American Democracy in Context 1st edition Maltese Test Bank

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Chapter 2: The Founding and the Constitution

Test Bank

Multiple Choice

1. The major difference between the Pilgrims and the Puritans who arrived in the New World around 1620 was _____.
a. the modern U.S. state in which they landed
b. their opinion on the Church of England
c. one was Catholic and the other was Protestant
d. one formed tobacco plantations, while one farmed cotton
Ans: B
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Analysis
Answer Location: Motivations for Coming to the Colonies
Difficulty Level: Medium

2. Many Huguenots settled in what became the English colony of _____.
a. New York
b. Virginia
c. Massachusetts
d. Maryland
Ans: A
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Knowledge
Answer Location: Motivations for Coming to the Colonies
Difficulty Level: Easy

3. If someone wanted to live in an English colony in 1700 that was ethnically and religiously diverse, they would be most likely to settle in _____.
a. South Carolina
b. Massachusetts
c. Connecticut
d. New Jersey
Ans: A
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Application
Answer Location: Motivations for Coming to the Colonies
Difficulty Level: Hard

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4. Initially, those who did the majority of work on Southern plantations in the seventeenth century were _____.
a. free white laborers
b. indentured servants
c. plantation owners
d. African slaves
Ans: B
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Knowledge
Answer Location: Motivations for Coming to the Colonies
Difficulty Level: Easy

5. Magna Carta was issued in 1215 by King _____ in reaction to his abuses of the barons.
a. John
b. Charles I
c. Charles II
d. William
Ans: A
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Knowledge
Answer Location: The Magna Carta
Difficulty Level: Easy

6. Why is Magna Carta historically significant today?
a. It justified the divine rights of kings and expanded their powers.
b. It established the principles of religious freedom and the freedom of speech.
c. It codified due process of law and limited the king's power.
d. It allowed the king to impose heavy taxes on the people.
Ans: C
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Analysis
Answer Location: The Magna Carta
Difficulty Level: Medium

7. Why did the English Civil War erupt in the 1630s?
a. Kings James I and Charles I attempted to rule without Parliament.
b. Colonists in North America demanded representation before being taxed.
c. Barons had become too wary of increasing taxes to pay for foreign wars.
d. King James II attempted to rule without parliamentary consent.
Ans: A
Learning Objective: 2.1: Explain how the American colonies came into being and

describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Comprehension
Answer Location: Civil War, the Glorious Revolution, and the English Bill of Rights
Difficulty Level: Medium

8. The English Bill of Rights resulted directly from _____.
a. the English Civil War
b. a baron's rebellion against King John
c. the Glorious Revolution
d. colonial reactions to the Stamp Act
Ans: C
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Comprehension
Answer Location: Civil War, the Glorious Revolution, and the English Bill of Rights
Difficulty Level: Medium

9. Fundamentally, the American Revolution came about as a result of _____.
a. parliamentary taxation without colonial representation
b. the imposition of slavery in the colonies
c. religious differences in the colony
d. the English Civil War spilling over into the colonies
Ans: A
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Analysis
Answer Location: "No Taxation without Representation"
Difficulty Level: Medium

10. The first major tax that angered the colonists, passed in 1764, was a tax on _____.
a. newspapers
b. legal documents
c. sugar
d. playing cards
Ans: C
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Knowledge
Answer Location: The Sugar Act and Stamp Act
Difficulty Level: Easy

11. In response to the Stamp Act Congress, Prime Minister George Grenville _____.
a. ordered the Boston Massacre
b. passed the Townshend Acts
c. passed the Sugar Act
d. argued the colonists were virtually represented in Parliament

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Ans: D
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Comprehension
Answer Location: The Sugar Act and Stamp Act
Difficulty Level: Medium

12. The Declaratory Act of 1766 declared that _____.
a. the colonists would not be taxed without parliamentary representation
b. the colonies were by rights free and independent states
c. the colonies were subordinate to the crown and parliament in London
d. the colonists need no longer pay the tax on sugar
Ans: C
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Comprehension
Answer Location: The British Response
Difficulty Level: Medium

13. In March 1770, British troops, alarmed by being pelted with rocks and snowballs, fired on a mass of colonials, killing five men. This incident became known as the _____.
a. Declaratory Act
b. Magna Carta
c. Boston Tea Party
d. Boston Massacre
Ans: D
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Knowledge
Answer Location: The British Response
Difficulty Level: Easy

14. The 1773 Tea Act _____.
a. was designed to bankrupt the East India Company
b. raised the price of tea in the colonies
c. lowered the price of tea in the colonies
d. led directly to the Boston Massacre
Ans: C
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Comprehension
Answer Location: The Boston Tea Party
Difficulty Level: Medium

15. The Coercive Acts of 1774 targeted the colony of _____, making it a hotbed of

anti-British agitation.
a. South Carolina
b. Massachusetts
c. Virginia
d. New York
Ans: B
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Knowledge
Answer Location: The Boston Tea Party
Difficulty Level: Easy

16. At the First Continental Congress in Philadelphia, _____.
a. British troops intervened and arrested the assembled colonial representatives
b. the representatives from the southern colonies walked out in protest to northerner's stance of slavery
c. colonial representatives agreed collectively to boycott British goods and assert their rights
d. the representatives agreed to and signed the Declaration of Independence
Ans: C
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Analysis
Answer Location: The First Continental Congress
Difficulty Level: Medium

17. Who wrote the pamphlet *Common Sense* in 1776?
a. Thomas Jefferson
b. Joseph Ellis
c. Thomas Paine
d. Benjamin Franklin
Ans: C
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Knowledge
Answer Location: The Second Continental Congress
Difficulty Level: Easy

18. *Common Sense* was an important pamphlet in that it _____.
a. induced the Southern colonists to abandon slavery
b. persuaded George Washington to support independence
c. convinced many British colonists for the need for independence
d. sway the British to accept the inevitability of American independence
Ans: C
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.

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Cognitive Domain: Analysis
Answer Location: The Second Continental Congress
Difficulty Level: Medium

19. *Common Sense* was so effective in its aims because it _____.
a. read to the army in July 1776
b. was translated to sixteen languages by 1778
c. was widely printed in London and Paris
d. used simple yet effective language
Ans: D
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Analysis
Answer Location: The Second Continental Congress
Difficulty Level: Medium

20. The primary author of the 1776 Declaration of Independence was _____.
a. Thomas Jefferson
b. Roger Sherman
c. John Locke
d. Benjamin Franklin
Ans: A
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Knowledge
Answer Location: The Declaration of Independence
Difficulty Level: Easy

21. The author of *Two Treatises of Government*, which established the idea of the social contract, was _____.
a. Thomas Jefferson
b. Roger Sherman
c. John Locke
d. Benjamin Franklin
Ans: C
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Knowledge
Answer Location: The Declaration of Independence
Difficulty Level: Easy

22. According to the original conception of the social contract, a person's natural rights, as expressed in *Two Treatises of Government*, were _____.
a. life, liberty, and the pursuit of happiness
b. life, liberty, and property
c. love, honor, and family

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d. wealth, religion, and shelter
Ans: B
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Knowledge
Answer Location: The Declaration of Independence
Difficulty Level: Easy

23. You own a homestead of 3.5 acres. The government has just taken your land away from you without your consent. According to John Locke's conception of the social contract, you are within your rights to _____.
a. overthrow the government
b. move to another country
c. ask for your land back
d. file a formal protest
Ans: A
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Application
Answer Location: The Declaration of Independence
Difficulty Level: Hard

24. Why did the Declaration of Independence target King George III exclusively?
a. George had bankrupted the kingdom, leading to the taxes the colonists so despised.
b. As king, it was George's responsibility to ensure the social contract, and he had failed to so do.
c. George was known to be intensely corrupt, and his corruption brought about colonial resentment.
d. Parliament had generally acted in favor of the colonies, but George had vetoed their acts.
Ans: B
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Analysis
Answer Location: The Declaration of Independence
Difficulty Level: Medium

25. On July 4, 1776, _____.
a. George Washington first read the Declaration of Independence to the troops
b. Congress preliminarily voted on the Declaration of Independence for the first time
c. the Declaration of Independence was read publicly for the first time
d. the final language of the Declaration of Independence was approved by Congress
Ans: D
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Comprehension

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Answer Location: The Declaration of Independence
Difficulty Level: Medium

26. In creating a national government during the American Revolution, the most significant problem was how to balance power between _____.
a. the president and the judiciary
b. Congress and the president
c. the judiciary and Congress
d. the states and the national government
Ans: D
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Analysis
Answer Location: The Articles of Confederation
Difficulty Level: Medium

27. Why was slavery, as a factor in a state's representation in the national congress, not an issue during the creation of the Articles of Confederation?
a. At this time, the number of slaves was not large enough to impact representation.
b. Northerners feared southern states would side with the British if they made slavery an issue.
c. At the time, northerners agreed that slaves should count toward the population.
d. Each state received only one vote in Congress regardless of their population.
Ans: D
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Comprehension
Answer Location: The Articles of Confederation
Difficulty Level: Medium

28. The first national government of the United States was established by the _____.
a. various state constitutions written between 1776 and 1780
b. Declaration of Independence of 1776
c. Articles of Confederation of 1777
d. Constitution of 1787
Ans: C
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Knowledge
Answer Location: The Articles of Confederation
Difficulty Level: Easy

29. Pretend you are a merchant who wishes to establish a tobacco exporting business

in 1783, while the Articles of Confederation are the laws of the land. You wish for your business to operate both from Maryland and Virginia and sell products all over the world. In light of the power dynamics of the confederation, to get your firm registered, you would have the most legal success in visiting _____.
a. Annapolis, the capital of Maryland
b. Richmond, the capital of Virginia
c. both Annapolis and Richmond
d. Princeton, New Jersey, where Congress is presently meeting
Ans: C
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Application
Answer Location: The Articles of Confederation
Difficulty Level: Hard

30. Under the Articles of Confederation, the government consisted of _____.
a. a unicameral legislature and no executive or judicial branch
b. a unicameral legislature, an executive branch headed by the president, but no judiciary
c. a bicameral legislature and a judiciary, but no executive branch
d. a bicameral legislature, a federal judiciary, and an executive branch headed by the president
Ans: A
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Knowledge
Answer Location: The Structure and Power of Government Under the Articles of Confederation
Difficulty Level: Easy

31. In 1784, the United States are under the government as described by the Articles of Confederation. Congress just voted on a bill to raise an army consisting of 400 soldiers and officers. Of the thirteen states, 7 voted in favor of this bill, 4 opposed it, and 2 abstained. As a result of this outcome, _____.
a. this bill passed and the army was raised
b. this bill passed and went the states for ratification
c. this bill failed and was returned to the states for more debate
d. this bill failed and the army was not raised
Ans: D
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Application
Answer Location: The Structure and Power of Government Under the Articles of

Confederation
Difficulty Level: Hard

32. Why did the Articles create such a weak central government?
a. Foreign powers preferred to deal with a weak central regime.
b. The framers thought a weak central government would protect their economic interests.
c. The experience of tyranny under Great Britain was fresh on the framers' minds.
d. Historically speaking, strong central governments always collapsed.
Ans: C
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Comprehension
Answer Location: Weaknesses of the Articles of Confederation
Difficulty Level: Medium

33. To raise money, the Congress under the Articles of Confederation had to _____.
a. get permission from the president
b. ask for voluntary contributions from the states
c. pass a law specifically authorizing a new tax
d. collect revenues from customs houses
Ans: B
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Comprehension
Answer Location: Weaknesses of the Articles of Confederation
Difficulty Level: Medium

34. Under the Articles of Confederation, customs duties were determined at the _____ level.
a. municipal
b. county
c. state
d. national
Ans: C
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Analysis
Answer Location: Weaknesses of the Articles of Confederation
Difficulty Level: Medium

35. Shays' Rebellion began in 1786 over _____.
a. the national Congress needing funds to raise an army to fight the British

b. differing customs duties between New York and Massachusetts
c. Massachusetts farmers' desire to avoid paying a tax on tea
d. desperate farmers seeking to avoid foreclosure on their Massachusetts farms
Ans: D
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Comprehension
Answer Location: Shays' Rebellion
Difficulty Level: Medium

36. The historical significance of Shays' Rebellion in 1786 is that it _____.
a. convinced prominent men of the weakness of Congress under the Articles of Confederation
b. demonstrated how the Articles of Confederation protected liberty and property
c. was the last British attack on the United States during the American Revolution
d. convinced anti-Federalists to ratify the Constitution
Ans: A
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Analysis
Answer Location: Shays' Rebellion
Difficulty Level: Medium

37. _____ was a proponent of a stronger central government as a delegate to the Constitutional Convention and later was a prominent Federalist.
a. Alexander Hamilton
b. Thomas Jefferson
c. John Adams
d. Patrick Henry
Ans: A
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Knowledge
Answer Location: Starting Over: The Constitutional Convention
Difficulty Level: Easy

38. By resolution of February 21, 1787, Congress authorized the Constitutional Convention to _____ the Articles of Confederation.
a. debate
b. amend
c. replace
d. ratify
Ans: B

Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Comprehension
Answer Location: Starting Over: The Constitutional Convention
Difficulty Level: Medium

39. Why was Thomas Jefferson not a delegate to the Constitutional Convention in 1787?
a. He was serving in the army at the time.
b. He too passionately advocated for states' rights.
c. He was abroad serving as ambassador to France.
d. He was too ill to be able to attend.
Ans: C
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Comprehension
Answer Location: The Delegates and Their Motives
Difficulty Level: Medium

40. In 1913, political scientist and historian Charles Beard characterized the men who met in Philadelphia in 1787 as _____.
a. demigods who accomplished an impossible task with dignity and honor
b. broken men who nonetheless created a document that enshrined freedom
c. altruistic men who put the interests of the country above their own and those of their home states
d. selfish men who ultimately were looking out for their own economic interests
Ans: D
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Analysis
Answer Location: The Delegates and Their Motives
Difficulty Level: Medium

41. In the 1950s, historians Robert E. Brown and Forrest McDonald criticized Charles Beard's characterization of the delegates to the Constitutional Convention for _____.
a. nothing, finding Beard correct on all accounts
b. its uniform portrayal of the delegates' motives
c. its overlooking the delegates' economic interests
d. its lack of evidence to support Beard's argument
Ans: B
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.

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Cognitive Domain: Analysis
Answer Location: The Delegates and Their Motives
Difficulty Level: Medium

42. Edmund is a delegate from Pennsylvania attending the Constitutional Convention. Since he hails from a large and populous northern state, which plan or compromise regarding legislative representation would he most likely favor?
a. the Great Compromise
b. the Virginia Plan
c. the Three-Fifths Compromise
d. the New Jersey Plan
Ans: B
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Application
Answer Location: Large States versus Small States: The Virginia and New Jersey Plans
Difficulty Level: Hard

43. The Virginia Plan proposed representation in the lower house of Congress based on _____.
a. one vote per state
b. the state's geographic size
c. the state's population
d. two votes per states
Ans: C
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Comprehension
Answer Location: Large States versus Small States: The Virginia and New Jersey Plans
Difficulty Level: Medium

44. The New Jersey Plan proposed representation in the only house of Congress based on _____.
a. one vote per state
b. the state's geographic size
c. the state's population
d. two votes per states
Ans: A
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Comprehension
Answer Location: Large States versus Small States: The Virginia and New Jersey Plans
Difficulty Level: Medium

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45. One area in which the Virginia Plan and the New Jersey Plan differed was _____ in the final constitution.
a. the existence of an executive branch
b. the existence of a judicial branch
c. the existence of a legislative branch
d. the number of houses in Congress
Ans: D
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Analysis
Answer Location: Large States versus Small States: The Virginia and New Jersey Plans
Difficulty Level: Medium

46. Which of the following individuals would most favor the Three-Fifths Compromise?
a. a banker from Philadelphia
b. a small farmer from Rhode Island
c. a plantation owner from North Carolina
d. a slave owning farmer from Delaware
Ans: C
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Application
Answer Location: The Three-Fifths Compromise and the Great Compromise
Difficulty Level: Hard

47. The _____ created the structure of the modern U.S. Congress.
a. Great Compromise
b. Three-Fifths Compromise
c. Virginia Plan
d. New Jersey Plan
Ans: A
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Analysis
Answer Location: The Three-Fifths Compromise and the Great Compromise
Difficulty Level: Medium

48. The delegates to the Constitutional Convention agreed to split traditionally executive powers, such as declaring war, because _____.
a. they felt these powers should be kept away from the courts
b. they feared overconcentration of power in the presidency
c. they wanted Congress to have some powers

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d. they needed to compromise with southern delegates
Ans: B
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Comprehension
Answer Location: Creating the Executive and Judicial Branches
Difficulty Level: Medium

49. Per the 1787 Constitution, the president is elected by the _____.
a. Senate
b. House of Representatives
c. Electoral College
d. nationwide popular vote
Ans: C
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Knowledge
Answer Location: Creating the Executive and Judicial Branches
Difficulty Level: Easy

50. At the end of the first Congress, there were 13 states and 65 members in the House of Representatives. Given how presidential electors are selected, if the Electoral College were convened based on this information, how many electors would there be in the Electoral College?
a. 78
b. 85
c. 91
d. 99
Ans: C
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Application
Answer Location: Creating the Executive and Judicial Branches
Difficulty Level: Hard

51. Under the Constitution, the president acts as the commander-in-chief of the armed forces, while Congress has the responsibility of declaring war and funding the military. This reflects the Constitution's core principle of _____.
a. republicanism
b. separation of powers
c. federalism
d. checks and balances
Ans: B

Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Application
Answer Location: Core Principles
Difficulty Level: Hard

52. In April of every year, citizens scramble to get their taxes filed on time. Those taxes are paid not only to the national government, but also to the government of the state in which they reside. This power shared by Congress and state legislatures speaks to the Constitution's core principle of _____.
a. republicanism
b. separation of powers
c. federalism
d. checks and balances
Ans: C
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Application
Answer Location: Core Principles
Difficulty Level: Hard

53. A Republican president chooses to veto a piece of legislation that has been passed by the Democratic-controlled Congress because it goes against everything he campaigned for during the last election. This action is an example of which core principle of the Constitution?
a. republicanism
b. separation of powers
c. federalism
d. checks and balances
Ans: D
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Application
Answer Location: Core Principles
Difficulty Level: Hard

54. On the first Tuesday after the first Monday in November, Bailey and millions of other Americans head to their designated polling places and vote for the men and women who will represent their interests in government at the local, state, and federal level. Which core principle of the Constitution is reflected by Election Day in the United States?
a. republicanism
b. separation of powers
c. federalism
d. checks and balances
Ans: A

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Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Application
Answer Location: Core Principles
Difficulty Level: Hard

55. The Constitutional core principle of federalism _____.
a. balances power between the states and the national government
b. creates a system by which the people rule through their representatives
c. ensures each branch of the national government would have some control over the other
d. divides government into three branches with specific functions for each
Ans: A
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Comprehension
Answer Location: Core Principles
Difficulty Level: Medium

56. The Constitutional core principle of republicanism _____.
a. balances power between the states and the national government
b. creates a system by which the people rule through their representatives
c. ensures each branch of the national government would have some control over the other
d. divides government into three branches with specific functions for each
Ans: B
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Comprehension
Answer Location: Core Principles
Difficulty Level: Medium

57. The Constitutional core principle of checks and balances _____.
a. balances power between the states and the national government
b. creates a system by which the people rule through their representatives
c. ensures each branch of the national government would have some control over the other
d. divides government into three branches with specific functions for each
Ans: C
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Comprehension
Answer Location: Core Principles
Difficulty Level: Medium

58. The Constitutional core principle of separation of powers _____.

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a. balances power between the states and the national government
b. creates a system by which the people rule through their representatives
c. ensures each branch of the national government would have some control over the other
d. divides government into three branches with specific functions for each
Ans: D
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Comprehension
Answer Location: Core Principles
Difficulty Level: Medium

59. Ibuprofen is legal according to federal law. But Theodore's home state, Mississippi, has just made it illegal. Because it helps with Theodore's muscle aches, he went to neighboring Louisiana and purchased some ibuprofen and returned home. He was stopped by the police and arrested, charged with illegal possession of ibuprofen. At his trial, his lawyer would be most likely to cite the Constitution's _____ to get Theodore released from prison in this scenario.
a. separation of powers
b. checks and balances
c. elastic clause
d. supremacy clause
Ans: D
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Application
Answer Location: Core Principles
Difficulty Level: Hard

60. Enumerated powers are those that _____.
a. Congress creates for itself
b. are specifically listed in the Constitution
c. the president needs to function effectively
d. focus on foreign policy and war making
Ans: B
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Comprehension
Answer Location: Article I: The Legislative Branch
Difficulty Level: Medium

61. The elastic or "necessary and proper" clause allows Congress to _____.
a. declare war and make peace
b. cede some of its powers to the president
c. expand its own power
d. limit its own power

Ans: C
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Comprehension
Answer Location: Article I: The Legislative Branch
Difficulty Level: Medium

62. Regulating interstate commerce, declaring war, and imposing and collecting taxes are examples of _____.
a. Congress's implied powers
b. Congress's enumerated powers
c. the president's enumerated powers
d. the Supreme Court's implied powers
Ans: B
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Comprehension
Answer Location: Article I: The Legislative Branch
Difficulty Level: Medium

63. The framers of the Constitution in 1787 were not prophetic enough to give Congress the specific power to create a space agency. Yet, in 1958, Congress created the National Aeronautics and Space Administration (NASA). It did so using its powers under _____.
a. the elastic clause
b. the supremacy clause
c. Article III of the Constitution
d. Article VI of the Constitution
Ans: A
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Application
Answer Location: Article I: The Legislative Branch
Difficulty Level: Hard

64. Granting pardons, negotiating treaties, and appointing some federal officials are enumerated powers of the _____.
a. House of Representatives
b. Senate
c. president
d. Supreme Court
Ans: C
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Knowledge
Answer Location: Article II: The Executive Branch

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Difficulty Level: Easy

65. Article II of the Constitution stipulates that federal judges serve _____.
a. five-year terms
b. ten-year terms
c. at the pleasure of the president
d. for life
Ans: D
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Knowledge
Answer Location: Article III: The Judicial Branch
Difficulty Level: Easy

66. Article III of the Constitution specifically creates _____.
a. the Supreme Court only
b. the Supreme Court and the appellate courts
c. all the federal courts
d. the federal district courts
Ans: A
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Knowledge
Answer Location: Article III: The Judicial Branch
Difficulty Level: Easy

67. In general terms, the Constitution's Articles IV through VIII focus on _____.
a. the role of specific bureaucratic officers and the military forces
b. the composition of the Electoral College and Congress
c. federalism and administrative matters
d. the structure of the federal courts and the state courts
Ans: C
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Analysis
Answer Location: Articles IV-VII
Difficulty Level: Medium

68. Someone who supported the ratification of the Constitution in 1787 and 1788 was known as a(n) _____.
a. Anti-Federalist
b. Federalist
c. Confederate
d. Centrist
Ans: B
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the

ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Knowledge
Answer Location: Federalists versus Anti-Federalists
Difficulty Level: Easy

69. Someone who opposed the ratification of the Constitution in 1787 and 1788 was known as a(n) _____.
a. Anti-Federalist
b. Federalist
c. Loyalist
d. Confederate
Ans: A
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Knowledge
Answer Location: Federalists versus Anti-Federalists
Difficulty Level: Easy

70. Put simply, Federalists and Anti-Federalists disagreed over _____ during the ratification debates in 1787 and 1788.
a. the powers of the presidency
b. the number of branches the federal government should have
c. how power should be shared between the state and national governments
d. the powers of Congress
Ans: C
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Analysis
Answer Location: Federalists versus Anti-Federalists
Difficulty Level: Medium

71. Matthew is a banker residing in Boston, Massachusetts. He blames many of the problems with his business on the weakness of the central government under the Articles of Confederation, from the lack of a common currency to the inability to regulate commerce, which has harmed the mercantile class in Boston who make up most of his clientele. During the ratification debates of 1787 and 1788, whose viewpoint would Matthew most likely agree with?
a. George Mason
b. Thomas Jefferson
c. Alexander Hamilton
d. Patrick Henry
Ans: C
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the

ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Application
Answer Location: Federalists versus Anti-Federalists
Difficulty Level: Hard

72. We know that the Federalist Papers were aimed at elites in the new United States because they _____.
a. were written using dense and intellectual language
b. were published in Latin, at least initially
c. cost 5 pence each, a day's wages in 1788
d. were only published in major cities
Ans: A
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Comprehension
Answer Location: Federalists versus Anti-Federalists
Difficulty Level: Medium

73. Eli is a rural craftsman from upstate New York who had served in the Continental Army during the Revolution. He is wary of the newly proposed Constitution, seeing its establishment of a strong central government as an affront to what he and his fellow soldiers had sacrificed during the war to rid themselves of British rule. As such, whose opinions would Eli most likely agree with during the ratification debates of 1787 and 1788?
a. James Madison
b. John Jay
c. Alexander Hamilton
d. George Mason
Ans: D
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Application
Answer Location: Federalists versus Anti-Federalists
Difficulty Level: Hard

74. The first state to ratify the Constitution was _____.
a. New Hampshire
b. Delaware
c. New Jersey
d. Georgia
Ans: B
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping

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to secure ratification.
Cognitive Domain: Knowledge
Answer Location: Another Compromise: A Post-Ratification Bill of Rights
Difficulty Level: Easy

75. The chief anti-Federalist concern, which threatened to derail ratification, was that the new Constitution _____.
a. did not allow for the direct election of senators
b. could run roughshod over peoples' rights
c. legitimized enslaving African Americans
d. gave too much power to the larger states
Ans: B
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Comprehension
Answer Location: Another Compromise: A Post-Ratification Bill of Rights
Difficulty Level: Medium

76. Which statement would one most likely have seen in response to anti-Federalists' arguments that a Bill of Rights was needed in the Constitution?
a. "It is the president's role to protect people's rights in the Constitution."
b. "A Bill of Rights already exists in the Constitution, in Article I."
c. "If we fail to enumerate a right, does that give Congress the right to trample on it?"
d. "If we authorize a Bill of Rights, we will have to wait at least 10 years to ratify the Constitution."
Ans: C
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Application
Answer Location: Another Compromise: A Post-Ratification Bill of Rights
Difficulty Level: Hard

77. Why was Virginia's ratification of the Constitution so important?
a. Eight states had already ratified, so Virginia's ratification would enact the Constitution.
b. A lack of ratification by Virginia would leave the new nation geographically divided.
c. Virginia was home to many prominent men, including Alexander Hamilton and John Jay.
d. Virginia was the largest state in terms of population in the 1780s.
Ans: B
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Comprehension

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Answer Location: Another Compromise: A Post-Ratification Bill of Rights
Difficulty Level: Medium

78. When compared to the constitutions of other developed nations and even to those of U.S. states, the Constitution of 1787 stands out for _____.
a. its durability and its large number of amendments
b. its durability and its small number of amendments
c. its frailty and its large number of amendments
d. its frailty and its small number of amendments
Ans: B
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution as well as the informal process of amendment through interpretation.
Cognitive Domain: Analysis
Answer Location: Amending the Constitution
Difficulty Level: Medium

79. Which two entities are involved in formally amending the Constitution?
a. Congress and the states
b. The president and Congress
c. The states and the Supreme Court
d. The Supreme Court and the president
Ans: A
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution as well as the informal process of amendment through interpretation.
Cognitive Domain: Analysis
Answer Location: The Formal Amendment Process
Difficulty Level: Medium

80. Why have all amendments to date been proposed by Congress?
a. There is no other legally proscribed manner to do so.
b. The alternative, proposal by the president, is politically unpopular.
c. The alternative, proposal by convention, is too convoluted and troublesome.
d. The threshold for Congressional proposal, only a simple majority in one house, is low.
Ans: C
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution as well as the informal process of amendment through interpretation.
Cognitive Domain: Analysis
Answer Location: The Formal Amendment Process
Difficulty Level: Medium

81. There are presently fifty states. An amendment proposed today would require ratification by how many of these states?
a. 30
b. 35
c. 38
d. 45

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Ans: C
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution as well as the informal process of amendment through interpretation.
Cognitive Domain: Application
Answer Location: The Formal Amendment Process
Difficulty Level: Hard

82. There are currently 50 states, 435 members of the House of Representatives, and 100 senators. In this context, which of the following scenarios will result in an amendment being added to the Constitution?
a. The amendment gets 304 votes in the House, 73 votes in the Senate, and is ratified by 31 state legislatures.
b. The amendment gets 227 votes in the House, 69 votes in the Senate, and is ratified by 40 state ratifying conventions.
c. The amendment gets 314 votes in the House, 68 votes in the Senate, and is ratified by 39 state legislatures.
d. The amendment gets 286 votes in the House, 81 votes in the Senate, and is ratified by 43 state ratifying conventions.
Ans: C
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution as well as the informal process of amendment through interpretation.
Cognitive Domain: Application
Answer Location: The Formal Amendment Process
Difficulty Level: Hard

83. _____ allows the Supreme Court the right to interpret law, thus providing an informal avenue to amend the Constitution.
a. Coordinate construction
b. The use of signing statements
c. The Constitution's clarity and rigidity
d. Judicial review
Ans: D
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution as well as the informal process of amendment through interpretation.
Cognitive Domain: Knowledge
Answer Location: Informal Methods of Constitutional Change
Difficulty Level: Easy

84. _____ allow(s) the president and/or Congress to interpret their actions as constitutional, thus providing an informal avenue to amend the Constitution.
a. Coordinate construction
b. Signing statements
c. Executive agreements
d. Judicial interpretation
Ans: A
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution

as well as the informal process of amendment through interpretation.
Cognitive Domain: Knowledge
Answer Location: Informal Methods of Constitutional Change
Difficulty Level: Easy

85. _____ has increased in recent years, allowing presidents to interpret a law's constitutionality while formalizing its passage.
a. The use of executive orders
b. The use of signing statements
c. The number of ratification conventions
d. The use of judicial review
Ans: B
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution as well as the informal process of amendment through interpretation.
Cognitive Domain: Knowledge
Answer Location: Informal Methods of Constitutional Change
Difficulty Level: Easy

True/False

1. The *Magna Carta* was a statement of parliamentary rights signed by King Charles I in reaction to increasing monarchical power.
Ans: F
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Comprehension
Answer Location: The Magna Carta
Difficulty Level: Medium

2. The Stamp Act Congress of 1765 met in New York and was the first official meeting of representatives from the various British colonies in North America.
Ans: T
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Knowledge
Answer Location: The Sugar Act and Stamp Act
Difficulty Level: Easy

3. Great Britain recognized the independence of the United States within months after the publication of the Declaration of Independence.
Ans: F
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Comprehension
Answer Location: The Declaration of Independence

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Difficulty Level: Medium

4. Under the Articles of Confederation, one area in which the national Congress did have control was over interstate trade.
Ans: F
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Comprehension
Answer Location: Weaknesses of the Articles of Confederation
Difficulty Level: Medium

5. Under the Articles of Confederation, the national capital was permanently established in Philadelphia.
Ans: F
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Knowledge
Answer Location: Weaknesses of the Articles of Confederation
Difficulty Level: Easy

6. The only judicial body mentioned in the Constitution is the Supreme Court.
Ans: T
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Knowledge
Answer Location: Creating the Executive and Judicial Branches
Difficulty Level: Easy

7. The four core principles of the Constitution are republicanism, federalism, the separation of powers, and checks and balances.
Ans: T
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Knowledge
Answer Location: Core Principles
Difficulty Level: Easy

8. The supremacy clause allows Congress to use its implied powers.
Ans: F
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Comprehension
Answer Location: Article I: The Legislative Branch

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Difficulty Level: Medium

9. While the anti-Federalists lost in the short-term as the Constitution was ratified, their arguments served as the foundation for later legal arguments for the restriction of government power.
Ans: T
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Comprehension
Answer Location: Another Compromise: A Post-Ratification Bill of Rights
Difficulty Level: Medium

10. An amendment is proposed with a vote of three-quarters of Congress and is afterwards sent to the states, where two-thirds of the state legislatures ratify it. In this scenario, the amendment becomes part of the Constitution.
Ans: F
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution as well as the informal process of amendment through interpretation.
Cognitive Domain: Comprehension
Answer Location: The Formal Amendment Process
Difficulty Level: Medium

Essay

1. "The *Magna Carta* and the English Bill of Rights are foundational documents in the American Revolution." Justify this statement by examining the context of these documents and determining how they contributed to specific actions or ideas in the British North American colonies between 1764 and 1774.
Ans: Students should first discuss the context of the two documents. The *Magna Carta* was signed by King John in 1215 after a baronial revolt. It held that the king could not tax without the baron's collective (read: parliamentary) consent, established the rule of law, and restricted the power of the state expressed through the crown. The English Bill of Rights came about after the Glorious Revolution of 1688, which established parliamentary supremacy over the king. The English Bill of Rights spelled out the basic rights of Englishmen and limited the power of future monarchs. It declared freedom from taxation by royal prerogative, as well. Students should next examine how these ideas about taxation informed the colonial cry of "taxation without representation." While the textbook offers a myriad of examples, some prominent ones include reaction to the Sugar Act of 1764, the Stamp Act Congress of 1765, the reaction to the Townshend Acts of 1767, the Boston Tea Party that was a reaction to the 1773 Tea Act (which actually lowered the price of tea but increased parliamentary authority), and the First Continental Congress of 1774.
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.

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Cognitive Domain: Analysis
Answer Location: The American Colonies
Difficulty Level: Medium

2. Narrate the lead-up to the American Revolution beginning with the Sugar Act of 1764 and ending with the First Continental Congress in 1774. What was the underlying cause of all the agitation? In light of your answer to that question, what event was most significant to bring about calls for independence two years after the First Continental Congress?
Ans: Students should first narrate the events. These should include the Sugar Act of 1764, the Stamp Act of 1765, the Stamp Act Congress of 1765, the Declaratory Act of 1766, the Townshend Acts of 1767, the Boston Massacre of 1770, the Tea Act of 1773, the Boston Tea Party of 1773, the Coercive Acts of 1774, and he First Continental Congress of 1774. Answers to the second issue may vary, but students should note that colonists were protesting increasing political presence from London in the form of taxation without being properly represented in Parliament. Students may also note that these ideas countered what they viewed as their fundamental rights as Englishmen as expressed in the 1215 *Magna Carta* and the English Bill of Rights of 1689. Finally, student answers as to the most significant event in the lead-up will vary but they should justify their choice.
Learning Objective: 2.1: Explain how the American colonies came into being and describe the influence of British tradition on the rights that the colonists came to expect.
Cognitive Domain: Analysis
Answer Location: “No Taxation without Representation”
Difficulty Level: Medium

3. Describe John Locke’s conception of the social contract and discuss how it influenced the rhetoric of the Declaration of Independence.
Ans: The social contract, as elaborated in John Locke’s *Two Treatises of Government* (1689), hold that people enjoy certain natural rights, including “life, liberty, and property,” that cannot be taken away without their consent. They agree to come together under a government, sacrificing some individuality, in exchange for protection of these natural rights. This is the so-called social contract. When government fails to live up to its end of the bargain by not protecting or even actively infringing on these natural rights, the people have the right to rebel and overthrow that government to establish a new one that hopefully will respect those rights. Locke’s ideas were incorporated into Jefferson’s Declaration of Independence. It listed 27 specific grievances against the king that violated the colonists’ natural rights. Based on these violations, Jefferson asserts that the colonies were within their rights to break the political bonds with Great Britain and establish a government closer to their homeland.
Learning Objective: 2.2: Describe the factors that led to the American Revolution and explain how the basic principles of the revolution shaped the governments that followed.
Cognitive Domain: Analysis
Answer Location: The Declaration of Independence
Difficulty Level: Medium

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4. Discuss the major weaknesses of the Articles of Confederation. In your opinion, which weakness was the most detrimental to the United States, and why?
Ans: Students should discuss the Articles' weaknesses, including a weak national government, inability to regulate commerce, the lack of a permanent home, no separation of powers at the national powers, and too little power to do what it was empowered to do. Students should then select a particularly detrimental weakness, for which answers will vary. Nonetheless, students should be aware of the political context of the 1780s in which a new, heavily indebted nation required international commerce to survive and a strong military force to protect vast amounts of territories from hostile neighbors.
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Application
Answer Location: Weaknesses of the Articles of Confederation
Difficulty Level: Hard

5. Describe the issues that led to Shays' Rebellion in 1786 and the historical significance of that rebellion.
Ans: Shays' Rebellion began when farmers in western Massachusetts were facing a foreclosure crisis. Many farmers were unable to pay their bills to a combination of factors they felt were beyond their control, including a bad growing season, high interest rates, and high state taxes needed to pay off war debts. In response, farmers led by Daniel Shays banded together and attacked county courthouses, where the foreclosures occurred. This led to an armed rebellion that engulfed western Massachusetts between 1786 and 1787. The significance of the rebellion is that it clearly demonstrated the impotency of Congress under the Articles. Massachusetts could not raise an army so it appealed to Congress. Congress had no money to raise an army, so it sought voluntary contributions from the states. Only Virginia complied. Eventually, the rebellion was put down using private donations. Nonetheless, it convinced many of the need for stronger national government, just as delegates were assembling in Philadelphia again.
Learning Objective: 2.3: Outline the structure and power of government under the Articles of Confederation and describe the weaknesses that ultimately led to their failure as a form of government.
Cognitive Domain: Analysis
Answer Location: Shays' Rebellion
Difficulty Level: Medium

6. Evaluate the Virginia Plan and the New Jersey Plan as developed in Philadelphia in 1787. Were there any similarities between the two plans?
Ans: The Virginia Plan was favored by large states. It proposed a government consisting of three branches: a bicameral legislature, an executive branch, and a judicial branch. The lower house of Congress would be elected by citizens of each state. This lower house would elect the upper house, in turn. In each house, each member of Congress would have an individual vote. The New Jersey Plan was favored by small

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states. It proposed a three-branched government. But the legislature was unicameral with one state having one vote, as under the Articles. The president would be weak and collective while the Supreme Court would be elected by that executive. The lone similarity between the two plans is that they proposed a three-branch government, which was an augmentation from the government then in place.
Learning Objective: 2.4: Describe the delegates to the Constitutional Convention, including the issues that united and divided them and the compromises among them that led to the final document.
Cognitive Domain: Analysis
Answer Location: Large States versus Small States: The Virginia and New Jersey Plans
Difficulty Level: Medium

7. Identify and describe the four core principles of the Constitution. How were these a break from government under the Articles of Confederation? In your opinion, which core principle is most important in 2019 and why?
Ans: The four core principles are republicanism, federalism, the separation of powers, and checks and balances. Students should identify these four. Relative to the situation under the Articles of Confederation, republicanism was enhanced under the Constitution as it placed power with the people instead of the states. Federalism was also more equalized, giving more power to the central government than existed under the Articles. The last two core principles, separation of powers and checks and balances, were created by the Constitution, specifically with its new three-branched government. They could not exist under the single branch Congress under the Articles. Student responses to most important and why will vary, but students should address the current political climate when answering.
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Application
Answer Location: Core Principles
Difficulty Level: Hard

8. “We the people” begins the Constitution’s preamble. Nonetheless, the Constitution as written in 1787 can be said to restrict the people’s power. Do you agree? If so, which aspects of the Constitution would you highlight as limitations? If not, use what you have learned about the document to defend your position.
Ans: Student answers may vary based on the position taken and the aspects of the Constitution used. Some possibilities of limitations include republicanism being employed to temper the passions of the people, a dual system of government (federalism) to restrict the people’s power, the separation of powers and checks and balances to prevent power from being concentrated into the people’s branch (Congress), as well as the lack of direct election of both senators and the president.
Learning Objective: 2.5: Identify the four core principles and major provisions of the U.S. Constitution as well as the ways in which it was undemocratic.
Cognitive Domain: Application
Answer Location: The Constitution
Difficulty Level: Hard

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9. Examine how the Bill of Rights emerged.
Ans: During the ratification debates in 1787 and 1788, anti-Federalists articulated a number of criticisms of the Constitution. Near the top of their list was the fear that the new government could too easily trample on people's rights. After all, for all its faults, the government under the Articles was so ineffectively weak, but the people's rights were secured. Initially, Federalists countered this criticism by calling a bill of rights unnecessary. They asserted that the new government was already restrained well-enough because it can only act in certain specific manners and none of these manners would infringe on peoples' natural rights. Moreover, if a specific right was enumerated, Federalists asserted, does that mean another right not specifically enumerated is thus unprotected? It seemed Federalist arguments were winning but then ratification reached a logjam in the large and important state of Massachusetts, making Federalists more willing to compromise. But how? Convening another convention would open a new can of worms. So, as a practical matter, they agreed to support amending the Constitution almost immediately upon ratification. This promise then broke the logjam in Massachusetts and led to ratification.
Learning Objective: 2.6: Evaluate the arguments of those on both sides of the ratification battle and the roles of the Federalist Papers and the Bill of Rights in helping to secure ratification.
Cognitive Domain: Analysis
Answer Location: Another Compromise: A Post-Ratification Bill of Rights
Difficulty Level: Medium

10. The Constitution provides a formal mechanism to amend the Constitution, but how can the three branches informally amend the Constitution?
Ans: Students should note that judicial review provides the Supreme Court, because of the precedent set in *Marbury v. Madison* (1803) it falls to the Court to interpret the Constitution, which can be viewed as a means to amend its meaning. Congress can likewise bend the meaning of certain phrases in the Constitution and the president can interpret the Constitution in a certain manner that could be viewed as an amendment. In both the case of the president and of Congress, this is known as coordinate construction. This is accomplished largely because both know that, while their actions are reviewable by the federal courts, very little makes it to the Supreme Court.
Learning Objective: 2.7: Describe the formal process of amending the U.S. Constitution as well as the informal process of amendment through interpretation.
Cognitive Domain: Analysis
Answer Location: Informal Methods of Constitutional Change
Difficulty Level: Medium

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