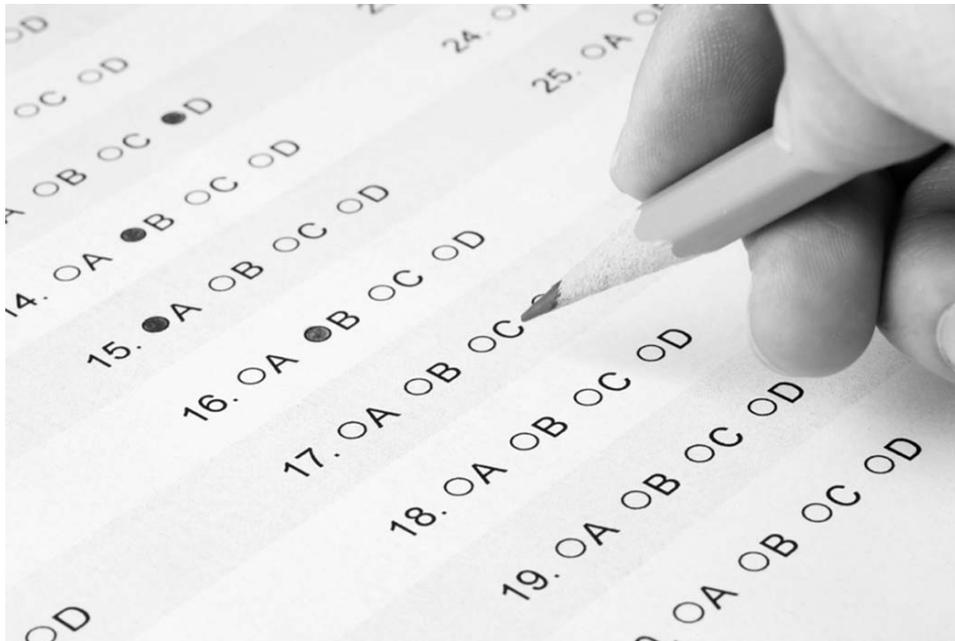


U.S. Government High School Assessment

Review



Dear Parent and/or Student,

All students beginning high school after 2004 are required to take and pass the state-mandated U.S. Government High School Assessment in order to graduate. The test is about two and one half hours in length and is composed of selected response questions (multiple choice). During the test, students are asked to demonstrate their knowledge of government as it relates to history, economics, and geography. Additionally, students will apply important skills and processes that demonstrate their ability to think critically and apply their content knowledge in a real-world setting.

Scores earned by students are important to them individually, and may determine their preparedness for placement in future social studies courses. A passing score is 394.

In order to promote the best possible results on the test, parents can assist in the following areas:
Speak with your son or daughter about doing their best
Encourage good school attendance prior to the test
Encourage participation in all review sessions that are offered by the school

A review guide has been prepared to support students as they prepare for the assessment. The review utilizes the Maryland State Department of Education online U.S. Government course as a learning tool. This packet includes the following information to help students prepare for the HSA:

- Website: <http://mdk12online.org/>
- Username: Government
- Password: Student
- “Just the Facts” – the basic required information about government for students to know and understand
- HSA released selected response by question type (political cartoons, charts & graphs, primary sources, & headlines)

In addition, individual high schools are providing review sessions which may be attended. Please contact your child’s high school for specific information. If additional information is required please contact the Social Studies Office at 410-222-5440.

Good luck with this important endeavor!



Just the Facts #1: Our Government and Constitution

Purposes of Government:

There are four main purposes of government. These are:

1. **Provide National Security** – this would include the military and national guard
2. **Provide Public Services** – this would include schools, roads, postal services, etc.
3. **Provide for an Economic System** – this would include regulating trade and the money supply
4. **Provide Social Order** – this would include the police and fire departments

Documents in US Government:

- **Declaration of Independence** – this document stated that power came from the people (**popular sovereignty**) and listed the grievances (what we were mad about) and said that the United States was free from Great Britain.
- **Articles of Confederation** – this document was the first form of government for the United States. It set up a confederation and the federal government had very little power. All the power was in the hands of the states.
- **Constitution** – this document is the outline of the government of the United States. It also says that power comes from the people (**popular sovereignty**). The Constitution is divided into different sections – a Preamble, the Articles, and the Amendments. The Constitution is called a living document because it grows and changes over time through amendments. One way to amend the Constitution is by 2/3 of Congress proposing an amendment and ¾ of the states ratifying it. This process of both the federal and the states dealing changing the Constitution is an example of federalism.
- **Bill of Rights** – this refers to the first 10 Amendments in the Constitution. Most of these amendments deal with individual rights of people, including freedom of speech and the rights of those accused of crimes (search and seizure and right against self-incrimination).

Principles of Government:

To understand US government you need to know the following terms.

1. **Federalism** – sharing of government power between the federal and state governments. Under federalism the federal government deals with issues such as the military while state governments deal with issues such as government. Both the federal and state governments enforce laws and operate court systems.
2. **Limited Government** – there are things that the government can not do. Examples of these include restricting searches and seizures and other protections found in the Bill of Rights.
3. **Majority Rule** – the concept that the vote of the majority determines what laws and other policies will be. This is countered with minority rights which outlines that those who are in the minority still have rights to express themselves and not to be silenced (freedom of speech and press).
4. **Popular Sovereignty** – the idea that power comes from the people (We the People). The people elect representatives (through representative democracy) and representatives are responsible to the people.
5. **Eminent Domain** – the government has the right to force a property owner to sell his or her land to the government so that the land can be used to build something of public concern (like a highway).

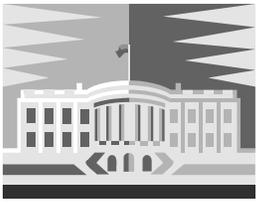
Structure of Government:

There are three branches of government. Each branch has its own powers (separation of powers) and can limit the power of each other branch (checks and balances).

- ***Legislative Branch*** – Congress (General Assembly in MD) makes the laws. The two houses of the federal legislature are the House of Representatives and the Senate. The House of Representatives is determined by population while the Senate has two senators from each state. Both representatives and senators are elected by popular vote. The legislative branch can be “checked” by the executive branch by the President vetoing a law and can also be “checked” by the judicial branch by the courts declaring a law passed by Congress as unconstitutional.
- ***Executive Branch*** – President (Governor in MD) executes the laws. When a law is passed it is up to the President (through departments and agencies) to enforce the laws – make them happen. The President also makes appointments and deals with foreign policy. The President is elected by the Electoral College. The President is “checked” by the legislative branch by their ability to override a veto and through impeachment.
- ***Judicial Branch*** – Supreme Court and lesser courts interpret the laws and determines if they are constitutional. Federal judges are appointed for life because the founders did not want judges to be influenced by politics. Judges are to determine the constitutionality of laws based upon interpreting the Constitution rather than through what is “popular.” The President nominates judges and the Senate confirms nominations. This is an example of checks and balances.

The Census:

Every 10 years a federal census is taken. The purpose of the census is to make an accurate count of the population. Once the population is counted the seats in the House of Representatives is reapportioned. This means that states may gain or lose seats in Congress based upon population.



Just the Facts #2: Executive Departments and Agencies

The United States has three branches of government – legislative, executive, and judicial; however, the “work” of the United States government normally takes place through various departments and agencies. Although you can be asked about any of the departments or agencies on the HSA, the ones highlighted below have been most tested on the HSA.

Executive Departments:

When Congress passes a law it is up to the Executive Branch of government (the President) to execute the laws. This takes place through the work of various departments. Some of the most recognizable executive departments include the Department of State, Department of Education, the Department of Justice, and the Treasury Department. Each of these departments works to turn laws into realities. For example, if the Congress passes a law concerning education, then it is up to the Secretary of Education to work with the Department of Education to make the law a reality.

Other departments to note include the **Department of Agriculture** and the **Department of Health and Human Services**. The Department of Agriculture deals with issues primarily related to farming; however, they are also responsible for programs designed for rural areas and is responsible for free and reduced lunch programs in US schools.

The Department of Health and Human Services is the umbrella organization for several agencies and programs that are tested on the HSA. These include:

- Medicaid – this is a program that provides medical care to the poor. The purpose of this program is to ensure that all Americans, regardless of income levels, receive basic medical care.
- Medicare – this is a program that provides medical care to the elderly. The purpose of this program is to ensure that older Americans receive medical care.
- Food and Drug Administration – this is an agency that inspects food and tests drugs to ensure their safety. The purpose of this agency is to ensure that the food and drugs that we consume is safe. There are clear safety standards that the FDA ensures are adhered to.
- Centers for Disease Control – this is an agency that works to help ensure the public’s health through the study, prevention, and treatment of diseases and illnesses. The purpose of this agency is to improve the health of Americans and find the cures for diseases and illnesses.

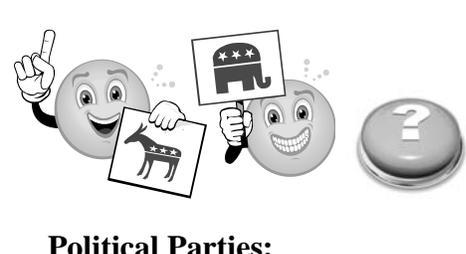
The Department of Energy has several missions, including energy security, environmental programs, and nuclear regulation. The **Nuclear Regulatory Commission** is under the authority of the Department of Energy. The purpose of the NRC is to ensure the safe use of nuclear power and the safe disposal of byproducts of nuclear power.

The Department of Transportation works to ensure safety in travel and transportation of goods. This includes regulating the working hours and conditions of truck drivers and securing safety in travel. One agency you need to know that is under the DOT is the Federal Aviation Administration. This agency inspects airplanes and regulates working conditions for pilots and other airline workers. This agency tries to ensure public safety in regards to all transportation issues.

Independent Regulatory Agencies:

Although many agencies are parts of executive departments there are other agencies that either answer directly to the President or to Congress. The agencies that are commonly tested on the HSA are highlighted below.

1. **The Social Security Administration** – the SSA administers the Social Security program. Social Security was designed by President Franklin Roosevelt during the Great Depression and the New Deal. The purpose of Social Security is to provide financial security for the elderly. With the increase in the numbers of Americans eligible for Social Security, the program is believed to be in danger of surviving for many more years.
2. **The Federal Communications Commission** – the FCC was created to regulate the airways that are used to broadcast radio and TV programs. They regulate the content of programs, including censoring items that are seen as obscene.
3. **The Federal Trade Commission** – the FTC was created to ensure fair trade and business practices on the part of companies and corporations. The FTC also tries to ensure “truth in advertising.” This is the effort to keep advertisers from claiming false results of the use of their products or services. The purpose of this is to protect American consumers.
4. **The Environmental Protection Agency** – the EPA is charged with protecting American air, water, and other resources from pollution and other harms. The EPA is responsible for upholding anti-pollution laws, such as the Clean Air Act of 1970 and other environmental regulations. The EPA regulates emissions (amounts of pollution released into the air) and investigates allegations of violating environmental laws. The EPA is also responsible for ensuring that the requirements of the Endangered Species Act of followed. This requires that efforts are taken to help prevent the extinction of certain animals. Overall the purpose of the EPA is to protect American health by protecting our natural resources.



Just the Facts #3: Influencing Government, Regional Issues, and the Economy

Political Parties:

There are two major political parties – Democrats & Republicans. People in these political parties share common interests and perspectives on how the government should deal with various public issues. Some current major issues include the role of the government in healthcare, the war on terror, and the economy.

Political parties are very important in our political process. Political parties nominate candidates for offices that support their national agenda. Political parties raise money for candidates and have “get out the vote” campaigns to help get their candidates elected.

Interest Groups:

Interest groups are groups of people who try to influence public policy by lobbying legislators and influencing public opinion. Interest groups normally have very narrow **agendas** (what they want). Examples of interest groups include the National Rifle Association (gun rights), the Sierra Club (environment) and the National Education Association (teachers and education).

People who work for interest groups and try to influence public policy are called **lobbyists**. Lobbyists contribute money to candidates’ political campaigns and try to get the public to put pressure on candidates to support their issues through public opinion.

Other Influences:

One of the major influences of public policy is the **media** (newspapers, TV, Internet, etc.). The media is so significant in our system that it is sometimes called the **fourth branch of government**. Issues that receive lots of attention impact public opinion and ultimately public policy. The more an issue receives media attention the more likely public opinion will be mobilized to influence legislators and will become key issues in elections.

Individuals can influence the government through a variety of ways. Individuals can write letters to legislators, testify in front of congress or local councils, and sign petitions in hopes of limiting public policy. Individuals who want to influence public policy need to make sure they address the appropriate people. For example, if an individual wanted to influence the decisions related to the war in Iraq, individuals need to contact federal law makers (Congressmen). If someone wanted to influence a decision relating to Maryland’s use of slot machines, they need to contact state officials. Local officials have control over issues such as school issues and city ordinances (no skateboards, etc.).

Referendum and Initiative:

In some states, citizens can have a more direct role in government decisions through the use of referendums and initiatives. **Referendums** are popular votes on a proposed law. For example, Maryland’s legislature has scheduled a referendum on slot machines. If a majority of the people votes in favor of the slot machines then they will become legal in Maryland.

Other states, not Maryland, have **initiatives** where citizens can petition for a vote on a law that the citizens wrote (rather than the legislatures for referendums). Citizens can draft a “law” and then have the people vote directly on the law as it is presented in the initiative.

Regional Issues:

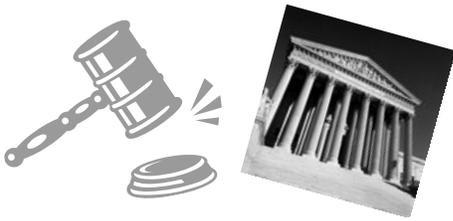
There are times when several states join forces to handle regional issues. For example, Maryland, Delaware, and Virginia all have interests in the Chesapeake Bay. These states have formed **regional** agreements to deal with pollution and fishing rights in the Bay.

Economics:

One of the main purposes of government is to protect the economy. There are several **economic indicators** that help us determine how well the economy is doing. The Consumer Price Index (CPI) reports the costs of the most common necessities (food, shelter, etc.). When the CPI is low, the economy is doing well. The economy is also measured by the Gross Domestic Product (GDP). The GDP relates to the value of goods produced in the United States. When the GDP is high the economy is doing well. Finally, the **unemployment rate** determines what percentage of the adult population is unemployed and looking for full time work. When the unemployment rate is low the economy is doing well.

The government regulates the economy through two major policies – Monetary and Fiscal. **Monetary Policy** is controlled by the FED (Federal Reserve Bank). The goal of Monetary Policy is to regulate the amount of money in circulation through changing the interest rates, reserve requirement, and the buying and selling of government securities. When there is high unemployment, the economy needs more money in circulation. To get more money in circulation, the FED can lower the interest rate, lower the reserve requirement, and buy government securities. All of these put more money in circulation which leads to people spending more. When inflation is high, the economy needs less money in circulation. To do this, the FED can increase the interest rate, increase the reserve requirement, and sell government securities.

Through **Fiscal Policy**, Congress can affect the amount of money in circulation through taxing and spending. When the economy is slow (unemployment is high) Congress will try to put more money in circulation through lowering taxes and increasing government spending. When the economy is experiencing some inflation, Congress will try to decrease the amount of money in circulation through raising taxes and cutting spending.



Just the Facts #4: Judicial Branch, Civil Rights, & Domestic Policy

Supreme Court:

The Judicial Branch is made up of the Supreme Court and other federal courts. The Supreme Court is the final authority in all criminal and civil court cases. The Supreme Court also hears cases related to disputes between states. For the Supreme Court to hear a case a constitutional issue must be present. For example, the court has ruled that individuals have freedom of speech (under the 1st Amendment) but the government can prevent the publication (**cancel**) something that would endanger the nation.

Criminal Law:

In a criminal case someone has been accused of a crime. The person bringing charges against is called the **prosecutor**. He/she works for the government and it is his or her job to present evidence in a trial that will prove the **defendant** guilty beyond, “**a reasonable doubt**.” The defendant is presumed innocent until proven guilty.

A grand jury normally determines whether there is enough evidence to indict (charge someone with a crime). Many times defendants and prosecutors **plea-bargain** a charge down to a lesser offense. This means less jail time for a criminal and it also saves the government money by avoiding a trial. If a case goes to trial, people can be forced to testify in a trial through the issuance of a **subpoena**.

Rights of the Accused:

The Bill of Rights guarantees many rights to those accused of crimes. The **Fifth Amendment** requires that those accused of crimes must be **indicted** (charged with a crime) by a grand jury. The Fifth Amendment also protects those accused from having to testify against him/herself and from being charged with the same crime twice.

The **Fourteenth Amendment** also protects those accused of crimes. The Due **Process Clause** requires that everyone be aware of their rights. The Constitutional rights of those accused of crimes have been upheld by the Supreme Court in many instances. These court cases that you need to know are found below.

1. **Miranda v. Arizona** – when people are arrested, they must be informed of their Constitutional rights including the right to an attorney and the right against self-incrimination.
2. **Gideon v. Wainwright** – the 6th Amendment says everyone has the right to an attorney and in this case the Supreme Court applied the 14th Amendment to the indigent (poor) when they ruled that those who cannot afford an attorney must have one appointed to them.

Rights of Students:

Students have some rights while in public schools; however, the right for other students to receive an education, be safe and for the school to maintain order supersede the rights of the individual student. Two cases you must know related to the rights of students are **Tinker v. Des Moines** and **New Jersey v. TLO**.

In **Tinker** the Supreme Court ruled that students who wore black armbands as a form of silent protest against the Vietnam War were within their First Amendment rights (freedom of speech) and that the armbands did not disrupt the instruction in a school.

In **New Jersey v. TLO** the Supreme Court ruled that school administrators could search a student’s purse since they had a reasonable suspicion that the student had cigarettes in her purse. This case laid the foundation for school administrators to be able to search students that they suspect of having a forbidden substance or being in possession of

other items. The court ruled that this did not violate a student's **Fourth Amendment** right against unreasonable searches and seizures.

Civil Cases:

Civil Cases have a **plaintiff** (a person or group of people) suing a **defendant**. In some cases one person accuses another of breaking a contract or of being negligent (torts). Other cases involve individuals suing the government. The major **civil** cases you need to know are found below:

- *Marbury v. Madison* – the Supreme Court ruled that the Supreme Court could decide if laws are unconstitutional – **Judicial Review**
- *McCulloch v. Maryland* – the Supreme Court ruled that the **supremacy clause** of the Constitution means that the federal government (including a federal bank) is supreme to state law

Civil Rights Cases and Legislation:

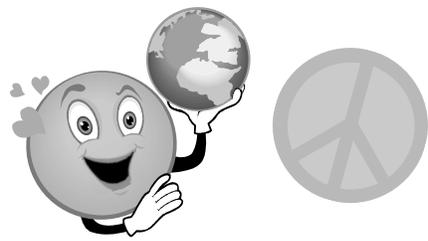
In the 19th century the Supreme Court ruled in *Plessy v. Ferguson* that separate but equal was acceptable in public facilities. Beginning with *Brown v. Board of Education* (ended segregation) the Supreme Court began to apply the 14th Amendment to the actions of states and school districts to help ensure racial equality in the United States.

The federal government has passed laws that are meant to help protect the Constitutional rights of different groups of people. The **Civil Rights Acts** passed in the 1960s forbid the discrimination of people based upon age, race, ethnicity, or religion. In an attempt to rectify years of discrimination many **affirmative action** programs were put in place that used race and gender as a deciding factor in college admissions and awarding of job contracts. In *Bakke v. California* the Supreme Court ruled that race could not be the only factor in awarding admissions to medical school. The **Americans with Disabilities Act** forbids discrimination due to disabilities (facilities must be accessible to those with disabilities) and **Title IX** requires that schools provide equal athletic opportunities to girls as they do for boys.

Domestic Policy Issues:

Federal and state governments pass a variety of laws to protect people and the environment. You need to know the following programs that are meant to protect people and the environment.

- **Social Security** – provides some retirement income for the elderly
- **Medicare** – provides medical care to the elderly
- **Medicaid** – provides medical care to the indigent (poor)
- **Welfare** – provides economic support and food for the poor
- **Smart Growth** – a plan to control massive growth related to building and the use of natural resources; designed to limit the amount of growth in areas that don't have infrastructure (build a new grocery store where an old grocery store once stood – it already has a parking lot and water and electric lines – less impact on the environment)
- **Zoning** – local plans of what types of buildings and businesses can be in certain areas (no bars next to an elementary school)



Just the Facts #5: Foreign Policy & International Governments

Different Governments:

There are two major types of governments:

1. **Authoritarian** – a government where one person or a few people make all the decisions for the government. This includes a monarchy (king or queen) and a **totalitarian dictatorship**. In an authoritarian system, the government **restricts people’s individual freedom**, such as freedom of the speech or press. Elections are non-existent or are greatly limited. In addition to controlling the government, leaders in authoritarian regimes normally also control the economy as well. Often authoritarian governments have **command economies**.
2. **Democracy** – a government where power comes from the people through elections. In a direct democracy everyone votes on all issues. This still takes place in small communities like town hall meetings. Since we have so many people in the United States we have a **representative democracy**. We vote for others (senators, governors, county council members) to represent us. In a representative democracy there are free elections and representatives attempt to create policies that appeal to different people.

Democracy in Action:

Not all democracies work the same way as the United States does. In Great Britain and other European governments they do not elect a President to be the executive of the government. Many governments are **Parliamentary Governments**. This means that people elect members to Parliament (like our Congress) and then Parliament chooses a leader that serves primarily as the executive. The real “leader” of Great Britain is the Prime Minister who is elected by members of Parliament.

Forms of Government:

There are different ways to set up a government. In a **unitary** system there is really only one central government that makes all the decisions. States and local governments have very little say in the operation of the government. Another form of government is a **confederacy** where there is very little central or federal power and most power is held by states. Our form of government is a federal system where power is shared between the states and the **federal** government.

Purposes of Foreign Policy:

The United States deals with other countries so that we can **maintain our national security** (prevent war), **strengthen our economic well being** (encourage trade), **spread democracy**, and **promote human rights and humanitarian aims** (send aid to countries in need after a disaster). To achieve these aims we participate in a variety of organizations.

International Organizations:

Know the following organizations and what they do:

1. **North Atlantic Treaty Organization (NATO)** – this organization is composed of the United States and our allies in Europe. The purpose is to protect our national security and those of our allies. If one country was invaded all member nations would go to war to defend each other.
2. **United Nations (UN)** – this organization is composed of most of the countries of the world and the purpose is to prevent war through dialogue with other countries. The UN also orchestrates humanitarian missions to countries affected by war and disaster.

3. **North American Free Trade Agreement (NAFTA)** – this agreement between the United States, Mexico, and Canada provides for free trade of most goods between these countries. The purpose of this agreement was to increase economic opportunities in all three countries.
4. **International Monetary Fund (IMF)** – this organization monitors international exchange rates of member nations. The purpose of this organization is to secure international economic stability.
5. **World Bank** – this organization provides loans to member countries to build infrastructure and deal with domestic needs. The purpose of this organization is to promote economic growth in **developing (poor) nations**.
6. **International Red Cross** – this organization provides support to nations in times of war and disasters (such as floods). The purpose of this organization is to provide humanitarian relief.

Economic Relations with Foreign Nations:

In addition to NAFTA, the United States enters into many trade agreements. These agreements are meant to provide economic opportunities to all nations involved. Trade agreements normally limit or eliminate tariffs paid by other nations to import goods into a country.

Tariffs are used to protect industries in one country from cheaper items made in other countries. For example, if an American company can produce a bicycle for \$100.00 and a Japanese company can produce a similar bicycle for \$75.00, the US government might place a tariff of \$25.00 on the bicycle so that it too would cost a consumer \$100.00. This protects the American company and makes it competitive with the Japanese company.

Foreign Aid and Sanctions:

When the United States wants to encourage a nation to do something (or not do something) the US will manipulate foreign aid or will punish a country with economic sanctions. For example, if a country that did not have democratic elections prior announce plans for democratic elections, the US might increase the amount of **foreign aid** the country receives (more money for food or other items).

In contrast if the military of a country overthrows its democratically elected leaders the US might impose **economic sanctions** and refuse to trade with the country. The intent is that this would cause economic problems in the offending nation and they might change their behavior to get trade restored.

Current International Concerns:

The United States constantly monitors world conditions to help ensure its stability and security. Currently, major issues include spreading democracy (we want to deal with countries that are democracies rather than authoritarian governments), restricting weapons of mass destruction (countries such as North Korea and Iran seeking nuclear abilities), terrorism, and international environmental concerns (such as global warming).

Released Questions 2003-07: Excerpts / Quotes

Read the excerpt below.

“After [dividing] the several classes of power, as they may in their nature be legislative, executive, or judiciary, the next and most difficult task is to provide some practical security for each, against the invasion of the others.”

—*The Federalist, No. 48*

1. Which of these principles of government is described in the excerpt?
 - A. due process
 - B. popular sovereignty
 - C. checks and balances
 - D. representative democracy

Read the excerpt below.

“No person shall be held to answer for a capital, or otherwise infamous crime unless on a presentment or indictment of a Grand Jury ... 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... .”

—*Fifth Amendment,
United States Constitution*

2. Which of these does the Fifth Amendment specifically prohibit?
 - A. forcing witnesses in a case to testify
 - B. allowing the media to announce an indictment
 - C. trying someone for the same crime a second time
 - D. selecting jurors who are prejudiced against the defendant

Read the quotation below.

“Our greatest primary task is to put people to work.... It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war....”

—*Franklin D. Roosevelt,
March 4, 1933*

3. Based on the quotation above, Franklin D. Roosevelt most likely worked to
 - A. increase profits of corporate monopolies
 - B. promote the general welfare of the nation
 - C. limit the power of the federal government
 - D. decrease government restrictions on land use

Read the excerpt below.

“No freeman [person] shall be taken or imprisoned,... or outlawed, or banished, or in any way destroyed, unless by the lawful judgment of his peers, or by the law of the land...”

—*Magna Carta, 1215*

4. Which of these constitutional protections is described in the excerpt?
- A. government leaders are chosen by the people
 - B. citizens will receive a fair price for land taken for public use
 - C. citizens accused of crimes will be heard by an impartial jury
 - D. power is divided between the three branches of government

Read the excerpt below.

The United States Supreme Court ruled in 2001 that it was constitutional for Texas police to arrest and jail a driver for not wearing a seat belt.

In Maryland, state law prevents public arrests for traffic crimes unless other circumstances exist, such as drunk driving, failure to produce identification, or attempting to leave a crime scene.

5. Which of these actions could the federal government take to influence Maryland to repeal the law described in the excerpt?
- A. rejection of the Maryland Governor’s appointments of state officials
 - B. withholding of transportation funds from Maryland
 - C. replacement of the Maryland state police chief
 - D. reduction of Maryland congressional representation

Read the quotation below.

“Americans are free ... to disagree with the law but not to disobey it. For in a government of laws and not of men, no man, however prominent or powerful, and no mob however unruly or boisterous, is entitled to defy a court of law.”

—*President John F. Kennedy*

6. The quotation above most directly supports presidential actions that
- A. improve international relations
 - B. improve the economy
 - C. ensure public order and safety
 - D. ensure individual rights

Read the passage below. Then answer the following.

For over 150 years, the state of Virginia operated an all-male college called the Virginia Military Institute (VMI). In 1990, the United States government sued the state of Virginia at the request of a female high school student seeking admission to VMI. The Supreme Court ruled that VMI had to admit women who could meet the physical and other requirements.

7. Which of these statements best explains the reason for the decision in this case?
- A. Public colleges cannot discriminate on the basis of gender.
 - B. Public colleges must have minimum standards for admission.
 - C. A military institution cannot discriminate based on physical ability.
 - D. State schools must admit a majority of the people who apply for admission.

“No [business] shall discriminate against a qualified individual with a disability... in regard to job application procedures, the hiring, advancement, or discharge [firing] of employees...”

—*Americans with Disabilities Act, 1990*

8. The Americans with Disabilities Act is an example of a government action taken to
- A. protect civil rights
 - B. maintain gender equality
 - C. promote cultural diversity
 - D. establish educational systems

Read the information below.

In Utah, students from a Native American reservation had to travel 90 miles to the nearest high school. As a result, the United States Department of Justice sued the school district for failing to build a high school near the reservation.

9. Based on the information above, what is the role of the United States Department of Justice?
- A. to establish school districts within states
 - B. to give states control over property rights
 - C. to decide the curriculum in schools
 - D. to ensure equal treatment under the law

Read the quotation below.

“Our citizens have wisely formed themselves into one nation as to others and several States as among themselves...”

—*Thomas Jefferson, 1801*

10. The quotation refers to the principle of
- A. federalism
 - B. rule of law
 - C. majority rule
 - D. separation of powers

Look at the excerpt below.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 3

Everyone has the right to life, liberty, and security of person.

—*Universal Declaration of Human Rights*

11. The Declaration of Independence and the articles above are similar because both
- A. describe the powers of government
 - B. are enforced in every country in the world
 - C. describe personal freedoms to which every person is entitled
 - D. are used by the World Court to resolve international disputes

Read the excerpt below.

“No freeman [person] shall be taken or imprisoned,...or outlawed, or banished, or in any way destroyed, unless by the lawful judgment of his peers, or by the law of the land...”

—*Magna Carta, 1215*

12. Which of these principles found in the Bill of Rights is based on the Magna Carta?
- A. guarantee of free speech
 - B. protection of the right of the state to organize a militia
 - C. provision for due process
 - D. prohibition against excessive bail and fines

Read the information below.

“...to place qualified individuals with mental disabilities in community settings...The Federal Government must...help ensure that all Americans have the opportunity to live close to their families and friends...and to participate in community life.”

–Executive Order 13217

13. What was the purpose of the executive order above?
- A. to maintain public order
 - B. to reduce unemployment
 - C. to protect the rights of individuals
 - D. to guarantee the safety of all citizens

Read the paragraph below.

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

–Article 3, Declaration of Rights,
Constitution of Maryland

14. What principle of government is best reflected in the article above?
- A. federalism
 - B. majority rule
 - C. judicial review
 - D. checks and balances

Read the excerpt below.

“If a foreign country can supply us with a [product] cheaper than we ourselves can make it, better buy it [from] them...”

–Adam Smith, *The Wealth of Nations*, 1776

15. Based on the excerpt, which of these government actions would the author most likely support?
- A. raising taxes on imported goods
 - B. entering into free trade agreements
 - C. increasing wages paid to workers
 - D. passing strict regulations on businesses

Read the excerpts below.

Article 1

“That all government of right originates from the people;...they have...the right to alter, reform, or abolish their form of Government....”

Article 24

“That no man ought to be taken or imprisoned...but by the judgment of his peers, or by the law of the land.”

—*Maryland Declaration of Rights*

16. Which of these constitutional principles is described in Article 1 of the *Maryland Declaration of Rights*?
- A. The people should have equal protection under the law.
 - B. State governments and the federal government share powers.
 - C. The people in a democratic society give their consent to be governed.
 - D. Each branch of the government has powers over the other branches.
17. Which of these constitutional rights is described in Article 24 above?
- F. the right to bear arms
 - G. the right to due process
 - H. the right to freedom of speech
 - J. the right to peaceably assemble

Read the excerpt below.

"Neither slavery nor involuntary [labor], except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States...."

Thirteenth Amendment, United States Constitution

18. Which of these would be acceptable as a result of this amendment?
- F. A defendant in a criminal case is sentenced by a court of law to provide unpaid community service work.
 - G. A public defender is required to provide legal services to a person accused of a crime who cannot afford representation.
 - H. A United States President is elected to serve as the country's leader for a term of four years.
 - J. A United States citizen is required by law to serve as a member of the jury when selected for duty.

In 1847 Karl Marx and Friedrich Engels wrote the *Communist Manifesto*, which predicted the fall of capitalism. Read the excerpt below.

"The modern working-class developed a class of laborers who live only so long as they find work, and who find work only so long as their labor increases capital."

from the *Communist Manifesto*

According to the excerpt above, Marx and Engels believed that capitalism

- F restricted the economic freedom of employers
- G discouraged competition among businesses
- H failed to ensure the quality of goods produced
- J failed to protect the basic rights of workers

Read the quotation below.

"Crunched over the [coal] chutes, the boys sit hour after hour, picking at the pieces of slate and other [trash].... I once stood...and tried to do the work a twelve-year-old boy was doing day after day, for ten hours at a stretch, for sixty cents a day. The gloom...[troubled] me...."

John Spargo, *The Bitter Cry of the Children*, 1906

19. According to the quotation, John Spargo was probably in favor of the government

- F. lowering the minimum wage
- G. forbidding the establishment of labor unions
- H. regulating child labor practices
- J. playing a smaller role in private business

Read the excerpt below.

The President in every possible instance shall consult with Congress before introducing United States Armed Forces into hostilities [military conflicts]...and after every such introduction shall consult regularly with the Congress until United States Armed Forces are no longer engaged in hostilities....

The War Powers Act of 1973

20. Based on the excerpt, the War Powers Act was most likely issued in response to

- A. protest against drafting women
- B. lack of preparedness in the armed forces
- C. expansion by the President of his role as Commander in Chief
- D. attempts by the Supreme Court to control the Department of Defense

Answers to Quotation Questions:

1. C
2. C
3. B
4. C
5. B
6. C
7. A
8. A
9. D
10. A
11. C
12. C
13. C
14. A
15. B
16. C
17. G
18. F
19. H
20. C

Political Cartoon Questions

Study the political cartoon below.



EPA: Environmental Protection Agency

1. To which problem in Maryland does the political cartoon most directly apply?
 - A. determining traffic patterns in Annapolis
 - B. informing Baltimore residents of crime rates
 - C. improving the water quality in the Chesapeake Bay
 - D. limiting the growing population around Washington, D.C.

Study the political cartoon below.



2. The cartoon suggests that some citizens
 - A. believe that the justice system is unworkable
 - B. are unwilling to break the law
 - C. believe that the right to a trial by jury is unnecessary
 - D. are unwilling to accept their responsibilities

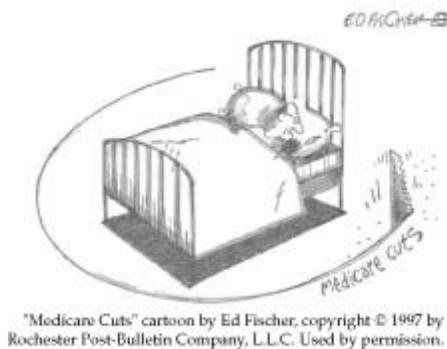
Look at the cartoon below. Then answer the following.



3. Which of these does the cartoon suggest occurs as a result of media predictions of election results?
 - A. Polling places close before their scheduled time.
 - B. Candidates withdraw from elections.
 - C. Networks give different information about candidates.
 - D. Citizens are discouraged from going to the polls.

4. With which of these statements would the cartoonist most likely agree?
 - A. The media should stop covering elections.
 - B. Voters should be aware of voting trends on election day.
 - C. The media should wait until all polls close before projecting winners.
 - D. Voters should stop voting for candidates who advertise on television.

The cartoon below was drawn in 1997. Look at the cartoon.



5. According to the cartoon, in 1997
 - A. fewer people applied for Medicare
 - B. the cost of providing Medicare decreased
 - C. the government reduced Medicare funding
 - D. fewer people needed the assistance of Medicare

Look at the cartoon below.



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6. The cartoonist is making a statement about
- A. rising costs of medical care
 - B. funding for candidates
 - C. high salaries of members of Congress
 - D. increasing costs of government programs

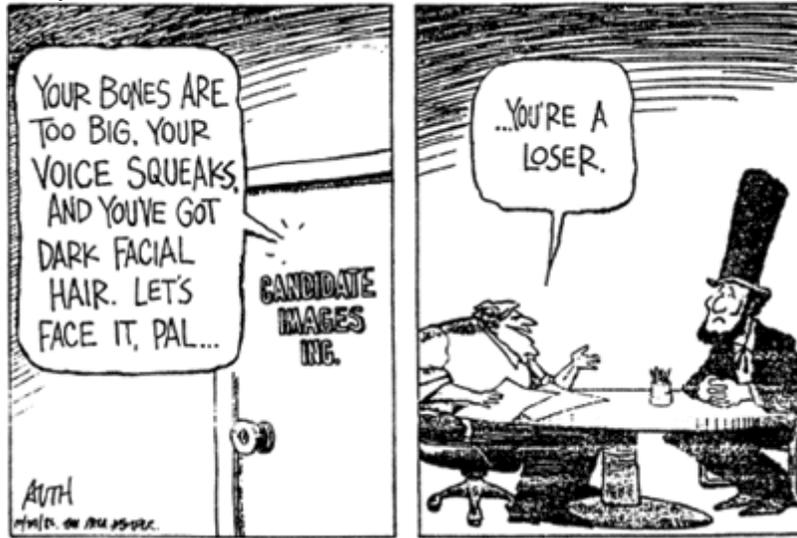
Look at the cartoon below.



7. According to the cartoon, what is a criticism of the juvenile justice system?

- A. The system gives judges little choice in punishment.
- B. The juvenile justice system wastes too much money.
- C. The government has too much control over the lives of juveniles.
- D. The courts make the community responsible for juveniles' actions.

Study the cartoon below.



8. The cartoonist would most likely agree that

- A. donations to political candidates have decreased
- B. qualifications for political candidates have changed
- C. political candidates pay little attention to public opinion polls
- D. political candidates mainly represent large business interests

Look at the cartoon below.



9. According to the cartoon, the two political parties are
- A. supporting the same viewpoint on an issue
 - B. working together to solve a national problem
 - C. supporting issues they believe will win votes
 - D. opposing the amount of money the government spends

Answers to Political Cartoon Questions

- 1. C
- 2. D
- 3. D
- 4. C
- 5. C
- 6. B
- 7. A
- 8. B
- 9. C

H.S.A Released Questions 2003-07: Chart and Graph Analysis

Look at the chart below.

**PERCENT CHANGE IN POPULATION FROM 1990 TO 2000
IN THE WASHINGTON METROPOLITAN REGION**

Region	Percent Increase
Anne Arundel County	14.6%
Calvert County	45.1%
Frederick County	30.0%
Howard County	32.3%
Prince George's County	10.9%
Saint Mary's County	13.5%

Source: U.S. Census Bureau

1. Which of these is an effect of the population changes shown on the chart?
 - A. The amount of rural land will increase.
 - B. Local government services will increase.
 - C. The tax revenue from personal property will decrease.
 - D. Real estate development in the region will decrease.

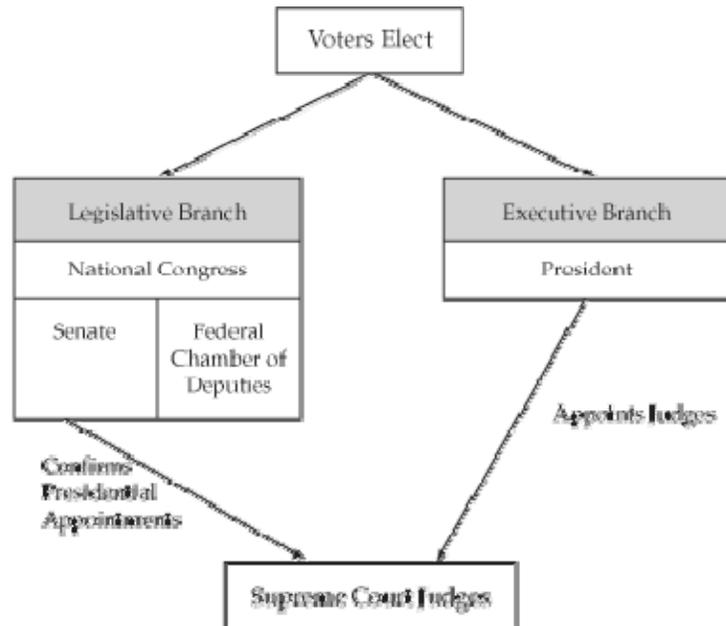
Study the graph below.



2. The information in the graph is mostly about
 - A. the economic growth of the country
 - B. the tax revenues of the country
 - C. the prices of consumer goods
 - D. the tariffs placed on imports

Look at the flowchart below.

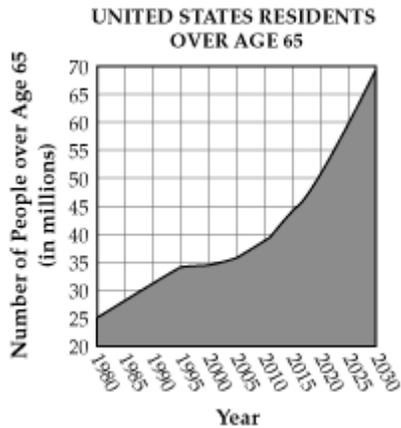
SYSTEM OF GOVERNMENT IN MEXICO



3. Based on the information in the diagram, which of these controls does Mexico's National Congress have over the President?

- A vetoing laws
- B rejecting judicial appointments
- C electing the President
- D selecting presidential candidates

Look at the graph below.



4. Increasing the budget for which of these programs would most help the United States government prepare for the trend shown in the graph?
- A defense
 - B education
 - C social security
 - D employment opportunities

Answer to Graph Questions:

- 1. B
- 2. A
- 3. B
- 4. C

H.S.A Released Questions 2003-07: Headlines

Read the news headline below

THE UNITED STATES WAR CRIMES TRIBUNAL
CHARGES A MILITARY GENERAL WITH FORCING
THE RELOCATION OF THOUSANDS OF PEOPLE

1. The headline is most associated with which of these goals?
 - A. to increase migration
 - B. to form military forces
 - C. to overthrow governments
 - D. to stop human rights abuses

Read the headline below.

CONTINUED RISE IN
UNEMPLOYMENT RATE LEADS
FEDERAL RESERVE TO
INCREASE MONEY SUPPLY

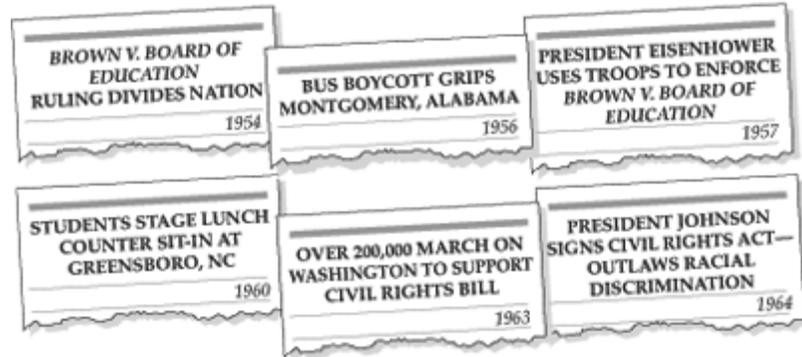
2. Which of these **best** explains the reason for the Federal Reserve's action?
 - A. to encourage consumers to stop spending money
 - B. to make it easier for businesses to borrow money to expand
 - C. to give businesses incentives to decrease their production of goods and services
 - D. to provide more funds for the federal government to use for entitlement programs

Read the news headline below.

UNITED STATES SETS
HIGH TAXES ON
IMPORTED LUMBER

3. **Which of these is a purpose of this action by the United States?**
 - A** to decrease the cost of lumber
 - B** to protect the United States lumber industry
 - C** to decrease United States lumber exports
 - D** to allow for the free trade of lumber

HEADLINES DURING THE CIVIL RIGHTS MOVEMENT
1954-1964



4. All of the events described in the headlines above address

- F racial segregation
- G educational access
- H unemployment issues
- J gender discrimination

Read the headlines below.



5. What is the intent of the government actions described in all the headlines?

- A to maintain public safety
- B to raise tax revenue
- C to reduce crime
- D to maintain social order

Answer for Headline Questions

1. D
2. B
3. B
4. F
5. A