

## Chapter 2: The Constitution of the United States

### Test Bank

#### Multiple Choice

1. Who originally penned the words “We the people...”?

- a. James Madison
- b. Thomas Jefferson
- c. Governor Morris
- d. Benjamin Franklin

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison’s thinking about republics.

REF: Cognitive Domain: Knowledge

Answer Location: Introduction

Difficulty Level: Easy

2. In comparing the Declaration of Independence to the U.S. Constitution, the authors of the Declaration felt the need to \_\_\_\_\_, while the framers of the Constitution sought to \_\_\_\_\_.

- a. change the structure of existing government; declare American independence to the world
- b. outline a blueprint for government; persuade colonists to support separation

- c. announce and justify their separation from Great Britain; create a new nation
- d. create an organized and structured national government; reinforce the power of state governments

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Analysis

Answer Location: Introduction

Difficulty Level: Hard

3. In the years following the revolution, the American states and the government they created struggled against \_\_\_\_\_.

- a. financial crisis, the fear of foreign invasion, and the threat of internal discord
- b. British interference, strong national leadership, and state oppression against citizens
- c. weak state governments, federal military oppression, and rising currency values
- d. a dictatorial executive, a strong national military, and weak state powers

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: Introduction

Difficulty Level: Medium

4. The delegates to the Constitutional Convention would see the new document they created as a(n) \_\_\_\_\_.

- a. experimental form of government
- b. blueprint for a new government
- c. license to exercise strong national power
- d. way to weaken the power of the states

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: Introduction

Difficulty Level: Medium

5. Which of the following political issues concerned James Madison the most in 1786 and 1787?

- a. how to limit the power of the confederal president
- b. how to represent small states in a new federal congress
- c. how to ensure the republic would survive
- d. how to save capitalism in the United States

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: Introduction

Difficulty Level: Medium

6. A document that defines and creates a people politically, sets out the fundamental principles of governance, and creates the rules and institutions through which a people choose to self-govern is defined as a \_\_\_\_\_.

- a. confederation
- b. political contract
- c. constitution
- d. statement of purpose

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Knowledge

Answer Location: Introduction

Difficulty Level: Easy

7. James Madison was one of America's first \_\_\_\_\_.

- a. industrial engineers
- b. academic scholars

- c. political scientists
- d. philosophical writers

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Knowledge

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Easy

8. James Madison researched which of the following topics prior to the Grand Convention?

- a. the rise of governments
- b. the growth of monarchies
- c. the exercise of absolute power
- d. the death of republics

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Medium

9. Governments that are ruled by representatives who are elected by the people they represent are best described as \_\_\_\_\_.

- a. democracies
- b. monarchies
- c. oligarchies
- d. republics

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Knowledge

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Easy

10. Madison's years of preparation allowed him to \_\_\_\_\_.

- a. shape the agenda of debates
- b. dominate the conversations
- c. wield power over his adversaries
- d. select a specific group of elite politicians

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped

James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Medium

11. The main question for those who called for political change in America's early history was \_\_\_\_\_.

- a. how do we change?
- b. what impact will change have?
- c. what kind of change?
- d. who will oversee the change?

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Medium

12. Madison's immediate concern in the spring of 1786 was \_\_\_\_\_.

- a. preparing for the convention in Annapolis
- b. taking up his post as U.S. minister to Spain
- c. beginning his term as Virginia's governor
- d. putting down Shays' rebellion

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Medium

13. In the minds of Madison and those who shared his views, the hope was that the Annapolis Convention might lead to \_\_\_\_\_.

- a. limitations on the scope and capacity of state power
- b. resolution of federal debts so as to stabilize the economy
- c. newly established national powers on par with those of the states
- d. changes in the fundamental structure of the American government

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Medium

14. Madison, together with a group of similarly practical men, sought to create a republic that would be \_\_\_\_\_.



- a. sufficiently powerful to exert control over the states
- b. representative of the will of the people with weak national powers
- c. strong enough to govern without threatening individual rights
- d. respectful of states' rights while cautiously asserting weak national power

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Medium

15. The skills and intellect of which of the following men were perhaps most important in the creation of the Constitution?

- a. Governor Morris
- b. James Madison
- c. Alexander Hamilton
- d. George Washington

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Knowledge

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Easy

16. James Madison, George Washington, and Thomas Jefferson had which of the following in common?

- a. a desire to actively change their government
- b. a tradition of slave ownership
- c. service on the Constitutional Congress
- d. a continued desire to serve their country after the revolution

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Medium

17. Proponents of the new government seized on which of the following to push their agenda forward?

- a. economic decline
- b. logical political arguments
- c. fear of domestic and foreign crises
- d. need for stronger national government

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Comprehension

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Medium

18. The first form of American government was a \_\_\_\_\_.

- a. monarchy
- b. oligarchy
- c. republic
- d. confederation

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Knowledge

Answer Location: The Confederal System Made Coordination between the States  
Difficult

Difficulty Level: Easy

19. Delegates to the Second Continental Congress had to confront issues that involved the problem of \_\_\_\_\_.

- a. government mistrust
- b. state sovereignty
- c. representative equity
- d. fiscal resources

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Articles of Confederation Attempted to United the States While Preserving Their Authority

Difficulty Level: Medium

20. It was NOT unnatural at the time of the Second Continental Congress to envision a government in which \_\_\_\_\_ was/were the real center(s) of power.

- a. representatives
- b. elites
- c. states
- d. national authority

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Articles of Confederation Attempted to United the States While Preserving Their Authority

Difficulty Level: Medium

21. During the debates over the Articles in the Second Continental Congress, mistrust of other colonies crystallized in conflicts over \_\_\_\_\_.

- a. land, representation, and sovereignty
- b. foreign trade, taxes, and authority
- c. intrastate commerce and trade
- d. interstate relations and apportionment

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: mThe Articles of Confederation Attempted to United the States While Preserving Their Authority

Difficulty Level: Medium

22. The most acrimonious disagreements between colonies were over control of \_\_\_\_\_.

- a. the South Sea
- b. the Barbary Coast

- c. western lands
- d. the Atlantic seaboard

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Articles of Confederation Attempted to United the States While Preserving Their Authority

Difficulty Level: Medium

23. The confederal government was \_\_\_\_\_.

- a. unicameral
- b. bicameral
- c. tricameral
- d. quadracameral

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: Under the Confederal System, States Had Sovereignty and Equal Representation

Difficulty Level: Medium

24. Under the Articles of Confederation, states \_\_\_\_\_.

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

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: Under the Confederal System, States Had Sovereignty and Equal Representation

Difficulty Level: Medium

25. Which of the following describes the situation of the thirteen British colonies by the 1770s?

- a. a group of disparate peoples who mistrusted others
- b. an economically homogenous set of peoples
- c. an unified and vital part of the British empire
- d. a series of military settlements run by the British Army

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: Under the Confederal System, States Had Sovereignty and Equal Representation

Difficulty Level: Medium

26. Which of the following best describes the judicial branch under the Articles of Confederation?

- a. It had the authority to overturn a law and had full enforcement power.
- b. It existed to interpret and enforce confederal law at the state level only.
- c. It was able to settle disputes between states and had law enforcement authority.
- d. It existed primarily to resolve disputes between states and had no enforcement power.

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Confederal Government Was Designed to Be Weak

Difficulty Level: Medium



27. The confederal government had the power to \_\_\_\_\_.

- a. conduct foreign trade and coin money
- b. interpret and enforce national laws
- c. intervene in disputes between states
- d. declare war and conduct foreign policy

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Confederal Government Was Designed to Be Weak

Difficulty Level: Medium

28. In order to get around its lack of money and its inability to borrow from foreign nations, Congress \_\_\_\_\_.

- a. taxed individual citizens
- b. forcibly collected from the states
- c. made its own money
- d. imposed import and export taxes

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but

not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Confederal Government Was Designed to Be Weak

Difficulty Level: Medium

29. Congressional currency, known as the continental, was backed by \_\_\_\_\_.

- a. gold reserves in Philadelphia
- b. bank deposits in New York
- c. the promise of the government to pay its debts
- d. tax receipts collected from the states

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Confederal Government Was Designed to Be Weak

Difficulty Level: Medium

30. Changing or amending the Articles required the approval of \_\_\_\_\_ states.

- a. 4
- b. 7
- c. 10
- d. 13

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Prospect of Changes to the Systems of Slavery and Representation Sowed Unrest

Difficulty Level: Medium

31. In response to the Articles of Confederation, some Southern states feared the restriction of \_\_\_\_\_, while the smaller states feared losing their \_\_\_\_\_.

- a. agricultural production; sovereignty
- b. slavery; equal representation
- c. currency; security
- d. land ownership; businesses

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Prospect of Changes to the Systems of Slavery and Representation Sowed Unrest

Difficulty Level: Hard

32. The vital change that took place between 1776 and 1787 was in the \_\_\_\_\_.

- a. understanding of political philosophy
- b. desire for centralized authority
- c. shifting population of larger states
- d. balance of political power

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Prospect of Changes to the Systems of Slavery and Representation Sowed Unrest

Difficulty Level: Medium

33. The movement to amend and to replace the Articles of Confederation in 1786 was led by \_\_\_\_\_.

- a. only New Yorkers
- b. the vast majority of Americans
- c. a small subset of elites
- d. slaves and white merchants

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Prospect of Changes to the Systems of Slavery and Representation Sowed Unrest

Difficulty Level: Medium

34. The grassroots popular uprising against state government in Massachusetts, which added a sense of urgency to elites, was called \_\_\_\_\_.

- a. Shay's Rebellion
- b. Seward's Folley
- c. Gabriel's Conspiracy
- d. Turner's Uprising

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Knowledge

Answer Location: Crisis and Fears of Tyranny

Difficulty Level: Easy

35. The roots of the rebellion in Massachusetts were \_\_\_\_\_.

- a. social and cultural

- b. economic and political
- c. agricultural and religious
- d. academic and philosophical

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: Shays' Rebellion

Difficulty Level: Medium

36. Indebted farmers who focused their protests and attentions on the courts in order to stall or forgo bankruptcy proceedings against their land in 1786 were known as \_\_\_\_\_.

- a. renegades
- b. regulators
- c. scalawags
- d. scoundrels

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: Rebellion Begins

Difficulty Level: Medium

37. Which of the following accurately describes the role Daniel Shays played in the 1786 rebellion that bears his name?

- a. Shays put down the rebellion as commander of the Massachusetts state militia.
- b. Shays commanded the largest regiment of the rebels and notably served in the American Revolution.
- c. Shays wrote the manifesto justifying the rebels' actions.
- d. Shays was the first person to die in the rebellion.

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: Rebellion Begins

Difficulty Level: Medium

38. Which of the following men was NOT a delegate to the 1787 Constitutional Convention?

- a. James Madison
- b. Thomas Jefferson
- c. Benjamin Franklin
- d. George Washington

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Knowledge

Answer Location: Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Easy

39. Which state refused to send a delegate to the Constitutional Convention in Philadelphia?

- a. Massachusetts
- b. New York
- c. Pennsylvania
- d. Rhode Island

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Medium

40. Delegates who had been sent to the Constitutional Convention in Philadelphia were specifically authorized to \_\_\_\_\_.



- a. make any and all changes necessary to form a new government
- b. fix the Articles of Confederation as necessary
- c. seek a form of government that balanced national and state power
- d. create a new Constitution as a blueprint for future government

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Medium

41. The delegate who served as president of the Constitutional Convention in Philadelphia was \_\_\_\_\_.

- a. James Monroe
- b. Governor Morris
- c. George Washington
- d. Alexander Hamilton

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Knowledge

Answer Location: Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Easy

42. On which of the following did the delegates in Philadelphia in 1787 most closely base their deliberations?

- a. existing state constitutions
- b. the manifesto that emerged out of the Annapolis Convention
- c. the writings of John Locke and the Declaration of Independence
- d. the Magna Carta and other English historical documents

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Looked to America's State Constitutions for Models, Good and Bad

Difficulty Level: Medium

43. While \_\_\_\_\_ was one of the greatest proponents of a strong national government, \_\_\_\_\_ would serve as one of its greatest opponents.

- a. Benjamin Franklin; Thomas Jefferson
- b. James Monroe; Governor Morris
- c. Paul Revere; George Washington
- d. Alexander Hamilton; Patrick Henry

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Medium

44. The one social factor that all of the delegates to the Constitutional Convention had in common was that they were all \_\_\_\_\_.

- a. elites
- b. farmers
- c. wealthy
- d. slave owners

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: The Grand Convention in Philadelphia: "Experience Must Be Our Guide" Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Medium

45. The most democratic of the state constitutions in 1787 was that of \_\_\_\_\_.

- a. Maryland
- b. Georgia
- c. Pennsylvania
- d. New York

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Looked to America's State Constitutions for Models, Good and Bad

Difficulty Level: Medium

46. The most contentious issue of the Constitutional Convention was \_\_\_\_\_.

- a. who would represent the states
- b. how states would be represented
- c. the powers of national government
- d. matters of interstate and foreign trade

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Debated Forms of Representation and the Powers of the National Government

Difficulty Level: Hard

47. Virginia's delegation recommended a plan for representation that created a \_\_\_\_\_.

- a. strong national government with a bicameral legislature using proportional representation in both houses
- b. weak national government with a unicameral legislature based on equal representation
- c. strong national government with a bicameral legislature with proportional representation in the lower house and equal representation in the upper house
- d. weak national government with a bicameral legislature based on equal representation in both houses

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: The Virginia Plan Outlined a System of Proportional Representation for the States

Difficulty Level: Medium

48. Delegates from smaller states proposed which of the following?

- a. the Delaware Plan
- b. the New Jersey Plan
- c. the Virginia Plan

d. the Connecticut Plan

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: The New Jersey Plan Maintained Equal Votes in the Legislature

Difficulty Level: Medium

49. Smaller states supported a government that favored \_\_\_\_\_.

- a. equal representation
- b. proportional representation
- c. a combination of equal and proportional representation
- d. a representation plan based on state choice

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention..

REF: Cognitive Domain: Comprehension

Answer Location: The New Jersey Plan Maintained Equal Votes in the Legislature

Difficulty Level: Medium

50. What criticism did James Madison level at the New Jersey Plan?

- a. It was proposed by his archenemy, Alexander Hamilton.
- b. It delegated too much power to the states.
- c. It failed to rectify any of the issues for which the convention had been called.
- d. It gave the national government too much authority.

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: The New Jersey Plan Maintained Equal Votes in the Legislature

Difficulty Level: Medium

51. The Great Compromise established which of the following forms of government?

- a. equal representation
- b. proportional representation
- c. a combination of equal and proportional representation
- d. a representation plan based on state choice

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: The Great Compromise Called for a Bicameral Legislature with

Different Methods of Representation in Each Chamber

Difficulty Level: Medium

52. Under the Great Compromise, each state would be allowed \_\_\_\_\_ representatives in the Senate.

- a. 2
- b. 4
- c. 6
- d. 9

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Knowledge

Answer Location: The Great Compromise Called for a Bicameral Legislature with Different Methods of Representation in Each Chamber

Difficulty Level: Easy

53. The purpose of Congress was to \_\_\_\_\_.

- a. interpret laws
- b. make laws
- c. execute laws
- d. enforce laws

Ans: B



TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Knowledge

Answer Location: The Legislative Branch Was Made the Most Powerful

Difficulty Level: Easy

54. The powers embodied in which of the following strengthened the Congress vis-à-vis under the confederal system?

- a. the oversight over the executive branch and the right to print money
- b. the commerce and the necessary-and-proper clauses
- c. the New Jersey Plan and the Virginia Plan
- d. the Three-Fifths Compromise and judicial review

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Legislative Branch Was Made the Most Powerful

Difficulty Level: Medium

55. Alexander Hamilton proposed \_\_\_\_\_.

- a. a weak president that would serve for unlimited one-year terms

- b. a strong president that would serve for a single term of four years
- c. a weak president that would serve for up to ten years
- d. a strong president that would serve for life

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Knowledge

Answer Location: The Executive Branch Was Initially Less Thoroughly Planned Out

Difficulty Level: Easy

56. As chief executive, the president's responsibility is to \_\_\_\_\_.

- a. propose new laws to be passed by Congress
- b. carry out laws passed by Congress
- c. act as a strong leader with absolute power over Congress
- d. interpret and enforce laws passed by Congress

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Knowledge

Answer Location: The Executive Branch Was Initially Less Thoroughly Planned Out

Difficulty Level: Easy

57. The president is elected by which of the following methods?

- a. direct vote of the people
- b. a vote of Congress
- c. votes in the Electoral College
- d. votes from each of the state legislatures

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Executive Branch Was Initially Less Thoroughly Planned Out

Difficulty Level: Medium

58. Who proposed that the presidency be clothed in so much authority that basically the office created a kingship?

- a. Benjamin Franklin
- b. George Washington
- c. James Madison
- d. Alexander Hamilton

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the

Constitution and the distribution of political power among them.

REF: Cognitive Domain: Knowledge

Answer Location: The Executive Branch Was Initially Less Thoroughly Planned Out

Difficulty Level: Easy

59. Delegates to the Constitutional Convention decided that judicial power should be held by the \_\_\_\_\_.

- a. local courts
- b. state courts
- c. district courts
- d. Supreme Court

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Judiciary Was Designed to Interpret Constitutional Conflicts

Difficulty Level: Medium

60. In order to hear and decide federal cases, the judicial branch created by the Constitution included a system of \_\_\_\_\_.

- a. federal district courts
- b. state supreme courts
- c. county courts at law

d. municipal courts

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Judiciary Was Designed to Interpret Constitutional Conflicts

Difficulty Level: Medium

61. Judicial review gives the judicial branch of government the authority to \_\_\_\_\_.

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

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Judiciary Was Designed to Interpret Constitutional Conflicts

Difficulty Level: Medium

62. Which of the following is superior to the others?

- a. the Executive Branch
- b. the Legislative Branch
- c. the Judicial Branch
- d. the U.S. Constitution

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Judiciary Was Designed to Interpret Constitutional Conflicts

Difficulty Level: Medium

63. The doctrine of separation of powers is popularly known as \_\_\_\_\_.

- a. the New Jersey Plan
- b. judicial review
- c. federalism
- d. checks and balances

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: Separation of Powers Allowed for Checks and Balances on Government

Difficulty Level: Medium

64. The distribution of powers across institutions including the legislative, executive, and judicial branches is known as \_\_\_\_\_.

- a. a republic
- b. the federal system
- c. separation of powers
- d. constitutionalism

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Knowledge

Answer Location: Separation of Powers Allowed for Checks and Balances on Government

Difficulty Level: Easy

65. The "full faith and credit" clause of the Constitution was intended to \_\_\_\_\_.

- a. regulate the flow of commerce within and between states
- b. ensure that states recognized the contracts and legal proceedings of other states
- c. give value to the issuing of federal currency and coins
- d. signal to foreign countries that the United States was to be trusted

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Knowledge

Answer Location: Delegates Addressed the “Unfinished Parts” But Left the Problem of Slavery Behind

Difficulty Level: Easy

66. While small states wanted the states themselves to approve new constitutional amendments, the nationalists wanted the \_\_\_\_\_ to decide.

- a. president
- b. Senate
- c. people
- d. Supreme Court

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Addressed the “Unfinished Parts” But Left the Problem of Slavery Behind

Difficulty Level: Medium



67. Amending the Constitution is a \_\_\_\_\_ process.

- a. one-stage
- b. two-stage
- c. three-stage
- d. four-stage

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Knowledge

Answer Location: Delegates Addressed the “Unfinished Parts” But Left the Problem of Slavery Behind

Difficulty Level: Easy

68. The Three-Fifths Compromise stipulated that \_\_\_\_\_.

- a. a three-fifths vote of Congress was required to propose a constitutional amendment
- b. a three-fifths vote in the Electoral College was required to be elected president
- c. three-fifths of a state’s slave population would be counted for the purposes of representation
- d. three-fifths of the justices on the Supreme Court must vote for a judicial decision

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Founders Reached a Fateful Compromise on Slavery

Difficulty Level: Medium

69. Many experts argue that the preservation of slavery was the result of a trading of votes known as a \_\_\_\_\_.

- a. logroll
- b. filibuster
- c. sequester
- d. cloture

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Founders Reached a Fateful Compromise on Slavery

Difficulty Level: Medium

70. According to the original wording of the Constitution, slavery was \_\_\_\_\_.

- a. restricted and regulated
- b. unrestricted until at least 1808
- c. considered a basic property right
- d. not directly addressed

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Founders Reached a Fateful Compromise on Slavery

Difficulty Level: Hard

71. The Three-Fifths Compromise favored which group of people the most?

- a. New England merchants
- b. white residents of slaveholding states
- c. slaves and Native Americans
- d. Western farmers

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Founders Reached a Fateful Compromise on Slavery

Difficulty Level: Medium

72. The Three-Fifths Compromise counted which of the following as three fifths of a persons for purposes of Congressional representation?

- a. slaves

- b. women
- c. free blacks
- d. Native Americans

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Knowledge

Answer Location: The Founders Reached a Fateful Compromise on Slavery

Difficulty Level: Easy

73. Which triumvirate authored *The Federalist Papers* in 1787 and 1788?

- a. Alexander Hamilton, James Madison, and George Washington
- b. John Jay, Alexander Hamilton, and Thomas Jefferson
- c. James Madison, John Jay, and Alexander Hamilton
- d. Patrick Henry, John Jay, and James Madison

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Knowledge

Answer Location: Federalists and Anti-Federalists Debate the Dangers of Power in a Large Republic

Difficulty Level: Hard

74. Supporters of the Constitution were known as \_\_\_\_\_ and opponents to the Constitution were called \_\_\_\_\_.

- a. nationalists; regulators
- b. constitutionalists; freedom-fighters
- c. federalists; anti-federalists
- d. Republicans; Democrats

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: Federalists and Anti-Federalists Fought over Ratification

Difficulty Level: Medium

75. Which foundational concept about politics, based on his studies of previous republics, informed James Madison's thinking when co-authoring *The Federalist Papers*?

- a. Money will be prioritized over virtue, so a republic's leaders need to be paid handsomely for the republic to survive.
- b. People will not act in a noble manner, so self-interest must be taken into account when constructing a republic.
- c. Republican governments function best when the wishes of the people are taken into account at all times.
- d. African Americans and Native Americans bring distinct viewpoints into government

and their ideas should be welcomed.

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: Federalists and Anti-Federalists Debate the Dangers of Power in a Large Republic

Difficulty Level: Medium

76. Anti-federalists called for a \_\_\_\_\_ to be included in the Constitution.

- a. Statement of Authority
- b. Bill of Rights
- c. Guarantee of Sovereignty
- d. Declaration of Independence

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: A Bill of Rights Was a Key Issue in the Ratification Debates

Difficulty Level: Medium

77. Federalists called for \_\_\_\_\_.

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

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: Federalists Argue for a Strong National Government

Difficulty Level: Medium

78. Federalists made their strongest theoretical case for the new republic in a set of eighty-five essays known as \_\_\_\_\_.

- a. *Common Sense*
- b. the *Antifederalist Papers*
- c. *Statements of Liberty*
- d. the *Federalist Papers*

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: *Federalist Papers*

Difficulty Level: Medium

79. James Madison was concerned about groups of people who would collectively try to use the government to get what they wanted. He called these groups \_\_\_\_\_.

- a. factions
- b. lobbies
- c. PACs
- d. parties

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: A Republic Must Be Able to Handle the Problem of Faction

Difficulty Level: Medium

80. In *Federalist 10*, James Madison argued that \_\_\_\_\_ is the main driver of factionalization.

- a. political polarization
- b. social inequality
- c. inequality of wealth
- d. societal hierarchy



Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: A Republic Must Be Able to Handle the Problem of Faction

Difficulty Level: Medium

81. Anti-federalists and federalists both feared \_\_\_\_\_.

- a. some form of tyranny
- b. emerging national power
- c. the will of the people
- d. powerful states

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: Federalists and Anti-Federalists Feared Different Forms of Tyranny

Difficulty Level: Medium

82. Tyranny of the minority occurs when \_\_\_\_\_.

- a. a large number of citizens use their power to trample on the rights of smaller groups

- b. small numbers of citizens trample on the rights of the larger population
- c. authoritarian leaders trample on the rights of the citizens through unitary rule
- d. liberal leaders give more rights to their supporters than they do to their opponents

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Knowledge

Answer Location: Federalists and Anti-Federalists Feared Different Forms of Tyranny

Difficulty Level: Easy

83. Tyranny of the majority occurs when \_\_\_\_\_.

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

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Knowledge

Answer Location: Federalists and Anti-Federalists Feared Different Forms of Tyranny

Difficulty Level: Easy

84. Antifederalist writer Mercy Otis Warren warned against \_\_\_\_\_.

- a. the evils of party
- b. the threat of aristocratic leaders
- c. the danger of pure democratic rule
- d. the encroachment of the middle class

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: A Bill of Rights Was a Key Issue in the Ratification Debates

Difficulty Level: Medium

85. Given the events at Annapolis and Philadelphia in 1786 and 1787, the best characterization of the Founders of the American Republic is that they were \_\_\_\_\_.

- a. an accurate cross-section of 1780s America
- b. idealists unwilling to compromise
- c. practical, tactical, and strategic men
- d. flawed and short-sighted politicians

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the

federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: Conclusion

Difficulty Level: Medium

### **True/False**

1. James Madison was one of the only Founding Fathers NOT to own slaves.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Describe the ideas and historical context that shaped James Madison's thinking about republics.

REF: Cognitive Domain: Knowledge

Answer Location: James Madison Plans for a Republic That Will Last

Difficulty Level: Easy

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

Ans: T

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Articles of Confederation Attempted to Unite the States While Preserving Their Authority

Difficulty Level: Easy

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

Ans: T

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: Under the Confederal System, States Had Sovereignty and Equal Representation

Difficulty Level: Easy

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

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.2: Explain the challenges faced by the nation following the American revolution in trying to form a government strong enough to rule effectively but not so strong as to oppress the rights of Americans.

REF: Cognitive Domain: Comprehension

Answer Location: The Confederal System Made Coordination between the States Difficult

Difficulty Level: Easy

5. John Adams was a delegate to the Constitutional Convention in 1787.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Knowledge

Answer Location: Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Easy

6. One Native American was a delegate to the Constitutional Convention.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Medium

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

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Medium

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

Ans: T

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Comprehension

Answer Location: The Virginia Plan Outlined a System of Proportional Representation for the States; The New Jersey Plan Maintained Equal Votes in the Legislature

Difficulty Level: Medium

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

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Executive Branch Was Initially Less Thoroughly Planned Out

Difficulty Level: Medium

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

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Judiciary Was Designed to Interpret Constitutional Conflicts

Difficulty Level: Medium

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

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: Separation of Powers Allowed for Checks and Balances on Government

Difficulty Level: Medium



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

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: Delegates Addressed the “Unfinished Parts” But Left the Problem of Slavery Behind

Difficulty Level: Medium

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

Ans: T

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: The Founders Reached a Fateful Compromise on Slavery

Difficulty Level: Medium

14. Like George Washington, James Madison freed his slaves upon his death.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Comprehension

Answer Location: James Madison Held Contradictory Views on Slavery

Difficulty Level: Medium

15. The term “federalist” was chosen ironically by Constitutional supporters because it generally meant more of a balance between the power of states and the national government.

Ans: T

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Comprehension

Answer Location: Federalists and Anti-Federalists Fought over Ratification

Difficulty Level: Medium

### **Short Answer**

1. What form of government did the United States have prior to adopting the Constitution?

Ans: confederal, confederation

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a

stronger national government seized upon these concerns to propose a new form of government.

REF: Cognitive Domain: Knowledge

Answer Location: The Confederal System Made Coordination between the States  
Difficult

Difficulty Level: Easy

2. The grassroots popular uprising against the government of Massachusetts that frightened many states into researching a new Constitution was called what?

Ans: Shays' Rebellion

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.1: Explain how conditions in the United States following the American Revolution raised concerns about the new nation, and how advocates for a stronger national government seized upon these concerns to propose a new form of government.

REF: Cognitive Domain: Knowledge

Answer Location: Crisis and Fears of Tyranny

Difficulty Level: Medium

3. During the 1787 Constitutional Convention in Philadelphia, the New Jersey Plan was proposed by whom?

Ans: William Paterson

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Knowledge

Answer Location: The New Jersey Plan Maintained Equal Votes in the Legislature

Difficulty Level: Easy

4. The \_\_\_\_\_ clause has enabled Congress to become involved in large areas of the American economy, even within states.

Ans: commerce

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Identify the ideas behind the structure of the government under the new Constitution.

REF: Cognitive Domain: Comprehension

Answer Location: The Legislative Branch Was Made the Most Powerful

Difficulty Level: Medium

5. During the ratification debates, federalist arguments were centered around avoiding the tyranny of the \_\_\_\_\_.

Ans: majority

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Knowledge

Answer Location: Federalists and Anti-Federalists Feared Different Forms of Tyranny

Difficulty Level: Easy

## Essay

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

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

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states' interests played in shaping the government during the Constitutional Convention.

REF: Cognitive Domain: Analysis

Answer Location: Delegates Reach a Compromise at the Constitutional Convention

Difficulty Level: Hard

2. What issues were at the center of the Constitutional Convention as it progressed, and how were these issues resolved?

Ans: Many of the same issues that concerned the larger and smaller states as they addressed the issue of revising the Articles of Confederation shone through during the Constitutional Convention. Among these were the question of how much power would be given to states and how much would be given to the new federal government. In addition, those who opposed the Constitution desired that it include a Bill of Rights and specific protections that would ensure the sovereignty of the states. The issue of

representation was addressed through three specific proposals. The first, called the Virginia Plan, called for a strong central government, weak state sovereignty, and a bicameral legislature based purely on proportional population. Smaller states and Southern states questioned this proposal and countered with the New Jersey Plan, which called for weaker national government, stronger state government and the same unicameral system that was used under the Articles of Confederation. As a compromise, the Connecticut Plan, or Great Compromise, was offered, which called for a federal system of balanced power between states and the national government as well as a representative system that was proportionally based in the lower house (the House of Representatives) and equally representative in the upper house (the Senate). Other compromises surrounding the issue of slavery were also necessary. As a way of keeping the Southern states on board with the new Constitution, a “logrolling,” or trading of votes, occurred that resulted in a 20-year moratorium on the regulation of slavery, the counting of slaves as three-fifths of a person for representative purposes, and the return of slaves from free states to the slave states from which they originated. In return, those who supported strong national government were able to include provisions concerning the regulation of interstate trade and a supremacy clause that made the Constitution the highest law in the land. Even with these compromises and debates, it took great effort and persuasion to arrive at the Constitution we have today.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.3: Describe the role that compromise over states’ interests played in shaping the government during the Constitutional Convention; 2.4: Identify the institutions of government established by the Constitution and the distribution of political power among them.

REF: Cognitive Domain: Analysis

Answer Location: Delegates Reach a Compromise at the Constitutional Convention; Delegates Worked Out Details of the New Government

Difficulty Level: Hard

3. Why were the founders so concerned about the “danger of factions”? How does the Constitution address this problem?

Ans: James Madison, George Washington, and many other Founding Fathers all saw a

dangerous trend in the growth of factions, which are groups of self-interested people that wish to use government to achieve a specific set of goals while trampling on the rights of others. In today's world, we would call these political parties and special-interest groups. Madison saw the danger not only in the actions of self-interested people but in the concerted effort to achieve the goals of a group despite the needs, interests, or rights of others. These factions were seen as the most dangerous challenge to the life of a republic. In order to control the impact of factions, a system of separated powers and checks and balances was put into the Constitution to control them. Madison argued that factions could be eliminated but only through an unacceptable means—the establishment of an authoritarian government. Since this would be contrary to the intent of establishing a democratic republic, Madison recognized that factions could not be eliminated but needed to be recognized and tolerated. The solution, according to Madison, was the creation of an extended republic, which was a republic so large and diverse with so many factions vying for power that no one faction is able to assert its will over the others. This was used as evidence against the charge that republics were too big to govern. The Constitution itself created this new “extended republic” with sufficient controls so as to limit the ability of any one faction to gain power over the government.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Analysis

Answer Location: A Republic Must Be Able to Handle the Problem of Faction

Difficulty Level: Hard

4. How were questions over the relative power of states and nation addressed in the Constitution? What new form of governmental organization resulted from these debates?

Ans: Debates between federalists and anti-federalists centered around the relative power of states versus the national government. Federalists argued that this new federal form of government was necessary to preserve individual rights and liberties, and anti-federalists argued against any increase in national power, warning that the national governmental powers would infringe on the rights and authority of the states.

Federalists argued that strong states and weak nations have led to the downfall of republics in the past and that the principle of confederacy, which calls for weak national governments and strong states, has caused “incurable disorder and imbecility in the government.” James Madison argued that a balanced approach to power between state and national government, which he called federalism, was the solution to the problem. As a result, we have a federal republican form of government that allows for a sharing of power between states and the national government with a Supreme Court in place to settle disputes between the states and between states and the national government itself. This is not to say this system is perfect, as the question of states’ rights and national power continues in political rhetoric to this day.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Analysis

Answer Location: Federalists and Anti-Federalists Debate the Dangers of Power in a Large Republic

Difficulty Level: Hard

5. By 1788, it was clear that the federalists had won the debate over ratification when the Constitution was scheduled to go into effect. How did the federalists win over an American body politic that was, two years earlier, skeptical at best about changing the Articles of Confederation? Though they clearly lost, what effects did the anti-federalists achieve for the political culture of subsequent generations?

Ans: The federalists won over the elected representatives of the American people via a number of means. First, they won to their side a number of celebrities, such as George Washington and Benjamin Franklin, to endorse their argument. Second, they met their opponents’ arguments head-on rather than dodging them. For example, James Madison co-opted the anti-federalist argument about the size of the national government being too unwieldy to govern effectively. Madison, in *Federalist* No. 10, countered that an extended republic would help limit factions and the large size of the American state was thus a benefit to its political stability. Third and perhaps most importantly, federalists controlled the debate. Though a skillful use of the press and the rapid adoption of the



ironic name *Federalists*, men like Madison and Alexander Hamilton took the initiative from their opponents and forced the anti-federalists to defend the unpopular Articles of Confederation.

Nonetheless, the anti-federalists achieved one notable success. They forced the federalists to accept a Bill of Rights, specifically limiting the federal government's power and delegating certain rights to the states and to the people.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 2.5: Compare and contrast the arguments put forth by the federalists and anti-federalists during the ratification debates.

REF: Cognitive Domain: Analysis

Answer Location: Federalists and Anti-Federalists Fought over Ratification

Difficulty Level: Hard