



HISTORY & GEOGRAPHY

STUDENT BOOK

▶ **12th Grade** | Unit 1

HISTORY & GEOGRAPHY 1201

INTRODUCTION TO GOVERNMENT

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Introduction to Government

Introduction

“Really, it’s a waste of taxpayers’ money. Why even pay taxes? We don’t need a **government** at all!” claimed Jeff, as he pounded his fist on the table. “I believe the best type of government is where there is no government. We could all get along by ourselves without any problems!”

Cindy looked at Jeff and wondered if that could be true. What would this country be like if we had no government? Think of it. No state tax to pay on that sweater I just bought. No speed limits—I could get to Grandpa’s house in record time! No driver’s licenses, no mandatory school attendance ... But then she thought some more—do we really NEED to have a government? Does any country need to have a government?

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. When you have finished this LIFEPAAC, you should be able to:

1. Explain what the Bible has to say about government, and what its purpose is.
2. Explore the different types of governments in history and in our world today.
3. Explain the terms used with regards to government and its leaders.
4. Give an overview of a presidential government and the various parts that it consists of.
5. Give an overview of a parliamentary government and how it operates.
6. Understand one-party and multi-party governments and the Christian’s responsibility in either.
7. Identify and give a brief summary of the political philosophies of three philosophers: Aquinas, Aristotle, and Engels.
8. Identify and give a brief summary of the political philosophies of three political thinkers: Machiavelli, Marx, and Milton.

1. GOVERNMENTS

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Explain what the Bible has to say about government, and what its purpose is.
2. Explore the different types of governments in history and in our world today.
3. Explain the terms used with regard to government and its leaders.

Vocabulary

Study these words to enhance your learning success in this section.

| | |
|-----------------------------|--|
| authority | The power and/or right to enforce obedience and make decisions over a group. |
| commerce | The business and exchange of goods by purchase, trade, or sale. |
| federal | Government formed by a union of smaller groups (states) in agreement. |
| government | A system of authority over a group of people. |
| imports | Goods brought into a country or state for the purpose of trade. |
| intangible | That which cannot be felt by touching, immaterial. |
| license | Authorization by law. |
| regulate | To control, adjust or govern according to a system. |
| tangible | That which can be felt by touching, material. |
| tariffs | Systems of taxes placed on imports or exports of a country. |
| utilities | A service to the public such as gas, telephone, water, or electric power. |

Note: All vocabulary words in this LIFEPAK appear in **boldface** print the first time they are used. If you are not sure of the meaning when you are reading, study the definitions given.



| Different Nations, Different Governments

WHY HAVE GOVERNMENTS?

Through the ages, there have been governments wherever there has been a significant number of people. Governments are formed because groups need an organization to create and enforce rules that control conduct within the population. You see governments within many groups. Your town has a government. Your church has a government. Governing occurs within groups ranging from Garden Clubs to Scout Troops. The ruling members are put in their places of **authority** to create and enforce rules that govern the conduct within the group of people.

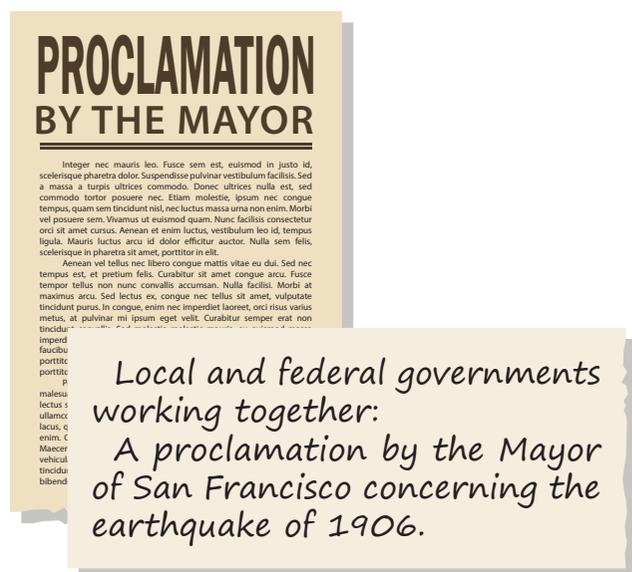
Perhaps one of the most simple “how to” lessons on constructing a government is found in the Bible. In reviewing Exodus chapters 15–18, you will read about Moses setting up a governmental system from its infancy. In chapters 15 and 17 he deals with the problem of supplying sufficient drink for the populace. In chapters 16 and 17 Moses confronts the problem of feeding this new nation. In chapter 17 he must make military decisions and go into action with the new army. In reading chapter 18 you will even see Moses enacting a judicial system—from the lower courts all the way up to a “Supreme Court” of the new Jewish nation! Of course, in all these decisions, you can see how God gave Moses the wisdom and instruction to know how to organize correctly. Sometimes Moses did not follow the instructions, and we can learn of the failures he faced. A basic government primer—all found in the book of Exodus! Governments also exist in order to assist society to improve in tangible and intangible ways. Governments serve to help in both these areas.

Local governments help in **tangible** ways with creation of mass transportation, libraries, local parks, and town streets. The local government of Delmar, Delaware set up a public library for the citizens of the town. The municipal government in Glendale, Arizona purchased a “trolley-bus” to take visitors around to the various shopping areas free of charge, in order to enhance the shopping experience and bring in more tourist dollars. Governments enact **intangible** laws and ordinances for the welfare of the citizens. The city of Knoxville, Tennessee strictly enforces a “quiet zone” and speed limit around the

hospitals in the city. Look at the picture below and you’ll see the actual proclamation by the mayor concerning the need for order during the days after the San Francisco earthquake of 1906. If he had not enacted strict law enforcement immediately, many innocent citizens would have been the victims of robbery and violence. The local government came to the rescue of the individual.

State governments help tangibly by creating state parks and recreation areas and maintaining public **utilities**. You see your state tax dollars at work whenever you see the construction crews working on a new lane or constructing a rest stop on the state highway. Intangibly, they **license** and oversee businesses and occupations. Very few people would trust a dentist who did not have his state license, giving him permission to practice in the state. Likewise, few people would trust a lawyer whose state license was revoked.

Federal governments work for the good of the country as a whole. We see tangible evidence of the government at work whenever we see a coin or dollar bill. We see our armed forces and know that the government is obligated to our safety. We receive mail and read of **tariffs** on **imports** and we know that the government works to **regulate** and maintain the mail system and **commerce** for the benefit of the country’s citizens.



THINK ABOUT IT ...

“That government is best which governs the least, because its people discipline themselves.”
 — commonly attributed to Thomas Jefferson

Do you agree with the THINK ABOUT IT statement? Discuss your view with your teacher or parents.

**CHECK**

_____ Teacher

_____ Date

Choose one answer.

1.1 Governments are important because:

_____ they control every aspect of the population

_____ they eliminate the need for participation in national decisions

_____ they enforce rules that control conduct within a population

1.2 The three levels of government are _____, _____,
 and _____.

Select all the statements that are TRUE.

1.3 _____ Local governments help the citizen by creating libraries, such as in the town of Delmar, Delaware.

_____ Only the federal government has the right to regulate mass transportation.

_____ Public utilities include telephone and electricity supplied to the citizen.

_____ The local government has sole responsibility for licensing businesses.

_____ Towns can create and maintain local parks.

_____ The state government has the right to make and enforce laws within their home state.

Answer true or false.

1.4 _____ Federal governments will take charge of the street construction in small towns.

Fill in the blanks.

1.5 The _____ government is the only level of American government that has the right to coin money.

1.6 Commerce is the exchange of goods by _____, _____,
 or _____.

Select all that apply.

1.7 Utilities serve the public in such ways as:

- _____ gas
- _____ mass transportation
- _____ telephone
- _____ electric power
- _____ water
- _____ town hall meetings

Match these items.

1.8 _____ federal

1.9 _____ commerce

1.10 _____ utility

1.11 _____ import

1.12 _____ regulate

- a.** a service to the public such as gas, telephone, water, or electric power
- b.** the business and exchange of goods by purchase, trade, or sale
- c.** government formed by a union of smaller groups (states) in agreement
- d.** to control, adjust, or govern according to a system
- e.** that which is brought into a country or state for the purpose of trade

Fill in the blanks.

1.13 In reviewing the Bible book of _____ chapters 15–18, you will read about Moses setting up a governmental system from its infancy.

1.14 Three tangible ways that local governments help the citizen is in the creation of _____, _____, and _____.

“Government is not reason, it is not eloquence, it is force; like fire, a troublesome servant and a fearful master. Never for a moment should it be left to irresponsible action.”
— George Washington

Vocabulary

Study these words to enhance your learning success in this section.

| | |
|----------------------------------|--|
| aristocracy | Government by privileged citizens or the upper class. |
| democracy | Rule by the people. Originally an Aristotelian term that meant bad “people-run” government. |
| jurisdiction | The right to exercise authority. |
| monarchy | Hereditary rule by one person alone; usually a king, queen, or emperor. |
| morality | The character of being in agreement with the standards of right conduct. |
| oligarchy | Selfish group leadership, as defined by Aristotle. |
| philosopher | A person who is learned in the study of thought and conduct. |
| pluralism | A form of government where the public has input in the various areas of interest of the country. |
| polity | Aristotle’s definition of a good government run by the people. |
| totalitarianism | A government where the authorities require complete obedience and total submission. |
| tyranny | Unjust governmental authority; oppressive power. |

TYPES OF GOVERNMENTS

The ancient Greek **philosopher** Aristotle is known as the “father of political science” because of his writings concerning the formation and directions of governments. Aristotle divided the types of governments into numerical and moral groupings. Numerically, he claimed that all governments fall into one of three categories:

1. One person rules
2. A few people rule
3. Many people rule

Morally, Aristotle suggested that each of the above groups would be named according to how the government was run. He based his **morality** upon whether the ruling party ruled for the benefit of the people (good) or for the benefit of only the ruling party (bad). If one ruling person served the people, the good governing was called a **monarchy**. If the

governing was bad then it was a **tyranny**. In the case of a few people governing, working for the people was known as an **aristocracy**. Selfish group leadership was known as an **oligarchy**. When a government was ruled by many people, Aristotle called it a **polity**. Interestingly enough, if it was a dangerous, selfish mob-type rule, he labeled it a **democracy**. However, through the ages, the term *democracy* has lost its dangerous connotation.

Anarchism is a form of government where those in leadership have little or no power over the populace. It is correct to say that an anarchist form of government is actually no government at all. To anarchists, the government is an institution that has no merit, and is merely the avenue by which people can grab and exploit power. Anarchism rose from thought to an actual **revolutionary** movement in the late 19th and early 20th centuries. Its goal was



804 N. 2nd Ave. E.
Rock Rapids, IA 51246-1759

800-622-3070
www.aop.com

HIS1201 – Sept '17 Printing

ISBN 978-1-58095-231-6



9 781580 952316