require states to spend the money in a certain way to accomplish a specific goal.
3. States are more familiar with the problems facing their regional environments than the national government is.

Chapter 5: Congress: The Legislative Branch

CHAPTER SUMMARY

1. the Constitution
2. House representation is proportional to a states population, while Senate representation is equal.
3. Answers will vary, but students should provide support for their opinions.

SECTION 1

Taking Notes

Answers will vary, but students should note the groups that members of Congress represent in the first column, the bicameral design and apportionment process of Congress in the second column, and the various ways Congress checks the executive and judicial branches in the third column.

Section Summary

1. constituents, interest groups, country as a whole
2. to make sure that each House member represents approximately the same number of people
3. the Senate
4. Possible answer: It enables Congress to punish government officials who have abused their power.

SECTION 2

Taking Notes

Answers will vary, but students should list the expressed powers of Congress in one circle, the implied powers in the second circle, the nonlegislative powers in the third circle, and the powers denied to Congress in the fourth circle.

Section Summary

1. They are not specifically listed in the Constitution, as are the expressed powers.
2. direct taxes
3. testify
4. Possible answers: suspend the writ of habeas corpus, pass bills of attainder, pass ex post facto laws

SECTION 3

Taking Notes

Answers will vary, but students should note membership requirements and specific powers, an explanation of how reapportionment and gerrymandering affects the House, the different House leaders, and an explanation of the role and importance of House committees.

Section Summary

1. must be at least 25 years old, have been a U.S. citizen for at least seven years, and live in the state he or she represents
2. every 10 years, based on census results
3. Answers will vary, but students should discuss how the whip tries to sway members to vote as the party leadership wants them to vote.
4. Standing committees are permanent and select committees are usually temporary.

SECTION 4

Taking Notes

Answers will vary, but students should note membership requirements in the first circle, Senate leadership roles in the second circle, Senate committees in the third circle, and Senate rules and traditions in the fourth circle.

Section Summary

1. Elections take place every two years, when one-third of all seats are contested. The elections are open to all registered voters.
2. Senate majority leader
3. Under seniority rule, the senator who has served the longest on a committee becomes that committee's chair.
4. to prevent a vote in the Senate

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SECTION 5

Taking Notes

Answers will vary, but students should note the various steps a bill goes through in the various boxes, such as referral, hearings in subcommittee, subcommittee report and recommendation, committee recommendation, and the different ways a bill is then debated, amended, and voted upon in each the House and the Senate.

Section Summary

1. to pass legislation that is unlikely to pass on its own
2. by listening to witnesses make statements on the bill
3. to reduce the quorum needed to conduct business
4. to reconcile different versions of the same bill in the House and the Senate

Chapter 6: The Presidency

CHAPTER SUMMARY

1. executive, diplomatic, military, judicial, and legislative powers
2. Possible response: Yes, it makes sense that a president would have to perform duties not specifically mentioned in the Constitution in order to carry out his or her official roles.
3. Answers will vary, but students should discuss how a more powerful president might need to increase the power of those who advise and work for him or her in order to successfully perform as president.

SECTION 1

Taking Notes

Possible responses for the "Formal" column: chief executive, chief administrator, commander in chief, foreign policy leader, chief agenda setter, at least 35 years of age, lived in the country for 14 years, natural-born citizen. Possible responses for the "Informal" column: chief of state, party leader, chief citizen, experience, impressive personal qualities.

Section Summary

1. chief executive, chief administrator, commander in chief, foreign policy leader, chief agenda setter
2. No, because she was born a French citizen, not a U.S. citizen.
3. Until the legislation was passed, there was no formal line of succession to follow if the president was unable to serve.
4. male, white, well-educated, Christian, usually military experience

SECTION 2

Taking Notes

Possible responses for the powers of the presidency: Executive Powers—appoint and remove, issue executive orders, use executive privilege; Diplomatic and Military Powers—negotiate treaties, make executive agreements, grant diplomatic recognition, call out armed forces; Legislative and Judicial Powers—propose legislation, veto legislation, nominate federal judges and justices, commute sentences, and grant reprieves, pardons, and amnesty.

Section Summary

1. Executive agreements do not require Senate consent.
2. the power to veto legislation
3. grant pardons, grant reprieves, grant amnesty, and commute sentences
4. The president can use the media to gather and maintain support.

SECTION 3

Taking Notes

Possible responses for the president's administration should note the Executive Office of the President, the chief of staff, the vice president, and the cabinet.

Section Summary

1. to coordinate issues of national security.
2. to organize the president's many advisers and assistants and executive programs and agencies
3. Recently, the vice president has become more of an adviser to the president and

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