Keeping the Republic Power and Citizenship in American Politics Brief Edition 7th edition Barbour Test Bank

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Chapter 2
The Politics of the American Founding

Multiple Choice

1. Early colonists came to America:
a. for a wide range of economic and political agendas as well as for religious and philosophical reasons
b. solely to set up a democratic political system
c. solely to obtain land
d. mainly to avoid the widespread poverty and economic depression that was sweeping Europe
e. solely to escape religious persecution
Ans: A
Answer Location: The Politics of the American Founding
Learning Objective: LO 2-1
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

2. England won the battle with Spain for control of North America because:
a. its military and economic power was greater than Spain's
b. the Spanish decided to allow England to have North America, while they controlled Central and South America
c. the Spanish did not appreciate the value of North America, but the English did
d. the Native Americans helped England
e. the Pope decreed that England should control North America
Ans: A
Answer Location: The Split From England
Learning Objective: LO 2-1
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

3. All of the following statements concerning life in the colonies and life in England are true **EXCEPT**:
a. Land was widely available in the colonies but not in England
b. Life in the colonies offered more opportunities than life in England
c. Fewer people were excluded from voting in the colonies than in England
d. The colonies were places of absolute freedom, whereas England had many restrictions
e. In England, women could sometimes own property and qualify to vote
Ans: D
Answer Location: The Split From England
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Question Type: MC

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Difficulty Level: Easy

4. The end of the French and Indian War changed relations between England and the colonies because:
a. The English had made the colonies fund the French and Indian War, and the colonists were resentful
b. The colonies felt they no longer needed English troops, but the English wanted the colonies to pay for the war
c. The English government kept insisting on providing more aid to the colonies
d. The colonies were grateful to the English government for saving them
e. The English government was pleased about the tremendous gratitude expressed by the colonies for English sacrifices during the war
Ans: B
Answer Location: The Split From England
Learning Objective: LO 2-1
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

5. Ideas of political change and challenges to British ideology were largely a result of American acceptance of the political ideas of:
a. Thomas Hobbes
b. Patrick Henry
c. John Calvin
d. John Locke
e. Plato
Ans: D
Answer Location: The Declaration of Independence
Learning Objective: LO 2-2
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

6. The British government imposed taxes that the colonists resented in order to:
a. pay for the debt created by the French and Indian War
b. punish the colonists for acts of rebellion
c. pay for slaves England was shipping to the colonies
d. pay for the lavish lifestyles of the English nobility
e. shift the burden of the European wars from the people at home to the colonists
Ans: A
Answer Location: The Split from England
Learning Objective: LO 2-2
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

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7. The Declaration of Independence was first and foremost a(n):
a. philosophical treatise
b. political document
c. attempt to persuade King George III to listen to the colonies
d. plan of action
e. moral argument opposing slavery in the colonies
Ans: B
Answer Location: The Declaration of Independence
Learning Objective: LO 2-2
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

8. The authors suggest that Thomas Jefferson might have changed John Locke's argument for government to protect property to protection of "the pursuit of happiness" because Jefferson:
a. liked the sound of "pursuit of happiness" better
b. was trying to avoid the suggestion the Declaration was arguing for the protection of slavery
c. could not remember what Locke had actually said
d. was trying to gain the support of those who had little property to protect
e. wanted to reflect the views of the colonists
Ans: D
Answer Location: The Declaration of Independence
Learning Objective: LO 2-2
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

9. In declaring all men to be equal, the authors of the Declaration of Independence followed Locke in all of the following **EXCEPT**:
a. Locke argued that men are naturally equal, whereas the authors argued that equality is created by society
b. Locke believed that society can establish inequalities without violating natural equality
c. Locke condemned slavery, whereas the colonists did not
d. The authors of the Declaration declared that all men have certain rights
e. The authors of the Declaration condemned slavery, whereas Locke did not
Ans: C
Answer Location: ". . . That All Men Are Created Equal"
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Question Type: MC
Difficulty Level: Hard

10. John Locke's political philosophy nicely fit the needs of the colonial leaders because it:
a. justified both slavery and democracy

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b. contained both a theory of revolution and a theory of constitutional government
c. was read by most Americans at the time of the American Revolution
d. insisted everyone should get to vote, even slaves and women
e. was strongly anti-British
Ans: B
Answer Location: ". . . That All Men Are Created Equal"
Learning Objective: LO 2-2
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Hard

11. When he argued that "all men are equal," John Locke stated all of the following **EXCEPT**:
a. Slavery is an unjustified evil
b. Men are naturally equal
c. There are many justified differences in the treatment of men in society
d. Age or virtue may justify differences of treatment in society
e. There are differences in men's natural abilities that justify differences in the social status of men
Ans: A
Answer Location: ". . . That All Men Are Created Equal"
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Question Type: MC
Difficulty Level: Medium

12. The difference between the Native American view of property and the European view of property was that:
a. Native Americans believed in private property, whereas the Europeans believed in communal property
b. Native Americans believed in communal property, whereas the Europeans believed in private property
c. Native Americans believed that all property was owned by the tribal chief, whereas the Europeans believed property could be owned by any citizen
d. Native Americans believed in communal property, whereas the Europeans believed that all property was owned by the monarch
e. Native Americans believed property belonged to the tribe, whereas the Europeans believed all property was owned solely by God
Ans: B
Answer Location: ". . . That All Men Are Created Equal"
Learning Objective: LO 2-2
Cognitive Domain: Application
Question Type: MC
Difficulty Level: Medium

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13. Under the Articles of Confederation, Congress had all of the following powers **EXCEPT** the power to:
a. make treaties
b. coin money
c. direct the armed forces
d. decide matters of war and peace
e. tax
Ans: E
Answer Location: Page 14
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Question Type: MC
Difficulty Level: Easy

14. Under the Articles of Confederation, the rights and obligations of citizens were:
a. stated explicitly
b. determined by each state constitution
c. negotiated among the several states
d. covered by the Declaration of Independence
e. left to be determined by Congress after the adoption of the Articles
Ans: B
Answer Location: The Provisions of the Articles
Learning Objective: LO 2-3
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

15. The biggest winners under the Articles of Confederation were:
a. the economic elites
b. those who wanted a strong national government
c. the British government
d. small farmers and artisans
e. Native Americans
Ans: D
Answer Location: Some Winners, Some Losers
Learning Objective: LO 2-3
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

16. One of the biggest differences between the Articles of Confederation and the Constitution was that:
a. under the Articles a bicameral legislature existed, whereas under the Constitution a unicameral legislature existed

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b. under the Articles a multiple executive existed, whereas under the Constitution a single executive existed
c. under the Articles the states were sovereign, whereas under the Constitution the people were sovereign
d. the Articles could not be amended, but the Constitution could
e. the Articles created a weak federal court system, whereas the Constitution created a strong federal court system
Ans: C
Answer Location: The Provisions of the Articles
Learning Objective: LO 2-3
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

17. The main difference between farmers and the elites after the Revolutionary War was that:
a. farmers wanted powerful state governments whereas the elites wanted a powerful federal government
b. the elites wanted independence from a strong central government whereas farmers did not
c. unlike the elites, farmers weren't concerned with economic stability
d. unlike the elites, farmers weren't concerned with political power
e. farmers were more prosperous economically than the elites
Ans: A
Answer Location: Some Winners, Some Losers
Learning Objective: LO 2-3
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

18. During the period of time during which the United States was governed by the Articles of Confederation, elites came to fear tyranny by the:
a. King
b. Legislature
c. Judiciary
d. Political parties
e. People
Ans: A
Answer Location: Some Winners, Some Losers
Learning Objective: LO 2-3
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

19. Shays's Rebellion demonstrated the:
a. strong opposition to the Declaration of Independence
b. frustration of debtors and the failure of the Articles of Confederation

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c. need for additional courthouses to process foreclosures
d. unpopularity of the Revolutionary War
e. power of England to stir up trouble in the new United States
Ans: B
Answer Location: Some Winners, Some Losers
Learning Objective: LO 2-3
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

20. What did James Madison mean when he stated that the founders needed to "discover a republican remedy for those diseases most incident to republican government"?
a. A Bill of Rights needed to be added to the Constitution
b. Government had to contain the will of the people even though it was based on the will of the people
c. The country needed to develop a court system to address the conflicting rights of citizens
d. The country only needed stronger state governments in order to control the people
e. The federal government needed to have the ability to collect taxes to provide services for citizens
Ans: B
Answer Location: Some Winners, Some Losers
Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

21. The delegates to the Constitutional Convention were:
a. the most educated, powerful, and wealthy citizens of the new country
b. young merchants who wanted to achieve economic success
c. mainly farmers
d. ordinary Americans who confronted great challenges
e. made up entirely of the leaders of the Revolutionary Army
Ans: A
Answer Location: The Constitutional Convention
Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

22. The delegates at the Constitutional Convention:
a. encouraged widespread public interest in what was happening at the convention
b. actively sought the input of foreign leaders
c. met in Philadelphia to reconstruct the foundations of American government
d. were very open to the press about their daily accomplishments
e. left extensive records of the major debates

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Ans: C
Answer Location: The Constitutional Convention
Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

23. All of the following statements concerning the members of the Constitutional Convention are true **EXCEPT**:
a. They were all men
b. Most of them only wanted to modify the Articles of Confederation
c. They were highly educated
d. They were the most injured by the Articles of Confederation
e. They were members of the nation's economic and social elites
Ans: B
Answer Location: The Constitutional Convention
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Question Type: MC
Difficulty Level: Medium

24. The central goal of the delegates to the Constitutional Convention was to:
a. increase the power of the states
b. increase the power of the people
c. decrease the power of the national government
d. increase the power of the national government
e. increase the democratic nature of the government
Ans: D
Answer Location: How Strong a Central Government?
Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

25. The founders adopted a federal political system:
a. because they hoped King George III would approve such an arrangement
b. because they were inspired by the writings of John Locke, who advocated such an arrangement
c. as a return to an ancient form of government
d. because a division of sovereignty between a central government and regional governments is a basic principle of democracy
e. as a compromise between those who wanted a strong central government and those who wanted to retain strong state governments
Ans: E
Answer Location: How Strong a Central Government?

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Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

26. According to the Federalists, the advantage of federalism over a confederation was that it would:
a. give city governments significant amounts of power
b. divide power between the federal and state governments
c. give all the power to state governments
d. lead to the elimination of slavery
e. eliminate state governments
Ans: B
Answer Location: How Strong a Central Government?
Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

27. The delegate to the Constitutional Convention who had the greatest impact on the document was:
a. George Washington
b. Thomas Jefferson
c. Alexander Hamilton
d. Ben Franklin
e. James Madison
Ans: E
Answer Location: Large States, Small States
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Question Type: MC
Difficulty Level: Medium

28. All of the following are differences between the Virginia Plan and New Jersey Plan **EXCEPT**:
a. The Virginia Plan created a much stronger national government
b. The Virginia Plan weighted representation in the national legislature by population, whereas the New Jersey Plan gave each state one vote
c. The New Jersey Plan created a multimember executive, whereas the Virginia Plan created a one-person executive
d. The New Jersey Plan created a single legislature, whereas the Virginia Plan called for a bicameral legislature
e. The Virginia Plan strengthened the national government, whereas the New Jersey Plan weakened the national government
Ans: E

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Answer Location: Large States, Small States
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Question Type: MC
Difficulty Level: Medium

29. In drafting the Constitution the founders:
a. adopted the Virginia Plan completely
b. adopted the New Jersey Plan completely
c. rejected totally both the New Jersey Plan and the Virginia Plan and started over
d. took from both the Virginia Plan and the New Jersey plan, but took more from the Virginia Plan
e. took more from the New Jersey Plan than from the Virginia Plan
Ans: D
Answer Location: Large States, Small States
Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

30. The Great Compromise:
a. provided strong powers to the state governments
b. established slaves as equal to three-fifths a person when totaling populations for both representation and taxation
c. established a legislature with equal state representation in the Senate and representation by state population in the House
d. limited the importation of slaves for 20 years
e. created a confederate system of government
Ans: C
Answer Location: Large States, Small States
Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

31. The way the founders treated slavery in the Constitution indicated that:
a. It was not an important issue at the convention
b. They wanted to use the Constitution as a way to "phase out" slavery
c. They were unified in their desire to eventually eliminate it
d. The founders were united in their desire to protect it
e. Slavery was such a divisive issue they did not dare to mention it directly in the Constitution
Ans: E
Answer Location: North and South
Learning Objective: LO 2-4
Cognitive Domain: Knowledge

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Question Type: MC
Difficulty Level: Medium

32. Under the Three-Fifths Compromise:
a. Each slave would count as three-fifths of a person for purposes of representation in the House of Representatives
b. Three-fifths of the states would have to ratify the Constitution for it to take effect
c. A three-fifths majority of the Senate would be required to adopt a treaty
d. Three-fifths of the states would have to agree to constitutional amendments
e. Three-fifths of the members of the Senate would have to vote to impeach a president
Ans: A
Answer Location: North and South
Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

33. The group that believed in strong national power and supported the new constitution was the:
a. Jacksonian Democrats
b. New Nationalists
c. Federalists
d. Whigs
e. Jeffersonian Republicans
Ans: C
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

34. The Federalists believed that the human tendencies toward ambition and corruption should be dealt with by:
a. socializing citizens to make decisions according to civic virtue
b. ignoring these characteristics because most people are basically good
c. creating institutions that made use of those characteristics to produce good outcomes and protect against bad outcomes
d. governing through monarchy
e. concentrating power in a legislature
Ans: C
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

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35. The Anti-Federalists feared the adoption of the Constitution would lead to:
a. a great deal of corruption in government
b. a weak national government
c. attacks on property rights
d. popular tyranny
e. attacks on slavery
Ans: A
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

36. All of the following statements concerning *The Federalist Papers* are true **EXCEPT**:
a. They were published as editorials in support of the ratification of the Constitution
b. They remain important as a source of insight into the arguments for the Constitution
c. They were written by James Madison, Alexander Hamilton, and John Jay
d. They were intended as a philosophical treatise in support of democracy
e. They are one of the main texts on early American politics that we have today
Ans: D
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Question Type: MC
Difficulty Level: Medium

37. Groups that are united by some common passion or interest opposed to the rights of other citizens, or the interests of the community as a whole, are known as:
a. Political caucuses
b. Political parties
c. Segregationists
d. Minorities
e. Factions
Ans: E
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

38. In *Federalist* No. 10, James Madison warned against the dangers of:
a. Bureaucrats
b. Slavery
c. Political elites
d. Factions

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e. Campaign contributions
Ans: D
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

39. According to James Madison, the effects of factions are best managed by:
a. "Pure democracy"
b. The judiciary
c. The use of force
d. A large republic
e. The legislative branch
Ans: D
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

40. James Madison believed that factions were particularly dangerous to a republic because:
a. they would create a split between the north and the south
b. they would likely pit the haves and have-nots against each other
c. they would try to eliminate the system of checks and balances in the Constitution
d. they would likely create tension between minorities
e. certain factions might replace the legislature
Ans: B
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

41. The significance of *The Federalist Papers* is that:
a. they convinced Anti-Federalists that strong state governments were desirable
b. they were the first writings that documented the idea of popular sovereignty
c. without them, we likely wouldn't have a Bill of Rights
d. they convinced the colonists to revolt against England
e. without them, New York might not have ratified the Constitution
Ans: E
Answer Location: The Final Vote
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC

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Difficulty Level: Easy

42. In *Federalist* No. 51, what government structure did James Madison recommend to ensure "ambition . . . be made to counteract ambition"?
a. Direct democracy
b. A bicameral legislature
c. An executive branch with unchecked power
d. Separation of powers among the branches of federal government
e. A unicameral legislature
Ans: D
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

43. One argument made in *The Federalist Papers* that was clearly rejected was that:
a. there was no need for a Bill of Rights in the Constitution
b. factions could be controlled by a large republic
c. federalism was a workable form of government
d. the national government would not become too strong under the proposed system
e. the president would not be too strong under the proposed system
Ans: A
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

44. Which of the following were generally first to ratify the Constitution?
a. New England states
b. Northern states
c. Small states
d. Large states
e. Southern states
Ans: C
Answer Location: The Final Vote
Learning Objective: LO 2-5
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

45. Political and military struggle was prevalent on the North American continent:
a. from the time Europeans from various nations began arriving
b. from the beginning of the French and Indian War

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c. from the American Revolution through the Civil War
d. after the religious conflicts in Europe spread to the American colonies
e. after 1800
Ans: A
Answer Location: The Split From England
Learning Objective: LO 2-6
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

46. Which of the following statements best describes the distribution of power during the founding period?
a. The divisiveness of the new nation's elites led to a stalemate in the attempt to solve the nation's problems
b. The nation was composed of competing elites
c. The new nation's elites went to great lengths to promote equality among ordinary citizens
d. The new nation's elites were particularly concerned with promoting voters' rights
e. With the rise of popular democracy, the influence of elites declined dramatically
Ans: B
Answer Location: The Final Vote
Learning Objective: LO 2-6
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Hard

47. The Tea Party movement is important to examine in light of the politics of the American founding because:
a. it highlights the tension between government authority and individual rights of citizens
b. it shows that people are too apathetic to demonstrate against the government
c. militia movements are drafting their own constitutions
d. it illustrates the tension between the Second Amendment and the right to free speech
e. both movements involved groups that agreed with their leaders
Ans: A
Answer Location: The Politics of the American Founding
Learning Objective: LO 2-6
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Medium

48. While reading the text's discussion of pre-revolutionary America, you should be aware that the authors' point of view includes an interest in describing and explaining:
a. cultural history
b. power and citizenship
c. a European perspective on America
d. a philosophical perspective on American history

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e. solely the English perspective on the Revolutionary War
Ans: B
Answer Location: ". . . That All Men Are Created Equal"
Learning Objective: LO 2-6
Cognitive Domain: Knowledge
Question Type: MC
Difficulty Level: Easy

True/False

49. The Sugar Act of 1764 imposed customs taxes or duties and was seen as unfair and burdensome in a postwar economy
Ans: True
Answer Location: The Split from England
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Question Type: TF
Difficulty Level: Easy

50. The British government imposed taxes that the colonists resented in order to pay for the debt created by the French and Indian War
Ans: True
Answer Location: The Split from England
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Question Type: TF
Difficulty Level: Easy

51. The Declaration of Independence was first and foremost a(n) religious document.
Ans: False
Answer Location: The Declaration of Independence
Learning Objective: LO 2-2
Cognitive Domain: Comprehension
Question Type: TF
Difficulty Level: Easy

52. Thomas Jefferson might have changed John Locke's argument for government to protect property to protection of "the pursuit of greatness."
Ans: False
Answer Location: The Declaration of Independence
Learning Objective: LO 2-2
Cognitive Domain: Knowledge
Question Type: TF
Difficulty Level: Easy

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53. Under the Articles of Confederation, the rights and obligations of citizens were determined by each state constitution
Ans: True
Answer Location: The Provisions of the Articles
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Question Type: TF
Difficulty Level: Easy

54. After the Revolutionary War, farmers wanted powerful state governments.
Ans: True
Answer Location: Some Winners, Some Losers
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Question Type: TF
Difficulty Level: Medium

55. Shays's Rebellion was a grassroots uprising during the confederation period by armed Massachusetts farmers protesting foreclosures
Ans: True
Answer Location: Some Winners, Some Losers
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Question Type: TF
Difficulty Level: Easy

56. The delegates at the Constitutional Convention met in New York to reconstruct the foundations of American government
Ans: False
Answer Location The Constitutional Convention
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Question Type: TF
Difficulty Level: Easy

57. A unitary system is a government in which all power is centralized
Ans: True
Answer Location: How Strong a Central Government?
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Question Type: TF
Difficulty Level: Easy

Fill in the Blank

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58. The central goal of the delegates to the Constitutional Convention was to _____ the power of the national government
Ans: increase
Answer Location: How Strong a Central Government?
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Question Type: FIB
Difficulty Level: Medium

59. The _____ states favored the Virginia Plan
Ans: large
Answer Location: Large States, Small States
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Question Type: FIB
Difficulty Level: Easy

60. The _____ created a multimember executive, whereas the _____ created a one-person executive
Ans: New Jersey Plan; Virginia Plan
Answer Location: Large States, Small States
Learning Objective: LO 2-4
Cognitive Domain: Comprehension
Question Type: FIB
Difficulty Level: Easy

61. The _____ established a legislature with equal state representation in the Senate and representation by state population in the House
Ans: Great Compromise
Answer Location: Large States, Small States
Learning Objective: LO 2-4
Cognitive Domain: Knowledge
Question Type: FIB
Difficulty Level: Easy

62. In *Federalist* No. 10, James Madison warned against the dangers of _____
Ans: factions
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Question Type: FIB
Difficulty Level: Medium

63. James Madison believed that factions were particularly dangerous to a republic because they would likely pit the _____ and _____ against each other

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Ans: haves; have-nots
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Question Type: FIB
Difficulty Level: Medium

64. _____ were generally first to ratify the Constitution
Ans: Small states
Answer Location: The Final Vote
Learning Objective: LO 2-5
Cognitive Domain: Comprehension
Question Type: FIB
Difficulty Level: Easy

Short Answer

65. What four groups competed for control of the North American continent in the early years of exploration and colonization?
Ans: The English, Spanish, French, and Native Americans
Answer Location: The Split from England
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Question Type: SA
Difficulty Level: Easy

66. Name two reasons why early colonists left England
Ans: Students should mention the land and economic opportunities that existed in the New World as well as the ability to practice religion freely
Answer Location: The Politics of the American Founding
Learning Objective: LO 2-1
Cognitive Domain: Comprehension
Question Type: SA
Difficulty Level: Easy

67. Why did the founders adopt a federal system of government?
Ans: It was a compromise between a unitary government and a confederation
Answer Location: How Strong a Central Government?
Learning Objective: LO 2-3
Cognitive Domain: Comprehension
Question Type: SA
Difficulty Level: Medium

Essay

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68. Discuss the situation faced by women, African Americans, and Native Americans during the colonial era. What rights, if any, did each group have? How did their situations change after the Revolutionary War?
Ans: Students should address the issues of property rights, voting rights, involvement in local politics, and slavery. The key point to be made when answering the second question is that very little changed for these groups after the Revolution. In some ways, they were actually worse off (for example, women lost voting rights)
Answer Location: Pages ". . . That All Men Are Created Equal"
Learning Objective: LO 2-2
Cognitive Domain: Application
Question Type: ESS
Difficulty Level: Hard

69. Enlightenment philosophers, such as John Locke, had a new vision about the roles of government and citizenship. How did Locke's vision differ from the views of government and citizenship up until that time? In what ways did his writings influence the founding fathers?
Ans: Students should discuss the novelty of Locke's argument that rights are natural and that the people are sovereign, as well as the concept of a social contract. Thomas Jefferson modeled the Declaration of Independence after the arguments made by Locke in "A Second Treatise on Government." Jefferson's argument for revolution was based on the fact that King George had violated Britain's social contract with the colonies
Answer Location: ". . . That All Men Are Created Equal"
Learning Objective: LO 2-2
Cognitive Domain: Application
Question Type: ESS
Difficulty Level: Hard

70. Why did the Articles of Confederation ultimately fail?
Ans: For the same reason it was created in the first place: It did not provide for a strong central government. The federal government could not tax or draft soldiers, lacked the ability to regulate commerce between the states and between states and foreign powers, and could not establish a stable and common monetary system. Some also argue that it failed because it did not include a Bill of Rights
Answer Location: The Provisions of the Articles
Learning Objective: LO 2-3
Cognitive Domain: Application
Question Type: ESS
Difficulty Level: Medium

71. Identify and discuss the three major compromises adopted at the Constitutional Convention. What issue did each compromise address? What were the concerns of each side? How was the compromise achieved? How well do you think each of the compromises has worked?
Ans: Students should discuss federalism, the Great Compromise, and the Three-Fifths Compromise. Federalism was a compromise between supporters of a strong national government and supporters of strong state governments. The Great Compromise was a compromise between

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the large states and the small states. The Three-Fifths Compromise was a compromise between supporters and opponents of slavery. Federalism divided sovereignty between the states and national government; the Great Compromise divided representation so that the large states were well-represented in the House, while the small states had equal representation in the Senate; the Three-Fifths Compromise provided slave states with more power in the House than they would have with slaves not being counted for representation, but less than if they were counted as whole persons. Students should note that federalism did not solve the problem of the status of the states, nor did the Three-Fifths Compromise end the conflict over slavery. Both required a civil war for resolution
Answer Location: How Strong a Central Government?
Learning Objective: LO 2-4
Cognitive Domain: Application
Question Type: ESS
Difficulty Level: Medium

72. What were the two major plans presented at the Philadelphia Convention, and what were the major provisions of each? How were the plans reconciled? Who do you think the winners and the losers were at the Constitutional Convention? Why do you think the winners were winners and the losers were losers?
Ans: Students should discuss the differences between the New Jersey and Virginia Plans, especially with respect to representation in the legislature. The plans were reconciled in the Great Compromise. *The Big Picture: How We Got to the Constitution From the Articles of Confederation* provides a good summary of the differences between the two plans, the Articles of Confederation, and the Constitution. The last two questions are more analytical than factual. Students should think about actors such as large states and small states, slave states and non-slave states, and Federalists and Anti-Federalists
Answer Location: Large States, Small States
Learning Objective: LO 2-4
Cognitive Domain: Application
Question Type: ESS
Difficulty Level: Hard

73. Explain the nature of the conflict between the Federalists and Anti-Federalists. Who were likely to be Federalists and Anti-Federalists? How did each group view human nature and the role of government?
Ans: Students should mention the disagreement over where government power should lie. Federalists thought it should ultimately lie in the hands of a national government, while Anti-Federalists thought it should ultimately lie in the hands of local governments. Federalists were likely to be people who had a considerable economic stake in the new nation because they fared poorly under the Articles of Confederation. They tended to be students of the Enlightenment who believed that ambition and corruption were inevitable parts of human nature. As a result, Federalists believed a strong federal government was needed to maintain security and order. Anti-Federalists tended to come from more modest economic backgrounds and rejected the view that ambition and corruption were inevitable. They also believed that government could best function on a smaller, local level

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Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Application
Question Type: ESS
Difficulty Level: Hard

74. In *Federalist* No. 10, James Madison wrote about the danger of factions. Why did Madison think factions were problematic, and how would the new Constitution keep them under control?
Ans: Madison thought that factions would lead to majority tyranny and pit the haves against the have-nots. Madison believed that a republic would dilute the effects of factions and that a large republic would create a number of factions, which would keep one from getting too powerful
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Application
Question Type: ESS
Difficulty Level: Hard

75. Explain James Madison's statement that "ambition must be made to counteract ambition."
Ans: Madison was referring to the necessity of reinforcing the separation of powers in the Constitution through a system of checks and balances that would give ambitious men the power to achieve things, while assuring that each branch would be checked in its members' ambitions by the other branches
Answer Location: Federalists Versus Anti-Federalists
Learning Objective: LO 2-5
Cognitive Domain: Application
Question Type: ESS
Difficulty Level: Hard

76. Compare and contrast the modern-day Tea Party movement with the Sons of Liberty and the Tea Party of the Revolutionary War time period. Additionally, discuss how living in a Web 2.0 world affected the growth of the modern Tea Party movement
Ans: Students should be able to explain that the Sons of Liberty and the Tea Party demonstrators of the revolutionary period dedicated their efforts to completely overthrowing the existing government and advocated using dramatic and violent means to do so. The modern day Tea Party, on the other hand, is led by individuals who use strong language and may claim to want an entirely new form of government. However, they do not advocate violence, nor do they want the existing political structure completely dismantled. Only a minority of people who say they identify with the Tea Party want an actual government overthrow. The tendency of stories and issues to go viral on social networking sites and online news agencies has greatly helped the growth of the modern-day Tea Party movement
Answer Location: The Politics of the American Founding
Learning Objective: LO 2-6
Cognitive Domain: Application
Question Type: ESS
Difficulty Level: Hard

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