

## CHAPTER 2: THE CONSTITUTION AND THE FOUNDING

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### TRUE/FALSE

1. The Stamp Act of 1765 led many Americans to question the fairness of British rule.

ANS: T                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

2. The Constitution places more limits on national government power than do the Articles of Confederation.

ANS: F                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

3. Shays's Rebellion highlighted the reality that Congress had too much power under the Articles of Confederation.

ANS: F                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

4. The Articles of Confederation served as the basis of organizing the government during the Revolutionary War.

ANS: T                      DIF: Easy                      REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

5. The framers of the Constitution perceived that most people were motivated by self-interest.

ANS: T                      DIF: Difficult              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

6. The most important initial decision of the framers was to create a bicameral Congress.

ANS: F                      DIF: Difficult

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

7. The framers of the Constitution anticipated the development of political parties.

ANS: F                      DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Understanding

8. James Madison was mostly concerned about the potential tyranny of minority factions.

ANS: F                      DIF: Moderate  
REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Understanding

9. According to James Madison, the way to control majority tyranny was through checks and balances and federalism.

ANS: T                      DIF: Moderate  
REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Understanding

10. The Virginia Plan proposed a parliamentary system of government.

ANS: T                      DIF: Difficult  
REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Remembering

11. The original Constitution prevented a constitutional amendment banning the slave trade until 1808.

ANS: T                      DIF: Moderate  
REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Remembering

12. Some federalists in the Constitutional Convention argued that state constitutions would be sufficient to protect individual liberties.

ANS: T                      DIF: Moderate      REF: CH02 – Ratification  
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists  
MSC: Understanding

13. The Bill of Rights was added to the Constitution after it was already ratified.

ANS: T                      DIF: Moderate      REF: CH02 – Ratification  
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists  
MSC: Remembering

14. Under the Constitution, the president is in charge of regulating the domestic economy.

ANS: F                      DIF: Easy  
REF: CH02 – The Constitution: A Framework for Government  
OBJ: Outline the major provisions of the Constitution                      MSC: Understanding

15. The Supreme Court justices gave themselves the power of judicial review.

ANS: T                      DIF: Difficult  
REF: CH02 – The Constitution: A Framework for Government  
OBJ: Outline the major provisions of the Constitution                      MSC: Analyzing

16. Ambiguity in the Constitution has historically promoted conflict in American politics.

ANS: T                      DIF: Difficult                      REF: CH02 – Is the Constitution a “Living” Document?  
OBJ: Explore how the meaning of the Constitution has evolved  
MSC: Understanding

## MULTIPLE CHOICE

1. \_\_\_\_\_ occurred after the Revolutionary War was over.
- a. The Stamp Act
  - b. The Tea Act
  - c. The Boston Tea Party
  - d. Shays’s Rebellion

ANS: D                      DIF: Moderate                      REF: CH02 – The Historical Context of the Constitution  
OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
MSC: Applying

2. Why did the British pass the Stamp Act of 1765?
- a. to punish the colonists for pursuing independence
  - b. to help fund the French and Indian War
  - c. to help them colonize Africa
  - d. to allow them to cut taxes in Great Britain

ANS: B                      DIF: Moderate                      REF: CH02 – The Historical Context of the Constitution  
OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
MSC: Understanding

3. The authors of the Articles of Confederation
- a. embraced the strong executive model.
  - b. envisioned a strong Congress and a weak president.
  - c. envisioned strong federal courts.
  - d. embraced the belief that an executive leader could end up a tyrant.

ANS: D                      DIF: Moderate                      REF: CH02 – The Historical Context of the Constitution  
OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
MSC: Understanding

4. How did the Articles of Confederation limit government?
- a. The Articles of Confederation included an executive and a judicial branch but no legislative branch.
  - b. The Articles of Confederation included a legislative and an executive branch but no judicial branch.
  - c. The Articles of Confederation did not create a federal level of government.
  - d. Federal power was given to the legislative branch, where each state had one vote.

ANS: D                      DIF: Moderate                      REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
MSC: Applying

5. In his *Second Treatise of Government* (1689), John Locke wrote, “Being all equal and independent, no one ought to harm another in his life, health, liberty, or possessions.” This sentiment is also expressed in
- the preamble of the Constitution.
  - Article I of the Constitution.
  - Marshall’s opinion in *Marbury v. Madison*.
  - the Declaration of Independence

ANS: D                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
MSC: Applying

6. Under the Articles of Confederation,
- the president was very weak.
  - the national government and the states could both make treaties and coin money.
  - Congress had the power to regulate interstate commerce.
  - the House had more power than the Senate.

ANS: B                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
MSC: Understanding

7. What happened after the Revolutionary War?
- economic prosperity
  - economic chaos
  - Congress compelled the states to pay their taxes.
  - One currency was used throughout the states.

ANS: B                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
MSC: Understanding

8. The Annapolis Convention was
- well attended by the states.
  - organized by a group of delegates from Virginia.
  - only attended by delegates from New York and Maryland.
  - organized to discuss the powers of the chief executive.

ANS: B                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
MSC: Remembering

9. Which one of the following events exposed discontent with the new government and led to the Constitutional Convention?
- Shays’s Rebellion
  - the publication of *Common Sense*
  - the Declaration of Independence
  - Washington’s election as president

ANS: A                      DIF: Moderate              REF: CH02 – The Historical Context of the

Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

10. *Common Sense* (1776) was a pamphlet that expressed support for \_\_\_\_\_.
- a. a monarchy
  - b. a strong national government
  - c. anarchy
  - d. republican principles

ANS: D                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

11. What kind of government exists when the interests of the people are represented through their elected leaders?
- a. monarchy
  - b. tyranny
  - c. republic
  - d. oligarchy

ANS: C                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Applying

12. In *Federalist 10*, James Madison determined that the central problem for government is the need to control \_\_\_\_\_.
- a. factions
  - b. for executive tyranny
  - c. a powerful Speaker of the House
  - d. anarchy

ANS: A                      DIF: Difficult              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

13. Who wrote *The Federalist Papers*?
- a. James Madison, Thomas Jefferson, and John Jay
  - b. John Adams, Thomas Jefferson, and Alexander Hamilton
  - c. Alexander Hamilton, John Jay, and Thomas Jefferson
  - d. James Madison, Alexander Hamilton, and John Jay

ANS: D                      DIF: Moderate              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

14. In the context of economics in America in the eighteenth century,
- a. there were no class differences whatsoever.
  - b. the North was largely agricultural while manufacturing was prominent in the South.
  - c. southerners favored free trade.
  - d. northerners favored free trade.

ANS: C                      DIF: Difficult              REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

15. Which one of the following is true about the Federalists and the Antifederalists?
- They were the first two political parties in America.
  - They had similar views of how much national power was appropriate.
  - Americans largely supported one movement or the other following the drafting of the Constitution.
  - Americans generally favored the Articles of Confederation over the Constitution during the ratification debate.

ANS: C                      DIF: Moderate                      REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

16. James Madison was an advocate of \_\_\_\_\_.
- oligarchic rule
  - elitism
  - socialism
  - pluralism

ANS: D                      DIF: Difficult

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

17. To deal with the problem of factions, James Madison proposed
- controlling them through checks and balances.
  - controlling them by prohibiting citizens from taking certain actions.
  - reducing factions by encouraging citizens to have the same interests.
  - eliminating factions through limits on individual liberties.

ANS: A                      DIF: Difficult

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

18. Which one of the following concepts reflects the need to balance the principle of self-government against the rights of specific groups?
- providing for both civil liberties and civil rights
  - protecting small states from powerful large states
  - creating a legislative government while allowing for executive leadership
  - providing for majority rule while protecting minority rights

ANS: D                      DIF: Difficult

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Applying

19. For James Madison, the problem associated with a tyranny of the majority was that
- large factions might capture control of the government and ignore the rights of those in the minority.
  - the representative legislative branch would exercise too much power over the presidency.
  - regional majorities would become entrenched and prevent government from working for the common good.
  - the president would have too much power over the legislative agenda.

ANS: A                      DIF: Difficult

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Understanding

20. How did the framers design the Constitution to protect minority rights?
- separation of powers and checks and balances
  - allowing majority tyranny to occur to protect the rights of the many
  - through the creation of political parties
  - through the creation of interest groups

ANS: A                      DIF: Moderate  
REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Applying

21. \_\_\_\_\_ was the only state to boycott the Constitutional Convention.
- New Hampshire
  - South Carolina
  - Rhode Island
  - Maine

ANS: C                      DIF: Moderate  
REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Remembering

22.

<b>Comparing the Articles of Confederation and the Constitution</b>		<b>NUTS &amp; BOLTS 2.1</b>
<b>Issue</b>	<b>Articles of Confederation</b>	<b>Constitution</b>
Legislature	Unicameral Congress	Bicameral Congress divided into the House of Representatives and the Senate
Members of Congress	Between two and seven per state (the number was determined by each state)	Two senators per state; representatives apportioned according to population of each state
Voting in Congress	One vote per state	One vote per representative or senator
Selection of members	Appointed by state legislatures	Representatives elected by popular vote; senators appointed by state legislatures
Chief executive	None (there was an Executive Council within Congress, but it had limited executive power)	President
National judiciary	No general federal courts	Supreme Court; Congress authorized to establish national judiciary
Amendments to the document	When approved by all states	When approved by two-thirds of each house of Congress and three-fourths of the states
Power to coin money	Federal government and the states	Federal government only
Taxes	Apportioned by Congress, collected by the states	Apportioned and collected by Congress
Ratification	Unanimous consent required	Consent of nine states required

- The main reaction to the failure of the Articles of Confederation was to
- focus on resolving debates between the state governments.
  - rein in the power of the national government.
  - encourage stronger state governments.
  - make the national government stronger.

ANS: D                      DIF: Moderate  
REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Applying

23. Despite significant agreement on the need for a \_\_\_\_\_ national government at the Constitutional Convention, there was serious division about \_\_\_\_\_.
- weaker; how much stronger state governments should be
  - weaker; how much weaker the federal government should be
  - stronger; how much stronger the federal government should be
  - stronger; how much stronger state governments should be

ANS: C                      DIF: Moderate  
 REF: CH02 – The Politics of Compromise at the Constitutional Convention  
 OBJ: Analyze the major issues debated by the framers of the Constitution  
 MSC: Understanding

24. Which one of the following was created in order to protect minorities from majority tyranny?
- a stronger presidency than under the Articles of Confederation
  - separation of powers between three branches of government
  - a direct democracy
  - a parliamentary system of governance

ANS: B                      DIF: Moderate  
 REF: CH02 – The Politics of Compromise at the Constitutional Convention  
 OBJ: Analyze the major issues debated by the framers of the Constitution  
 MSC: Applying

25.

<b>Comparing the Articles of Confederation and the Constitution</b>		<b>NUTS &amp; BOLTS 2.1</b>
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Power to coin money	Federal government and the states	Federal government only
Taxes	Apportioned by Congress, collected by the states	Apportioned and collected by Congress
Ratification	Unanimous consent required	Consent of nine states required

Which one of the following concepts best describes the problems associated with the Articles of Confederation?

- separation of powers
- tyranny of the minority
- pluralism
- checks and balances

ANS: B                      DIF: Moderate  
 REF: CH02 – The Politics of Compromise at the Constitutional Convention  
 OBJ: Analyze the major issues debated by the framers of the Constitution  
 MSC: Applying

26. \_\_\_\_\_ resulted in the creation of a bicameral Congress.
- The Great Compromise
  - The Virginia Plan



b. The Three-Fifths Compromise

d. The New Jersey Plan

ANS: A                      DIF: Easy

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Remembering

27. Why did the New Jersey delegates create the New Jersey Plan?

a. New Jersey was a small state and would therefore gain political power under an equal system.

b. New Jersey was a large state and would therefore gain political power under an equal system.

c. New Jersey was a small state and wanted to forge an alliance with the large states.

d. New Jersey was a large state but wanted to forge an alliance with the small states.

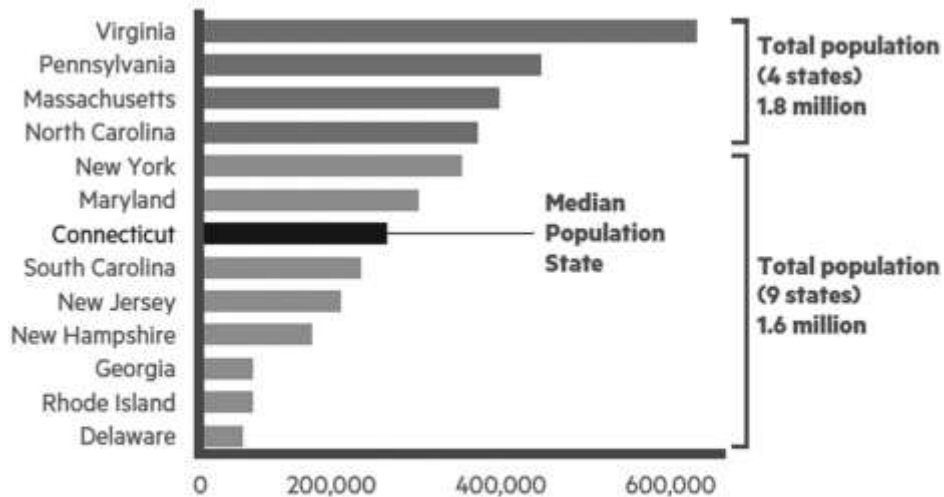
ANS: A                      DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

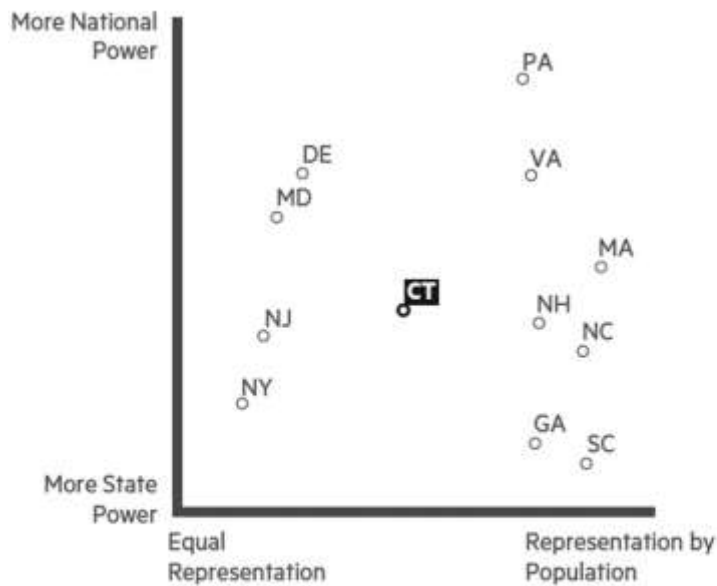
OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

28. **State Populations at the Time of the Constitutional Convention**



**Votes at the Constitutional Convention**



Source: Keith L. Dougherty and Jac C. Heckelman, "A Pivotal Voter from a Pivotal State: Roger Sherman at the Constitutional Convention," *American Political Science Review* 100:2 (May 2006): 298.

Why did the Connecticut delegation play a pivotal role in the Constitutional Convention?

- Connecticut was one of the most populated states.
- Connecticut was in a position to appeal to both large and small states.
- Connecticut was one of the least populated states.
- Connecticut's delegation was led by the prominent Benjamin Franklin.

ANS: B                      DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Applying

29. A form of government in which the executive leader is chosen by the legislature is called a \_\_\_\_\_ system.
- a. separation of powers
  - b. presidential
  - c. parliamentary
  - d. democratic

ANS: C

DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Remembering

30. What is a serious technical error in the Constitution?
- a. The framers never envisioned the development of political parties.
  - b. The framers never envisioned the development of federal courts.
  - c. The framers provided for too many amendments in the original Constitution.
  - d. The framers did not consider the powers of Congress in a thorough manner.

ANS: A

DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

31. Which one of the following addressed Antifederalist concerns about the absence of limits on national governing power?
- a. Three-Fifths Compromise
  - b. separation of powers
  - c. Ninth Amendment
  - d. Tenth Amendment

ANS: D

DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

32. Which one of the following concepts applies most directly to the balance of power between state and national governments?
- a. parliamentary system
  - b. bicameralism
  - c. checks and balances
  - d. supremacy clause

ANS: D

DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Applying

33. Slave-state delegates wanted slaves counted for the purposes of \_\_\_\_\_ but did not want slaves counted when it came to the issue of \_\_\_\_\_.
- a. representation; determining taxes
  - b. determining taxes; tariffs
  - c. tariffs; determining taxes
  - d. tariffs; representation

ANS: A

DIF: Difficult

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Applying

34. The Three-Fifths Compromise illustrated
- a. that abolitionists largely prevailed in Philadelphia.
  - b. the power of the southern delegates.

- c. the power of the northern delegates.
- d. that the slavery issue was satisfactorily addressed in Philadelphia.

ANS: B                      DIF: Difficult  
REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Remembering

35. Under the Constitution,
- a. Congress had the authority to ban the slave trade at any time.
  - b. no guidance was given in regard to the slave trade.
  - c. the president had the authority to ban the slave trade.
  - d. Congress had the authority to ban the slave trade but not until 1808 at the earliest.

ANS: D                      DIF: Difficult  
REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Understanding

36. How many states were needed to ratify the Constitution?
- a. 11 out of 13
  - b. 10 out of 13
  - c. 7 out of 13
  - d. 9 out of 13

ANS: D                      DIF: Moderate      REF: CH02 – Ratification  
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists  
MSC: Remembering

37. Which article of the Constitution describes the procedures for ratification?
- a. Article VII
  - b. Article VI
  - c. Article III
  - d. Article II

ANS: A                      DIF: Moderate      REF: CH02 – Ratification  
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists  
MSC: Remembering

38. Antifederalists
- a. were concerned that the president would have too much power.
  - b. supported the proposal that presidents should not be subject to term limits.
  - c. were concerned that the national government would not have sufficient power to promote economic prosperity.
  - d. generally opposed adding a Bill of Rights to the Constitution.

ANS: A                      DIF: Difficult      REF: CH02 – Ratification  
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists  
MSC: Understanding

39. Who wanted to debate adding a Bill of Rights to the Constitution during the Constitutional Convention?
- a. James Madison and George Washington
  - b. James Madison and Alexander Hamilton
  - c. Thomas Jefferson and John Adams
  - d. George Mason and Elbridge Gerry

ANS: D                      DIF: Moderate      REF: CH02 – Ratification  
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists  
MSC: Remembering

40. Why was Congress viewed as the first branch of government by the framers of the Constitution?
- because it was designed to be the most powerful of the three branches of government
  - because both chambers were directly elected by the people
  - because Congress had limited authority under the necessary and proper clause
  - because Congress could overturn Supreme Court decisions by passing a law

ANS: A

DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Analyzing

41. Which one of the following statements is accurate about the U.S. Constitution?
- The president has more specific powers delineated in the Constitution than does Congress.
  - The Supreme Court received the most attention by the framers of the Constitution of the three primary institutions of government.
  - The creation of Congress was the most important issue to the framers of the Constitution, along with its assignment of duties.
  - The framers of the Constitution clearly wanted the president to have the power to tax.

ANS: C

DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Understanding

42. The elastic clause
- increases the power of Congress.
  - decreases the power of Congress.
  - increases the power of the president.
  - decreases the power of the president.

ANS: A

DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Understanding

43. The concept of shared powers means that
- the legislative and executive branches have equal powers.
  - in some areas of governmental action no branch has exclusive control.
  - the branches can exercise the same powers.
  - no branch can act without approval from other branches.

ANS: B

DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Understanding

44. The war powers held by the president and Congress are an example of \_\_\_\_\_.
- shared powers
  - exclusive powers
  - powers of the purse
  - implied powers

ANS: A

DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Understanding

45. When Congress authorizes an agency to spend money, it is using its \_\_\_\_\_.
- power of the sword
  - shared power
  - power of the purse
  - reserved powers

ANS: C

DIF: Easy

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Applying

46. While \_\_\_\_\_ powers are not held exclusively by any branch of government, \_\_\_\_\_ powers are those that one branch can exercise over the other.
- a. negative; shared
  - b. shared; negative
  - c. shared; exclusive
  - d. exclusive; shared

ANS: B

DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Understanding

47. Which one of the following is a check that the president holds over the judicial branch?
- a. the ability to nominate judges for the federal courts
  - b. the ability to veto decisions made by the Supreme Court
  - c. the ability to interpret the constitutionality of new laws
  - d. the ability to remove federal judges from office

ANS: A

DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Understanding

48. Which one of the following is an exclusive power of the legislative branch?
- a. the ability to implement laws
  - b. the ability to create regulations
  - c. the power to declare war
  - d. the power to issue pardons

ANS: C

DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Remembering

49. While the \_\_\_\_\_ can make decisions about how to use armed forces, only the \_\_\_\_\_ can make decisions about funding such actions.
- a. president; Supreme Court
  - b. Congress; House of Representatives
  - c. president; Congress
  - d. House of Representatives; Senate

ANS: C

DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Applying

50. The ability to remove someone because of corruption or abuse of power is called \_\_\_\_\_.
- a. the power of the purse
  - b. impeachment
  - c. the power to pardon
  - d. the power to veto

ANS: B

DIF: Easy

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Remembering

51. What are two important negative checks that Congress can exercise over both the executive and the judicial branches?
- a. alteration of their jurisdiction and overriding their decisions
  - b. overriding their decisions and impeachment
  - c. impeachment and the power of the purse
  - d. alteration of their jurisdiction and power of the purse

ANS: C

DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Applying

52. Which one of the following is a power the president can use to check the legislative branch?
- a. judicial review
  - b. impeachment
  - c. veto
  - d. power of the sword

ANS: C                      DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution                      MSC: Remembering

53. The Antifederalists argued that the power of \_\_\_\_\_ was “a political error of the greatest magnitude.”
- a. the purse
  - b. the sword
  - c. the veto
  - d. declaring war

ANS: C                      DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution                      MSC: Remembering

54. \_\_\_\_\_ established the power of judicial review.
- a. *Marbury v. Madison*
  - b. *Fletcher v. Peck*
  - c. *McCulloch v. Maryland*
  - d. *Barron v. Baltimore*

ANS: A                      DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution                      MSC: Remembering

55. Who is largely responsible for the creation of judicial review in the United States?
- a. James Madison
  - b. Thomas Jefferson
  - c. John Marshall
  - d. Andrew Jackson

ANS: C                      DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution                      MSC: Remembering

56. The Constitution is a “living document” because
- a. there is a consensus among Americans that it should be strictly followed.
  - b. it is very explicit and clear.
  - c. there are a variety of viewpoints on how to interpret it.
  - d. Congress can change it through the amendment process.

ANS: C                      DIF: Moderate                      REF: CH02 – Is the Constitution a “Living” Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Understanding

57. According to some legal scholars, why is the “living document” argument problematic for interpreting the Constitution today?
- a. Ignoring the framers’ intent can allow for arbitrary law based on the individual preferences and biases of judges.
  - b. The framers could not have envisioned the complex public policy issues of today, and an eighteenth-century document cannot adequately address contemporary societal problems.
  - c. Congress, not the Supreme Court, should have the right to determine the meaning of the Constitution.
  - d. The framers did not provide a means to amend the Constitution, so they did not want the structure of government to change over time.

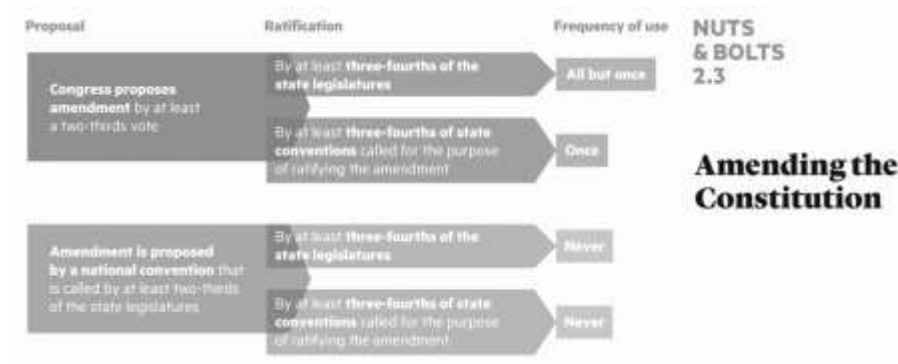
ANS: A                      DIF: Difficult                      REF: CH02 – Is the Constitution a “Living”

Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Understanding

58.



The Constitution can be amended by

- a three-fourths majority vote in Congress and a two-thirds ratification vote in the states.
- a majority vote in Congress and a two-thirds ratification vote in the states.
- a two-thirds majority vote in Congress and a three-fourths ratification vote in the states.
- ratifying conventions in the states.

ANS: C

DIF: Moderate

REF: CH02 – Is the Constitution a “Living”

Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Applying

59. More than \_\_\_\_\_ amendments have been proposed in U.S. history.

- 300
- 3,000
- 10,000
- 100,000

ANS: C

DIF: Difficult

REF: CH02 – Is the Constitution a “Living”

Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Remembering

60. Interpreting the Constitution

- has been fairly consistent in the past 200 years.
- has been affected by public opinion and social norms.
- has not promoted conflict very often in U.S. history.
- is an issue of great interest to most Americans.

ANS: B

DIF: Difficult

REF: CH02 – Is the Constitution a “Living”

Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Understanding

## SHORT ANSWER

1. Why was Shays’s Rebellion important?

ANS:



Following the Annapolis Convention, Shays’s Rebellion in western Massachusetts demonstrated that the national Congress was too weak to respond to a domestic crisis. An economic depression existed in 1786–1787, and many farmers lost their land because they could not pay their debts or taxes. This prompted Daniel Shays and about 1,000 farmers to try to take over a state government arsenal near Springfield. Though the rebels were rebuffed in their efforts, leaders from across the states were cognizant that citizens across the country were not happy with their lives under the Articles of Confederation.

DIF: Moderate REF: CH02 – The Historical Context of the Constitution  
 OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
 MSC: Understanding

- The framers of the Constitution shared three key principles. What were they? Explain.

ANS:

The framers achieved broad consensus on three key principles: popular control of government (that is, a representative democracy); a repudiation of monarchy (thus, they rejected a unitary system of government); and limitations on government power so that leaders in government would not become tyrants and infringe upon individual rights and personal property.

DIF: Moderate REF: CH02 – The Historical Context of the Constitution  
 OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
 MSC: Understanding

- What were the *Federalist Papers* and why are they important?

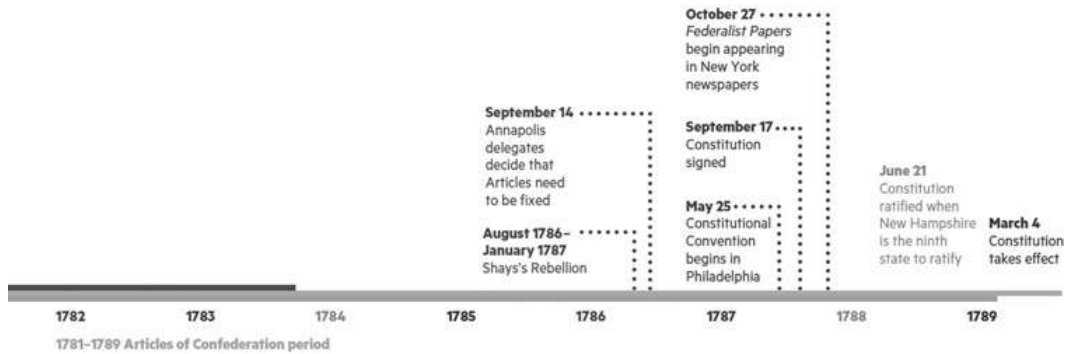
ANS:

The *Federalist Papers* were a collection of 85 letters to the editor, written under the pseudonym Publius, published after the Constitution was written. They were written by James Madison, Alexander Hamilton, and John Jay, and they were all designed to persuade Americans to accept the new republican form of government. They were helpful in the ratification process because ultimately the Constitution was ratified in all 13 states.

DIF: Moderate REF: CH02 – The Historical Context of the Constitution  
 OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
 MSC: Understanding

4. **FIGURE 2.1**  
**Constitutional Time Line**





What events preceded Lord Cornwallis's surrender at Yorktown, Virginia, in October 1781?

ANS:

Many important events preceded the British surrender to George Washington in October 1781. The First Continental Congress convened in September 1774, and it was followed by the Second Continental Congress in May 1775. In January 1776, Thomas Paine's *Common Sense* was published, and Congress subsequently issued the Declaration of Independence in July 1776 amid the American Revolution. In November 1777, Congress adopted the Articles of Confederation, and the Articles were sent to the states for ratification. In March 1781 the Articles were ratified. Later that year, with assistance from the French, the American colonists defeated the British.

DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Applying

5. What happened in the 1800 presidential election?

ANS:

The framers did not envision the development of political parties. By 1800, two major parties had organized, and the Electoral College did not provide an independent check on the voters as the framers had expected. Electors became agents of the parties, and this behavior resulted in a tie between the presidential and vice presidential candidates of the same party (Thomas Jefferson and Aaron Burr). Jefferson won the election in the House of Representatives in early 1801. The problem was addressed by the Twelfth Amendment, which dictated that separate votes be cast for president and vice president.

DIF: Moderate REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

6. What is the supremacy clause and why is it important?

ANS:

The supremacy clause is part of Article VI of the Constitution. The Constitution is the supreme law of the land in the United States, but national laws take precedence over state laws. The new Constitution created a stronger national government than the Congress under the Articles of Confederation.

DIF: Moderate REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Analyzing

7. What was the biggest objection of the Antifederalists to the Constitution?

ANS:

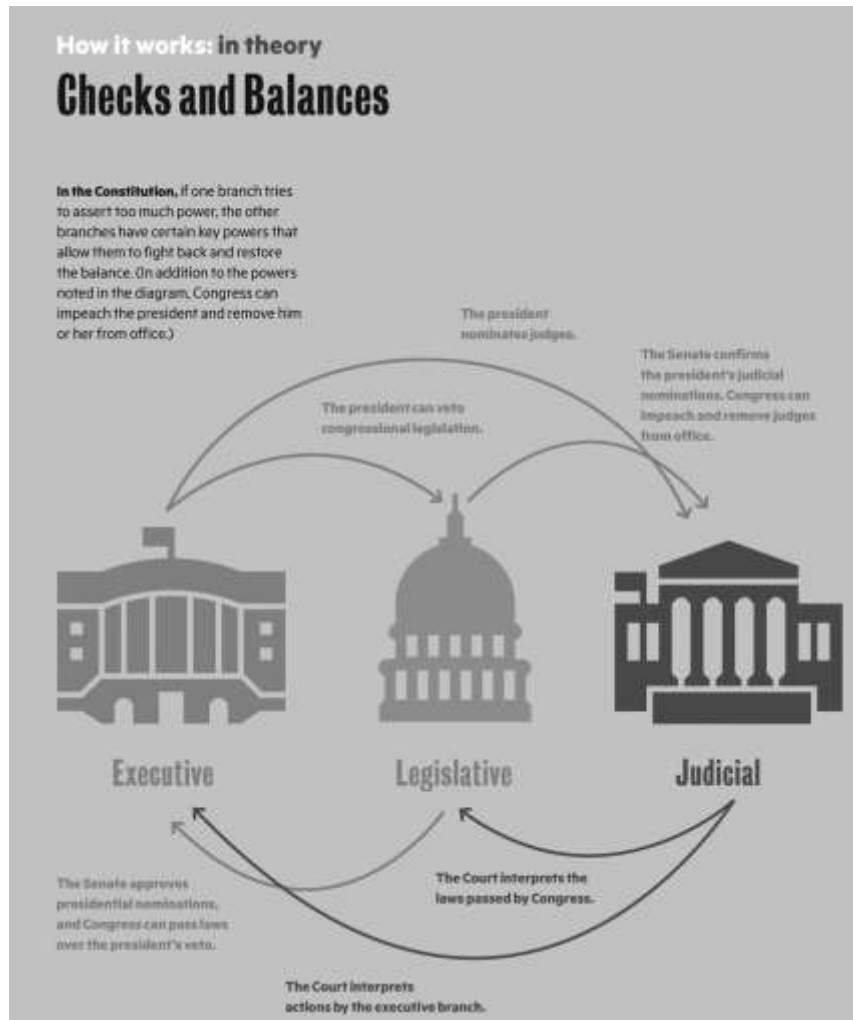
The Antifederalists opposed ratification of the Constitution because they believed that the new national government created by the Constitution would be a threat to individual civil liberties. Thus, they favored strong state governments.

DIF: Moderate REF: CH02 – Ratification

OBJ: Contrast the arguments of the Federalists with those of the Antifederalists

MSC: Understanding

8.



Provide several concrete examples of checks and balances that are in the U.S. Constitution.

ANS:

Answers will likely vary, but here are some common examples of checks and balances: a president can veto a bill passed by Congress and Congress can override a presidential veto with a two-thirds majority in both chambers, the Senate confirms presidential nominations to the executive branch and all federal judges, Congress can impeach and remove executive and judicial officials, and federal judges interpret the meaning of the law as well as actions taken within the executive branch.

DIF: Moderate      REF: CH02 – The Constitution: A Framework for Government  
OBJ: Outline the major provisions of the Constitution      MSC: Applying

9. What is judicial review and when was it established in the United States?

ANS:

Judicial review is the power of the Supreme Court justices to strike down a law passed by Congress or an action taken by the president as unconstitutional if they find it to be unconstitutional. There is no mention of this authority specifically in Article III. It was first utilized by the justices in *Marbury v. Madison* (1803).

DIF: Moderate      REF: CH02 – The Constitution: A Framework for Government  
OBJ: Outline the major provisions of the Constitution      MSC: Understanding

10. How challenging is it to amend the U.S. Constitution?

ANS:

It is extremely difficult to amend the Constitution because of simple mathematics. The framers required supermajorities at both the federal and state levels for a constitutional amendment, as two-thirds of both chambers of Congress must pass an amendment proposal, and then three-fourths of the state legislatures must ratify the amendment for it to be added to the Constitution. The first ten amendments, the Bill of Rights, were added shortly after the Constitution was ratified (1791). Since then, there have only been an additional 17 amendments, and the Eighteenth Amendment (Prohibition) was later repealed. There have been more than 10,000 amendment proposals.

DIF: Difficult      REF: CH02 – Is the Constitution a “Living” Document?  
OBJ: Explore how the meaning of the Constitution has evolved  
MSC: Applying

## ESSAY

1. The values and goals held by the framers of the Constitution were strongly shaped by their two previous political experiences: being ruled by the British monarchy and their own government under the Articles of Confederation. What were the principal lessons they learned from each of these experiences? How did these lessons impact the goals of the framers of the Constitution?

ANS:

The Constitution was created through conflict and compromise. The framers were clearly influenced first by the conflictual relationship that Americans had with the British government. The first event that prompted many American colonists to question the fairness of British rule was the Stamp Act of 1765, which imposed a tax on many publications and documents in the colonies. The British Parliament created the tax to help pay for the French and Indian War. Many colonists viewed this as taxation without representation, because they had no representatives in Parliament. This was followed by the Tea Act (1773) and the subsequent Boston Tea Party. The British responded with the Coercive Acts (or Intolerable Acts) of 1774. Further attempts to resolve the escalating conflict failed, culminating in the Declaration of Independence and the American Revolution. Thus, Americans were very much opposed to and distrustful of both a strong executive and a distant government. To American leaders at the time, a unitary system of government was associated with tyranny, so they created the polar opposite structure with the Articles of Confederation. In creating a weak national government, they clearly felt comfortable with entrusting their liberties with state governments. In so doing, they unwittingly created a dysfunctional government that could not protect the people, provide for a stable economy, or keep and maintain a sense of national unity. Thus, the framers learned from not only their experience with the British but the mistakes that were made with the creation of a confederal form of government, prompting them to create a federal republic as a compromise measure.

DIF: Difficult      REF: CH02 – The Historical Context of the Constitution  
 OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787  
 MSC: Analyzing

2.

<b>Comparing the Articles of Confederation and the Constitution</b>		<b>NUTS &amp; BOLTS 2.1</b>
<b>Issue</b>	<b>Articles of Confederation</b>	<b>Constitution</b>
Legislature	Unicameral Congress	Bicameral Congress divided into the House of Representatives and the Senate
Members of Congress	Between two and seven per state (the number was determined by each state)	Two senators per state; representatives apportioned according to population of each state
Voting in Congress	One vote per state	One vote per representative or senator
Selection of members	Appointed by state legislatures	Representatives elected by popular vote; senators appointed by state legislatures
Chief executive	None (there was an Executive Council within Congress, but it had limited executive power)	President
National judiciary	No general federal courts	Supreme Court; Congress authorized to establish national judiciary
Amendments to the document	When approved by all states	When approved by two-thirds of each house of Congress and three-fourths of the states
Power to coin money	Federal government and the states	Federal government only
Taxes	Apportioned by Congress, collected by the states	Apportioned and collected by Congress
Ratification	Unanimous consent required	Consent of nine states required

Compare and contrast the Articles of Confederation and the Constitution. Be sure to include a discussion of the following in your response: majority rule versus minority rights, large states versus small states, legislative power versus executive power, national power versus state and local power, and slave states versus nonslave states.

ANS:

Answers will vary depending on what issues students present (for example, creation of the legislature, how many members of Congress would be allocated to each state, voting in Congress, creation of the executive branch, creation of the judiciary, constitutional amendments, the power to coin money, taxation, and ratification). The recurring theme for any issue is that more power was allocated to the national government under the Constitution than under the Articles of Confederation. A central challenge in any representative democracy is protecting minority rights within a system where the majority rules. James Madison felt that interest group competition would preclude any one group from dominating public policy and that separation of powers and checks and balances would also help to prevent majority tyranny, along with his “size principle” philosophy. In terms of the politics of self-interest, large- and small-state delegates were unyielding in their demands until the Great, or Connecticut, Compromise was proposed where large states would have more political clout in the House, but the allocation of Senate seats was identical for every state, thus giving small and large states the same amount of political power. Selecting the president was a very contentious issue, where some delegates wanted Congress to select the president and others wanted the people to select a chief executive. With regard to the allocation of institutional power, the framers allocated more specific powers to the legislative branch over the executive branch. They clearly envisioned legislative supremacy in the new government and continued to oppose giving too much power to the president. The framers also had to balance their collective desire to create a stronger national government while simultaneously maintaining key tenets of federalism and state sovereignty. Finally, the framers had to contend with the reality that the southern delegates had no desire to abolish slavery. The interests of agrarian states had to be balanced with the interests of manufacturing states. This dichotomous vision would ultimately lead to the unfortunate Three-Fifths Compromise.

DIF: Difficult      REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution  
MSC: Analyzing

3. Identify and discuss any three separate political compromises that shaped the Constitution. Why was it necessary to compromise on each of the issues in question? What alternatives were considered by the delegates? Why was each compromise ultimately adopted?

ANS:

One compromise had to do with the creation of Congress. Small-state delegates wanted to have a unicameral Congress where each state had one vote. Large-state delegates wanted a bicameral Congress based on population. The compromise measure that passed was the Great, or Connecticut, Compromise. This compromise prevailed because each side won in part and lost in part and this balance was ultimately acceptable to a majority of the delegates. Another compromise concerned the selection of a chief executive. Some delegates advocated for congressional selection of the president; others wanted direct election. The compromise measure that prevailed was the creation of the Electoral College. To those who wanted an independent executive not beholden to Congress, the Electoral College seemed reasonable. To those who were concerned about uneducated people selecting the chief executive, the compromise was reasonable because a group of elites ultimately had the authority to select a president. A third compromise had to do with representation in the House. Southern delegates wanted to count the slave population along with the white population in order to have more political representation in the House. Some northern delegates did not want the slave population to be added at all since southerners defined slaves as property and not human beings at the time. The compromise that ultimately prevailed did not address the slavery question. It allowed southern states to count 60 percent of their slave population. In return, southern states would have to pay more in taxation accordingly. The compromise was clearly made for perceived pragmatic reasons as opposed to moral ones.

DIF: Moderate      REF: CH02 – The Politics of Compromise at the Constitutional Convention  
OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Analyzing

4. At the time of the ratification of the Constitution, what were its strengths? What were its weaknesses? What were the consequences of those strengths and weaknesses for future generations of Americans? Does the Constitution in the contemporary era still reflect those strengths and weaknesses?

ANS:

The strengths of the Constitution at the time of ratification are that it achieved what James Madison intended: a stronger national government was created while maintaining state sovereignty. It created the conditions for economic prosperity while upholding basic civil liberties. In short, the Constitution succeeded because more power was shifted to the national government so that America could truly become a nation-state. Under the Articles of Confederation, there were really 13 separate states that operated as individual countries. A major weakness of the Constitution at the time of ratification is that it did not have a Bill of Rights, which prompted a number of Antifederalists to oppose it. Responses to the consequences of the strengths and weaknesses for future generations, as well as an analysis of the Constitution in the contemporary era, will reflect in part the values and priorities of the individual students.

DIF: Difficult      REF: CH02 – Ratification

OBJ: Contrast the arguments of the Federalists with those of the Antifederalists

MSC: Evaluating

5. Is the Constitution still relevant today? Explain.

ANS:

The Constitution is still relevant today, even though it was written in 1787. One reason for its continued relevance is its ambiguity. Key passages in the Constitution were written in very broad language. This has allowed the document to evolve along with changing norms, values, and political contexts. Another way it is still relevant is because it can be amended. Though difficult due to the requirements needed for an amendment to be added to the Constitution, an amendment can change the Constitution dramatically. A final way that the Constitution maintains its relevance is through changing views of the document by multiple interpreters. Even though much of the text of the Constitution has not changed, its meaning varies depending upon who is interpreting the document.

DIF: Difficult      REF: CH02 – Is the Constitution a “Living” Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Analyzing