

Guided Reading Activity Answer Key

networks

Federal and State Court Systems

Lesson 1 The Judicial System in Our Democracy

Review Questions

I. Early Systems of Law

- A. In democratic societies, law resolves conflict between and among individuals and groups and protects individuals against government power. It defines criminal acts and determines the punishments for them.
- B. The Code of Hammurabi divided law into categories we use today: criminal law, property law, and family law. The Ten Commandments became a model for ethical laws, the ideals of which have been adopted in the United States.
- C. Common law is made by judges as they resolve individual cases. In the American colonies, English colonists used the common law they were familiar with, which was English common law. When they studied law, colonial lawyers studied English sources, especially the important four-volume work by William Blackstone, *Commentaries on the Laws*.

II. Principles of Democracy in the Judiciary

- A. The legislative branch writes the laws, while the executive branch enforces them. When the meaning of a law passed by the legislature and enforced by the executive branch is unclear, the judicial branch provides an interpretation of the law.
- B. According to the rule of law, no individual, group, organization, or governmental entity is above the law. Everyone must obey the law and be held accountable for violating it. Laws must be clear and known to all and must be equally, fairly, and consistently enforced.
- C. Judicial review is the power of courts to say that laws and actions of local, state, or national governments are invalid because they conflict with the Constitution. It also allows courts to declare an action of the executive or legislative branch unconstitutional, thus checking the power of those branches.

III. Judicial Independence

- A. Judicial independence means that the judicial branch is able to judge impartially, free from influence or pressure from other branches or powers. The fair selection of judges, fair procedures, the power of judicial review, and the benefit of an executive branch that will enforce court orders all contribute to judicial independence.

Summary and Reflection

According to our democratic principles, every person should have a free and equal opportunity to pursue individual goals and desires. Laws and the judicial system keep one person's pursuit of happiness from infringing upon that of others. The rule of law requires that no person, group, organization, or governmental entity be above the law. Judicial review gives the judiciary the power to say that laws and actions of local, state, or national governments are invalid because they conflict with the Constitution. Judicial independence allows the judiciary to act impartially, making fair decisions without undue influence by outside forces. All three uphold democracy.

Government Guided Activity 13 1 Answer Key

Phyllis Clausen Barker

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

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U.S. Government Research & Development Reports, 1966 *Injury to Insult* Kay Lehman Schlozman, Sidney Verba, 1979
It is commonplace in contemporary American politics for those who experience economic strain to join together and ask the government for help. The unemployed by and large have not done so. In their study Kay Lehman Schlozman and Sidney Verba look closely at the unemployed and ask why not. Using the results of a large scale survey supplemented by intensive interviews the authors consider the political attitudes and behavior of the unemployed how much hardship they feel how they interpret their joblessness what they do about it how they view the American social order and how they vote or otherwise take part in politics. The analysis is placed in the context of several larger concerns the relationship between stress in private life and conduct in public life the circumstances under which the disadvantaged are mobilized for politics the changing role of social class in America and the links between politics and macroeconomic conditions *Government-wide Index to Federal Research & Development Reports*, 1965 *NBS Special Publication*, 1967 **A Catholic Commentary on Holy Scripture** Bernard Orchard, 1953 **American Vision, Unit 9 Resources** McGraw-Hill Staff, 2002-05 **Commerce Business Daily**, 1997-12-31 **Basic Documents on United Nations and Related Peace-Keeping Forces** Robert C.R. Siekmann, 2024-11-25 **Government Reports Announcements**, 1966 *Committee Prints* United States. Congress. Senate. Committee on Armed Services, 1957 **Air University Periodical Index**, 1955 **Hearings** United States. Congress. Senate, 1949 *East European Accessions List* Library of Congress. Processing Department, 1960
Government Procurement and Contracting United States. Congress. House. Committee on Government Operations. Military Operations Subcommittee, 1969 **Protecting the Mind** Pablo López-Silva, Luca Valera, 2022-03-01 This book offers a comprehensive analysis of philosophical social ethical and legal challenges arising as a consequences of current advances in neurosciences and neurotechnology. It starts by offering an overview of fundamental concepts such as mental privacy personal autonomy mental integrity and responsibility among others. In turn it discusses the influence of possible misuses or uncontrolled uses of neurotechnology on those concepts and more in general on human rights and equality. Then it makes some original proposals to deal with the main ethical legal and social problems associated to the use of neurotechnology both in medicine and in everyday life suggesting possible policies to protect privacy neural data and intimacy. Crossing the borders between humanities natural sciences bio medicine and engineering and taking into account geographical and cultural differences this book offers a conceptual debate around policy and decision making concerning some of the key neuroethical challenges of our times. It offers a comprehensive guide to the most important issues of neurojustice and neuroprotection together with a set of new paradigms to face some of the most urgent neuroethical problems of our times **Exercises and Activities for Short Lessons in Art History** Phyllis Clausen Barker, 2002 Help students explore art history with this companion to Short Lessons in Art History. Included in this revised edition are

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