

		To the Learner	2
INTRODUCTION	Lesson	1 What Are Key Historical Documents?	3
		<i>GED Practice: What Are Key Historical Documents?</i>	4
THE DECLARATION OF INDEPENDENCE	Lesson	2 Background	6
		<i>GED Practice: Background</i>	7
	Lesson	3 Organization	9
		<i>GED Practice: Organization</i>	10
	Lesson	4 Basic Concepts	12
		<i>GED Practice: Basic Concepts</i>	13
THE U.S. CONSTITUTION	Lesson	5 Origins	15
		<i>GED Practice: Origins</i>	16
	Lesson	6 Major Concepts	18
		<i>GED Practice: Major Concepts</i>	19
	Lesson	7 The Amendment Process	21
		<i>GED Practice: The Amendment Process</i>	22
	Lesson	8 The Bill of Rights	24
		<i>GED Practice: The Bill of Rights</i>	25
	Lesson	9 Later Amendments	27
		<i>GED Practice: Later Amendments</i>	28
LANDMARK SUPREME COURT CASES	Lesson	10 The Role of the Supreme Court	30
		<i>GED Practice: The Role of the Supreme Court</i>	31
	Lesson	11 Judicial Review, Implied Powers, and Citizenship	33
		<i>GED Practice: Judicial Review, Implied Powers, and Citizenship</i>	34
	Lesson	12 Civil Rights and Individual Freedoms	36
		<i>GED Practice: Civil Rights and Individual Freedoms</i>	37
	Lesson	13 Due Process and Campaign Finance	39
		<i>GED Practice: Due Process and Campaign Finance</i>	40
OTHER KEY HISTORICAL DOCUMENTS	Lesson	14 The Federalist Papers and Other Documents	42
		<i>GED Practice: The Federalist Papers and Other Documents</i>	43
	Lesson	15 The Monroe Doctrine and Some Important Speeches	45
		<i>GED Practice: The Monroe Doctrine and Some Important Speeches</i>	46
		Answer Key	48

The Learning Center
Thornhill Center
700 Leslie Avenue
Frankfort, KY 40601
502-223-3110

To the Learner

The Steck-Vaughn GED Skill Books are designed to give you practice in key areas stressed on the actual GED test. These books can be used alone or to supplement *Steck-Vaughn GED* books, *Steck-Vaughn Complete GED Preparation*, *Steck-Vaughn GED Exercise Books*, or any other GED preparation materials. The series consists of these books:

Language Arts, Writing: Mechanics and Usage
Language Arts, Writing: Sentence Structure and Organization
Language Arts, Writing: The Essay
Social Studies: U.S. History, World History, and Geography
Social Studies: Economics, Civics and Government
Social Studies: Key Historical Documents
Science: Life Science
Science: Physical Science, Earth and Space Science
Language Arts, Reading: Literary Texts
Language Arts, Reading: Nonfiction Texts
Mathematics: Number Operations and Algebra
Mathematics: Data Analysis, Statistics, Measurement, and Geometry
Mathematics: Calculator
Interpreting Visual Information
Higher Order Thinking Skills
Diagnostic Test: Full-Length Test
Evaluative Test: Full-Length Test

Key Historical Documents

This book will help you prepare for the questions on the GED Social Studies test about important documents from U.S. history. The lessons provide information about the historical documents as well as practice in answering questions based on them. Each lesson contains a **Skill Page** and a **GED Practice**.

- The **Skill Page** briefly gives background about one or more historical documents and presents practice questions with complete answers and explanations. Use this page as an overview of the lesson topic.
- The **GED Practice** provides an opportunity for you to read passages about specific documents as well as excerpts from the documents. Then you will answer questions like those found on the actual GED test about the passages or excerpts. Answers to the questions are on the back cover of this book. The practice pages also contain a number of tips that will help you understand key historical documents and prepare for answering questions about them on the GED test.

Staff Credits

Executive Editor
Ellen Northcutt

Senior Editor
Donna Townsend

Designers
Jessica Bristow
Rusty Kaim

Electronic Production Artist
Kimberly Reiley

ISBN: 0-7398-6396-7

Copyright © 2002 Steck-Vaughn Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the copyright owner. Requests for permission to make copies of any part of the work should be mailed to: Copyright Permissions, Steck-Vaughn Company, P.O. Box 26015, Austin, TX 78755.

Printed in the United States of America.

7 8 9 10 054 08 07

Introduction

What Are Key Historical Documents?

The GED Social Studies test will include questions based on at least one of these key, or fundamental, historical documents: the Declaration of Independence, the U.S. Constitution, and landmark Supreme Court cases. In addition, there may be questions on other historical documents such as the Emancipation Proclamation and the Gettysburg Address.

In this lesson, you will have an opportunity to gain a better understanding of key historical documents, the role that they have played in the history of the United States, and the effect they continue to have on the lives of American citizens.

Try this GED example. Choose the one best answer to each question. Then check your answers.

Key historical documents are timeless. Even though the language used in them may seem old-fashioned, the concepts behind the words are not. Each document has served a special purpose at a specific point in time. Documents from early in the history of the United States, such as the Declaration of Independence, tell the story of what the founders of this country believed and, more importantly, what they dreamed would create a better country for future generations. Both these early documents and those that came later continue to affect the daily lives of all Americans and to influence and inspire people around the world.

1. Which of the following statements best explains the idea that key historical documents are “timeless”?
 - (1) They provide insight into days long past.
 - (2) Their historical value has changed over time.
 - (3) The ideas included in them are as important today as when they were written.
 - (4) They are difficult to understand.
 - (5) The words are written in an old dialect of English.

2. At the time the Declaration of Independence was written, which of the following purposes did it serve?

It declared

- (1) the Pilgrims’ religious freedom
- (2) the right of women to vote
- (3) the end of slavery
- (4) the American colonies’ independence from Britain
- (5) the Southern states’ secession from the Union

-
1. **(3)** The word *timeless* means “unaffected by time.” The concepts contained in key historical documents are not limited to a specific time or place. While options (1) and (2) may be true, neither affects the timeless quality of the documents. Options (4) and (5) are not true.

2. **(4)** This question requires you to apply your prior knowledge of U.S. history to the meaning of the third sentence in the passage. Declaring independence, not religious freedom (option 1), was the purpose of the document. Options (2), (3), and (5) are associated with different periods in American history.
-

Directions: Choose the one best answer to each question. Question 1 refers to the following passage.

The Declaration of Independence

The Declaration of Independence is one of the most revered documents in the history of the United States. It is filled with language designed to challenge and influence people living in the colonies away from British rule and towards independence. The men who had gathered at the Second Continental Congress in Philadelphia not only declared the country's independence from Great Britain in 1776, but also laid a framework for what they believed government should be.

The Declaration of Independence consists of three distinct parts. The preamble provides an explanation of why revolution is necessary and the colonists' beliefs about what government should be. The next part of the Declaration outlines the colonists' grievances against King George III. In this central portion of the document, the colonists state to their fellow countrymen and the world their case for breaking away from Britain. Finally, in the conclusion, the colonies are declared "free and independent states."

1. Which of the following best explains why the writers of the Declaration of Independence included a list of grievances against King George III?
 - (1) They wanted everyone to know that George III was a terrible king.
 - (2) They were concerned that people might laugh at their decision to declare independence.
 - (3) They wanted to show that their actions were justified.
 - (4) They hoped the British people would overthrow George III.
 - (5) They wanted the British courts to overturn laws imposed by the king.

Questions 2 and 3 refer to the following passage.

The U.S. Constitution

In 1776, the Second Continental Congress decided to develop a constitution for the new nation. Five years later a document known as the Articles of Confederation was ratified. It created a limited central government that had no executive or judicial branch, no power to levy taxes, and no authority to regulate commerce, but that did include a mutual defense clause. Under the Articles of Confederation, each state was much like a separate nation.

By the mid-1780s there were many concerns about the future of the United States because of its weak central government and states that had too much power. In 1787, some leaders decided to develop a new document. The U.S. Constitution was written with the people (citizens) as the source of authority. Conceptually, this aligned the Constitution with the Declaration of Independence.

The new constitution provided for a strong central government but separated powers between executive, legislative, and judicial branches. Any powers not granted to the federal government were reserved to the states.

2. Which of the following would best explain why members of the Second Continental Congress developed a weak central government under the Articles of Confederation?
 - (1) They wanted to maintain control of the country.
 - (2) They were afraid that a strong government would cause the same problems they had experienced under George III.
 - (3) They represented different states that had very diverse laws.
 - (4) They couldn't please everyone, so a weak central government was easier to get approved.
 - (5) They didn't want to lose power or control within their home states.

3. Which of the following concerns caused America's early leaders to write the U.S. Constitution?

- (1) They realized that a weak central government was a problem.
- (2) Congress wanted to strip the states of power.
- (3) Congress wanted more power for itself.
- (4) Congress was afraid the British would attack the new nation if it didn't have a strong government.
- (5) The states asked Congress to take away some of their powers.

Question 4 refers to the following passage.

Landmark Supreme Court Cases

The U.S. Constitution provides for three branches of government: executive, legislative, and judicial. Each branch serves as a check against the other branches to ensure that no one branch has too much power.

The judicial branch consists of a series of federal courts with the Supreme Court as its head. Members of the Supreme Court determine whether or not laws passed by the Congress, presidential actions, and decisions made by lower courts are constitutional. Landmark Supreme Court cases are those where the decisions of the court have significantly affected the lives of American citizens and the direction of American democracy.

4. Which of the following sentences best describes the function of the Supreme Court?

- (1) The Supreme Court is the strongest branch of the government.
- (2) The Supreme Court is the weakest branch of the government.
- (3) The Supreme Court ensures that laws are constitutional.
- (4) The Supreme Court is seldom used because most laws are constitutional.
- (5) The Supreme Court was important in the early years of the country but is less so now.

Question 5 refers to the following passage.

The Emancipation Proclamation

When the Declaration of Independence was written, it spoke to the equality of all men. However, it did not take into consideration the many slaves that were held by landowners throughout the colonies. Almost a century later, in 1863, President Lincoln issued an Emancipation Proclamation to end slavery.

Most people believe that this proclamation freed all slaves. However, it did not. Issued in the middle of the Civil War, it freed only those slaves held in states that had left the Union and joined the Confederacy. However, as Union troops gained victory in the South, more and more slaves were freed. The Emancipation Proclamation changed the way many people viewed the war. Today, it is viewed as an important step in America's struggle to ensure equality for all.

5. The Emancipation Proclamation encouraged former slaves and other black men to join the U.S. Navy and Army. Which of the following reasons best explains why this was important during the Civil War?

Former slaves and other black men

- (1) could legally destroy the homes of slave owners
- (2) could make money, which was illegal before
- (3) could learn a skill other than working in the fields
- (4) could help recruit other black men to serve in the military
- (5) could help the Union strengthen its military

Tip

When reading documents written in the seventeenth and eighteenth centuries, it may be helpful to use a dictionary. The authors of historical documents often used words that are more formal or that are no longer used in today's language.

The Declaration of Independence

Background

The document known as the Declaration of Independence is the foundation of the United States as a nation. In it, the American colonies set forth their reasons for separating from Great Britain and formally declared their independence. This lesson will help you to appreciate the importance of the Declaration of Independence by understanding the years leading up to its signing.

Try this GED example. Choose the one best answer to each question. Then check your answers.

By the mid-1700s, people living in the American colonies were becoming more and more disgruntled with British rule. Great Britain had been fighting a lengthy and costly war with France over the control of North America. To help offset some of the costs, the British Parliament imposed a number of taxes on the colonies, which had no representatives in the Parliament. In 1774, the First Continental Congress met in Philadelphia to develop a response to the British government, hoping that the taxes would be eliminated and that the colonies would gain representation in the British Parliament.

The delegates agreed to meet again in 1775 if their grievances had not been addressed. By the time the Second Continental Congress met, fighting between the colonists and the British had already begun in Lexington and Concord, Massachusetts. With little or no hope for resolution of their grievances, the Second Continental Congress decided to separate from British rule by officially adopting the Declaration of Independence.

1. Which of the following conditions caused the American colonists to develop the Declaration of Independence?

- (1) The French invaded North America.
- (2) Land was taken away from the colonists.
- (3) The colonists were being taxed without representation.
- (4) The colonists wanted to increase their own wealth.
- (5) The colonists wanted to fight with the British.

2. Which of the following statements is supported by the passage?

- (1) The colonists were never happy under British rule.
- (2) The colonists favored the French over the British.
- (3) The colonists wanted a war.
- (4) The colonists wanted to be left alone.
- (5) The colonists tried to resolve grievances but were not successful.

1. **(3)** The passage states that the grievances expressed by the First Continental Congress were related to taxes and lack of representation in Parliament. The passage mentions France but not a French invasion (option 1). Options (2) and (4) are not mentioned in the passage. Although fighting is mentioned, there is no indication that fighting is what the colonists wanted (option 5).

2. **(5)** The First Continental Congress tried to communicate their grievances and resolve them, but they were ignored. Options (1), (2), (3), and (4) are not mentioned in the passage.

Directions: Choose the one best answer to each question. Question 1 refers to the following passage.

When the Second Continental Congress met in Philadelphia in May 1775, there were fifty-six members present representing all the colonies. While some of the men had served in the previous Congress, there were also new members, including Thomas Jefferson, Benjamin Franklin, and John Hancock. These individuals were considered to be among the smartest men in the colonies.

Most of the members were conservative and believed they should attempt one more time to reconcile their differences with King George III. However, there were a few men—including John Adams, Thomas Jefferson and Benjamin Franklin—who believed that nothing could be done to reconcile with England. Nevertheless, the members sent a new petition to George III to see if he would respond to their grievances.

Because fighting had already broken out between the colonists and the British, the congress decided it had no choice but to establish the Continental Army. As the situation grew worse, the members were forced to make a decision about a formal separation from England.

1. Based on the information in the passage, why did the Second Continental Congress decide not to declare independence when it met in May 1775?
 - (1) They did not have enough money.
 - (2) They did not have a fully equipped army.
 - (3) They wanted to try one final time to settle their differences with the king.
 - (4) They could not get enough votes.
 - (5) They were afraid they would be tried for treason.

Questions 2 and 3 refer to the following passage.

The Second Continental Congress selected a committee of five men to draft a statement of independence. The members included Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman, and Robert R. Livingston. They represented the New England colonies, the middle colonies, and the southern colonies.

Because of his writing skills and understanding of government, Jefferson was chosen to write the first draft. He used some of the wording from other documents already written in the colonies so that he could include ideas that were commonly held about how government should operate. Jefferson presented the Declaration of Independence to the other committee members, who made revisions, then presented it to the full Congress.

2. Which of the following most likely reflects the reason for choosing committee members from different parts of the colonies?
 - (1) They agreed to work on the document.
 - (2) They were the smartest members of the Continental Congress.
 - (3) They wanted only the leaders of the Continental Congress to be the writers.
 - (4) They wanted to ensure representation from all areas of the colonies.
 - (5) They wanted only those people who had been born in the colonies to write the document.
3. Which of the following best explains why Jefferson did not use just his own words?
 - (1) He wanted to make sure everyone could understand him.
 - (2) He didn't trust his own words.
 - (3) He wanted the document to reflect more than his thoughts alone.
 - (4) He wanted to win support from other countries.
 - (5) He wanted to prevent people from revising the document.

Questions 4 and 5 refer to the following passage.

The committee of five presented a draft of the Declaration to the Second Continental Congress on June 28, 1776. The members voted to declare independence and then began work on the final revisions to the document.

Two passages were changed by the members. The first made a disparaging remark about the English people. The second caused even greater concern because it openly condemned the slave trade, which was supported in many of the southern colonies. Although Thomas Jefferson was opposed to the changes, he understood the importance of having a final document that reflected the will of all the members present.

4. Which of the following most likely reflects the reason for rejection of the passage about the slave trade?
- (1) No one was present to fight for the passage.
 - (2) Some members wanted to maintain the slave trade.
 - (3) Members felt the passage was unimportant.
 - (4) Members were afraid that the slaves would fight on the side of the British.
 - (5) Members thought the passage should be discussed at a later date.
5. Thomas Jefferson spent several days carefully writing the first draft of the Declaration. Which of the following reflects the reason he allowed members of the Congress to make revisions?
- (1) He believed that the Declaration should represent all members.
 - (2) He knew there was nothing he could do about it.
 - (3) He didn't have enough power to block the revisions.
 - (4) He wanted to include all members' opinions.
 - (5) John Hancock ordered him to accept the revisions.

Questions 6 and 7 refer to the following passage.

On July 2, 1776, the Continental Congress voted for independence. After the revisions were made to the Declaration, John Hancock, President of the Congress, and Charles Thomson, Secretary, signed it on July 4, 1776.

Copies of the Declaration were made and sent to all the colonies. The remaining members of the Continental Congress signed a handwritten copy of the document in August 1776.

6. Which of the following best explains the reason for sending copies of the Declaration of Independence to all the colonies?

The members of the Continental Congress

- (1) were afraid people at home would not believe they were working
 - (2) wanted to be sure everyone understood the actions they had taken
 - (3) were ordered to send copies by the people they represented
 - (4) wanted to stop the rumors that were circulating about their activities
 - (5) had to send the information in order to get paid for their service to the colonies
7. In addition to the copies sent to the colonies, George Washington ordered that his personal copy be read to the Continental Army in New York. Which of the following best explains why Washington made this decision?
- (1) He wanted his men to understand the ideals for which they were fighting.
 - (2) He wanted his men to understand why he was giving them orders.
 - (3) He wanted his men to have a better understanding of the new government.
 - (4) All men in the military had to agree to support the Declaration of Independence.
 - (5) It was Washington's way of ensuring the loyalty of his men.

The Declaration Of Independence

Organization

The Declaration is one of the most respected documents in the world. It served as a source of hope and inspiration for the colonists who were facing a long and difficult struggle for independence. Today, it continues to be a source of inspiration for the American people and the rest of world.

In this lesson you will learn about the organization of the Declaration of Independence and the information the document contains.

Try this GED example. Choose the one best answer to each question. Then check your answers.

The Declaration of Independence led people living in the American colonies to support a revolution and create the United States of America. The Declaration consists of three main parts, but for analysis, these may be further subdivided.

- Preamble, which includes a justification for why the American colonies are rejecting the existing system of government and outlines the colonists' philosophy about what government should be
- List of grievances against King George III
- Complaint against the British people for not supporting their fellow countrymen who lived in the colonies
- Formal resolution of independence, which declares the colonies free of Great Britain
- Conclusion, which states with confidence that the colonies will be successful in their move toward independence

1. Based on the information in the passage, in which part of the Declaration of Independence would the following statement most likely be found?

Nor have we been wanting in our attention to our British brethren... We have warned them... We have reminded them... We have appealed...

- (1) Preamble
- (2) List of grievances
- (3) Complaint
- (4) Formal resolution
- (5) Conclusion

2. Based on the information in the passage, in which part of the Declaration of Independence would the following statement most likely be found?

He has kept among us, in times of peace, Standing Armies without the Consent of our legislature.

- (1) Preamble
- (2) List of grievances
- (3) Complaint
- (4) Formal resolution
- (5) Conclusion

-
1. **(3)** Options (1) and (2) do not address problems with the British people. Option (4) is the actual declaration of the colonies' independence. Option (5) speaks to the colonists' confidence of success in achieving independence.

2. **(2)** This statement would be found in the list of grievances against King George III since he was the only one having the power to assign armies. Options (1), (3), (4), and (5) do not address the king.
-

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following passage and excerpt.

The introduction to the Declaration of Independence that follows consists of one long sentence. This sentence was not intended to persuade but merely to state that the colonies had developed a course of action.

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the Powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

1. Which of the following best summarizes the decision expressed in the introduction?

The colonists had decided to

- (1) try again for reconciliation
 - (2) form an alliance with other countries
 - (3) ignore the king
 - (4) become an independent country
 - (5) remove King George III from the throne
2. Which of the following sentences best explains the writers' motivation to "declare the causes which impel them to the separation"?
- (1) They wanted everyone to know how dishonest King George III really was.
 - (2) They wanted people around the world to know there was no other possible action to take.
 - (3) They wanted to make headlines in the newspapers.
 - (4) They wanted those still loyal to Great Britain to leave the colonies.
 - (5) They wanted more people from Great Britain to move to the colonies.

Questions 3 and 4 refer to the following passage and excerpt.

The English philosopher John Locke believed that government was a contract between those who governed and those who were governed. He also believed that one important role of government was to protect the right to property, life, and liberty. Locke's beliefs regarding the role of government were used to justify England's Revolution in 1688. The excerpt from the Declaration of Independence that follows reflects some of Locke's ideas:

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—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

3. Which of the following phrases supports John Locke's philosophy of government?

- (1) "we hold these truths to be self-evident"
- (2) "all men are created equal"
- (3) "they are endowed by their Creator"
- (4) "unalienable Rights"
- (5) "Governments are instituted among Men, deriving their just powers from the consent of the governed"

4. Based on the excerpt, which of the following most likely reflects Jefferson's opinion of Locke's philosophy?

- (1) He did not believe Locke's philosophy applied to the American colonies.
- (2) He was opposed to Locke's philosophy.
- (3) He believed that Locke's philosophy was wrong and would harm the colonies' cause.
- (4) He agreed with Locke's philosophy and used some of his ideas in the Declaration.
- (5) He agreed with Locke's philosophy but felt it should not be included in the Declaration.

Questions 5 and 6 refer to the following passage and chart.

The longest part of the Declaration of Independence is devoted to a list of grievances against King George III. The writers of the Declaration believed it was very important that they show to the world the facts regarding the tyranny to which they had been subjected. In part this was done to win support from countries such as France and Spain without which they could not win an extended war against the British.

Category of Charges	Examples
Abuse of power	Suspended colonial laws Maintained an army in peacetime
Unconstitutional laws	Raised taxes Denied trial by jury
Cruelty and violence	Burnt towns Destroyed lives of people
Lack of redress	Failed to listen and respond to grievances

5. Based on the information provided in the chart and passage, which of the following is an example of King George III's abuse of power?
- (1) waging war against the colonies
 - (2) refusing to allow laws for the public good
 - (3) cutting off trade with other parts of the world
 - (4) burning towns and villages
 - (5) failing to respond to previous requests for support

Tip

Always look for the main idea of the passage or excerpt from a historical document. This will help you answer questions that require you to recognize a summary of events or ideas or to identify reasons why certain events occurred.

6. Based on the information in the passage, for which of the following was the list of grievances primarily intended?
- (1) other countries
 - (2) the king
 - (3) the colonists
 - (4) the British Parliament
 - (5) the British people

Question 7 refers to the following passage.

Great Britain's form of government is a constitutional monarchy. While King George III had power over many things, the British constitution provided for a parliament that was responsible for passing laws. Two political parties were represented in Parliament. The Whigs favored personal freedom and a king that governed with the consent of the people. The Tories, however, believed in the divine right of kings and that authority should only be given to those who owned property.

One paragraph of the Declaration of Independence denounced British citizens for failing to support their fellow countrymen in America. The writers wanted everyone to know that despite their pleas for help, the British people had failed to prevent Parliament from passing laws that were detrimental to the colonists.

7. What did the writers of the Declaration of Independence mean when they wrote that the British people "have been deaf to the Voice of Justice...?"
- The British people
- (1) didn't know about the colonists because they lived so far away
 - (2) had difficulty understanding the English that was spoken in the colonies
 - (3) had ignored the colonists' pleas for help
 - (4) were hard of hearing
 - (5) listened only to the king

The Declaration of Independence

Basic Concepts

The Declaration of Independence served not only as a document for the American colonies to declare their separation from Great Britain, but also as an inspiring statement of the concepts that represent American ideals. Since the signing of the Declaration of Independence in 1776, much of the history of the United States has been about making these ideals a reality for all citizens.

Equality. Justice. Freedom. Each of these words represents a concept found in the Declaration of Independence. A concept is an abstract idea that cannot be seen or touched but can be identified when put into practice. For example, you cannot see equality, but you can identify it when you are able to compete for a job based on your ability, not on your race, color, or gender.

It is important that you have an understanding of the basic concepts included in the Declaration of Independence. The concepts found in the Declaration are also included in other key historical documents such as the Constitution and the Emancipation Proclamation. The concepts found in the Declaration are also present in many speeches, poems, and patriotic songs.

Try this GED example. Choose the one best answer to each question. Then check your answers.

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.

1. Which of the following best defines the term “unalienable rights”?

- (1) rights that belong only to the king
- (2) rights that must be earned
- (3) rights that can only be granted by the king
- (4) rights that belong only to members of the Continental Congress
- (5) rights that belong to everyone and cannot be taken away

2. At the time the passage was written, to which of the following groups of people did the phrase “all men are created equal” refer?

- (1) women
- (2) African Americans
- (3) American Indians
- (4) white men who were landowners
- (5) all men, free or slave

1. **(5)** Since unalienable rights belong to all people, options (1), (2), and (4) are incorrect. These rights are granted by a power superior to human beings (the Creator), making option (3) incorrect.

2. **(4)** In the eighteenth century, all people were not treated equally. Women, slaves, American Indians, and people without property, (options 1, 2, 3, and 5) had few, if any, rights and were not considered equal to landowners who were white males.

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following excerpt and passage.

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—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

That whenever any Form of Government becomes destructive of these ends it is the Right of the People to alter or abolish it....

After the Civil War, Congress passed several amendments to the U.S. Constitution that provided for equal protection under the law, guaranteed citizenship, and protected the right to vote for African Americans. However, life did not change for many African Americans and other minority groups. In the 1950s and 1960s, the push for civil rights legislation increased. Some people advocated violence as a method for bringing about change; others, such as Dr. Martin Luther King, Jr., believed that only through nonviolent, peaceful means would change occur.

1. In August 1963, Dr. King spoke before civil rights supporters in Washington, D.C. In his speech, he said that when the founders of the United States wrote the Declaration of Independence, they had issued a promissory note (a note promising payment) that had not been paid.

What did Dr. King mean by his statement?

- (1) Only equal rights for all people would uphold the promise of the Declaration of Independence.
- (2) African Americans were owed a payment.
- (3) Obligations had already been met.
- (4) Life would never change for African Americans.
- (5) Only through hard work would all people receive extra money.

2. Dr. King believed that the government had failed in its obligation to ensure equal rights for all people. He believed that when the government failed to act, people would need to do so if change were to occur. Based on the information in the passage, which of the following methods did Dr. King advocate for changing the government?

- (1) by overthrowing the government
- (2) through people working together to bring about change
- (3) by fighting another civil war
- (4) by removing all elected officials
- (5) through violence and bloodshed

Question 3 refers to the following passage.

The Declaration of Independence promised “Life, Liberty, and the pursuit of Happiness” to the colonists of the 1700s. Historically, these rights were denied to certain segments of the population. The leaders of the civil rights movement in the 1960s believed that legislation would finally guarantee these rights to all individuals, regardless of race, gender, ethnic origin, or religion. An important part of the civil rights legislation was the right to vote.

3. Which of the following statements best describes how voting rights could ensure people’s access to the promises made in the Declaration of Independence?

- (1) Voting rights would allow all people to participate in the decision-making process.
- (2) Voting would allow the people to overthrow the existing government.
- (3) Voting rights would have no effect on individual rights.
- (4) Voting rights would allow the election of more minority candidates.
- (5) Voting rights for minorities would have no effect on the outcome of elections.

Questions 4 and 5 refer to the following excerpt and passage.

Nor have We been wanting in attention to our British Brethren... We have appealed to their native justice and magnanimity and we have conjured them by the ties of our common kindred... They too have been deaf to the voice of justice... We must, therefore... hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

The people in the colonies were desperately disappointed that their fellow countrymen in England had not helped them in their struggle against King George III and the many laws passed by the British Parliament. With the Declaration, the colonists broke their ties with those who had previously been their compatriots.

In the years after the Revolution, ties with Great Britain were strained. However, as time passed, the relationship between the United States and Great Britain began to grow. Today, that relationship is very strong.

4. Which of the following events best represents the positive change in the relationship between the United States and Great Britain?
- (1) the Falklands War
 - (2) the Korean Conflict
 - (3) the Vietnam War
 - (4) World War II
 - (5) the Civil War

5. Which of the following phrases best represents the relationship between the United States and Great Britain today?
- (1) "Nor have we been wanting in Attentions to our British Brethren"
 - (2) "We have appealed to their native Justice"
 - (3) "deaf to the Voice of Justice"
 - (4) "Enemies in War"
 - (5) "in Peace Friends"

Question 6 refers to the following passage.

The Declaration of Independence has had many homes. Over the years it has resided in a number of government offices as well as the Library of Congress and Fort Knox. Today, the Declaration of Independence can be viewed in its permanent home in the National Archives.

Time and often-improper handling of the Declaration have resulted in its fading over the years, making parts of it almost unreadable. Today, the document is maintained in an atmosphere designed to help preserve it. More than a million people visit the National Archives each year to view the Declaration of Independence.

6. Why is it important that people have an opportunity to see the Declaration of Independence?
- (1) so people will know it is real
 - (2) so people will have a better appreciation for the document and what it means
 - (3) so people will help raise money to preserve the Declaration
 - (4) so more people will visit Washington, D.C.
 - (5) so more people can read the Declaration of Independence

Tip

On July 4, 1776, the Second Continental Congress adopted the Declaration of Independence. John Hancock, as President of the Congress, signed the document that day. His signature is written with such flourish that still today the term "John Hancock" means a signature. Other members of the Congress signed the document before the end of that year; however, the last signature was not made until 1781. In all, there are 56 signatures of the founding fathers, all of whom pledged "our Lives, our Fortunes, and our sacred Honor."

The U.S. Constitution

Origins

A constitution is a set of principles that determines the powers of government. The U.S. Constitution contains the basic political and legal structures under which the federal, state, and local governments of the United States operate.

In this lesson, you will gain a better understanding of the U.S. Constitution, its origins, its creators, and the events that lead to its ratification.

Try this GED example. Choose the one best answer to each question. Then check your answers.

The United States of America has operated under two constitutions. The first, called the Articles of Confederation, took effect in 1781. The second one replaced the Articles of Confederation in 1788 and remains the basis for the United States government today.

The success of the Revolution provided Americans with the opportunity to express their political ideals and to remedy some of their grievances through state constitutions. After independence, Americans set about creating union and government. They relied on two sources—classic English political theory and their own experiences. The Articles of Confederation, the United States' first constitution, relied heavily on theory and created a federal government that was designed to avoid the problems associated with a strong central government. However, the government set forth by the Articles of Confederation proved too weak for the task of governing the new nation.

James Madison of Virginia, with the support of George Washington, led the drive to get Congress to call a convention for the express purpose of revising the Articles. However, once the delegates gathered in Philadelphia in the summer of 1787, they decided to draft an entirely new document—The Constitution of the United States.

1. Which of the following best explains why the authors of the Articles of Confederation created a weak central government?
 - (1) They wanted to implement a sovereign approach to governance.
 - (2) They thought a national system was not needed.
 - (3) They believed that strong central governments were becoming obsolete.
 - (4) They believed that only states could provide adequate leadership.
 - (5) They were reacting against the authoritarian government of Great Britain.

2. Which of the following best explains why the Convention of 1787 was called?
 - (1) to repeal the Articles of Confederation
 - (2) to elect a new president
 - (3) to maintain communication among states
 - (4) to revise the Articles of Confederation
 - (5) to conduct the annual meeting required by the Articles of Confederation

-
1. **(5)** The authors wished to avoid problems the colonies had experienced under the English king. No other option offers an adequate explanation.

 2. **(4)** The intent of the Congress was to revise the Articles rather than to do away with them (option 1). Options (2), (3), and (5) are not supported by the passage.
-

Directions: Choose the one best answer to each question. Questions 1 through 3 refer to the following passage.

By the mid-1780s, the weaknesses of the Articles of Confederation had become clear to many observers. When state delegates gathered in Philadelphia in 1787, their intent was twofold: (1) to revise the Articles of Confederation, the charter adopted by the states during the American Revolution but subsequently judged by many to be too weak and decentralized to effectively govern national affairs, and (2) to build a government framework grounded on certain political and moral precepts. Instead, the delegates decided to draft an entirely new document that would meet what they perceived to be both the current and future needs of the country.

George Washington was chosen as presiding officer. Among the other members present were Benjamin Franklin, James Madison, Alexander Hamilton, and Gouverneur Morris. On September 17, 1787, after sixteen weeks of deliberation, the finished Constitution was signed "by unanimous consent of the states present." The Constitution would take effect as soon as it was approved by conventions in nine of the thirteen states.

1. Which of the following is a reason state delegates met in Philadelphia in 1787?
 - (1) They planned to overthrow the Articles of Confederation.
 - (2) They were concerned that large states would have too much power over less-populated states.
 - (3) They needed to select a national leader who could further develop the government system.
 - (4) They recognized inadequacies in the Articles and decided that revision was necessary for the welfare of the nation.
 - (5) They wanted to develop a Bill of Rights for all people.
2. The state delegates determined that the Articles resulted in decentralization. Which of the following statements best describes this political belief?
 - (1) Effective government should have a strong centralized government and weaker state governments.
 - (2) Effective government should be nationalistic in its construction.
 - (3) Effective government should disperse power to states and individuals rather than unify it.
 - (4) Effective government cannot be attained through power residing at the state level.
 - (5) Effective government must include national leaders from each of the states.
3. Which of the following needed to occur in order for the new Constitution to take effect?

The Constitution needed to be

 - (1) ratified by Rhode Island, which did not attend the Convention
 - (2) approved by all attendees at the Convention
 - (3) approved by George Washington, who presided over the Convention
 - (4) approved by nine states
 - (5) approved by nine states but ratified by state delegates from all thirteen states

Tip

The Constitutional Convention was held in Philadelphia in May 1787. Its original purpose was to revise the Articles of Confederation. There were a total of 55 delegates from 12 states. Rhode Island did not send a delegation.

Questions 4 and 5 refer to the following passage.

Ratification of the Constitution

The Constitution provided for both state and national governments to be active participants in the political process. However, whereas under the Articles the states had been the dominant force, under the Constitution the national government was supreme.

The debate over ratification of the Constitution took place during 1787 and 1788. Proponents of the new document, called Federalists, claimed that the Constitution would provide a strong yet limited government that would ensure the peace and security of the new nation. Those opposed to the Constitution, known as Antifederalists, feared that a centralized government would destroy states' power and deprive individuals of their rights. They demanded that the Constitution be amended to include specific unalienable rights.

Impassioned arguments over ratification were made from both sides, the most classic being the *Federalist Papers*, written in behalf of the new Constitution by Alexander Hamilton, James Madison, and John Jay. But the demand to secure a definitive roster of individual rights against government infringement and the uncertainty of politics persisted. Unless assured that a bill of rights would be passed, many states threatened to withhold ratification of the Constitution.

James Madison, one of the chief framers of the Constitution, prepared 12 amendments that explicitly provided for individual rights. In 1789, the First Congress of the United States proposed that they be added to the Constitution. By 1791, the required number of states had ratified ten of the proposed amendments. They became known collectively as the Bill of Rights.

4. Thomas Jefferson explained to James Madison, "A bill of rights is what the people are entitled to against every government on earth, general or particular, and what no just government should refuse, or rest upon inferences." Which of the following statements best describes what Jefferson meant by these words?
- (1) Certain rights belong to all people and cannot be taken away regardless of what a government demands.
 - (2) Government does not have the right to refuse individuals.
 - (3) A bill of rights allows individuals to disobey laws.
 - (4) Government never has the right to refuse individuals what they want.
 - (5) Government must infer their power rather than obtain it through the people.
5. Which of the following best expresses the philosophy of the Federalists?
- (1) A centralized government with unlimited powers would ensure that the United States became a wealthy country.
 - (2) A centralized government that overpowered states' rights would best serve the interests of the individual.
 - (3) A nationalistic sense of pride would outweigh the need for state government.
 - (4) As long as states' rights superceded the rights of the national government, the United States would be a weak and ineffective nation.
 - (5) A strong government was needed in order to prevent states from succeeding.

Tip

It is important to understand differing opinions or points-of-view when studying key historical documents. One technique to help you identify these differing viewpoints is to use an organizer. Divide a piece of paper into three columns. In the outside columns, document the ways in which two sides differ on a specific document or historic event. In the middle, identify ways in which both sides agree.

The U.S. Constitution

Major Concepts

The framers of the Constitution created a governing document that continues to provide meaning and authority to basic issues such as individual freedom, justice, and governmental power. The Constitution is composed of three parts: the Preamble, the Articles, and the Amendments. The Preamble is a brief explanation of the purpose of the document. The seven Articles describe the organization of the federal government—including the legislative, executive, and judicial branches—as well as the relationship of the states, the amendment process, the supremacy of the national government, and the ratification process. The last part of the document is the twenty-seven amendments to the Constitution. The plan of government outlined in the U.S. Constitution has been successful for more than 200 years. This document is the foundation of American democracy.

In this lesson, you will have an opportunity to gain a better understanding of the major concepts of the U.S. Constitution.

Try this GED example. Choose the one best answer to each question. Then check your answers.

1. Article I, Section VIII states that *Congress shall have power...to make all laws which shall be necessary and proper for carrying into execution the...powers vested by this Constitution in the Government of the United States.*

Which of the following can be concluded from this excerpt?

- (1) The Constitution includes all of the laws passed by Congress.
- (2) The Constitution provides a framework for governmental operation.
- (3) Only Congress has authority and power under the Constitution.
- (4) Congress has not followed the intent of the Constitution as it does not include all of the laws that have been created.
- (5) Congress is the most powerful branch of the federal government due to its ability to make all laws.

2. A person who is charged with a felony flees from one state to another. The return of the person to the state in which the crime was committed is an example of which of the following?

- (1) the purpose of the Constitution
- (2) the need for states' rights to supercede the rights of the individual
- (3) nationalism
- (4) the relationship of the states to each other
- (5) the supremacy of the federal government

-
1. **(2)** The Constitution acts as a general framework for the government and was not meant to include all laws (options 1 and 4). Options (3) and (5) incorrectly indicate that Congress is more powerful than the other two branches.
-

-
2. **(4)** Article IV, Section 2 discusses the need for respect and unity among states including returning accused criminals to the state of jurisdiction. Options (1), (2), (3), and (5) are not supported by the passage.
-

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following excerpt and passage.

We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, 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.

These words are contained in the Constitution's Preamble and give expression to the doctrine of popular sovereignty. The Constitution's framers crafted a governing document, which they submitted for popular ratification, based on the concept that ultimate political authority resides not in the government or in any single government official, but in the people.

"We, the People" own our government, but under our representative democracy, we delegate the day-to-day governing powers to a body of elected representatives. However, this delegation of powers in no way impairs or diminishes the people's rights and responsibilities as the supreme sovereign. The government's legitimacy remains dependent on the governed, who retain the inalienable right to alter or abolish their government or amend their Constitution.

1. Based on the passage, which of the following is the best definition for the term "popular sovereignty"?

Rule by

- (1) the people
- (2) a governing body
- (3) a representative democracy
- (4) a supreme sovereign
- (5) popular opinion

2. Which of the following is an example of a representative democracy?

- (1) a continuing monarchical government
- (2) elected congressional members
- (3) the Supreme Court justices
- (4) the Electoral College
- (5) lobbyists for special interest groups

3. According to the passage, who has the primary responsibility for the United States government?

- (1) elected officials
- (2) the president
- (3) Congress
- (4) the president, Congress, and the Judiciary
- (5) the people

4. Which of the following best describes the function of the Preamble to the Constitution?

The Preamble

- (1) acts as a source of power for the federal government
- (2) was the act of sovereign and independent states
- (3) includes the origin, scope, and purpose of the Constitution
- (4) defines further powers of Congress
- (5) identifies the specific powers of the federal government

5. Which of the following best explains the phrase "to ensure domestic Tranquility"?

The federal government

- (1) has the power to subdue rebellion and smooth tensions between states
- (2) must keep peace at all costs
- (3) must give states those powers that they request
- (4) is only responsible for peacetime actions
- (5) has the power to take away personal freedoms

Questions 6 through 9 refer to the following passage and chart.

The following chart outlines important concepts in the U. S. Constitution.

Concept	Definition
rule of law	guides the government by a set of laws rather than by an individual or group
separation of powers	distributes the business of government among three separate but interdependent branches
checks & balances	balances power among the branches of government so that no branch dominates the government
federalism	shares power between the states and the national government
judicial review	establishes the Supreme Court as the judicial branch's highest authority
individual rights	guarantees freedoms by listing specific rights that cannot be violated

6. Which of the following is the best reason for separation of powers?

- (1) to prevent a strong federal government from overpowering the states
- (2) to prevent jealousy among the various branches
- (3) to create a system of experts
- (4) to ensure the rights of the individual
- (5) to allow as many people as possible to share in the power of the government

7. To limit the federal government's authority, the framers of the Constitution instituted which of the following concepts?

- (1) nationalism
- (2) democracy
- (3) constitutionalism
- (4) socialism
- (5) federalism

8. When the Constitution was first drafted and submitted to the states for ratification, it did not include any reference to individual rights.

How did the first Congress of the United States address this issue?

- (1) by rewriting the Articles of the Constitution
- (2) by adding a Preamble to the Constitution
- (3) by instituting a system of checks and balances
- (4) through a judicial review by the Supreme Court
- (5) by adopting ten amendments to the Constitution

9. According to the rule of law, which of the following statements would be true?

- (1) Both government and individuals must submit to the law's supremacy.
- (2) Individual rights are in direct violation of the rule of law.
- (3) States' rights supercede those of the rule of law.
- (4) Individual rights supercede those of the rule of law.
- (5) Relationships among individuals should be governed by a group.

Tip

Read the Constitution of the United States. Since much of the document was written over 200 years ago, the words may sound very formal. Paraphrase the main idea of each of the sections in your own words. Write your summaries in a notebook to review before taking the GED Social Studies test.

The U.S. Constitution

The Amendment Process

An amendment is an addition, a provision that is added at a later time to an original document. The U.S. Constitution today contains twenty-seven amendments. This lesson will provide you with the information you need to understand the amendment process for the Constitution.

Try this GED example. Choose the one best answer to each question. Then check your answers.

Amending the U. S. Constitution is no small task. The first ten amendments were added to the Constitution as a result of the sharp contest between the Federalists and the Antifederalists during the ratification of the document. However, the Constitution, even after its adoption in 1788 and the addition of the Bill of Rights in 1791, was only an outline of government.

The authority to amend the Constitution is derived from Article V of the Constitution. Since 1791, only seventeen amendments have been added to the document. Some of these amendments have superceded or repealed previous amendments or the body of the Constitution. Others have added new areas to the Constitution, such as the Sixteenth Amendment, which approved the institution of an income tax.

1. Which of the following provides the best explanation for the addition of only seventeen amendments since 1791?
 - (1) Amending the Constitution is a process that is too lengthy and problematic.
 - (2) The Constitution is composed of basic ground rules that have grown with increasingly complex political, social, and economic issues.
 - (3) The framers of the Constitution were able to envision the possible technological and cultural transformations of the country.
 - (4) The executive and judicial branches have taken on increasing power in the setting of rules and regulations.
 - (5) The Constitution allows only a set number of amendments.

2. The passage supports which of the following conclusions regarding the Amendments to the Constitution?

Amendments

- (1) always improve previous amendments
- (2) reflect the value system of the founders
- (3) outline those areas where government may not infringe on individual rights
- (4) add new areas to the Constitution or supercede or repeal previous language
- (5) reflect modern-day democratic ideals

-
1. **(2)** The framers of the Constitution built the document on certain moral and political precepts that continue to provide a document as relevant today as it was over 200 years ago. Although the amendment process can be lengthy, the passage does not imply that this is a problem (option 1). The ideas in options (3), (4), and (5) are not supported by the text.
 2. **(4)** Amendments change the document in some manner, either through the addition of a new rule or the repeal of a previous idea. They may or may not “improve” earlier amendments (option 1). Although some amendments may reflect the value system of the founders, provide support for individual rights, and reflect today’s democratic ideals, this is not the criteria for an amendment (options 2, 3, and 5).
-

Directions: Choose the one best answer to each question. Questions 1 through 5 refer to the following passage.

Article V of the Consitution provides the outline for how the document can be amended. There are two basic ways to amend the Constitution. One has never been used.

The first method is for a two-thirds majority in each house of Congress to propose an amendment. The proposed amendment becomes part of the Constitution after it is ratified by three fourths of the states. This is the route that has been taken by all current amendments. Because of some long-outstanding amendments such as the twenty-seventh, Congress normally imposes a time limit (typically seven years) within which the amendment must be ratified.

The second method prescribed is for a constitutional convention to be called by two thirds of the legislatures of the states and for that convention to propose one or more amendments. These amendments are then sent to the states to be approved by three-fourths of the legislatures or conventions. This route has never been taken.

1. After the ratification of the first ten amendments, also known as the Bill of Rights, other amendments followed. Although some are technical in nature, most have expanded the democratic nature of American society. Which of the following amendments best illustrates this concept?

- (1) the Twenty-seventh Amendment that places limits on congressional pay
- (2) the Twenty-fifth Amendment that provides for succession in the event of a presidential vacancy, disability, and inability
- (3) the Twenty-second Amendment that limits presidential tenure
- (4) the Sixteenth Amendment that implements an income tax
- (5) the Thirteenth Amendment that abolishes slavery

2. The second method for amending the Constitution has never been used. If an individual wished to amend the Constitution by this method, which of the following would first need to be determined?

- (1) how to convene a convention
- (2) how to ratify an amendment
- (3) how to include the executive branch in the process
- (4) how to propose an amendment
- (5) how to make the process constitutional

3. In order for the Twenty-seventh Amendment to become law in 1992, which of the following events had to occur?

- (1) Fifty senators had to approve it.
- (2) A simple majority of the House and Senate had to approve it.
- (3) Ratification was required by 38 of 50 states.
- (4) The president had to sign it into law.
- (5) It had to be in the approval process for seven years.

4. Which of the following must occur in order for an amendment to become law?

The amendment must

- (1) pass the House and Senate with a two-thirds majority and be ratified by three-fourths of the states
- (2) pass the House and Senate with a two-thirds majority, as well as the state legislatures
- (3) be ratified by all state legislatures
- (4) be put to a vote by the people
- (5) pass both houses and be ratified by three-fourths of all states

5. Which of the following does not have a constitutional role in the amendment process?

- (1) the House of Representatives
- (2) the Senate
- (3) the states
- (4) the president
- (5) Congress

Questions 6 through 9 refer to the following passage.

Repealing an Amendment

Adaptability is one of the fundamental strengths of the Constitution. The framers knew that they could not plan for every circumstance or situation, so they provided various methods by which the Constitution and its laws could be modified as society grew and changed. That is why the United States Constitution is known as a “living constitution.”

Throughout its history of over 200 years, only one amendment has been repealed. How is an amendment repealed? A second amendment that nullifies the first is approved.

During the early 1900s, the prohibition of alcohol was an important issue. The Eighteenth Amendment prohibited the making of and trafficking in intoxicating liquors. The Twenty-first Amendment became the only amendment adopted to repeal an earlier amendment, which in this case had proved a practical impossibility. The repeal of the Eighteenth Amendment, however, did not revoke other laws in effect on the regulation of licenses or on taxes related to the liquor industry. The primary intent of the Twenty-first Amendment was to end federal bans against the manufacture, sale, transportation, importation, and exportation of intoxicating beverages. In 1933, the Twenty-first Amendment legalized alcohol again.

6. The passage supports which of the following conclusions?
- (1) The liquor industry supported the ban on the sale of liquor.
 - (2) The black market for liquor grew more when it was outlawed.
 - (3) The repeal of the Eighteenth Amendment was based on religious beliefs of the Congress.
 - (4) The Eighteenth Amendment was determined to be illegal.
 - (5) Liquor sales drastically increased with the repeal of the Eighteenth Amendment.

7. Which of the following best describes what is meant by the phrase “a living constitution”?
- (1) rigidity and formality
 - (2) lack of ceremony
 - (3) consistency
 - (4) unchanging over time
 - (5) flexibility and adaptability as necessary
8. Which conclusion best supports the absence of such social issues as affirmative action and diversity in the Constitution of the 1700s?
- (1) The delegates were white males who generally had attended college and owned property.
 - (2) States’ rights superceded those of the federal government.
 - (3) The delegates did not have adequate time to address social issues.
 - (4) Diversity did not exist in the United States during the 1700s.
 - (5) All political power was held by white males in the 1700s.
9. According to the passage, which of the following best supports the reason that only one amendment has been repealed?
- (1) Only the Eighteenth Amendment was unworkable.
 - (2) Repealing an amendment is cumbersome.
 - (3) The Constitution is a living document.
 - (4) No changes are necessary to the Constitution.
 - (5) Repeal of an amendment requires judicial support.

Tip

Draw a diagram showing both methods for ratifying an amendment to the Constitution. Using a graphic to describe a process will help you to remember important information.

The U.S. Constitution

The Bill of Rights

Twenty-seven amendments have been added to the Constitution since 1789. The first ten amendments, known as the Bill of Rights, were adopted together in 1791. The Bill of Rights gives specific protection to the basic rights of U.S. citizens and ensures the power of the states to act in areas not reserved for the federal government.

In this lesson, you will have an opportunity to gain a better understanding of the Bill of Rights.

Try this GED example. Choose the one best answer to each question. Then check your answers.

Although the federal government is required by the provisions of the Constitution to respect the individual citizen's basic rights, such as the right of an accused person to a trial (Article I, Sec. 9), the most significant guarantees for individual civil rights are provided by the Bill of Rights, the first ten amendments. The Bill of Rights reflects the importance that individual rights have had throughout American history, even before the colonies' independence from England. The Bill of Rights did not supercede or change any part of the Constitution; however, these ten amendments did outline the rights of Americans and what the federal government could not do.

The First Amendment guarantees freedom of religion, speech, press, assembly, and petition. Other amendments guarantee the right to private property, fair treatment when accused of crimes, freedom from self-incrimination, a speedy and impartial jury trial, and representation by counsel.

1. Why was the Bill of Rights added to the Constitution?

- (1) to guarantee important states' rights
- (2) to support the Federalists' viewpoint
- (3) to support a strong central government
- (4) to enforce the powers of the Constitution
- (5) to assist in the ratification of the Constitution

2. Which of the following best explains why the framers made it difficult to amend the Constitution?

- (1) The Constitution included the major rights that were required for an effective government.
- (2) The Constitution should be altered only for important reasons.
- (3) The Constitution is only meant to be an outline for government to follow.
- (4) The Constitution was viewed as a temporary document.
- (5) The Constitution was a compromise between the major factions.

1. **(5)** Although most states had a Bill of Rights in their constitutions, the people felt a need to have a similar list at the federal level. By the end of 1787, only three states had ratified the document. The pledge to add a Bill of Rights guaranteed the ratification of the Constitution. Options (1), (2), (3), and (4) discuss opposite viewpoints and are incorrect.

2. **(2)** Although thousands of amendments have been proposed, the amendment process was developed so that only important changes would be added. The document is often termed a living Constitution because it changes to meet the needs of a changing nation. Thus, options (1), (3), (4), and (5) are incorrect.

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following excerpt.

First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

1. The First Amendment protects five basic freedoms. One of these is the guarantee of freedom of religion through the separation of church and state. Which of the following is an example of this concept?
 - (1) the oath of office that includes the words "so help me God"
 - (2) a mandate for all students to recite the Pledge of Allegiance
 - (3) the inability of religious educational institutions to obtain tax monies
 - (4) the requirement of all public officials to have a religious affiliation
 - (5) the inclusion of religious doctrine into public school curriculum
2. Freedom of speech and press are not limitless. Which of the following situations best expresses a limitation of this freedom?
 - (1) reporters writing stories that are not true
 - (2) editorial comments that are anti-government
 - (3) political cartoons that satirize governmental officials
 - (4) peaceful anti-war demonstrations
 - (5) news articles that quote communist leaders

Questions 3 through 5 refer to the following excerpt.

Fifth Amendment

No person shall be held to answer for a capital, or other infamous crime, unless on a presentment or indictment of a Grand Jury...nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

3. Which of the following best describes how the Fifth Amendment protects people who are accused of crimes?
 - (1) The burden of proof is on the defendant.
 - (2) People cannot be forced to speak against themselves.
 - (3) Individuals cannot be accused of a crime unless there are witnesses to the crime.
 - (4) Grand Jury indictment is required for all crimes.
 - (5) Private property can be taken for public use without payment.
4. The term "double jeopardy" refers to which of the following?
 - (1) prosecutorial justice
 - (2) seizing private property
 - (3) being tried twice for the same crime
 - (4) rights belonging to the accused
 - (5) a guarantee of justice found in the Fifth Amendment
5. The term "due process" is best described by which of the following phrases?
 - (1) innocent until proven guilty
 - (2) the right to a fair and speedy jury trial
 - (3) the legislative process
 - (4) the procedure that courts must follow to decide whether or not a person is guilty
 - (5) civil versus criminal trial processes

Questions 6 and 7 refer to the following excerpt.

Ninth Amendment

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

6. The Ninth Amendment reflects which of the following beliefs?
- (1) a strong federal government
 - (2) a nationalistic system
 - (3) inalienable human natural rights
 - (4) supremacy of the states over the federal government
 - (5) documented constitutional rights
7. The Ninth Amendment was added as a precautionary measure to protect individual rights which would possibly be challenged in future controversies. Which of the following best explains why this amendment has been rarely used?
- (1) Individual rights are never challenged.
 - (2) Specific rights the amendment covers have never been defined.
 - (3) The amendment was repealed.
 - (4) The courts have found elsewhere in the Constitution support for rights that are challenged.
 - (5) The Constitution enumerates all rights held by individuals.

-
8. What is the most likely result of the addition of the Bill of Rights to the Constitution?
- (1) Grievances against the government, such as those listed in the Declaration of Independence, will not occur.
 - (2) No civil suits will be filed against the government.
 - (3) Additional amendments will not be added to the Constitution.
 - (4) Unalienable rights will not be required.
 - (5) Federalism will be more important than nationalism.

Question 9 refers to the following excerpt.

Tenth Amendment

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States are reserved to the States respectively, or to the people.

9. Those powers not provided to the federal government in the Constitution are given to the states or the people. Which of the following is an example of states' power?
- (1) control of educational systems
 - (2) right to coin money
 - (3) establishment of a national bank
 - (4) guarantee of a representative form of government
 - (5) annexation of states or territories
-
10. Alexander Hamilton supported a strong federal government to provide order and efficiency in the new nation. He believed that a vast number of unstated powers must be assumed in order to carry out those powers that are specifically granted. Which of the following terms would best describe this theory?
- (1) delegated power
 - (2) implied power
 - (3) due process
 - (4) majority rule
 - (5) reserved power

Tip

The first ten amendments of the U.S. Constitution define the rights that the federal government cannot take away from the people. To help you apply these rights to real-world situations, find current newspaper articles or editorials that deal with each of the rights. Some articles will mention a constitutional right specifically. Other articles will imply the use of a constitutional right.

The U.S. Constitution

Later Amendments

The Constitution is often referred to as a living document not only because its basic principles continue to affect the daily lives of Americans, but also because it can change with the needs of the times. The process of change is through amendment. The first ten amendments were adopted together only two years after the Constitution was ratified. The next seventeen amendments were added one at a time over more than a century.

In this lesson, you will have an opportunity to gain a better understanding of specific amendments to the Constitution.

Try this GED example. Choose the one best answer to each question. Then check your answers.

Since the initial ten amendments were added to the Constitution, only seventeen additional amendments have been ratified, even though thousands of amendments have been proposed to Congress.

In the last twelve amendments (the Sixteenth through the Twenty-seventh), six deal with elections and voting and two concern the prohibition of intoxicating liquors.

Other amendments have provided for abolishing slavery (Thirteenth in 1865), a federal income tax (Sixteenth in 1913), presidential succession (Twenty-fifth in 1967), and congressional pay (Twenty-seventh in 1992). The Twenty-seventh Amendment outlines the process for the compensation of legislators and was actually proposed in 1787 as part of the original Bill of Rights.

- Which of the following would best explain why six amendments deal with elections and voting?
 - Fraud has become more prevalent in elections, and rules are needed to govern this process.
 - The definition of who is eligible to vote has changed.
 - Immigration to the United States has required the addition of new voting laws.
 - The number of state electoral offices has increased.
 - Leaders wanted more control over the electoral process.

- Why would Congress want to implement a time limit for the ratification of an amendment?

Because

- the business of government needs to be more efficient
- modern life demands a faster pace
- the time it took to pass the Twenty-seventh Amendment was so long
- the Constitution is a living document and must change quickly to meet the needs of society
- Congress has a heavy workload

-
- (2)** When the Constitution was ratified in the late 1700s, eligible voters were considered to be white males who owned property. This definition has changed to include women and individuals of all races who are age 18 and above. Options (1), (3), (4), and (5) are incorrect because they do not support the need to add amendments to the Constitution.
 - (3)** Although many proposed amendments return each session, the Twenty-seventh Amendment took over two centuries to become law. Congress has discussed using seven years as a guide for the passage of amendments. Options (1), (2), (4), and (5) are not supported by information in the passage.

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following excerpt.

Thirteenth Amendment

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

1. The Thirteenth, Fourteenth, and Fifteenth Amendments are also known as the Reconstruction Amendments. What is the likely reason these amendments were added to the Constitution?
 - (1) to punish the Southern states for their participation in the Civil War
 - (2) to end slavery and guarantee African Americans important rights
 - (3) to create additional voting citizens who could ensure the election of Northern politicians
 - (4) to ensure the power of the federal government over those of the states
 - (5) to repeal earlier Constitutional language that stated "all men are created equal"

2. The Thirteenth Amendment could be applied to which of the following situations?
 - (1) incarceration for a crime committed
 - (2) violations of voting rights
 - (3) discrimination in private employment
 - (4) prohibition of alcohol
 - (5) employment of housekeepers

Questions 3 through 5 refer to the following excerpt.

Fourteenth Amendment

All persons born or naturalized in the United States...are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens...nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

3. The Fourteenth Amendment significantly limited the powers of the states, extending federal protection to all citizens. Which of the following does this amendment guarantee?

That state governments must allow

 - (1) all citizens with property the right to vote
 - (2) only persons born in the U.S. the right to vote
 - (3) due process to all people
 - (4) poll taxes to exist
 - (5) separate-but-equal establishments

4. Which of the following is an example of "equal protection"?
 - (1) the creation of a national income tax
 - (2) the outlawing of private schools
 - (3) the determination of equal punishment for equal crimes from state to state
 - (4) the rights of all women to vote
 - (5) the outlawing of school segregation

5. The Fourteenth Amendment provides the basis for which of the following types of laws?
 - (1) freedom of speech laws
 - (2) religious freedom laws
 - (3) voting age laws
 - (4) civil rights laws
 - (5) states' rights laws

Questions 6 through 8 refer to the following excerpt.

Fifteenth Amendment

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

6. Which of the following groups were not covered by the Fifteenth Amendment?
- (1) black males
 - (2) white male landowners
 - (3) former male slaves
 - (4) naturalized citizens
 - (5) women
7. The Fifteenth Amendment could only be carried out by the passage of additional laws by Congress. Which of the following best describes what occurred upon the ratification of the Fifteenth Amendment in 1870?
- (1) Many states passed laws that made it difficult for African Americans to vote.
 - (2) All states provided easy access to voting.
 - (3) The federal government took over the responsibility for all elections.
 - (4) Congress decided not to pass any further laws.
 - (5) The provisions were followed by all states.
8. The excerpt from the Fifteenth Amendment supports which of the following conclusions?
- (1) State governments have become more powerful.
 - (2) The federal government has become more powerful.
 - (3) State governments can legally continue to make decisions on a citizen's right to vote.
 - (4) The federal government can determine who cannot vote.
 - (5) Power is equal between the federal and state governments when determining voting rights.

Question 9 refers to the following passage.

The beginning of the fight for women's right to vote, or suffrage, is usually traced to the "Declaration of Sentiments" produced at the first women's rights convention in 1848. During debates on the Reconstruction Amendments, suffragists pushed hard for "universal suffrage," but it did not pass. In 1878, a constitutional amendment was proposed with the wording: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex." The same amendment was introduced in every session of Congress for the next forty-one years.

9. In 1890, women won the right to vote in state elections in Wyoming. By 1900, women in Utah, Colorado, and Idaho were also able to vote. Why did women, nevertheless, continue to unite behind the goal of a constitutional amendment?
- (1) because of their need to win for their cause
 - (2) because they wanted to be able to vote in federal elections
 - (3) because they wanted equal protection in the workplace
 - (4) because they wanted citizenship
 - (5) because their financial backing would cease without ratification

Question 10 refers to the following excerpt.

Twenty-sixth Amendment

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

10. In 1971, the Twenty-sixth Amendment lowered the voting age from 21 to 18. Which of the following events most impacted the need for this amendment?
- (1) population growth
 - (2) the peace movement of the 1960s
 - (3) the civil rights movement
 - (4) World War II
 - (5) the Vietnam War

Landmark Supreme Court Cases

The Role of the Supreme Court

In this lesson, you will have an opportunity to gain a better understanding of the United States Supreme Court and how it works to uphold the Constitution and protect the rights of American citizens.

Try this GED example. Choose the one best answer to each question. Then check your answers.

When the United States Constitution was written, the framers included the establishment of three branches of government: the legislative, executive, and judicial. The Constitution included very little about how the judicial branch would function. However, since those early days, the judicial branch has ensured that the laws of the United States protect citizens and meet the requirements laid out in the Constitution.

The Supreme Court is the highest court in the United States. The justices who are appointed to the Supreme Court have the final say in what the Constitution means. Many times the Supreme Court has resolved differences between the executive and legislative branches. It has also defined the powers and the limits of the federal government.

The Supreme Court has grown in power and in public esteem since it was established by the Constitution. Today the rulings of the Supreme Court have a significant impact on the everyday lives of citizens. For example, decisions of the Supreme Court have affected education, voting, and working conditions for all Americans.

1. Which of the following most accurately reflects the role of the Supreme Court?

The Supreme Court is the

- (1) final authority on what the Constitution means
- (2) provider of recommendations to the president about legislative issues
- (3) legal counsel to the House of Representatives
- (4) legal counsel to the Senate
- (5) branch of government which writes all laws

2. Which of the following explanations most likely reflects the reason so little direction was provided in the Constitution about the judicial branch of government?

The framers of the Constitution

- (1) did not know what to include
- (2) thought the judges would know what to do
- (3) wanted the citizens to decide what the courts should do
- (4) wanted to wait until an election was held
- (5) intended the Constitution to be only an outline of how the government would operate

-
1. **(1)** The Supreme Court is the final authority on the Constitution and what it means. Options (2), (3), and (4) are not supported by the passage. Option (5) is incorrect because the legislative branch of government writes the laws.

2. **(5)** The framers of the Constitution merely provided an outline rather than specific details that would limit how the various branches of government would operate. Options (1), (2), (3), and (4) are not true and are not supported by the passage.
-

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following passage.

When the Constitution was written, it included the establishment of a judicial branch of government. However, it did not include an outline of provisions that clearly defined the powers of the judicial branch as it did with the legislative branch.

One of the first acts passed by the Congress in 1789 was the Judiciary Act, which established the federal court system to include:

- a Supreme Court, with a Chief Justice and five Associate Justices
- thirteen district courts (each covered one of the original thirteen states)
- three circuit courts that covered the eastern, middle, and southern circuits (including states in each of the areas)

This strong federal court system was essential to ensuring that the Constitution was upheld throughout the United States.

1. In 1832, James Madison commented that he could not imagine how the Constitution could be the supreme law of the land or that the uniformity of federal authority could be preserved without a strong federal court system. What did Madison mean by that statement?
- (1) Democracy would not work without a federal court system.
 - (2) Anarchy would result if Congress did not pass laws.
 - (3) A strong federal court system would prevent states from enacting laws that violated the Constitution.
 - (4) States would fight among themselves to gain more power.
 - (5) Citizens would not obey laws unless there was a federal court system to punish them.

2. Which of the following documents defined the powers of the judicial branch of government?

- (1) the Declaration of Independence
- (2) the U.S. Constitution
- (3) the Bill of Rights
- (4) the Judiciary Act of 1789
- (5) the Articles of Confederation

Question 3 refers to the following passage.

Articles I and II of the Constitution define the legislative and executive branches of government. Article III provides judicial power through one Supreme Court and other inferior courts that Congress establishes.

To prevent one branch from having too much power, the Constitution established a system of “checks and balances.” Checks and balances place limits on the legislative, executive, and judicial branches of government by giving each branch the right to change, influence, or void the action of another branch.

3. Which of the following is an example of “checks and balances”?

- (1) The Senate refuses to vote on a bill from the House of Representatives.
- (2) The Chief Justice refuses to hear a case recommended by an Associate Justice.
- (3) One state refuses to allow interstate commerce.
- (4) The Supreme Court rules that a law passed by Congress is unconstitutional.
- (5) Congress declares war.

Questions 4 and 5 refer to the following passage.

Today, the Supreme Court consists of nine justices—the Chief Justice and eight Associate Justices. The justices are appointed by the president and must be approved by the Senate. Supreme Court justices are appointed for life, leaving only when they resign, retire, die, or are impeached by the House of Representatives and convicted by the Senate. No justice has ever been forcibly removed from office. However, in 1804, Justice Samuel Chase was impeached but was not convicted. Justice Abe Fortas resigned under pressure for financial irregularities.

Over the years, the number of justices has changed. The first Supreme Court consisted of six justices who were appointed by George Washington. At one time, there were ten justices, but the number of justices changed to nine in 1869.

4. Which of the following best explains why the number of justices on the Supreme Court has not changed since 1869?
- (1) It is harder to reach a sound decision today than it was in the 1700s.
 - (2) There is more paperwork required to meet judicial standards.
 - (3) Congress continues to believe this is the best size for the Court.
 - (4) Supreme Court Justices are living longer.
 - (5) It is easier to find good justices.

Tip

Nominating Supreme Court judges is part of the executive powers of the president. These nominations are then confirmed or rejected by the Senate. The Constitution states that the president "...shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers, and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for."

5. Which of the following best explains why no Supreme Court Justice has ever been convicted and removed from office?
- (1) Justices have higher morals than other members of government.
 - (2) Justices do not set higher standards for their own behavior.
 - (3) Justices understand the importance of their role in government and strive to abide by all the rules.
 - (4) Justices are well-protected by members of the lower courts.
 - (5) No one would even think of impeaching a justice of the Supreme Court.

Question 6 refers to the following passage.

In the early years of Franklin Roosevelt's presidency, the U.S. was in the midst of an economic depression. Roosevelt initiated many new programs to help create jobs for those who were out of work. The Supreme Court deemed many of Roosevelt's New Deal programs unconstitutional. In 1937, President Roosevelt pushed for the appointment of additional justices to the Supreme Court. His plan called for an additional justice to be appointed when a sitting justice reached the age of 70. His plan received little public support and was never approved.

6. Which of the following most accurately reflects why President Roosevelt wished to add more justices to the Supreme Court?
- (1) He wanted to prove the president was more powerful than the Supreme Court.
 - (2) The court had ruled in his favor before, so he expected them to support his plans.
 - (3) The court had ruled against him, and he wanted a more favorable court.
 - (4) He wanted to strengthen the system of "checks and balances."
 - (5) The court had asked him to add more justices so they would not have to work so hard.

Landmark Supreme Court Cases

Judicial Review, Implied Powers, and Citizenship

Landmarks are prominent features that identify a particular place or events that mark a turning point in history. Landmark Supreme Court cases mark turning points in public policy and in American life. For example, *Brown v. Board of Education* ended segregation in public schools.

This lesson will provide you with the information that you need to understand how decisions are made by the Supreme Court, as well as some of its landmark decisions.

Try this GED example. Choose the one best answer to each question. Then check your answers.

The Supreme Court's most important responsibility is to determine whether a law or government action violates the Constitution. This process is called judicial review and allows the Supreme Court to void both federal and state laws when they are in conflict with the Constitution. Supreme Court decisions about the constitutionality of law or government action can only be changed by another Supreme Court decision or by a constitutional amendment.

The Supreme Court is often asked to act as a referee in disputes or disagreements among various branches of the federal government. In some situations, it must also act as a referee between state governments or between state and federal governments. Because of its ultimate power to interpret the Constitution, the Supreme Court is often asked to address the most important issues in the United States.

The Supreme Court has authority over all federal courts but has only limited control over state courts. Most cases begin in lower courts; however, the Supreme Court can hear cases resulting from disputes between states. Each year, thousands of cases are sent to the Supreme Court, but only 80 to 100 cases are actually heard by the Supreme Court.

1. Which of the following responsibilities of the Supreme Court is the most important?

- (1) judicial oversight
- (2) judicial review
- (3) legislative arbitrator
- (4) supporter of executive privilege
- (5) supervisor of elections

2. If the Supreme Court is able to hear only 80 to 100 cases each year, which of the following factors would most likely impact whether it would decide to hear a case?

- (1) who filed the case
- (2) when the case was filed
- (3) the issues to be addressed in the case
- (4) the preferences of the Chief Justice
- (5) public opinion

1. **(2)** The primary responsibility of the court is to determine whether a law or government action is constitutional. Options (1), (3), (4), and (5) are not mentioned in the text.

2. **(3)** The Supreme Court seeks to address those issues that have the greatest impact on the rights and liberties of the people of the United States. While option (1) might be significant, it is not the sole basis for the decision. Options (2), (4), and (5) are not considered by the court when it decides to hear a case.

Judicial Review, Implied Powers, and Citizenship

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following passage.

Cases heard by the Supreme Court begin in lower state or federal courts. When the lower court makes a decision, the losing party has the opportunity to appeal the case to a higher court. If the higher court rules against the lower court, the lower court's decision is overturned. If a higher court rules in favor of the lower court, the losing party may ask that the case be taken to the Supreme Court.

When a case moves to the Supreme Court, the justices decide whether the case should be heard. They review the case and decide if it involves a constitutional issue or federal law. Generally, only these types of cases are heard by the Supreme Court.

Supreme Court justices discuss cases and vote on them in private. It takes a majority of justices to decide a case. After the decision is made, one of the justices writes the majority opinion which explains the decision that has been reached. Justices who disagree with the majority may write dissenting opinions.

1. Which of the following cases would most likely be sent to the Supreme Court?

A case involving

- (1) traffic laws
- (2) voting rights
- (3) personal injury
- (4) burglary or theft
- (5) local transportation taxes

2. Why would a justice believe it was necessary to write a dissenting opinion?

- (1) to explain the reasons for agreeing with the majority
- (2) to explain the reasons for disagreeing with the majority
- (3) to gain public recognition
- (4) to get even with the other justices
- (5) to change public opinion

Question 3 refers to the following passage.

In 1800, Thomas Jefferson, a Republican, was elected president. He controlled the presidency and the Congress but not the judiciary, which included many members of the Federalist Party. Jefferson refused to carry out the Judiciary Act of 1800 in order to prevent his predecessor's Federalist appointees from taking their places on the courts.

William Marbury sued Secretary of State James Madison to force the president to fulfill his appointment as a Justice of the Peace. When the case went to the Supreme Court, Chief Justice John Marshall was faced with a difficult decision. If he sided with Marbury, Jefferson could ignore the court order, and the court's authority would be weakened. If he ruled against Marbury, it would seem that the Supreme Court was afraid of the president.

The court ruled that Marbury was entitled to his appointment but also that the law empowering the Court to issue orders to the executive branch was unconstitutional. The importance of *Marbury v. Madison* is that the Supreme Court assumed authority to declare acts of Congress unconstitutional. The Supreme Court became the final authority on the Constitution and what it meant.

3. Which of the following was a lasting outcome of *Marbury v. Madison*?

The Supreme Court

- (1) became an equal partner in the government
- (2) lost control of judicial review
- (3) gained control of the presidency
- (4) lost the respect of the people
- (5) gained more members

Tip

To better understand a Supreme Court decision in a particular case, read the section of the Constitution that pertains to that case. Look for similar ideas within the decision and the Constitution.

Question 4 refers to the following passage.

In 1816, President James Madison decided that the federal government needed a national bank. Congress chartered the Bank of the United States, which set up branches throughout the states. Many state-chartered banks did not like the national bank and tried to restrict what it could do. Maryland levied a tax on the bank. James McCulloch, cashier of the Baltimore branch, refused to pay the tax.

Most people did not expect the Supreme Court to rule that the bank was unconstitutional. However, they were concerned about how the bank's refusal to pay the state tax would impact states' rights versus those of the federal government.

In *McCulloch v. Maryland*, the court upheld the constitutionality of the national bank and established a broad interpretation of the power of the federal government under the Constitution. Chief Justice John Marshall wrote in his opinion that when the Constitution was ratified by the states, implied as well as enumerated powers had been given to the federal government. He further stated that if the tax were allowed to stand, states could use taxation to attack other federal powers, such as delivering the mail, which would allow the states to control the federal government.

4. Whose powers did the decision in *McCulloch v. Maryland* extend and protect?
- (1) state legislators
 - (2) the governors of each state
 - (3) the federal government
 - (4) the Supreme Court
 - (5) Congress

Tip

Supreme Court decisions sometimes use words that are not commonly found in everyday language. Use a dictionary to find the definition for the words or phrases used. Then summarize the decision in your own words.

Questions 5 and 6 refer to the following passage.

Dred Scott was born a slave and taken by his master to a portion of the United States where slavery was not allowed. After his master died, Scott argued that he was entitled to freedom, believing that because he had been taken to a free state he had become a free man. In 1856, the Supreme Court ruled in the case of *Scott v. Sandford* that Scott could not sue for his freedom in court because, as a slave, he was not a U.S. citizen.

Chief Justice Taney went even further and ruled that the Missouri Compromise of 1820, which prohibited slavery in certain territories, violated the Fifth Amendment because it deprived people of their property without due process of law. Today, *Scott v. Sandford* is considered to be one of the court's worst decisions.

5. The ruling in *Scott v. Sandford* was one factor leading to which of the following conflicts?
- (1) the Vietnam War
 - (2) World War II
 - (3) World War I
 - (4) the Civil War
 - (5) the War of 1812
6. The ruling in *Scott v. Sandford* is an example of applying which of the following?
- (1) a judicial solution to a political problem
 - (2) a political solution to a problem with the economy
 - (3) a political solution to a moral issue
 - (4) a moral solution to a judicial problem
 - (5) a judicial solution to a legislative issue

Landmark Supreme Court Cases

Civil Rights and Individual Freedoms

Under the concept of judicial review, the Supreme Court has the power to determine whether or not a law is unconstitutional—that is, if it is in accordance with the U.S. Constitution. If someone brings a case to court challenging a law, the case makes its way through the court system to the Supreme Court, and the law is declared unconstitutional, that law is no longer in force. The Supreme Court issues an opinion that explains its reasons for reaching the decision.

In this lesson, you will have an opportunity to gain a better understanding of landmark Supreme Court cases in the areas of civil rights and individual freedoms and how these cases have changed American society.

Try this GED example. Choose the one best answer to each question. Then check your answers.

The Supreme Court has often taken an activist role. Judicial activism is the willingness of a court to create policy by interpreting laws more broadly. One example is the “right to privacy.” The right to privacy is often considered a constitutional right of U.S. citizens; however, it is not stated explicitly in the Constitution. Instead, it is an interpretation that has been made by the Supreme Court of the First, Fourth, and Fifth Amendments. The First Amendment guarantees freedom of religion, speech, assembly, and petition. The Fourth Amendment guarantees protection from unreasonable search and seizure. The Fifth Amendment guarantees the rights of persons accused of crimes. Judicial activism in these areas has often dramatically changed laws.

1. Judicial activism is a result of which of the following?

The way in which the courts

- (1) interpret laws more loosely
- (2) interpret laws more restrictively
- (3) respond to lawsuits by activists
- (4) respond to laws passed by activists
- (5) uphold the laws of the land

2. Which of the following has provided an individual’s expectation of a “right to privacy”?

- (1) the First Amendment
- (2) the Fourth Amendment
- (3) the Fifth Amendment
- (4) judicial activism
- (5) legislative activism

-
1. **(1)** Judicial activism is a result of the court’s interpretation of laws, which leads to change in policy. This usually occurs when a broad or more general interpretation of the law is developed. Option (2) would result in a strict interpretation of the law as stated and would allow little room for changes. Options (3), (4), and (5) are not supported by the text.

2. **(4)** Judicial activism has resulted in a citizen’s expectation of a right to privacy. The Supreme Court, through its interpretation of options (1), (2), and (3), has established the right to privacy. Option (5) is not mentioned in the passage.
-

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following passage.

After the Civil War, two constitutional amendments were ratified—the Thirteenth Amendment, which abolished slavery, and the Fourteenth Amendment, which provided for equal protection under the law for all citizens. Soon after, many Southern states enacted laws that were designed to segregate, or keep separate, whites and blacks.

A black citizen, Homer Plessy, was jailed for refusing to leave a railroad car that was reserved for white passengers. In 1896, he appealed to the Supreme Court on the basis that the principle of “separate but equal” violated his rights under the Thirteenth and Fourteenth Amendments. In a 7-to-1 vote, the Supreme Court upheld the doctrine of “separate but equal.” The ruling in *Plessy v. Ferguson* remained in force until the mid-1950s.

1. Which of the following was supported by the doctrine of “separate but equal”?

The doctrine of “separate but equal” allowed different facilities based on race as long as one was

- (1) not more attractive than the other
 - (2) inferior to the other
 - (3) not inferior to the other
 - (4) larger than the other
 - (5) the same size as the other
2. Justice Harlan was the lone dissenter in the case, stating that the “Constitution is colorblind.” What did he mean by that phrase?
- The Constitution
- (1) applies to citizens differently based on race
 - (2) applies to all citizens regardless of race
 - (3) was written at a time when race did not matter
 - (4) was revised to recognize differences in race
 - (5) does not apply in this situation

Questions 3 and 4 refer to the following passage.

The National Association for the Advancement of Colored People (NAACP) never accepted the doctrine of “separate but equal.” In the 1940s and 1950s, this organization brought a series of cases to the Supreme Court as proof that separate facilities did not meet the criteria for equality.

A young African-American girl, Linda Carol Brown, was forced to walk twenty-one blocks to the nearest all-black school rather than four blocks to an all-white school. A lawsuit was brought against the Board of Education of Topeka, Kansas, on her behalf in 1953.

In the spring of 1954, the Supreme Court issued its unanimous opinion in *Brown v. Board of Education*, reversing the ruling in *Plessy v. Ferguson*. Justice Warren wrote the court’s opinion stating that “separate but equal” was inherently unequal. The court went further to state that segregation is a denial of the equal protection of laws, a violation of the Fourteenth Amendment of the Constitution.

3. Which of the following resulted from the ruling in *Brown v. Board of Education*?

- (1) segregation of colleges and universities
- (2) segregation in public housing
- (3) desegregation of public education
- (4) desegregation of private schools
- (5) desegregation in public housing

4. Previous decisions of the Supreme Court focused on tangible factors, such as books and materials, when discussing equality in education. However, *Brown v. Board of Education* focused on the intangible factors that impact the quality of education. Which of the following is an intangible factor?

- (1) curriculum and textbooks
- (2) qualifications of teachers
- (3) participation in extracurricular activities
- (4) availability of facilities for athletics
- (5) motivation to learn

Question 5 refers to the following passage.

In 1917, Congress passed the Espionage Act. This law was intended to prevent anyone from obstructing the draft, which had been instituted because of U.S. involvement in World War I.

Charles Schenck, a member of the Socialist Party, developed and distributed brochures that condemned the draft. Schenck was arrested and convicted of violating the Espionage Act. He appealed his case to the Supreme Court stating that the Espionage Act violated his right to freedom of speech and the press.

Justice Oliver Wendell Holmes wrote the majority opinion in *Schenck v. United States*. Holmes stated that during times of war, extraordinary conditions may exist that lead Congress to prohibit activities that would hinder the war effort. Holmes stated, "We admit that, in many places and ordinary times, the defendants, in saying all that was said in the circular, would be within their constitutional rights. But the character of every act depends upon the circumstances in which it is done." In the Supreme Court's ruling on *Schenck v. United States*, the test of "clear and present danger" was developed to deal with questions related to freedom of speech.

5. Which of the following actions would present a "clear and present danger" and would not be protected by freedom of speech?
- (1) arguing with friends about military spending
 - (2) speaking before a board meeting to urge changes in school boundaries
 - (3) making a bomb threat in a crowded auditorium
 - (4) writing a letter to a member of Congress to state opposition to a specific bill
 - (5) picketing a local business because of problems with a product or service

Question 6 refers to the following passage.

The First Amendment guarantees freedom of the press. However, there are often debates between the government and the press about what should or should not be published. In 1967, the U.S. government conducted a secret study of how the U.S. had become involved in the Vietnam War. A former Defense Department economist made copies of major portions of the report and gave them to the press. In 1971, *The New York Times* began publishing what was known as the Pentagon Papers. The *Times* believed that the people had a right to know what the government had done. The Nixon Administration sought to stop publication of the papers, believing that the release of certain secrets would damage the government and adversely affect its citizens.

In *New York Times v. United States*, the Supreme Court could not reach a single opinion. Instead, it presented a *per curiam* decision, or decision issued on behalf of the court rather than specific justices. The court ruled that the government always has a heavy burden in proving why prior restraint should be permitted, and it had failed to do so. The justices then wrote their own views on freedom of the press.

6. Justices Black and Douglas wrote, "Only a free and unrestrained press can effectively expose deception in government." Which of the following most accurately reflects their beliefs?

The press has a responsibility to report the facts to the public in order to

- (1) ensure those who were involved would be punished
- (2) ensure the government's story was heard
- (3) stop the Vietnam War
- (4) prevent future wars
- (5) prevent the government from deceiving the people

Landmark Supreme Court Cases

Due Process and Campaign Finance

American citizens are guaranteed rights under the Constitution. Many important rulings of the Supreme Court have been about defining, clarifying, or upholding those rights. Sometimes these decisions are controversial, especially when they deal with the rights of those accused or convicted of crimes.

In this lesson, you will have an opportunity to gain a better understanding of landmark Supreme Court cases related to issues of due process and the financing of political campaigns.

Try this GED example. Choose the one best answer to each question. Then check your answers.

Each year, the Supreme Court issues 80 to 100 rulings. Each ruling has an effect on how citizens' rights are protected under the Constitution. As the final authority on the Constitution, the Supreme Court has a tremendous responsibility to ensure that a law or government action serves to protect people and not lessen their protection under the law.

Over the past 30 years, a number of cases have come before the Supreme Court that deal with issues related to due process of law found in the Fifth and Sixth Amendments to the Constitution.

Under the Fifth Amendment, people accused of serious crimes cannot be tried unless they are first indicted, or formally accused, by a grand jury. They cannot be tried twice for the same crime. They cannot be forced to testify against themselves. They cannot be deprived of life, liberty, or property except by lawful means.

Under the Sixth Amendment, people accused of crimes are entitled to a speedy, public jury trial in the state where the crime occurred. Those accused must be informed of the charges against them, and they have the right to a defense lawyer.

Although the cases presented in these areas often create controversy, they still stand today as a witness to the power of the Constitution and the desire to ensure that equal protection is provided to all citizens.

1. Which of the following best reflects Americans' reactions to Supreme Court decisions?
 - (1) All decisions are met with approval.
 - (2) All decisions are met with disapproval.
 - (3) Few decisions are met with approval.
 - (4) Some decisions create controversy and mixed feelings among citizens.
 - (5) None of the decisions create controversy.

2. Which of the following has the greatest influence on the Supreme Court's decision-making process?
 - (1) public opinion
 - (2) media response
 - (3) letters from citizens
 - (4) the Constitution
 - (5) support from the executive branch

-
1. **(4)** In a democracy, people are free to disagree with the decisions of the court and often do, as stated in the text. Options (1), (2), and (5) are written as absolutes and are not true. Option (3) is not true as most decisions are met with approval, even though members of the Supreme Court often voice differences of opinion.
 2. **(4)** The Supreme Court bases its opinions solely on the U.S. Constitution. Options (1), (2), (3), and (5) include factors that do not impact the court's decisions.
-

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following passage.

Danny Escobedo was arrested for the murder of his sister's husband. When he was taken to the police station, he repeatedly asked to see his lawyer. However, the police denied his request.

Under interrogation, Escobedo finally confessed to the murder. As a result of his confession, Escobedo was found guilty. Escobedo appealed to the Supreme Court that his rights under the Sixth Amendment had been denied.

In the case of *Escobedo v. Illinois*, the Supreme Court ruled that Escobedo's constitutional rights had been violated when he was denied legal counsel. As a result, Escobedo, a confessed murderer, was released. The *Escobedo v. Illinois* decision was one of the Court's most controversial. Public sentiment regarding the outcome of this case was that the Court was too lenient on criminals.

1. The Sixth Amendment is designed to ensure that due process is followed in criminal investigations. Which of the following rights was denied to Escobedo?

- (1) freedom from unlawful search and seizure
- (2) free speech
- (3) freedom to speak with the press
- (4) trial by jury
- (5) right to counsel

2. Which of the following best summarizes the principle of American justice illustrated by the *Escobedo* decision?

The constitutional rights of individuals

- (1) must be observed
- (2) are unfairly applied
- (3) can be disregarded for criminals
- (4) need to be improved
- (5) favor criminals

Questions 3 and 4 refer to the following passage.

In 1963, Ernesto Miranda was arrested in Arizona for armed robbery, kidnapping, and rape. Miranda had a long criminal record. While in police custody, he signed a written confession.

The case of *Miranda v. Arizona* was appealed to the Supreme Court. In 1966, the Supreme Court overturned Miranda's conviction stating that the police should have advised him of his Fifth Amendment protection against self-incrimination.

In 1968, Congress passed a law to try to get around the Miranda ruling. The law allowed prosecutors to use statements made by suspects if the statements were given voluntarily. In 2000, the Supreme Court ruled that the Miranda decision took precedence over the 1968 law.

3. For which of the following reasons was the Miranda conviction overturned?

- (1) failure to provide legal counsel
- (2) failure to allow access to the press
- (3) failure to provide a trial by his peers
- (4) unlawful search and seizure
- (5) failure to inform the suspect of his right to remain silent

4. Which of the following best explains why the Miranda ruling took precedence over the 1968 law that allowed prosecutors to use voluntary statements?

- (1) The Supreme Court is more powerful than Congress.
- (2) Congress is more powerful than the Supreme Court.
- (3) Prosecutors are allowed more leeway in how they build their cases.
- (4) The Miranda ruling was based on rights outlined in the Constitution.
- (5) The public was in favor of the Miranda ruling.

Question 5 refers to the following passage.

Clarence Gideon was accused of breaking into a Florida poolroom and stealing. Gideon could not afford a lawyer and asked the court to supply one at no cost. The judge in the case refused to provide an attorney.

Gideon conducted his own defense but was found guilty. While in prison, he spent hours studying law books in the prison library. In 1963, he appealed his case to the Supreme Court. He claimed that his right to a fair trial had been violated.

In *Gideon v. Wainwright*, the Supreme Court ruled that Gideon's constitutional rights had been violated. In a unanimous decision, the court ruled that Gideon's Sixth Amendment rights had been violated when the judge refused to provide him with legal counsel.

5. Which of the following did the Supreme Court address in its ruling in the *Gideon v. Wainwright* case?
- (1) Wealthy people are more likely to have a fair trial.
 - (2) Attorneys should not be paid.
 - (3) Poor people should have the assistance of counsel.
 - (4) An individual has the right to act as his or her own attorney.
 - (5) Legal counsel is not necessary to get a fair trial.

Tip

Studying major decisions of the Supreme Court can help you gain a better understanding of U.S. history. Make a timeline showing decisions made over the last 200 years. Using the Internet, newspapers, or other materials, identify events that were occurring in the U.S. at the same time as landmark Supreme Court cases.

Questions 6 and 7 refer to the following passage and chart.

The need for campaign finance reform has been debated in public and in the courts for a number of years. In 1971, the Federal Election Campaign Act was passed to address reform issues. In 1974, the law was amended to continue reform initiatives. In 1976, the constitutionality of the law was tested in the case of *Buckley v. Valeo*. The Supreme Court upheld the constitutionality of certain parts of the law while finding other parts unconstitutional.

Constitutional	Unconstitutional
<ul style="list-style-type: none">• \$1,000 limit on individual contributions• disclosure of contributors• public financing of elections	<ul style="list-style-type: none">• limit on total contributions• limit on expenditures by candidates from their personal funds

6. The Supreme Court ruled that candidates had a right to spend their own money as they pleased. On which of the following constitutional guarantees would they have based their opinion?
- (1) freedom of speech
 - (2) freedom of the press
 - (3) right to trial by jury
 - (4) right to privacy
 - (5) right to petition the government
7. The Supreme Court ruled that limitations on contributions are important. Which of the following statements reflects the court's thinking on this issue?
- (1) Money should be spent on social causes.
 - (2) Money ensures that the right candidate is elected.
 - (3) Large contributions can improperly influence an elected official.
 - (4) Only the very wealthy can be elected.
 - (5) Contributions should be given to charity instead of politics.

Other Key Historical Documents

The Federalist Papers and Other Documents

Many historical documents have had a profound effect on the history of the United States. Some, such as the Declaration of Independence, have served as a basis for other documents.

Many people are not aware of the impact that the Mayflower Compact had on the Declaration's development. Without the Federalist Papers, ratification of the U.S. Constitution might never have occurred. When the issue of slavery divided the nation, the Emancipation Proclamation led to freedom for a large number of people who had spent their entire lives as slaves.

In this lesson, you will learn more about the Mayflower Compact, the Federalist Papers, Lincoln's Inaugural Address, and the Emancipation Proclamation and how these documents have affected the United States and the lives of its citizens.

Try this GED example. Choose the one best answer to each question. Then check your answers.

The Pilgrims aboard the Mayflower brought with them the basic ideas of British government. Before they landed, they joined together and drafted the Mayflower Compact that would serve as the basis for providing order within the new colony. Here is an excerpt from the Mayflower Compact:

We...do by these presents solemnly and mutually...covenant and combine ourselves together into a civil body politic for our better ordering and preservation...to enact, constitute, and frame such just and equal laws, ordinances, acts...as shall be thought most...convenient for the general good of the colony unto which we promise all due...obedience.

1. Why did the Pilgrims believe it was important to establish laws before they landed in the New World?
 - (1) to keep women and children under control
 - (2) to ensure the general good of the colony
 - (3) to comply with the king's order
 - (4) to comply with the orders of the people who had funded the journey
 - (5) to ensure that no one left the colony

2. Which of the following most likely reflects why the Pilgrims used the phrase "solemnly and mutually" when they wrote the Mayflower Compact?

The document represented

- (1) a somber decision made by the captain of the *Mayflower*
- (2) a serious decision made by a priest
- (3) a serious decision made by all the Pilgrims
- (4) a vow made to their king and the Church of England
- (5) a promise made by some of the Pilgrims

-
1. **(2)** The purpose of a system of laws is to ensure order and well-being within a community or nation. Options (1), (3), (4), and (5) are not mentioned in the excerpt or passage.
 2. **(3)** The Pilgrims wanted everyone to know that they had given serious thought to this decision and that it was based on the will of the group, not of just one or two individuals.
-

The Federalist Papers and Other Documents

Directions: Choose the one best answer to each question. Questions 1 and 2 refer to the following passage.

The Federalist Papers

After the Constitutional Convention of 1787, the ratification of the new Constitution was hotly debated. On one side were the Federalists led by Alexander Hamilton. They believed in a strong central government. On the other side were the Antifederalists led by Patrick Henry. Although they acknowledged possible problems with a weak central government, they did not want government to interfere with individual rights.

To help gain support for the new Constitution, three Federalists wrote a series of 85 essays that addressed different points covered in the Constitution as well as concerns about politics.

1. Why were the Federalists Papers written?
 - (1) to persuade people to support the existing government of the United States
 - (2) to persuade people to support a new, stronger form of government in the U.S.
 - (3) to convince people that the Antifederalists were dangerous
 - (4) to ensure that people knew what was wrong with all forms of government
 - (5) to convince people to return to a constitutional monarchy

2. Based on the passage, what was the main concern of the Antifederalists?
 - (1) that the government would take all their money
 - (2) that the states would no longer have their own governments
 - (3) that the people would be able to overthrow the government
 - (4) that the individual rights of people would not be protected
 - (5) that the states would not want to work together

Question 3 refers to the following excerpt and passage.

Federalist Paper No. 10

Among the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction... a number of citizens... who are united by some common impulse of passion, or of interest, adverse to the rights of other citizens.

James Madison wrote 29 of the 85 Federalist essays. Many people consider Federalist Paper No. 10 to be his greatest work. Madison argued that extending the size of the government was vital to its future. He believed a stronger government would prevent small groups, or factions, from joining together to pass oppressive laws. He also believed that having more people vote would result in the election of those who were most qualified.

3. Based on the excerpt and the passage, which of the following was the greatest concern expressed by James Madison in Federalist Paper No. 10?
 - (1) A weak government could be taken over by people who wouldn't protect the interests of all citizens.
 - (2) Madison would not be elected to public office if certain factions took control.
 - (3) The Constitution would not be ratified.
 - (4) A strong government would take rights away from its citizens.
 - (5) States would take control of the federal government.

Tip

The Federalist Papers were written anonymously by Alexander Hamilton, James Madison, and John Jay and published under the name *Publius*.

Question 4 refers to the following excerpt and passage.

Federalist Paper No. 51

In order to lay a due foundation for that separate and distinct exercise of the different powers of government...each department should have a will of its own. It is equally evident that the members of each department should be as little dependent as possible on those of the others...

The Federalists believed that a system of checks and balances would ensure a separation of powers. Madison was convinced that no one branch of government should have more power than another, nor should any branch be able to assume the power or responsibilities of another branch.

4. What did Madison feel would ensure a separation of powers?
- (1) Each branch would have its own responsibilities.
 - (2) A national police force would ensure separation of powers.
 - (3) Each branch would have everything it needed and would not be dependent on another branch.
 - (4) Each branch would be located in a different part of the country.
 - (5) Each branch would have its own budget.

Question 5 refers to the following passage and excerpt.

Lincoln's Inaugural Address

When Lincoln was elected president in 1860, the United States faced a tremendous crisis. The nation was deeply divided over the issue of slavery. Southern states had threatened to leave the Union because they felt that their rights were being taken away. In his Inaugural Address of 1861, Lincoln discussed his concerns about the problems facing the country and its future.

We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection.

5. Which of the following best states the meaning of the sentence: "Though passion may have strained, it must not break our bonds of affection"?
- (1) Even though people disagree, they should not break up the Union because of their differences.
 - (2) People could not overcome their differences.
 - (3) People hated each other and had to dissolve the Union.
 - (4) Because people believed in different things, they should live in separate countries.
 - (5) Because people had been friends, they could solve their differences in court, not war.

Question 6 refers to the following passage.

The Emancipation Proclamation

President Abraham Lincoln believed that he had the power to do whatever was necessary to preserve the Union. In 1862 he announced the preliminary Emancipation Proclamation, stating that on January 1, 1863, he would free all slaves in states that had left the Union. When it was actually issued, the Emancipation Proclamation was more symbolic than realistic because the government had no power to enforce it. However, the document did change the way many people felt about ending slavery.

6. Although the Emancipation Proclamation did not end slavery in America, with which of the following accomplishments is it credited?
- (1) making slavery legal in Northern states
 - (2) making the abolition of slavery a major goal of the war
 - (3) making the abolition of slavery a goal for Southern states
 - (4) bringing the war to an end sooner
 - (5) making the war last even longer

Other Key Historical Documents

The Monroe Doctrine and Some Important Speeches

Key historical documents include many types of written communication—letters, policies, speeches, and even poems. All these documents have one thing in common. They have helped bring the United States to its place in the world today—a democracy that understands that the will of the people must set the course for government.

In this lesson you will learn about the Monroe Doctrine, the Gettysburg Address, George Washington’s Farewell Address, and Dr. Martin Luther King, Jr.’s “I Have a Dream” speech.

Try this GED example. Choose the one best answer to each question. Then check your answers.

Key historical documents are not limited to the Declaration of Independence or the U.S. Constitution. Over the course of the past 200 years, many events and people have greatly impacted the course of the country’s development.

The Monroe Doctrine evolved as a result of events occurring outside the United States. It was developed and remains as an important component of the United States foreign policy.

The Civil War divided the country deeply, pitting son against father and neighbor against neighbor. At Gettysburg, thousands of Union and Confederate soldiers died in battle. President Lincoln in the Gettysburg Address tried to help the nation understand that this loss of life was not in vain.

In the 1960s, African Americans and other minority groups struggled for the passage of laws that would support the rights of all Americans. Dr. Martin Luther King, Jr., led the struggle. His words, spoken in Washington, D.C. in 1963, inspired the country to bring to reality the promise of the Declaration of Independence that “all men are created equal.”

1. Which of the following documents was written in response to an important battle of the Civil War?

- (1) the Declaration of Independence
- (2) the U.S. Constitution
- (3) the Monroe Doctrine
- (4) the Gettysburg Address
- (5) Dr. King’s “I Have a Dream” speech

2. Which of the following documents still has an impact on American foreign policy?

- (1) the Declaration of Independence
- (2) the U.S. Constitution and Bill of Rights
- (3) the Monroe Doctrine
- (4) the Gettysburg Address
- (5) Dr. King’s “I Have a Dream” speech

1. **(4)** The passage clearly states that President Lincoln gave his address at Gettysburg after a battle during the Civil War. The other documents resulted from other events in U.S. history.

2. **(3)** The only document mentioned as having a direct relationship to foreign policy is the Monroe Doctrine. All the other documents are related to events within the United States.

The Monroe Doctrine and Some Important Speeches

Directions: Choose the one best answer to each question. Question 1 refers to the following passage.

As President George Washington prepared to leave office in 1796, his farewell address was printed in a Philadelphia newspaper. Washington was concerned that the new nation be able to grow and prosper and not be torn apart by various factions within states or the government at large. He spoke about the possible dangers of political parties, about avoiding national debt, and about avoiding relationships with foreign countries. He also stated: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge...As the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

1. To what was Washington most likely referring when he spoke of "institutions for the general diffusion of knowledge"?
 - (1) military training camps
 - (2) newspapers
 - (3) schools, colleges, and universities
 - (4) a new postal system
 - (5) a government reporting system

Questions 2 and 3 refer to the following excerpt and passage.

The Monroe Doctrine

We...declare that we should consider any attempt on their (European powers') part to extend their system to any portion of this hemisphere as dangerous to our peace and safety...Our policy in regard to Europe...remains the same, which is, not to interfere in the internal concerns of any of its powers. But in regard to those continents (the Americas), circumstances are...different.

In 1823, the American government was greatly concerned that Spain would attempt to regain control of countries in the Western Hemisphere that had gained their independence. As part of his address to Congress, President James Monroe outlined the position of the United States.

- American colonies that had gained independence could not be taken for future colonization by European powers.
- The United States would consider any attempt by European powers to impose their system on an independent state as a threat to U.S. peace and safety.
- The United States considered itself to be a protector of independent nations in the Western Hemisphere.

The Monroe Doctrine has served as a part of U.S. foreign policy for more than 170 years.

2. Which of the following most accurately reflects the United States' concern over foreign intervention in the Western Hemisphere?

Foreign intervention could

- (1) eventually lead to conflict on American soil
- (2) affect the United States' control of the world
- (3) cost the U.S. a lot of money
- (4) lead to increased taxes
- (5) result in an increased number of political enemies

3. Which of the following countries would fall under the protection of the Monroe Doctrine if it were faced with a takeover of its government by a European power?

- (1) Egypt
- (2) Italy
- (3) Mexico
- (4) Spain
- (5) Japan

Question 4 refers to the following excerpt and passage.

The Gettysburg Address

In July 1863, Confederate and Union forces met on the battlefield in Gettysburg, Pennsylvania. They fought for three days, and the two sides had more than 45,000 casualties. The battle at Gettysburg is considered the turning point of the Civil War. In November 1863, the battlefield at Gettysburg was dedicated as a national cemetery. President Lincoln spoke for only two minutes, but his eloquent speech is one of the most famous in U.S. history. Here are the opening and closing lines of the speech:

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. ...we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

4. Based on the passage and the excerpt, which of the following statements best describes the Gettysburg Address?

It

- (1) stated new ideas about the purpose of government
- (2) declared for the first time equality for all citizens
- (3) warned that the war threatened American freedom
- (4) reminded people of the principles on which the country was founded
- (5) dedicated the battlefield to the founding fathers

Questions 5 and 6 refer to the following passage.

One of the strongest advocates for social change in the 1950s and 1960s was Dr. Martin Luther King, Jr. He believed that the way to achieve social change was through a nonviolent approach. After the Civil War, constitutional amendments were passed that prohibited slavery, granted citizenship to all people born in the United States, and granted voting rights to all male citizens. However, the dream of equality did not take root throughout America, and many people were denied equal rights because of the color of their skin.

In 1963, Dr. King led the March on Washington for Jobs and Freedom. On the steps of the Lincoln Memorial, he gave his “I Have a Dream” speech, one of the most influential speeches of modern times.

5. Dr. King believed that segregation was wrong and that all people should live by the same laws. Which of the following actions is an example of segregation?
- (1) reducing prices for people over age 65
 - (2) providing separate seating areas for people based on race
 - (3) allowing people to choose where they wish to sit in a restaurant
 - (4) offering different types of food on a menu
 - (5) offering reduced prices for frequent diners
6. In his speech, Dr. King stated, “We must not allow our creative protest to degenerate.” What did he most likely mean by this statement?
- (1) He didn’t want to wait until the next generation was born for changes to occur.
 - (2) He didn’t want the current generation to give up the battle for equal rights.
 - (3) He didn’t want people to resort to violence.
 - (4) He wanted people to move from peaceful to more forceful means of demonstration.
 - (5) He wanted people to consider every option and do what they had to do to bring about change.

Answer Key

LESSON 1 (pages 4–5)

1. (3) 4. (3)
2. (2) 5. (5)
3. (1)

LESSON 2 (pages 7–8)

1. (3) 5. (1)
2. (4) 6. (2)
3. (3) 7. (1)
4. (2)

LESSON 3 (pages 10–11)

1. (4) 5. (2)
2. (2) 6. (1)
3. (5) 7. (3)
4. (4)

LESSON 4 (pages 13–14)

1. (1) 4. (4)
2. (2) 5. (5)
3. (1) 6. (2)

LESSON 5 (pages 16–17)

1. (4) 4. (1)
2. (3) 5. (4)
3. (4)

LESSON 6 (pages 19–20)

1. (1) 6. (2)
2. (2) 7. (5)
3. (5) 8. (5)
4. (3) 9. (1)
5. (1)

LESSON 7 (pages 22–23)

1. (5) 6. (2)
2. (1) 7. (5)
3. (3) 8. (5)
4. (1) 9. (1)
5. (4)

LESSON 8 (pages 25–26)

1. (3) 6. (3)
2. (1) 7. (4)
3. (2) 8. (1)
4. (3) 9. (1)
5. (4) 10. (2)

LESSON 9 (pages 28–29)

1. (2) 6. (5)
2. (3) 7. (1)
3. (3) 8. (2)
4. (5) 9. (2)
5. (4) 10. (5)

LESSON 10 (pages 31–32)

1. (3) 4. (3)
2. (4) 5. (3)
3. (4) 6. (3)

LESSON 11 (pages 34–35)

1. (2) 4. (3)
2. (2) 5. (4)
3. (1) 6. (1)

LESSON 12 (pages 37–38)

1. (3) 4. (5)
2. (2) 5. (3)
3. (3) 6. (5)

LESSON 13 (pages 40–41)

1. (5) 5. (3)
2. (1) 6. (1)
3. (5) 7. (3)
4. (4)

LESSON 14 (pages 43–44)

1. (2) 4. (1)
2. (4) 5. (1)
3. (1) 6. (2)

LESSON 15 (pages 46–47)

1. (3) 4. (4)
2. (1) 5. (2)
3. (3) 6. (3)



STECK-VAUGHN

A Harcourt Company

ISBN 0-7398-6396-7



9 0000

9 780739 863961