

CHAPTER 2: The Constitution and the Founding

TRUE/FALSE

1. The Tea Party movement supports political candidates who endorse a return to the Constitution's founding principles.

ANS: T DIF: Easy REF: Pages 23–24
TOP: Constitutional Convention: History MSC: Factual

2. The Constitution accomplishes the following tasks: it sets up our basic rules of governance, limits government actions against citizens, and provides for specific individual rights.

ANS: T DIF: Moderate REF: Page 24
TOP: Constitutional Convention: History MSC: Factual

3. In contrast to the Articles of Confederation, the Constitution places a strong emphasis on limiting governing power.

ANS: F DIF: Difficult REF: Pages 25–27
TOP: Constitutional Convention: History MSC: Applied

4. The framers believed that protecting the natural rights of citizens would be accomplished through a government that relied on the “consent of the governed.”

ANS: T DIF: Moderate REF: Page 29
TOP: Constitutional Convention: History MSC: Applied

5. The Constitution was based on the framers' political interests as much as it was based on their ideals.

ANS: T DIF: Easy REF: Pages 29–38
TOP: Constitutional Convention: Compromise MSC: Applied

6. Due to the lack of feudalism in the United States, most Americans owned small farms or worked as middle-class artisans and craftsmen, which led to economic equality influencing the debate at the Constitutional Convention.

ANS: T DIF: Difficult REF: Page 30
TOP: Constitutional Convention: History MSC: Conceptual

7. One of the central debates that took place during the Constitutional Convention was whether to make the national government stronger than the state governments, with the Antifederalists in favor of a stronger national government while the Federalists favored stronger state governments.

ANS: F DIF: Difficult REF: Page 30
TOP: Constitutional Convention: History MSC: Factual

8. Despite seeking a stronger national government, the framers of the Constitution still believed in the need to limit the national government through the separation of powers.

ANS: T DIF: Easy REF: Page 30
TOP: Constitutional Convention: History MSC: Factual

9. According to James Madison, factions must be set against each other to control majority tyranny. This is the same theory that applies to interest group competition in today's political environment.

ANS: T DIF: Moderate REF: Page 31
TOP: Constitutional Convention: History MSC: Conceptual

10. In order to break the deadlock between large and small states at the Constitutional Convention, Virginia, as one of the largest states, proposed the Great Compromise, which guaranteed that large states would hold more power in the constitutional balance by having membership in both houses of Congress based on population.

ANS: F DIF: Moderate REF: Page 32
TOP: Constitutional Convention: History MSC: Applied

11. Attendees at the Constitutional Convention chose the electoral college as a means of selecting a president because it helped tie the executive branch to the legislative branch.

ANS: F DIF: Easy REF: Page 33
TOP: Constitutional Convention: Compromise MSC: Conceptual

12. Debates at the Constitutional Convention inevitably centered on how to distribute power among the branches of the government.

ANS: T DIF: Easy REF: Page 33
TOP: Constitutional Convention: Compromise MSC: Applied

13. A separation of powers system creates different branches of government with completely independent realms of power.

ANS: F DIF: Moderate REF: Pages 33–34
TOP: Constitutional Convention: Compromise MSC: Factual

14. The Constitution did NOT outlaw slavery because none of the framers objected to the practice.

ANS: F DIF: Easy REF: Page 34
TOP: Constitutional Convention: Compromise MSC: Factual

15. One of the main reasons that the framers adopted the infamous Three-fifths Compromise over the citizenship of slaves is that northern states feared that southern states would gain more political prominence in the House of Representatives if slaves were counted as citizens.

ANS: T DIF: Moderate REF: Page 35
TOP: Constitutional Convention: History MSC: Conceptual

16. The Bill of Rights is a list of limits on the control that the federal government has over state governments.

ANS: F DIF: Moderate REF: Page 37 TOP: Ratification
MSC: Factual

17. Our separation of powers system works by distributing some powers to individual branches, having the branches share others, and then giving each branch some power over the others.

ANS: T DIF: Difficult REF: Page 38
TOP: Constitutional Convention: Compromise MSC: Factual

18. Among the president's powers are the ability to recognize representatives from other countries, the responsibility for executing the law, and the power to pass the federal budget.

ANS: F DIF: Moderate REF: Page 40 TOP: Framework
MSC: Factual

19. The judicial branch received far less attention from the framers than the legislative and executive branches did. This branch was not truly an equal partner in the government until after the decision in *McCulloch v. Maryland* bestowed the power of judicial review on the Supreme Court.

ANS: F DIF: Difficult REF: Page 42 TOP: Framework
MSC: Factual

20. A national convention has been used most often when ratifying a constitutional amendment.

ANS: F DIF: Easy REF: Page 43 TOP: Framework
MSC: Factual

MULTIPLE CHOICE

1. Which of the following is the main argument behind the Tea Party movement?
- The Federal Reserve should have expanded powers to regulate the economy.
 - The expansion of the federal government through such programs as Social Security and Medicare is unconstitutional.
 - Presidents have been granted too much power by the Constitution.
 - The Supreme Court should be more proactive in striking down unconstitutional legislation.
 - Taxes should only be used to fund the military.

ANS: B DIF: Moderate REF: Pages 23–24 TOP: Introduction
MSC: Factual

2. What important lesson did the success of the Tea Party movement in the 2010 midterm elections offer?
- There is no national consensus on the question of how to interpret the Constitution and the framers' intent.
 - There is only one way to interpret the Constitution.
 - Most people have a pretty strong grasp of the basics of the Constitution.
 - Constitutional issues are rarely complex.
 - Constitutional issues are easily resolved.

ANS: A DIF: Moderate REF: Pages 23–24 TOP: Introduction

MSC: Applied

3. Which of the following best describes the Constitution?
- It is specific, and thus its meaning is rarely debatable.
 - It provides for a strong executive with limitless powers during times of war.
 - The document once shaped every aspect of national politics, but has been weakened in recent years.
 - It establishes guiding principles for government and gives ultimate power to the people through direct democracy.
 - It provides the basic rules for government and citizens with certain rights and liberties.

ANS: E

DIF: Easy

REF: Page 24

TOP: Introduction

MSC: Factual

4. Those colonists who remained supportive of the British monarchy during the Revolutionary War were called:
- Tories
 - Republicans
 - Monarchists
 - Whigs
 - Democrats

ANS: A

DIF: Moderate

REF: Page 25

TOP: Constitutional Convention: History

MSC: Factual

5. The Articles of Confederation failed because:
- the document did not adequately address demands for limited government
 - Americans rebelled against any document that supported a monarchy
 - the document accorded elected national leaders too much power
 - it placed too many limits on governmental power
 - the states failed to ratify the document

ANS: D

DIF: Moderate

REF: Page 25

TOP: Constitutional Convention: History

MSC: Conceptual

6. The Constitution was created in a context of:
- quarrels among the states and the growing perception of the ineffectiveness of the Articles of Confederation
 - relative peace and tranquility
 - mild dissatisfaction with the Declaration of Independence
 - clear goals held by every American after the Revolutionary War
 - agreement among the states about forming a national government

ANS: A

DIF: Moderate

REF: Pages 25–27

TOP: Constitutional Convention: History

MSC: Conceptual

7. Which of the following was a key part of the government formed under the Articles of Confederation?
- direct election of members of Congress by the people
 - a federal court system
 - shared powers between the national and state governments
 - the electoral college
 - a strong national government

ANS: C DIF: Difficult REF: Page 26
TOP: Constitutional Convention: History MSC: Factual

8. Which of the following was part of the national government formed under the Articles of Confederation?
- the power to regulate commerce between states
 - the power of the people to elect their representatives directly
 - an independent executive branch
 - special panels of judges to resolve disputes between states
 - a bicameral Congress

ANS: D DIF: Moderate REF: Page 26
TOP: Constitutional Convention: History MSC: Factual

9. How did the Articles of Confederation swing too far in the direction of limited government?
- The Articles of Confederation included an executive and judicial branch, but no legislative branch.
 - The Articles of Confederation included a legislative and executive branch, but no judicial branch.
 - The Articles of Confederation gave all power to the states with no federal government.
 - All federal power was given to a Congress, where each state had one vote.
 - All federal power was given to the executive branch, where each state had one vote.

ANS: D DIF: Moderate REF: Page 26
TOP: Constitutional Convention: History MSC: Applied

10. Which of the following issues spurred the states to organize the Annapolis Convention?
- prosecution of debts incurred by war veterans
 - the dispute between the United States and Spain over territorial borders
 - an inability of the national government to raise funds with taxes or tariffs
 - war debts owed to foreign governments
 - the need for the national government to regulate commerce between the states

ANS: E DIF: Difficult REF: Pages 26–27
TOP: Constitutional Convention: History MSC: Conceptual

11. Which of the following events played a prominent role in highlighting the need for the Annapolis Convention?
- Shays's Rebellion
 - the publication of *Common Sense*
 - the Revolutionary War
 - the Declaration of Independence
 - boundary disputes with foreign nations

ANS: A DIF: Easy REF: Pages 26–27
TOP: Constitutional Convention: History MSC: Factual

12. A(n) _____ is a form of government that involves popular control of government by the people through elected officials.
- aristocracy
 - republican democracy
 - monarchy
 - oligarchy

e. dictatorship

ANS: B

DIF: Easy

REF: Page 28

TOP: Constitutional Convention: History

MSC: Factual

13. Which influential thinker's writings led many of the Constitution's framers to reject monarchy as a method of self-rule?

- a. Jean-Jacques Rousseau
- b. Thomas Paine
- c. Edmund Burke
- d. Thomas Hobbes
- e. John Stuart Mill

ANS: B

DIF: Moderate

REF: Page 28

TOP: Constitutional Convention: History

MSC: Factual

14. What three principles stated in the Declaration of Independence were generally agreed upon by the Constitution's framers?

- a. natural rights, equality, and government accountability only to God
- b. equality, self-rule, and natural rights
- c. equality, an end to all forms of taxation, and divine right
- d. self-rule, an end to all forms of taxation, and natural rights
- e. natural rights, the right to rebellion for transient causes, and popular democracy

ANS: B

DIF: Difficult

REF: Page 29

TOP: Constitutional Convention: History

MSC: Factual

15. In a republican democracy, legitimacy is based on the idea that:

- a. people have natural rights that government must protect
- b. citizens should have equal political rights
- c. elected leaders exercise power by consent of the governed
- d. states have more power than the national government
- e. states can veto the actions of the federal government

ANS: C

DIF: Difficult

REF: Page 29

TOP: Constitutional Convention: History

MSC: Applied

16. To deal with the problem of factions, James Madison proposed:

- a. controlling them through a separation of powers
- b. controlling them by prohibiting citizens from taking certain actions
- c. reducing factions by encouraging citizens to have the same interests
- d. eliminating factions through limits on individual liberties
- e. eliminating factions through limits on state governments

ANS: A

DIF: Difficult

REF: Page 29

TOP: Constitutional Convention: History

MSC: Factual

17. The authors of the *Federalist Papers* included:

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

ANS: E DIF: Moderate REF: Page 29
TOP: Constitutional Convention: History MSC: Factual

18. The main reaction to the failure of the Articles of Confederation was to:
- focus on resolving debates between the state governments
 - rein in the power of the national government
 - encourage stronger state governments
 - make the national government stronger
 - eliminate the state governments

ANS: D DIF: Easy REF: Page 29
TOP: Constitutional Convention: Compromise MSC: Applied

19. One of the most significant economic differences among the framers of the Constitution was:
- based on wealth, with debates arising between the rich and the poor
 - grounded in regional differences, with the South favoring free trade and the North preferring government-managed trade
 - based on labor differences, with debates arising between the interests of factory workers and the interests of farmers
 - about conflicts that cut across states, such as debtors' interests versus creditors' interests
 - based on whether or not to create an income tax for citizens

ANS: B DIF: Moderate REF: Pages 29–30
TOP: Constitutional Convention: History MSC: Factual

20. The Federalists generally:
- supported making both national and state governments much stronger than they were under the Articles of Confederation
 - supported increasing the authority of the national government
 - were suspicious of a strong national government
 - preferred a monarchy to a presidency
 - wanted to eliminate the national legislature

ANS: B DIF: Moderate REF: Page 30
TOP: Constitutional Convention: History MSC: Factual

21. The Antifederalists:
- generally favored relatively strong state governments
 - did not want a stronger national government than that which existed under the Articles of Confederation
 - were those colonists who continued supporting the British Crown during the Revolutionary War
 - wanted a stronger national government, even if it came at the expense of state power
 - generally favored relatively weak state governments

ANS: A DIF: Moderate REF: Page 30
TOP: Constitutional Convention: History MSC: Factual

22. According to your text, which of the following ideas did not figure prominently in the debate among the framers of the Constitution?
- self-rule
 - political equality

- c. natural rights
- d. property rights
- e. republicanism

ANS: B DIF: Easy REF: Pages 30–31
 TOP: Constitutional Convention: History MSC: Factual

23. The multiple conflicts at the Constitutional Convention required the delegates to engage in a great degree of political compromise. This implies that the framers of the Constitution:
- a. were not guided by ideals
 - b. had to hold firm to their principles in order to create the best possible form of government
 - c. had to focus on what they could reasonably accomplish
 - d. were constantly engaged in political manipulation
 - e. were divided by partisan differences

ANS: C DIF: Moderate REF: Pages 30–31
 TOP: Constitutional Convention: Compromise MSC: Conceptual

24. People who share a common political interest are best known as:
- a. Federalists
 - b. self-governed
 - c. a faction
 - d. Antifederalists
 - e. loyalists

ANS: C DIF: Easy REF: Page 31
 TOP: Constitutional Convention: History MSC: Factual

25. How did the framers design the Constitution to protect minority rights?
- a. the double protection of separation of powers and checks and balances to protect against majority tyranny
 - b. allowing majority tyranny to occur to protect the rights of the many
 - c. through the creation of political parties
 - d. through the creation of interest groups
 - e. through a system of direct democracy

ANS: A DIF: Moderate REF: Page 31
 TOP: Constitutional Convention: Compromise MSC: Applied

26. Despite significant agreement on the need for a _____ national government, there was serious division about _____.
- a. weaker; how much stronger state governments should be
 - b. weaker; how much weaker the federal government should be
 - c. stronger; how much stronger the federal government should be
 - d. stronger; how much stronger state governments should be
 - e. stronger; how much weaker state governments should be

ANS: C DIF: Moderate REF: Page 31
 TOP: Constitutional Convention: Compromise MSC: Factual

27. Which of the following concepts reflects the need to balance the principle of self-government against the rights of specific groups?
- a. providing for both civil liberties and civil rights

- b. protecting small states from powerful large states
- c. creating a legislative government while allowing for executive leadership
- d. providing for majority rule while protecting minority rights
- e. providing for minority rule while protecting majority rights

ANS: D DIF: Difficult REF: Page 31

TOP: Constitutional Convention: Compromise

MSC: Applied

28. For James Madison, the problem associated with a tyranny of the majority was that:
- a. large factions might capture control of the government and ignore the rights of those in the minority
 - b. large groups of voters might grab power by circumventing elections
 - c. the representative legislative branch would exercise too much power over the presidency
 - d. regional majorities would become entrenched and prevent government from working for the common good
 - e. the president would have too much power over the legislative agenda

ANS: A DIF: Difficult REF: Page 31

TOP: Constitutional Convention: Compromise

MSC: Factual

29. Which of the following was implemented in order to protect minorities from majority tyranny?
- a. a stronger presidency than under the Articles of Confederation
 - b. separation of powers between three branches of government
 - c. a representative democracy
 - d. a parliamentary system of governance
 - e. a direct democracy

ANS: B DIF: Moderate REF: Page 31

TOP: Constitutional Convention: Compromise

MSC: Applied

30. The size principle refers to:
- a. the underlying logic of representing all states equally in the Senate but not in the House
 - b. a natural limit on majority tyranny where a large, diverse public would be more divided than unified
 - c. the unified interests of a small group of self-interested citizens
 - d. the unified interests of a large group of self-interested citizens
 - e. achieving the largest majority possible in an election outcome

ANS: B DIF: Easy REF: Page 31

TOP: Constitutional Convention: Compromise

MSC: Factual

31. Which of the following concepts best describes the problems associated with the Articles of Confederation?
- a. separation of powers
 - b. tyranny of the minority
 - c. tyranny of the majority
 - d. pluralism
 - e. checks and balances

ANS: B DIF: Easy REF: Page 31

TOP: Constitutional Convention: Compromise

MSC: Applied

32. What were the two parts of the double protection that James Madison believed would protect against minority and majority tyranny?
- a. self-rule and federalism
 - b. federalism and separation of powers
 - c. separation of powers and self-rule
 - d. separation of powers and a free press
 - e. federalism and a free press

ANS: B

DIF: Difficult

REF: Page 31

TOP: Constitutional Convention: Compromise

MSC: Factual

33. The separation of powers in U.S. government refers to:
- a. the division of governing authority between states and the national government
 - b. the limits on the kind of authority government can exercise over individual citizens
 - c. the division of governing authority among the presidency, the Congress, and the Supreme Court
 - d. the division of governing authority between the House of Representatives and the Senate
 - e. the protections for citizens' rights found in the Bill of Rights

ANS: C

DIF: Easy

REF: Pages 31–34

TOP: Constitutional Convention: Compromise

MSC: Factual

34. A faction is a group of _____ that seek to control government power to _____.
- a. minority interests; protect themselves from everyone else
 - b. majority interests; promote the public good
 - c. minority interests; promote the public good
 - d. minority or majority interests; pursue their own interests
 - e. minority or majority interests; promote the public good

ANS: D

DIF: Difficult

REF: Page 32

TOP: Constitutional Convention: History

MSC: Factual

35. The agreement that led to the legislature having two houses is called the:
- a. Great Compromise
 - b. Three-fifths Compromise
 - c. Missouri Compromise
 - d. Virginia Plan
 - e. New Jersey Plan

ANS: A

DIF: Easy

REF: Page 32

TOP: Constitutional Convention: Compromise

MSC: Factual

36. Why did the framers settle on a single, as opposed to a three-person, executive?
- a. They could not agree on three individuals to be the first to serve in the designated positions.
 - b. They feared that three individuals would not provide a unified voice for the government
 - c. They realized that one person would act more decisively, yet still be constrained by checks and balances.
 - d. The president would not have the power of the veto.
 - e. The president would not play a significant role in the legislative process.

ANS: C

DIF: Moderate

REF: Page 32

TOP: Constitutional Convention: Compromise

MSC: Conceptual

37. Which of the following was NOT an idea discussed by John Locke?
- a. natural rights
 - b. property rights
 - c. checks and balances
 - d. self-rule through elections
 - e. the need for rule by a strong monarch

ANS: E DIF: Difficult REF: Pages 32–33
TOP: Constitutional Convention: History MSC: Factual

38. A form of government in which the leader is chosen by the legislature is called:
- a. a separation of powers system
 - b. a presidential system
 - c. a legislative system
 - d. a parliamentary system
 - e. a democratic system

ANS: D DIF: Moderate REF: Page 33
TOP: Constitutional Convention: Compromise MSC: Factual

39. Which of the following is NOT a reason that the framers of the Constitution chose the electoral college as the method for selecting the president?
- a. It was a system that had worked well in other democracies.
 - b. The different parties to the conflict could all claim victory to some degree.
 - c. It was the only potential method that was widely acceptable.
 - d. It incorporated the role of state legislatures in the selection of a president.
 - e. The president would not be seen as an agent of Congress.

ANS: A DIF: Moderate REF: Page 33
TOP: Constitutional Convention: Compromise MSC: Conceptual

40. What do the authors call the biggest technical error of the Constitution?
- a. It accords electors two votes.
 - b. It fails to give the president the right to introduce legislation.
 - c. It does not better define judicial review.
 - d. It created the electoral college.
 - e. It upholds the provisions of the Three-fifths Compromise.

ANS: A DIF: Moderate REF: Page 33
TOP: Constitutional Convention: Compromise MSC: Factual

41. Which of the following was designed to address Antifederalist concerns about the absence of limits on national governing power?
- a. Three-fifths Compromise
 - b. separation of powers
 - c. Great Compromise
 - d. Ninth Amendment
 - e. Tenth Amendment

ANS: E DIF: Easy REF: Page 34
TOP: Constitutional Convention: Compromise MSC: Factual

42. Which of the following concepts applies most directly to the balance of power between state and national governments?
- a. parliamentary system
 - b. bicameralism
 - c. separation of powers
 - d. supremacy clause
 - e. checks and balances

ANS: D

DIF: Easy

REF: Page 34

TOP: Constitutional Convention: Compromise

MSC: Applied

43. Slave states wanted slaves counted for the purposes of _____, but did not want slaves counted when it came to the issue of _____.
- a. representation; determining taxes
 - b. determining taxes; tariffs
 - c. determining taxes; representation
 - d. tariffs; determining taxes
 - e. tariffs; representation

ANS: A

DIF: Difficult

REF: Pages 34–35

TOP: Constitutional Convention: Compromise

MSC: Applied

44. The Three-fifths Compromise referred to:
- a. counting each slave as three-fifths of a person for purposes of taxation
 - b. allowing three slave states into the Union for every five nonslave states allowed to enter
 - c. counting large states as equal to small states in the Senate, but not the House
 - d. counting each slave as three-fifths of a person when determining state population
 - e. the requirement that three-fifths of the states must approve a constitutional amendment

ANS: D

DIF: Easy

REF: Page 35

TOP: Constitutional Convention: Compromise

MSC: Factual

45. Which of the following slavery issues was dealt with via vote trading?
- a. counting slaves in determining state population
 - b. importing slaves from other nations and dealing with runaway slaves
 - c. counting slaves in determining taxation
 - d. determining which states would be allowed to maintain slavery
 - e. banning the slave trade

ANS: B

DIF: Moderate

REF: Pages 35–36

TOP: Constitutional Convention: Compromise

MSC: Applied

46. How did the delegates at the Constitutional Convention compromise on the issue of slavery?
- a. vote trading among large and small states to end the slave trade by 1800
 - b. vote trading among northern and southern states to provide higher taxes for southern plantation owners
 - c. vote trading among northern and southern states on the number of representatives in the Senate
 - d. vote trading among northern and southern states on the issues of runaway slaves, congressional regulation of commerce and taxation of imports, and extending the ban on the slave trade to 1808
 - e. vote trading among northern and southern states to give Congress the power to determine when to end slavery

ANS: D DIF: Moderate REF: Pages 35–36
TOP: Constitutional Convention: Compromise MSC: Applied

47. How many states were needed to ratify the Constitution?

- a. eleven out of thirteen
- b. ten out of thirteen
- c. thirteen out of thirteen
- d. seven out of thirteen
- e. nine out of thirteen

ANS: E DIF: Easy REF: Page 36 TOP: Ratification
MSC: Factual

48. Which article of the Constitution describes the procedures for ratification?

- a. Article VII
- b. Article VI
- c. Article I
- d. Article III
- e. Article II

ANS: A DIF: Easy REF: Page 36 TOP: Ratification
MSC: Factual

49. Which of the following was NOT a principal concern the Antifederalists had about the Constitution prior to ratification?

- a. the transfer of state powers to the national government
- b. the lack of civil liberty guarantees
- c. the role of the president
- d. the bicameral legislature
- e. fear that the national government would become tyrannical

ANS: D DIF: Moderate REF: Page 37 TOP: Ratification
MSC: Factual

50. Which of the following was NOT a tactic used by the Federalists to refute Antifederalist claims during the ratification debate?

- a. They pointed out that Antifederalists had no plan of their own.
- b. They engaged in a one-sided propaganda campaign.
- c. They agreed to support a Bill of Rights in the new Congress.
- d. They agreed to public debates with the Antifederalists.
- e. They gained the upper hand in the debate by claiming the term *federalist*.

ANS: D DIF: Difficult REF: Pages 37–38 TOP: Ratification
MSC: Applied

51. Which of the following powers are NOT exclusive to the legislative branch?

- a. the “power of the purse”
- b. the ability to send troops into armed conflict
- c. the ability to raise an army
- d. the ability to declare war
- e. the ability to coin money

ANS: B DIF: Moderate REF: Pages 38–41 TOP: Framework
MSC: Factual

52. Which part of government was considered the weakest because it did not have “power of the purse or sword”?
- a. state governments
 - b. legislative branch
 - c. executive branch
 - d. judicial branch
 - e. local governments

ANS: D DIF: Easy REF: Pages 38–42 TOP: Framework
MSC: Factual

53. While the _____ can make decisions about how to use armed forces, only the _____ can make decisions about funding such actions.
- a. president; House of Representatives
 - b. Congress; House of Representatives
 - c. president; Congress
 - d. Congress; president
 - e. House of Representatives; Senate

ANS: C DIF: Moderate REF: Pages 38–42 TOP: Framework
MSC: Applied

54. Which branch of government has the longest and most specific list of powers?
- a. legislative
 - b. executive
 - c. judicial
 - d. All of the branches have comparable lists of powers.
 - e. The legislative and executive branches have equal powers.

ANS: A DIF: Easy REF: Pages 38–42 TOP: Framework
MSC: Factual

55. The elastic clause refers to:
- a. the power of Congress to make laws necessary for executing its members’ enumerated powers
 - b. the broad delegation of executive power given to the president
 - c. the list of flexible powers given to Congress in Article I of the Constitution
 - d. the ability of Congress to regulate economic exchange between the states
 - e. the president’s power as commander in chief

ANS: A DIF: Moderate REF: Page 40 TOP: Framework
MSC: Factual

56. Which of the following is an exclusive power of the legislative branch?
- a. the ability to implement laws
 - b. judicial review
 - c. the power to declare war
 - d. veto power
 - e. the power to issue pardons

ANS: C DIF: Easy REF: Page 40 TOP: Framework
MSC: Factual

57. The separation of powers works through a system of checks and balances in which:
- Congress has the least power and the presidency has the most power
 - the national and state governments share power with each other
 - the president and Congress share power
 - all three branches share some powers but not others
 - the presidency has the least power and Congress has the most

ANS: D DIF: Difficult REF: Pages 40–42 TOP: Framework
MSC: Factual

58. The concept of shared powers means that:
- the legislative and executive branches have equal powers in some areas
 - no branch has exclusive control in some realms of government action
 - the branches can exercise the same powers
 - no branch has exclusive power
 - the judicial branch has more power than the legislative and executive branches

ANS: B DIF: Difficult REF: Pages 40–42 TOP: Framework
MSC: Factual

59. The clearest example of shared powers is:
- the war powers held by the president and Congress
 - the ability to pass budget laws shared by the president and Congress
 - the power, held by both the Supreme Court and the president, to interpret the constitutionality of laws
 - Congress passing a bill and the president signing it into law
 - the president vetoing legislation and the Congress overriding the veto

ANS: A DIF: Difficult REF: Pages 40–42 TOP: Framework
MSC: Applied

60. While _____ powers are not held exclusively by any branch of government, _____ powers are those that one branch can exercise over the other.
- negative; shared
 - shared; negative
 - negative; exclusive
 - shared; exclusive
 - exclusive; shared

ANS: B DIF: Moderate REF: Pages 40–42 TOP: Framework
MSC: Factual

61. Which of the following is a check that the president holds over the judicial branch?
- the ability to nominate judges for the federal courts
 - the ability to veto decisions made by the Supreme Court
 - the ability to interpret the constitutionality of new laws
 - the ability to remove federal judges from office
 - the ability to alter the jurisdiction of the federal courts

ANS: A DIF: Moderate REF: Page 41 TOP: Framework

MSC: Factual

62. The ability to remove someone because of corruption or abuse of power is called:
- the power of the purse
 - impeachment
 - treason
 - the power to pardon
 - the power to veto

ANS: B DIF: Easy REF: Page 41 TOP: Framework
MSC: Factual

63. What are the two most important negative checks Congress can exercise over both of the other branches of government?
- alteration of their jurisdiction and override a veto
 - override a veto and impeachment
 - impeachment and the power of the purse
 - alteration of their jurisdiction and power of the purse
 - impeachment and alteration of their jurisdiction

ANS: C DIF: Difficult REF: Page 41 TOP: Framework
MSC: Applied

64. Which of the following is a power the president can use to check the legislative branch?
- judicial review
 - impeachment
 - power of the purse
 - veto
 - power of the sword

ANS: D DIF: Moderate REF: Page 41 TOP: Framework
MSC: Factual

65. Why is the power of the purse an important check for Congress to have over the other two branches?
- Congress can balance the federal budget without interference from the other two branches.
 - By cutting out wasteful spending by the executive branch, Congress can reallocate funds for more important priorities such as national security.
 - As the most representative branch, Congress should have more powers than the other two branches.
 - By freezing judges' salaries or cutting funding for federal agencies, Congress can then give the money directly to the states.
 - By freezing judges' salaries or cutting funding for federal agencies, Congress can state its displeasure with the actions of the other branches and can maintain oversight of how policies are implemented.

ANS: E DIF: Moderate REF: Page 41 TOP: Framework
MSC: Conceptual

66. The Antifederalists argued that the power of _____ was "a political error of the greatest magnitude."
- the purse
 - the sword
 - the veto

- d. the pardon
- e. declaring war

ANS: C DIF: Difficult REF: Page 41 TOP: Framework
MSC: Factual

67. Which branch of government did NOT initially have a negative power over the other branches of government?
- a. legislative
 - b. executive
 - c. judicial
 - d. All branches had negative power over the other branches of government.
 - e. Only states had negative power over the federal branches of government.

ANS: C DIF: Easy REF: Page 42 TOP: Framework
MSC: Factual

68. Which of the following is NOT a reason that the Constitution continues to be a “living document”?
- a. Ambiguity in key parts makes the Constitution flexible.
 - b. We ignore parts of the Constitution that have no relevance today.
 - c. We have the ability to change the Constitution.
 - d. There is a consensus among Americans that the Constitution should be strictly followed.
 - e. There are a variety of viewpoints on how to interpret the Constitution.

ANS: D DIF: Difficult REF: Page 42 TOP: Framework
MSC: Conceptual

69. Which of the following is NOT part of the process of amending the Constitution?
- a. proposal; approval by two-thirds of Congress
 - b. proposal; approval by two-thirds of the states in a national convention
 - c. ratification by three-fourths of the states in their legislatures
 - d. ratification by three-fourths of the states through state conventions
 - e. proposal; approval by three-fourths of Congress

ANS: E DIF: Difficult REF: Pages 42–46 TOP: Framework
MSC: Factual

70. According to some legal scholars, why is the originalism argument problematic for interpreting the Constitution today?
- a. Judges need to be able to ignore irrelevant parts of the Constitution when necessary.
 - b. The framers could not have envisioned the complex public policy issues of today, and an eighteenth-century document cannot adequately address contemporary societal problems.
 - c. The framers understood that the document would not always be relevant in the future.
 - d. The framers provided a means to amend the Constitution, so they wanted the structure of government to change dramatically over time.
 - e. Most people agree that the Constitution is a living document, and only one theory can exist.

ANS: B DIF: Difficult REF: Pages 42–48 TOP: Framework
MSC: Conceptual

71. According to some legal scholars, why is the living document argument problematic for interpreting the Constitution today?

- a. Ignoring the framers' intent can allow for arbitrary law based on the individual preferences and biases of judges.
- b. The framers could not have envisioned the complex public policy issues of today, and an eighteenth-century document cannot adequately address contemporary societal problems.
- c. Congress, not the Supreme Court, should have the right to determine the meaning of the Constitution.
- d. The framers did not provide a means to amend the Constitution, so they did not want the structure of government to change over time.
- e. Most people agree that originalism is the best way to interpret the Constitution.

ANS: A DIF: Difficult REF: Pages 42–48 TOP: Framework
 MSC: Conceptual

ESSAY

1. The values and goals held by the framers of the Constitution were strongly shaped by their two previous political experiences: being ruled by the British monarchy and their own government under the Articles of Confederation. What were the principal lessons they learned from each of these experiences? How did these lessons impact the goals of the Constitution's framers?

ANS:

Answers will vary.

DIF: Difficult REF: Pages 25–27 TOP: Constitutional Convention: History

2. What were the different factions represented at the Constitutional Convention? How did the differences between them shape the Constitution? Give at least three specific examples to support your answer.

ANS:

Answers will vary.

DIF: Moderate REF: Pages 27–31 TOP: Constitutional Convention: History

3. What does the “tyranny of the majority” mean? Why did James Madison consider it a potential problem? What did the framers of the Constitution ultimately do to prevent majority tyranny?

ANS:

Answers will vary.

DIF: Difficult REF: Pages 31–36 TOP: Constitutional Convention: History

4. Identify and discuss any three separate political compromises that shaped the Constitution. Why was it necessary to compromise on each of those issues? What alternatives were considered? Why was the compromise eventually adopted?

ANS:

Answers will vary.

DIF: Easy REF: Pages 31–36 TOP: Constitutional Convention: Compromise

5. Looking at the Constitution at the time of its ratification, what would you say were its strengths? What were its weaknesses? What were the consequences of those strengths and weaknesses for future generations of Americans? Would you say that today's Constitution still reflects these strengths and weaknesses?

ANS:

Answers will vary.

DIF: Difficult REF: Pages 36–38 TOP: Ratification

6. Describe how the separation of powers system uses checks and balances to limit the power of the federal government.

ANS:

Answers will vary.

DIF: Easy REF: Pages 38–42 TOP: Framework

7. Define each of the following terms and explain how they help make the Constitution a “living document”: the *elastic clause*, the *commerce clause*, and the *executive powers clause*.

ANS:

Answers will vary.

DIF: Moderate REF: Pages 38–49 TOP: Framework

8. What are negative or checking powers? What negative powers does each branch hold over the others? How do those impact how the federal government functions?

ANS:

Answers will vary.

DIF: Moderate REF: Pages 41–42 TOP: Framework

9. Explain the different ways that the Constitution can be amended. What are the implications of these rules for the number of changes we make to our governing system, as well as the types of changes that are made? Support your answer with specific examples of amendments that have and have not been made to the Constitution.

ANS:

Answers will vary.

DIF: Moderate REF: Pages 42–47 TOP: Framework

10. Because the Constitution was written more than 200 years ago, some people question its relevance in the modern United States. Do you believe the Constitution remains relevant to modern Americans? Why or why not? Base your answer on the discussion in the text rather than specific problems you may have with current political leaders.

ANS:

Answers will vary.

DIF: Moderate REF: Pages 42–48 TOP: Framework