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Test Bank

Chapter 2: The Constitution of the United States

Multiple Choice

1. Who originally penned the words “We the people…”?
a. James Madison
b. Thomas Jefferson
c. Governor Morris
d. Benjamin Franklin

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: Introduction
Difficulty Level: Easy

2. In comparing the Declaration of Independence to the United States Constitution, the authors of the Declaration felt the need to _____, while the framers of the Constitution sought to _____.
a. change the structure of existing government | declare American independence to the world
b. outline a blueprint for government | persuade colonists to support separation
c. announce and justify their separation from Great Britain | create a new nation
d. create an organized and structured national government | reinforce the power of state governments

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Analysis
Answer Location: Introduction
Difficulty Level: Hard

3. In the years following the revolution, the American states and the government they created struggled against
a. financial crisis, the fear of foreign invasion, and the threat of internal discord.
b. British interference, strong national leadership, and state oppression against citizens.

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c. weak state governments, federal military oppression, and rising currency values.
d. a dictatorial executive, a strong national military, and weak state powers.

Ans: A
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Introduction
Difficulty Level: Medium

4. The delegates to the Constitutional Convention would see the new document they created as a(n)
a. experimental form of government.
b. blueprint for government.
c. license to exercise strong national power.
d. way to weaken the power of the states.

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Introduction
Difficulty Level: Medium

5. James Madison was one of America's first _____.
a. industrial engineers
b. academic scholars
c. political scientists
d. philosophical writers

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

6. James Madison researched which of the following topics prior to the Grand Convention?
a. the rise of governments
b. the growth of monarchies
c. the exercise of absolute power
d. the death of republics

Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

7. A document that defines and creates a people politically, sets out the fundamental principles of governance, and creates the rules and institutions through which a people choose to self-govern is defined as a
a. confederation.
b. political contract.
c. constitution.
d. statement of purpose.

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: Introduction
Difficulty Level: Easy

8. Governments that are ruled by representatives who are elected by the people they represent are best described as
a. democracies.
b. monarchies.
c. oligarchies.
d. republics.

Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a

stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Easy

9. Madison's years of preparation allowed him to
a. shape the agenda of debates.
b. dominate the conversations.
c. wield power over his adversaries.
d. select a specific group of elite politicians.

Ans: A
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

10. The main question for those who called for political change in America's early history was
a. How do we change?
b. What impact will change have?
c. What kind of change?
d. Who will oversee the change?

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

11. Madison's immediate concern in the spring of 1786 was preparing for the convention in
a. Annapolis.
b. Philadelphia.

c. Boston.
d. Baltimore.

Ans: A
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

12. In the minds of Madison and those who shared his views, the hope was that the Annapolis Convention might lead to
a. limitations on the scope and capacity of state power.
b. resolution of federal debts so as to stabilize the economy.
c. newly established national powers on par with those of the states.
d. changes in the fundamental structure of the American government.
Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

13. How many states sent representatives to the Annapolis Convention?
a. five
b. seven
c. ten
d. thirteen

Ans: A
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

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14. Madison, together with a group of similarly practical men, sought to create a republic that would be
a. sufficiently powerful to exert control over the states.
b. representative of the will of the people with weak national powers.
c. strong enough to govern without threatening individual rights.
d. respectful of states' rights while cautiously asserting weak national power.

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

15. The skills and intellect of which of the following men were perhaps most important in the creation of the Constitution?
a. Governor Morris
b. James Madison
c. Alexander Hamilton
d. George Washington

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Easy

16. At the time the Constitution was constructed, the most respected man in America was
a. Governor Morris.
b. James Madison.
c. Alexander Hamilton.
d. George Washington.

Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a

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stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Easy

17. James Madison, George Washington, and Thomas Jefferson had which of the following in common?
a. a desire to actively change their government
b. a tradition of slave ownership
c. service on the Constitutional Congress
d. a continued desire to serve their country after the revolution

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

18. Proponents of the new government seized on which of the following to push their agenda forward?
a. economic decline
b. logical political arguments
c. fear of domestic and foreign crises
d. need for stronger national government

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns *about* the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: James Madison's Research Project: "The Fathers Were Practical Men"
Difficulty Level: Medium

19. The first form of American government was a
a. monarchy.

b. oligarchy.
c. republic.
d. confederation.

Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: American Government Before the Constitution: Articles of Confederation, Problems of National Authority, and Differences Between States
Difficulty Level: Easy

20. Delegates to the Second Continental Congress had to confront issues that involved the problem of
a. government mistrust.
b. state sovereignty.
c. representative equity.
d. fiscal resources.

Ans: A
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: American Government Before the Constitution: Articles of Confederation, Problems of National Authority, and Differences Between States
Difficulty Level: Medium

21. It was not unnatural at the time of the Second Continental Congress to envision a government in which _____ was/were the real center(s) of power.
a. representatives
b. elites
c. states
d. national authority

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a

stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: American Government Before the Constitution: Articles of Confederation, Problems of National Authority, and Differences Between States
Difficulty Level: Medium

22. In comparison to French colonies, British colonies were highly
a. centralized.
b. decentralized.
c. authoritarian.
d. coherent.

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: American Government Before the Constitution: Articles of Confederation, Problems of National Authority, and Differences Between States
Difficulty Level: Medium

23. During the debates over the Articles in the Second Continental Congress, mistrust of other colonies crystallized in conflicts over
a. land, representation, and sovereignty.
b. foreign trade, taxes, and authority.
c. intrastate commerce and trade.
d. interstate relations and apportionment.

Ans: A
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: American Government Before the Constitution: Articles of Confederation, Problems of National Authority, and Differences Between States
Difficulty Level: Medium

24. The most acrimonious disagreements between colonies were over control of
a. the South Sea.
b. the Barbary Coast.
c. western lands.

d. the Atlantic seaboard.

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: American Government Before the Constitution: Articles of Confederation, Problems of National Authority, and Differences Between States
Difficulty Level: Medium

25. Because of concerns over land rights, the Articles of Confederation provided states with protections against other states _____ without prior approval of the confederal government.
a. imposing taxes
b. claiming territory
c. demanding reparations
d. exerting sovereignty

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Medium

26. The confederal government was
a. unicameral.
b. bicameral.
c. tricameral.
d. quadracameral.

Ans: A
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Medium

27. Under the Articles of Confederation, states
a. were authorized to send only one representative chosen by popular election.
b. selected their representatives and chose the number of representatives they sent.
c. chose the number of representatives who were selected by popular vote.
d. were not allowed representation at the national level.

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Medium

28. Which of the following best describes the judicial branch under the Articles of Confederation?
a. It had the authority to overturn a law and had full enforcement power.
b. It existed to interpret and enforce confederal law at the state level only.
c. It was able to settle disputes between states and had law enforcement authority.
d. It existed primarily to resolve disputes between states and had no enforcement power.

Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Medium

29. The confederal government had the power to
a. conduct foreign trade and coin money.
b. interpret and enforce national laws.
c. intervene in disputes between states.
d. declare war and conduct foreign policy.

Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension

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Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Medium

30. In order to get around its lack of money and its inability to borrow from foreign nations, Congress
a. taxed individual citizens.
b. forcibly collected from the states.
c. made its own money.
d. imposed import and export taxes.

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Medium

31. Congressional currency, known as the Continental, was backed by
a. gold reserves in Philadelphia.
b. bank deposits in New York.
c. the promise of the government to pay its debts.
d. tax receipts collected from the states.

Ans: C
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Medium

32. Changing or amending the Articles required the approval of _____ states.
a. four
b. seven
c. ten
d. thirteen

Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension

Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Medium

33. In response to the Articles of Confederation, some Southern states feared the restriction of _____, while the smaller states feared losing their _____.
a. agricultural production | sovereignty
b. slavery | equal representation
c. currency | security
d. land ownership | businesses

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Unrest and the Danger of Rebellion
Difficulty Level: Hard
34. The vital change that took place between 1776 and 1787 was in the
a. understanding of political philosophy.
b. desire for centralized authority.
c. shifting population of larger states.
d. balance of political power.

Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Unrest and the Danger of Rebellion
Difficulty Level: Medium

35. State legislative elections in 1786 and 1787 had gone to _____ candidates who favored stronger national government.
a. sectionalist
b. nationalist
c. confederal
d. agrarian

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.

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Cognitive Domain: Comprehension
Answer Location: Unrest and the Danger of Rebellion
Difficulty Level: Medium

36. The grassroots popular uprising against state government in Massachusetts, which added a sense of urgency to elitist delegates to the Annapolis Convention, was called
a. Shay's Rebellion,
b. Seward's Folley.
c. Gabriel's Conspiracy.
d. Turner's Uprising.

Ans: A
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: Unrest and the Danger of Rebellion
Difficulty Level: Easy

37. The roots of the rebellion in Massachusetts were
a. social and cultural.
b. economic and political.
c. agricultural and religious.
d. academic and philosophical.

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Debt and Economic Crisis in Post-Revolutionary America
Difficulty Level: Medium

38. In response to rebellions in Massachusetts, local citizens formed _____ to petition their governments to take action to help them.
a. committees of correspondence
b. elected bodies
c. selective commissions
d. executive councils

Ans: A

Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Debt and Economic Crisis in Post-Revolutionary America
Difficulty Level: Medium

39. In order to dispel civil unrest and assist indebted farmers, the state of Rhode Island issued
a. notices of entitlement.
b. paper money.
c. judgments of debt.
d. treasury notes.

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Debt and Economic Crisis in Post-Revolutionary America
Difficulty Level: Medium

40. Indebted farmers who focused their protests and attentions on the courts in order to stall or forgo bankruptcy proceedings against their land were known as
a. renegades.
b. regulators.
c. scalawags.
d. scoundrels.

Ans: B
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Civil Unrest and Military Conflict
Difficulty Level: Medium

41. In October 1786, the Massachusetts legislature passed the _____ Act, absolving sheriffs and other officials from prosecution for killing rioters.
a. Martial Law
b. Townsend

c. Mann
d. Riot

Ans: D
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: Civil Unrest and Military Conflict
Difficulty Level: Easy

42. Which state refused to send a delegate to the Grand Convention in Philadelphia?
a. Massachusetts
b. New York
c. Pennsylvania
d. Rhode Island

Ans: D
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Grand Convention in Philadelphia: "Experience Must Be Our Guide"
Difficulty Level: Medium

43. Delegates who had been sent to the Grand Convention in Philadelphia were specifically authorized to
a. make any and all changes necessary to form a new government.
b. fix the Articles of Confederation as necessary.
c. seek a form of government that balanced national and state power.
d. create a new Constitution as a blueprint for future government.

Ans: B
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Grand Convention in Philadelphia: "Experience Must Be Our Guide"
Difficulty Level: Medium

44. The delegate who served as president of the Grand Convention in Philadelphia was
a. James Monroe.
b. Governor Morris.
c. George Washington.

d. Alexander Hamilton.

Ans: C
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Knowledge
Answer Location: The Grand Convention in Philadelphia: "Experience Must Be Our Guide"
Difficulty Level: Easy

45. The individual who assembled the various resolutions passed by the Grand Convention into a whole document was
a. James Monroe.
b. Governor Morris.
c. George Washington.
d. Alexander Hamilton.

Ans: B
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Knowledge
Answer Location: The Grand Convention in Philadelphia: "Experience Must Be Our Guide"
Difficulty Level: Easy

46. While _____ was one of the greatest proponents of a strong national government, _____ would serve as one of its greatest opponents.
a. Benjamin Franklin | Thomas Jefferson
b. James Monroe | Governor Morris
c. Paul Revere | George Washington
d. Alexander Hamilton | Patrick Henry

Ans: D
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Grand Convention in Philadelphia: "Experience Must Be Our Guide"
Difficulty Level: Medium

47. The one social factor that all of the delegates to the Grand Convention had in common was that they were all
a. elites.
b. farmers.
c. wealthy.

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d. slave owners.

Ans: A
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Grand Convention in Philadelphia: "Experience Must Be Our Guide"
Difficulty Level: Medium

48. The most democratic of the state constitutions was that of
a. Maryland.
b. Georgia.
c. Pennsylvania.
d. New York.

Ans: C
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Grand Convention in Philadelphia: "Experience Must Be Our Guide"
Difficulty Level: Medium

49. The most contentious issue of the Constitutional Convention was
a. who would represent the states.
b. how states would be represented.
c. the powers of national government.
d. matters of interstate and foreign trade.

Ans: B
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Question of States' Representation
Difficulty Level: Medium

50. Virginia's delegation recommended a plan for representation that created a
a. strong national government with a bicameral legislature using proportional representation in both houses.
b. weak national government with a unicameral legislature based on equal representation.
c. strong national government with a bicameral legislature with proportional representation in the lower house and equal representation in the upper house.

d. weak national government with a bicameral legislature based on equal representation in both houses.

Ans: A
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Question of States' Representation
Difficulty Level: Medium

51. Delegates from smaller states proposed which of the following?
a. the Delaware Plan
b. the New Jersey Plan
c. the Virginia Plan
d. the Connecticut Plan

Ans: B
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Question of States' Representation
Difficulty Level: Medium

52. Smaller states supported a government that favored
a. equal representation.
b. proportional representation.
c. a combination of equal and proportional representation.
d. a representation plan based on state choice.

Ans: A
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Question of States' Representation
Difficulty Level: Medium

53. The Great Compromise established which of the following forms of government?
a. equal representation
b. proportional representation
c. a combination of equal and proportional representation
d. a representation plan based on state choice

Ans: C

Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: The Great Compromise on the Question of State Representation
Difficulty Level: Medium

54. Under the Great Compromise, each state would be allowed _____ representatives in the Senate.
a. two
b. four
c. six
d. nine

Ans: A
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Knowledge
Answer Location: The Great Compromise on the Question of State Representation
Difficulty Level: Easy

55. The purpose of Congress was to
a. interpret laws.
b. make laws.
c. execute laws.
d. enforce laws.

Ans: B
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Knowledge
Answer Location: The Legislative Branch
Difficulty Level: Easy

56. Alexander Hamilton proposed
a. a weak president that would serve for unlimited one-year terms.
b. a strong president that would serve for a single term of four years.
c. a weak president that would serve for up to ten years.
d. a strong president that would serve for life.

Ans: D
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution

Cognitive Domain: Knowledge
Answer Location: The Executive Branch
Difficulty Level: Easy

57. As chief executive, the president's responsibility is to
a. propose new laws to be passed by Congress.
b. carry out laws passed by Congress.
c. act as a strong leader with absolute power over Congress.
d. interpret and enforce laws passed by Congress.

Ans: B
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Knowledge
Answer Location: The Executive Branch
Difficulty Level: Easy

58. The president is elected by which of the following methods?
a. direct vote of the people
b. a vote of Congress
c. votes in the Electoral College
d. votes from each of the state legislatures

Ans: C
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: The Executive Branch
Difficulty Level: Medium

59. Delegates to the Constitutional Convention decided that judicial power should be held by the
a. local courts.
b. state courts.
c. district courts.
d. Supreme Court.

Ans: D
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: The Judiciary
Difficulty Level: Medium

60. In order to hear and decide federal cases, the judicial branch includes a system of
a. federal district courts.
b. state supreme courts.
c. county courts at law.
d. municipal courts.

Ans: A
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: The Judiciary
Difficulty Level: Medium

61. Judicial review gives the judicial branch of government the authority to
a. oversee the actions of state and local courts.
b. propose new laws for consideration by Congress.
c. determine if a law, part of a law, or an act of government is in violation of the Constitution.
d. conduct trials in cases involving a violation of federal or state law.

Ans: C
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: The Judiciary
Difficulty Level: Medium

62. Which of the following is superior to the others?
a. the Executive Branch
b. the Legislative Branch
c. the Judicial Branch
d. the United States Constitution

Ans: D
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: The Judiciary
Difficulty Level: Medium

63. The distribution of powers across institutions including the legislative, executive, and judicial branches is known as
a. checks and balances.

b. the federal system.
c. separation of powers.
d. constitutionalism.

Ans: C
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Knowledge
Answer Location: Separation of Powers
Difficulty Level: Easy

64. The ”full faith and credit” clause of the Constitution was intended to
a. regulate the flow of commerce within and between states.
b. ensure that states recognized the contracts and legal proceedings of other states.
c. give value to the issuing of federal currency and coins.
d. signal to foreign countries that the United States was to be trusted.

Ans: B
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Knowledge
Answer Location: Unfinished Parts: More Details to Work Out
Difficulty Level: Easy

65. In order to allow the Constitution to be changed as needed, a process of _____ was included.
a. revision
b. inclusion
c. correction
d. amendment

Ans: D
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Knowledge
Answer Location: Unfinished Parts: More Details to Work Out
Difficulty Level: Easy

66. While small states wanted the states themselves to approve new Constitutional amendments, the nationalists wanted the _____ to decide.
a. president
b. Senate
c. people
d. Supreme Court

Ans: C
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: Unfinished Parts: More Details to Work Out
Difficulty Level: Medium

67. Amending the Constitution is a _____-stage process.
a. one
b. two
c. three
d. four

Ans: B
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Knowledge
Answer Location: Unfinished Parts: More Details to Work Out
Difficulty Level: Easy

68. The Three-Fifths Censured that
a. a three-fifths vote of Congress was required to propose a Constitutional Amendment.
b. a three-fifths vote in the Electoral College was required to be elected president.
c. three-fifths of a state's slave population would be counted for the purposes of representation.
d. three-fifths of the justices on the Supreme Court must vote for a judicial decision.

Ans: C
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: Slavery: A Fateful Compromise between Different Interests in the Convention
Difficulty Level: Medium

69. Many experts argue that the preservation of slavery was the result of a trading of votes known as a
a. logroll.
b. filibuster.
c. sequester.
d. cloture.

Ans: A

Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: Slavery: A Fateful Compromise between Different Interests in the Convention
Difficulty Level: Medium

70. According to the original wording of the Constitution, slavery was
a. restricted and regulated.
b. unrestricted until at least 1808.
c. considered a basic property right.
d. not directly addressed.

Ans: B
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution
Cognitive Domain: Comprehension
Answer Location: Slavery: A Fateful Compromise between Different Interests in the Convention
Difficulty Level: Medium

71. Supporters of the Constitution were known as _____ and opponents to the Constitution were called _____.
a. Nationalists | Regulators
b. Constitutionalists | Freedom-fighters
c. Federalists | Antifederalists
d. Republicans | Democrats

Ans: C
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Comprehension
Answer Location: Ratification: Federalists versus Antifederalists
Difficulty Level: Medium

72. In some ways, Federalists and Antifederalists were split along distinctions of
a. class.
b. religion.
c. age.
d. education.

Ans: A
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.

Cognitive Domain: Comprehension
Answer Location: Ratification: Federalists versus Antifederalists
Difficulty Level: Medium

73. Antifederalists called for a _____ to be included in the Constitution.
a. Statement of Authority
b. Bill of Rights
c. Guarantee of Sovereignty
d. Declaration of Independence

Ans: B
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Comprehension
Answer Location: Ratification: Federalists versus Antifederalists
Difficulty Level: Medium

74. Federalists called for
a. supporting the new Constitution and a strong national government.
b. including a Bill of Rights and a strong state government.
c. strong restrictions on branches of government.
d. controls against the tyranny of the minority.

Ans: A
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Comprehension
Answer Location: Ratification: Federalists versus Antifederalists
Difficulty Level: Medium

75. Federalists made their strongest theoretical case for the new republic in a set of eighty-five essays known as
a. *Common Sense*.
b. the *Antifederalist Papers*.
c. *Statements of Liberty*.
d. the *Federalist Papers*.

Ans: D
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Comprehension
Answer Location: Ratification: Federalists versus Antifederalists
Difficulty Level: Medium

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76. James Madison was concerned about groups of people who would collectively try to use the government to get what they wanted. He called these groups
a. factions.
b. lobbies.
c. PACs.
d. parties.

Ans: A
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Comprehension
Answer Location: Ratification: Federalists versus Antifederalists
Difficulty Level: Medium

77. In *Federalist 10*, James Madison argued that _____ is the main driver of factionalization.
a. political polarization
b. social inequality
c. inequality of wealth
d. societal hierarchy

Ans: C
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Comprehension
Answer Location: Ratification: Federalists versus Antifederalists
Difficulty Level: Medium

78. According to Madison, only through a _____ could factions be prevented from organizing.
a. democratic government
b. tyrannical government
c. constitutional republic
d. authoritarian monarchy

Ans: B
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Comprehension
Answer Location: Ratification: Federalists versus Antifederalists
Difficulty Level: Medium

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79. Tyranny of the minority occurs when
a. a large number of citizens use their power to trample on the rights of smaller groups.
b. small numbers of citizens trample on the rights of the larger population.
c. authoritarian leaders trample on the rights of the citizens through unitary rule.
d. liberal leaders give more rights to their supporters than they do to their opponents.

Ans: B
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Knowledge
Answer Location: Two Forms of Tyranny
Difficulty Level: Easy

80. Tyranny of the majority occurs when
a. a large number of citizens use their power to trample on the rights of smaller groups.
b. small numbers of citizens trample on the rights of the larger population.
c. authoritarian leaders trample on the rights of the citizens through unitary rule.
d. liberal leaders give more rights to their supporters than they do to their opponents.

Ans: A
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Knowledge
Answer Location: Two Forms of Tyranny
Difficulty Level: Easy

81. Antifederalist writer Mercy Warren warned against
a. the evils of party.
b. the threat of aristocratic leaders.
c. the danger of pure democratic rule.
d. the encroachment of the middle class.

Ans: B
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Comprehension
Answer Location: In Others Words: Mercy Otis Warren on the Dangers of the Constitution and the Need for a Bill of Rights
Difficulty Level: Medium

82. The founders have been described as being guided by their own _____ and accused of creating a system that preserved distinctions of _____.

a. hubris | social stratification
b. interests | faction and party
c. privilege | wealth and class
d. scholarship | knowledge and philosophy

Ans: C
Learning Objective: 2-5: Consider the different perspectives on the effect of the Constitution in American life today.
Cognitive Domain: Comprehension
Answer Location: What is the Constitution?
Difficulty Level: Medium

83. Some scholars have argued that the founders were motivated not necessarily by their own economic motives but by those of their _____.
a. states
b. families
c. religions
d. experiences

Ans: A
Learning Objective: 2-5: Consider the different perspectives on the effect of the Constitution in American life today.
Cognitive Domain: Comprehension
Answer Location: What is the Constitution?
Difficulty Level: Medium

84. Which of the following did the founders see as most dangerous?
a. political parties
b. unitary governments
c. pure democracies
d. elitist rulers

Ans: C
Learning Objective: 2-5: Consider the different perspectives on the effect of the Constitution in American life today.
Cognitive Domain: Comprehension
Answer Location: What is the Constitution?
Difficulty Level: Medium

85. The Constitution was intentionally designed to put brakes on popular desire to
a. allow for majority rule.
b. accommodate for minority rights.
c. allow for a powerful executive.
d. change public policy quickly.

Ans: D
Learning Objective: 2-5: Consider the different perspectives on the effect of the Constitution in American life today.
Cognitive Domain: Comprehension
Answer Location: What is the Constitution?
Difficulty Level: Medium

True/False

1. James Madison was one of the only Founding Fathers not to own slaves.
Ans: F
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: James Madison's Research Project: The Fathers Were Practical Men
Difficulty Level: Easy

2. Prior to and during the Constitutional Convention, most Americans wanted to replace the Articles of Confederation.

Ans: F
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: Connecting to…Calls for Reforming the American Government
Difficulty Level: Easy

3. Americans would refer to "These United States…" rather than "The United States," demonstrating a desire to maintain strong states' rights.

Ans: T
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: American Government Before the Constitution: The Articles of Confederation, Problems of National Authority, and Differences Between States

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Difficulty Level: Easy

4. States selected their representatives to the unicameral legislature and could choose the number of representatives they sent under the Articles of Confederation.

Ans: T
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Easy

5. The confederal government under the Articles of Confederation was intentionally made stronger than the sovereignty of the individual states.

Ans: F
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Comprehension
Answer Location: Problems of Representation and the Sovereignty of States
Difficulty Level: Easy

6. The delegates who assembled in Philadelphia represented a snapshot of the people living in the thirteen states.

Ans: F
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Grand Convention in Philadelphia: Experience Must Be Our Only Guide
Difficulty Level: Medium

7. The Virginia Plan laid out a strong national government, while the New Jersey Plan called for a weak one.

Ans: T
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Comprehension
Answer Location: The Virginia Plan: A New Method for Determining Representation

Difficulty Level: Medium

8. Each of the two houses of Congress plays a different role in shaping policy and creating laws.

Ans: T
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution.
Cognitive Domain: Comprehension
Answer Location: The Legislative Branch
Difficulty Level: Medium

9. The president has unlimited power over the actions of Congress.

Ans: F
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution.
Cognitive Domain: Comprehension
Answer Location: The Executive Branch
Difficulty Level: Medium

10. The power of judicial review was explicitly granted to the judicial branch in the Constitution.

Ans: F
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution.
Cognitive Domain: Comprehension
Answer Location: The Judiciary
Difficulty Level: Medium

11. In drawing the powers of each of the three branches, it is clear that Congress intended for the executive branch to exert power over the others.

Ans: False
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution.
Cognitive Domain: Comprehension
Answer Location: Separation of Powers
Difficulty Level: Medium

12. The Constitution is written so as to make it easy to amend it by popular vote.

Ans: F

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Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution.
Cognitive Domain: Comprehension
Answer Location: Unfinished Parts: More Details to Work Out
Difficulty Level: Medium

13. One of the most important divisions during the Constitutional Convention was over the issue of slavery.

Ans: T
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the Constitution.
Cognitive Domain: Comprehension
Answer Location: Slavery, Population and the Balance of Power Between Southern and Northern States
Difficulty Level: Medium

14. The term "federalist" was chosen by Constitutional supporters because it generally meant more of a balance between the power of states and the national government.
Ans: True
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Comprehension
Answer Location: Ratification: Federalists versus Antifederalists
Difficulty Level: Medium

15. The Founders of the Constitution have been accused of acting in their own economic best interests when drafting it.
Ans: T
Learning Objective: 2-5: Consider the different perspectives on the effect of the Constitution in American life today.
Cognitive Domain: Comprehension
Answer Location: Conclusion: What is the Constitution?
Difficulty Level: Medium

Short Answer

1. Whose research and studies into the death of republics was instrumental in the drafting of the United States Constitution?
Ans: James Madison
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.

Cognitive Domain: Knowledge
Answer Location: James Madison's Research Projects: "The Fathers Were Practical Men." .
Difficulty Level: Easy

2. What form of government did the United States have prior to adopting the Constitution?
Ans: confederal, confederation
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: American Government Before the Constitution: The Articles of Confederation, Problems of National Authority, and Differences Between the States 2.
Difficulty Level: Easy

3. The grassroots popular uprising against the government of Massachusetts that frightened many states into researching a new Constitution was called
Ans: Shay's Rebellion, Shays's Rebellion
Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Knowledge
Answer Location: Unrest and the Danger of Rebellion
Difficulty Level: Medium

4. The _____ clause has enabled Congress to become involved in large areas of the American economy, even within states.
Ans: commerce
Learning Objective: 2-3: Identify the ideas behind the structure of the government under the new Constitution.
Cognitive Domain: Comprehension
Answer Location: The Legislative Branch
Difficulty Level: Medium

5. The suppression of the rights of a people by those holding power is called _____.
Ans: tyranny
Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Knowledge
Answer Location: Ratification: Federalists and Antifederalists
Difficulty Level: Easy

Essay

1. Describe the arguments presented by those in favor of amending or rewriting the Articles of Confederation and those who were opposed.

Ans: Larger states such as Virginia, Pennsylvania, and Massachusetts had much more to gain in revising the Articles of Confederation, particularly after Shay's Rebellion and similar uprisings threatened the internal security of these states. Larger states were much more in favor of a stronger national government that could help in regulating the value of currency, intervening in disputes between states, and providing foreign and domestic protection in the form of a regular and professional army that was not at the will of the states. Given that they had much larger populations, they argued for a representative system based on population, whereas the smaller states were satisfied with the unicameral and state-centered system that the Articles had established. Given that smaller states had the same vote in the legislature as the larger states, they were not in favor of amending the Articles, as this would reduce the amount of sovereignty and influence afforded the smaller states.

Learning Objective: 2-1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.
Cognitive Domain: Analysis
Answer Location: American Government Before the Constitution: The Articles of Confederation, Problems of National Authority, and Differences Between States
Difficulty Level: Hard

2. What issues were at the center of the Constitutional Convention as it progressed, and how were these issues resolved?
Ans: Many of the same issues that concerned the larger and smaller states as they addressed the issue of revising the Articles of Confederation shone through during the Constitutional Convention. Among these were the question of how much power would be given to states and how much would be given to the new federal government. In addition, those who opposed the Constitution desired that it include a Bill of Rights and specific protections that would ensure the sovereignty of the states. The issue of representation was addressed through three specific proposals. The first, called the Virginia Plan, called for a strong central government, weak state sovereignty, and a bicameral legislature based purely on proportional population. Smaller states and Southern states questioned this proposal and countered with the New Jersey Plan, which called for weaker national government, stronger state government and the same unicameral system that was used under the Articles of Confederation. As a compromise, the Connecticut Plan, or Great Compromise, was offered, which called for

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a federal system of balanced power between states and the national government as well as a representative system that was proportionally based in the lower house (the House of Representatives) and equally representative in the upper house (the Senate). Other compromises surrounding the issue of slavery were also necessary. As a way of keeping the Southern states on board with the new Constitution, a "logrolling," or trading of votes, occurred that resulted in a 20 year moratorium on the regulation of slavery, the counting of slaves as three-fifths of a person for representative purposes, and the return of slaves from free states to the slave states from which they originated. In return, those who supported strong national government were able to include provisions concerning the regulation of interstate trade and a supremacy clause that made the Constitution the highest law in the land. Even with these compromises and debates, it took great effort and persuasion to arrive at the Constitution we have today.
Learning Objective: 2-2: Describe how the Constitution was shaped by the strategic political choices of those involved in its drafting.
Cognitive Domain: Analysis
Answer Location: The Convention Begins: Debates About Representation and Power
Difficulty Level: Hard

3. Why were the founders so concerned about the "danger of factions"? How does the Constitution address this problem?
Ans: James Madison, George Washington, and many other Founding Fathers all saw a dangerous trend in the growth of factions, which are groups of self-interested people that wish to use government to achieve a specific set of goals while trampling on the rights of others. In today's world, we would call these political parties and special-interest groups. Madison saw the danger not only in the actions of self-interested people but in the concerted effort to achieve the goals of a group despite the needs, interests, or rights of others. These factions were seen as the most dangerous challenge to the life of a republic. In order to control the impact of factions, a system of separated powers and checks and balances was put into the Constitution to control them. Madison argued that factions could be eliminated but only through an unacceptable means—the establishment of an authoritarian government. Since this would be contrary to the intent of establishing a democratic republic, Madison recognized that factions could not be eliminated but needed to be recognized and tolerated. The solution, according to Madison, was the creation of an extended republic, which was a republic so large and diverse with so many factions vying for power that no one faction is able to assert its will over the others. This was used as evidence against the charge that republics were too big to govern. The Constitution itself created this new "extended republic" with sufficient controls so as to limit the ability of any one faction to gain power over the government.
Learning Objective: 2-4: Compare an contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Analysis
Answer Location: The Problem of Faction
Difficulty Level: Hard

4. How were questions over the relative power of states and nation addressed in the Constitution? What new form of governmental organization resulted from these debates?
Ans: Debates between Federalists and Antifederalists centered around the relative power of states versus the national government. Federalists argued that this new federal form of government was necessary to preserve individual rights and liberties, and Antifederalists argued against any increase in national power, warning that the national governmental powers would infringe on the rights and authority of the states. Federalists argued that strong states and weak nations have led to the downfall of republics in the past and that the principle of confederacy, which calls for weak national governments and strong states, has caused "incurable disorder and imbecility in the government." James Madison argued that a balanced approach to power between state and national government, which he called federalism, was the solution to the problem. As a result, we have a federal republican form of government that allows for a sharing of power between states and the national government with a Supreme Court in place to settle disputes between the states and between states and the national government itself. This is not to say this system is perfect, as the question of states' rights and national power continues in political rhetoric to this day.

Learning Objective: 2-4: Compare and contrast the arguments put forth by the Federalists and the Antifederalists during the ratification campaign.
Cognitive Domain: Analysis
Answer Location: The Power of the National Government and the States
Difficulty Level: Hard

5. How did class and economics act as motivating factors in the development of today's Constitution? What role do they play today?
Ans: The Founding Fathers have been described as being guided by their own privilege and accused of crafting a government that preserved distinctions of wealth and class. This critique argues that wealthy elites supported the Constitution because it protected private property from attempts to redistribute or confiscate it. The men who acted as Founding Fathers were all elite property owners who were self-motivated to protect their social and economic class status from interference by others.

Other scholars have argued that the Founders were motivated not by economic motives but by their states with each state acting to defend and improve its own self-interests. Since the delegates had been selected by the states, they were charged with representing the rights of the state first and their own self-interests second.

While it is true that the Constitution was written by educated elite, white, land-owning men and that slaves and women were excluded from many of the rights and privileges

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included in the Constitution such as voting and direct participation, the new Constitution did include (at the insistence of small Antifederalist states) a national Bill of Rights (which was ratified two years later). This is used as an argument to justify the case that the Constitution was written for all Americans. But today, class and social distinctions still exist, and the debate over the true intent of the Constitution remains. Through the process of amendment and lawmaking, many of the exclusions that were part of the original Constitution have been corrected, and any favor for elites has long since been addressed, so one could argue that despite the intention of the original drafters of the Constitution, it has thrived and survived and evolved into a document "by the people, of the people, and for the people" as Abraham Lincoln described it in his famous Gettysburg Address.

STUDENT ANSWERS MAY BE VERY SUBJECTIVE TO THIS ESSAY BUT ARGUMENTS SHOULD CENTER ON THE INTENT OF THE DRAFTERS VS. THE FORM OF THE CONSTITUTION TODAY.

Learning Objective: 2-5: Consider the different perspectives on the effect of the Constitution in American life today.
Cognitive Domain: Analysis
Answer Location: Conclusion: What is the Constitution?
Difficulty Level: Hard