



Name _____ Class _____

Applying Information

Directions: Below are the levels of government and some of the functions each level carries out. Many people hold government jobs. Read the lists of functions and then the job descriptions that follow. Write the level of government that corresponds with each job.

Federal	State	Local
Federal tax collection	State tax collection	Public safety
Coining of money	Supervision of schools	Administration of schools
Postal service	Public works	Mass transit
Regulation of interstate trade	Health and welfare programs	Water supply
Courts for federal laws	Motor vehicle registration	Libraries
National defense	Licensing of occupations	Museums

- Meghan is an officer in the Navy. She works for the _____ government.
- Robert is a firefighter. He is employed by the _____ government.
- Jerjuan is a clerk in a traffic court. He works for the _____ government.
- Don tests people for their driver's licenses. He is an employee at the _____ level of government.
- Ella is a garbage collector. Her company was contracted by the _____ government.
- Raoul is a construction worker helping repair a major highway. His company was hired by the _____ government.
- Betty proofreads paper money to make sure it's printed correctly. She is an employee at the _____ level of government.
- Cherri is a bus driver. Her route takes her from the downtown area of her city to the airport and back. She works at the _____ level of government.



Name _____ Class _____

Fact vs. Opinion

Directions: Read the following article and then mark each statement that follows as a fact or an opinion.

The Federal Deposit Insurance Corporation, or FDIC, is a government agency that guarantees savings accounts. Created in 1933, the FDIC insured bank deposits of individuals up to \$2,500 (later increased to \$100,000).

The FDIC was badly needed. Before 1933, bankers sometimes used savings deposits to invest in the stock market or other profit-making ventures. If these investments did not work out, people could lose their life savings. Since 1933, no one has lost a cent in any bank insured by the FDIC. No other government agency has worked as well.

Now write *fact* or *opinion* before each statement.

1. _____ The Federal Deposit Insurance Corporation, or FDIC, is a government agency that guarantees savings accounts.
2. _____ Created in 1933, the FDIC insured bank deposits of individuals up to \$2,500.
3. _____ The FDIC was badly needed.
4. _____ Before 1933, bankers sometimes used savings deposits to invest in the stock market or other profit-making ventures.
5. _____ If these investments did not work out, people could lose their life savings.
6. _____ Since 1933, no one has lost a cent in any bank insured by the FDIC.
7. _____ No other government agency has worked as well.

Explain in your own words why the statements that you marked *facts* are facts.



Name _____ Class _____

Drawing Conclusions

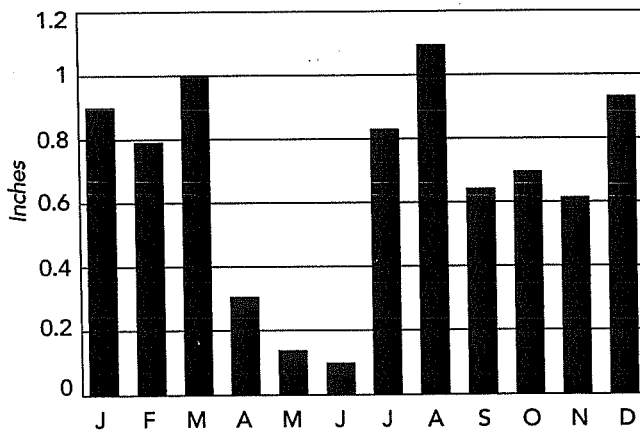
Directions: Read the each of the following passages and then answer the questions that follow.

The presidential election of 2000 was the closest election in U.S. history. As votes were tallied over the course of the election day and night, it became apparent that one state—Florida—would determine the result of the election. However, because the results of the popular vote in Florida were so close, it was

difficult to determine which candidate won the state's 25 electoral votes. After a month of recounts, court cases, and debates, it was decided that George W. Bush had won the popular vote in Florida with 2,912,790 votes to Al Gore's 2,912,253 votes. This gave Bush the electoral votes he needed to secure a victory.

1. What relationship can you infer between the popular vote and the electoral vote? Explain your answer.

ANNUAL PRECIPITATION IN PHOENIX, AZ



2. From the graph at the left, what can you infer about the kind of climate and land around Phoenix? Explain your answer.

Unlike Philadelphia, colonial New York City was not carefully laid out. Narrow winding streets crisscrossed each other. The city seemed to grow winding tentacles in every direction as the population grew. Rents were high, and housing was scarce. Streets were muddy and crowded. Carts, coaches, and riders on horseback

created eighteenth-century traffic jams. Pedestrians had to keep an eye out for garbage thrown from windows above, for pickpockets on the streets, and for reckless divers racing by. The water was often unsafe to drink for it was polluted by ocean salts, animal waste, and garbage.

3. What does the fact that many people threw garbage from windows imply? Explain your answer.



Name _____ Class _____

Causes and Effects

Part A

Directions: Read the following passage and complete the chart with the effects of Prohibition. The first effect is given as an example.

The Eighteenth Amendment, forbidding the manufacture, sale, or transportation of alcoholic beverages, became the law of the land in January of 1920. So began Prohibition. The “noble experiment,” as Herbert Hoover called it, lasted more than ten years. Alcoholic consumption declined and so did arrests due to drunkenness and deaths due to alcoholism. At the same time, the business in illegal liquor boomed. Organized crime, and the violence that followed it, moved in to profit from what was a general rebellion

against Prohibition. Between 1920 and 1928, 135 people were killed by law enforcement officials enforcing Prohibition, and 55 officials were also killed. By the end of the 1920s, it was clear that most people did not believe in or support Prohibition. Polls taken in 1926 showed that only 19 percent of Americans favored the Eighteenth Amendment. Finally, on December 5, 1933, the Twenty-first Amendment was ratified, repealing the Eighteenth.

Effects

1. alcoholic consumption down _____
2. _____
3. _____
4. _____
5. anti-Prohibition feelings _____

Secondary Effects

- violence (190 killed) _____
- _____

Part B

Directions: Read the following passage and complete the chart with causes of the American Revolution.

From the beginning, American society was different from that of the mother country, England, because, despite a fairly rigid class structure, nobility had less importance in America and land ownership was open to many. But it was economic and political differences that caused the final break. From 1765 to 1776, the

British government imposed taxes and attempted to control the American economy. The political power of colonial assemblies was reduced. . . . Colonists organized protests that led to armed conflict and the Declaration of Independence.

- Social differences: 1. _____ 2. _____
- Economic differences: 3. _____ 4. _____
- Political differences: 5. _____



Name _____ Class _____

Point of View

Directions: Below are two opinions about the best form of government. Read them carefully to understand each point of view. Then answer the questions that follow.

“All communities divide themselves into the few and the many. The first are the rich and wellborn, the other the mass of the people. . . . The people are turbulent and changing; they seldom judge or determine right. Give therefore to the first class a distinct, permanent share in the government. They will check the unsteadiness of the second, and as they cannot receive any advantage by a change, they therefore will ever maintain good government.”

~ *Alexander Hamilton (1755–1804)*
American political leader
First Secretary of the Treasury

“Men by their constitutions are naturally divided into two parties: (1) Those who fear and distrust the people, and wish to draw all powers from them into the hands of the higher classes. (2) Those who identify themselves with the people, have confidence in them, cherish and consider them as the most honest and safe, although not the most wise depository of the public interests. In every country these two parties exist; and in every one where they are free to think, speak, and write, they will declare themselves.”

~ *Thomas Jefferson (1743–1826)*
Third President of the United States
Writer of the Declaration of Independence

1. In your own words, summarize what Hamilton said.

2. In your own words, summarize what Jefferson said.

3. Which man had a more democratic view of government? Explain your answer.

4. Which man would be more likely to support programs that helped wealthy business people? Explain your answer.
