SECTION 5

Taking Notes

Answers will vary, but students should discuss in the different circles the groups and decisions that affected ratification, such as the Federalists, the Antifederalists, and the decision to include a bill of rights.

Section Summary

1. They claimed that the national government proposed by the Constitution would become too strong. They also criticized the absence of a bill of rights.
2. to defend the Constitution
3. as a series of amendments proposed by Congress and ratified by the states

Chapter 3: The Constitution

CHAPTER SUMMARY

1. form a more perfect union, establish justice, keep national peace, provide for the country's defense, promote the general welfare, and secure liberties
2. It helps the Constitution to change to meet the needs of the American people.
3. Answers will vary. Possible answer: Popular sovereignty is most important because it gives people a voice in their own government.

SECTION 1

Taking Notes

Students should fill in the six circles with the following phrases: popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.

Section Summary

1. They were worried that citizens' rights would be suppressed.
2. By voting for who should represent them, people are choosing who should make up the government.
3. The Framers felt that government officials would not misuse their power if they had to follow the same laws as everyone else.
4. The judicial branch can declare legislation unconstitutional. The legislative branch can override vetoes.
5. The Tenth Amendment was necessary to fairly define which powers belonged to the national government and which powers belonged to the state governments.

SECTION 2

Taking Notes

Answer will vary. Possible answers in "Similarities" column: proposing amendment always requires supermajority; ratifying amendment always requires supermajority and action by state legislatures. Possible answers in "Differences" column: proposing amendment can take place only in Congress or at convention involving delegates not in Congress; ratifying amendment can take places inside or outside state legislatures.

Section Summary

1. Answers will vary. Possible answers: Jefferson: forward-thinking; Madison: cautious.
2. An amendment can be proposed by at least two-thirds of each house of Congress or by a national convention called by at least two-thirds of state legislatures; it can be ratified by three-fourths of state legislatures or a convention of at least three-fourths of the states.
3. Once ratified, an amendment becomes an official, permanent part of the Constitution. Therefore, it needs to be amended just like any other part of the Constitution.
4. Answers will vary. Possible answer: amendment that changes voting laws shows how certain groups of Americans have demanded and received fair treatment under the law.

SECTION 3

Taking Notes

Answers will vary. Possible answers: Congress and the president interpret and therefore expand reach of Constitution; Federal courts use judicial review to apply

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Constitution to modern-day developments; Political parties and various customs have gradually affected the government structure that the Constitution describes.

Section Summary

1. Congress has interpreted the Constitution to expand the lower level of the judicial branch; the Supreme Court has interpreted the Constitution in order to make powerful decisions on the constitutionality of laws.
2. Answers will vary. Possible answer: When the constitutionality of a law is being debated, people on either side of the debate may interpret parts of the Constitution differently.
3. Answers will vary. Possible answer: A political party helps a candidate get elected; if he or she wins, the candidate is then probably expected to help put the party's political agenda into place.
4. People believe that states with large populations should be assigned more senators than states with smaller populations.

Chapter 4: Federalism

CHAPTER SUMMARY

1. through fiscal federalism
2. Possible answer: a national crisis, such as a civil war
3. Possible answer: They may have felt that national government had become too powerful and that control over certain issues would be better retained by the states, which might be more familiar with how those issues affected different Americans.

SECTION 1

Taking Notes

Answers will vary, but students should list the various powers of the national government in the left circle, a description of the powers of the state governments in the right circle, and an explanation of concurrent and shared powers in the overlapping section.

Section Summary

1. They gave the states all of the powers not granted to the national government.
2. only expressed powers are specifically listed in the Constitution
3. Possible answers: national—tax exports between states, spend money unless authorized by Congress, exercise powers reserved to the states, interfere with basic liberties; states—coin money, enter into treaties
4. discrimination by a state against a person from another state

SECTION 2

Taking Notes

Answers will vary, but students should explain the influence of dual federalism, John Marshall, cooperative federalism, creative federalism, and new federalism.

Section Summary

1. the Supreme Court
2. because it was a necessary and proper action to take in order to carry out the expressed powers of regulating commerce and currency
3. Answers will vary but students should discuss how the federal government used grants—and the threat of a lack of grants—to get states to meet federal goals.
4. to return authority to the state governments

SECTION 3

Taking Notes

Answers will vary, but students should take note of trends that characterize federalism today, such as fiscal federalism, the use of grants and mandates, as well as contemporary issues (immigration, environment, health care, and terrorism) that influence the relationship between the national and state governments.

Section Summary

1. spending, taxing, and providing aid
2. Block grants are given for general purposes, so states can spend the money as they see fit; in contrast, federal mandates

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