

2

The Constitution

▣ Multiple-Choice Questions

1. At the Constitutional Convention, the delegates agreed that slaves would be counted as _____ of a person for determining population for representation in the House of Representatives.
 - a. one-third
 - b. three-fifths
 - c. two-thirds
 - d. four-fifths

Answer: b

Test Bank Item Title: TB_Q2.3.1

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 38

Skill Level: Remember the Facts

Difficulty Level: Easy

2. _____ is an economic theory designed to increase a nation's wealth through the development of commercial industry and a favorable balance of trade.

- a. Nationalism
- b. Socialism
- c. Mercantilism
- d. Commercialism

Answer: c

Test Bank Item Title: TB_Q2.1.2

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 27

Skill Level: Remember the Facts

Difficulty Level: Easy

3. In what year was the Declaration of Independence signed?
- a. 1776
 - b. 1787
 - c. 1797
 - d. 1801

Answer: a

Test Bank Item Title: TB_Q2.1.3

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 30

Skill Level: Remember the Facts

Difficulty Level: Easy

4. How many constitutions has the United States had in its history?
- a. one
 - b. two
 - c. three
 - d. four

Answer: b

Test Bank Item Title: TB_Q2.1.4

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 26 – 30

Skill Level: Apply What You Know

Difficulty Level: Moderate

5. The U.S. Constitution was adopted in response to the weaknesses of which document?
- a. Shays's Rebellion
 - b. the Constitution of the United Kingdom
 - c. the Declaration of Independence
 - d. the Articles of Confederation

Answer: d

Test Bank Item Title: TB_Q2.2.5

Topic: The First Attempt at Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the key components of the Articles of Confederation and the reasons why it failed.

Page Reference: 32 – 33

Skill Level: Remember the Facts

Difficulty Level: Easy

6. The colonists rebelled against the imposition by the British government of which of the following?
- a. taxes
 - b. a military draft
 - c. curfews
 - d. religious laws

Answer: a

Test Bank Item Title: TB_Q2.1.6

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 27

Skill Level: Remember the Facts

Difficulty Level: Easy

7. Who was the author of the Declaration of Independence?
- a. James Madison
 - b. Benjamin Franklin
 - c. Thomas Jefferson
 - d. John Adams

Answer: c

Test Bank Item Title: TB_Q2.1.7

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 30

Skill Level: Remember the Facts

Difficulty Level: Easy

8. Which of the following debated and drafted the Declaration of Independence?
- a. the First Continental Congress
 - b. the Second Continental Congress
 - c. the Committees of Correspondence
 - d. the Constitutional Convention

Answer: b

Test Bank Item Title: TB_Q2.1.8

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 29 – 30

Skill Level: Remember the Facts

Difficulty Level: Moderate

9. Which clause provides that the Constitution shall be the supreme law of the land?
- a. full faith and credit
 - b. supremacy
 - c. primacy
 - d. due process

Answer: b

Test Bank Item Title: TB_Q2.4.9

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 45

Skill Level: Remember the Facts

Difficulty Level: Easy

10. Which of the following people generally favored a stronger national government and supported the proposed U.S. Constitution?
- a. Daniel Shays

- b. Federalists
- c. Anti-Federalists
- d. Constitutionalists

Answer: b

Test Bank Item Title: TB_Q2.5.10

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 46 – 47

Skill Level: Remember the Facts

Difficulty Level: Easy

11. How many amendments comprise the Bill of Rights?

- a. ten
- b. thirteen
- c. twenty
- d. twenty-seven

Answer: a

Test Bank Item Title: TB_Q2.4.11

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 45

Skill Level: Remember the Facts

Difficulty Level: Easy

12. In what year was the U.S. Constitution ratified?

- a. 1776
- b. 1797
- c. 1791
- d. 1788

Answer: d

Test Bank Item Title: TB_Q2.5.12

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 48

Skill Level: Remember the Facts

Difficulty Level: Moderate

13. Which of the following is a branch of the U.S. government?

- a. Congress
- b. Supreme Court
- c. presidency
- d. legislative

Answer: d

Test Bank Item Title: TB_Q2.4.13

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 41

Skill Level: Remember the Facts

Difficulty Level: Easy

14. Which constitutional amendment allowed voting for citizens who were eighteen or older?
- a. Nineteenth
 - b. Twentieth
 - c. Twenty-Sixth
 - d. Twenty-Seventh

Answer: c

Test Bank Item Title: TB_Q2.0.14

Topic: Introduction

Learning Objective: Introduction

Page Reference: 26

Skill Level: Remember the Facts

Difficulty Level: Easy

15. Which of the following philosophers greatly influenced the colonists' views on the role of government?
- a. Daniel Shays
 - b. John Locke
 - c. John Boehner
 - d. Gramm Rudman

Answer: b

Test Bank Item Title: TB_Q2.1.15

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 30

Skill Level: Remember the Facts

Difficulty Level: Easy

16. Which of the following imposed a tax on paper items such as cards and books?
- a. Crown Act
 - b. Paper Act
 - c. Stamp Act
 - d. Tax Act

Answer: c

Test Bank Item Title: TB_Q2.1.16

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 27

Skill Level: Understand the Concepts

Difficulty Level: Moderate

17. How many of the thirteen colonies voted for independence?
- a. nine
 - b. ten
 - c. twelve
 - d. thirteen

Answer: c

Test Bank Item Title: TB_Q2.1.17

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 30

Skill Level: Remember the Facts

Difficulty Level: Moderate

18. In what year was the Bill of Rights added to the Constitution?
- a. 1776
 - b. 1782
 - c. 1791
 - d. 1828

Answer: c

Test Bank Item Title: TB_Q2.4.18

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 45

Skill Level: Remember the Facts

Difficulty Level: Easy

19. Article I, section 8 of the Constitution contains _____ powers.
- a. Congress's enumerated
 - b. the executive
 - c. the judicial
 - d. the states'

Answer: a

Test Bank Item Title: TB_Q2.4.19

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 44

Skill Level: Understand the Concepts

Difficulty Level: Moderate

20. During the Constitutional Convention, which states generally opposed an unelected federal judiciary?
- a. small states
 - b. large states
 - c. southern states
 - d. northern states

Answer: a

Test Bank Item Title: TB_Q2.4.20

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 44

Skill Level: Understand the Concepts

Difficulty Level: Moderate

21. _____ was a protest by Massachusetts farmers to stop foreclosures by state courts.
- a. The Committee of Correspondence
 - b. *The Federalist Papers*
 - c. Mercantilism

d. Shays's Rebellion

Answer: d

Test Bank Item Title: TB_Q2.2.21

Topic: The First Attempt at Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the key components of the Articles of Confederation and the reasons why it failed.

Page Reference: 34

Skill Level: Understand the Concepts

Difficulty Level: Moderate

22. The Constitution required consent from _____ for ratification.
- a. a majority of the states
 - b. nine states
 - c. twelve states
 - d. all thirteen states

Answer: b

Test Bank Item Title: TB_Q2.4.22

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 43

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. Many of the Founders believed that government legitimacy is derived from _____, which holds that governments exist based on the consent of the governed.
- a. an implied right
 - b. a social contract
 - c. a divine right
 - d. presidential appointment

Answer: b

Test Bank Item Title: TB_Q2.1.23

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 30

Skill Level: Understand the Concepts

Difficulty Level: Moderate

24. What type of legislature did the United States have under the Articles of Confederation?

- a. one with membership based on a state's population
- b. appointed
- c. bicameral
- d. unicameral

Answer: d

Test Bank Item Title: TB_Q2.4.24

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 43

Skill Level: Understand the Concepts

Difficulty Level: Moderate

25. Under the Constitution, the president is elected by which of the following?

- a. King Caucus
- b. People's Plebiscite
- c. Electoral College
- d. direct popular election

Answer: c

Test Bank Item Title: TB_Q2.3.25

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 39

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. What is the principle that each branch of the federal government has some ability to oversee and influence actions by other branches of government?

- a. weights and measures
- b. checks and balances
- c. oversight and influence
- d. privileges and immunities'

Answer: b

Test Bank Item Title: TB_Q2.4.26

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 41

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. Which of the following specifies the procedure for amending the Constitution?
- a. Article I
 - b. Article III
 - c. Article V
 - d. Article VI

Answer: c

Test Bank Item Title: TB_Q2.6.27

Topic: Toward Reform: Methods of Amending the U.S. Constitution

Learning Objective: LO 2.6: Distinguish between the methods for proposing and ratifying amendments to the U.S. Constitution.

Page Reference: 45

Skill Level: Remember the Facts

Difficulty Level: Easy

28. The First Continental Congress was called partially in response to which of the following?
- a. concerns about the Articles of Confederation
 - b. Shays's Rebellion
 - c. the Coercive Acts
 - d. the Three-Fifths Compromise

Answer: c

Test Bank Item Title: TB_Q2.1.28

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 29

Skill Level: Analyze It

Difficulty Level: Difficult

29. The executive branch is in charge of which of the following?
- a. passing federal laws
 - b. declaring war
 - c. interpreting federal laws
 - d. enforcing court orders

Answer: d

Test Bank Item Title: TB_Q2.4.29

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 41

Skill Level: Understand the Concepts

Difficulty Level: Moderate

30. The “Intolerable Acts” was the colonists’ name for the _____ Acts of 1774.
- a. Stamp
 - b. Tea
 - c. Coercive
 - d. Mercantile

Answer: c

Test Bank Item Title: TB_Q2.1.30

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists’ break with Great Britain and the emergence of the new American nation.

Page Reference: 29

Skill Level: Remember the Facts

Difficulty Level: Moderate

31. In the United States, the national government derives its power from which of the following?
- a. states
 - b. courts
 - c. laws
 - d. the people

Answer: d

Test Bank Item Title: TB_Q2.4.31

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 41

Skill Level: Understand the Concepts

Difficulty Level: Moderate

32. Which of the following most directly protects individuals’ civil liberties?
- a. *Second Treatise of Civil Government*
 - b. *The Federalist Papers*

- c. the Bill of Rights
- d. the Declaration of Independence

Answer: c

Test Bank Item Title: TB_Q2.5.32

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 49

Skill Level: Apply What You Know

Difficulty Level: Difficult

33. What was the subject of the Great Compromise?

- a. the legality of slavery
- b. the form of the legislative branch
- c. the number of Supreme Court justices
- d. the form of the executive branch

Answer: b

Test Bank Item Title: TB_Q2.3.33

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 37 – 38

Skill Level: Understand the Concepts

Difficulty Level: Moderate

34. _____ was/were most likely to support a strong state government and a weak national government.

- a. James Madison
- b. John Jay
- c. The Federalists
- d. The Anti-Federalists

Answer: d

Test Bank Item Title: TB_Q2.5.34

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 46 – 47

Skill Level: Apply What You Know

Difficulty Level: Moderate

35. What does the Ninth Amendment say?

- a. The states have all of the powers not granted to the federal government.
- b. The people have all of the powers not granted to the federal government.
- c. The Constitution's enumerated rights are not inclusive.
- d. Those accused of a crime have certain rights designed to prevent the government from abusing individual liberties.

Answer: c

Test Bank Item Title: TB_Q2.5.35

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 47

Skill Level: Understand the Concepts

Difficulty Level: Moderate

36. The publication of which of the following galvanized the colonists' belief that reconciliation with Great Britain was impossible?

- a. *Common Sense*
- b. *Revolution*
- c. *Federalist No. 10*
- d. *Our American Cousin*

Answer: a

Test Bank Item Title: TB_Q2.1.36

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 30

Skill Level: Understand the Concepts

Difficulty Level: Moderate

37. Which of the following was a problem under the Articles of Confederation?

- a. The national government was too strong compared to the states.
- b. Amendments were too easy to ratify.
- c. Congress imposed excessive taxes.
- d. Citizens lacked a national identity.

Answer: d

Test Bank Item Title: TB_Q2.2.37

Topic: The First Attempt at Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the key components of the Articles of Confederation and the reasons why it failed.

Page Reference: 33

Skill Level: Apply What You Know

Difficulty Level: Moderate

38. What did supporters of the New Jersey Plan want to do to the Articles of Confederation?
- a. repeal them
 - b. strengthen them
 - c. weaken them
 - d. keep them the way they were

Answer: b

Test Bank Item Title: TB_Q2.3.38

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 35

Skill Level: Understand the Concepts

Difficulty Level: Moderate

39. Prior to the ratification of the Seventeenth Amendment, how were senators selected?
- a. by direct election
 - b. by the president
 - c. by state governors
 - d. by state legislatures

Answer: d

Test Bank Item Title: TB_Q2.4.39

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 38

Skill Level: Understand the Concepts

Difficulty Level: Moderate

40. Which of the following is a reason for the separation of powers?
- a. to ensure the power of the executive
 - b. to promote justice
 - c. to prevent tyranny by any one branch
 - d. to create gridlock in government

Answer: c

Test Bank Item Title: TB_Q2.4.40

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 41

Skill Level: Analyze It

Difficulty Level: Difficult

41. Which of the following was part of both the Articles of Confederation and the Constitution?
- a. a congress
 - b. the presidency
 - c. the federal judiciary
 - d. the effective collection of taxes by the federal government

Answer: a

Test Bank Item Title: TB_Q2.4.41

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 43

Skill Level: Analyze It

Difficulty Level: Difficult

42. Which of the following can be found in Article I?
- a. Electoral College
 - b. procedure for presidential impeachment
 - c. necessary and proper clause
 - d. supremacy clause

Answer: c

Test Bank Item Title: TB_Q2.4.42

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 44

Skill Level: Understand the Concepts

Difficulty Level: Moderate

43. Which government entity has the power to settle disputes between the states?
- a. Senate
 - b. House of Representatives
 - c. Department of State

d. Supreme Court

Answer: d

Test Bank Item Title: TB_Q2.4.43

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 44

Skill Level: Understand the Concepts

Difficulty Level: Moderate

44. Which of the following were most likely to oppose the proposed Constitution?
- a. lawyers
 - b. merchants
 - c. small farmers
 - d. plantation owners

Answer: c

Test Bank Item Title: TB_Q2.5.44

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 47

Skill Level: Analyze It

Difficulty Level: Difficult

45. Which of the following can be used to help determine the intent of the Framers?
- a. the Equal Rights Amendment
 - b. *The Federalist Papers*
 - c. checks and balances
 - d. *Full Faith and Credit*

Answer: b

Test Bank Item Title: TB_Q2.5.45

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 47 – 48

Skill Level: Analyze It

Difficulty Level: Difficult

46. What was the greatest fear of the Anti-Federalists during the Constitutional Convention and subsequent debate?

- a. that a weak national government would undermine the survival of the United States
- b. that a strong national government would infringe on the rights of the states
- c. that a powerful judiciary would restrict freedom of religion
- d. that powerful state governments would infringe on individual liberties

Answer: b

Test Bank Item Title: TB_Q2.5.46

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 47

Skill Level: Analyze It

Difficulty Level: Difficult

47. Which of the following is a method of ratifying constitutional amendments?
- a. by a majority of voting-age citizens
 - b. by a majority of state governors
 - c. by three-fourths of the state legislatures
 - d. by three-fourths of the state governors

Answer: c

Test Bank Item Title: TB_Q2.6.47

Topic: Toward Reform: Methods of Amending the U.S. Constitution

Learning Objective: LO 2.6: Distinguish between the methods for proposing and ratifying amendments to the U.S. Constitution.

Page Reference: 49

Skill Level: Remember the Facts

Difficulty Level: Easy

48. _____ was/were used by colonists to keep each other abreast of developments with the British and helped to ferment public opposition to Britain.
- a. *The Federalist Papers*
 - b. The Second Continental Congress
 - c. The Committees of Correspondence
 - d. *Common Sense*

Answer: c

Test Bank Item Title: TB_Q2.1.48

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 29

Skill Level: Understand the Concepts
Difficulty Level: Moderate

True-False Questions

49. The Constitution was ratified in 1776.

Answer: FALSE

Test Bank Item Title: TB_Q2.5.49

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 48

Skill Level: Remember the Facts

Difficulty Level: Easy

50. Under the Articles of Confederation, the president levied all taxes.

Answer: FALSE

Test Bank Item Title: TB_Q2.2.50

Topic: The First Attempt at Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the key components of the Articles of Confederation and the reasons why it failed.

Page Reference: 32 – 33

Skill Level: Understand the Concepts

Difficulty Level: Moderate

51. The New Jersey Plan proposed a one-house legislature with one vote for each state.

Answer: TRUE

Test Bank Item Title: TB_Q2.3.51

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 37

Skill Level: Remember the Facts

Difficulty Level: Easy

52. Smaller states generally wanted to strengthen the Articles of Confederation rather than replace them.

Answer: TRUE

Test Bank Item Title: TB_Q2.3.52

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 37

Skill Level: Remember the Facts

Difficulty Level: Easy

53. The Three-Fifths Compromise specified that only three-fifths of slaves could vote.

Answer: FALSE

Test Bank Item Title: TB_Q2.3.53

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 38

Skill Level: Remember the Facts

Difficulty Level: Easy

54. Article I of the Constitution describes the powers of the president.

Answer: FALSE

Test Bank Item Title: TB_Q2.4.54

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 44

Skill Level: Remember the Facts

Difficulty Level: Easy

55. A weakness of the Articles of Confederation was that the executive branch was too powerful.

Answer: FALSE

Test Bank Item Title: TB_Q2.2.55

Topic: The First Attempt at Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the key components of the Articles of Confederation and the reasons why it failed.

Page Reference: 33

Skill Level: Understand the Concepts

Difficulty Level: Moderate

56. The Stamp Act was a major catalyst for the Declaration of Independence.

Answer: TRUE

Test Bank Item Title: TB_Q2.1.56

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 27

Skill Level: Understand the Concepts

Difficulty Level: Moderate

57. A constitution is a written document establishing the structure, functions, and limitations of a government.

Answer: TRUE

Test Bank Item Title: TB_Q2.3.57

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 35

Skill Level: Understand the Concepts

Difficulty Level: Moderate

58. The New Jersey Plan proposed a powerful central government with three branches.

Answer: FALSE

Test Bank Item Title: TB_Q2.3.58

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 37

Skill Level: Understand the Concepts

Difficulty Level: Moderate

59. Article III of the Constitution permits Congress to establish lower national courts.

Answer: TRUE

Test Bank Item Title: TB_Q2.4.59

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 44

Skill Level: Understand the Concepts

Difficulty Level: Moderate

60. A majority of the delegates at the Constitutional Convention were slaveholders.

Answer: FALSE

Test Bank Item Title: TB_Q2.3.60

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 35

Skill Level: Understand the Concepts

Difficulty Level: Moderate

61. North Carolina's rejection of the Constitution prompted Congress to submit the Bill of Rights to the states for ratification.

Answer: TRUE

Test Bank Item Title: TB_Q2.5.61

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 48

Skill Level: Understand the Concepts

Difficulty Level: Moderate

62. The Anti-Federalists strongly supported the Bill of Rights.

Answer: TRUE

Test Bank Item Title: TB_Q2.5.62

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 48

Skill Level: Understand the Concepts

Difficulty Level: Moderate

63. The Constitution prohibits Congress from requiring candidates to be Christian in order to run for office.

Answer: TRUE

Test Bank Item Title: TB_Q2.4.63

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 46

Skill Level: Apply What You Know

Difficulty Level: Moderate

Fill-in-the-Blank Questions

64. Article VI of the Constitution prohibits a _____ test for holding public office.

Answer: religious

Test Bank Item Title: TB_Q2.4.64

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 46

Skill Level: Understand the Concepts

Difficulty Level: Easy

65. The Constitution has been amended _____ times.

Answer: twenty-seven

Test Bank Item Title: TB_Q2.0.65

Topic: Introduction

Learning Objective: Introduction

Page Reference: 26

Skill Level: Remember the Facts

Difficulty Level: Easy

66. The body whose delegates signed the Declaration of Independence was the _____.

Answer: Second Continental Congress

Test Bank Item Title: TB_Q2.1.66

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 29

Skill Level: Understand the Concepts

Difficulty Level: Moderate

67. The Second Continental Congress adopted the _____ in 1777.

Answer: Articles of Confederation

Test Bank Item Title: TB_Q2.2.67

Topic: The First Attempt at Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the key components of the Articles of Confederation and the reasons why it failed.

Page Reference: 32

Skill Level: Remember the Facts

Difficulty Level: Easy

68. The division of the power of government into the legislative, executive, and judicial branches illustrates the _____ established by the Constitution.

Answer: separation of powers

Test Bank Item Title: TB_Q2.4.68

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 41

Skill Level: Understand the Concepts

Difficulty Level: Moderate

69. Article III of the Constitution establishes a _____ and defines its jurisdiction.

Answer: Supreme Court

Test Bank Item Title: TB_Q2.4.69

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 44

Skill Level: Understand the Concepts

Difficulty Level: Moderate

70. In a _____, the national government derives its powers from the states.

Answer: confederation

Test Bank Item Title: TB_Q2.2.70

Topic: The First Attempt at Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the key components of the Articles of Confederation and the reasons why it failed.

Page Reference: 32

Skill Level: Understand the Concepts

Difficulty Level: Moderate

71. _____ of indebted farmers exposed the problems under the Articles of Confederation.

Answer: Shays's Rebellion

Test Bank Item Title: TB_Q2.2.71

Topic: The First Attempt at Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the key components of the Articles of Confederation and the reasons why it failed.

Page Reference: 34

Skill Level: Understand the Concepts
Difficulty Level: Moderate

72. The _____ favored a weaker national government and stronger state governments than provided for in the proposed Constitution.

Answer: Anti-Federalists

Test Bank Item Title: TB_Q2.5.72

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 47

Skill Level: Understand the Concepts

Difficulty Level: Moderate

73. James Madison was the author of many of the essays known as the _____.

Answer: *Federalist Papers*

Test Bank Item Title: TB_Q2.5.73

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 47

Skill Level: Remember the Facts

Difficulty Level: Easy

74. Article II of the Constitution addresses the powers of the _____ branch.

Answer: executive

Test Bank Item Title: TB_Q2.4.74

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 44

Skill Level: Understand the Concepts

Difficulty Level: Moderate

75. Article VII specified that at least _____ states would have to ratify the proposed Constitution for it to become law.

Answer: nine

Test Bank Item Title: TB_Q2.5.75

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 48

Skill Level: Remember the Facts
Difficulty Level: Easy

▣ Short Answer Questions

76. Explain the processes for amending the Constitution. Which process have most amendments followed?

Answer: An ideal response will:

1. Identify the two processes for proposing an amendment—two-thirds vote in both houses of Congress or national constitutional convention called by Congress at the request of two-thirds of the states.
2. Identify the two processes for ratifying an amendment—by legislatures in three-fourths of the states or by ratifying conventions in three-fourths of the states.
3. Explain that all twenty-seven amendments were proposed by Congress and twenty-six of them were ratified by state legislatures.

Test Bank Item Title: TB_Q2.6.76

Topic: Toward Reform: Methods of Amending the U.S. Constitution

Learning Objective: LO 2.6: Distinguish between the methods for proposing and ratifying amendments to the U.S. Constitution.

Page Reference: 49 – 51

Skill Level: Understand the Concepts

Difficulty Level: Moderate

77. Explain the informal methods of amending the Constitution and why such methods are useful.

Answer: An ideal response will:

1. Identify judicial interpretation, social and cultural change, and technological change as the three common informal methods of informally changing the Constitution.
2. Explain that formal amendment to the Constitution is very difficult and, at times, society needs to be able to respond to changing social conditions more rapidly.

Test Bank Item Title: TB_Q2.6.77

Topic: Toward Reform: Methods of Amending the U.S. Constitution

Learning Objective: LO 2.6: Distinguish between the methods for proposing and ratifying amendments to the U.S. Constitution.

Page Reference: 51 – 52

Skill Level: Analyze It

Difficulty Level: Difficult

78. Compare and contrast the legislatures established by the Constitution and the Articles of Confederation.

Answer: An ideal response will:

1. Describe the unicameral legislature under the Articles of Confederation in which each state had a vote.
2. Explain the changes to the legislature under the Constitution, including the creation of a bicameral legislature composed of one house to represent the people (House of Representatives) and another house to represent the states (Senate).

Test Bank Item Title: TB_Q2.4.78

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 43

Skill Level: Analyze It

Difficulty Level: Difficult

79. Describe the differences between the First and Second Continental Congress. What was the final resolution of the Second Continental Congress?

Answer: An ideal response will:

1. Explain the nature of the First Continental Congress and its focus on reaching resolution with Great Britain on issues of important colonial rights.
2. Explain the nature of the Second Continental Congress and its initial focus on averting armed conflict with Great Britain.
3. Discuss the events that eventually prompted the Second Continental Congress to declare independence from Great Britain.

Test Bank Item Title: TB_Q2.1.79

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 29 – 30

Skill Level: Analyze It

Difficulty Level: Difficult

80. Explain James Madison's claim that "Ambition must be made to counteract ambition."

Answer: An ideal response will:

1. Indicate that Madison was discussing the need for separation of powers.
2. Describe the three distinct branches of government: legislative, executive, and judicial.

3. Explain that a separation of powers allows for a system of checks and balances to ensure that no single institution becomes too powerful.

Test Bank Item Title: TB_Q2.4.80

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 41 – 42

Skill Level: Analyze It

Difficulty Level: Difficult

81. Describe the Virginia Plan.

Answer: An ideal response will:

1. Explain that the plan called for a powerful central government with three branches—the legislative, executive, and judicial.
2. Identify that the plan called for a two-house legislature with one house elected directly by the people and the other chosen from among persons nominated by the state legislatures.
3. Discuss the plan’s suggestion that the legislature have the power to select the executive and the judiciary.

Test Bank Item Title: TB_Q2.3.81

Topic: The Miracle at Philadelphia: Writing the U.S. Constitution

Learning Objective: LO 2.3: Outline the issues and compromises that were central to the writing of the U.S. Constitution.

Page Reference: 37

Skill Level: Understand the Concepts

Difficulty Level: Moderate

82. Describe the Equal Rights Amendment.

Answer: An ideal response will:

1. Discuss the content of the proposed amendment—that equality of rights under the law shall not be denied on the basis of sex.
2. Explain that the amendment was approved overwhelmingly by both houses of Congress in 1972.
3. Note that the amendment failed to gain approval in three-quarters of the state legislatures. Therefore, it is not part of the Constitution because it was never adopted.

Test Bank Item Title: TB_Q2.6.82

Topic: Toward Reform: Methods of Amending the U.S. Constitution

Learning Objective: LO 2.6: Distinguish between the methods for proposing and ratifying amendments to the U.S. Constitution.

Page Reference: 51

Skill Level: Understand the Concepts
Difficulty Level: Moderate

83. Explain Madison’s defense of the Constitution in *Federalist No. 10*.

Answer: An ideal response will:

1. Identify the central question of *Federalist No. 10*—how to deal with the problem of factions.
2. Discuss Madison’s definition of “factions” and their purported threat to society.

Test Bank Item Title: TB_Q2.5.83

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 47

Skill Level: Apply What You Know

Difficulty Level: Moderate

84. Discuss the impact of the Federalists and the Anti-Federalists on the Constitution.

Answer: An ideal response will:

1. Recognize that the Federalists wrote the Constitution and therefore had a profound impact on it.
2. Explain how the Anti-Federalists succeeded in adding the Bill of Rights to the Constitution to more fully protect individual liberties.

Test Bank Item Title: TB_Q2.5.84

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 46 – 48

Skill Level: Apply What You Know

Difficulty Level: Moderate

85. How did the Stamp Act help set the country on a path to independence?

Answer: An ideal response will:

1. Explain the requirements of the Stamp Act.
2. Discuss the colonial response to the Stamp Act.
3. Evaluate how the response to the Stamp Act pushed the colonists toward revolution.

Test Bank Item Title: TB_Q2.1.85

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 27 – 29

Skill Level: Analyze It

Difficulty Level: Difficult

□ Essay Questions

86. Explain the basic structure of the U.S. Constitution.

Answer: An ideal response will:

1. Identify that the Constitution is composed of the seven original articles, the Bill of Rights, and seventeen subsequent amendments.
2. Describe each of the first three articles and the basic powers given to each branch of government.
3. Briefly discuss the remaining articles.

Test Bank Item Title: TB_Q2.4.86

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 43 – 46

Skill Level: Understand the Concepts

Difficulty Level: Moderate

87. Describe the views of the Anti-Federalists.

Answer: An ideal response will:

1. Note that the Anti-Federalists were deeply suspicious of a strong national government.
2. Explain that the Anti-Federalists broadly opposed many portions of the new Constitution, including the powers of the executive and the creation of a Supreme Court.
3. Discuss the Anti-Federalists' concerns that the Constitution provided inadequate protections for individual liberties.
4. Describe the Anti-Federalists' desire to have a bill of rights added to the Constitution.

Test Bank Item Title: TB_Q2.5.87

Topic: Ratifying the U.S. Constitution

Learning Objective: LO 2.5: Explain the conflicts that characterized the drive for ratification of the U.S. Constitution.

Page Reference: 46 – 47

Skill Level: Understand the Concepts

Difficulty Level: Moderate

88. Describe the system of checks and balances created by the Framers. Why are they important?

Answer: An ideal response will:

1. Indicate that the powers of the government were divided into three branches.
2. Identify the ways in which the Constitution allocates the power to make, interpret, and enforce laws among the three branches.
3. Explain the ways in which each branch has a role in the actions of the others.
4. Explain how checks and balances are used to prevent tyranny and corruption.

Test Bank Item Title: TB_Q2.4.88

Topic: The U.S. Constitution

Learning Objective: LO 2.4: Analyze the underlying principles of the U.S. Constitution.

Page Reference: 42 – 43

Skill Level: Analyze It

Difficulty Level: Difficult

89. Explain what inspired the Constitutional Convention in 1787.

Answer: An ideal response will:

1. Detail the problems under the Articles of Confederation, including the inability of the national government to levy taxes or to fund Revolutionary War debt, monetary problems, and problems with interstate commerce.
2. Discuss the role of Shays's Rebellion.
3. Recognize that the original purpose of the Convention was to strengthen the Articles of Confederation.

Test Bank Item Title: TB_Q2.2.89

Topic: The First Attempt at Government: The Articles of Confederation

Learning Objective: LO 2.2: Identify the key components of the Articles of Confederation and the reasons why it failed.

Page Reference: 32 – 34

Skill Level: Understand the Concepts

Difficulty Level: Moderate

90. Discuss the developments that led to the Declaration of Independence.

Answer: An ideal response will:

1. Explain that the colonies were relatively independent from Great Britain.
2. Discuss the series of taxes levied against the colonies by the British crown.
3. Recognize that taxation without representation in Parliament was deeply offensive to the colonists.

Test Bank Item Title: TB_Q2.1.90

Topic: Roots of the U.S. Constitution

Learning Objective: LO 2.1: Trace the historical developments that led to the colonists' break with Great Britain and the emergence of the new American nation.

Page Reference: 29 - 32

Skill Level: Understand the Concepts

Difficulty Level: Moderate