

★ Spotlighted Item: **DROP-DOWN**

DIRECTIONS: The passage below is incomplete. Use information from the diagram to complete the passage. For each drop-down item, choose the option that correctly completes the sentence.

Rights and Powers	Articles of Confederation	U.S. Constitution
Type of Government	Confederation, with states holding most of the power	Federal system, with power divided between states and central government
Structure of Central Government	Congress with 2 to 7 delegates from each state	Government with 3 branches: executive, legislative and judicial
Executive Branch	No executive at national level; state governors	President and cabinet
Legislative Branch	Congress with 1 house; states have 2 to 7 delegates but each state has 1 vote	Congress with 2 houses: Senate and House of Representatives
Judicial Branch	None at national level; only state courts	System of federal courts and state courts
Trade	Regulates trade with other nations, but not between states	Regulates trade with other nations and between states
Foreign Relations	Conducts relations with other nations	Conducts relations with other nations
Waging War	Carried out by national government	Carried out by national government
Postal Service	Run by national government	Run by national government
Money	Each state coins its own money; no national currency	Federal government coins all money for the nation
Taxation	State governments have power to tax; no taxation power at national level	Both federal and state governments have power to tax
Other Rights Not Mentioned	Powers not listed are retained by the states	Powers not listed are retained by the states

Powers that are the same in Articles and Constitution

3. The Articles of Confederation was the first plan of government for the United States. It lasted only a few years before the U.S. Constitution replaced it. The diagram shows that the central government of the United States under the Articles was much than it became under the Constitution. Still, some powers were the same under both documents. For example, the central government controlled the waging of war, foreign relations, foreign trade, and under both the Articles and the Constitution.

However, the structure of government under the Constitution is much different than under the Articles. The Articles did not have a national or branch of government.

Drop-Down Answer Options

- 3.1 A. stronger
B. larger
C. weaker
D. stricter

- 3.2 A. taxation
B. money
C. courts
D. mail

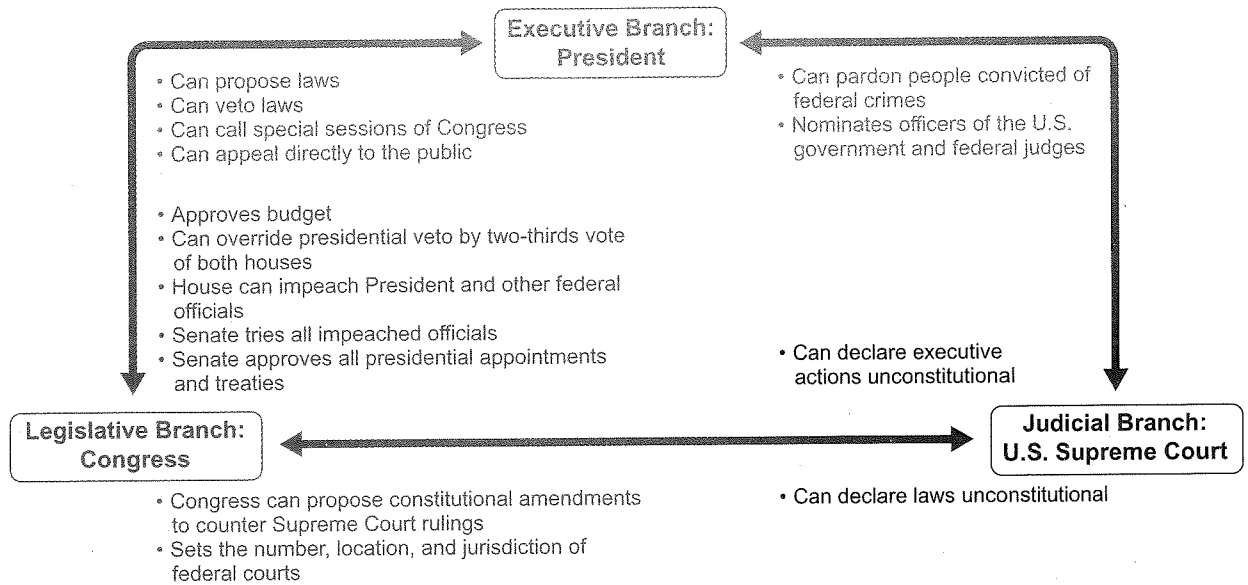
- 3.3 A. executive
B. legislative
C. postal
D. war

- 3.4 A. postal
B. judicial
C. legislative
D. regulation

★ Spotlighted Item: **DROP-DOWN**

DIRECTIONS: The passage below is incomplete. Use information from the diagram to complete the passage. For each drop-down item, choose the option that correctly completes the sentence.

CHECKS AND BALANCES



UNIT 3

4. The federal system of government in the United States divides responsibility among three equal branches. Each branch has powers that can check or balance the powers of the others. For example, the President can reject, or **4. Drop-down 1**, laws that Congress passes. But Congress can still pass a vetoed law with a two-thirds vote that **4. Drop-down 2** the President's action. The people who created the United States' plan of government included checks and balances because they feared **4. Drop-down 3**.

The use of checks and balances occurs primarily in constitutional governments. They are fundamentally important in tripartite governments, such as that of the United States, which separate powers among legislative, executive, and **4. Drop-down 4** branches.

Drop-Down Answer Options

- 4.1 A. rewrite
B. veto
C. restate
D. postpone

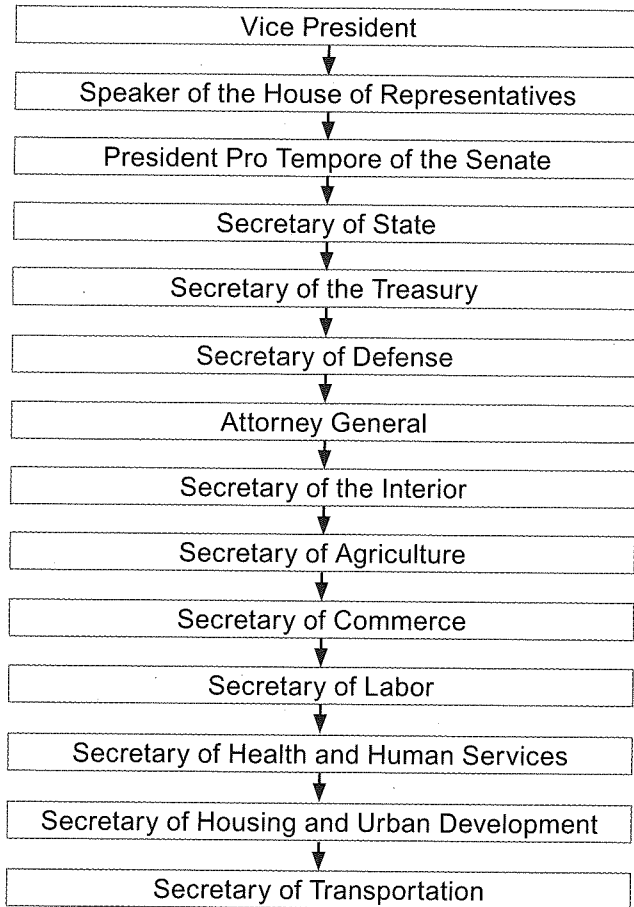
- 4.2 A. upholds
B. carries out
C. overrides
D. confirms

- 4.3 A. centralized power
B. local government
C. judicial power
D. foreign powers

- 4.4 A. political
B. administrative
C. congressional
D. judicial

DIRECTIONS: The passage below is incomplete. Use information from the diagram to complete the passage. For each drop-down item, choose the option that correctly completes the sentence.

PRESIDENTIAL SUCCESSION



5. If for some reason the President of the United States is unable to carry out his or her duties, the **5. Drop-down 1** takes over as President. According to law, there is a line of presidential succession—a specific sequence of those who would become President in case the President or others in the succession could not serve. For example, the next person in line is the **5. Drop-down 2**. From within the President’s appointed Cabinet, the person who would be first in the line of succession is the **5. Drop-down 3**. The Cabinet Secretaries who are highest in the line of succession are responsible for foreign affairs, finance, and **5. Drop-down 4**. The line of succession ensures that the U.S. government can continue to perform its functions without disruption if there is a national crisis.

Drop-Down Answer Options

- 5.1 A. Speaker of the House
 B. Secretary of Homeland Security
 C. Vice President
 D. Chief Justice of the U.S. Supreme Court

- 5.2 A. Vice President
 B. President Pro Tempore of the Senate
 C. Secretary of State
 D. Speaker of the House of Representatives

- 5.3 A. Attorney General
 B. Vice President
 C. Secretary of State
 D. President Pro Tempore of the Senate

- 5.4 A. the military
 B. agriculture
 C. trade
 D. labor

Interpret the Constitution

Use with *Student Book* pp. 48–49

1 Review the Skill

SS CONTENT TOPICS: I.CG.b.3, I.CG.b.5, I.CG.b.6, I.CG.b.7, I.CG.b.9, I.CG.b.8, I.CG.c.1, I.CG.c.2, I.CG.c.3, I.CG.c.5, I.CG.d.1, I.CG.d.2, I.USH.a
SS PRACTICES: SSP.1.a, SSP.1.b, SSP.3.b, SSP.4.a

To interpret the United States Constitution, you must take a close look at the language of the document. Find familiar words that will help you determine the document's meaning. Look for key words that may help you identify the main topics. By clarifying the main ideas, you can gain a more complete understanding of the plan of government laid out in the Constitution.

For most readers, the language of the Constitution features a combination of familiar and unfamiliar ideas. Restating these ideas in your own words may help you better understand unfamiliar concepts.

2 Refine the Skill

By refining the skill of interpreting the Constitution, you will improve your study and test-taking abilities, especially as they relate to the GED® Social Studies Test. Study the information presented below. Then answer the questions that follow.

From the Bill of Rights of the U.S. Constitution:

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously **a** ascertained by law; and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have **b** compulsory process for obtaining witnesses in his favor, and to have the assistance of **counsel** for his defense.

a Some of the words used in the writing of the Constitution are synonyms for words that are more commonly used today. *Ascertained* is a synonym for *determined* or *made certain*.

b *Compulsory* is a synonym for *required* or *mandatory*.

CONTENT TOPICS

The Constitution's first 10 amendments are called the Bill of Rights. These amendments protect individual rights from government interference.

- Which of the following provides the **best** title for the content of Amendment VI?
 - freedom of expression
 - powers of the courts
 - rights of the accused
 - procedures for jury trials
- What does the word *counsel* mean in this excerpt?
 - a plan of action
 - a type of behavior
 - a goal or purpose
 - a legal advisor

3 Master the Skill

DIRECTIONS: Study the excerpt, read each question, then choose the **best** answer.

From Article II of the U.S. Constitution:

Section 2. The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present **concur**; ...

3. Which of the following powers does the U.S. Constitution grant the President?
 - A. the power to request the advice of executive officers
 - B. the power to reject treaties approved by the Senate
 - C. the power to grant pardons in impeachment cases
 - D. the power to command state militias during times of peace
4. Which of the following can be substituted for the term *concur* in order to provide the most accurate interpretation of the text?
 - A. admit
 - B. agree
 - C. investigate
 - D. refuse
5. Which of the following **best** explains why it is stated that the President shall be commander in chief of the U.S. Army and Navy, but the U.S. Air Force is not mentioned?
 - A. The authors of the U.S. Constitution did not wish to make the President commander in chief of the U.S. Air Force.
 - B. The Vice President is commander in chief of the U.S. Air Force.
 - C. The U.S. Air Force, originally part of the U.S. Navy, was not formally established until 1865.
 - D. The U.S. Air Force, originally part of the U.S. Army, was not formally established until 1947.

DIRECTIONS: Study the excerpt, read each question, then choose the **best** answer.

From Article V of the U.S. Constitution:

The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several states, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal **suffrage** in the Senate.

6. Who has the authority to propose amendments to the United States Constitution?
 - A. the Supreme Court
 - B. federal judges
 - C. Congress and state legislatures
 - D. the President and state legislatures
7. How do proposed amendments become part of the United States Constitution?
 - A. when three fourths of state legislatures or conventions ratify them
 - B. when the President endorses them
 - C. when two thirds of state legislatures or conventions ratify them
 - D. when three fourths of the Senate ratifies them
8. Which of the following can be substituted for the term *suffrage* in order to provide the most accurate interpretation of the text?
 - A. power of taxation
 - B. right to vote
 - C. ability to investigate
 - D. freedom to assemble

3 Master the Skill

DIRECTIONS: Study the information, read each question, then choose the **best** answer.

The first ten amendments to the U.S. Constitution are known as the Bill of Rights. The excerpt below begins with the Preamble, or the introductory statement, of the Bill of Rights. This excerpt includes the first four amendments that follow the Preamble.

The Preamble to the Bill of Rights

Congress of the United States begun and held at the city of New York, on Wednesday the fourth of March, one thousand seven hundred and eighty nine.

THE conventions of a number of the states, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added: and as extending the ground of public confidence in the government, will best ensure the **beneficent** ends of its institution.

RESOLVED by the Senate and House of Representatives of the United States of America, in Congress assembled, two thirds of both houses concurring, that the following articles be proposed to the legislatures of the several states, as amendments to the Constitution of the United States, all, or any of which articles, when ratified by three fourths of the said legislatures, to be valid to all intents and purposes, as part of the said Constitution; viz.

ARTICLES in addition to, and Amendment of the Constitution of the United States of America, proposed by Congress, and ratified by the legislatures of the several states, pursuant to the fifth article of the original Constitution.

Amendment I

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.

Amendment II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

Amendment III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

9. Which of the following is protected by the First Amendment?
- A. the refusal to house federal troops
 - B. the right to publish criticism about the government
 - C. the right of a militia to possess weapons
 - D. the right to participate in local military units
10. Which of the following is protected by the Second Amendment?
- A. the refusal to house federal troops
 - B. the right of a militia to possess weapons
 - C. protection against unreasonable searches
 - D. the right to infringe on a well-regulated militia
11. Which of the following can be substituted for the term *beneficent* in order to provide the most accurate interpretation of the text?
- A. resulting in a truce with another country
 - B. resulting in forgiveness of others
 - C. resulting in a final conclusion
 - D. resulting in goodness

DIRECTIONS: Study the information, read each question, then choose the **best** answers.

As you learned on the previous page, the Bill of Rights consists of the first ten amendments to the U.S. Constitution. The final six of these amendments are presented below.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offence 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.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

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

Amendment X

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.

12. Which of the following amendments to the U.S. Constitution prohibits excessive bail or fines?
- A. the Tenth Amendment
 - B. the Ninth Amendment
 - C. the Sixth Amendment
 - D. the Eighth Amendment
13. Which of the following amendments to the U.S. Constitution prohibits what is popularly known as "double jeopardy"?
- A. the Fifth Amendment
 - B. the Sixth Amendment
 - C. the Ninth Amendment
 - D. the Tenth Amendment
14. If the U.S. Constitution does not specifically give or prohibit the U.S. government a particular right, and it is not prohibited by the states, who then is granted that right?
- A. the states alone
 - B. individual people, then the states
 - C. individual people
 - D. the states, or the people
15. Which of the following amendments to the U.S. Constitution guarantees a right to trial by jury?
- A. the Fifth Amendment
 - B. the Sixth Amendment
 - C. the Seventh Amendment
 - D. the Eighth Amendment

Summarize

Use with *Student Book* pp. 50–51

1 Review the Skill

SS CONTENT TOPICS: I.CG.b.2, I.CG.b.3, I.CG.b.4, I.CG.b.7, I.CG.b.8, I.CG.b.9, I.CG.d.1, I.U.S.H.a.1, I.U.S.H.b.1
SS PRACTICES: SSP.1.a, SSP.1.b, SSP.2.a, SSP.2.b, SSP.3.c, SSP.5.a, SSP.6.b, SSP.9.a, SSP.9.b, SSP.9.c

To **summarize** information, try to identify the main ideas or themes expressed in the information. Then, think of a way to restate those ideas in your own words. The ability to summarize information will help you clarify the most important information in a paragraph or visual element.

Be certain that you read or study a passage or visual carefully before trying to summarize it. Important ideas can appear in many places.

2 Refine the Skill

By refining the skill of summarizing, you will improve your study and test-taking abilities, especially as they relate to the GED® Social Studies Test. Study the information below. Then answer the questions that follow.

a Restating the main idea is essential in an effective summary. Titles of tables often convey the main idea. From this table's title you understand that the Bill of Rights is the main idea.

b When summarizing a table, notice any subtitles. They describe the main details the table contains.

THE BILL OF RIGHTS **a**

AMENDMENT	RIGHTS GUARANTEED b
I	Freedom of speech, the press, religion, assembly; right to protest against government actions
II	Right to bear arms, for duty in a militia
III	Government cannot force citizens to keep soldiers in their homes during peacetime
IV	Prevents government from improper searches of someone's person, property, or home
V	Right of accused to grand jury for serious crimes; person cannot be tried twice for same crime or forced to give evidence against himself; government cannot take property without just compensation
VI	Guarantees a speedy and impartial public trial by jury; right to an attorney; right to face accusers
VII	Right to jury trial in most civil cases
VIII	Prohibits unreasonably high bail or fines for those accused of crimes; outlaws cruel and unusual punishment
IX	States that the rights of the people are not limited by what is written in the Constitution
X	States that any rights not expressly given to the federal government are reserved to the states, or to the people

- Which of the following statements is the most accurate summary of the table?
 - The table lists the rights guaranteed by the Bill of Rights.
 - The table shows the exact text of the Bill of Rights.
 - The table explains rights guaranteed in the U.S. Constitution.
 - The table shows several Articles of the U.S. Constitution.
- Which of these could be included in a summary of this table?
 - the complete text of each amendment
 - the number of amendments in the Bill of Rights
 - the date when the Bill of Rights was ratified
 - examples of each of the rights as applied in everyday life

TEST-TAKING TIPS

Tables present information organized into one or more categories. Knowing what type of information is shown can help you summarize the table's content.



1 Learn the Skill

When you **generalize**, you make a broad statement that applies to entire groups of people, places, events, and so on. These statements typically contain words such as *usually*, *all*, *everyone*, *many*, *few*, *often*, or *overall*. Generalizing is useful when drawing a conclusion about something. For example, one might make the following generalization: *most Americans believe in the principles of democracy*. However, before you make a **generalization**, be sure that the information you use to support it is valid.

As with other areas of the GED® test, questions about generalizing will test your ability to interpret information at various Depth of Knowledge levels through the use of complex reading skills and thinking skills.

2 Practice the Skill

By practicing the skill of generalizing, you will improve your study and test-taking abilities, especially as they relate to the GED® Social Studies Test. Study the information below. Then answer the question that follows.

From "Shaping America's Global Energy Policy," Bureau of Energy Resources, U.S. Department of State:

Why a Bureau of Energy Resources?

The world runs on energy and people need affordable, reliable, and sustainable energy supplies. Energy provides for our most basic needs and fuels the technologies that can secure our futures. But over one billion of the world's people still do not have access to electricity. If we ignore their needs, we entrench their poverty. **a** If we expand their access to energy without making it sustainable, we accelerate environmental impacts and the competition for scarce resources.

The Department is charged with shaping U.S. international energy engagement, influencing how nations move to a cleaner energy future, and protecting our energy infrastructure and transit routes. This effort requires strong diplomatic relationships with major consumers and suppliers. We must anticipate changes in energy markets, and work with international organizations to stabilize markets and build capacity to manage them. Investments in secure, expanding, and ever-cleaner sources of energy will translate into improved health, greater economic sustainability, safer living environments, and enhanced U.S. national security. **b**

From state.gov, accessed 2013

a Look closely at ideas to see how they are connected. Here, the writer connects access to electricity to poverty.

b Examine the text to find facts or evidence an author includes that will support a generalization or generalizations.

USING LOGIC

As you encounter generalizations, you can classify them as either valid or invalid. A valid generalization is supported by facts and examples. An invalid generalization is one that is not supported.

- Which of the following generalizations is supported by the excerpt?
 - Most countries usually produce cleaner energy than the United States.
 - Safe living environments are only available to those with electricity.
 - People without access to electricity typically live in poverty.
 - The Bureau of Energy Resources works mainly in fossil fuel energy.

3 Apply the Skill

DIRECTIONS: Study the information, read the question, then choose the **best** answer.

From "Who Can Declare War?", the *New York Times*, December 15, 1990:

According to the Bush Administration, the fact that the Constitution gives Congress, and only Congress, the power "to declare war" doesn't stop the President from starting a war on his own. Congress might have interesting opinions, and its support is desirable, the argument goes. But its approval is not required should the President decide to attack Iraq, even if the attack is, in the Administration's phrase, sudden, massive and decisive.

... The President as Commander in Chief is authorized to conduct war. Aggressive Presidents have managed to wage executive wars, often because Congress has been unwilling to assert its power. But those failures do not change the Constitution.

Assistant Attorney General Stuart Gerson made the baldest, boldest argument for executive power. Under the war power clause, he told Judge Harold Greene in the suit by the members of Congress, either branch can initiate war: "Each branch might advance its conduct in support of belligerency ahead of the other: the President undertaking it, Congress in declaring it."

The President isn't denying Congress its war-declaring power, Mr. Gerson argued, going on to focus on its timing. "The Constitution does not say war must be declared in advance of hostilities." Congress could thus exercise its right to declare war—after the President had started it."

2. Which of the following generalizations does the author make in this passage?
- A. Congressional approval is not necessary for the President to declare war.
 - B. Aggressive Presidents often take greater advantage of executive power.
 - C. Congress is usually willing to declare war.
 - D. The President may only start a war after Congress has authorized it.

DIRECTIONS: Study the information, read each question, and choose the **best** answer.

All 50 states have legislatures made up of elected representatives who consider matters brought forth by the governor or introduced by their members to create legislation that becomes law. The legislature also approves a state's budget and initiates tax legislation and articles of impeachment. The latter is part of a system of checks and balances among the three branches of government that mirrors the federal system and prevents any branch from abusing its power.

Except for one state, Nebraska, all states have a bicameral legislature made up of two chambers: a smaller upper house and a larger lower house. Together the two chambers make state laws and fulfill other governing responsibilities. (Nebraska is the lone state that has just one chamber in its legislature.) The smaller upper chamber is always called the Senate, and its members generally serve longer terms, usually four years. The larger lower chamber is most often called the House of Representatives, but some states call it the Assembly or the House of Delegates. Its members usually serve shorter terms, often two years.

From whitehouse.gov, accessed 2013

3. Which of the following generalizations can be made about the states?
- A. The states all have different systems for checks and balances.
 - B. The states all have one-chamber legislatures.
 - C. The states all have bicameral legislatures.
 - D. The states have governments that operate similarly to the federal government.
4. "All 50 states have legislatures made up of elected representatives, who consider matters brought forth by the governor or introduced by its members to create legislation that becomes law."

Which of the following words indicates that this is a generalization?

- A. all
- B. consider
- C. introduced
- D. create