

## Chapter 2: The Founding and the Constitution

### Test Bank

#### Multiple Choice

1. Why did the British impose heavy taxes on the colonists in the late 1700s?
- to help pay for the costs of governing the colonies
  - to cripple the economy of neighboring French colonies
  - to demonstrate how much power it had over the colonies
  - to try to get the colonists to move back to Britain

Ans: A

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Comprehension

Answer Location: British Actions

Difficulty Level: Medium

2. Which regulation imposed import duties on textiles, coffee, indigo, and other goods?
- the Stamp Act
  - the Sugar Act
  - the Tea Act
  - the Intolerable Acts

Ans: B

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Knowledge

Answer Location: British Actions

Difficulty Level: Easy

3. How did the colonists respond to the Stamp Act?
- by throwing stamps overboard as they came into port
  - by paying the high rates with little protest
  - by boycotting British goods
  - by launching an attack on British soldiers

Ans: C

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Comprehension

Answer Location: British Actions

Difficulty Level: Medium

4. What was the significance of the Stamp Act Congress that met in 1765?
- It was the meeting at which the Declaration of Independence was drafted.
  - It allowed the colonists to meet with one another to plot an attack.
  - It served as a way for the colonists to discuss concerns with the British.
  - It was the first instance of coordinated intercolonial resistance to Britain.

Ans: D

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Analysis

Answer Location: Colonial Responses

Difficulty Level: Medium

5. What did the British Parliament do in response to the colonists' Declaration of Rights and Grievances?
- They gave more power to the colonies.
  - They removed all oppressive taxes.
  - They passed the Declaratory Act.
  - They allowed the colonists' their freedom.

Ans: C

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Comprehension

Answer Location: Colonial Responses

Difficulty Level: Medium

6. Which act passed in 1767 imposed taxes on a variety of items that were imported into the colonies?
- the Townshend Acts
  - the Stamp Act
  - the Sugar Act
  - the Coercive Acts

Ans: A

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Knowledge

Answer Location: Colonial Responses

Difficulty Level: Easy

7. What was the function of the Intolerable Acts passed by Britain?
- to place import duties on wine, coffee, and sugar
  - to increase the cost of almanacs, newspapers, and legal documents
  - to punish the colonists for the Boston Tea Party

d. to impose an income tax on the colonists

Ans: C

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Comprehension

Answer Location: Colonial Responses

Difficulty Level: Medium

8. Suppose you are a colonial leader in the late 1700s and are tired of Great Britain's oppressive taxation. You have suffered financially and have decided to meet with fellow colonists to denounce the British policies and organize a boycott of British goods. Which organization have you most likely joined?

- a. the Sons of Liberty
- b. the Constitutional Convention
- c. the Stamp Act Congress
- d. the First Continental Congress

Ans: D

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Application

Answer Location: Colonial Responses

Difficulty Level: Hard

9. What was a result of the First Continental Congress?

- a. a rough draft of the Constitution
- b. the buildup of an arsenal in Concord, Massachusetts
- c. the Declaration of Independence
- d. the Boston Tea Party

Ans: B

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Comprehension

Answer Location: Colonial Responses

Difficulty Level: Medium

10. Where did the American Revolution begin?

- a. Lexington and Concord
- b. Boston
- c. Philadelphia
- d. New York City

Ans: A

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including

its strengths, weaknesses, and struggles.

Cognitive Domain: Knowledge

Answer Location: Colonial Responses

Difficulty Level: Easy

11. Imagine you are an American colonist living in New Jersey in 1776. You have always considered yourself a loyal subject of Britain, but the conflicts over taxation and the fighting at Lexington and Concord have left you unsure as to whether peaceful coexistence can be reestablished between Britain and the colonies. However, you have recently begun to read Thomas Paine's recently published *Common Sense*. What effect would this pamphlet most likely have on you?

- a. It would cause you to reaffirm your past loyalties to Great Britain.
- b. It would lead you to blame Parliament for the recent turmoil.
- c. It would persuade you to turn to the cause of independence.
- d. It would help you understand the idea of natural rights and the social contract.

Ans: C

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Application

Answer Location: The Decision for Independence

Difficulty Level: Hard

12. What was the outcome of the Second Continental Congress?

- a. a declaration of grievances by the colonists
- b. an organized boycott of British goods
- c. the first draft of the Constitution
- d. the Declaration of Independence

Ans: D

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Knowledge

Answer Location: The Decision for Independence

Difficulty Level: Easy

13. The Declaration of Independence is based on the theories of natural law and social contract, which were the ideas of which philosopher?

- a. Benjamin Franklin
- b. John Locke
- c. Baron de Montesquieu
- d. Thomas Paine

Ans: B

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Knowledge  
Answer Location: The Decision for Independence  
Difficulty Level: Easy

14. Suppose the federal government has grown significantly large and has stripped the states of most of their power due to a loose interpretation of the scope of Congress's powers in the Constitution. As a result, many American citizens feel that their basic rights have been infringed upon and do not believe that the federal government is upholding its end of the social contract. Which document can the American citizens use to justify the removal of the current government?

- a. the Declaration of Independence
- b. *Common Sense*
- c. the Federalist Papers
- d. the Articles of Confederation

Ans: A

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Application

Answer Location: The Decision for Independence

Difficulty Level: Hard

15. Why were the theories of John Locke so important during the drafting of the Declaration of Independence?

- a. Locke's theories were based on the need for war to obtain true liberty and independence.
- b. The delegates knew the king and Parliament were admirers of Locke's theories.
- c. Locke's theories justified the colonists' decision to separate from Britain.
- d. His writing was plain and simple, which made it easier for the average colonist to understand.

Ans: C

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Analysis

Answer Location: The Decision for Independence

Difficulty Level: Medium

16. What was the primary purpose of the Articles of Confederation?

- a. to dictate how states could interact with one another
- b. to formally declare independence from Great Britain
- c. to establish a government to guide the colonies through the war
- d. to appeal to foreign nations for assistance during the war

Ans: C

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including

its strengths, weaknesses, and struggles.

Cognitive Domain: Comprehension

Answer Location: The First National Government: The Articles of Confederation

Difficulty Level: Medium

17. Suppose you are a member of Congress under the Articles of Confederation. George Washington has appealed to you and your colleagues several times for funding to provide improved weapons and clothing for soldiers fighting in the Continental Army. Even though you wish to do so, why are you unable to help George Washington?
- You cannot levy taxes to support the army and cover the costs of clothes and weapons.
  - Your inability to regulate commerce has stalled the import of clothes and weapons.
  - You must get approval from all the other states before giving money to the army.
  - You do not have the ability to command an army or outfit it in any way.

Ans: A

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Application

Answer Location: The First National Government: The Articles of Confederation

Difficulty Level: Hard

18. It is the late 1780s, and James is an elite colonist who has been involved with local politics and has studied political science for most of his life. He is highly regarded by his peers and has been invited to a committee to discuss the issue of interstate commerce under the Articles of Confederation. Which meeting has James been invited to attend?
- the Annapolis Convention
  - the First Continental Congress
  - the Stamp Act Congress
  - the Constitutional Convention

Ans: A

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Application

Answer Location: The First National Government: The Articles of Confederation

Difficulty Level: Hard

19. Which concern did the delegates hope to address at the Constitutional Convention?
- The Articles of Confederation had allowed the federal government to grow too strong.
  - States were beginning to recover economically from the war, and taxation had to be considered.
  - The government was powerless to address the economic depression that had set in.
  - Shays's Rebellion was growing too large and had spread from Massachusetts to other states.

Ans: C

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Comprehension

Answer Location: The Constitutional Convention

Difficulty Level: Medium

20. What was the primary goal of the Constitutional Convention?

- a. to discuss interstate commerce under the Articles of Confederation
- b. to amend the Articles of Confederation to address several concerns
- c. to formally declare independence from Great Britain
- d. to appeal to various nations for financial support after the war

Ans: B

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Analysis

Answer Location: The Constitutional Convention

Difficulty Level: Medium

21. Which state introduced a plan to change the Articles of Confederation in a way that would benefit large, more populous states?

- a. Massachusetts
- b. New York
- c. Virginia
- d. South Carolina

Ans: C

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Knowledge

Answer Location: Plans and Compromises

Difficulty Level: Easy

22. Suppose you are a delegate at the Constitutional Convention as part of Virginia's representation. You have just proposed a plan to change the American system of government that includes \_\_\_\_\_.

- a. a bicameral legislature
- b. equal representation of states
- c. a strong single executive
- d. a single branch of government

Ans: A

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Application

Answer Location: Plans and Compromises

Difficulty Level: Hard

23. Under the Virginia Plan, how would states be represented in the legislature?

- a. Each state would receive one delegate to represent them.
- b. Each state would receive a number of delegates based on that state's population.
- c. Each state could send up to ten delegates to represent their interests.
- d. Each state would receive two delegates in each house of Congress.

Ans: B

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Comprehension

Answer Location: Plans and Compromises

Difficulty Level: Medium

24. Why would a less-populous state like Maryland oppose the Virginia Plan?

- a. It would give a single executive too much power.
- b. It would keep the institution of slavery intact.
- c. It would allow for large states to tax the small states.
- d. It would give larger states more lawmaking power.

Ans: D

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Analysis

Answer Location: Plans and Compromises

Difficulty Level: Medium

25. Suppose you are a delegate representing the state of New York at the Constitutional Convention. You recognize a need for a change in the Articles of Confederation, but want to be sure your states' interests are well-represented at the federal level. As such, you are likely to favor which plan?

- a. the Annapolis Plan
- b. the Virginia Plan
- c. the New Jersey Plan
- d. the Philadelphia Plan

Ans: B

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Application

Answer Location: Plans and Compromises

Difficulty Level: Hard

26. Under the Virginia Plan, who had the power to check the power of the legislative branch?

- a. the President of the United States
- b. the Chief Justice of the Supreme Court
- c. the House of Representatives
- d. the Council of Revision

Ans: D

Learning Objective: 2.2: Compare and contrast the various plans for the new



constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Comprehension

Answer Location: Plans and Compromises

Difficulty Level: Medium

27. Which state proposed a plan that would counter the Virginia Plan?

- a. Rhode Island
- b. Connecticut
- c. New Jersey
- d. Maryland

Ans: C

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Knowledge

Answer Location: Plans and Compromises

Difficulty Level: Easy

28. Which was one feature of the New Jersey Plan?

- a. a one-house legislature
- b. a single executive
- c. representation based on population
- d. a central government with extensive authority

Ans: A

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Knowledge

Answer Location: Plans and Compromises

Difficulty Level: Easy

29. Which feature of the New Jersey Plan made it more appealing and beneficial to smaller, less-populous states?

- a. the unicameral legislature
- b. a strong single executive
- c. separation of powers
- d. equal representation in Congress

Ans: D

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Analysis

Answer Location: Plans and Compromises

Difficulty Level: Medium

30. If Rhode Island had attended the Constitutional Convention, which plan would they have most likely supported?

- a. the Virginia Plan
- b. the Anti-Slavery Plan

- c. the New Jersey Plan
- d. the Annapolis Plan

Ans: C

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Application

Answer Location: Plans and Compromises

Difficulty Level: Hard

31. A bicameral legislature in which one house would be based on proportional representation and the other house would feature equal representation was a feature of the \_\_\_\_\_.

- a. New Jersey Plan
- b. Annapolis Compromise
- c. Connecticut Compromise
- d. Virginia Plan

Ans: C

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Comprehension

Answer Location: Plans and Compromises

Difficulty Level: Medium

32. How did the Great Compromise address the concerns delegates had about a central government's power of taxation?

- a. It implemented a different tax rate for different states based on a state's physical land size and general population.
- b. It capped the percentage that citizens could be taxed at 10 percent for low-income citizens and 25 percent for wealthy citizens.
- c. It prohibited the collection of property taxes and income taxes but permitted Congress to levy a payroll tax.
- d. It required that all revenue bills originate in the legislative chamber that includes proportional representation.

Ans: D

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Analysis

Answer Location: Plans and Compromises

Difficulty Level: Medium

33. Thomas is a wealthy shipping merchant who is part of the Constitutional Convention in Philadelphia. Because of his profession, he is mostly concerned with how the new form of government will improve interstate and foreign commerce and wants to ensure that the plan that is adopted will benefit his interests. Which plan will Thomas likely favor?

- a. the Great Compromise

- b. the Virginia Plan
- c. the New Jersey Plan
- d. the Delaware Plan

Ans: A

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Application

Answer Location: Plans and Compromises

Difficulty Level: Hard

34. Why were Northerners opposed to the Southern states counting slaves as free people in their population?

- a. They did not want slaves to feel as though they were free persons in any way.
- b. Doing so would boost the Southern representation in the legislature.
- c. It would mean the North would be taxed at a higher rate than the South.
- d. Doing so would signal the end of slavery and a likely economic collapse.

Ans: B

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Comprehension

Answer Location: The Slavery Issue

Difficulty Level: Medium

35. Suppose a delegate from the North at the Constitutional Convention is trying to convince his fellow Northern delegates to allow the South to count slaves as free persons. Which point should this delegate make to support his argument?

- a. Allowing slaves to count as free persons is only fair to the Southern states.
- b. Doing so would lead to the quick abolition of slavery in all the states.
- c. Counting slaves as free persons would increase the amount of taxes Southern states would pay.
- d. The health of the economy depends on exports from the Southern states.

Ans: C

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Application

Answer Location: The Slavery Issue

Difficulty Level: Hard

36. Which statement best summarizes the Three-Fifths Compromise?

- a. Five slaves would be counted as three free persons.
- b. Slaves would only be considered three-fifths of a human being.
- c. Three-fifths of the Southern states would be represented in Congress.
- d. Three out of five Southern delegates would get to cast a vote in Congress.

Ans: A

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Comprehension  
Answer Location: The Slavery Issue  
Difficulty Level: Medium

37. Which statement best summarizes the concept of popular sovereignty?
- a. The people retain ultimate power over the government.
  - b. The authority of the central government is divided into separate branches.
  - c. The federal government shares certain powers with the states.
  - d. Each branch of government checks the power of the others.

Ans: A

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Comprehension  
Answer Location: The New Constitution  
Difficulty Level: Medium

38. The preamble, which begins with the phrase “We the People,” embodies which core principle?
- a. federalism
  - b. separation of powers
  - c. checks and balances
  - d. popular sovereignty

Ans: D

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Comprehension  
Answer Location: The New Constitution  
Difficulty Level: Medium

39. Which is an example of the core principle of popular sovereignty at work?
- a. delegating certain authorities to Congress and other authorities to the president
  - b. the legislative branch checking the authority of the president
  - c. the establishment of the right to vote in the Constitution, but giving states power to control voting
  - d. free and regular elections of members of the House of Representatives

Ans: D

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Application  
Answer Location: The New Constitution  
Difficulty Level: Hard

40. How does the principle of popular sovereignty align with John Locke’s theory of a

social contract?

- a. The people, not the government, have the power to infringe upon their own rights.
- b. The people may vote out any government officials who they feel violate their rights.
- c. The government has the ability to determine if it is in the interest of the people to violate their rights.
- d. The government has the power to violate the social contract only in matters of national security.

Ans: B

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Analysis

Answer Location: The New Constitution

Difficulty Level: Medium

41. Popular sovereignty under the Constitution reaffirmed the promise that \_\_\_\_\_.

- a. only the wealthiest would be subject to taxation
- b. the government would not grow too powerful
- c. there would be no taxation without representation
- d. all Americans, regardless of race or gender, could vote

Ans: C

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Comprehension

Answer Location: The New Constitution

Difficulty Level: Medium

42. Under the Constitution, Congress is given the power to make rules and regulations, but it is the responsibility of the president to enforce those rules and regulations once they become law. This is an example of \_\_\_\_\_.

- a. popular sovereignty
- b. separation of powers
- c. federalism
- d. reserved powers

Ans: B

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Application

Answer Location: The New Constitution

Difficulty Level: Hard

43. Which philosopher served as the inspiration for the separation of powers?

- a. John Locke
- b. Thomas Hobbes

- c. Alexis de Tocqueville
- d. Baron de Montesquieu

Ans: D

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Knowledge

Answer Location: The New Constitution

Difficulty Level: Easy

44. The division of federal power between the executive, legislative, and judicial branches is known as \_\_\_\_\_.

- a. federalism
- b. popular sovereignty
- c. checks and balances
- d. separation of powers

Ans: D

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Knowledge

Answer Location: The New Constitution

Difficulty Level: Easy

45. Why did the Founders feel that it was critical to implement a system of separation of powers within the federal government?

- a. Doing so would ensure that there would be no taxation without representation.
- b. Americans would not accept a new form of government without clearly-defined roles of government.
- c. Separation of powers would safeguard against abuses of power and tyranny at the federal level.
- d. Establishing this system would hopefully inspire other nations to adopt a similar structure.

Ans: C

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Analysis

Answer Location: The New Constitution

Difficulty Level: Medium

46. How did the structure of government under the new Constitution differ from the structure of government in Great Britain at the time?

- a. The Constitution separated the powers of the government, while Parliament combined them.
- b. The powers under Parliament were clearly defined, while those under the

Constitution were not.

c. The Constitution granted the federal government more power than Parliament had.

d. It did not, many of the structures of government were either nearly identical or very similar.

Ans: A

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Analysis

Answer Location: The New Constitution

Difficulty Level: Medium

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47. What is the primary function of a system of checks and balances within the federal government?

a. to hold Congress accountable to their constituents who voted them in

b. to ensure that no one branch of government can grow too powerful

c. to alleviate the stress of governing at the federal level of government

d. to ensure that the states retain some of their powers

Ans: B

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Analysis

Answer Location: The New Constitution

Difficulty Level: Medium

48. Under the system of checks and balances, what must happen in order for policies to work effectively?

a. A bill must successfully pass through both houses of Congress.

b. The legislative and executive branches must work with one another.

c. The judicial branch must approve policies that appear on its docket.

d. The states must unanimously approve a proposed policy.

Ans: B

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Analysis

Answer Location: The New Constitution

Difficulty Level: Medium

49. In 2018, President Donald Trump appointed Brett Kavanaugh to the Supreme Court. The Constitution grants the Senate the right to confirm presidential appointments to the Supreme Court during a process of advice and consent. The Senate narrowly confirmed Kavanaugh in a 50-48 vote. This is an example of which principle of American government?

a. federalism

- b. popular sovereignty
- c. checks and balances
- d. social contract

Ans: C

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Application

Answer Location: The New Constitution

Difficulty Level: Hard

50. Under which framework of government is power divided between the state and national levels of government?

- a. separation of powers
- b. checks and balances
- c. federalism
- d. popular sovereignty

Ans: C

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Knowledge

Answer Location: The New Constitution

Difficulty Level: Easy

51. The Constitution establishes the right to vote for all citizens regardless of race, ethnicity, or gender. However, each state is responsible for determining its own systems of voting and who is on the ballot. What is this an example of?

- a. popular sovereignty
- b. federalism
- c. separation of powers
- d. checks and balances

Ans: B

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Application

Answer Location: The New Constitution

Difficulty Level: Hard

52. The ability of states to handle concerns that are local to that state, while the federal government handles national concerns that affect society as a whole, is the basis for which system of the American government?

- a. separation of powers
- b. enumerated powers
- c. checks and balances



d. federalism

Ans: D

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Comprehension

Answer Location: The New Constitution

Difficulty Level: Medium

53. What are enumerated powers?

- a. powers that are reserved for the states
- b. powers that are granted to the president only
- c. powers that are specifically listed in the Constitution
- d. powers that are available only to the people

Ans: C

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Knowledge

Answer Location: The New Constitution

Difficulty Level: Easy

54. What was the underlying belief informing the enumeration of powers in the Constitution?

- a. The enumerated powers would serve as a bare minimum for the scope of power for Congress.
- b. The enumerated powers would be available to both the states and the federal government.
- c. The federal government would have the ability to expand its powers to carry out its duties.
- d. The federal government would be limited to only those powers listed in the Constitution.

Ans: D

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Analysis

Answer Location: The New Constitution

Difficulty Level: Medium

55. Which option best describes the Federalist position?

- a. favorable to the newly proposed Constitution
- b. in favor of altering, but not replacing, the Articles of Confederation
- c. strongly opposed to the new Constitution
- d. strongly in favor of the Articles of Confederation as-is

Ans: A

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Comprehension

Answer Location: Federalists versus Anti-Federalists

Difficulty Level: Medium

56. Suppose Nathaniel was a delegate who represented Pennsylvania at the Constitutional Convention. The draft of the Constitution has been finished and is now being slowly made available to the states and the public for consideration and potential ratification. Nathaniel is proud of what he and his other delegates have done and is hopeful for ratification. Nathaniel can be classified as a(n) \_\_\_\_\_.

- a. loyalist
- b. Anti-Federalist
- c. Federalist
- d. Democratic-Republican

Ans: C

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Application

Answer Location: Federalists versus Anti-Federalists

Difficulty Level: Hard

57. It is 1787, and Henry is a citizen of Rhode Island who is just now hearing about a new form of government political elites have been working on that would replace the Articles of Confederation. Henry is highly skeptical of this new form of government and does not see why the Articles of Confederation need to be completely overhauled.

Henry is likely a(n) \_\_\_\_\_.

- a. Federalist
- b. Confederate
- c. Republican
- d. Anti-Federalist

Ans: D

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Application

Answer Location: Federalists versus Anti-Federalists

Difficulty Level: Hard

58. In order for the Constitution to have any chance at being ratified to replace the Articles of Confederation, how many states were required to approve it?

- a. seven
- b. nine
- c. ten
- d. thirteen

Ans: B

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role

that the Bill of Rights played in the process.

Cognitive Domain: Knowledge

Answer Location: Federalists versus Anti-Federalists

Difficulty Level: Easy

59. What was the main reason the delegates conducted the Constitutional Convention under a strict code of secrecy?

- a. to ensure that delegates could significantly expand the scope of government
- b. to best establish a government that would benefit the delegates' personal interests
- c. to prevent public opinion from pressuring delegates to avoid certain issues
- d. to avoid being targeted by everyday citizens, most of whom supported the Articles of Confederation

Ans: C

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Comprehension

Answer Location: Federalists versus Anti-Federalists

Difficulty Level: Medium

60. Why were the ratification conventions held in the dead of winter?

- a. It was mid-winter when the Constitutional Convention ended and they wanted to move quickly toward ratification.
- b. Doing so would limit the participation of poor farmers who were resistant to a strong government.
- c. Winter was when each state's legislatures met for the last time and they wanted a quick decision.
- d. The delegates were concerned with the economic depression and the health of citizens during winter.

Ans: B

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Comprehension

Answer Location: Federalists versus Anti-Federalists

Difficulty Level: Medium

61. How were the supporters of the Constitution able to alleviate the fears and state the benefits of the Constitution so effectively during the ratification debates?

- a. by holding the Constitutional Convention publicly
- b. by touring to each state to answer questions
- c. by publishing a series of persuasive essays
- d. by stoking fears of a renewal of British rule

Ans: C

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Comprehension

Answer Location: The Federalist Papers

Difficulty Level: Medium

62. James Madison addressed the issue of factions in which Federalist Paper?

- a. Federalist No. 10
- b. Federalist No. 46
- c. Federalist No. 51
- d. Federalist No. 69

Ans: A

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Knowledge

Answer Location: The Federalist Papers

Difficulty Level: Easy

63. Abigail is a colonist in the late 1780s and has been hearing a variety of things, good and bad, about the proposed Constitution. While she is not necessarily a fan of the Articles of Confederation, she is also unsure of a strong central government and does not want a repeat of the tyrannical Great Britain. Which Federalist Paper should Abigail read to best alleviate her fears?

- a. Federalist No. 10
- b. Federalist No. 15
- c. Federalist No. 46
- d. Federalist No. 78

Ans: C

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Application

Answer Location: The Federalist Papers

Difficulty Level: Hard

64. How did James Madison support the claim that the Constitution would protect against government abuses of power in Federalist No. 51?

- a. by reassuring citizens that states will retain sovereignty under federalism
- b. by outlining the government's division into separate branches and levels
- c. by pointing out the many failures of the Articles of Confederation
- d. by describing the nature of the executive and how it differs from Britain

Ans: B

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Analysis

Answer Location: The Federalist Papers

Difficulty Level: Medium

65. How did those who were opposed to the Constitution during the ratification debates respond to the Federalist papers?

- a. by boycotting pro-Federalist newspapers

- b. by launching a media campaign of their own
- c. by refuting each point during public debates
- d. by conceding to ratification

Ans: B

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Knowledge

Answer Location: The Federalist Papers

Difficulty Level: Easy

66. What was the main argument against the Constitution that the Anti-Federalists made during the ratification debates?

- a. The Constitution would not be as effective as the Articles of Confederation.
- b. The Articles of Confederation were a sufficient structure of government.
- c. The new government would not have enough power to carry out the authorities listed.
- d. The government would infringe upon citizens' rights since it lacked a bill of rights.

Ans: D

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Comprehension

Answer Location: The Federalist Papers

Difficulty Level: Medium

67. Why was the Anti-Federalist argument in favor of a bill of rights so effective?

- a. Several states already had a bill of rights in their own constitutions.
- b. The inclusion of a bill of rights was supported by most Federalists, as well.
- c. The argument drew upon the only good aspect of the Articles of Confederation.
- d. The Constitution otherwise lacked any real limits on the federal government.

Ans: A

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Analysis

Answer Location: A Bill of Rights

Difficulty Level: Medium

68. How did James Madison initially feel about adding a bill of rights to the Constitution?

- a. He believed it would be incomplete and allow for infringement of other rights.
- b. He was one of the few Federalists who strongly favored a bill of rights.
- c. He did not see how it would keep a government from infringing on individual rights.
- d. He was only in favor of protecting certain rights under the Constitution.

Ans: A

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Comprehension

Answer Location: A Bill of Rights

Difficulty Level: Medium

69. The argument that a bill of rights would be incomplete and therefore invite the government to infringe upon any rights not listed in it was central to which of the Federalist Papers?

- a. Federalist No. 10
- b. Federalist No. 46
- c. Federalist No. 51
- d. Federalist No 84

Ans: D

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Knowledge

Answer Location: A Bill of Rights

Difficulty Level: Easy

70. How did Thomas Jefferson justify the addition of a bill of rights to the Constitution to James Madison?

- a. He stated that they should do whatever necessary to secure ratification.
- b. He explained that it was critical to secure whatever rights they could.
- c. He argued that not adding a bill of rights would lead to certain anarchy.
- d. He suggested that the bill of rights could always be removed later.

Ans: B

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Comprehension

Answer Location: A Bill of Rights

Difficulty Level: Medium

71. The rights included in the bill of rights can be classified as \_\_\_\_\_.

- a. only applying to men who owned property
- b. rights that all people should be entitled to
- c. temporary and capable of being rescinded
- d. arbitrary and thus illegitimate in some respects

Ans: B

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Analysis

Answer Location: A Bill of Rights

Difficulty Level: Medium

72. During the period of initial settlement in the colonies, many of those who came over did so to escape religious persecution. America welcomed those from various religions, including Quakers, Lutherans, and Puritans. This tradition of religious acceptance continued after the Constitution was ratified through the passage of which amendment?

- a. the First Amendment
- b. the Fourth Amendment

- c. the Sixth Amendment
- d. the Tenth Amendment

Ans: A

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Application

Answer Location: A Bill of Rights

Difficulty Level: Hard

73. Why is the formal amendment process so long and difficult?

- a. to protect the Constitution from being changed with every whim of the people
- b. to ensure that the Constitution would remain essentially unchanged
- c. to prevent the government from infringing upon the rights of the people
- d. to encourage the people to consider other methods of change first

Ans: A

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Analysis

Answer Location: The Formal Amendment Process

Difficulty Level: Medium

74. How many votes are required in Congress to propose an amendment to the Constitution?

- a. half of both the Senate and the House of Representatives
- b. two-thirds of the Senate and the House of Representatives
- c. three-quarters of the Senate and the House of Representatives
- d. a unanimous vote of the Senate and the House of Representatives

Ans: B

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Knowledge

Answer Location: The Formal Amendment Process

Difficulty Level: Easy

75. Imagine a new amendment lowering the voting age to 16 has been proposed and has secured the necessary votes in the House of Representatives. How many votes must be secured in the Senate for the amendment to proceed to the ratification stage?

- a. 33
- b. 50
- c. 67
- d. 100

Ans: C

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Application

Answer Location: The Formal Amendment Process

Difficulty Level: Hard

76. According to the Constitution, how many state legislatures must call for a national convention for an amendment to be proposed?

- a. a simple majority
- b. two-thirds
- c. three-quarters
- d. all of them

Ans: B

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Knowledge

Answer Location: The Formal Amendment Process

Difficulty Level: Easy

77. If an amendment to the Constitution is not successfully proposed in Congress, what is another way the amendment can be proposed?

- a. a ballot measure in the next presidential election
- b. direct proposal to the president by a group of interested individuals
- c. formal presentation by the president to the Supreme Court's consideration
- d. a national convention of states called by state legislatures

Ans: D

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Comprehension

Answer Location: The Formal Amendment Process

Difficulty Level: Medium

78. Suppose an amendment that would place limits on immigration and only admit applicants based on merit and skill has been successfully proposed by Congress. What must happen next for the amendment to be ratified to the Constitution?

- a. It must be presented to the president to sign into law.
- b. It must be ratified by three-fourths of state legislatures.
- c. It must be approved by one-half of the Senate.
- d. It must be voted upon by the people during the next election.

Ans: B

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Application

Answer Location: The Formal Amendment Process

Difficulty Level: Hard

79. What role do the states play in the formal amendment process?

- a. State legislatures have the power to repeal an amendment with a unanimous vote.
- b. State legislatures are the only institutions that are involved in both the proposal and ratification process.



Instructor Resource  
Dautrich, *The Enduring Democracy, 6e*  
SAGE Publishing, 2021

- c. The state legislatures are able to propose an amendment with a simple majority vote.
- d. Since Congress was granted lawmaking authority, state legislatures are responsible for passing amendments.

Ans: B

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Analysis

Answer Location: The Formal Amendment Process

Difficulty Level: Medium

80. In order for an amendment to be ratified, how many special ratification conventions held in the states must approve the amendment?

- a. one-half
- b. two-thirds
- c. three-fourths
- d. all 50 states

Ans: C

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Comprehension

Answer Location: The Formal Amendment Process

Difficulty Level: Medium

81. How many of the amendments to the Constitution were proposed by Congress?

- a. 12
- b. 15
- c. 21
- d. 27

Ans: D

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Knowledge

Answer Location: The Formal Amendment Process

Difficulty Level: Easy

82. Although not explicitly stated in the Constitution, what is one additional requirement for the ratification of an amendment to the Constitution that has been upheld by the courts?

- a. The amendment must not negatively impact one group for the benefit of another.
- b. The amendment must be ratified within a reasonable amount of time.
- c. The amendment must be voted upon each year until it is ratified to the Constitution.
- d. The amendment must not feature a measure that would harm the life, liberty, or property of others.

Ans: B

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Analysis  
Answer Location: The Formal Amendment Process  
Difficulty Level: Medium

83. What role does the judicial branch play in the ratification of amendments to the Constitution?

- a. It serves as the final step to achieving ratification.
- b. It marks the beginning of the amendment proposal process.
- c. It interprets the amendments and applies them to case decisions.
- d. It evaluates the constitutionality of amendments before ratification.

Ans: C

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Analysis  
Answer Location: Informal Processes of Change  
Difficulty Level: Medium

84. Who is responsible for spearheading the loose construction ideology during the United States' early years?

- a. John Adams
- b. Thomas Jefferson
- c. George Washington
- d. John Marshall

Ans: D

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Knowledge  
Answer Location: Informal Processes of Change  
Difficulty Level: Easy

85. The idea that the provisions within the Constitution are broad and open to interpretation is characteristic of which school of thought?

- a. loose construction
- b. elastic interpretation
- c. strict construction
- d. constitutionalism

Ans: A

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Comprehension  
Answer Location: Informal Processes of Change  
Difficulty Level: Medium

86. In the landmark Supreme Court case *Roe v. Wade*, the majority opinion stated that a woman had a right to seek and obtain an abortion as protected by the implied right to privacy in the Constitution. The Constitution does not explicitly state anywhere that a

woman has a right to obtain an abortion, nor does it explicitly state that people have a right to privacy. This decision would therefore be an example of \_\_\_\_\_.

- a. strict constructionism
- b. narrow interpretation
- c. loose constructionism
- d. rigid constitutionalism

Ans: C

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Application

Answer Location: Informal Processes of Change

Difficulty Level: Hard

87. What does strict construction mean?

- a. Only the government has those powers explicitly stated in the Constitution.
- b. The Constitution is a living, breathing document open for interpretation.
- c. The wording of the Constitution is not to be taken too exactly.
- d. The opinions of the courts must be void of personal opinion.

Ans: A

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Knowledge

Answer Location: Informal Processes of Change

Difficulty Level: Easy

88. What motive is there for judges and Supreme Court justices to adopt a strict constructionist interpretation of the Constitution?

- a. Doing so allows the Constitution to adapt to the changes in society.
- b. Strict constructionism gives the judicial branch more power.
- c. It ensures the government does not overreach in its powers.
- d. Doing so improves the public perception of the judicial branch.

Ans: C

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Analysis

Answer Location: Informal Processes of Change

Difficulty Level: Medium

89. Supreme Court Justice Clarence Thomas has been known for his narrow interpretations of the Constitution's language. Specifically, Thomas has consistently interpreted the Commerce Clause of the Constitution in a way that limits the scope of what can be classified as "commerce." Given this information, to which judicial ideology does Justice Clarence Thomas most likely subscribe?

- a. strict construction
- b. judicial activism
- c. loose construction

d. open interpretation

Ans: A

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Application

Answer Location: Informal Processes of Change

Difficulty Level: Hard

90. Suppose the state of Illinois has just passed a law that bans its residents from purchasing, owning, or possessing any type of firearm for any reason. A case has been made against the state of Illinois, arguing that the law infringes upon Illinois residents' Second Amendment rights. The Supreme Court has agreed to hear this case and, upon evaluation, has determined that the law is unconstitutional. This is an example of \_\_\_\_\_.

a. federalism

b. an overreach of judicial power

c. loose construction

d. judicial review

Ans: D

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Application

Answer Location: Informal Processes of Change

Difficulty Level: Hard

### True/False

1. Great Britain imposed taxes on the colonists to help cover the costs of the French and Indian War.

Ans: T

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Knowledge

Answer Location: British Actions

Difficulty Level: Easy

2. One of the biggest weaknesses of the Articles of Confederation was the inability of Congress to levy taxes.

Ans: T

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Comprehension

Answer Location: The First National Government: The Articles of Confederation

Difficulty Level: Medium

3. The proposed Virginia Plan benefitted smaller, less-populous states.

Ans: F

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Knowledge

Answer Location: Plans and Compromises

Difficulty Level: Easy

4. The delegates of the Constitutional Convention generally agreed that slavery should be abolished under the new form of government.

Ans: F

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Comprehension

Answer Location: The Slavery Issue

Difficulty Level: Medium

5. As a way to prevent the government from growing tyrannical, the Founders established a system of checks and balances.

Ans: T

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Comprehension

Answer Location: The New Constitution

Difficulty Level: Medium

6. Federalism refers to the division of power between the executive, legislative, and judicial branches of the federal government.

Ans: F

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Knowledge

Answer Location: The New Constitution

Difficulty Level: Easy

7. The Federalist Papers were published as a way to ease concerns surrounding the new constitution.

Ans: T

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Comprehension

Answer Location: The Federalist Papers

Difficulty Level: Medium

8. The Anti-Federalists argued in favor of adding a Bill of Rights to the Constitution.

Ans: T

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Knowledge

Answer Location: A Bill of Rights

Difficulty Level: Easy

9. An amendment may be proposed by Congress or the state legislatures.

Ans: T

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Knowledge

Answer Location: The Formal Amendment Process

Difficulty Level: Easy

10. Ratification of an amendment to the Constitution is the most common way to change the Constitution.

Ans: F

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Comprehension

Answer Location: Informal Processes of Change

Difficulty Level: Medium

## Essay

1. Briefly explain how Thomas Jefferson incorporated John Locke's theories into the Declaration of Independence.

Ans: Answers will vary, but students should know John Locke's theories of natural rights and the social contract and be able to explain how Thomas Jefferson incorporated these theories by including the statement that "all men are created equal" and have certain inalienable rights of "life, liberty, and the pursuit of happiness," and that the people had the right to abolish the government if these rights were not respected.

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Analysis

Answer Location: The Decision for Independence

Difficulty Level: Medium

2. Why did the Articles of Confederation prove to be insufficient? Include at least three examples and explain why each example hindered the functions and effectiveness of

the government.

Ans: Answers will vary. Students should be able to list at least three examples of how the Articles of Confederation hampered the new government, which may include the inability of Congress to levy taxes, the lack of federal government control over trade with other nations, and the fact that the Articles required unanimous approval to change, among other examples. Then, students must be able to explain how each of these harmed America as a new nation, whether it be financial or economic strain.

Learning Objective: 2.1: Discuss the causes of the American Revolution and the structure of the first national government under the Articles of Confederation, including its strengths, weaknesses, and struggles.

Cognitive Domain: Analysis

Answer Location: The First National Government: The Articles of Confederation

Difficulty Level: Medium

3. Consider the Virginia Plan and the New Jersey Plans. If you were a delegate at the Constitutional Convention, which plan would you most likely support? Explain why. What would you have changed about the Great Compromise? Consider such factors as representation, the separation of powers, size of the executive, and slavery.

Ans: Answers will vary, but students should be able to demonstrate an understanding of the Virginia Plan and the New Jersey Plan by stating which plan they would have supported and explaining why. These reasons could include such points as overall fairness in representation in Congress, dividing the power of the executive between several members on a committee versus a single executive, or the power the legislature has over the states. Students should then demonstrate knowledge of how the delegates reached a compromise by discussing ways in which they might alter or change the compromise that was reached. Students could note that they would have favored a system based on equal representation in the legislature, an executive committee, and the complete abolition of slavery.

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Application

Answer Location: Plans and Compromises

Difficulty Level: Hard

4. Explain the circumstances surrounding the Three-Fifths Compromise and briefly define what it is.

Ans: The Three-Fifths Compromise was the agreement reached between those who wanted to count slaves towards the population for representative purposes and those who believed slaves should not be counted since they were considered property at the time. The Three-Fifths Compromise stated that for every five slaves, three would be counted towards the population for representation purposes.

Learning Objective: 2.2: Compare and contrast the various plans for the new constitution and the obstacles to agreement among the different colonies.

Cognitive Domain: Analysis

Answer Location: The Slavery Issue

Difficulty Level: Medium

5. How did the delegates at the Constitutional Convention implement safeguards against tyranny in the new government?

Ans: The separation of powers created three separate branches of government, each of which had different and overlapping powers to ensure that no one branch of government had absolute power over one aspect of government. Checks and balances also made sure that each branch of government could check the other and prevent it from growing too large and too powerful.

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Analysis

Answer Location: The New Constitution

Difficulty Level: Medium

6. Define federalism and provide an example of federalism in today's government.

Ans: Answers will vary, but students should first be able to define federalism, which is the division of power between the state governments and the federal government. Next, students should be able to describe an example of federalism in today's government and explain how that example embodies the Founders' vision of federalism, such as states controlling their own voting procedures.

Learning Objective: 2.3: Explain the principles incorporated in the new constitution, including popular sovereignty, the separation of powers, federalism, and limited government.

Cognitive Domain: Application

Answer Location: The New Constitution

Difficulty Level: Hard

7. Why did James Madison, Alexander Hamilton, and John Jay write the Federalist Papers?

Ans: Madison, Hamilton, and Jay wrote the Federalist Papers as a way to educate the public on the newly proposed constitution and ease concerns about the scope and authority the new government would have.

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Analysis

Answer Location: The Federalist Papers

Difficulty Level: Medium

8. What do you think would have happened if the Bill of Rights had not been added to the Constitution?

Ans: Answers will vary, but students should evaluate the Bill of Rights as it was written and how the Bill of Rights has been interpreted today. Students should use that to then explain what they believe would have happened if the Bill of Rights had not been added to the Constitution. Students may believe that the tradition of natural rights and a social contract would continue on throughout history and the rights of the people would remain



intact, or they could argue that current laws in place and Supreme Court interpretations would have led to a severe infringement of rights.

Learning Objective: 2.4: Discuss the reasons why ratification succeeded and the role that the Bill of Rights played in the process.

Cognitive Domain: Application

Answer Location: A Bill of Rights

Difficulty Level: Hard

9. Give an example of an amendment in recent history that successfully made it through the amendment process. Can you give an example of an amendment that failed to make it through the amendment process?

Ans: Answers will vary, but students should be able to list some amendments, such as those that gave women the right to vote, limited the number of terms a president can serve to two, or lowering the voting age to 18. An amendment that failed to make it through the amendment process is the Equal Rights Amendment.

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Application

Answer Location: The Formal Amendment Process

Difficulty Level: Hard

10. Briefly explain the loose construction and strict construction interpretations of the Constitution. Which interpretation style do you agree with? Why?

Ans: Answers will vary. Students should be able to explain that loose construction is the idea that the Constitution has open-ended and broad meanings, whereas strict construction interprets the Constitution more literally. Next, students should consider their own beliefs about how the Constitution should be interpreted, and if those interpretations should have the same weight as formal changes to the Constitution. Students should be able to explain why they believe in that style of interpretation by discussing their own values and how they view the Constitution themselves.

Learning Objective: 2.5: Describe the process of amending the Constitution as well as alternative means of achieving constitutional change.

Cognitive Domain: Application

Answer Location: Informal Processes of Change

Difficulty Level: Hard