



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

QUIZ

Foundations of Democracy, Authority, Lesson 7
“How Can We Evaluate Rules and Laws?”

Name_____

Date_____

Vocabulary Matching

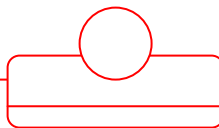
Directions: Write the letter of the definition next to the appropriate vocabulary word.

- | | |
|-------------------------|---|
| 1. public office_____ | a. (verb) to select or designate to fill an office or position |
| | b. (noun) a position of governmental authority to which someone is elected or appointed |
| 2. appoint_____ | c. (verb) to select by vote for an office or position |
| 3. elect_____ | d. (noun) a record of things to look at to make sure things are as they should be |
| 4. checklist_____ | e. (noun) the extent to which the way one lives is desirable or undesirable |
| 5. evaluate_____ | f. (verb) to judge the value or usefulness of something |
| 6. quality of life_____ | |

Short Answer

Directions: Use “Intellectual Tools for Evaluating Rules and Laws” seen below to evaluate the following, then write your answers to the questions on a separate page.

Some students weren’t learning what they were supposed to in school, so the president of the United States made a law saying that all students who get A’s and B’s get to go to college for free, and all students who get C’s or below cannot go to college.



Intellectual Tools for Evaluating Rules and Laws

1. What rule did the person make?
2. Why did the person think the rule was necessary?
3. Aside from making a rule, what might be some other ways to deal with the problem?
4. What are some things that might happen because of this rule?
5. Is anything wrong with this rule? What is the rule’s weakness?
6. Would you keep this rule as it is, change it, or do away with it? Why?