

# 2

## The Constitution

### ▣ Multiple-Choice Questions

1. At the Constitutional Convention, the delegates agreed that slaves would be counted as \_\_\_\_\_ of a person for determining population for representation in the House of Representatives.
- a. four-fifths
  - b. three-fifths
  - c. two-thirds
  - d. one-third
  - e. one-fourth

**Answer:** b

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Remember the Facts

**Topic:** Constitution

2. What is the name given to the law that would govern human beings before governments existed?
- a. original law
  - b. Biblical law
  - c. natural law
  - d. Constitutional law
  - e. universal law

**Answer:** c

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Remember the Facts

**Topic:** Constitution

3. In what year was the Declaration of Independence signed?
- a. 1776
  - b. 1801
  - c. 1797
  - d. 1789
  - e. 1805

**Answer:** a

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Remember the Facts

**Topic:** Constitution

4. How many constitutions has the United States had in its history?
- a. three
  - b. five
  - c. one
  - d. two
  - e. four

**Answer:** d

**Page Reference:** pp. 40–43; 44–45

**A-head:** The Government That Failed: 1776–1787; Making of a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.2; Edwards L.O. 2.3

**Skill Level:** Remember the Facts

**Topic:** Constitution

5. The U.S. Constitution was adopted in response to the weaknesses of the Articles of \_\_\_\_\_.
- a. Unity
  - b. Revolution
  - c. America
  - d. Democracy
  - e. Confederation

**Answer:** e

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Remember the Facts

**Topic:** Constitution

6. The colonists rebelled against the unilateral imposition by the British government of which of the following?
- a. taxes
  - b. a military draft
  - c. curfews
  - d. religious laws
  - e. health care

**Answer:** a

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Remember the Facts

**Topic:** Constitution

7. Who was the author of the Declaration of Independence?
- a. James Madison
  - b. Benjamin Franklin
  - c. Thomas Jefferson
  - d. Paul Revere
  - e. John Adams

**Answer:** c

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Remember the Facts

**Topic:** Constitution

8. Which of the following debated and drafted the Declaration of Independence?
- a. Constitutional Congress
  - b. Continental Congress
  - c. Revolutionary Congress
  - d. American Congress
  - e. Liberty Congress

**Answer:** b

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Remember the Facts

**Topic:** Constitution

9. While working on the Constitution, what aspect of the new government most concerned James Madison?
- a. democratic institutions
  - b. political parties
  - c. elitist control
  - d. taxation without representation
  - e. tyranny of the majority

**Answer:** e

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Remember the Facts

**Topic:** Constitution

10. Which of the following generally favored a strong national government and supported the proposed U.S. Constitution?
- a. Tories
  - b. Whigs
  - c. Federalists
  - d. Anti-Federalists
  - e. Constitutionals

**Answer:** c

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Remember the Facts

**Topic:** Constitution

11. Which of the following plans proposed proportional representation in both the House of Representatives and the Senate?
- a. Ohio
  - b. Virginia
  - c. New Jersey
  - d. Massachusetts
  - e. Pennsylvania

**Answer:** b

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Remember the Facts

**Topic:** Constitution

12. How many amendments have been made to the Constitution since its ratification?
- a. twenty-seven
  - b. ten
  - c. thirty-six
  - d. twelve
  - e. fifteen

**Answer:** a

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Remember the Facts

**Topic:** Constitution

13. In what year was the U.S. Constitution ratified?
- a. 1776
  - b. 1797
  - c. 1791
  - d. 1788
  - e. 1777

**Answer:** d

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Remember the Facts

**Topic:** Constitution

14. In which of the following systems is government by representatives of the people instead of directly by the people themselves?
- a. republic
  - b. monarchy
  - c. democracy
  - d. oligarchy
  - e. utopia

**Answer:** a

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Remember the Facts

**Topic:** Constitution

15. Which of the following is a branch of the U.S. government?

- a. Congress
- b. Supreme Court
- c. presidency
- d. legislative
- e. Senate

**Answer:** d

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Remember the Facts

**Topic:** Constitution

16. Who is given primary credit for writing the Constitution?
- a. John Adams
  - b. Benjamin Franklin
  - c. James Madison
  - d. Thomas Jefferson
  - e. George Washington

**Answer:** d

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Remember the Facts

**Topic:** Constitution

17. Burning the flag is \_\_\_\_\_ protected by the Constitution.
- a. free speech
  - b. a private action
  - c. a form of due process
  - d. a commercial act
  - e. never

**Answer:** a

**Page Reference:** pp. 32–35

**A-head:** Chapter 2 Introduction

**Learning Objective:** Chapter 2 Introduction

**Skill Level:** Remember the Facts

**Topic:** Constitution

18. Which of the following philosophers greatly influenced the colonists' views on the role of government?
- a. John Dewey
  - b. John Locke

- c. Martin Heidegger
- d. Michael Foucault
- e. George Berkley

**Answer:** b

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Understand the Concepts

**Topic:** Constitution

19. During the colonial era, the colonists retained the right to do which of the following?
- a. wage war
  - b. regulate trade
  - c. negotiate treaties
  - d. levy taxes
  - e. require compulsory tithing

**Answer:** d

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Understand the Concepts

**Topic:** Constitution

20. Which philosopher inspired the Founding Fathers with his concept of natural law?
- a. Edmund Burke
  - b. Jeremy Bentham
  - c. Rene Descartes
  - d. John Locke
  - e. Jean-Jacques Rousseau

**Answer:** d

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Understand the Concepts

**Topic:** Constitution

21. Which Continental Congress approved the Declaration of Independence?
- a. Second
  - b. Third
  - c. Fourth
  - d. Fifth
  - e. Tenth

**Answer:** a

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Understand the Concepts

**Topic:** Constitution

22. Who wrote, in Federalist 10, “The most common and durable source of factions has been the various and unequal distribution of property”?

- a. Alexander Hamilton
- b. Thomas Jefferson
- c. John Jay
- d. James Madison
- e. Paul Revere

**Answer:** d

**Page Reference:** pp. 44–45

**A-head:** Making of a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.3

**Skill Level:** Understand the Concepts

**Topic:** Constitution

23. In what year was the Bill of Rights added to the Constitution?

- a. 1776
- b. 1788
- c. 1789
- d. 1798
- e. 1791

**Answer:** e

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Understand the Concepts

**Topic:** Constitution

24. Preservation of individual rights was a key concern during the Constitutional Convention, thus resulting in a prohibition on the suspension of the writ of habeas corpus. What does this protect individuals against?

- a. free speech infringement
- b. private property taxation
- c. quartering of troops
- d. religious freedom infringement
- e. unlawful incarceration



**Answer:** e

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Understand the Concepts

**Topic:** Constitution

25. What did the Connecticut Compromise help to establish?

- a. a bicameral legislature
- b. the federalist system
- c. an independent judiciary
- d. separation of powers
- e. universal male suffrage

**Answer:** a

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Understand the Concepts

**Topic:** Constitution

26. \_\_\_\_\_ Rebellion was a protest by Massachusetts farmers to stop foreclosures by state courts.

- a. Brown's
- b. Smith's
- c. Miller's
- d. Shay's
- e. James's

**Answer:** d

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Understand the Concepts

**Topic:** Constitution

27. The Articles of Confederation required \_\_\_\_\_ consent from the states for ratification.

- a. three-fifths
- b. unanimous
- c. two-thirds
- d. majority
- e. three-fourths

**Answer:** b

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Understand the Concepts

**Topic:** Constitution

28. What did the Framers agree the main object of government was?
- equal distribution of wealth
  - national defense
  - protection of individual liberties
  - protection of private property
  - welfare of the commons

**Answer:** b

**Page Reference:** pp. 44–45

**A-head:** Making of a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.3

**Skill Level:** Understand the Concepts

**Topic:** Constitution

29. Which of the following generally opposed the Senate because it would operate as an “aristocratic” upper house?
- Anti-Federalists
  - Federalists
  - Tories
  - Whigs
  - Republicans

**Answer:** a

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Understand the Concepts

**Topic:** Constitution

30. Which of the following advocates for limited government that is based on popular consent, but protects against majority tyranny?
- democracy
  - republicanism
  - libertarianism
  - federalism
  - constitutionalism

**Answer:** b

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System  
**Learning Objective:** Edwards L.O. 2.5  
**Skill Level:** Understand the Concepts  
**Topic:** Constitution

31. What type of legislature did the United States have under the Articles of Confederation?
- bicameral
  - unified
  - divided
  - populist
  - unicameral

**Answer:** e  
**Page Reference:** pp. 40–43  
**A-head:** The Government That Failed: 1776–1787  
**Learning Objective:** Edwards L.O. 2.2  
**Skill Level:** Understand the Concepts  
**Topic:** Constitution

32. Under the Constitution, the president is elected by which of the following?
- Election College
  - Congressional College
  - Electoral College
  - Presidential College
  - State College

**Answer:** c  
**Page Reference:** pp. 50–54  
**A-head:** The Madisonian System  
**Learning Objective:** Edwards L.O. 2.5  
**Skill Level:** Understand the Concepts  
**Topic:** Constitution

33. What is the principle that each branch of the federal government has the means to thwart or influence actions by other branches of government?
- weights and measures
  - checks and balances
  - balances and powers
  - checks and freedoms
  - freedom and power

**Answer:** b  
**Page Reference:** pp. 64–67  
**A-head:** Understanding the Constitution  
**Learning Objective:** Edwards L.O. 2.8

**Skill Level:** Understand the Concepts  
**Topic:** Constitution

34. Which of the following specifies the procedure for amending the Constitution?
- a. Article I
  - b. Article III
  - c. Article V
  - d. Article VI
  - e. Article IX

**Answer:** c

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Understand the Concepts

**Topic:** Constitution

35. As depicted in Figure 2.1, *European Claims in North America*, before 1754, most of North America was claimed by which country?
- a. England
  - b. Spain
  - c. France
  - d. Russia
  - e. Portugal

**Answer:** c

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Understand the Concepts

**Topic:** Constitution

36. \_\_\_\_\_ of the governed made the exercise of political power in the new American system legitimate.
- a. Control
  - b. Submission
  - c. Consent
  - d. Exploitation
  - e. Participation

**Answer:** c

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Understand the Concepts

**Topic:** Constitution

37. The colonists generally believed that a constitution should mark the limits of what type of government power?
- a. inherent
  - b. natural
  - c. defined
  - d. legitimate
  - e. implied

**Answer:** d

**Page Reference:** pp. 44–45

**A-head:** Making a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.3

**Skill Level:** Apply What You Know

**Topic:** Constitution

38. In what crucial aspect did the Constitution improve upon the failed Articles of Confederation?
- a. strengthened democratic principles
  - b. strengthened individual rights
  - c. strengthened federal government
  - d. strengthened states rights
  - e. strengthened support for capitalism

**Answer:** c

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Apply What You Know

**Topic:** Constitution

39. In the United States, the national government derives its power from which of the following?
- a. states
  - b. courts
  - c. legislature
  - d. citizens
  - e. laws

**Answer:** d

**Page Reference:** pp. 64–67

**A-head:** Understanding the Constitution

**Learning Objective:** Edwards L.O. 2.8

**Skill Level:** Apply What You Know

**Topic:** Constitution

40. Jackie attends a protest against animal testing. Which of the following secures her right to attend this protest?
- a. Bill of Rights
  - b. Writ of Habeas Corpus
  - c. *The Federalist Papers*
  - d. Declaration of Independence
  - e. Articles of Confederation

**Answer:** a

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Apply What You Know

**Topic:** Constitution

41. Which constitutional plan called for a one-house legislature with representation based on state population?
- a. Connecticut
  - b. Ohio
  - c. Maryland
  - d. New Jersey
  - e. Virginia

**Answer:** e

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Apply What You Know

**Topic:** Constitution

42. What was the subject of the Great Compromise?
- a. the legality of slavery
  - b. the form of the legislative branch
  - c. the number of states in the Union
  - d. the number of Supreme Court justices
  - e. the form of the executive branch

**Answer:** b

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Apply What You Know

**Topic:** Constitution

43. Which of the following was most likely to support proposed provisions that strengthened national power?
- a. James Madison
  - b. Patrick Henry
  - c. George Mason
  - d. Samuel Adams
  - e. James Winthrop

**Answer:** a

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Apply What You Know

**Topic:** Constitution

44. Which of the following was a powerful economic group during the colonial era?
- a. Massachusetts clergy
  - b. southern fisherman
  - c. New England merchants
  - d. Pennsylvania miners
  - e. northern farmers

**Answer:** c

**Page Reference:** pp. 44–45

**A-head:** Making a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.3

**Skill Level:** Apply What You Know

**Topic:** Constitution

45. The publication of which of the following galvanized the colonists' belief that reconciliation with Great Britain was impossible?
- a. *Common Sense*
  - b. *Revolution*
  - c. *Federalist No. 10*
  - d. *American Cousin*
  - e. *Articles of Confederation*

**Answer:** a

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Apply What You Know

**Topic:** Constitution

46. Which of the following was a problem under the Articles of Confederation?
- a. The national government was too strong compared to the states.
  - b. The government derived its power from the citizens themselves.
  - c. Congress imposed excessive taxes.
  - d. Citizens lacked a national identity.
  - e. Amendments to the Articles were too easy to ratify.

**Answer:** d

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Apply What You Know

**Topic:** Constitution

47. Which of the following best describes the Constitutional Convention?
- a. The Convention was transparent.
  - b. The Convention was secretive.
  - c. The Convention was free of significant disagreement.
  - d. The Convention was inclusive of all types of citizens.
  - e. The Convention lasted only one week.

**Answer:** b

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Apply What You Know

**Topic:** Constitution

48. As described in Table 2.1, *Locke and the Declaration of Independence: Some Parallels*, John Locke’s concept of which of the following inspired the phrase “life, liberty, and the pursuit of happiness”?
- a. the consent of the governed
  - b. the right to revolt
  - c. natural rights
  - d. limited government
  - e. equality

**Answer:** c

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Apply What You Know

**Topic:** Constitution

49. How did the Framers implement equality in voting?



- a. direct popular election for president only
- b. state-determined eligibility
- c. suffrage based on property ownership
- d. universal male suffrage except for slaves
- e. universal male suffrage

**Answer:** b

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Analyze It

**Topic:** Constitution

50. Prior to the ratification of the Seventeenth Amendment, how were senators selected?
- a. by direct election
  - b. by the president
  - c. by state governors
  - d. by state legislators
  - e. by the Supreme Court

**Answer:** d

**Page Reference:** pp. 64–67

**A-head:** Understanding the Constitution

**Learning Objective:** Edwards L.O. 2.8

**Skill Level:** Analyze It

**Topic:** Constitution

51. Which of the following is a reason for the separation of powers?
- a. to ensure the power of the executive
  - b. to promote justice
  - c. to prevent tyranny by any one branch
  - d. to create gridlock in government
  - e. to improve international relations

**Answer:** c

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Analyze It

**Topic:** Constitution

52. Which of the following was part of both the Articles of Confederation and the Constitution?
- a. Congress
  - b. the presidency

- c. the federal judiciary
- d. collection of taxes by the federal government
- e. unanimous consent for ratification

**Answer:** a

**Page Reference:** pp. 35–40; 50–54

**A-head:** The Origins of the Constitution; The Madisonian System

**Learning Objective:** Edwards L.O. 2.1; Edwards L.O. 2.5

**Skill Level:** Analyze It

**Topic:** Constitution

53. Consider Table 2.5, *Federalists and Anti-Federalists Compared*. What did Federalists prefer?

- a. weak national government
- b. indirect election of officials
- c. strengthened individual liberties
- d. shorter terms of office
- e. rule by the common man

**Answer:** b

**Page Reference:** pp.54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Analyze It

**Topic:** Constitution

54. How is a constitutional amendment ratified?

- a. either by two-thirds of state legislatures or by special state conventions in two-thirds of the states
- b. either by three-fourths of state legislatures or by special state conventions in three-fourths of the states
- c. either by two-thirds of the U.S. Congress or by two-thirds of the U.S. Senate
- d. either by three-fourths of the U.S. Congress or by three-fourths of the U.S. Senate
- e. either by two-thirds of both U.S. chambers or by two-thirds of state legislatures

**Answer:** b

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Analyze It

**Topic:** Constitution

55. Aside from the First Amendment, what portion of the U.S. Constitution deals with the relationship between the state and religion?

- a. Article III
- b. Article VII

- c. Article VI
- d. Article XIII
- e. Article IX

**Answer:** c

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Analyze It

**Topic:** Constitution

56. Which of the following were most likely to oppose the proposed Constitution?

- a. lawyers
- b. merchants
- c. bankers
- d. plantation owners
- e. farmers

**Answer:** e

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Analyze It

**Topic:** Constitution

57. Which of the following remains a compelling source for determining the intent of the Framers?

- a. Minutes of the Constitutional Convention
- b. *The Federalist Papers*
- c. *Common Sense*
- d. Treatise on Government
- e. Declaration of Independence

**Answer:** b

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Analyze It

**Topic:** Constitution

58. What was the greatest fear of the Anti-Federalists during the Constitutional Convention and subsequent debate?

- a. that a weak national government would undermine the survival of the United States
- b. that a strong national government would infringe on the essential liberties of the people
- c. that a powerful judiciary would restrict freedom of religion

- d. that powerful state governments would never assent to the new Constitution
- e. that a weak judiciary would be unable to enforce the new Constitution

**Answer:** b

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Analyze It

**Topic:** Constitution

59. Which of the following is a method of ratification for a constitutional amendment?
- a. by three-fourths of the state legislatures
  - b. by three-fourths of the state governors
  - c. by three-fourths of voting-age citizens
  - d. by half of the state legislatures
  - e. by half of the state governors

**Answer:** a

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Analyze It

**Topic:** Constitution

60. In drafting the Declaration of Independence, Thomas Jefferson moved away from the concept of government by \_\_\_\_\_ right.
- a. historical
  - b. constitutional
  - c. inalienable
  - d. absolute
  - e. divine

**Answer:** e

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Analyze It

**Topic:** Constitution

## True-False Questions

61. The Constitution was ratified in 1776.

**Answer:** FALSE

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Remember the Facts

**Topic:** Constitution

62. Under the Articles of Confederation, the federal government had broad power to levy taxes.

**Answer:** FALSE

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Remember the Facts

**Topic:** Constitution

63. The New Jersey Plan proposed a one-house legislature with one vote for each state.

**Answer:** TRUE

**Page Reference:** pp. 44–45

**A-head:** Making a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.3

**Skill Level:** Remember the Facts

**Topic:** Constitution

64. Framers John Jay believed that “the people who own the country ought to govern it.”

**Answer:** TRUE

**Page Reference:** pp. 64–67

**A-head:** Understanding the Constitution

**Learning Objective:** Edwards L.O. 2.8

**Skill Level:** Remember the Facts

**Topic:** Constitution

65. The Three-Fifths Compromise specified that only three-fifths of slaves could vote.

**Answer:** FALSE

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Remember the Facts

**Topic:** Constitution

66. Most of the Framers believed that the principal objective of government is an economic one: the preservation of individual rights to acquire and hold wealth.

**Answer:** TRUE

**Page Reference:** pp. 44–45

**A-head:** Making a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.3

**Skill Level:** Remember the Facts

**Topic:** Constitution

67. The Declaration of Independence asserts that the people have a right to revolt against an oppressive government.

**Answer:** TRUE

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Remember the Facts

**Topic:** Constitution

68. The Framers found inspiration for a strong executive from *Leviathan* by Thomas Hobbes.

**Answer:** FALSE

**Page Reference:** pp. 44–45

**A-head:** Making a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.3

**Skill Level:** Understand the Concepts

**Topic:** Constitution

69. The main weakness of the Articles of Confederation was the lack of a strong national government.

**Answer:** TRUE

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Understand the Concepts

**Topic:** Constitution

70. A constitution is a written document establishing the structure, functions, and limitations of a government.

**Answer:** TRUE

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Understand the Concepts

**Topic:** Constitution

71. The New Jersey Plan proposed a powerful central government with three branches.

**Answer:** FALSE

**Page Reference:** pp. 44–45

**A-head:** Making a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.3

**Skill Level:** Understand the Concepts

**Topic:** Constitution

72. John Locke's idea that certain things were beyond the realm of government contrasted sharply with the traditional notion that kings possessed divinely granted absolute rights over their subjects.

**Answer:** TRUE

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Understand the Concepts

**Topic:** Constitution

73. Figure 2.2 *Power Shift: Economic Status of State Legislators Before and After the Revolutionary War* demonstrates how power in the state legislatures shifted from the hands of the wealthy to those with more moderate incomes and from merchants and lawyers to farmers.

**Answer:** TRUE

**Page Reference:** pp.40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Apply What You Know

**Topic:** Constitution

74. North Carolina's rejection of the Constitution prompted Congress to submit the Bill of Rights to the states for ratification.

**Answer:** TRUE

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Apply What You Know

**Topic:** Constitution

75. The Anti-Federalists strongly supported the Bill of Rights.

**Answer:** TRUE

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Apply What You Know

**Topic:** Constitution

## □ Fill-in-the-Blank Questions

76. The \_\_\_\_\_ Amendment protects freedom of assembly.

**Answer:** First

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Remember the Facts

**Topic:** Constitution

77. The Constitution has been amended \_\_\_\_\_ times.

**Answer:** twenty-seven

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Remember the Facts

**Topic:** Constitution

78. The \_\_\_\_\_ Continental Congress signed the Declaration of Independence.

**Answer:** Second

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Remember the Facts

**Topic:** Constitution

79. Congress passed the \_\_\_\_\_ in 1777.

**Answer:** Articles of Confederation

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Remember the Facts

**Topic:** Constitution

80. The \_\_\_\_\_ of powers is a key feature of the government established by the Constitution.

**Answer:** separation

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Remember the Facts



**Topic:** Constitution

81. Because the Founders did not want the people to directly make all of the decisions, they created a \_\_\_\_\_ form of democracy.

**Answer:** republican

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Remember the Facts

**Topic:** Constitution

82. The \_\_\_\_\_ outlawed the desecration of the American flag.

**Answer:** Flag Protection Act

**Page Reference:** pp. 32–35

**A-head:** Chapter 2 Introduction

**Learning Objective:** Chapter 2 Introduction

**Skill Level:** Remember the Facts

**Topic:** Constitution

83. \_\_\_\_\_ Rebellion exposed the problems under the Articles of Confederation.

**Answer:** Shays's

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Understand the Concepts

**Topic:** Constitution

84. The \_\_\_\_\_ favored a weak national government and strong state governments.

**Answer:** Anti-Federalists

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Understand the Concepts

**Topic:** Constitution

85. James Madison was the author of many of the essays known as the \_\_\_\_\_.

**Answer:** *Federalist Papers*

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Understand the Concepts

**Topic:** Constitution

86. The \_\_\_\_\_ is/are second only to the Constitution itself in reflecting the thinking of the Framers.

**Answer:** Federalist Papers

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Understand the Concepts

**Topic:** Constitution

87. The \_\_\_\_\_ Amendment gave some former slaves the right to vote.

**Answer:** Fifteenth

**Page Reference:** pp. 64–67

**A-head:** Understanding the Constitution

**Learning Objective:** Edwards L.O. 2.8

**Skill Level:** Understand the Concepts

**Topic:** Constitution

88. The Twenty-First Amendment was the only amendment to be ratified through special \_\_\_\_\_ conventions.

**Answer:** ratifying

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Apply What You Know

**Topic:** Constitution

89. At least \_\_\_\_\_ states had to ratify the Constitution for it to become law.

**Answer:** nine

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Apply What You Know

**Topic:** Constitution

90. \_\_\_\_\_ would prohibit Congress from requiring a president to be Christian in order to be elected.

**Answer:** Article VI

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Apply What You Know

**Topic:** Constitution

## □ Short Answer Questions

91. Discuss the developments that led to the American Revolution.

**Answer:** An ideal response will:

1. Explain that the colonies were relatively independent from Great Britain,
2. Discuss the series of taxes levied against the colonies by the British crown.
3. Recognize that taxation without representation in Parliament was deeply offensive to the colonists.

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Understand the Concepts

**Topic:** Constitution

92. Explain the process for amending the Constitution.

**Answer:** An ideal response will:

1. Identify the two processes for proposing an amendment—two-thirds vote in both houses of Congress or national constitutional convention called by Congress at the request of two-thirds of the states.
2. Identify the two processes for ratifying an amendment—by legislatures in three-fourths of the states or by ratifying conventions in three-fourths of the states.

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Understand the Concepts

**Topic:** Constitution

93. Explain what inspired the Constitutional Convention in 1787.

**Answer:** An ideal response will:

1. Detail the problems under the Articles of Confederation, including the inability of the national government to levy taxes or to fund Revolutionary War debt, monetary problems, and problems with interstate commerce.
2. Discuss the role of civil uprisings and disorder like Shays's Rebellion.
3. Recognize that the original purpose of the Convention was to strengthen the Articles of Confederation.

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Understand the Concepts

**Topic:** Constitution

94. Who were the Federalists and what did they want?

**Answer:** An ideal response will:

1. Identify the Federalists as landowners, wealthy merchants, and professionals who preferred a strong central government and weaker state governments with control of the government by the elite.
2. Differentiate them from the Anti-Federalists who were small farmers, shopkeepers, and laborers who wanted stronger protections for individual liberties, stronger state governments, and rule by the common man.
3. Explain that the goal of the Federalists was largely to protect the wealth and property of the elite from the tyranny of the majority.

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Understand the Concepts

**Topic:** Constitution

95. Describe the system of checks and balances created by the Framers.

**Answer:** An ideal response will:

1. Indicate that the powers of the government were divided into three branches.
2. Identify the ways in which the Constitution allocates the power to make, interpret, and enforce laws among the three branches.
3. Explain the ways in which each branch has a role in the actions of the others.

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Understand the Concepts

**Topic:** Constitution

96. The Federalists were a minority. How did they get the Constitution ratified?

**Answer:** An ideal response will:

1. Explain that Federalists may not have had the support of the majority, but they made up for it in shrewd politicking. They knew that many members of the legislatures of some states were skeptical of the Constitution and that state legislatures were filled with political leaders who would lose power under the Constitution. Thus, the Federalists specified that the Constitution be ratified by special conventions in each of the states—not by state legislatures.

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Apply What You Know

**Topic:** Constitution

97. Explain judicial review.

**Answer:** An ideal response will:

1. Recognize that the Constitution does not explicitly reference the power of judicial review.
2. Describe judicial review as the power of the judiciary to decide whether laws and other governmental actions were constitutional.
3. Explain that judicial review allows a court to strike down federal and state laws determined to be unconstitutional.

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Apply What You Know

**Topic:** Constitution

98. Compare and contrast the legislatures established by the Constitution and the Articles of Confederation.

**Answer:** An ideal response will:

1. Describe the unicameral legislature under the Articles of Confederation in which each state had a vote.
2. Explain the changes to the legislature under the Constitution, including the creation of a bicameral legislature composed of one house to represent the people (House of Representatives) and another house to represent the states (Senate).

**Page Reference:** pp. 40–43; 44–45

**A-head:** The Government That Failed: 1776–1787; Making a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.2; Edwards L.O. 2.3

**Skill Level:** Apply What You Know

**Topic:** Constitution

99. How was Madison’s desire to set power against power within the federal government realized?

**Answer:** An ideal response will:

1. Identify checks and balances of the three branches as the culmination of Madison’s desire.
2. Discuss how these operate upon each other. The system of checks and balances is an elaborate and delicate creation. The president checks Congress by holding veto power; Congress, in turn, holds the purse strings of government and must approve presidential nominations. The courts also figured into the system of checks and balances. Presidents could nominate judges, but their confirmation by the Senate was required. The Supreme Court itself, in *Marbury v. Madison* (1803), asserted its power to check the other branches through judicial review: the right to hold actions of the

other two branches unconstitutional. This right, which is not specifically outlined in the Constitution, considerably strengthened the Court's ability to restrain the other branches of government.

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Apply What You Know

**Topic:** Constitution

100. Describe Shays' Rebellion and its importance.

**Answer:** An ideal response will:

1. Explain that it was a series of attacks on courthouses by a small band of farmers led by Revolutionary War Captain Daniel Shays to block foreclosure proceedings.
2. Note that it resulted from a postwar depression that left many small farmers unable to pay their debts. Some state legislatures, which had become more sympathetic to the public due to increased democratization at the state level under the Articles, passed laws favoring the debtors. Some states printed almost worthless paper money that creditors were forced to accept.
3. Acknowledge that neither Congress nor the state could raise a militia to stop Shays and his followers, so elites assembled a privately paid force to do the job. This necessity further fueled dissatisfaction with the weakness of the Articles of Confederation system, and thus, the rebellion helped spur the birth of the Constitution.

**Page Reference:** pp. 40–43

**A-head:** The Government That Failed: 1776–1787

**Learning Objective:** Edwards L.O. 2.2

**Skill Level:** Apply What You Know

**Topic:** Constitution

101. Why was flag burning eventually determined to be a legal and constitutionally protected act?

**Answer:** An ideal response will:

1. Recall Gregory Lee Johnson's burning of the flag as a protest.
2. Discuss the evolution of thought surrounding flag burning.
3. Explain how the Supreme Court came to determine that burning the flag is an exercise of free speech.

**Page Reference:** pp. 32–35

**A-head:** Chapter 2 Introduction

**Learning Objective:** Chapter 2 Introduction

**Skill Level:** Apply What You Know

**Topic:** Constitution

102. Describe the views of the Anti-Federalists.

**Answer:** An ideal response will:

1. Note that the Anti-Federalists were deeply suspicious of a strong national government.
2. Explain that the Anti-Federalists broadly opposed many portions of the new Constitution, including the powers of the executive and the creation of a Supreme Court.
3. Discuss the Anti-Federalists' concerns that the Constitution provided inadequate protections for individual liberties.
4. Describe the Anti-Federalists' favorable view of the Bill of Rights.

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Analyze It

**Topic:** Constitution

103. Explain James Madison's claim that "Ambition must be made to counteract ambition."

**Answer:** An ideal response will:

1. Indicate that Madison was discussing the need for separation of powers.
2. Describe the three distinct branches of government: legislative, executive, and judicial.
3. Explain why each branch is separately staffed.
4. Discuss the constitutional equality and independence of each branch.

**Page Reference:** pp. 50–54

**A-head:** The Madisonian System

**Learning Objective:** Edwards L.O. 2.5

**Skill Level:** Analyze It

**Topic:** Constitution

104. Describe the Virginia Plan in terms of equality of representation between the states. What were the competing plans?

**Answer:** An ideal response will:

1. Explain that the Virginia Plan called for giving each state representation in Congress based on the state's share of the American population.
2. Contrast this with the New Jersey Plan, which called for a unicameral legislature representing all states equally regardless of population.
3. Relate that to the Connecticut Compromise, which incorporated both ideas. It would have a bicameral legislature with one chamber based on population (the House) and the other with an even share for each state (the Senate).

**Page Reference:** pp. 45–50

**A-head:** Critical Issues at the Convention

**Learning Objective:** Edwards L.O. 2.4

**Skill Level:** Analyze It

**Topic:** Constitution

105. Describe the Equal Rights Amendment.

**Answer:** An ideal response will:

1. Discuss the content of the proposed amendment—that equality of rights under the law shall not be denied on the basis of sex.
2. Explain that the amendment was approved overwhelmingly by both houses of Congress in 1972.
3. Note that the amendment failed to gain approval in three-quarters of the state legislatures.

**Page Reference:** pp. 57–63

**A-head:** Changing the Constitution

**Learning Objective:** Edwards L.O. 2.7

**Skill Level:** Analyze It

**Topic:** Constitution

## □ Essay Questions

106. Describe the delegates to the Constitutional Convention and the core ideas they shared.

**Answer:** An ideal response will:

1. Identify the key participants of the Philadelphia convention and the philosophical ideas that influenced them most. They were certainly an elite group of economic and political notables. They were mostly wealthy planters, successful (or once-successful) lawyers and merchants, and men of independent wealth. Many were college graduates, and most had practical political experience. Most were coastal residents rather than residents of the expanding western frontiers, and a significant number were urbanites rather than part of the primarily rural American population.
2. Acknowledge that the group agreed on questions of (1) human nature, (2) the causes of political conflict, (3) the objects of government, and (4) the nature of a republican government. Give further detail on the various philosophies that undergirded these ideals. These should include Locke, Hobbes, and the effect of Madison's ideas on how to check the tyranny of the majority.
3. Summarize this discussion's key points.

**Page Reference:** pp. 44–45

**A-head:** Making a Constitution: The Philadelphia Convention

**Learning Objective:** Edwards L.O. 2.3

**Skill Level:** Understand the Concepts

**Topic:** Constitution

107. Discuss which political group had the most impact on the formation of the Constitution and why.



**Answer:** An ideal response will:

1. Recognize the profound impact of the Federalists on the form and content of the Constitution.
2. Discuss the role of the *Federalist Papers* in the ratification debate.
3. Explain some of the ways in which Federalist ideas persist in our government to this day.

**Page Reference:** pp. 54–57

**A-head:** Ratifying the Constitution

**Learning Objective:** Edwards L.O. 2.6

**Skill Level:** Apply What You Know

**Topic:** Constitution

108. Explain Madison’s idea of factions in Federalist 10. How does it contrast with the Lockean concept of the consent of the governed? Finally, how did the Constitution incorporate these seemingly contrasting ideas?

**Answer:** An ideal response will:

1. Identify the central question of Federalist 10—that is, how to deal with the problem of factions.
2. Discuss Madison’s definition of “factions” and their threat to society. “The most common and durable source of factions has been the various and unequal distribution of property.” In other words, *the distribution of wealth* (land was the main form of wealth in those days) *is the source of political conflict*. “Those who hold and those who are without property,” Madison went on, “have ever formed distinct interests in society.” Other sources of conflict included religion, views of governing, and attachment to various leaders. Arising from these sources of conflict are factions, what we might call parties or interest groups. A majority faction might well be composed of the many who have little or no property; the minority faction, of those with property. If unchecked, the delegates thought, one of these factions would eventually tyrannize the other. The majority would try to seize the government to reduce the wealth of the minority; the minority would try to seize the government to secure its own gains. Governments run by factions, the Founders (also called the Framers) believed, are prone to instability.
3. Explain Locke’s philosophy based on natural law, which provided the natural rights of life, liberty, and property. Locke argued that government must be built on the *consent of the governed*. He also called for limited government with clear restrictions on what rulers could do. The main purpose of government, Locke thought, was to protect natural rights.
4. Analyze the two ideas, crafting a debate on the influence of both on the Constitution.
5. Develop a thesis from this discussion and state it succinctly before concluding.

**Page Reference:** pp. 35–40; 50–54

**A-head:** The Origins of the Constitution; The Madisonian System

**Learning Objective:** Edwards L.O. 2.1; Edwards L.O. 2.5

**Skill Level:** Apply What You Know

**Topic:** Constitution

109. Identify two amendments to the United States Constitution that are not part of the Bill of Rights and explain the impact of each on government and society.

**Answer:** An ideal response will:

1. Select two amendments other than the first ten.
2. Provide a detailed explanation of the historical circumstances that led to the adoption of the selected amendments.
3. Discuss how the selected amendments changed the United States government and/or American society.
4. Provide a basic argument as to why the selected amendments were an important development.

**Page Reference:** pp. 64–67

**A-head:** Understanding the Constitution

**Learning Objective:** Edwards L.O. 2.8

**Skill Level:** Analyze It

**Topic:** Constitution

110. Why is legitimacy important in forming a new government?

**Answer:** An ideal response will:

1. Discuss Jefferson's concept of the consent of the governed.
2. Explain how consent leads to legitimacy.

**Page Reference:** pp. 35–40

**A-head:** The Origins of the Constitution

**Learning Objective:** Edwards L.O. 2.1

**Skill Level:** Analyze It

**Topic:** Constitution

