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Name:_____ Class:_____ Date:_____

Chapter 02 Forging a New Government: The Constitution

1. Almost all _____ have a(n) _____ system of government.
   a. European countries; separation of powers
   b. European countries; parliamentary
   c. East Asian countries; parliamentary
   d. Latin American; parliamentary
   e. North American; authoritarian

ANSWER: b
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

2. The president of the United States is chosen by
   a. a popular vote of the people.
   b. the U.S. Senate.
   c. the House and Senate combined.
   d. the electoral college.
   e. the governors of the states.

ANSWER: d
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

3. While the implementation of an electoral college has failed to keep presidential elections out of the hands of _____, it has largely succeeded in keeping the election of presidents out of the hands of _____.
   a. the people; Congress
   b. Congress; the people
   c. the people; the Supreme Court
   d. the Supreme Court; Congress
   e. Congress; the Supreme Court

ANSWER: a
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

4. In a parliamentary system
   a. the chief executive has little real power.
   b. the chief executive rotates between the heads of the major parties.
   c. a monarch chooses the chief executive.
   d. chief executives are chosen through a popular vote of the people.
   e. the legislature chooses the chief executive.

ANSWER: e
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

5. A system of government in which the executive has few restraints and little difficulty in passing its programs is called
   a. effective government.

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b. limited government.
c. democratic republicanism.
d. direct democracy.
e. the separation of powers.

ANSWER: a
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

6. The American system, with multiple points at which various powers can block action, often leads to
a. effective government.
b. caretaker government.
c. limited government.
d. impeachments of government officials.
e. a call for new elections.

ANSWER: c
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

7. The creative thinkers who designed the Constitution were most influenced by
a. the historical and political context of the civil war.
b. the political philosophy of the time about how people should be governed.
c. the historical experiences gained through trial of several forms of government during New World settlement.
d. the historical experiences gained through trail of several forms of government during Old World settlement.
e. the political philosophy of the time regarding how people should be governed, and the historical experiences gained through trial of several forms of government during New World settlement.

ANSWER: e
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

8. The Jamestown colonists set a political precedent by
a. allowing the governor to use a line-item veto.
b. instituting a direct democracy.
c. instituting a representative assembly.
d. creating a judicial system.
e. writing a constitutional document.

ANSWER: c
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

9. The Jamestown colony was established as
a. a trading post.
b. a military fort.
c. a settlement in Maryland.

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d. the first French settlement in the New World.
e. a settlement for religious Separatists.

ANSWER: a
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

10. The type of legislature set up by the colonists at Jamestown was known as a(n)
a. representative assembly.
b. social contract.
c. monarchy.
d. direct democracy.
e. authoritarian regime.

ANSWER: a
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

11. Most Constitutional principles
a. have been altered by the Constitution's 53 amendments.
b. are no longer valid, according to the Supreme Court.
c. are very specific to the conditions of 1787.
d. are too vague to be of much use.
e. are sufficiently broad to be adapted to a changing society.

ANSWER: e
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

12. The Mayflower Compact
a. reaffirmed the pilgrims connection to the Church of England.
b. affirmed that women should have equal rights with men.
c. was necessary to preserve civil obedience and public authority.
d. provided the basis for the first communist community in the United States.
e. became the Articles of Confederation, the first constitution of the United States.

ANSWER: c
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

13. The major historical and political significance of the Mayflower Compact was that it
a. served as a prototype for many similar compacts.
b. was the start of the first settlement in America.
c. depended on the consent of the individuals involved.
d. established the colony of Massachusetts.
e. served as a prototype for many similar compacts and that it depended on the consent of the individuals involved.

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ANSWER: e
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

14. By 1732, the last of the colonies was established. How many colonies were there?
    a. ten
    b. eleven
    c. twelve
    d. thirteen
    e. fifteen

ANSWER: d
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

15. To pay for the defense of the colonies during the French and Indian War
    a. the British government sought compensation from the French.
    b. taxes were imposed equally across the British Empire.
    c. the British government decided to impose taxes on the American colonies.
    d. American colonists imposed a tax on themselves.
    e. the British government imposed a tax on the landed aristocracy of Britain.

ANSWER: c
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

16. Taxes that the British attempted to impose on the American colonies in the years leading up to the Revolutionary War included all of the following EXCEPT
    a. the Sugar Act, which imposed a tax on sugar.
    b. the Stamp Act, which taxed legal documents and newspapers.
    c. duties on glass, lead, and paint.
    d. a tax on tea.
    e. an income tax.

ANSWER: e
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

17. The closing of Boston Harbor by the Britist was all of the following EXCEPT
    a. a response to the Boston Tea Party.
    b. a part of the Coercive Acts passed by Parliament.
    c. seen as outrageous and intolerable by the American colonists.
    d. paired with British control over the Massachusetts government.
    e. a precursor to the stamp and sugar acts.

ANSWER: e
REFERENCES: The Colonial Background

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LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

18. The First Continental Congress
    a. declared independence from Britain.
    b. was held in Boston, Massachusetts.
    c. urged colonists to purchase British goods to win favor with the king.
    d. encouraged the colonists to petition King George III to express their grievances.
    e. produced a document that the colonists found to be coercive.

ANSWER: d
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

19. One of the main actions of the Second Continental Congress was to
    a. establish an army and appoint a commander in chief.
    b. sign a treaty with Britain prohibiting trade with France.
    c. sign a treaty with France to declare war on Britain.
    d. create a unitary government in America.
    e. establish a document with ambitious designs to separate from Britain.

ANSWER: a
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

20. Thomas Paine's pamphlet *Common Sense* advocated
    a. the formation of a new government that would still be loyal to the king.
    b. the establishment of a government that would limit further immigration.
    c. an end of hostilities toward Britain.
    d. the idea that the formation of the country's own government was a "natural right."
    e. the repeal of all taxes, including those the colonists had imposed on themselves.

ANSWER: d
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

21. The first draft of the Declaration of Independence was written by
    a. John Locke.
    b. John Adams.
    c. Thomas Jefferson.
    d. George Washington.
    e. Benjamin Franklin.

ANSWER: c
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

22. "We hold these Truths to be self-evident, that all Men are created equal" are the first words of

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a. the Constitution of the United States of America.
b. the Declaration of Independence.
c. the Magna Carta.
d. the United Nations Charter.
e. the Bill of Rights.

ANSWER: b
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

23. A voluntary agreement among individuals to secure their rights and welfare by creating a government and abiding by its rules is called
a. a confederation.
b. a social contract.
c. a syndicate.
d. a constitution.
e. a natural law.

ANSWER: b
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

24. English philosopher John Locke believed that the main purpose of government was to
a. defend against foreign enemies.
b. protect man's natural rights of life, liberty, and property.
c. raise taxes to build an army.
d. promote equality under the law.
e. promote religious separatism.

ANSWER: b
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

25. Which of the following is NOT true of the Declaration of Independence?
a. It listed the colonists' grievances against England.
b. It established the legitimacy of the United States as a new nation.
c. It listed reasons for dissolving the tie with Great Britain.
d. It established a constitutional government.
e. It gave the people the rights to life, liberty, and the pursuit of happiness and to alter the government if it became destructive of the people's rights.

ANSWER: d
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

26. A unicameral legislature is one with
a. only one body or house.

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b. only one major political party.
c. the power to choose the chief executive.
d. no limits on its powers.
e. only one major political party and no limits on its powers.

ANSWER: a
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

27. The term *confederation* or *confederal* refers to
a. a system in which most power is with the central government.
b. a voluntary association in which states have most of the power.
c. a system in which state and local governments have equal power with the central government.
d. a national legislature.
e. the southern states where slavery was legal.

ANSWER: b
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

28. The Articles of Confederation
a. provided for a bicameral legislature.
b. established a strong executive branch.
c. allowed the states to retain most of the power.
d. created a way to raise taxes to fund an army.
e. ended slavery.

ANSWER: c
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

29. The most basic weakness of _____ was _____.
a. the Constitution; the lack of a power to tax
b. the Constitution; the lack of a strong executive branch
c. the Articles of Confederation; Congress's lack of the power to conduct foreign policy
d. the Articles of Confederation; Congress's lack of power to declare war
e. the Articles of Confederation; the inability of Congress to raise funds

ANSWER: e
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

30. The Constitutional Convention in 1787 was brought on by the
a. publication of the Treaty of Paris.
b. request of President Washington.
c. failure of the Articles of Confederation.
d. publication of the Declaration of Independence.

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e. end of the Revolutionary War.

ANSWER: c
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

31. Of the delegates at the Constitutional Convention
a. most were members of the upper class.
b. a majority came from professional backgrounds.
c. most represented a cross-section of American society.
d. most were senior statesmen with governmental experience.
e. most were members of the upper class, and a majority came from professional backgrounds.

ANSWER: e
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

32. Among the delegates to the Constitutional Convention, only Alexander Hamilton proposed
a. a separation of powers.
b. a republican form of government.
c. an electoral college.
d. sticking with the Articles of Confederation.
e. establishing an American monarchy.

ANSWER: e
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

33. The Virginia Plan
a. called for a bicameral legislature.
b. worked to the advantage of small states.
c. provided for the direct election of a president by the people.
d. settled all controversy.
e. worked to the advantage of small states, and provided for the direct election of a president by the people.

ANSWER: a
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

34. The New Jersey Plan called for all of the following EXCEPT
a. Congress would elect several people to form an executive office.
b. the elimination of a Supreme Court.
c. the ability of Congress to regulate trade and impose taxes.
d. acts of Congress would be the supreme law of the land.
e. the principle of one state, one vote.

ANSWER: b
REFERENCES: The Constitutional Convention

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LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

35. The assertion that national law trumps state law was part of _____ in _____.
    a. the nationalist doctrine; the New Jersey Plan
    b. the nationalist doctrine; the Virginia Plan
    c. the supremacy doctrine; the New Jersey Plan
    d. the supremacy doctrine; the Virginia Plan
    e. the supremacy doctrine; the New York Plan

ANSWER: c
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

36. The Great Compromise
    a. was advanced by the delegates from Georgia.
    b. proposed a bicameral legislature with equal representation in the Senate.
    c. was presented too late to be considered.
    d. was proposed by Texas.
    e. proposed a unicameral legislature in which each state would have one vote.

ANSWER: b
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

37. The Three-Fifths Compromise did all of the following EXCEPT
    a. illustrate the power of the southern states at the convention.
    b. partially apportion the House of Representatives and the electoral college on the basis of property.
    c. give African Americans representation that was equal to what free whites received.
    d. give more voting power to southern slave owners.
    e. fail to address the slave trade directly.

ANSWER: c
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

38. The concept of separation of powers was included in the Constitution to prevent
    a. disputes between the federal and state governments.
    b. the imposition of export taxes.
    c. a major dispute over power between the House and the Senate.
    d. disputes over power between Congress and the president.
    e. tyranny by either the majority or the minority.

ANSWER: e
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

39. The _____ concern for their economic livelihood led to _____.

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a. Northern states'; the separation of powers
b. Northern states'; a promise to never abolish the slave trade
c. Southern states'; them gaining a majority of seats in the new House of Representatives
d. Southern states'; a promise to never abolish the slave trade
e. Southern states'; a promise to not impose export taxes

ANSWER: e
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

40. With regard to the system of courts, delegates to the Constitutional Convention decided to do all of the following EXCEPT
a. allow presidents to nominate Supreme Court justices.
b. create both a Supreme Court and a system of lower courts.
c. allow the Senate to confirm justices to the Supreme Court.
d. allow Congress to establish lower courts.
e. create a Supreme Court.

ANSWER: b
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

41. The approval of _____ in _____ was required to ratify the new Constitution.
a. special state conventions; all thirteen states
b. special state conventions; nine out of thirteen states
c. state legislatures; all thirteen states
d. state legislatures; nine out of thirteen states
e. the voting public; all thirteen states

ANSWER: b
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

42. The central government set up by the Constitution was seen to be likely _____ by an Anti-Federalist but as _____ by a Federalist.
a. necessary; dictatorial
b. overbearing and burdensome; necessary
c. corrupt; benevolent
d. authoritarian; libertarian
e. corrupt and authoritarian; benevolent and libertarian.

ANSWER: b
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

43. The General Welfare clause of the Constitution is important because it
a. established the economic welfare programs we have today.

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b. helped to outlaw slavery, by providing for slaves' welfare.
c. weakened the Constitution, relative to the Articles of Confederation.
d. could mean almost anything.
e. provided for the well-being of military officers.

ANSWER: d
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

44. The Anti-Federalists
a. lived in urban areas.
b. attended the Constitutional Convention.
c. supported a strong central government.
d. opposed the new Constitution.
e. lived in urban areas and attended the Constitutional Convention.

ANSWER: d
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

45. The Federalists
a. supported the new Constitution.
b. were mostly rural people from the lower classes.
c. did not attend the Constitutional Convention.
d. supported the status quo.
e. were mostly rural people from the lower classes and did not attend the Constitutional Convention.

ANSWER: a
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

46. Charles Beard hypothesized that the Constitution was produced by _____ in order to _____.
a. wealthy property owners; protect their property
b. abolitionists; abolish slavery
c. the poor; build economic welfare
d. the politically elite; control the bulk of the government's power
e. the poor; push toward class based revolution

ANSWER: a
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

47. The Bill of Rights provided for
a. the protection of individual liberties from state governments.
b. the protection of individual liberties from the national government.
c. equal protection under the law.
d. protection against state infringements on the freedoms of conscience, the press, and jury trial.

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e. the protection of individual liberties from the national government, and protection against state infringements on the freedoms of conscience, the press, and jury trial.

ANSWER: b
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

48. All of the following are true of the Bill of Rights EXCEPT
a. it is sometimes called the Bill of Limits.
b. it was not originally included in the Constitution.
c. it is the first Ten Amendments to the Constitution.
d. it was instrumental in securing ratification of the Constitution.
e. it is a separate document and not a part of the Constitution.

ANSWER: e
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

49. The rights and liberties enjoyed in the United States are found in
a. the Articles of Confederation.
b. the Bill of Rights.
c. the Constitution as originally written.
d. the Constitution as originally written AND the Bill of Rights.
e. the Declaration of Independence.

ANSWER: d
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

50. The Bill of Rights was drafted by
a. George Washington.
b. Thomas Jefferson.
c. James Madison.
d. John Adams.
e. Benjamin Franklin.

ANSWER: c
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

51. While there are multiple possibilities to formally amend the Constitution, the most common method has been for _____ to propose new amendments and for _____ to ratify them.
a. the people; Congress
b. a national convention; state legislatures
c. Congress; state legislatures
d. a national convention; special state conventions
e. Congress; special state conventions

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ANSWER: c
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

52. A constitutional amendment can be proposed by
    a. a national convention called by Congress at the request of two-thirds of the state legislatures.
    b. a two-thirds vote in each chamber of Congress.
    c. the legislatures in two-thirds of the states.
    d. a majority vote in both chambers of Congress, provided the amendment is not vetoed by the president.
    e. a national convention called by Congress at the request of two-thirds of the state legislatures, and/or a two-thirds vote in each chamber of Congress.

ANSWER: e
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

53. A constitutional amendment can be ratified by
    a. a positive vote in conventions in three-fourths of the states.
    b. a positive vote in the legislatures of three-fourths of the states.
    c. a two-thirds vote in both houses of Congress.
    d. the legislatures in two-thirds of the states.
    e. a positive vote in conventions in three-fourths of the states, and/or a positive vote in the legislatures of three-fourths of the states.

ANSWER: e
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

54. The only formal method used so far to propose an amendment to the Constitution is
    a. the popular vote of the people.
    b. a two-thirds vote in favor of it by both houses of Congress.
    c. state legislatures or conventions in three-fourths of the states.
    d. a national convention.
    e. a proposal by the president.

ANSWER: b
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

55. The voting age of eighteen was set by
    a. Congress.
    b. the Twenty-Sixth Amendment.
    c. the Nineteenth Amendment.
    d. the Supreme Court.
    e. the states.

ANSWER: b

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REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

56. The constitutional amendment process was designed to be _____ in order to _____.
    a. easy; let the majority direct the country
    b. easy; allow the document to change with the times
    c. difficult; promote a competition of ideas
    d. difficult; preserve the original vision of the founders
    e. difficult; prevent tyranny of the majority
ANSWER: e
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

57. The time limit for ratification of Constitutional Amendments
    a. can be set by Congress.
    b. was set to one year by the framers of the Constitution.
    c. never expires.
    d. is two years, beginning when the first state ratifies an amendment.
    e. is always five years, as established by Congress.
ANSWER: a
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

58. _____ is/are the power by which _____.
    a. Oversight; Congress weighs in on the constitutionality of laws
    b. Judicial review; Congress may evaluate the effectiveness of the Supreme Court
    c. Judicial review; the courts may weigh in on the constitutionality of laws
    d. Executive agreements; presidents work with the Supreme Court to ensure their actions are constitutional
    e. Executive agreements; presidents induce their supporters in Congress to introduce legislation
ANSWER: c
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

59. The power of the Supreme Court to declare actions of the other branches of government to be unconstitutional is known as
    a. judicial review.
    b. judicial activism.
    c. legislative ratification.
    d. the supremacy doctrine.
    e. the Madisonian model.
ANSWER: a
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

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60. International agreements between the president and a foreign head of state that do not require legislative approval are known as

a. treaties.
b. executive agreements.
c. contracts.
d. memoranda of understanding.
e. executive orders.

ANSWER: b
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

61. Describe the purpose of the various colonial settlements and the motivations for emigration to the New World.
ANSWER: Students' answers may vary.
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

62. Consider the actions of the British government toward its colonies and the "unalienable rights" listed in the Declaration of Independence and discuss the ways in which British actions prior to the Revolutionary War did or did not violate these rights.
ANSWER: Students' answers may vary.
REFERENCES: The Colonial Background
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.1 - LO1

63. Compare and contrast the structures of government formed under the Articles of Confederation and the U.S. Constitution. How are the colonists' historical experiences reflected in each document? How did the weaknesses of the Articles lead to a different structure in the Constitution?
ANSWER: Students' answers may vary.
REFERENCES: An Independent Confederation
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2

64. Describe the competing interests of the small states and the large states. How were these conflicting interests resolved in the final version of the Constitution in 1787?
ANSWER: Students' answers may vary.
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

65. Explain Madison's idea of the separation of powers. Detail how it works in the U.S. government and what effects it its supposed to have.
ANSWER: Students' answers may vary.
REFERENCES: The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.3 - LO3

66. Consider the idea of a social contract, as depicted in the Declaration of Independence. Does the Constitution put forth by the framers succeed or fail in meeting the demands of that earlier social contract? Be detailed and specific about what elements in the Constitution support or defy the logic of the Declaration.

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ANSWER: Students' answers may vary.
REFERENCES: An Independent Confederation
The Constitutional Convention
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.2 - LO2
AGPT. Schmidt.19.2.3 - LO3

67. The Constitution's ratification process included arguments for and against ratification by Federalists and Anti-Federalists, respectively. Describe and evaluate the arguments expressed by both of these groups.
ANSWER: Students' answers may vary.
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

68. Discuss the importance of the Bill of Rights in terms of its role in the constitutional ratification process.
ANSWER: Students' answers may vary.
REFERENCES: The Difficult Road to Ratification
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.4 - LO4

69. Describe the methods of proposing and ratifying a constitutional amendment.
ANSWER: Students' answers may vary.
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

70. Thus far, all successful Constitutional Amendments have come from Congress, rather than state conventions. Craft an argument in which you take a stance on this fact, being sure to use both modern and original understandings of the role of the Constitution in your argument.
ANSWER:
Students' answers may vary.
REFERENCES: Altering the Constitution
LEARNING OBJECTIVES: AGPT. Schmidt.19.2.5 - LO5

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