

Exploring Government
Student Review

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Exploring Government Student Review
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A Note to Parents

The *Exploring Government Student Review Pack* is a tool to measure your student's progress as they study *Exploring Government*. It includes three books: the *Student Review*, the *Quiz and Exam Book*, and an *Answer Key*. This material is intended to enhance your student's study of government. Please do not let it become a burden. Students should focus on learning about government, as they enjoy the literature and the primary documents and grow in their understanding of God's will concerning government and the way government is and has been practiced, especially in the United States. We pray you and your student have a successful study of government!

Student Review

The material in the *Student Review* is arranged in the order in which a student will come to it as they study the course. The assignment box at the end of each lesson in *Exploring Government* prompts your student as to when to complete the material in this book.

Review Questions. The *Student Review* includes review questions on each lesson, plus questions over each of the four literature titles we suggest students read as they study *Exploring Government*. Many parents require their students to write out answers to these questions on paper or on a computer; however, that is certainly not required. Other parents and students discuss the questions orally, and some parents use them for family discussion. If your student writes the answers on paper, we suggest that he or she answer them in a spiral notebook or on notebook paper which he keeps in a three-ring binder. These answers will be helpful for studying for quizzes and exams.

Literary Analysis. We love good books. We have carefully selected the literature titles that are assigned with this course. If you want your student simply to read and enjoy the books, we think that is wonderful. If you would like them to dig a little deeper and analyze the literature, you can have your student read the literature questions and literary analyses we have include in this book. The activities at the end of the lessons in the *Exploring Government* text will tell the student when to answer the questions and read the analyses. As we said above, please do not let any of this material become a burden.

After this Note to Parents, we have included "What Do You Think About What He Thinks? A Primer for Analysis of Non-Fiction" (to be read after Lesson 1). Your student will be given a reminder when it is time for him or her to read this section.

Quiz and Exam Book

The *Quiz and Exam Book* contains a quiz over each unit and also comprehensive exams that cover five units each. The assignment box at the end of each lesson in *Exploring Government* prompts your student to take a quiz at the end of each unit and to take the comprehensive exams after every five units. Each of these exams includes material from the previous five units. The quizzes and exams have been designed so that you can tear out one at a time and have your student write directly on that piece of paper.

Preparing for Quizzes. To prepare for a unit quiz, the student should look back over the review questions for the lessons from that unit.

Preparing for Exams. To prepare for the comprehensive exams, the student should review the quizzes and answers from each of the previous five units.

Answer Key

The *Answer Key* contains the answers to the review questions, quizzes, and exams, as well as the answers to questions about the literature. The number in parentheses after an answer indicates the page number on which that answer is found in *Exploring Government*.

What Do You Think About What He Thinks?

A Primer for Analysis of Non-Fiction

A non-fiction article, essay, or book will likely make an argument, teach, or convey information. Of course, a work of fiction might also be an attempt to make an argument, teach, or convey information; but a non-fiction work presents the information and the author's perspective in a straightforward manner. The non-fiction piece might be in the form of a story; but it is a story from real life, as with a biography.

Part of education is considering perspectives other than your own and developing your response to them. In a persuasive work, a writer has something to say that he hopes others will at least consider and perhaps agree with. Even the author of a biography writes for a purpose, not only to inform but perhaps also to convince readers about something regarding his subject: that he was instrumental in a war, or influential in Congress, or had some other significant impact.

By reading a work of non-fiction, you might be confirmed in what you believe about something or you might be convinced that you need to change your opinion. You might obtain more information that helps you have a more realistic perspective on an issue. You shouldn't fear this process. You don't want to cast aside basic truth and fall for every new idea you hear, but part of growing and maturing is gaining a more complete understanding of truth. No one has a grasp of all truth or the perfect application of that truth in every situation. Everyone can grow in some areas of life, whether that means learning more truth or learning how to apply the truth you know to more situations. This process is part of growing in what the Bible calls discernment (see Hebrews 5:13-14).

A text can be any written material. We analyze every text that we read, whether it is an encyclopedia article, a book of political commentary, or an advertisement, even if only briefly and subconsciously. We don't want to lose the joy of reading by over-analyzing, but it is good to do serious and conscious analysis for several reasons. Analysis will help you understand the meaning and purpose of a text; you might even discern a meaning beneath the surface. It can help you connect the text with its background, such as the time in which it was written or something about the author. You can profitably compare the text with other texts to see which are more consistent and believable. Analyzing a text can help you prove a thesis. A summary of a text is a report of its content, but an analysis of a text is an evaluation of its meaning and significance.

In analyzing a work of non-fiction, you want to ask questions of the text. You probably won't address every question below about every text, but here are things to consider when analyzing non-fiction:

- What is the author's point or purpose?
- What is the argument he is making?
- What is the motivation for the piece? What problem does it address?
- What evidence or logic does he use to support his thesis?

- What is the context from which the author writes (time, place, point of view, background and experience)?
- What assumptions does the author bring to writing this piece?
- What words or ideas are repeated? These will often be clues to the author's point.
- What word choices seem significant? Does the author use any figures of speech to make his argument more persuasive?
- What is the structure of the text (for example, autobiography, memoir, or examination of a particular subject)? How does the author build his argument through the work? How does the structure help make the author's point?
- What are the key passages in the work, and why are they important?
- What is surprising, odd, or troubling in the text? (These parts are likely challenging your current understanding.)
- What contradictions and inconsistencies do you find in the text?
- What assumptions do you bring to the text?
- Is the text convincing to you? Why or why not? (It is entirely likely that you will agree with some things and disagree with other parts.)
- What questions do you have after reading it? What further study do you need to do?

When you write an analysis of a non-fiction work, gather your information, impressions, and answers to these questions, then write a coherent essay that responds to the piece. Depending on the length of your essay, you will probably want to summarize the author's purpose and argument, emphasize the central points as you see them, note where you think the author is correct and where he is mistaken, and where he is effective and where he could have expressed his ideas differently. Keep in mind the nature of your assignment, what the teacher expects from you, and what the reader of your analysis needs to understand about the work you are analyzing and about your response to it.

The author whose work you have read wants you to think. Show that you have thought. Expressing your thoughts on paper indicates how well you understand what he has said and, more importantly, how well you understand your own thoughts about the subject.

Unit 4

Lesson 16

1. Why is such a large portion of the Constitution devoted to Congress?
2. What are the constitutional qualifications for serving in the House?
3. What is the length of a congressman's term in office?
4. How is a House seat filled that is made vacant by death or resignation?
5. The number of congressmen a state sends to the House of Representatives is based on what?
6. The permanent size of the House of Representatives is how many members?
7. What is apportionment and how often does reapportionment take place?
8. Who is responsible for drawing the district lines for a state?
9. What is gerrymandering and what is the origin of the term?
10. Name at least two guidelines that Congress and the courts have established for how legislatures should pursue redistricting.

Lesson 17

1. Why is the Senate considered the upper house of Congress?
2. What are the constitutional qualifications for serving in the Senate?
3. Why is the Senate considered to be a continuing body?
4. How were senators chosen in the original Constitution?
5. How did this change on a national basis?
6. How has the popular election of senators affected the power of state legislatures?
7. What is the most common way for a Senate seat to be filled when it is made vacant by death or resignation?
8. What is meant by the advice and consent role of the Senate?
9. Does the president have the right to remove an appointee without the Senate's approval?
10. What is a recess appointment?

Lesson 18

1. In what two ways is the word Congress used in American government?
2. The meetings of Congress in a given year are called a what?
3. In the original Constitution, when did Congress convene; and what are the modern dates for the convening of Congress and the president's inauguration?
4. When does a lame duck session of Congress occur?
5. What happens when a senator or a representative requests a quorum call?
6. What publication reports the proceedings of the House and the Senate?
7. What did C-SPAN begin telecasting in 1979?
8. Define franking privilege.
9. When Congress votes itself a pay raise, when can it go into effect?
10. When is a senator or representative immune from being arrested?

Lesson 19

1. Why is it unusual for a salaried or wage-earning man or woman to be elected to Congress?
2. What is a safe seat?
3. What is a freshman member of Congress?
4. Define term limits.
5. What is the most obvious work that a senator or congressman does?
6. Name two things a senator or congressman might do for a constituent.
7. What is a junket?
8. What is a congressional delegation trip?
9. What former president sold his extensive library to Congress?
10. Where must applicants for official copyright send copies of their work?

Lesson 20

1. What type of faction or group did many of the Founding Fathers fear?
2. Early representatives and senators who favored a strong central government took what name?
3. Those who favored limiting the central government and who promoted the power of the states took what name?
4. What two political parties that formed before the Civil War continue to be the most powerful today?
5. Name the four political party leaders in both the House and Senate.
6. How is the speaker of the House chosen?
7. Who is the official president of the Senate?
8. What office did the framers of the Constitution create to preside in the Senate in the absence of the vice president?
9. What do House and Senate committees do?
10. Who chooses all of the committee chairmen?

See page 10 for literary analysis of and questions over *Mornings on Horseback*.

Literary Analysis

Mornings on Horseback

by David McCullough

A person is shaped by a complex set of influences that begins even before he or she is born. Ethnicity, faith, culture, economic status, education, birth order, health, values, parents, siblings, grandparents, and family history impact a person's life in a complex way that is somewhat impossible but entirely fascinating to explore. Who are your influences? What shapes you?

A standard biography includes the entire life of the subject, from birth to death. Why does *Mornings on Horseback* conclude just as Theodore Roosevelt really came into his own?

David McCullough's purpose in writing *Mornings on Horseback* was not to produce a biography of the 26th president, but to show how Roosevelt came to be who he was. The book's subtitle says it: "The Story of an Extraordinary Family, a Vanished Way of Life, and the Unique Child Who Became Theodore Roosevelt." This is a worthwhile task because Roosevelt was such a fascinating and complex person. *Mornings on Horseback* is a book about influences.

The expectations, standards, and values of the privileged, aristocratic Roosevelt clan and the well-established, highly respected Bulloch family were the foundations of influence in Theodore Roosevelt's life. The fact that the Roosevelts were longtime New Yorkers while the Bulloch family came from Deep South Georgia brought complex influences to Roosevelt's life.

Theodore Roosevelt's immediate family shaped one another. The Roosevelt siblings were close as children and into adulthood to an uncommon degree. His long-unmarried sister Bamie felt she had a special claim and a special responsibility on her famous brother. How do you think she influenced his decisions? Roosevelt's sister Corinne, his brother Elliot, and he were the best of friends and companions. How did they help to make him into the man he became? How do you think Elliot's waywardness and failures in his adult life influenced his brother?

The Roosevelt children had few influences from outside their "set," not even from a school setting. They were surrounded by extended family, even within their home. Their playmates and friends were relatives and other members of the wealthy class. How did these people shape them?

Though raised in the city, Roosevelt was well-informed and enthusiastic about the natural world. How did his family provide for and encourage this passion? The very different locations in which young Roosevelt lived—New York, his family's vacation spots away from the city's bustle, the wilderness of Dakota Territory—each deeply influenced the values and priorities of Theodore Roosevelt. How would the family's long leisurely tour of Europe's great cities and later the Nile shape a young man?

Wealth and privilege influenced Roosevelt's life. He never wondered where a meal was coming from. He probably never worried about his father losing his job. His world was soaked in luxuries. What perspective does that upbringing give a person?

Roosevelt was forever changed by his battle with asthma. His intermittent but intense asthmatic flare-ups were traumatic. As a boy he was small and sickly. He wanted to take his place in the world as a strong, healthy, capable man; but for years his physical weakness held him back. His father exhorted him and gave him the tools and opportunity to do all he could to improve his health. How do you think Theodore Roosevelt was different as an adult because of these struggles when he was young?

Theodore's desire to make his father proud shaped his entire life well beyond wanting to follow his father's instructions for building up his body. Theodore Sr.'s influence reached to

every corner of his son's world. The entire family adored Theodore Roosevelt Sr. They regarded him as a truly great man, almost as one regards a "saint." Theodore Sr. had every success that their privileged set desired, yet he had uncommon drive, intelligence, and kindness to those in need. After Theodore Sr. died when the younger Theodore was still in college, the son longed to live a life that would have made his father proud.

These complex influences poured into one man's life and changed history. From fighting in the Spanish-American War, the building of the Panama Canal, the creation of national parks, a long and eventful presidency, and the raising of a large, boisterous family, Theodore Roosevelt led "the strenuous life" he desired. He is known for his energy, passion, and strong opinions. He is one of the most interesting and colorful characters in American history.

Note about the Author

David McCullough is the most widely-read historian of our day. His books have sold millions of copies, have remained in print for years, and have been the basis for television programs and miniseries.

McCullough majored in English literature, not history, at Yale. He originally wanted to be a novelist, but he found his passion in writing history. He decided that he wanted to write books that he would enjoy reading, on subjects he wanted to learn about. He grew up in Pittsburgh, Pennsylvania, so his first book was about the Johnstown, Pennsylvania, flood of 1889. McCullough then became interested in how the Brooklyn Bridge was built. McCullough had walked across the bridge many times when he lived in New York.

His editor suggested a book on the Panama Canal, which was his next project. An offshoot of his study of that period was this book about Theodore Roosevelt. Moving to other presidential biographies, McCullough wrote *Truman* and then spent seven years writing *John Adams*. McCullough won the Pulitzer Prize for biography for both of these books. His research into John Adams helped lead to his book *1776*, which focused on George Washington and the difficult early days of the American Revolution. McCullough also wanted the book to encourage the nation after the 9/11 terrorist attacks. He has written several other books.

McCullough has composed his books on a 1941-vintage typewriter that he bought second-hand in 1964. He likes to say that he is not working on a book, but he is working in a book: getting to know the people and places, entering as personally as possible into the story he wants to share with others. He loves to do research, and he visits places he writes about so that he will have a better feel for his subjects.

Questions on *Mornings on Horseback*

Write about one page total to answer questions 1-3:

1. What are other influences in Theodore Roosevelt's life that we did not mention in the literary analysis?
2. What influences in Theodore Roosevelt's life can you relate to? How do similar influences impact your life?
3. List five values of Theodore Roosevelt's family that you think shaped him into a passionate leader.

Write about one-half to one page:

4. Write a summary and review of *Mornings on Horseback*.

Lesson 49

1. What is meant by the term “red tape”?
2. What is the job of the secretary of state of South Dakota?
3. Who chooses department secretaries in South Dakota government?
4. What South Dakota official examines how state government spends funds in order to assure the process is accurate and efficient?
5. What is the role of the South Dakota Department of Corrections?
6. What is the purpose of the South Dakota Department of Public Safety?
7. What is the purpose of the South Dakota Department of Tribal Relations?
8. The Texas state supreme court has final appellate jurisdiction in what two types of cases?
9. What Texas court holds final appellate jurisdiction in criminal cases?
10. How do people become judges in Texas?

Lesson 50

1. Why do state governments try to encourage economic growth?
2. Most job growth within a state comes from what types of businesses?
3. What kind of tax incentives do states sometimes offer a business?
4. What types of infrastructure can state governments provide in order to help businesses be successful?
5. What is the most important asset for any company?
6. In what two ways do governors and other state officials help state economies by making official trips to foreign countries?
7. How many dollars are estimated to be spent by tourists in the United States each year?
8. How do states promote tourism?
9. What growing tourist industry is mentioned in the lesson?
10. What business would you like to start to benefit your state?

Unit 11

Lesson 51

1. What is the historic background of American county government?
2. Why do counties exist today?
3. County courthouses and county government offices are located in what city?
4. What is the most common form of county government in the U.S.?
5. What are the two other most common forms of county governments?
6. What is a township?
7. How many states have townships?
8. What kind of government do people form to provide a specific function?
9. What body usually oversees a special district?
10. Would you like to be part of your county or township government some day? If so, in what way would you like to serve?

Lesson 52

1. America has become more urban than it once was. List five advantages to living in an urban area and five advantages to living in a rural area.
2. What government entity incorporates villages, towns, and cities?
3. A city charter compares to what?
4. What was the first form of city government in America?
5. What is the most common form of city government today?
6. When candidates run on their own merits rather than as the candidates of a political party, they run on what basis?
7. What might a stadium authority do?
8. Give an example of a type of business that might receive a franchise from a city.
9. What are some advantages of a consolidated government?
10. What are some disadvantages of a consolidated government?

Lesson 53

1. What do urban planning professionals do?
2. Who made the orderly plan for Philadelphia?
3. Who made the plan for Washington, D.C.?
4. What planning movement culminated in the World's Columbian Exposition in Chicago?
5. What is a planning commission?
6. What is zoning?
7. Who oversees the zoning process?
8. What does zoning separate?
9. What happens when a city annexes property?
10. What is eminent domain?

Lesson 54

1. The economy of Williston, North Dakota, was once based on what?
2. What two national tourist sites are near Williston?
3. What is another term for fracking and how is it accomplished?
4. What type of tax does North Dakota charge oil companies?
5. What does North Dakota award oil companies through competitive bidding?
6. The oil boom caused a crisis in government in what service areas?
7. Why did Williston take on debt?
8. How did mass transportation change in Williston?
9. What services do you believe the government should provide to displaced persons in a place like Williston?
10. What services do you believe churches should provide to displaced persons in a place like Williston?

Lesson 55

1. What binds the country together on all levels of government?
2. What legislation did Thomas Jefferson encourage Congress to pass that had a negative effect on American port cities?
3. What is RFD?
4. What federal government program helped the mail order industry?
5. What were the two names of the first federal highway?
6. What is the system of numbered federal highways begun in 1926?
7. What is the system of roads begun in 1956?
8. What do federal officials use to allocate funding each year to state, local, and tribal governments?
9. How does illegal immigration affect state and local governments?
10. How did many states respond to the Supreme Court's decision in *Brown v. Board of Education*?

See page 27 for literary analysis of and questions over *Born Again*.

Literary Analysis

Born Again

by Charles Colson

Born Again is a book about power: the power of a president to do good and to do evil, the jockeying for power among his aides, the utter powerlessness that Charles Colson felt as the weight of his wrongs descended on him, his powerlessness in the world of prison life, the power of Christ to change a person's life, and the power of the fellowship of believers to help a struggling brother through the most difficult period in his life.

Colson achieved a high political position and had great influence in a presidential administration, but he lost all that and as a result took a very different course with his life. He went from working in the White House as a close adviser to the president to serving time in a federal prison with hardened criminals. Yet God used his life to accomplish much good after he lost worldly power and gained Christ.

The book is something of a history of the Nixon Administration. It describes the web of advisers who served under a complex man, who was capable of gentle kindness, brilliant diplomacy, visionary leadership, sheer dishonesty, dirty politics, and paralyzing paranoia.

When the book was published in 1976, the great majority of Americans knew about the trials of the Vietnam War followed by the catastrophe of Watergate. These events and many of the names of the people involved had been in the news every day for months. The narrative of *Born Again* had great immediacy for its first readers. They would have absorbed the detail of Colson's memories and his perspectives on the Watergate situation. He did a good job in the book of untangling the complex story. The people involved in the disasters of the Nixon Administration have faded from public awareness as a new generation has arisen; some details are not so important now. However, the central message of *Born Again*—in Christ is the power of salvation—is timeless. The setting of that message within a specific historic context demonstrates its vibrancy and credibility.

Colson's narrative begins with the 1972 election, with Nixon at the pinnacle of power and Colson about to leave his position as special counsel to the president. The scene sets the tone for the narrative that follows. Colson then uses flashback to tell about his earlier years and the pridefulness that guided his life. At one point he says that he didn't think he had failed at anything.

After serving in the Marines, Colson became an attorney and got involved in Republican politics. At the age of 38 he took the position of special counsel in Nixon's White House. This meant that he carried out various assignments for the president. He was what some people (including Colson himself) called Nixon's hatchet man. This meant that he used his position to get things done, sometimes hurting other people in the process. In print, Colson was described as being willing to run over his grandmother to get Nixon re-elected. Many people assumed that Colson himself had actually made that statement.

During his years with Nixon, Colson was involved in an attempt to discredit Daniel Ellsberg, who had made public secret documents known as the "Pentagon Papers." These documents showed a pattern of deceptive government practices from before Nixon became president. Colson's actions were all part of the dog-eat-dog political climate Colson knew well.

In the last year of Colson's service in the White House, the Watergate burglary took place. The men who broke into Democratic Party headquarters worked with contacts in the White House and on Nixon's re-election staff. Colson did not have anything to do with Watergate, but what he had done reflected the same kind of corrupt politics. Colson left the White House in early 1973 to return to private law practice. His ruthless actions and tense experiences in the Nixon Administration had left him empty and searching.

Back in legal practice, Colson became reacquainted with Tom Phillips, president of Raytheon Company and a legal client. Tom had changed since Colson had last seen him—he had come to faith in Christ. Phillips gave Colson a copy of *Mere Christianity* by C. S. Lewis, which convicted Colson of his pridefulness and pointed him toward the loving Savior and Lord. Colson soon accepted Christ.

An important theme in the book is the support Colson found in the fellowship of other Christians who stood by him in his newfound faith and through the trials he endured. Senator Harold Hughes became one of his best friends and staunchest supporters. Politically, Hughes had been a sharp critic of Nixon and Colson, but their brotherhood in Christ transcended the past.

Colson's conversion to Christ shocked many and met with widespread skepticism. Many didn't know what to make of it. Imagine hearing about someone famous for dirty political tricks (supposedly willing to run over his own grandmother) suddenly confessing faith in Christ. You might feel skeptical, too. Colson endured much ridicule in the press. He made headlines for his involvement with Nixon (including false charges regarding Watergate) even as he made headlines about his newfound faith. (Remember: just because you read or hear something in the media doesn't mean it is true.)

The Nixon Administration fell apart. Many advisers went to prison, the vice president resigned because of a different scandal, and Nixon himself resigned in August of 1974. Colson's attorney believed that he could get Colson off without going to prison, but Colson's great crisis of conscience occurred when he became convinced that he had to confess his guilt in the Ellsberg case and take whatever consequences came. His punishment was harsher than he expected, but he accepted it and went to prison.

Colson's fall from power was complete; but in prison he found strength in his faith and in the fellowship of other believers, and he tried to help other prisoners. The harsh conditions, the hardened attitudes of many inmates and jailers, and the trials of his fellow prisoners broke his heart and led to his founding Prison Fellowship, a discipleship ministry that brings help and hope to thousands of prisoners who want to start over.

Colson's later life demonstrated the genuineness of his conversion. He gave himself to Prison Fellowship, reaching out to people few others in society cared about. *Born Again* was the first of over thirty books that Colson wrote about faith, the Christian life, and apologetics. Reading any of his other books will be a blessing also.

Colson had a significant influence on evangelical Christianity and in encouraging a Christian worldview. Colson's personal and professional downfall led to his giving his life to the service of God and helping others in immeasurable ways. His life is an example of God's power to bring good out of something bad.

Note: A handful of times in *Born Again*, Colson refers to African Americans in a way that could be taken as demeaning. These references have no bearing on the story. We find these references offensive and unfortunate. Charles Colson genuinely embraced fellowship with other people, regardless of color. His narrative reflects a different time in American history, though that does not excuse disrespect. Hopefully Americans have made progress in attitudes and understanding toward people who are different, and in using respectful, honoring language. We should be sure that our references to a person's race or ethnicity are appropriate and do not come from an attitude of prejudice.

Questions on *Born Again*

Write about one page total to answer questions 1-3:

1. What did you learn about the political realm in *Born Again* that surprised you?
2. After reading about Colson's prison experiences, what do you think about the prison system? Do you think prison is effective as a punishment for crime?
3. What do you think Colson wanted the reader to come away with after reading his story?

Write about one-half to one page:

4. Write a summary and review of *Born Again*.