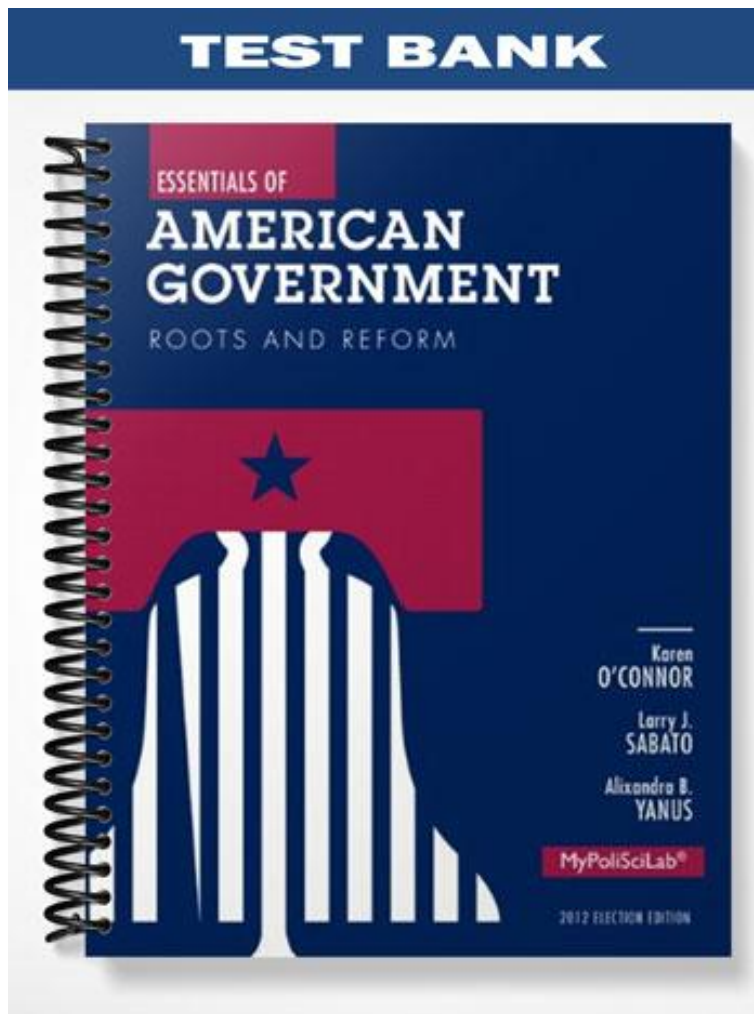


TEST BANK



ESSENTIALS OF

**AMERICAN
GOVERNMENT**

ROOTS AND REFORM

Karen
O'CONNOR

Larry J.
SABATO

Alexandra B.
YANUS

MyPoliSciLab®

2012 ELECTION EDITION

Test Bank for **Essentials of** **American** **Government**

Roots and Reform

Karen
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Test Bank

for

Essentials of

American Government

2012 Election Edition

PEARSON

Boston Columbus Indianapolis New York San Francisco

Upper Saddle River Amsterdam Cape Town Dubai London Madrid Milan

Munich Paris Montréal Delhi Mexico City São Paulo Sydney

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Test Bank to accompany *Essentials of American Government: Roots and Reform, 2012 Election Edition* by Karen O'Connor, Larry J. Sabato, and Alixandra B. Yanus.

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How to Use This Test Bank

□ Overview

This test bank for *American Government* will help you assess a wide range of skill levels. It also measures this book's learning objectives using multiple-choice, true/false, fill-in-the-blank, short answer, and essay questions. Finally, this test bank is available in multiple formats to facilitate deployment in a variety of instructional contexts.

□ Skill Levels

This test bank utilizes four skill levels based on Blooms' taxonomy. Instructors can choose questions based on skill level if they wish to assess a variety of critical thinking skills. The four skill levels and their differences are reflected in the table below.

Skill Level	Explanation
Remember the Facts	This level is focused on the most basic understanding of the content. These questions are aimed at helping students to learn and remember the basic facts of American Government. These questions encourage students to define, duplicate, list, memorize, recall, repeat, reproduce, and state.
Understand the Concepts	This level emphasizes more than basic factual recall, and focuses on getting students to understand the concepts, as well as connections between concepts, policies, and current events. These questions encourage students to classify, identify, locate, recognize, report, select, translate, and paraphrase.
Apply What You Know	This level will focus on covering major applications in the textbook, but also to introduce new applications of the core concepts. These questions encourage students to choose, demonstrate, employ, illustrate, interpret, schedule, solve, and use.
Analyze It	This level will test student ability to analyze by deconstructing concepts and recognizing differences, similarities, and patterns. These questions encourage students to appraise, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, and question.

□ Question Types

Multiple-Choice Questions: Each chapter comes with 60 multiple-choice questions testing every material from every A-head. Questions cover all skill levels.

True/False Questions: Every chapter comes with 15 true-false questions that cover Remember the Facts, Understand the Concepts, and Apply What You Know skill levels.

Fill-in-the-Blank Questions: Each chapter comes with 15 fill-in-the-blank questions that cover Remember the Facts, Understand the Concepts, and Apply What You Know skill levels.

Short Answer Questions: Each chapter comes with 10 short answer questions which cover the Understand the Concepts, Apply What You Know, and Analyze It skill levels. Each question comes with an ideal answer to help you with grading.

Essay Questions: Every chapter comes with 5 essay questions which cover the Understand the Concepts, Apply What You Know, and Analyze It skill levels. Each question comes with an ideal answer to help you with grading.

□ Available Formats

Word: This test bank is available for download as a Word document on www.pearsonhighered.com. After signing up for an instructor account on the website, log in and search by the book ISBN, book title, or author last name. Under the resources tab for the book, download either the individual Word test bank chapters or the full Word test bank.

MyTest: This test bank is also available in Pearson MyTest. This powerful assessment generation program includes all of the questions in the test bank, which you can edit with “drag-and-drop” and simple Word-like controls. You can also sort questions by learning objective and difficulty level to help you quickly build your test. If you would like, you can also create and store your own questions. When you have finished creating your test, it can be saved online and easily printed out for classroom use.

To access the MyTest, please visit www.pearsonmytest.com and register for instructor access. Once your account has been created, log in and search by book ISBN, book title, or author last name. After locating MyTest, hit “Select Testbank” to create your copy of the MyTest.

Blackboard: Do you use Blackboard? This test bank can be directly integrated into your learning management system. A Blackboard version of this test bank is available for download on www.pearsonhighered.com. Follow the same directions for downloading the Word version.

WebCT: Do you use WebCT? This test bank can be directly integrated into your learning management system. A WebCT version of this test bank is available for download on www.pearsonhighered.com. Follow the same directions for downloading the Word version.

Respondus: Do you use a learning management system like Angel, Desire2Learn, eCollege, Canvas, Moodle, or IMS QTI? To get a test bank that is compatible with these systems, use the Respondus 4.0 application. With the Respondus application, you can download a Respondus test bank that will work with one of these learning management systems. Search for this test bank by book title or author's last name on www.respondus.com/products/testbank/search.php. Once downloaded, you can ask your institution for assistance on uploading it to your learning management system.

▣ Using the Test Bank with Other Pearson Resources

MyPoliSciLab. MyPoliSciLab is an online homework, tutorial, and assessment product; it provides book-specific assessment that is *different* from the assessment in this test bank

You can also assign the MyTest version of this test bank to your students through MyPoliSciLab. Once logged in to MyPoliSciLab, please follow the following steps:

1. Display **MyTest** Folder in Course Materials Library. Select the option on the Preferences > **MyTest** page.
2. Click Course Materials > Add from Library.
3. From the Course Materials Library on the left, click to open the **My Tests Folder**.
4. Select the tests you want to use in your course. Note that you can add an entire folder or open the folder to add assets within a folder.
5. To add the items to an existing folder on the right, open the folder. To add items without specifying a folder, skip this step. If you want, you can cut and paste items into a folder later.
6. To add items after a specific item, select the item on the right. > Click **Add**.
7. The item is copied from the library on the left to your course materials on the right. The item is added as the last item. If **Hidden** displays below an item it means students cannot view the item. Only items that are **Shown** are visible to students.
8. **Note:** If the edit the test on the **Course Materials** pages, the test will no longer be displayed on the **MyTest** page. The behavior mode of the edited activity is basic/random.

1

American Government: Roots, Context, and Culture

▣ Multiple-Choice Questions

1. How does the Preamble to the Constitution begin?
 - a. “We the People . . .”
 - b. “Four score and seven years ago . . .”
 - c. “When in the course of human events . . .”
 - d. “In order to form a more perfect Union . . .”
 - e. “These are the times that try men’s souls . . .”

Answer: a

Page Reference: pp. 5–7

A-head: Roots of American Government: We the People

Learning Objective: O’Connor Essentials L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

2. What was the most common initial reason for settlement in North America by the first colonists?
 - a. cultural inclusiveness
 - b. religious freedom
 - c. the right to vote
 - d. exploration
 - e. commerce

Answer: e

Page Reference: pp. 5–7

A-head: Roots of American Government: We the People

Learning Objective: O’Connor Essentials L.O. 1.1

Skill Level: Remember the Facts
Topic: Introduction to American Government

3. What is a system of government in which members of the polity meet to discuss all policy decisions and then agree to abide by majority rule?
- oligarchy
 - direct democracy
 - monarchy
 - tyranny
 - democracy

Answer: b
Page Reference: pp. 7–8
A-head: Types of Government
Learning Objective: O’Connor Essentials L.O. 1.2
Skill Level: Remember the Facts
T Topic: Introduction to American Government

4. Indirect democracy is based on which of the following?
- consensus
 - unanimity
 - representation
 - “mob rule”
 - the system of government used in ancient Greece

Answer: c
Page Reference: pp. 7–8
A-head: Types of Government
Learning Objective: O’Connor Essentials L.O. 1.2
Skill Level: Remember the Facts
Topic: Introduction to American Government

5. What are republics?
- representative democracies
 - direct democracies
 - a hallmark of unitary governments
 - forms of government frequently found in totalitarian regimes
 - another name for states

Answer: a
Page Reference: pp. 7–8
A-head: Types of Government
Learning Objective: O’Connor Essentials L.O. 1.2
Skill Level: Remember the Facts
Topic: Introduction to American Government

6. In an oligarchy, rule is by which of the following?

- a. the many
- b. the few
- c. one person
- d. property owners
- e. all the people

Answer: b

Page Reference: pp. 7–8

A-head: Types of Government

Learning Objective: O'Connor Essentials L.O. 1.2

Skill Level: Remember the Facts

Topic: Introduction to American Government

7. Which function of government provides for police protection?

- a. establishing justice
- b. providing for the common defense
- c. promoting the general welfare
- d. ensuring domestic tranquility
- e. securing the blessings of liberty

Answer: d

Page Reference: pp. 8–9

A-head: Functions of American Government

Learning Objective: O'Connor Essentials L.O. 1.3

Skill Level: Remember the Facts

Topic: Introduction to American Government

8. Which of the following expanded Americans' conceptions of personal liberty to include some forms of freedom from discrimination?

- a. Declaration of Independence
- b. Fourteenth Amendment
- c. Preamble to the Constitution
- d. idea of majority rule
- e. idea of equality

Answer: b

Page Reference: pp. 9–12

A-head: American Political Culture and the Basic Tenets of American Democracy

Learning Objective: O'Connor Essentials L.O. 1.4

Skill Level: Understand the Concepts

Topic: Political Culture

9. The idea that governments draw legitimacy and power from the governed is referred to as which of the following?
- a. majority rule
 - b. direct democracy
 - c. capitalism
 - d. popular consent
 - e. popular control

Answer: d

Page Reference: pp. 9–12

A-head: American Political Culture and the Basic Tenets of American Democracy

Learning Objective: O'Connor Essentials L.O. 1.4

Skill Level: Understand the Concepts

Topic: Political Culture

10. Which of the following is the doctrine that society should be governed by certain ethical principles that are part of nature and can be understood by reason?
- a. ethical law
 - b. contract law
 - c. natural law
 - d. Newton's law
 - e. constitutional law

Answer: c

Page Reference: pp. 9–12

A-head: American Political Culture and the Basic Tenets of American Democracy

Learning Objective: O'Connor Essentials L.O. 1.4

Skill Level: Understand the Concepts

Topic: Political Culture

11. The Framers agreed that the new nation had to be founded on notions of which of the following?
- a. religious tolerance
 - b. religious faith
 - c. racial tolerance
 - d. racial freedom
 - e. religious freedom

Answer: e

Page Reference: pp. 9–12

A-head: American Political Culture and the Basic Tenets of American Democracy

Learning Objective: O'Connor Essentials L.O. 1.4

Skill Level: Understand the Concepts

Topic: Political Culture

12. How many citizens did the Constitution initially mandate that each member of the House of Representatives should represent?
- a. 30,000
 - b. 60,000
 - c. 100,000
 - d. 130,000
 - e. 200,000

Answer: a

Page Reference: pp. 12–15

A-head: The Changing American Public

Learning Objective: O'Connor Essentials L.O. 1.5

Skill Level: Understand the Concepts

Topic: Introduction to American Government

13. In general, which of the following is true about the U.S. population?
- a. It is mostly under the age of thirty.
 - b. It is getting older.
 - c. It is becoming less diverse.
 - d. It is less affected by immigration than in earlier years.
 - e. It is required to own property.

Answer: b

Page Reference: pp. 12–15

A-head: The Changing American Public

Learning Objective: O'Connor Essentials L.O. 1.5

Skill Level: Understand the Concepts

Topic: Introduction to American Government

14. One of the most long-standing and dramatic regional differences in the United States is between which of the following?
- a. Midwest and West
 - b. North and West
 - c. South and West
 - d. North and South
 - e. East and West

Answer: d

Page Reference: pp. 12–15

A-head: The Changing American Public

Learning Objective: O'Connor Essentials L.O. 1.5

Skill Level: Understand the Concepts

Topic: Introduction to American Government

15. The percentage of households in the United States consisting of a single person is nearly _____ percent.
- a. 10
 - b. 20
 - c. 30
 - d. 40
 - e. 50

Answer: c

Page Reference: pp. 12–15

A-head: The Changing American Public

Learning Objective: O'Connor Essentials L.O. 1.5

Skill Level: Understand the Concepts

Topic: Introduction to American Government

16. According to Isaiah Berlin, a noted historian and philosopher, which two factors, above all, have shaped human history in the twentieth century?
- a. science and technology, and ideology
 - b. science and technology, and religion
 - c. science and technology, and trade
 - d. religion and ideology
 - e. trade and ideology

Answer: a

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Apply What You Know

Topic: Introduction to American Government

17. The reason that some pro-choice conservative voters may choose pro-choice liberal candidates over other conservatives is most closely related to which of the following functions of ideology?
- a. explanation
 - b. evaluation
 - c. orientation
 - d. political programs
 - e. conservative ideals

Answer: c

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Apply What You Know

Topic: Introduction to American Government

18. Which of the following public policies would social conservatives be most likely to support?
- a. decreasing defense spending
 - b. prohibiting any references to God or religion on money or government buildings
 - c. providing governmental universal health care
 - d. overturning *Roe v. Wade*
 - e. regulating the banking and financial sectors

Answer: d

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Apply What You Know

Topic: Introduction to American Government

19. Social conservatives, who now form a large part of the base of the Republican Party, often are also members of which of the following?
- a. pro-choice groups
 - b. groups seeking to enhance marriage by allowing domestic partnerships
 - c. groups seeking to keep government out of Americans' private lives
 - d. groups seeking to expand welfare programs
 - e. religious organizations

Answer: e

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Apply What You Know

Topic: Introduction to American Government

20. Which of the following is a true statement about liberals?
- a. They believe individuals should look to churches and other social services organizations instead of the government for assistance.
 - b. They are comfortable with the social status quo.
 - c. They generally favor government intervention to promote equality.
 - d. They seek to end costly welfare programs.
 - e. They are more likely to vote Republican than Democratic.

Answer: c

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Analyze It

Topic: Introduction to American Government

21. Which of the following is a true statement about moderates?
- a. They are most aligned with the views of Rush Limbaugh and Ann Coulter.
 - b. They comprise over half of the U.S. population.
 - c. They largely support an overhaul of the welfare system.
 - d. They believe that a temperate view is the best approach to politics.
 - e. They created the Tea Party movement.

Answer: d

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Analyze It

Topic: Introduction to American Government

22. Over time, Americans' expectations of government have generally _____.
- a. increased
 - b. remained the same
 - c. decreased
 - d. been eliminated
 - e. not been measured

Answer: a

Page Reference: pp. 17–21

A-head: Toward Reform: People and Politics

Learning Objective: O'Connor Essentials L.O. 1.7

Skill Level: Analyze It

Topic: Introduction to American Government

23. Americans' faith in institutions in the United States has _____.
- a. remained stagnant over time
 - b. generally increased
 - c. generally decreased
 - d. decreased for some and increased for others
 - e. fluctuated, depending on the political climate

Answer: c

Page Reference: pp. 17–21

A-head: Toward Reform: People and Politics

Learning Objective: O'Connor Essentials L.O. 1.7

Skill Level: Analyze It

Topic: Introduction to American Government

24. Americans have the highest levels of trust in which of the following?
- a. the press

- b. business and industry
- c. the executive branch
- d. Congress
- e. medicine

Answer: e

Page Reference: pp. 17–21

A-head: Toward Reform: People and Politics

Learning Objective: O'Connor Essentials L.O. 1.7

Skill Level: Analyze It

Topic: Introduction to American Government

25. Which of the following would have been expected of the federal government 200 years ago?
- a. regulating business
 - b. providing national defense
 - c. providing poverty relief
 - d. inspecting food
 - e. advocating social reform

Answer: b

Page Reference: pp. 17–21

A-head: Toward Reform: People and Politics

Learning Objective: O'Connor Essentials L.O. 1.7

Skill Level: Analyze It

Topic: Introduction to American Government

□ True-False Questions

26. Indigenous peoples had been living in North America for more than 30,000 years before the arrival of the first European colonists.

Answer: TRUE

Page Reference: pp. 5–7

A-head: Roots of American Government: We the People

Learning Objective: O'Connor Essentials L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

27. Monarchy is a type of government that Aristotle considered rule by “tyranny.”

Answer: FALSE

Page Reference: pp. 7–8

A-head: Types of Government

Learning Objective: O'Connor Essentials L.O. 1.2

Skill Level: Remember the Facts
Topic: Introduction to American Government

28. Many colonists were uncomfortable with the term democracy because it conjured up fears of the people and mob rule.

Answer: TRUE
Page Reference: pp. 7–8
A-head: Types of Government
Learning Objective: O'Connor Essentials L.O. 1.2
Skill Level: Remember the Facts
Topic: Introduction to American Government

29. Over time, our notions of what governments should do have expanded along with the size of government.

Answer: TRUE
Page Reference: pp. 8–9
A-head: Functions of American Government
Learning Objective: O'Connor Essentials L.O. 1.3
Skill Level: Understand the Concepts
Topic: Introduction to American Government

30. Over the years, our attitudes about personal liberty have remained unchanged.

Answer: FALSE
Page Reference: pp. 9–12
A-head: American Political Culture and the Basic Tenets of American Democracy
Learning Objective: O'Connor Essentials L.O. 1.4
Skill Level: Understand the Concepts
Topic: Political Culture

□ Fill-in-the-Blank Questions

31. Although many people still view the United States as a _____ nation, a great number of religious groups—including Jews, Buddhists, Hindus, and Muslims—have established roots in the United States.

Answer: Christian
Page Reference: pp. 12–15
A-head: The Changing American Public
Learning Objective: O'Connor Essentials L.O. 1.5
Skill Level: Remember the Facts
Topic: Introduction to American Government

32. _____ is the coherent set of values and beliefs people hold about the purpose and scope of government.

Answer: Political ideology

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Remember the Facts

Topic: Introduction to American Government

33. Religious, philosophical, and _____ beliefs can become cohesive ideologies that create natural groups within society and lead to political conflict.

Answer: cultural

Page Reference: pp. 16–27

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Understand the Concepts

Topic: Introduction to American Government

34. Today, many Americans lack faith in the country's _____.

Answer: institutions

Page Reference: pp. 17–21

A-head: Toward Reform: People and Politics

Learning Objective: O'Connor Essentials L.O. 1.7

Skill Level: Understand the Concepts

Topic: Introduction to American Government

35. Due to governmental programs and protections, many Americans have a _____ standard of living.

Answer: high

Page Reference: pp. 17–21

A-head: Toward Reform: People and Politics

Learning Objective: O'Connor Essentials L.O. 1.7

Skill Level: Apply What You Know

Topic: Introduction to American Government

□ Short Answer Questions

36. What was the primary reason that colonists settled in America? Referring to Figure 1.1, discuss the establishment of at least two specific colonies.

Answer: An ideal response will:

1. Explain how wealthy people in England and other European nations wanted to increase their wealth. They brought laborers with them. Thus, commerce was the primary reason for many people to settle in America.
2. Discuss the establishment of at least two colonies. For example, there were English commercial settlements in Virginia. Puritans left Europe in 1620, landing in Plymouth, Massachusetts. Settlers from Finland, Germany, and Sweden colonized New Amsterdam, which was later named New York. Ultimately settlements were established in many areas of Virginia, Maryland, Pennsylvania, and New York.

Page Reference: pp. 5–7

A-head: Roots of American Government: We the People

Learning Objective: O'Connor Essentials L.O. 1.1

Skill Level: Understand the Concepts

Topic: Introduction to American Government

37. What is the main difference between direct democracy and indirect democracy? Which concept represents American government, and why?

Answer: An ideal response will:

1. Define direct democracy as a system of government where the people meet to discuss issues and make political decisions by majority rule.
2. Define indirect democracy as a system where the people vote for representatives who make decisions based on the people's behalf. The term republic is often used to describe indirect, representative democracies.
3. Explain that in the United States, the voters elect lawmakers to represent them. This is a form of indirect democracy.

Page Reference: pp. 7–8

A-head: Types of Government

Learning Objective: O'Connor Essentials L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

38. Is America's brand of democracy easily exported? Why or why not?

Answer: An ideal response will:

1. Discuss how America's brand of democracy includes concepts of individualism and religious freedom, concepts that may not be easily exportable.
2. Provide examples of each of the above. For example, many other democracies are more concerned about the good of the community, and America's focus on the individual may not work well in places that are more concerned with group well-being. Religious tolerance may seem good in theory, but many Americans and people elsewhere may not be very tolerant of other religions in practice.

Page Reference: pp. 9–12

A-head: American Political Culture and the Basic Tenets of American Democracy

Learning Objective: O'Connor Essentials L.O. 1.4

Skill Level: Apply What You Know

Topic: Political Culture

39. Today, nearly 40 million people in the United States can be classified as immigrants, with a Hispanic majority. How will this affect American politics?

Answer: An ideal response will:

1. Note that Hispanics are now the largest minority group in the United States. Hispanics have resisted cultural assimilation compared with other groups.
2. Discuss how this may affect politics in a number of ways. For example, policies will likely reflect the needs and concerns of this growing minority. In some cases, governments have to decide whether to conduct business solely in English or in Spanish as well.

Page Reference: pp. 12–15

A-head: The Changing American Public

Learning Objective: O'Connor Essentials L.O. 1.5

Skill Level: Apply What You Know

Topic: Introduction to American Government

40. How would conservative or liberal political ideology affect one's thinking about same-sex marriage? Would conservative and social conservative viewpoints be the same? Why or why not?

Answer: An ideal response will:

1. Note that, generally speaking, conservatives favor limited government intervention, particularly in economic matters, whereas liberals favor government intervention in economic and social matters.
2. Reveal that liberals would more likely favor allowance of same-sex marriage than conservatives.
3. Indicate that there might be some differences between conservatives and social conservatives. While both conservatives and social conservatives would likely oppose same-sex marriage, social conservatives would be much more supportive of government involvement in traditional and moral teachings. Thus, social conservatives would more likely favor active government opposition to same-sex marriage.

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Analyze It

Topic: Introduction to American Government

41. How have Americans' expectations of their government changed over time, and why?

Answer: An ideal response will:

1. Review that in the first 150 years of our nation's history the federal government had fewer functions, which were limited to national defense, printing money, and collecting taxes and tariffs.

2. Note that as the country expanded economically and in size, greater demands were placed on the government. The government began to play a role in regulating business activity, assisting the poor, and inspecting food.
3. Discuss how Americans are suspicious of government and also frustrated with it.

Page Reference: pp. 17–21

A-head: Toward Reform: People and Politics

Learning Objective: O'Connor Essentials L.O. 1.7

Skill Level: Analyze It

Topic: Introduction to American Government

□ Essay Questions

42. Explain what the Framers meant by “securing the blessings of liberty” and discuss how far a government should go to ensure citizens’ liberty.

Answer: An ideal response will:

1. Explain that the Framers used the term “securing the blessings of liberty” to refer to the freedom to criticize the government or petition it when they disagreed with its policies.
2. Discuss the American political culture and the basic tenets of American democracy, and how these suggest that government should go a long way in “securing the blessings of liberty.” The Framers were very concerned with personal liberty and political equality. They were also concerned with popular consent, majority rule, popular sovereignty, notions of individualism, and religious freedom.

Page Reference: pp. 8–9

A-head: American Political Culture and the Basic Tenets of American Democracy

Learning Objective: O'Connor Essentials L.O. 1.4

Skill Level: Understand the Concepts

Topic: Political Culture

43. Why are there regional and sectional differences within American political culture? Explain how these differences arose.

Answer: An ideal response will:

1. Discuss regional and sectional differences in the United States. Regional sectionalism can be explained based on where people settled and where they came from. For example, people who settled in Virginia and southward were largely concerned with commerce; those who settled in the Northeast were seeking religious freedom.
2. Provide examples such as Scandinavians settling in Minnesota or the Irish, Italians, and Jews settling in the Northeast. These groups brought with them views on the appropriate role of government.

3. Identify the different views across different regions of the country. Northerners were more supportive of civil rights than Southerners. Westerners were concerned with issues like free land. Some Westerners have been concerned with water rights.
4. Analyze urban and rural differences in the United States. Urban areas tend to be much more liberal than rural areas, which are more conservative.
5. Note that all these patterns influence which candidates are supported in elections.

Page Reference: pp. 9–12

A-head: The Changing American Public

Learning Objective: O'Connor Essentials L.O. 1.5

Skill Level: Apply What You Know

Topic: Political Culture

44. Political scientists note that ideologies perform four key functions. After discussing each function, decide and explain which most affects your own ideology.

Answer: An ideal response will:

1. Identify and discuss the four functions political scientists attribute to ideologies: (1) Explanation—ideologies help explain why political and social conditions are a certain way. (2) Evaluation—ideologies provide a means for evaluating events, political institutions, and social conditions. (3) Orientation—ideologies help us locate issues and positions relative to some benchmark. (4) Political Program—ideologies help make political decisions and guide political action.
2. Choose one or more of these functions and apply them. For example, the way a person might evaluate President Obama's health care reforms depends on whether they are conservative or liberal. As a political program, health care reform was largely supported by Democrats, but widely opposed by Republicans. Knowing where the parties stood on the issue might help one orient themselves in terms of support or opposition. Thus, voters did not have to read or understand the legislation in order to decide whether or not they supported it.

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Apply What You Know

Topic: Introduction to American Government

45. Referring to Figure 1.3, discuss why the labels of “conservative” and “liberal” may be misleading.

Answer: An ideal response will:

1. Indicate that studies have found that people may label themselves ideologically one way but may indicate the opposite ideological position on some issues. People may have conservative views on some issues, such as economics, and liberal views on others, such as civil rights.
2. Discuss how the simple left-right continuum may be inadequate in creating an accurate ideological picture for many people. Alternatively, in addition to the left-

right scale, it would be useful to consider a position ranging from statist positions to libertarian ones.

Page Reference: pp. 16–17

A-head: Political Ideology

Learning Objective: O'Connor Essentials L.O. 1.6

Skill Level: Analyze It

Topic: Introduction to American Government

