

2019 Government EOC Answers

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1

The 15th Amendment expanded African Americans' ability to participate in the political process.

How did the 24th Amendment expand upon the 15th Amendment?

- ☐ (A) by granting African-American women the right to vote
- ☐ (B) by ensuring the election of an African American to each state's legislature
- ☐ (C) by requiring states to create congressional districts specifically for African Americans
- ☐ (D) by removing an economic barrier that prevented many African Americans from voting

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2

A flaw in the Electoral College became clear when conflict arose during the election of President Thomas Jefferson in 1800.

How did the 12th Amendment alter how the president and vice president are elected in the Electoral College?

- ☐ (A) Electors vote for a candidate for president and a candidate for vice president separately.
- ☒ (B) Electors must choose the candidates with the most popular votes for president and vice president.
- ☐ (C) Electors must vote for a candidate for president from one party and a candidate for vice president from the opposite party.
- ☐ (D) Electors choose two candidates for president; the one with the most votes becomes president and the other becomes vice president.

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3

The Necessary and Proper Clause of the U.S. Constitution is shown.

The Congress shall have Power ... To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Why did Federalists want to include this clause in the Constitution?

- ☐ A to protect the individual liberties of all citizens
- ☐ B to provide a guarantee of sovereignty to individual states
- ☒ C to allow the national government to efficiently run the country
- ☐ D to give citizens more opportunities to select government officials

4

Citizens of Ohio have a variety of options available to them for participation in state and local government.

Move each opportunity for participation into the "State Government" or "Local Government" section of the chart.

State Government	Local Government
Vote for governor	Organize a neighborhood watch
Serve in the National Guard	Attend city and/or township trustee meetings
Opportunities	

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5

Government officials use various tactics, including persuasion, compromise, consensus building, and negotiation, to resolve differences.

Identify the sentences in this description that could be categorized as consensus building.

Click on the two sentences you wish to select.

Two groups proposed different tax plans. Group A suggested abolishing the state income tax and implementing a higher state-regulated sales tax. Group B, on the other hand, advocated a lower state income tax and a higher property tax. To rally support among both group A and group B supporters, group A representatives conducted town hall meetings. In addition, group A ran an extensive grassroots campaign to encourage widespread support from across the state. Meanwhile, group B representatives surveyed various state officials about their tax plan preferences.

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6

Which circumstance prompted the adoption of the 23rd Amendment?

- ☐ A a tie in the presidential election of 1800
- ☐ B difficulties enforcing the ban on alcohol
- ☐ C President Lyndon B. Johnson's poor health
- ☒ the growing population of Washington, D.C.

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OR

8

The federal government uses different fiscal policies to alter the rate of economic growth and promote economic stability.

- A. Click on one of the two fiscal policies shown: expansionary or contractionary.
- B. Click on the way the federal government achieves the policy you selected in relation to government spending.
- C. Then click on the way the federal government achieves the policy you selected in relation to taxes.
- There may be more than one correct answer.

A. Fiscal Policies

expansionary contractionary

B. Government Spending

increased decreased

C. Taxes

increased decreased

9

Horace Greeley, Editor, "The Prayer of Twenty Millions,"
New York Tribune, August 20, 1862

To ABRAHAM LINCOLN,
President of the United States ...

VII. Let me call your attention to the recent tragedy in New Orleans, whereof the facts are obtained entirely through Pro-Slavery channels. A considerable body of resolute, able-bodied men, held in Slavery by two Rebel sugar-planters in defiance of the Confiscation Act which you have approved, left plantations ... made their way safely and quietly through thirty miles of Rebel territory, expecting to find freedom under the protection of our flag. ... [T]hey reasoned logically that we could not [turn them away] for deserting the service of their lifelong oppressors, who had through treason become our implacable enemies. They came to us for liberty and protection, for which they were willing to render their best service: they were met with hostility, captivity, and [worse]. ... They were set upon and maimed, captured and [harmed], because they sought the benefit of that act of Congress which they may not specifically have heard of. ... They sought their liberty in strict accordance with the law of the land. ...

IX. I close as I began with the statement that what an immense majority of the Loyal Millions of your countrymen require of you is a frank, declared, unqualified, ungrudging execution of the laws of the land, more especially of the Confiscation Act. That Act gives freedom to the slaves of Rebels coming within our lines, or whom those lines may at any time inclose—we ask you to render it due obedience by publicly requiring all your subordinates to recognize and obey it. ... We must have scouts, guides, spies, cooks, teamsters, diggers and choppers from the Blacks of the South, whether we allow them to fight for us or not, or we shall be baffled and repelled.

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9

obedience by publicly requiring all your subordinates to recognize and obey it. ... We must have scouts, guides, spies, cooks, teamsters, diggers and choppers from the Blacks of the South, whether we allow them to fight for us or not, or we shall be baffled and repelled.

What is the perspective of the author?

- (A) Slaves should be sent back to plantations to avoid further Southern rebellion.
- (B) Union officers have done a good job of addressing the issue of runaway slaves.
- ☒ (C) The rule of law has been ignored, so the President must act to ensure it is fully observed.
- (D) Slavery is a Southern issue, so it should be left to Southern state governments to handle.

Part B

Which factor provides credibility to the perspective you identified in Part A?

- (A) the publication date of the editorial
- ☒ (B) use of detailed supporting evidence
- (C) the author's educational background
- (D) agreement of additional sources cited by the author

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10

Which statement summarizes the original Federalist position on the Bill of Rights?

- (A) Additional amendments were needed, given the Constitution's lack of individual protections.
- (B) Adopting the Bill of Rights was too risky because it might threaten ratification of the Constitution.
- (C) The Bill of Rights should be adopted because national sovereignty should always come before states' rights.
- ☒ (D) No amendments were needed, as the Constitution already had protections against excessive government power.

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11

The 13th Amendment to the Constitution was ratified in 1865.

What was the primary purpose of this amendment?

- ☒ A to establish the definition of U.S. citizenship
- ☐ B to abolish slavery and involuntary servitude
- ☐ C to establish the right to vote for former slaves
- ☐ D to prevent former Confederate officers from holding office

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12

Following the Supreme Court's decision in *Brown v. Board of Education*, African-American students began applying to colleges and universities that had previously been segregated. In 1963, the governor of Alabama, George Wallace, tried to physically stop three African-American students from registering at the University of Alabama. President Kennedy ordered the Alabama National Guard to force Wallace to move aside and allow the students to register.

Why did President Kennedy take this action?

- ☒ A The state judicial branch refused to comply with an executive order.
- ☐ B The state executive branch refused to comply with a federal court ruling.
- ☐ C The federal judicial branch refused to comply with a ruling by the state judicial branch.
- ☐ D The federal legislative branch refused to comply with a state executive branch decision.

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13

The Federal Reserve purchases and sells government securities, adjusts the reserve requirement, and adjusts the discount rate to produce certain economic outcomes.

What is one outcome the Federal Reserve might want to produce when purchasing government securities?

- ☐ A increasing interest rates
- ☒ B reducing the money supply
- ☐ C fostering economic expansion
- ☐ D fostering economic contraction

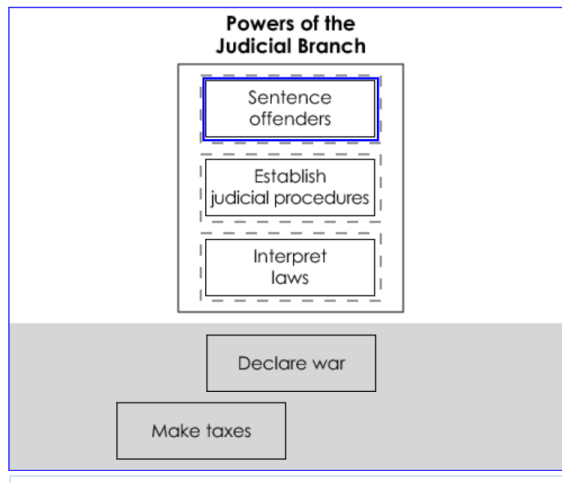
14

Separation of powers is a defining principle of the U.S. government.

Identify some of the powers reserved for the judicial branch of the U.S. government.

Move labels representing judicial powers into each of the blank boxes in the chart.

- You do not need to use all the labels.



15

There are many different ways in which individuals and organizations try to influence public policy. Successful methods direct the message to the right levels and branches of government.

Evaluate which two methods are the most appropriate for each scenario.

Click on the two methods you want to select in each column.

To change a local ordinance on parking fines, you might	To change a state policy on teacher salaries, you might	To change a federal tax law, you might
lobby the Ohio General Assembly	hold a demonstration at the capitol	testify before Congress
speak at a public meeting	elect a new mayor	start a letter writing campaign to the governor
campaign for new city council members	lobby members of the legislature	run for mayor
write to the governor	send an impact study to the U.S. Department of Education	start a letter writing campaign to Congress

Ratifying a treaty

The president is trying to secure approval of a treaty he was instrumental in drafting. A treaty must be approved by two-thirds (67 members) of the U.S. Senate. The president's advisors have prepared an analysis of the Senate's position on the treaty. Their analysis is shown.

Analysis of Senate Position on the Treaty

The Senate is divided into several groups with respect to opinions regarding approval of the treaty. If the treaty were to be voted on in its present form, 50 senators would vote for it and 50 would vote against it. A breakdown of the groups' positions is listed.

- Opposition party group (15 members):** opposes the treaty because they disagree with the president's policies in general.
- Moderate opposition party group (35 members):** supports most of the provisions of the treaty but strongly opposes one of the provisions. This group will vote for

16

Factors outside of constitutionally established governmental processes often affect public policy.

Select the boxes to identify whether each factor would increase, decrease or have little impact on the likelihood of approval of a treaty by the Senate.

	Increase	Decrease	Little or No Impact
The president is a close friend of the chief justice of the Supreme Court.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
There is little public interest in the treaty, but a vocal minority of the public is highly opposed to it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interest groups that favor the treaty are contributing large sums of money to lawmakers' campaign funds.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political parties are encouraging their members to hold to their original positions in order to appear decisive and unified ahead of an upcoming election.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

approval if that provision is not implemented.

- **Moderate members of the president's party (40 members):** support the treaty as it appears; members mainly follow the president's leadership and will vote the way the president wants them to.
- **Strongly ideological members of president's party (10 members):** want stronger language in the treaty and will not vote for approval if the provisions of the treaty are weakened.

The president's advisors have also prepared several strategies using the tools of consensus building, compromise and persuasion to target groups within the Senate.

Strategies to Achieve Ratification of the Treaty

- **Consensus building:** meet with the leadership of each group of senators to find provisions of the treaty on which they all can agree.
- **Compromise:** make concessions to meet a group's demands; alter language of the bill to address the concerns of a particular group.

	Increase	Decrease	Little or No Impact
The president is a close friend of the chief justice of the Supreme Court.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
There is little public interest in the treaty, but a vocal minority of the public is highly opposed to it.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Political parties are encouraging their members to hold to their original positions in order to appear decisive and unified ahead of an upcoming election.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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- **Opposition party group (15 members):** opposes the treaty because they disagree with the president's policies in general.

Suppose the President decided that none of the proposed strategies will work and directed his advisors to develop negotiation based strategies.

Select the **two** strategies that the president's advisors could propose that represent forms of negotiation.

- ☐ threaten to veto all bills until the Senate approves the treaty
- ☐ conduct media interviews about the treaty and why it should be approved
- ☐ offer senators support on a domestic spending bill that is important to them
- ☒ meet with a group of senators opposed to the treaty to discuss their concerns
- ☐ give a speech to the Senate outlining reasons that they should approve the treaty
- ☒ hold meetings with members of both parties to settle differences on aspects of the treaty

18

The Progressive Era was a period of many reforms aimed at solving the problems facing the United States in the late 1800s.

Determine which changes resulted from each Progressive Era amendment.

Move the changes enacted by Progressive Era amendments into each blank box in the chart.

- You do not need to use all of the changes.

Progressive Era Amendments

Amendment	Change
16th Amendment	Allowed an income tax
17th Amendment	Direct election of senators
18th Amendment	Began Prohibition
19th Amendment	Gave women the vote

Gave immigrants the vote

Ended Prohibition

Direct election of justices

Lowered interest rates