

## Chapter 1: Introduction: American Political Stories: Claiming Rights, Demanding to Be Heard

### Test Bank

#### Multiple Choice

1. Politics is best described as the process of which of the following?

- a. making and enforcing laws and policies
- b. selecting governmental leaders
- c. influencing actions and policies of a government
- d. administering and executing governmental activities

Ans: C

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Knowledge

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

2. Politics and government are seen as which of the following?

- a. synonymous with each other
- b. closely connected to each other
- c. unrelated to each other
- d. opposed to each other

Ans: B

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Knowledge

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

3. Bridget Mergens' request to start a new club on her high school campus was different because she wanted to start a campus-sponsored \_\_\_\_\_.

- a. Christian Bible Club
- b. Athletic Booster Club
- c. Gay and Lesbian Alliance Club
- d. Political Debate Club

Ans: A

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Knowledge

Answer Location: American Students Claim Their Rights

Difficulty Level: Easy

4. The legal basis of Bridget Mergens' claim against her high school was which of the following?

- a. the Equal Rights Amendment

- b. the Fourteenth Amendment
- c. the Civil Rights Act of 1964
- d. the Equal Access Act of 1984

Ans: D

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Application

Answer Location: American Students Claim Their Rights

Difficulty Level: Hard

5. What was the purpose of the Equal Access Act of 1984?

- a. to enable the ability of public high schools to place limits on faith-based clubs and organizations
- b. to restrict the ability of public high schools to limit faith-based clubs and organizations
- c. to create new opportunities for students to start a variety of new clubs and organizations
- d. to place limits on the types of new clubs and organizations that could be created on a public-school campus

Ans: B

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

6. Which of the following best explains the outcome of the Mergens' case?

- a. The Court reaffirmed the principle of separation of church and state by forbidding the creation of faith-based clubs on campus.
- b. The Court upheld students' rights to establish faith-based clubs and organizations on high school campuses.
- c. The Court refused to acknowledge the Equal Access Act in its application to high school campuses.
- d. The Court decided that high school students lacked the maturity to conduct faith-based activities on campus.

Ans: B

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Analysis

Answer Location: American Students Claim Their Rights

Difficulty Level: Hard

7. An unintended consequence of the Mergens' decision was the application of the Equal Access Act (EAA) to organizations and clubs related to \_\_\_\_\_.

- a. intramural sports
- b. free speech and debate
- c. LGBT associations
- d. Bible study groups

Ans: C

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Hard

8. Within American political ideology, the emphasis tends to be on which of the following?

- a. equality of outcome
- b. equality of income
- c. equality of performance
- d. equality of opportunity

Ans: D

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Medium

9. In the Declaration of Independence, those rights that are described as “self-evident” are also referred to as \_\_\_\_\_.

- a. inalienable rights
- b. privileges of opportunity
- c. equality of opportunity
- d. the Bill of Rights

Ans: A

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

10. Which of the following best describes the difference between privileges and rights?

- a. Privileges can only be granted by a government.
- b. Rights must be earned through social status.
- c. Privileges may be granted and withdrawn by government.
- d. Rights and privileges are synonymous with each other.

Ans: C

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Hard

11. When Thomas Jefferson wrote about the “pursuit of happiness” in the Declaration of Independence, he was actually tapping into which of the following?

- a. the ideals of liberty
- b. fair and equal justice
- c. equality of outcome
- d. the American Dream

Ans: D

Learning Objective: 1-1: Define the key elements of American political culture.  
Cognitive Domain: Comprehension  
Answer Location: American Political Culture Is Built on a Set of Shared Ideas  
Difficulty Level: Medium

12. Which of these is a fundamental prerequisite to achieving the American Dream?
- a. talent and hard work
  - b. equality of outcome
  - c. economic privilege
  - d. advanced social status

Ans: A

Learning Objective: 1-1: Define the key elements of American political culture.  
Cognitive Domain: Comprehension  
Answer Location: American Political Culture Is Built on a Set of Shared Ideas  
Difficulty Level: Medium

13. According to a recent Harvard study, which of the following statements is most correct with regard to the American Dream?
- a. Young people 18–27 showed no belief in the achievability of the American Dream.
  - b. Young people were more likely than the elderly to show faith in the American Dream.
  - c. The majority of all respondents indicated that the American Dream is no longer alive.
  - d. Those with college degrees were more likely to say the American Dream is alive.

Ans: D

Learning Objective: 1-1: Define the key elements of American political culture.  
Cognitive Domain: Analysis  
Answer Location: American Political Culture Is Built on a Set of Shared Ideas  
Difficulty Level: Medium

14. Which of the following laws was passed with the primary intent of restricting the ability of public high schools to exclude faith-based religious extracurricular clubs?
- a. the Equal Opportunities Act
  - b. the Equal Access Act
  - c. the Religious Freedom Act
  - d. the Religious Opportunities Act

Ans: B

Learning Objective: 1-1: Define the key elements of American political culture.  
Cognitive Domain: Knowledge  
Answer Location: American Political Culture Is Built on a Set of Shared Ideas  
Difficulty Level: Easy

15. Which of the following Supreme Court Justices delivered the majority opinion in favor of *Bridget Mergens* and the Equal Access Act?
- a. Clarence Thomas
  - b. Anthony Kennedy
  - c. Sandra Day O'Connor
  - d. Ruth Bader Ginsburg

Ans: C

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

16. In 2002, students in Boyd County, Kentucky, petitioned to form a(n) \_\_\_\_\_ based on their rights under the Equal Access Act.

- a. Christian Bible Club
- b. Athletic Booster Club
- c. Gay and Lesbian Alliance Club
- d. Political Debate Club

Ans: C

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared

Difficulty Level: Easy

17. When the students from Boyd County, Kentucky, had their petition to start a GSA at their school denied, they turned to which organization for help?

- a. ACLU
- b. NCAA
- c. NAACP
- d. EPA

Ans: A

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared

Difficulty Level: Easy

18. Which of the following statements best describes the Greek system of democracy?

- a. Power is held by government leaders.
- b. Power is held by economic factors.
- c. Power is held by the common people.
- d. Power is held by the physically strong.

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

19. A system of government in which power is held by the people in that society is best described as a(n) \_\_\_\_\_.

- a. autocracy
- b. plutocracy

- c. aristocracy
- d. democracy

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

20. Thomas Jefferson used ideas regarding democracy when drafting the Declaration of Independence, where did these ideas come from?

- a. Rome and Spain
- b. Great Britain and Greece
- c. Greece and Rome
- d. Spain and France

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

21. Which of the following philosophers did the drafters of the Constitution draw on regarding the natural rights of all citizens that kings cannot take away?

- a. John Locke
- b. Baron de Montesquieu
- c. David Hume
- d. Thomas Paine

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Medium

22. Rights which people are born with that cannot be taken away by kings or rulers with absolute power are described as \_\_\_\_\_.

- a. limited rights
- b. political privileges
- c. natural rights
- d. innate privileges

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

23. What did the Baron de Montesquieu propose?
- a. Power should be shared among political leaders.
  - b. Power should be divided between different branches.
  - c. Power should be delegated by a central aristocracy.
  - d. Power should be held solely by an authoritarian ruler.

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Medium

24. American political ideas tend to focus on ensuring equality of economic \_\_\_\_\_ instead of emphasizing equality of economic outcomes.
- a. fortune
  - b. stability
  - c. guarantees
  - d. opportunity

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Medium

25. The “pursuit of happiness” to reach the American Dream was believed to be achievable by Thomas Jefferson through what?
- a. hard work, no taxes, and government assistance
  - b. sacrifice, government assistance, and luck
  - c. hard work, sacrifice, and talent
  - d. talent, luck, and no taxes

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

26. Who was the author of the *Common Sense* pamphlet?
- a. John Locke
  - b. Baron de Montesquieu
  - c. David Hume
  - d. Thomas Paine

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

27. Which of the following companies funded and supported the establishment at Jamestown?

- a. Ohio Company
- b. Delaware Company
- c. Virginia Company
- d. Carolina Company

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

28. The first elected assembly in colonial America was called \_\_\_\_\_.

- a. the Virginia Commons
- b. the Virginia House of Legislation
- c. the House of Burgess
- d. the House of Parliament

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

29. Which of the following was a reason for colonies wanting to remain sovereign instead of creating a unified legislature?

- a. Many colonies were afraid of losing religious freedoms like they had in Great Britain.
- b. Many colonies were afraid of land claims creating larger and more powerful colonies at the expense of small colonies.
- c. Many colonies were able to form good working relationships with the Native Americans and saw no reason to collaborate with other colonies.
- d. Many colonies were still overwhelmingly loyal to Great Britain and the thought of a unified legislature was treasonous in their eyes.

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium



30. Which of the following was considered the goal of the “pamphleteers,” including Thomas Paine, in 1776?

- a. Their intentions were to start a riot to overthrow Great Britain.
- b. Their intentions were to mobilize people in support of their cause.
- c. Their intentions were to smear King George III so he would abdicate the throne.
- d. Their intentions were to cast doubts within the colonists to keep the colonies sovereign.

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

31. The first permanent settlement in North America was at \_\_\_\_\_.

- a. Plymouth
- b. Philadelphia
- c. New York
- d. Jamestown

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

32. Initially, British colonists depended upon \_\_\_\_\_ of native people for their own survival.

- a. technological ignorance and cultural diversity
- b. political leadership and a lack of weapons
- c. adaptive technologies and agricultural advances
- d. ineffective agriculture and a lack of weaponry

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Hard

33. What was likely the largest factor leading to the decline in Native American populations?

- a. technology
- b. agriculture
- c. education
- d. disease

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

34. British colonization had which of the following effects on traditional native ways of life?

- a. minimal and incomplete
- b. comprehensive and total
- c. moderate and balanced
- d. tolerant and measured

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

35. Before the Revolutionary War, the governor of Massachusetts questioned how the revolutionaries could justify what?

- a. depriving African slaves in their pursuit of happiness by denying their inalienable rights
- b. depriving women of full citizenship under the new laws in the colonies
- c. forcing Native Americans to give up their rights in order to remain within colonial territory
- d. persecuting religious minorities as the King had done while many colonials had still lived in Great Britain

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

36. Both black slaves and indigenous peoples had which of the following in common?

- a. a desire to maintain and defend their native territory
- b. an ideal that land could not be owned by any man
- c. a struggle to maintain traditional ways of life and culture
- d. a tradition of involuntary servitude and European dominance

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Analysis

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Hard

37. The Virginia Company funded the establishment of which settlement?

- a. Charleston
- b. New York City
- c. Philadelphia
- d. Jamestown

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

38. Which of the following best describes the Virginia House of Burgesses?

- a. the first elected assembly in Colonial America
- b. the first religious body in Colonial America
- c. the first agricultural community in Colonial America
- d. the first extension of British rule in Colonial America

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

39. Unlike France and Spain, Great Britain lacked a cohesive \_\_\_\_\_?

- a. political policy
- b. military policy
- c. foreign policy
- d. colonial policy

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

40. Which of the following was most responsible for Great Britain's increased desire to exert centralized control over its colonies?

- a. threat of foreign invasion
- b. increasing war debt
- c. threat of internal revolution
- d. increasing foreign interference

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

41. The war principally between France and Great Britain and other European nations across the globe was known as the \_\_\_\_\_ in North America.

- a. French and Indian War
- b. Seven Years War
- c. War of the Roses
- d. Napoleonic Wars

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

42. The proposal for a union of British colonies in North America in which colonial legislatures would appoint delegates to form a law-making body under the direct leadership of Great Britain was referred to as the \_\_\_\_\_.

- a. Connecticut Plan
- b. Albany Plan
- c. Philadelphia Plan
- d. Virginia Plan

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

43. Benjamin Franklin's proposal for a unified political body was not adopted by colonial governments for which of the following reasons?

- a. Great Britain wanted to deal with the colonies as a single nation.
- b. The colonies did not wish to give up their own sovereignty.
- c. The colonies saw themselves as an extension of Great Britain.
- d. Great Britain saw the colonies as an autonomous political unit.

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Hard

44. The proposer and greatest supporter of the Albany Plan was \_\_\_\_\_.  
a. George Washington  
b. Alexander Hamilton  
c. Benjamin Franklin  
d. Thomas Paine

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

45. The Treaty of Paris of 1763 left Great Britain \_\_\_\_\_.  
a. a weakened power among northern European nations  
b. a weakened sea power in comparison to France and Spain  
c. highly dependent upon its colonies for continued power  
d. the unquestioned European power in North America and Canada

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

46. The Daughters of Liberty was formed by women who participated in what?  
a. political gatherings  
b. religious events  
c. tea parties  
d. spinning events

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

47. One of the most controversial of British revenue laws of the 1760s was the \_\_\_\_\_, which attempted to raise money through direct taxes on printed materials such as newspapers, magazines, pamphlets, cards, and dice.  
a. Sugar Act  
b. Stamp Act  
c. Intolerable Acts  
d. Currency Act

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

48. A complicating factor for the British revenue policies of the 1760s was that they were instituted during a period of economic \_\_\_\_\_.

- a. expansion
- b. recession
- c. depression
- d. recovery

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

49. Which of the following could be considered the first national American women's organization?

- a. the Daughters of Liberty
- b. the Ladies Association
- c. the Daughters of the Confederacy
- d. the Ladies of Liberty

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

50. Which of the following had the greatest impact on popularizing and spreading the message of American independence?

- a. the Sons of Liberty
- b. the printing press
- c. improved roads and bridges
- d. northern industrial expansion

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

51. The primary means of political propaganda during the 1760s was most probably the \_\_\_\_\_.

- a. newspaper

- b. political speech
- c. campaign slogan
- d. pamphlet

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

52. Thomas Paine challenged the legitimacy of the British monarchy and refuted arguments in favor of reconciling England and the colonies by calling King George a

\_\_\_\_\_.

- a. "royal brute"
- b. "royal fool"
- c. "royal usurper"
- d. "royal imitator"

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

53. Thomas Paine unified the colonists into action at a time when many were ready to receive the message by drawing on which of the following ideas?

- a. American exceptionalism and supremacy
- b. freedom from religious persecution
- c. Americans were extensions of the British.
- d. Americans had a unique destiny and history.

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

54. A common phrase associated with the planned strategy of colonial resistance was

\_\_\_\_\_.

- a. "give me liberty or give me death"
- b. "join or die"
- c. "no taxation without representation"
- d. "don't tread on me"

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

55. Prior to the Seven Years War, British policy toward the colonies could best be described as \_\_\_\_\_.

- a. support the mother land
- b. pay your fair share
- c. hands-off
- d. direct political control

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

56. In many ways, colonial opposition to British policies was best described as \_\_\_\_\_.

- a. radical
- b. moderate
- c. conservative
- d. liberal

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

57. Which radical organization was most visible and vocal in its dissent against British tax policies of the 1760s?

- a. the Second Continental Congress
- b. the Sons of Liberty
- c. the Daughters of the Revolution
- d. the Society of American Loyalists

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

58. What was the main goal of the Ladies Association created by colonial women like Esther de Berdt Reed and Sarah Franklin Bache?

- a. They organized domestic fundraising efforts for the war.
- b. They organized political efforts to gain more rights before the war.



- c. They organized demonstrations against the treatment of slaves during the war.
- d. They organized religious ceremonies for fallen soldiers during the war.

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

59. What impact did the Declaration of Rights and Statements of Grievances have in lessening pressures between Great Britain and the colonies?

- a. It led to earnest discussions between the colonies and the British Parliament.
- b. It led to a lessening of British military aggression through the 13 colonies.
- c. It led to the repeal of the Stamp Act but had little effect on the desire for independence.
- d. It had minor immediate impact and increased tensions between loyalists and patriots.

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Analysis

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Hard

60. Beginning in the 1770s, what happened to political power in the colonies?

- a. It began to shift more in favor of the British loyalists.
- b. It began to shift away from moderates to radical groups who called for independence.
- c. The political power of radical patriots began to decline in favor of moderate ideals.
- d. British loyalists began to dominate the political scene, punishing the patriots.

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

61. In 1770, the confrontation between a mob of Bostonians and a small group of British soldiers beginning with taunts and snowballs and ending in the deaths of five American colonials was referred to as the \_\_\_\_\_.

- a. Boston Tea Party
- b. Boston Rampage
- c. Boston Uprising
- d. Boston Massacre

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

62. During the time of the Second Continental Congress, which of the following groups were opposed to independence from Great Britain?

- a. wealthy elites
- b. radicals
- c. moderates
- d. slaves

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

63. As America moved toward revolution, colonial Americans saw improvements in \_\_\_\_\_.

- a. social equality and liberty at all levels
- b. social equality with the exception of northern mercantilists
- c. social equality with the exception of southern plantation societies
- d. social equality with the exception of western settlers

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Hard

64. In April of 1773, a group of \_\_\_\_\_ in Massachusetts petitioned the government for a redress of their grievances, expressing their own natural rights as a reason for their freedom.

- a. indentured servants
- b. colonial patriots
- c. colonial lawyers
- d. African Americans

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

65. When did the Second Continental Congress get replaced by the model used in the present day?

- a. 1773

- b. 1775
- c. 1776
- d. 1781

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

66. Which of the following delegates first declared the united colonies should be free and independent from the British Crown?

- a. Thomas Jefferson
- b. Benjamin Franklin
- c. Richard Henry Lee
- d. Thomas Paine

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

67. Which of the following battles secured the win for the Americans during the Revolutionary War?

- a. Battle of Yorktown
- b. Battle of Lexington and Concord
- c. Battle of Arlington
- d. Battle of Potomac

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

68. Virginia Representative \_\_\_\_\_ offered a motion in Congress declaring American independence on June 7, 1776.

- a. Thomas Jefferson
- b. Richard Henry Lee
- c. Patrick Henry
- d. John Hancock

Ans: B

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

69. The systematic design to keep women out of involvement in government and public life could best be described as \_\_\_\_\_.

- a. "supportive suppression"
- b. "selective obsession"
- c. "protective oppression"
- d. "collective inclusion"

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

70. Which of the following was a unique exception to the suppression of female participation in colonial times?

- a. trade
- b. politics
- c. ownership
- d. religion

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

71. Replacement of British textiles, in particular, brought colonial women together in which of the following organizations?

- a. Daughters of Liberty
- b. Daughters of the Revolution
- c. Daughters of Patriotism
- d. Daughters of Commerce

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

72. What pamphlet, authored by Esther DeBerdt Reed and published in June 1780, laid out the necessity for colonial women to organize aid to the revolutionary cause?

- a. "The Sentiments of the American Woman"
- b. "The Declaration of Sentiments, Grievances, and Resolutions"

- c. "The Women's Declaration of Independent Sentiments"
- d. "The Discussion of Women's Grievances and Arguments"

Ans: A

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

73. After the Battle of Yorktown, American independence was secured with which of the following?

- a. the Treaty of Gent
- b. the Treaty of Brussels
- c. the Treaty of Paris
- d. the Treaty of Versailles

Ans: C

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

74. American independence came as an immediate result of victory in which of the following battles?

- a. the Battle of Trenton
- b. the Battle of Bunker Hill
- c. the Battle of Saratoga
- d. the Battle of Yorktown

Ans: D

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

75. Those rules, laws, and structures that channel and shape political actions are described as \_\_\_\_\_.

- a. governmental units
- b. political ideologies
- c. democratic ideals
- d. political institutions

Ans: D

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

76. In devising a system of government, basic questions must be resolved with regard to which of the following?

- a. conducting and determining elections
- b. acquiring and distributing power
- c. collecting and spending taxes
- d. dividing and limiting government

Ans: B

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

77. Which form of government admits no limitations on its power and allows no competing centers of political power?

- a. authoritarian
- b. totalitarian
- c. democratic
- d. republican

Ans: B

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

78. Which form of government suppresses the voices of its own citizens to maintain a group in power while allowing some economic or social institutions to exist without government control?

- a. authoritarian
- b. totalitarian
- c. democratic
- d. republican

Ans: A

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

79. Monarchies, theocracies, and oligarchies all share which of the following?

- a. They admit no external challenges to their power or authority.
- b. They allow moderate challenge to their power or authority.
- c. They are highly influenced by the power of the individual citizen.
- d. They admit some external judicial challenges to their authority.

Ans: A

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Analysis

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Hard

80. A system of government in which citizens vote directly on public issues in a society could best be described as \_\_\_\_\_.

- a. direct democracy
- b. indirect democracy
- c. representative democracy
- d. limited democracy

Ans: A

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

81. A system of government in which citizens select elected officials who then vote on matters of public policy for them could best be described as \_\_\_\_\_ democracy.

- a. direct
- b. indirect
- c. representative
- d. limited

Ans: C

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

82. According to the text, the most important institution in American political life is \_\_\_\_\_.

- a. the Declaration of Independence
- b. the Articles of Confederation
- c. the U.S. Constitution
- d. the U.S. Bill of Rights

Ans: C

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

83. The United States of America is, institutionally and fundamentally, a \_\_\_\_\_.

- a. direct democracy
- b. limited democracy
- c. representative democracy
- d. constitutional republic

Ans: D

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

84. The systems and organizations through which a society produces and distributes goods and services can best be described as a/n \_\_\_\_\_.

- a. economy
- b. government
- c. marketplace
- d. bureaucracy

Ans: A

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

85. Communist and socialist systems can best be differentiated based on who controls the \_\_\_\_\_.

- a. means of production and distribution
- b. governmental decision-making process
- c. economic decision-making process
- d. behavior of individual citizens

Ans: A

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

86. A government that acts on behalf of all workers in a society by controlling all of the means of production and distribution is best described as having a \_\_\_\_\_.

- a. socialist system
- b. laissez-faire system
- c. capitalist system
- d. communist system

Ans: D

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

87. A government that allows private firms to operate but with significant intervention by the government, which may include controlling ownership of sectors of the economy, is best described as having a \_\_\_\_\_ system of economy.

- a. socialist
- b. laissez-faire
- c. capitalist



d. communist

Ans: A

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

88. "Laissez faire" is a system that \_\_\_\_\_.

- a. forbids private ownership and private enterprise
- b. highly regulates private enterprise and property
- c. moderately regulates private enterprise and property
- d. has no regulation or control of private enterprise

Ans: D

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

89. A system in which economic activity is structured to allow private firms to make most or all of the decisions involving production and distribution of goods and services is best described as \_\_\_\_\_.

- a. socialist
- b. communist
- c. capitalist
- d. laissez faire

Ans: C

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

90. A completely unregulated capitalist system that allows individuals and private firms the ability to operate without regulation or oversight is referred to as what?

- a. a laissez-faire system
- b. a socialist system
- c. a communist system
- d. a Marxist system

Ans: A

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

**True/False**

1. As Ms. Mergens' case proceeded, there was a high degree of certainty that the court would affirm her assertions against her school.

Ans: F

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Easy

2. The American political culture is based upon the principles of equal social and economic outcomes.

Ans: F

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

3. Today, some observers of American politics question the accessibility of the American Dream.

Ans: T

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

4. Religious liberty is presented as a fundamental right in the Declaration of Independence.

Ans: F

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Medium

5. While Thomas Jefferson attempted to address the slave trade in his first draft of the Declaration of Independence, the irony is that he was a major slave owner himself.

Ans: T

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Medium

6. European settlement and exploration were accepted by indigenous peoples without opposition.

Ans: F

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

7. At times, slaves in Virginia and other slaveholding colonies organized in order to rise up against their owners.

Ans: T

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

8. Thomas Paine's pamphlet was unanimously accepted by other American pamphleteers.

Ans: F

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

9. Thomas Paine was the founder of the Sons of Liberty.

Ans: F

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

10. British officials and soldiers criticized American patriots for their continuing the practice of slavery.

Ans: T

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

11. In many ways, women in revolutionary America were seen as active and visible participants.

Ans: F

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

12. From the start, the American Revolutionary War went well for the Americans, with a series of victories and logistical successes.

Ans: F

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

13. The vast majority of conflicts over power in America are handled through a system of direct democracy.

Ans: F

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

14. Membership in the Daughters of Liberty was given only to the daughters of state delegates.

Ans: F

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Difficulty Level: Easy

15. The Revolutionary War received overwhelming support from the 13 colonies.

Ans: F

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Analysis

Difficulty Level: Medium

16. A Muslim study group has the same right to have access to school facilities just like any other extracurricular club or group.

Ans: T

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

17. Social equality, political equality, and economic equality have been achieved in the United States.

Ans: F

Answer Location: Equality Is About Having the Same Rights or Status

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Analysis

Difficulty Level: Medium

18. Social equality is achieved when members of a society possess the same rights under the laws of the nation.

Ans: F

Answer Location: Equality Is About Having the Same Rights or Status

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Analysis

Difficulty Level: Medium

19. The Tea Party Congress issued a “Declaration of Rights and Statement of Grievances” to reaffirm British loyalty but protest against taxation.

Ans: F

Answer Location: The Sons of Liberty Attempt to Mobilize Colonists Around British Tax Policies

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Difficulty Level: Medium

20. In 1773, the Sons of Liberty dumped tea from the *Dartmouth* and two other ships into Boston Harbor in what would soon be referred to as the Boston Tea Party.

Ans: T

Answer Location: The Boston Tea Party Adds Fuel to the Revolutionary Fire

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Difficulty Level: Medium

## Short Answer

1. A nation’s commitment to social, political, and economic freedoms can best be defined as \_\_\_\_\_.

Ans: liberty

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

2. The philosopher \_\_\_\_\_ argued that people are born with rights that could not be taken away by kings who ruled with absolute power.

Ans: John Locke, Locke

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Medium

3. People who still possessed the ability to pay off their debts through their labor in order to ultimately achieve their freedom were referred to as \_\_\_\_\_.

Ans: indentured servants

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

4. One of the first people killed in the Boston Massacre was a young African man named \_\_\_\_\_.

Ans: Crispus Attucks, Attucks, Crispus

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Knowledge

Answer Location: The Crisis Accelerates

Difficulty Level: Easy

5. The vast majority of conflicts over power in America are handled through a system of \_\_\_\_\_.

Ans: representative democracy, republicanism

Learning Objective: 1-3: Describe the core features of American political institutions.

Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

## Essay

1. Explain the similarities and differences between politics and government. Give examples.

Ans: While politics and government are closely connected to each other, politics describes processes such as elections, law making, and policy creation, which influence the outcomes of government. On the other hand, government describes the rules and institutions that come as a result of political action.

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Application

Answer Location: Main Heading (Claiming Rights, Demanding to Be Heard)  
Difficulty Level: Medium

2. List and describe the forms of equality discussed in your text. Provide examples of how these forms of equality relate to the American system of government.

Ans: Social equality: no individuals have higher social status. American system of government focuses more on equality of social opportunity. Political equality: members of society possess same rights under laws of the nation. Rights guaranteed in the Bill of Rights and U.S. Constitution as well as through federal and state laws. Economic equality: situation in which wealth is evenly distributed across society. In the United States, the focus is on equal opportunity rather than equal outcome, and we treasure the ability to differentiate ourselves economically through hard work, education, and risk-taking behavior.

Learning Objective: 1-1: Define the key elements of American political culture.

Cognitive Domain: Application

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Medium

3. How was the concept of slavery addressed in the final draft of the Declaration of Independence? Explain your answer.

Ans: Students should discuss how Thomas Jefferson initially included grievances against the king involving the perpetuation of the slave trade, but these grievances were later removed due to fear of conflict between northern and southern colonies.

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Analysis

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

4. Describe the initial political and economic structure of the early American colonies.

Ans: The original 13 British Colonies were reliant on the right to create their own legislative bodies. The first such body was the Virginia House of Burgesses. This led to a cultural tradition of self-government and independent lawmaking that impacted the American independence movement.

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Comprehension

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Medium

9. Beginning in 1763, what did Great Britain do in order to enlarge its scope of involvement in colonial affairs? Why did it adopt this policy?

Ans: Great Britain began a series of acts and proclamations that were designed to enlarge the scope of England's involvement in colonial affairs with the intent of raising badly needed revenue to satisfy its war debts deriving from the Seven Years (French

and Indian) War in Europe and North America. Such acts included the Sugar Act of 1764 and the Stamp Act of 1765.

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Analysis

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Hard

5. What impact did Thomas Paine's *Common Sense* have on the early quest for American independence? Why?

Ans: The 1776 pamphlet *Common Sense* by Thomas Paine could be equated to the "viral video" of its day. More than a hundred thousand copies had been sold in its first year alone, and it was in the hands of most Colonial Americans (whether or not they could read) within its first year. This document laid out a logical and "commonsense" set of arguments designed to convince the average colonist as to the reasons for and importance of American independence. Perhaps its greatest success was due to Paine's outsider look at the situation, since he was a recent immigrant from England with a great deal of Enlightenment education and idealism in his experience.

Learning Objective: 1-2: Identify the political, social, and economic events and institutions that gave rise to the American Revolution.

Cognitive Domain: Analysis

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Hard