Vocabulary Builder

SECTION 1

1. Sovereignty
2. divine right of kings
3. state
4. According to political philosophers, people accept certain forms of government because they see those forms as having legitimacy, or being right and proper.
5. According to social contract theory, people willingly submit to the power of the state in order to secure their natural rights to life, liberty, and property.
6. In any society, conflicts over resources, ideas, and the distribution of power are inevitable. Government seeks to contain those conflicts in the interest of order. Politics provides a process by which competing groups can influence the decisions that government makes. Democratic governments encourage compromise, which further reduces conflict.

SECTION 2

1. confederal system
2. a republic
3. monarchy
4. unitary systems
5. federal system
6. form of government; dictator or small group with absolute authority; force used to maintain rule
7. form of government; rule by a group of powerful people; Sparta
8. form of government; citizens directly elect their leaders; Athens
9. democracy; prime minister chosen by elected legislature; combined executive and legislative branch
10. democracy; president heads executive branch; executive power balanced by legislature

SECTION 3

Answers will vary but should be a summary of the section and include at least five of the following terms: ideal, liberty, equality, self-government, free enterprise, majority rule, liberal democracy, minority rights.

1. minority rule
2. liberty
3. self-government
4. liberal democracy
5. free enterprise

Biography

Thomas Hobbes

1. The social contract is an agreement between individuals to give up some of their rights to a central authority in exchange for protection within a peaceful society. Hobbes believed that if a ruler failed to provide protection, a subject has the right to abandon that ruler.
2. Epitaphs will vary. Students should write about Hobbes's life and accomplishments.

ACTIVITY

Students' evaluations will vary. Based on their group discussions, students should write logical evaluations of Hobbes's ideas about the social contract and the role of government.

Jean-Jacques Rousseau

1. Rousseau believed that in their natural state, people were naturally good, but society has grown corrupt, with wealth and power unfairly distributed. He called for a newer, more just social contract, made for the benefit of all.
2. Rousseau's political ideas influenced the leaders of the French Revolution. His writings on music and his novels influenced European music and helped lead to the Romanticism movement.

ACTIVITY

Students' paragraphs will vary. Students should write about a work of Rousseau's that they choose, giving an accurate account of its content and influence.

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Primary Source

John Locke's *Second Treatise of Government*

1. Locke writes that people form communities for their comfort, safety, and security.
2. Yes, Locke believes that the consent of the majority must be viewed as the consent of all.
3. Students' answers will vary, but students should explain their opinion on whether or not people should attempt to move from a state of nature to a society. Locke believes that people should form a society and government for the benefit of all.

Democracy in America

1. Tocqueville believes that to obtain equality either all people must have their rights or no one may have any rights.
2. Tocqueville believes that with more rights comes a stronger democracy, and with a stronger democracy comes the demand for even more rights.
3. Answers will vary.

Economics and Government

U.S. Per Capita GDP

1. most growth: 1995–2005; least growth: 1970–1980
2. The per capita GDP figures would have been lower.
3. Answers will vary but should note that it takes into account the size of a nation's population in addition to the size of its economy.
4. The fact that the per capita GDP figures increase in size throughout the table shows that the nation's economy was growing at a faster rate than its population during the period shown.

Political Cartoon

1. the government
2. Answers will vary. Possible answer: The cartoonist believes that government's use of eminent domain to seize private property is the unjust tactic of a bully, despite the approval of the Supreme Court.
3. Answers will vary. Possible answer: They have limited options—they can sue the government, but if a court rules that the property is going to be used for the greater public good, the person can do little to stop it.

WRITING ACTIVITY

Students' paragraphs will vary. Students should identify a public use and explain why they consider it a legitimate justification for the government to seize private property under public domain.

Chapter Review

1. Answers may vary. Possible answer: the belief that a king only had to answer to God and no one else
2. Answers may vary. Possible answer: system of government in which power rests with a single, national government
3. Answers may vary. Possible answer: form of democracy that protects the rights of the minority
4. Answers may vary. Possible answer: a form of democracy that puts the decision-making power in the hands of representatives who make decisions on behalf of the people
5. Answers may vary. Possible answer: the recognition of rulers as the right and proper heads of government
6. Answers may vary. Possible answer: economic system that allows people and businesses to make their own choices about how to produce, exchange, and distribute goods and services
7. Under authoritarian regimes, people are subject to varying degrees of state control, while under totalitarian regimes, government dominates all areas of society.
8. Answers will vary. Possible answer: Confederal systems are uncommon

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because people in most nations see little advantage to surrendering any of their nation's sovereign powers.

9. Answers will vary. Possible answer: providing education, regulating food safety, building roads
10. public good
11. individual rights
12. classic forms of government

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