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CHAPTER 2: The Constitution: Rules of the Game

MULTIPLE CHOICE QUESTIONS

1. In the opening dialogue, the uninformed students considered the framers of the Constitution to be _____.
   a. above politics
   b. politicians just like modern ones
   c. dead, white males
   d. uneducated

   Answer: A
   Learning Objective: None
   Topic: Introduction
   Skill Level: Remember the Facts
   Difficulty Level: Easy

2. On July 4, _____, the Declaration of Independence proclaimed the American colonies "Free and Independent States."
   a. 1620
   b. 1776
   c. 1787
   d. 1789

   Answer: B
   Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
   Topic: Background to the Constitution
   Skill Level: Remember the Facts
   Difficulty Level: Easy

3. Which of the following is true of the Magna Carta?
   a. It established the concept of a bicameral legislature.
   b. It declared that the king's power was unlimited.
   c. It included the idea of natural rights for the individual.
   d. It established the principle of checks and balances.

   Answer: C
   Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
   Topic: Background to the Constitution
   Skill Level: Understand the Concepts
   Difficulty Level: Moderate

4. Most of the American colonies had a governor, a legislature, and a judiciary. This eventually evolved into _____.
   a. the Mayflower Compact
   b. the constitutional separation of powers
   c. the Confederation Congress

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d. the Articles of Confederation

Answer: B
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: Background to the Constitution
Skill Level: Remember the Facts
Difficulty Level: Moderate

5. Which of the following was an influence on those who framed the constitution?
   a. Socrates's *Republic*
   b. the French Constitution
   c. the Spanish-American War
   d. the experience of locally elected colonial legislatures

Answer: D
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: Background to the Constitution
Skill Level: Remember the Facts
Difficulty Level: Easy

6. Which of the following is true of the Articles of Confederation?
   a. The articles established a "league of friendship" among the states.
   b. The articles required nine of the 13 states to approve new amendments.
   c. The articles gave the power of taxation to the Continental Congress.
   d. The articles included a mechanism to coordinate the state courts.

Answer: A
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Articles of Confederation (1781–1789)
Skill Level: Understand the Concepts
Difficulty Level: Moderate

7. The _____ was a _____ legislature that existed under the Articles of Confederation.
   a. House of Confederacy; unicameral
   b. House of Confederacy, bicameral
   c. Confederation Congress; unicameral
   d. Confederation Congress; bicameral

Answer: C
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Articles of Confederation (1781–1789)
Skill Level: Remember the Facts
Difficulty Level: Moderate

8. Under the Articles of Confederation, the confederation had no _____ and no

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_____.
a. executive branch; national system of courts
b. legislature; court system
c. Confederation Congress; executive branch
d. legislature; Supreme Court

Answer: A
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Articles of Confederation (1781–1789)
Skill Level: Remember the Facts
Difficulty Level: Moderate

9. The Northwest Ordinance passed under the Articles of Confederation _____.
a. created a national system of courts
b. established the dollar as national currency
c. established the procedure for admitting new states into the Union
d. instituted a national tax to pay off old war debts

Answer: C
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Articles of Confederation (1781–1789)
Skill Level: Remember the Facts
Difficulty Level: Moderate

10. Which of the following reinforced the elite's view that a strong central government was needed to prevent "mob rule," economic decline, and foreign invasion?
a. Shays's Rebellion
b. Northeast Ordinance
c. Northwest Ordinance
d. Boston Massacre

Answer: A
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Articles of Confederation (1781–1789)
Skill Level: Remember the Facts
Difficulty Level: Difficult

11. The Constitutional Convention met in _____ from May 25 to September 17, _____.
a. Boston; 1776
b. Boston; 1787
c. New York; 1776
d. Philadelphia; 1787

Answer: D
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.

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Topic: The Constitutional Convention
Skill Level: Remember the Facts
Difficulty Level: Moderate

12. Which of the following is true of the constitutional convention?
    a. It was a series of open meetings involving public input.
    b. It was a set of secret meetings initially held to revise the Articles of Confederation.
    c. It involved the governors of all the states in one private meeting to discuss creating a presidency.
    d. It sought opinions of the public through a series of editorial columns in local papers.

Answer: B
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Constitutional Convention
Skill Level: Understand the Concepts
Difficulty Level: Moderate

13. Which of the following is true of the Great Compromise?
    a. It allowed state legislatures to choose House members.
    b. It created the mechanism to end slavery.
    c. It allowed for recognition of the United States by Great Britain.
    d. It established the present structure of Congress.

Answer: D
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Constitutional Convention
Skill Level: Understand the Concepts
Difficulty Level: Moderate

14. During the deliberations that preceded the Three-Fifths Compromise, southern states _____.
    a. did not want to count slaves as people
    b. did not want to treat slaves as people but wanted to count them that way
    c. wanted to end slavery
    d. wanted to disenfranchise the slaves

Answer: B
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Constitutional Convention
Skill Level: Understand the Concepts
Difficulty Level: Moderate

15. Which of the following renowned figures was absent at the Constitutional Convention?
    a. Benjamin Franklin
    b. George Washington

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c. Thomas Jefferson
d. John Adams

Answer: C
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Framers
Skill Level: Remember the Facts
Difficulty Level: Difficult

16. The primary motivation of the framers, according to Charles Beard, was to _____.
a. protect their property rights through creation of a strong national government
b. provide opportunities for political advancement for the framers
c. strengthen states' rights in order to allow more effective resolution of property disputes
d. allow the new federal courts to adjudicate all economic disputes

Answer: A
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: Motives behind the Constitution
Skill Level: Understand the Concepts
Difficulty Level: Moderate

17. The founding fathers were generally apprehensive of democracy. Which of the following could the founders have viewed as restraints on democracy?
a. the House of Representatives and the Senate
b. the House of Representatives and the Supreme Court
c. the Senate and the Supreme Court
d. the Electoral College and the House of Representatives

Answer: C
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: Motives behind the Constitution
Skill Level: Analyze It
Difficulty Level: Difficult

18. The Federalists favored a _____ national government. At the same time, they wanted to limit _____.
a. strong; the power of the judiciary
b. weak; the power of the judiciary
c. strong; popular participation in government
d. weak; popular participation in government

Answer: C
Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: Federalists versus Anti-Federalists

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Skill Level: Understand the Concepts
Difficulty Level: Moderate

19. Which of the following is a true statement about the Federalists and the Anti-Federalists?
    a. Both factions distrusted the power of state governments.
    b. Federalists were pessimistic about human nature, and Anti-Federalists were more optimistic about human nature.
    c. The Anti-Federalists preferred a nonelected judiciary and indirectly elected president.
    d. Both factions wanted to ratify the Constitution but they disagreed on the timing and urgency of ratification.

    Answer: B
    Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
    Topic: Federalists versus Anti-Federalists
    Skill Level: Remember the Facts
    Difficulty Level: Moderate

20. The Constitution represents a compromise between the Federalists, who were concerned about _____, and the Anti-Federalists, who were concerned about _____.
    a. taxes; deficits
    b. tyranny of the people; tyranny of the rulers
    c. individual freedoms; societal order
    d. societal order; individual freedoms

    Answer: B
    Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
    Topic: Federalists versus Anti-Federalists
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

21. Which of the following is true of *The Federalist Papers*?
    a. They were written to persuade the public to support ratification of the Constitution.
    b. They were written to persuade the public to oppose ratification of the Constitution.
    c. They were written to urge the passage of the Bill of Rights.
    d. They were an attack against the framers and supported continuation of the Articles of Confederation.

    Answer: A
    Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
    Topic: Ratification and the Bill of Rights
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

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22. The first 10 amendments to the Constitution are collectively known as _____.
    a. the Federalist Papers
    b. the Bill of Rights
    c. the preamble
    d. prologue

    Answer: B
    Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
    Topic: Ratification and the Bill of Rights
    Skill Level: Remember the Facts
    Difficulty Level: Easy

23. According to the author, the U.S. Constitution did three things in creating a government: 1) established the structure of government, 2) distributed powers to the government, and 3)_____.
    a. empowered the government to act
    b. restrained the government in exercising its powers
    c. created judicial review to adjudicate disputes
    d. created the executive function

    Answer: B
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Four Major Constitutional Principles
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

24. Despite the principle of separation of powers, which of the following is an example of the president's legislative powers?
    a. the power to set tariffs on imported goods
    b. the power to recommend measures to Congress
    c. the power to refuse to appropriate money for any executive agency
    d. the power to remove cabinet secretaries

    Answer: B
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Separation of Powers and Checks and Balances
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

25. Checks and balances create a mixture of powers that permits the three branches of government to _____ one another.
    a. reinforce
    b. undermine
    c. circumvent
    d. limit

    Answer: D
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Separation of Powers and Checks and Balances

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Skill Level: Understand the Concepts
Difficulty Level: Easy

26. Which of the following constitutional principles would prevent a senator from also serving as a judge?
    a. separation of powers
    b. division of labor
    c. checks and balances
    d. the executive function

    Answer: A
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Separation of Powers and Checks and Balances
    Skill Level: Apply What You Know
    Difficulty Level: Moderate

27. Police television dramas often depict scenes in which a local police department disagrees with the FBI over which organization should investigate the case. Such disagreements are a consequence of _____.
    a. separation of powers
    b. division of labor
    c. checks and balances
    d. federalism

    Answer: D
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Federalism
    Skill Level: Apply What You Know
    Difficulty Level: Moderate

28. Federalism _____ political authority.
    a. distributes
    b. enhances
    c. restricts
    d. preserves

    Answer: A
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Federalism
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

29. American federalism involves two contradictory notions: _____.
    a. separation of powers and checks and balances
    b. separation of powers and division of labor
    c. supremacy of the central government and states' rights
    d. the executive function and the judicial function

    Answer: C
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Federalism

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Skill Level: Understand the Concepts
Difficulty Level: Difficult

30. Under the system of federalism, _____.
    a. only the federal government has exclusive powers
    b. only state governments have exclusive powers
    c. power is unlikely to be concentrated in one level of government
    d. only state governments act directly upon the people

    Answer: C
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Federalism
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

31. _____ gave large block grants of money to states and localities to use with few controls from Washington.
    a. New Federalism
    b. Marblecake federalism
    c. Layer-cake federalism
    d. Dual federalism

    Answer: A
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Federalism
    Skill Level: Remember the Facts
    Difficulty Level: Moderate

32. Which president is credited with the creation of a "New Federalism"?
    a. George W. Bush
    b. Franklin D. Roosevelt
    c. Jimmy Carter
    d. Ronald Reagan

    Answer: D
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Federalism
    Skill Level: Remember the Facts
    Difficulty Level: Moderate

33. Limited government _____.
    a. guarantees citizens their rights against the government
    b. means that the powers of the citizens are limited by the rights and liberties of the government
    c. means that the government gives the citizens listed powers and duties through a constitution, while reserving the rest to itself
    d. limits the access of the citizens to the government

    Answer: A
    Learning Objective: 2.2 Explore the four major constitutional principles.

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Topic: Limited Government
Skill Level: Understand the Concepts
Difficulty Level: Moderate

34. The notion that government actions must rest on the rule of law, which in turn is approved by the consent of the governed, is an embodiment of _____.
    a. limited government
    b. judicial review
    c. separation of powers
    d. state autonomy

    Answer: A
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Limited Government
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

35. Judicial review is the practice of _____.
    a. periodic review of presidential foreign policy by individual justices
    b. review of Supreme Court decisions by Congress
    c. systematic evaluation of lower court decisions by the Supreme Court
    d. determination by the federal courts of the constitutionality of state and federal laws and of actions by Congress and the president

    Answer: D
    Learning Objective: 2.2 Explore the four major constitutional principles.
    Topic: Judicial Review
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

36. Amendments to the Constitution can be proposed by _____.
    a. a two-thirds vote of each house of Congress
    b. a national referendum
    c. a majority of the Supreme Court and Congress, with the president's signature
    d. a three-fourths vote of state legislatures and the president's signature

    Answer: A
    Learning Objective: 2.3 Explore the methods by which the Constitution can be changed.
    Topic: Amendments
    Skill Level: Understand the Concepts
    Difficulty Level: Moderate

37. _____ is the most common method of changing the Constitution.
    a. Legislation
    b. Custom
    c. Formal amendment
    d. Judicial interpretation

    Answer: D
    Learning Objective: 2.3 Explore the methods by which the Constitution can be

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changed.
Topic: Judicial Interpretation
Skill Level: Remember the Facts
Difficulty Level: Easy

38. Modern Supreme Court decisions have _____.
    a. limited the scope of the Congress in regulating the economy
    b. prohibited local communities from determining the limits of obscenity
    c. given practical meaning to terms such as "necessary and proper"
    d. allowed unreasonable searches and seizures

    Answer: C
    Learning Objective: 2.3 Explore the methods by which the Constitution can be changed.
    Topic: Judicial Interpretation
    Skill Level: Understand the Concepts
    Difficulty Level: Difficult

39. The Constitution gives Congress the right to declare war. Yet in recent decades, presidents were able to take the country to war without congressional authorization. This demonstrates that the Constitution can be changed by _____.
    a. legislation
    b. amendment
    c. judicial interpretation
    d. custom

    Answer: D
    Learning Objective: 2.3 Explore the methods by which the Constitution can be changed.
    Topic: Custom
    Skill Level: Apply What You Know
    Difficulty Level: Easy

40. How many presidential elections did Franklin D. Roosevelt win?
    a. one
    b. two
    c. three
    d. four

    Answer: D
    Learning Objective: 2.3 Explore the methods by which the Constitution can be changed.
    Topic: Custom
    Skill Level: Remember the Facts
    Difficulty Level: Moderate

41. Which of the following is considered a major reason for the durability of the Constitution?
    a. the clarity of the document
    b. the shortness of the document

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c. the inflexibility of the document
d. the political ambitions of the framers

Answer: B
Learning Objective: 2.4 Analyze why the Constitution has survived.
Topic: Why Has the Constitution Survived?
Skill Level: Remember the Facts
Difficulty Level: Easy

42. James Bryce believed that the Constitution was a fine example of _____.
a. development of an oligarchical system of government
b. an incrementally improved system not far removed from the Magna Carta
c. a governing system that encouraged the proliferation of political parties
d. a confederation system of states sharing power

Answer: B
Learning Objective: 2.4 Analyze why the Constitution has survived.
Topic: Why Has the Constitution Survived?
Skill Level: Understand the Concepts
Difficulty Level: Moderate

43. The U.S. Constitution is approximately _____ words.
a. 1,000
b. 7,000
c. 10,000
d. 17,000

Answer: B
Learning Objective: 2.4 Analyze why the Constitution has survived.
Topic: Why Has the Constitution Survived?
Skill Level: Remember the Facts
Difficulty Level: Easy

44. More and more states have decided to legalize marijuana despite this being at odds with a longstanding ban of marijuana under the Controlled Substances Act. This inconsistency is a consequence of _____.
a. separation of powers
b. federalism
c. deep conservatism of American society
d. judicial review

Answer: B
Learning Objective: 2.4 Analyze why the Constitution has survived.
Topic: Why Has the Constitution Survived?
Skill Level: Understand the Concepts
Difficulty Level: Moderate

45. The changes that the Constitution has undergone, its flexibility and ambiguity, as well as the _____ have all allowed the document to endure.
a. stability of American society

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b. political genius of the first president
c. fact that it concentrates political power
d. Mayflower Compact

Answer: A
Learning Objective: None
Topic: Wrap-Up
Skill Level: Remember the Facts
Difficulty Level: Easy

ESSAY QUESTIONS

46. Explain why the property-owning elite, in the 1780s, were convinced that a strong national government was essential for the country to flourish.

Answer: The ideal answer should include:
1. The Articles of Confederation had a number of weaknesses, which, by all accounts, were apparent to the framers.
2. The weaknesses of the Articles made the propertied elite (the Founding Fathers) concerned about instability. Instability threatened the country and the founders' properties and interests. The founders were concerned about foreign invasion, economic decline, and mob rule, all of which spelled trouble for the interests of the elite.
3. Since instability manifested itself during Shays's Rebellion in late 1786, the founders' fears of mob rule were reinforced. Having a strong national government was seen as a way of preventing further instability.

Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: Background to the Constitution
Skill Level: Analyze It
Difficulty Level: Difficult

47. Explain what the author means when he asserts that the debates at the Constitutional Convention were between the "haves" and the "haves" over their regional interests, and not between the "haves" and the "have-nots."

Answer: The ideal answer should include:
1. The delegates possessed a blend of experience and learning. They were not representative of the population—they were elites.
2. As propertied elite, the framers were looking out for their own interests. They wanted to avoid instability and rebellion.

Learning Objective: 2.1 Trace the development of the U.S. Constitution, identifying historical events and leaders.
Topic: The Framers
Skill Level: Analyze It
Difficulty Level: Moderate

48. Are there any drawbacks to having a system of checks and balances and separation of powers? Please explain.

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Answer: The ideal answer should include:

1. Separation of powers is the principle that the powers of government should be divided and put in the care of different parts of the government. In practice, this principle is likely to make the legislative branch supreme. This is because the legislature can determine the roles that the other branches play.
2. Checks and balances create a mixture of powers that permits the three branches of government to limit one another. This can make policymaking very slow and can even lead to government gridlock.

Learning Objective: 2.2 Explore the four major constitutional principles.
Topic: Separation of Powers and Checks and Balances
Skill Level: Analyze It
Difficulty Level: Moderate

49. Why are there debates over "modern federalism"?

Answer: The ideal answer should include:

1. Modern federalism is a mix of overlapping relations between the states and the federal government.
2. This blending of relations raises questions such as:
   - Should we limit the power of the federal government? And if so, how?
   - Are local and state governments closer to the people, and do they produce better policies than the national government? If so, should we shift more responsibility to the local levels?
   - What are the limits of states' autonomy?

Learning Objective: 2.2 Explore the four major constitutional principles.
Topic: Federalism
Skill Level: Analyze It
Difficulty Level: Moderate

50. What are the four major methods by which the Constitution can be changed? Which methods are the most and the least common?

Answer: The ideal answer should include:

1. Changes to the Constitution have been made by four major methods: formal amendment, judicial interpretation, legislation, and custom.
2. Formal amendment is the least common method of changing the Constitution, whereas judicial interpretation is the most common.
3. It is worth noting that custom is a common method of changing the Constitution as well, but is not very precise.

Learning Objective: 2.3 Explore the methods by which the Constitution can be changed.
Topic: How Is the Constitution Changed?
Skill Level: Remember the Facts
Difficulty Level: Moderate

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