

2

The Constitution

▣ Multiple-Choice Questions

Questions 1-3 refer to the passage below.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among men, deriving their just powers from the consent of the governed.”

--Thomas Jefferson, Declaration of Independence, 1776

1. On which of the following enlightenment ideas does the Declaration of Independence rely?
 - a. separation of powers—Consider This: Separation of powers is an essential part of the Constitution
 - b. equality for all
 - c. man’s fallibility
 - d. natural rights

Answer: d

Topic: The Origins of the Constitution

Learning Objective: LO 2.1: Describe the ideas behind the American Revolution and their role in shaping the Constitution.

Page Reference: 28

Skill Level: Remember the Facts

Difficulty Level: Easy

2. Which idea in the Declaration expresses John Locke’s belief that government derives its authority from the people?
 - a. the consent of the governed
 - b. the right to revolt

c. the divine right of kings—Consider This: Thomas Jefferson was significantly influenced by the work of John Locke, who described individuals as having natural rights.

d. natural rights

Answer:a

Topic:The Origins of the Constitution

Learning Objective:LO 2.1: Describe the ideas behind the American Revolution and their role in shaping the Constitution.

Page Reference: 28-29

Skill Level: Apply What You Know

3. For which of the following reasons was the Declaration of Independence an important tool in the Revolutionary War?

a. It informed King George that the colonists intended to go to war.—Consider This: War began at Lexington in Concord the year before the Second Continental Congress signed the Declaration.

b. It appealed to Loyalists in the colonies to support the Patriots' cause.

c. It promised freedom to all people living in America.

d. It outlined King George's violations and appealed to nations around the world.

Answer: d

Topic:The Origins of the Constitution

Learning Objective: LO 2.1: Describe the ideas behind the American Revolution and their role in shaping the Constitution.

Page Reference: 27-28

Skill Level: Apply What You Know

Difficulty Level: Moderate

Questions 4-5 refer to the following image.



Credit: North Wind Picture Archives/Alamy Stock Photo

4. Based on this image, what was one result of the foreclosures imposed by Massachusetts state courts?
 - a. The Committee of Correspondence—Consider This: These protests led to a call for a convention to consider revising the Articles of Confederation.
 - b. The nation moved away from agriculture and became more industrial.
 - c. Farmers moved westward to enjoy the available land there.
 - d. A violent farmer uprising under the direction of Daniel Shays.

Answer: d

Topic: The Government That Failed: 1776-1787

Learning Objective: LO 2.2: Analyze how the weaknesses of the Articles of Confederation led to its failure.

Page Reference: 33

Skill Level: Understand the Concepts

Difficulty Level: Moderate

5. Shays's Rebellion contributed to calls for a stronger national government because
 - a. the Massachusetts state militia was stronger than the United States army.

- b. farmers in other states assisted those affected by the foreclosures.—Consider This: Farmers throughout the country were struggling, not just those in Massachusetts.
- c. foreigners supported Shays’s Rebellion and sent supplies to help the farmers.
- d. it indicated that the state and national governments were weak.

Answer: d

Topic:The Government That Failed: 1776-1787

Learning Objective: LO 2.2: Analyze how the weaknesses of the Articles of Confederation led to its failure.

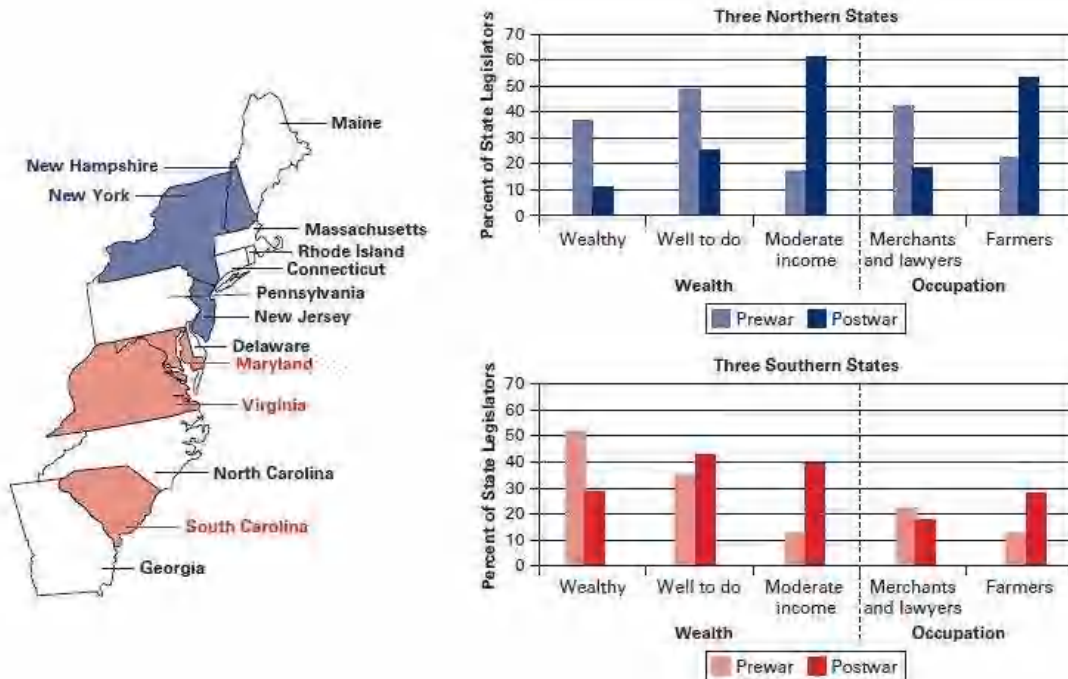
Page Reference: 33

Skill Level: Understand the Concepts

Difficulty Level: Moderate

Questions 6 and 7 refer to the following graph.

Power Shift: Economic status of state legislators before and after The Revolutionary War



- 6. Based on the graph, what shift in power took place after the Revolutionary War?
 - a. southern states were more powerful than northern states
 - b. the wealthy took power away from the lower classes—Consider This: Before the war wealthy Americans held more seats in state assemblies, but that shifted after the war.
 - c. people with moderate income held more seats in state legislatures than the wealthy
 - d. lawyers had more political power than farmers

Answer: c

Topic:The Government That Failed: 1776-1787

Learning Objective: LO 2.2: Analyze how the weaknesses of the Articles of Confederation led to its failure.

Page Reference: 32

Skill Level: Understand the Concepts

Difficulty Level: Moderate

7. Which of the following effects of the Revolutionary War likely led to the changes indicated in the graph?
- a. rising egalitarian tendencies
 - b. increase in American industry—Consider This: American industry increased after the Revolution, and especially in the period leading to the War of 1812.
 - c. rising dominance of the South
 - d. adoption of modern ideas and lifestyles

Answer: a

Topic:The Government That Failed: 1776-1787

Learning Objective: LO 2.2: Analyze how the weaknesses of the Articles of Confederation led to its failure.

Page Reference: 32-33

Skill Level: Analyze It

Difficulty Level: Difficult

Questions 8-10 refer to the passage below.

“It is equally evident, that the members of each department should be as little dependent as possible on those of the others... Were the executive magistrate, or the judges, not independent of the legislature in this particular, their independence in every other would be merely nominal. But the great security against a gradual concentration of the several powers in the same department, consists in giving to those who administer each department the necessary constitutional means and personal motives to resist encroachments of the others.... It may be a reflection on human nature, that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature?... In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.”

--James Madison, *Federalist No. 51*, 1788

8. What constitutional principle did Madison defend in *Federalist No. 51*?
- a. majority rule
 - b. consent of the governed
 - c. separation of powers
 - d. federalism—Consider This: Federalism, the division of power between national and state governments, is also a way that government power is checked.

Answer: c

Topic:The Madisonian System

Learning Objective:LO 2.5:Analyze how the components of the Madisonian system addressed the dilemma of reconciling majority rule with the protection of minority interests.

Page Reference: 41-42

Skill Level: Understand the Concepts

Difficulty Level: Moderate

9. According to Madison, which of the following is a reason for government to “control itself”?
- to ensure the power of the executive
 - to promote the general welfare
 - to prevent any one branch overpowering others
 - to prevent gridlock in government—Consider This: Many scholars believe that the system of separation of powers contributes to gridlock in Washington.

Answer: c

Topic:The Madisonian System

Learning Objective:LO 2.5:Analyze how the components of the Madisonian system addressed the dilemma of reconciling majority rule with the protection of minority interests.

Page Reference: 41-42

Skill Level: Understand the Concepts

Difficulty Level: Moderate

10. Which of the following was most Madison’s reason for writing *Federalist No. 51*?
- He believed his analysis would start the process of changing human nature.
 - He wanted to address people’s concerns about the new government’s power.
 - He knew that all of the states needed to ratify the Constitution.
 - He feared that the people could not handle their responsibilities under the Constitution.—Consider This: Many scholars have pondered whether the Constitution was actually written to benefit the wealthy and the elite rather than the common person.

Answer: b

Topic:Ratifying the Constitution

Learning Objective:LO 2.6:Compare and contrast the Federalists and Anti-Federalists in terms of their background and their positions regarding the government.

Page Reference: 44

Skill Level: Analyze It

Difficulty Level: Difficult

Questions 11-13 refer to the passage below.

“The Congress shall have Power To lay and collect Taxes, Duties, Imposts, and Excises, to pay the Debts and provide for the common Defence and general welfare of the United States;... To regulate Commerce with foreign nations.... To coin money... To declare war... And 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...”

--Article I, United States Constitution, 1787

11. Based on this passage, which of the following powers is outlined in Article I, section 8 of the Constitution?
- legislative powers
 - executive powers—Consider This: The Framers believed that Congress was the most important branch of government.
 - judicial power
 - states’ rights

Answer: a

Topic:Critical Issues at the Convention

Learning Objective:LO 2.4: Categorize the issues at the Constitutional Convention and outline resolutions reached on each type of issue.

Page Reference: 38-39

Skill Level: Understand the Concepts

Difficulty Level: Moderate

12. Which of the Framers’ concerns did the provisions in Article I, Section 8 address?
- individual rights
 - the strength of the federal government—Consider This: Article I, Section 8 also includes the elastic clause, which allows Congress to take on powers not specifically enumerated.
 - slavery
 - the state of America’s finances

Answer: d

Topic:Critical Issues at the Convention

Learning Objective:LO 2.4: Categorize the issues at the Constitutional Convention and outline resolutions reached on each type of issue.

Page Reference: 38-39

Skill Level: Understand the Concepts

Difficulty Level: Moderate

13. In which of the following ways was the economy different under the Constitution than the Articles of Confederation?
- The Constitution gave Congress powers that it could never have enforced under the Articles.

- b. The Constitution allowed the states to control the national government’s ability to tax.
- c. The Constitution stripped the states of all monetary power after Shays’s Rebellion.
- d. The Constitution left the power to coin money to the states.—Consider This: States coined their own money under the Articles, leaving the currency worthless.

Answer: a

Topic: Critical Issues at the Convention

Learning Objective: LO 2.4: Categorize the issues at the Constitutional Convention and outline resolutions reached on each type of issue.

Page Reference: 38-39

Skill Level: Apply What You Know

Difficulty Level: Difficult

Questions 14 and 15 refer to the image.

The Constitution is a short document that has survived for more than 200 years, in large part because of its adaptability to the needs of new generations.



Credit: Mike Luckovich/Creators Syndicate

14. Which of the Constitution’s characteristics does the cartoon address?
- a. structure and detail
 - b. attention to civil liberties
 - c. national supremacy—Consider This: The cartoon doesn’t indicate whether the national or state government is more powerful.
 - d. adaptability

Answer: d

Topic: Changing the Constitution

Learning Objective:LO 2.7:Explain how the Constitution can be formally amended and how it changes informally.

Page Reference: 51-52

Skill Level: Understand the Concepts

Difficulty Level: Moderate

15. Which of the following provides for the Constitution’s flexibility?
- a. Article I—Consider This: Article I outlines Congressional powers, including the “necessary and proper” clause that allows the government to change over time.
 - b. Article III
 - c. Article V
 - d. Article VI

Answer: c

Topic:Changing the Constitution

Learning Objective:LO 2.7: Explain how the Constitution can be formally amended and how it changes informally.

Page Reference: 46-47

Skill Level: Analyze It

Difficulty Level: Difficult

Questions 16 and 17 refer to the following image.

Amending the Constitution to give women the right to vote was an important step in the women’s rights movement. Here suffragettes march in New York City in 1913 for the right to vote.



Credit: Paul Thompson/Topical Press Agency/Hulton Archive/Getty Images

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16. Which of the following rights did the women pictured demand?
- a. suffrage
 - b. workplace equality
 - c. abortion
 - d. equal pay—Consider This: Many of the women in the suffrage movement did not work.

Answer: a

Topic: Understanding the Constitution

Learning Objective: LO 2.8: Assess whether the Constitution establishes a majoritarian democracy and how it limits the scope of government.

Page Reference: 52

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. How did the protesters' success lead to change?
- a. States gained greater power over voter eligibility.
 - b. The Constitution offered more specific mandates on voter eligibility.
 - c. The Equal Rights Amendment was ratified.—Consider This: The ERA was proposed in 1923 and has yet to be ratified.
 - d. The people gained direct access to the lawmaking process.

Answer: b

Topic: Understanding the Constitution

Learning Objective: LO 2.8: Assess whether the Constitution establishes a majoritarian democracy and how it limits the scope of government.

Page Reference: 52

Skill Level: Apply What You Know

Difficulty Level: Difficult

18. The meaning of the Constitution can change through _____.
- a. judicial interpretation
 - b. national referendum—Consider This: A national referendum would not be legal under the Constitution.
 - c. congressional inaction
 - d. natural law

Answer: a

Topic: Changing the Constitution

Learning Objective: LO 2.7: Explain how the Constitution can be formally amended and how it changes informally.

Page Reference: 50

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. What number of slaves did the delegates agree would be counted for determining population for representation in the House of Representatives?
- one-third
 - three-fifths
 - two-thirds—Consider This: This famous constitutional compromise led to slaves being counted in terms of representation for the House of Representatives.
 - four-fifths

Answer: b

Topic: Critical Issues at the Convention

Learning Objective: LO 2.4: Categorize the issues at the Constitutional Convention and outline the resolutions reached on each type of issue.

Page Reference: 36

Skill Level: Remember the Facts

Difficulty Level: Moderate

20. Which of the following are rights that are inherent in all human beings and not dependent on government?
- natural rights
 - positive rights
 - intrinsic laws—Consider This: These rights were described in John Locke's *Second Treatise of Civil Government*.
 - Constitutional law

Answer: a

Topic: The Origins of the Constitution

Learning Objective: LO 2.1: Describe the ideas behind the American Revolution and their role in shaping the Constitution.

Page Reference: 28

Skill Level: Remember the Facts

Difficulty Level: Easy

21. How many constitutions or governing documents have the United States had in its history?
- one—Consider This: The government established by the Constitution was not the colonies' first attempt at self-government.
 - two
 - three
 - four

Answer: b

Topic:The Government That Failed: 1776–1787;Making a Constitution: The Philadelphia Convention

Learning Objectives:LO 2.2: Analyze how the weaknesses of the Articles of Confederation led to its failure; LO 2.3: Describe the delegates to the Constitutional Convention and the core ideas they shared.

Page Reference: 30, 34

Skill Level: Remember the Facts

Difficulty Level: Easy

22. The U.S. Constitution was adopted in response to the weaknesses of which document?

a. Declaration of the Rights of Man

b. Magna Carta

c. the Declaration of Independence—Consider This: While the Declaration of Independence was a critical foundational document, the document in question served as the legal organizing document for the early United States.

d. the Articles of Confederation

Answer: d

Topic:Making a Constitution: The Philadelphia Convention

Learning Objective:LO 2.3: Describe the delegates to the Constitutional Convention and the core ideas they shared.

Page Reference: 31

Skill Level: Remember the Facts

Difficulty Level: Easy

23. Against which of the following impositions by the British government did the colonists rebel?

a. taxes

b. a military draft—Consider This: One instance of the colonists' rebellion was the Boston Tea Party.

c. curfews

d. religious laws

Answer: a

Topic:The Origins of the Constitution

Learning Objective:LO 2.1: Describe the ideas behind the American Revolution and their role in shaping the Constitution.

Page Reference: 27

Skill Level:Understand the Concepts

Difficulty Level: Moderate

24. Which of the following debated and drafted the Declaration of Independence?

- a. the First Continental Congress
- b. the Second Continental Congress
- c. the Committees of Correspondence
- d. the Constitutional Convention—Consider This: The Constitutional Convention would meet some years later in order to consider changes to the Articles of Confederation.

Answer: b

Topic: The Origins of the Constitution

Learning Objective: LO 2.1: Describe the ideas behind the American Revolution and their role in shaping the Constitution.

Page Reference: 27-30

Skill Level: Remember the Facts

Difficulty Level: Easy

25. While working on the Constitution, what aspect of the new government most concerned James Madison?
- a. foreign affairs
 - b. slavery
 - c. elitist control—Consider This: Checks and balances and separation of powers were established to deal with this issue.
 - d. tyranny of the majority

Answer: d

Topic: The Madisonian System

Learning Objective: LO 2.5: Analyze how the components of the Madisonian system addressed the dilemma of reconciling majority rule with the protection of minority interests.

Page Reference: 40-41

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. Which of the following generally favored a stronger national government and supported the proposed U.S. Constitution?
- a. Daniel Shays
 - b. Federalists
 - c. Anti-Federalists
- Consider This: This group supported the work of the Constitutional Convention and included James Madison.
- d. Constitutionals

Answer: b

Topic: Ratifying the Constitution

Learning Objective:LO 2.6: Compare and contrast the Federalists and Anti-Federalists in terms of their background and their positions regarding government.

Page Reference: 44-46

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. Which of the following is a form of government in which the people select representatives to govern and make laws?
- a. republic
 - b. monarchy
 - c. theocracy
 - d. oligarchy—Consider This: This form of government is considered to be more workable than one where citizens make all of decisions directly.

Answer: a

Topic:The Madisonian System

Learning Objective:LO 2.5: Analyze how the components of the Madisonian system addressed the dilemma of reconciling majority rule with the protection of minority interests.

Page Reference: 43

Skill Level: Remember the Facts

Difficulty Level: Easy

28. Which branch of government is responsible for passing laws?
- a. bureaucratic
 - b. judicial
 - c. executive—Consider This: The executive branch is responsible for implementing laws but relies on another branch to create laws.
 - d. legislative

Answer: d

Topic:The Madisonian System

Learning Objective:LO 2.5: Analyze how the components of the Madisonian system addressed the dilemma of reconciling majority rule with the protection of minority interests.

Page Reference: 42

Skill Level: Remember the Facts

Difficulty Level: Easy

29. Burning the flag is constitutionally protected because it is an act of _____.
- a. political speech
 - b. privacy—Consider This: Although flag burning is an unpopular action, the Supreme Court has generally protected it on these grounds.
 - c. due process

d. commercial expression

Answer: a

Topic:Introduction

Learning Objective:Introduction

Page Reference: 25

Skill Level: Understand the Concepts

Difficulty Level: Moderate

30. In Federalist 10, who wrote, “The most common and durable source of factions has been the various and unequal distribution of property”?

a. Alexander Hamilton—Consider This: In this work, the author warned of factions, which we might today call interest groups.

b. Thomas Jefferson

c. John Jay

d. James Madison

Answer: d

Topic:Making a Constitution: The Philadelphia Convention

Learning Objective:LO 2.3: Describe the delegates to the Constitutional Convention and the core ideas they shared.

Page Reference: 34

Skill Level: Understand the Concepts

Difficulty Level: Moderate

31. The Constitution limits the government’s ability to suspend writs of habeas corpus. What does this protect individuals against?

a. free speech infringement

b. taxation of private property

c.unlawful detention

d. infringement of religious freedom—Consider This: This is a major civil liberty as it limits the power of government in peacetime.

Answer:c

Topic:Critical Issues at the Convention

Learning Objective:LO 2.4: Categorize the issues at the Constitutional Convention and outline the resolutions reached on each type of issue.

Page Reference: 39

Skill Level: Understand the Concepts

Difficulty Level: Moderate

32. What did the Connecticut Compromise help to establish?

- a. the Senate and the House of Representatives
- b. the federalist system—Consider This: This compromise was designed to reconcile the differences between the Virginia and the New Jersey plans.
- c. an independent judiciary
- d. universal male suffrage

Answer: a

Topic: Critical Issues at the Convention

Learning Objective: LO 2.4: Categorize the issues at the Constitutional Convention and outline the resolutions reached on each type of issue.

Page Reference: 35-36

Skill Level: Understand the Concepts

Difficulty Level: Moderate

33. From how many states did the Articles of Confederation require consent for ratification?

- a. majority—Consider This: Under the Articles of Confederation, states retained most political power, leaving the national government weak.
- b. three-fifths
- c. two-thirds
- d. unanimous

Answer: d

Topic: The Government That Failed: 1776–1787

Learning Objective: LO 2.2: Analyze how the weaknesses of the Articles of Confederation led to its failure.

Page Reference: 34

Skill Level: Understand the Concepts

Difficulty Level: Moderate

34. What type of legislature did the United States have under the Articles of Confederation?

- a. a single chamber with membership based on a state's population
- b. a single chamber with each state receiving equal power
- c. a single chamber whose members were appointed by the president
- d. two chambers—Consider This: The Constitution would significantly change the form of the legislature.

Answer: b

Topic: The Government That Failed: 1776–1787

Learning Objective: LO 2.2: Analyze how the weaknesses of the Articles of Confederation led to its failure.

Page Reference: 30-31

Skill Level: Understand the Concepts
Difficulty Level: Moderate

35. Under the Constitution, the president is elected by which of the following?
- King Caucus—Consider This: This institution gives greater relative weight to smaller states.
 - People’s Plebiscite
 - electoral college
 - direct popular election

Answer: c

Topic: Critical Issues at the Convention

Learning Objective: LO 2.4: Categorize the issues at the Constitutional Convention and outline the resolutions reached on each type of issue.

Page Reference: 36, 41

Skill Level: Understand the Concepts

Difficulty Level: Moderate

36. What is the feature of the Constitution that allows each branch of government to limit the power of the other branches?
- weights and measures
 - checks and balances
 - oversight and influence
 - privileges and immunities—Consider This: This feature is designed to prevent tyranny but also tends to protect the status quo and creates the potential for gridlock.

Answer: b

Topic: The Madisonian System

Learning Objective: LO 2.5: Analyze how the components of the Madisonian system addressed the dilemma of reconciling majority rule with the protection of minority interests.

Page Reference: 42-43

Skill Level: Understand the Concepts

Difficulty Level: Moderate

37. Which of the following concepts most directly legitimizes the American government?
- the right to bear arms—Consider This: This concept was described in John Locke’s *Second Treatise of Civil Government*.
 - the divine right
 - consent of the governed
 - executive privilege

Answer: c

Topic:The Origins of the Constitution

Learning Objective:LO 2.1: Describe the ideas behind the American Revolution and their role in shaping the Constitution.

Page Reference: 28

Skill Level: Understand the Concepts

Difficulty Level: Moderate

38. Which of the following most directly protects individuals' civil liberties?

a. *Second Treatise of Civil Government*

b. *The Federalist Papers*

c. the Bill of Rights

d. the Declaration of Independence—Consider This: These were added to the Constitution in order to allay the fears of the Anti-Federalists.

Answer:c

Topic:Ratifying the Constitution

Learning Objective:LO 2.6: Compare and contrast the Federalists and Anti-Federalists in terms of their background and their positions regarding government.

Page Reference: 45-46

Skill Level: Apply What You Know

Difficulty Level: Moderate

39. Which constitutional plan called for representation in Congress to be based on state population?

a. Republican Plan

b. Democratic Plan

c. Virginia Plan

d. New Jersey Plan—Consider This: This state was, at the time, one of the largest and most wealthy.

Answer:c

Topic:Critical Issues at the Convention

Learning Objective:LO 2.4: Categorize the issues at the Constitutional Convention and outline the resolutions reached on each type of issue.

Page Reference: 35-36

Skill Level: Understand the Concepts

Difficulty Level: Moderate

40. Which of the following urged the colonies to become independent from Britain?

a. *Common Sense*

- b. *Revolution*
- c. Federalist 10—Consider This: This pamphlet, written by Thomas Paine, encouraged the colonists to separate from Britain.
- d. *Our American Cousin*

Answer: a

Topic:The Origins of the Constitution

Learning Objective:LO 2.1: Describe the ideas behind the American Revolution and their role in shaping the Constitution.

Page Reference: 27

Skill Level: Understand the Concepts

Difficulty Level: Moderate

41. Which of the following was a problem under the Articles of Confederation?
- a. The national government was too strong compared to the states.
 - b. Amendments were too easy to ratify.
 - c. Congress imposed excessive taxes.—Consider This: Under the Articles, each state was largely independent and could generally establish their own policies.
 - d. Congress lacked the authority to regulate commerce.

Answer: d

Topic:The Government That Failed: 1776–1787

Learning Objective:LO 2.2: Analyze how the weaknesses of the Articles of Confederation led to its failure.

Page Reference: 31

Skill Level:Analyze It

Difficulty Level: Difficult

42. Which of the following accurately describes the Constitutional Convention?
- a. The delegates spent more of their time trying to figure out how to revise the Articles of Confederation.—Consider This: By the time the delegates met at the Constitutional Convention, dissatisfaction with the Articles was widespread.
 - b. Many of the delegates were economic elites.
 - c. The Convention was free of significant disagreement.
 - d. The Convention lasted only one week.

Answer: b

Topic:Making a Constitution: The Philadelphia Convention

Learning Objective:LO 2.3: Describe the delegates to the Constitutional Convention and the core ideas they shared.

Page Reference: 38

Skill Level: Understand the Concepts

Difficulty Level: Moderate

43. Which of the following was part of both the Articles of Confederation and the Constitution?
- a. a congress
 - b. the presidency—Consider This: The government under the Articles did not have an executive branch, one of the sources of inefficiency in that system.
 - c. the federal judiciary
 - d. the right of taxation by the federal government

Answer: a

Topic: The Origins of the Constitution; Critical Issues at the Convention

Learning Objective: LO 2.2: Describe the ideas behind the American Revolution and their role in shaping the Constitution; LO 2.4: Categorize the issues at the Constitutional Convention and outline the resolutions reached on each type of issue.

Page Reference: 30-31, 35-36

Skill Level: Analyze It

Difficulty Level: Difficult

44. Which of the following did the Federalists prefer more than the Anti-Federalists?
- a. stronger state governments
 - b. a stronger national government
 - c. stronger protections of individual liberties—Consider This: The Anti-Federalists were concerned that the Constitution did not do enough to protect individual liberties.
 - d. shorter terms of office

Answer: b

Topic: Ratifying the Constitution

Learning Objective: LO 2.6: Compare and contrast the Federalists and Anti-Federalists in terms of their background and their positions regarding government.

Page Reference: 44-45

Skill Level: Analyze It

Difficulty Level: Difficult

45. How is a constitutional amendment ratified?
- a. either by a majority of state legislatures or by special state conventions in a majority of the states—Consider This: Amending the U.S. Constitution in a very difficult process, where super majorities are required throughout.
 - b. either by three-fourths of state legislatures or by special state conventions in three-fourths of the states
 - c. either by a majority of state governors or by a majority of the U.S. Senate
 - d. either by three-fourths of state governors or by three-fourths of the U.S. Senate

Answer: b

Topic: Changing the Constitution

Learning Objective: LO 2.7: Explain how the Constitution can be formally amended and how it changes informally.

Page Reference: 47

Skill Level: Understand the Concepts

Difficulty Level: Moderate

46. Which of the following were most likely to oppose the proposed Constitution?
- lawyers
 - merchants
 - small farmers
 - large landowners—Consider This: The Federalists were generally drawn from the economic elite.

Answer: c

Topic: Ratifying the Constitution

Learning Objective: LO 2.6: Compare and contrast the Federalists and Anti-Federalists in terms of their background and their positions regarding government.

Page Reference: 45

Skill Level: Analyze It

Difficulty Level: Difficult

47. Which of the following was written to encourage passage of the Constitution and remains a compelling source for determining the intent of the Framers?
- the Declaration of Independence
 - The Federalist Papers
 - Common Sense*—Consider This: These 85 essays, largely written by James Madison and Alexander Hamilton, provide a spirited and detailed defense of the Constitution.
 - Two Treatises on Government*

Answer: b

Topic: Ratifying the Constitution

Learning Objective: LO 2.6: Compare and contrast the Federalists and Anti-Federalists in terms of their background and their positions regarding government.

Page Reference: 44

Skill Level: Understand the Concepts

Difficulty Level: Moderate

48. What was a fear of the Anti-Federalists during the Constitutional Convention and subsequent debate?
- that a weak national government would undermine the survival of the United States—Consider This: The Constitution was designed to expand the power of the

national government while protecting the power of states and the liberties of individuals.

- b. that a strong national government would infringe on the rights of the states
- c. that a powerful judiciary would restrict freedom of religion
- d. that powerful state governments would infringe on individual liberties

Answer: b

Topic: Ratifying the Constitution

Learning Objective: LO 2.6: Compare and contrast the Federalists and Anti-Federalists in terms of their background and their positions regarding government.

Page Reference: 44-46

Skill Level: Analyze It

Difficulty Level: Difficult

49. Which of the following is a method for proposing constitutional amendments?
- a. by a majority of voting-age citizens—Consider This: A national convention could propose constitutional amendments, but requests from two-thirds of the states are needed to convene the convention.
 - b. by a majority of state governors
 - c. by a two-thirds vote in each house of Congress
 - d. by a two-thirds vote in a special election called for the purpose of voting on the amendment

Answer: c

Topic: Changing the Constitution

Learning Objective: LO 2.7: Explain how the Constitution can be formally amended and how it changes informally.

Page Reference: 46-48

Skill Level: Understand the Concepts

Difficulty Level: Moderate