISTORY & GEOGRAPHY

TEACHER'S GUIDE

▶ **12th Grade**

HISTORY & GEOGRAPHY 1200

Teacher's Guide

LIFEPAC® Overview **5**

HISTORY & GEOGRAPHY SCOPE & SEQUENCE |6

STRUCTURE OF THE LIFEPAC CURRICULUM |10

TEACHING SUPPLEMENTS |16

Unit 1: Introduction to Government **23**

TEACHER NOTES |24

ANSWER KEY |26

ALTERNATE LIFEPAC TEST |31

Unit 2: United States Government **35**

TEACHER NOTES |36

ANSWER KEY |37

ALTERNATE LIFEPAC TEST |43

Unit 3: The American Party System **47**

TEACHER NOTES |48

ANSWER KEY |50

ALTERNATE LIFEPAC TEST |57

Unit 4: History of Governments **63**

TEACHER NOTES |64

ANSWER KEY |66

ALTERNATE LIFEPAC TEST |73

INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

This section of the History & Geography Teacher's Guide includes the following teacher aids: Suggested and Required Material (supplies), Additional Learning Activities, Answer Keys, and Alternate LIFEPAC Tests.

The Teacher Notes section of the Teacher's Guide lists the required or suggested materials for the LIFEPACs and provides additional learning activities for the students. The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning and may be used as a reward for good study habits.

TEACHER NOTES

ADDITIONAL LEARNING ACTIVITIES

Section 1: Governments

1. Write a short report (about 300 words in length) on an Asian, African, or South American colony settled by a European country such as England, Holland, France, or Germany. Why did the European country colonize this place? What kind of products did it gain from the colony? How were the natives of the colony treated? How much self-government did the natives have?
2. Review with the class the idea of their own development as individuals. Who has had the most influence over their lives? How have other groups (school, church, community) influenced them? How much decision and control do they have over their own lives, and how can they exercise that control?

Section 2: Governments in Our World

1. Do a report, either oral or written, on the religious convictions of one American president and show how that belief influenced his actions as president.
2. Make a chart listing as many of the elected representatives (president, United States senator, United States representative, mayor, legislative representative, etc.) as you can think of who affect your life listing their offices, their specific duties, and the ways in which they impact your life.
3. Perform a skit in which you show how the life of an average worker is different under capitalistic, socialistic, and communistic governments. How much freedom does each worker have? How responsible is he for his own life? How much control does he have over working conditions, living situations, and buying habits?
4. Review with the class the entire idea of how countries make decisions concerning their attitudes toward other countries. What prompts certain countries to make treaties, to go to war, to improve their trade with other countries, and so on?
5. Review with the class the entire concept of authority and the Christian obligation toward all authority—God, family, school, government. When and where does that obligation begin and end? How can we best fulfill that obligation?

Section 3: Shapers of Political Thought

1. Make a chart (not necessarily a map) showing the most powerful forces in the world in 1600, 1700, 1800, 1900, 1950, and today.
2. Make a list of ten things that you are “free” to do and ten things that you are not free to do. Share your list with a friend who has made a similar list. Decide between yourselves why you are or are not free to do these things.
3. Make a list of ten things that you are obligated to do. Indicate specifically who has obligated you to do these things (God, your parents, government, etc.) and why they obligated you.

ANSWER KEY

SECTION 1

- 1.1 they enforce rules that control conduct within a population.
- 1.2 local, state, federal
- 1.3
 - Local governments help the citizen by creating libraries, such as in the town of Delmar, Delaware.
 - Public utilities include telephone and electricity supplied to the citizen.
 - Towns can create and maintain local parks.
 - The state government has the right to make and enforce laws within their home.
- 1.4 false
- 1.5 Federal
- 1.6 purchase, trade, sale
- 1.7 gas, telephone, electric power, water
- 1.8 c
- 1.9 b
- 1.10 a
- 1.11 e
- 1.12 d
- 1.13 Exodus
- 1.14 Answers will vary: mass transportation, mass transit, libraries, local parks, town streets
- 1.15 Aristotle
- 1.16 true
- 1.17 f
- 1.18 d
- 1.19 c
- 1.20 e
- 1.21 a
- 1.22 b
- 1.23 totalitarianism
- 1.24 pluralism
- 1.25 anarchism
- 1.26 racial, ethnic, business
- 1.27 jurisdiction
- 1.28 Morality
- 1.29 dictator
- 1.30 [Idi] Amin
- 1.31 bureaucracy
- 1.32 Habeas Corpus
- 1.33 autocracy
- 1.34 foreign exchange
- 1.35 welfare state
- 1.36 an autocracy

SELF TEST 1

- 1.01 a
- 1.02 f
- 1.03 e
- 1.04 d
- 1.05 b
- 1.06 c
- 1.07 true
- 1.08 true
- 1.09 false
- 1.010 true
- 1.011 tangible, intangible
- 1.012 Aristotle
- 1.013 Bureaucracy
- 1.014 they enforce rules that control conduct within a population.
- 1.015 oversee business
- 1.016 pluralism
- 1.017 polity
- 1.018 morality
- 1.019 jurisdiction
- 1.020 racial, ethnic, business
- 1.021 allowing private business and free speech.
- 1.022 dictator
- 1.023 Either: Idi Amin of Uganda, Saddam Hussein
- 1.024 bureaucracy
- 1.025 Habeas Corpus
- 1.026 control all branches of government
- 1.027 king
- 1.028 foreign exchange

SECTION 2

- 2.1 four
- 2.2 veto
- 2.3 the Senate, House of Representatives
- 2.4 life
- 2.5 Constitution
- 2.6 two thirds
- 2.7 high officials or Supreme Court members
- 2.8 Romans
- 2.9 Supreme Court justices.
- 2.10 parliamentary
- 2.11 life peers
- 2.12 House of Commons, House of Lords
- 2.13 Prime Minister
- 2.14 abdications
- 2.15 six
- 2.16 democratic
- 2.17 they are both appointed for life
- 2.18 a
- 2.19 d
- 2.20 b
- 2.21 e
- 2.22 c
- 2.23 true
- 2.24 false
- 2.25 false
- 2.26 dictatorships
- 2.27 Communist
- 2.28 six
- 2.29-2.33 Answers will vary: Japan, France, Belgium, Italy, Denmark, Sri Lanka
- 2.34 PRI, 70
- 2.35 liberal, moderate, conservative
- 2.36 1 Timothy
- 2.37 salvation
- 2.38 atrocity
- 2.39 e
- 2.40 b
- 2.41 d
- 2.42 c
- 2.43 a
- 2.44
 - It is considered a democracy with a one-party system
 - It actually has several small but ineffective political parties.
 - The Institutional Revolutionary Party has been in control since the 1920s.
- 2.45 Mexico
- 2.46 recruits members and leaders
develops policy
indoctrinates the people
maintains discipline

SELF TEST 2

- 2.01 PRI, 70
- 2.02 president
- 2.03 the Senate, House of Representatives
- 2.04 Constitution
- 2.05 veto
- 2.06 House of Commons, House of Lords
- 2.07 Prime Minister
- 2.08 Parliament
- 2.09 five
- 2.010 Edward II, Richard II
- 2.011 six
- 2.012 true
- 2.013 false
- 2.014 false
- 2.015 Romans chapter 13
- 2.016 they are both appointed for life.

SECTION 3

- 3.1 revolutionary
- 3.2 culture
- 3.3 oppressive
- 3.4 theology
- 3.5 384 B.C.
- 3.6 true
- 3.7 *Summa Theologica*
- 3.8
 - assisting in the early education of Alexander the Great.
 - writing Nechomachean Ethics.
- 3.9 Great personal fulfillment is achieved when a person is given the freedom to pursue his dreams.
- 3.10 Engels edited Marx's *The Condition of the Working Class in England*.
- 3.11 It allows the citizen to own and operate private business for profit.
- 3.12 a
- 3.13 d
- 3.14 b
- 3.15 e
- 3.16 c
- 3.17 *Of Reformation in England, The Ready and Easy Way to Establish a Commonwealth, The Tenure of Kings and Magistrates*
- 3.18 Niccolo Machiavelli
- 3.19 dissenter
- 3.20 Das Kapital
- 3.21 1600s, monarchy
- 3.22 Judges 2:19
- 3.23 monarch
- 3.24 It approved of the use of force upon dissenters.
It approved cruelty and deceitfulness to maintain the balance of power.

SELF TEST 3

- 3.01 Khmer Rouge
- 3.02 Answers may vary.
- 3.03 the Communist party
- 3.04-3.08 Any five of the following; any order:
France, Japan, Belgium, Italy, Denmark, Sri Lanka
- 3.09 liberal
- 3.010 The Tenure of Kings and Magistrates
- 3.011 salvation
- 3.012 *Summa Theologica*
- 3.013 culture
- 3.014 true
- 3.015 true
- 3.016 1 Timothy 2:1-4
- 3.017 atrocity
- 3.018
 - he taught that people should find their "function."
 - Alexander the Great was a pupil of his.
- 3.019 Engels once personally tutored Karl Marx.
- 3.020 *Summa Doxologica*

LIFEPAC TEST

1. true
2. false
3. true
4. false
5. true
6. true
7. true
8. false
9. PRI, 70
10. tangible, intangible
11. dictator
12. Constitution
13. Communist
14. function
15. *The Tenure of Kings and Magistrates*
16. culture
17. Aristotle
18. morality
19. Senate, House of Representatives
20. they enforce rules that control conduct within a population.
21. atrocity
22. f
23. e
24. d
25. a
26. b
27. c
28. pluralism
29. Any four of the following:
France, Belgium, Italy, Sri Lanka, Japan, Denmark
30. *Das Kapital, The Communist Manifesto*

ALTERNATE LIFEPAC TEST

1. false
2. false
3. false
4. true
5. false
6. true
7. false
8. false
9. two-thirds
10. Prime Minister
11. the Senate, House of Representatives
12. House of Commons, House of Lords
13. dictatorships
14. *Das Kapital, The Communist Manifesto*
15. salvation
16. Daniel 6
17. Habeas Corpus
18. pluralist, or pluralistic
19. They enforce rules that control conduct within a population.
20. tangible, intangible
21. PRI (Institutional Revolutionary Party)
- 22.-26. Any five of the following; any order:
France, Sri Lanka, Japan, Belgium, Italy, Denmark
27. e
28. a
29. c
30. f
31. b
32. d
33. 1 Timothy 2:1-4
34. communist

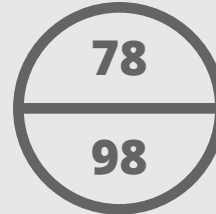
HISTORY & GEOGRAPHY 1201

ALTERNATE LIFEPAC TEST

NAME _____

DATE _____

SCORE _____



Answer true or false (each answer, 2 points).

1. _____ The House of Lords can decide the constitutionality of a law.
2. _____ Members of right-wing parties hold liberal views.
3. _____ Aquinas never did finish *Summa Contra Gentiles*, a treatise which explained Christian theology.
4. _____ Making mass transportation available is one of the ways a local government can assist a citizen.
5. _____ Public utilities include amusement parks and county fairs.
6. _____ The House of Commons is more powerful than the House of Lords.
7. _____ The Senate reviews the laws of the U.S. to make sure they are constitutional.
8. _____ Thomas Aquinas was a writer of the Renaissance period.

Fill in the blanks (each answer, 3 points).

9. Congress can override a presidential veto by _____ majority vote.
10. The _____ is usually the leader in majority party in the House of Commons.
11. The two houses of the U.S. Congress are _____ and _____.
12. The two houses of the British Parliament are the _____ and _____.

13. Most one-party systems are associated with _____ .
14. The two works that Karl Marx wrote are _____ and _____ .
15. Paul tells Timothy that even if the leader is corrupt, pray for the leader's _____ so that he may change and run an honorable government.
16. Applying Christian principles in politics such as Daniel did can have an influence in high government. We find the story of Daniel's stand for the Lord in the book of _____ .
17. The right to a speedy trial is incorporated in the term _____ .
18. A(n) _____ government passes laws to protect the rights of its citizens.
19. Discuss the importance of governments.

20. List two ways in which the government helps us.

21. In recent elections in Mexico, the _____
has lost control of Congress for the first time in years.

List five countries with multi-party systems (each answer, 3 points).

22. _____
23. _____
24. _____
25. _____
26. _____