

2

Constitutional Foundations

▣ Multiple-Choice Questions

1. A(n) _____ is a type of government in which one person with unlimited power rules.
 - a. autocracy
 - b. republic
 - c. unified government
 - d. oligarchy

Answer: a

Test Bank Item Title: TB_Q2.2.1

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Remember the Facts

Difficulty Level: Easy

2. What is the name given to the law that would govern human beings before governments existed?
 - a. original law
 - b. Biblical law
 - c. natural law
 - d. universal law

Answer: c

Test Bank Item Title: TB_Q2.1.2

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

3. On what date did the Framers meet and sign their names to the Constitution?
- a. September 17, 1787
 - b. April 15, 1787
 - c. July 4, 1787
 - d. October 19, 1787

Answer: a

Test Bank Item Title: TB_Q2.1.3

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 51

Skill Level: Remember the Facts

Difficulty Level: Easy

4. Which of the following is a drawback of divided government?
- a. It leads to a significant decrease in governmental performance.
 - b. It makes it difficult for voters to hold anyone or any party accountable.
 - c. It makes Congress unable to check the power of the president.
 - d. It leads to lower trust in government.

Answer: b

Test Bank Item Title: TB_Q2.2.4

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Analyze It

Difficulty Level: Difficult

5. The U.S. Constitution was adopted in response to the weaknesses of the Articles of _____.
- a. Unity
 - b. Revolution
 - c. America
 - d. Confederation

Answer: d

Test Bank Item Title: TB_Q2.2.5

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53

Skill Level: Remember the Facts

Difficulty Level: Easy

6. Why did the Framers adopt the separation of powers system?

- a. to prevent autocracy
- b. to promote efficiency
- c. to promote democratic rule
- d. to ensure flexibility in the governing system

Answer: a

Test Bank Item Title: TB_Q2.2.6

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Analyze It

Difficulty Level: Difficult

7. The Supreme Court's decision in *Marbury v. Madison* hinged on an interpretation of _____.

- a. the Court's original jurisdiction in Article III
- b. the commerce clause in Article I
- c. the necessary and proper clause in Article I
- d. the privileges and immunities clause in Article IV

Answer: a

Test Bank Item Title: TB_Q2.3.7

Topic: Judicial Review and the "Guardians of the Constitution"

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 60

Skill Level: Understand the Concepts

Difficulty Level: Moderate

8. In *Brown v. Board of Education*, the Supreme Court decided that segregation by race violated which of the following?

- a. due process clause
- b. equal protection clause
- c. full faith and credit clause
- d. necessary and proper clause

Answer: b

Test Bank Item Title: TB_Q2.4.8

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 64

Skill Level: Remember the Facts

Difficulty Level: Easy

9. Which article provides that the Constitution shall be the supreme law of the land?
- a. Article II
 - b. Article VII
 - c. Article V
 - d. Article VI

Answer: d

Test Bank Item Title: TB_Q2.1.9

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

10. Which of the following generally favored a strong national government and supported the proposed U.S. Constitution?
- a. Tories
 - b. Whigs
 - c. Federalists
 - d. Constitutionalists

Answer: c

Test Bank Item Title: TB_Q2.3.10

Topic: Judicial Review and the “Guardians of the Constitution”

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 58

Skill Level: Remember the Facts

Difficulty Level: Easy

11. Since 1789, how many times has the House of Representatives impeached a president?

- a. zero
- b. two
- c. five
- d. ten

Answer: b

Test Bank Item Title: TB_Q2.2.11

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 54

Skill Level: Remember the Facts

Difficulty Level: Easy

12. How many constitutional amendments have been proposed since its ratification?

- a. 10
- b. 17
- c. 27
- d. 31

Answer: d

Test Bank Item Title: TB_Q2.5.12

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 64

Skill Level: Remember the Facts

Difficulty Level: Easy

13. James Madison sought to prevent the tyranny of the _____ by distributing governmental authority among several branches.

- a. minority
- b. wealthy
- c. majority
- d. king

Answer: c

Test Bank Item Title: TB_Q2.2.13

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53

Skill Level: Understand the Concepts

Difficulty Level: Moderate

14. In *The Federalist* No. 51, James Madison explained how the Constitution both _____ and _____ powers.

- a. centralizes; devolves
- b. democratizes; grants
- c. grants; limits
- d. creates; eliminates

Answer: c

Test Bank Item Title: TB_Q2.1.14

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 51

Skill Level: Understand the Concepts

Difficulty Level: Moderate

15. What is the purpose of Constitution Day?

- a. to analyze the Constitution for possible future amendments
- b. to encourage other countries to adopt written constitutions
- c. to educate Americans about their rights and responsibilities under the Constitution
- d. to celebrate America's Declaration of Independence from Great Britain

Answer: c

Test Bank Item Title: TB_Q2.1.15

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 51

Skill Level: Understand the Concepts

Difficulty Level: Moderate

16. When did Congress begin investigating the actions of the George W. Bush administration?

- a. in 2001, as soon as Bush took office
- b. in 2003, following the start of the Iraq war
- c. in 2006, when Democrats regained control of Congress
- d. in 2008, during the financial crisis

Answer: c

Test Bank Item Title: TB_Q2.2.16

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Remember the Facts

Difficulty Level: Easy

17. Which constitutional amendment allowed voting by all qualified citizens aged 18 or older?
- a. Twenty-Sixth
 - b. Fifteenth
 - c. Twentieth
 - d. Nineteenth

Answer: a

Test Bank Item Title: TB_Q2.5.17

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 66

Skill Level: Remember the Facts

Difficulty Level: Easy

18. Which of the following philosophers greatly influenced James Madison's beliefs regarding the nature of liberty?
- a. John Dewey
 - b. John Locke
 - c. Martin Heidegger
 - d. Michel Foucault

Answer: b

Test Bank Item Title: TB_Q2.2.18

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53

Skill Level: Understand the Concepts

Difficulty Level: Moderate

19. Which of the following is an example of an executive order?
- a. President Obama's order raising the minimum wage of federal contractors
 - b. President Obama's proposal to reform health care policy
 - c. President Bush's order to send troops to Afghanistan
 - d. President Nixon's order to hold back funding for the Clean Water Act

Answer: a

Test Bank Item Title: TB_Q2.4.19

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 62

Skill Level: Understand the Concepts

Difficulty Level: Moderate

20. In *United States v. Eichman*, the Supreme Court struck down a statute that prohibited _____.
- a. student protests
 - b. leafleting on private property
 - c. flag burning
 - d. school prayer

Answer: c

Test Bank Item Title: TB_Q2.5.20

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 65

Skill Level: Remember the Facts

Difficulty Level: Easy

21. Recent debate over the Second Amendment involves which of the following issues?
- a. the right to bear arms
 - b. the right to a minimum wage
 - c. the right to own property
 - d. the right to travel from state to state

Answer: a

Test Bank Item Title: TB_Q2.0.21

Topic: Introduction

Learning Objective: Introduction

Page Reference: 48

Skill Level: Understand the Concepts

Difficulty Level: Easy

22. What was the most important means the Framers used to make sure government officials would observe the constitutional limits on their powers?

- a. partisanship
- b. the Electoral College
- c. unified government
- d. free and fair elections

Answer: d

Test Bank Item Title: TB_Q2.2.22

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53

Skill Level: Understand the Concepts

Difficulty Level: Moderate

23. In what year was the Bill of Rights added to the Constitution?

- a. 1788
- b. 1789
- c. 1791
- d. 1798

Answer: c

Test Bank Item Title: TB_Q2.1.23

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

24. Governance in which one party controls both the White House and both houses of Congress is referred to as what?

- a. unified government
- b. checks and balances
- c. divided government
- d. autocracy

Answer: a

Test Bank Item Title: TB_Q2.2.24

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Understand the Concepts

Difficulty Level: Easy

25. Which of the following allows Congress to create legislation to make needed changes without amending the Constitution?
- a. congressional elaboration
 - b. executive privilege
 - c. impoundment
 - d. executive order

Answer: a

Test Bank Item Title: TB_Q2.4.25

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 62

Skill Level: Understand the Concepts

Difficulty Level: Moderate

26. On what basis did the Supreme Court uphold the portion of the Patient Protection and Affordable Care Act that requires Americans to purchase health insurance?
- a. on the basis of Congress's authority to regulate interstate commerce
 - b. on the basis of Congress's taxing authority
 - c. on the basis of the supremacy clause
 - d. on the basis of the equal protection clause

Answer: b

Test Bank Item Title: TB_Q2.4.26

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 62

Skill Level: Understand the Concepts

Difficulty Level: Moderate

27. James Madison stated that the accumulation of all powers—legislative, executive, and judiciary—in the same hands is the definition of which of the following?
- a. democracy
 - b. tyranny
 - c. centralization
 - d. majority

Answer: b

Test Bank Item Title: TB_Q2.2.27

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53

Skill Level: Understand the Concepts

Difficulty Level: Moderate

28. Which of the following carries the full force of law and does not require congressional approval, although it is subject to legal challenge?
- a. constitutional elaboration
 - b. executive order
 - c. impoundment
 - d. executive privilege

Answer: b

Test Bank Item Title: TB_Q2.4.28

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 62

Skill Level: Understand the Concepts

Difficulty Level: Moderate

29. Governance in which one political party holds the presidency and the other controls one or both houses of Congress is known as _____.
- a. divided government
 - b. checks and balances
 - c. autocracy
 - d. separation of powers

Answer: a

Test Bank Item Title: TB_Q2.2.29

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Remember the Facts

Difficulty Level: Easy

30. According to the Pew Research Center, what percentage of Americans feel that the government has too much control over their daily lives?
- a. 15 percent
 - b. 25 percent
 - c. 65 percent

d. 80 percent

Answer: c

Test Bank Item Title: TB_Q2.2.30

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 52

Skill Level: Remember the Facts

Difficulty Level: Easy

31. Which of the following describes the power of the president to keep communications confidential?

- a. constitutional restriction
- b. impoundment
- c. separation of powers
- d. executive privilege

Answer: d

Test Bank Item Title: TB_Q2.4.31

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 62

Skill Level: Remember the Facts

Difficulty Level: Easy

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

- a. Congressional College
- b. Electoral College
- c. Presidential College
- d. State College

Answer: b

Test Bank Item Title: TB_Q2.2.32

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 56

Skill Level: Understand the Concepts

Difficulty Level: Moderate

33. What is the principle that each branch of the federal government has the means to thwart or influence actions by other branches of government?

- a. checks and balances
- b. balances and powers
- c. checks and freedoms
- d. freedom and power

Answer: a

Test Bank Item Title: TB_Q2.2.33

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53 – 54

Skill Level: Understand the Concepts

Difficulty Level: Easy

34. 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_Q2.1.34

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

35. Which of the following is true of judicial review?
- a. The United States is the only country in which judicial review is legal.
 - b. It has been used only twice in U.S. history.
 - c. It has given the president significant power over the judiciary in the United States.
 - d. It originated in the United States and has been adopted by many other countries.

Answer: d

Test Bank Item Title: TB_Q2.3.35

Topic: Judicial Review and the “Guardians of the Constitution”

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 58

Skill Level: Understand the Concepts
Difficulty Level: Moderate

36. As described in Figure 2.1, *The Separation of Powers and Checks and Balances*, the legislative branch is in charge of which of the following?
- a. vetoing laws
 - b. pardoning those convicted of federal crimes
 - c. nominating federal judges
 - d. approving the federal budget

Answer: d

Test Bank Item Title: TB_Q2.2.36

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 51

Skill Level: Understand the Concepts

Difficulty Level: Moderate

37. Which of the following is a major reason the U.S. Constitution has endured for 225 years?
- a. due to the power it concentrates in the chief executive
 - b. due to the fact that it created an independent judiciary
 - c. due to the public's widespread acceptance of the Constitution
 - d. due to the fact that it gives most power to the states

Answer: c

Test Bank Item Title: TB_Q2.1.37

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Analyze It

Difficulty Level: Difficult

38. Because the Framers knew that people are not angels, they created a Constitution giving the government which type of authority?
- a. legitimate
 - b. limited
 - c. implied
 - d. defined

Answer: b

Test Bank Item Title: TB_Q2.2.38

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 51

Skill Level: Apply What You Know

Difficulty Level: Difficult

39. How has the development of new communication technologies affected the system of checks and balances?
- a. They have added to the powers of the president.
 - b. They have decreased the power of the judiciary.
 - c. They have decreased the power of interest groups.
 - d. They have increased the power of political parties.

Answer: a

Test Bank Item Title: TB_Q2.2.39

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 57

Skill Level: Understand the Concepts

Difficulty Level: Moderate

40. Executive privilege is often used in matters related to _____.
- a. national security
 - b. private property rights
 - c. interstate commerce
 - d. federal contracting

Answer: a

Test Bank Item Title: TB_Q2.4.40

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 64

Skill Level: Understand the Concepts

Difficulty Level: Moderate

41. When the Democratic and Republican parties become splintered, the influence of which of the following can be increased?
- a. the Supreme Court
 - b. the president

- c. third-party candidates
- d. special-interest groups

Answer: d

Test Bank Item Title: TB_Q2.2.41

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Apply What You Know

Difficulty Level: Difficult

42. When does divided government frequently occur?
- a. when special-interest groups achieve more influence in Congress
 - b. when the president's party loses congressional seats in the midterm elections
 - c. when the president's party gains congressional seats in the midterm elections
 - d. when it is time to appoint new Supreme Court justices

Answer: b

Test Bank Item Title: TB_Q2.2.42

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Apply What You Know

Difficulty Level: Difficult

43. Although not mentioned in the Constitution, the Supreme Court interpreted the Constitution, in *Griswold v. Connecticut* (1965), to protect which of the following rights?
- a. right to privacy
 - b. right to bear arms
 - c. right to free speech
 - d. right to make contracts

Answer: a

Test Bank Item Title: TB_Q2.4.43

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 64

Skill Level: Understand the Concepts

Difficulty Level: Moderate

44. If one political party controls Congress or one of its chambers and the other party controls the White House, which of the following is intensified?
- a. autocracy
 - b. influence of the Electoral College
 - c. partisanship
 - d. power of the president

Answer: c

Test Bank Item Title: TB_Q2.2.44

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Apply What You Know

Difficulty Level: Difficult

45. The cases of *District of Columbia v. Heller* (2008) and *McDonald v. Chicago* (2010) revolved around the _____ Amendment.
- a. Second
 - b. Fifth
 - c. First
 - d. Fourteenth

Answer: a

Test Bank Item Title: TB_Q2.0.45

Topic: Introduction

Learning Objective: Introduction

Page Reference: 48

Skill Level: Understand the Concepts

Difficulty Level: Moderate

46. Which of the following is true of efforts to pass a constitutional amendment to ban flag burning?
- a. These efforts have been repeatedly rejected by the Supreme Court.
 - b. Most Americans do not support efforts to ban flag burning.
 - c. These efforts have never gotten past the proposal stage.
 - d. These efforts have been repeatedly rejected by Congress.

Answer: c

Test Bank Item Title: TB_Q2.5.46

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 65

Skill Level: Understand the Concepts

Difficulty Level: Moderate

47. What difficulty is posed by the method of proposing constitutional amendments through a constitutional convention?
- a. It allows no input from the states.
 - b. It is unclear whether such a convention would be limited to a specific subject.
 - c. It limits the president's involvement in the amendment process.
 - d. It does not provide a time table for when the convention must convene.

Answer: b

Test Bank Item Title: TB_Q2.5.47

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 65

Skill Level: Analyze It

Difficulty Level: Difficult

48. 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 legislators

Answer: d

Test Bank Item Title: TB_Q2.2.48

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 56

Skill Level: Understand the Concepts

Difficulty Level: Moderate

49. Which of the following is one reason for the popularity of proposing amendments to the Constitution?
- a. Americans feel strongly that the equal protection clause is insufficient for prohibiting all forms of discrimination.
 - b. Groups frustrated by their inability to get things done in Congress hope to bypass it.

- c. People get impatient while waiting for their case to get to the Supreme Court, so they try to bypass it.
- d. Special-interest groups try to get around current amendments by proposing new ones.

Answer: b

Test Bank Item Title: TB_Q2.5.49

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 64 – 65

Skill Level: Analyze It

Difficulty Level: Difficult

50. How did the process of proposing the Equal Rights Amendment resemble that of the Nineteenth Amendment?
- a. The same arguments were used against both.
 - b. Both amendments passed Congress but failed to be ratified.
 - c. The same cluster of southern states opposed ratification of both amendments.
 - d. In both cases, women favored the amendments, but men were strongly opposed.

Answer: c

Test Bank Item Title: TB_Q2.5.50

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 68

Skill Level: Analyze It

Difficulty Level: Difficult

51. The Supreme Court's ruling in *United States v. Eichman* was based on the _____ Amendment.
- a. Fifth
 - b. Second
 - c. Fourteenth
 - d. First

Answer: d

Test Bank Item Title: TB_Q2.5.51

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 65

Skill Level: Understand the Concepts
Difficulty Level: Moderate

52. When government is divided rather than unified, which of the following is true?
- a. Not much important legislation is passed.
 - b. Just as much important legislation is passed.
 - c. Far more important legislation is passed.
 - d. Legislation comes to a standstill.

Answer: b

Test Bank Item Title: TB_Q2.2.52

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55 - 56

Skill Level: Analyze It

Difficulty Level: Difficult

53. How did the Federalists react when they were defeated by Thomas Jefferson in 1800?
- a. They proposed an amendment to the Constitution that would weaken Jefferson's role.
 - b. They tried to retain power through the judiciary by packing it with their appointees.
 - c. They were not concerned, as they still had control of both houses of Congress.
 - d. They applied to the Supreme Court for a writ of mandamus to prevent Jefferson from being inaugurated.

Answer: b

Test Bank Item Title: TB_Q2.3.53

Topic: Judicial Review and the "Guardians of the Constitution"

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 58 – 59

Skill Level: Understand the Concepts

Difficulty Level: Moderate

54. Which of the following is a method of ratification for a constitutional amendment?
- a. by three-fourths of the state legislatures
 - b. by three-fourths of the state governors
 - c. by three-fourths of voting-age citizens
 - d. by half of the state legislatures

Answer: a

Test Bank Item Title: TB_Q2.5.54

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 65

Skill Level: Understand the Concepts

Difficulty Level: Moderate

55. Recent political science research indicates that a divided system of government leads to which of the following when compared to other systems of government?
- a. a stronger economy
 - b. more political corruption
 - c. more protests
 - d. better performance

Answer: d

Test Bank Item Title: TB_Q2.2.55

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55 - 56

Skill Level: Analyze It

Difficulty Level: Difficult

True-False Questions

56. When the Constitution was adopted, it granted judges the power of judicial review.

Answer: FALSE

Test Bank Item Title: TB_Q2.3.56

Topic: Judicial Review and the “Guardians of the Constitution”

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 58

Skill Level: Remember the Facts

Difficulty Level: Easy

57. In spite of changes in technology, today’s system of checks and balances operates approximately the same way it did when it was created.

Answer: FALSE

Test Bank Item Title: TB_Q2.2.57

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 56 - 57

Skill Level: Analyze It

Difficulty Level: Difficult

58. Although the public accepts and reveres the Constitution, many U.S. citizens do not know what is in it.

Answer: TRUE

Test Bank Item Title: TB_Q2.1.58

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

59. Generally, the Electoral College does not function the way the Framers intended.

Answer: TRUE

Test Bank Item Title: TB_Q2.2.59

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 56

Skill Level: Analyze It

Difficulty Level: Difficult

60. Although the Federalists were influential in getting the Constitution ratified, they never had any actual control over the national government.

Answer: FALSE

Test Bank Item Title: TB_Q2.3.60

Topic: Judicial Review and the “Guardians of the Constitution”

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 58

Skill Level: Remember the Facts

Difficulty Level: Easy

61. Article I describes the powers of the president.

Answer: FALSE

Test Bank Item Title: TB_Q2.1.61

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

62. Partisanship is a strong allegiance to one's own political party, often leading to unwillingness to compromise.

Answer: TRUE

Test Bank Item Title: TB_Q2.2.62

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Remember the Facts

Difficulty Level: Easy

63. As described in Figure 2.2, *Four Methods of Amending the Constitution*, the Constitution can be amended by a two-thirds majority vote by the states.

Answer: FALSE

Test Bank Item Title: TB_Q2.5.63

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 65

Skill Level: Understand the Concepts

Difficulty Level: Moderate

64. In 2014, the Idaho state legislature passed a bill making it legal to carry a concealed weapon on a college campus.

Answer: TRUE

Test Bank Item Title: TB_Q2.0.64

Topic: Introduction

Learning Objective: Introduction

Page Reference: 48

Skill Level: Remember the Facts

Difficulty Level: Easy

65. The main weakness of the Articles of Confederation was the lack of a strong national government.

Answer: TRUE

Test Bank Item Title: TB_Q2.2.65

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53

Skill Level: Analyze It

Difficulty Level: Difficult

66. The U.S. Constitution is the oldest, and one of the shortest, written constitutions in the world.

Answer: TRUE

Test Bank Item Title: TB_Q2.0.66

Topic: Introduction

Learning Objective: Introduction

Page Reference: 48

Skill Level: Remember the Facts

Difficulty Level: Easy

67. The Constitution defines the procedure of impeachment in great detail and spells out which actions of a president are impeachable.

Answer: FALSE

Test Bank Item Title: TB_Q2.4.67

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 62

Skill Level: Understand the Concepts

Difficulty Level: Moderate

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

Answer: TRUE

Test Bank Item Title: TB_Q2.1.68

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 2.1

Skill Level: Remember the Facts

Difficulty Level: Easy

69. In the debate about the Patient Protection and Affordable Care Act, the Supreme Court ruled that Congress had exceeded its authority under Article I of the Constitution.

Answer: TRUE

Test Bank Item Title: TB_Q2.4.69

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 62

Skill Level: Understand the Concepts

Difficulty Level: Moderate

70. In interpreting the U.S. Constitution, an originalist would likely draw on the writings and speeches of the Framers.

Answer: TRUE

Test Bank Item Title: TB_Q2.4.70

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 63

Skill Level: Apply What You Know

Difficulty Level: Difficult

71. The adaptive approach to constitutional interpretation makes the Supreme Court a more powerful institution in the U.S. government.

Answer: TRUE

Test Bank Item Title: TB_Q2.4.71

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 63

Skill Level: Analyze It

Difficulty Level: Difficult

72. The president has no formal authority over constitutional amendments.

Answer: TRUE

Test Bank Item Title: TB_Q2.5.72

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 64

Skill Level: Understand the Concepts

Difficulty Level: Moderate

73. Most constitutional amendments were ratified within two years of being proposed.

Answer: TRUE

Test Bank Item Title: TB_Q2.5.73

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 66 – 67

Skill Level: Remember the Facts

Difficulty Level: Easy

Fill-in-the-Blank Questions

74. The _____ Amendment protects the right to bear arms.

Answer: Second

Test Bank Item Title: TB_Q2.0.74

Topic: Introduction

Learning Objective: Introduction

Page Reference: 48

Skill Level: Remember the Facts

Difficulty Level: Easy

75. The Constitution has been amended _____ times.

Answer: 27

Test Bank Item Title: TB_Q2.5.75

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 64

Skill Level: Remember the Facts

Difficulty Level: Easy

76. The cases of *District of Columbia v. Heller* (2008) and *McDonald v. Chicago* (2010) revolved around the _____ Amendment.

Answer: Second

Test Bank Item Title: TB_Q2.0.76

Topic: Introduction

Learning Objective: Introduction

Page Reference: 48

Skill Level: Understand the Concepts

Difficulty Level: Moderate

77. The first 10 amendments to the Constitution are called the _____.

Answer: Bill of Rights

Test Bank Item Title: TB_Q2.1.77

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

78. The _____ of powers is a key feature of the government established by the Constitution.

Answer: separation

Test Bank Item Title: TB_Q2.2.78

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53

Skill Level: Remember the Facts

Difficulty Level: Easy

79. Part of the debate over health care reform centered on congressional authority under the _____ clause of the Constitution.

Answer: commerce

Test Bank Item Title: TB_Q2.4.79

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 2.4

Skill Level: Understand the Concepts

Difficulty Level: Moderate

80. A(n) _____ is a type of government in which one person with unlimited power rules.

Answer: autocracy

Test Bank Item Title: TB_Q2.2.80

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Remember the Facts

Difficulty Level: Easy

81. _____ is a strong allegiance to one's own political party, often leading to unwillingness to compromise with members of the opposing party.

Answer: Partisanship

Test Bank Item Title: TB_Q2.2.81

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55

Skill Level: Remember the Facts

Difficulty Level: Easy

82. Under the _____ approach to constitutional interpretation, the document is assumed to be flexible and responsive to the changing needs of the times.

Answer: adaptive

Test Bank Item Title: TB_Q2.4.82

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 63

Skill Level: Understand the Concepts

Difficulty Level: Moderate

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

Answer: executive

Test Bank Item Title: TB_Q2.1.83

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

84. The _____ Amendment gave some former slaves the right to vote.

Answer: Fifteenth

Test Bank Item Title: TB_Q2.5.84

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 66

Skill Level: Understand the Concepts

Difficulty Level: Moderate

85. The _____ Amendment was the only amendment to be ratified through special ratifying conventions.

Answer: Twenty-First

Test Bank Item Title: TB_Q2.5.85

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 66

Skill Level: Understand the Concepts

Difficulty Level: Moderate

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

Answer: nine

Test Bank Item Title: TB_Q2.1.86

Topic: Views of the Constitution

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights.

Page Reference: 50

Skill Level: Remember the Facts

Difficulty Level: Easy

87. Opposition to the _____ was led by Phyllis Schlafly, a prominent spokesperson for conservative causes.

Answer: Equal Rights Amendment

Test Bank Item Title: TB_Q2.5.87

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 68

Skill Level: Understand the Concepts

Difficulty Level: Moderate

Short Answer Questions

88. Why was the Electoral College created? Does it fulfill the purpose for which it was intended?

Answer: An ideal response will:

1. Explain that the Electoral College was a provision of the Constitution meant to provide a buffer against the “whims of the masses,” and the Framers intended it to be a group of independent citizens who would elect the president rather than leaving the job to ordinary citizens.
2. Discuss how almost from the beginning the Electoral College did not work that way; rather, voters have actually selected the president because the presidential electors that the voters choose pledge in advance to cast their electoral votes for their party’s candidates.
3. Note that there have been exceptions and occasionally presidential candidates have won the national popular vote but lost the vote in the Electoral College (e.g., Al Gore in 2000).

Test Bank Item Title: TB_Q2.2.88

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 56

Skill Level: Analyze It

Difficulty Level: Difficult

89. Explain the process for amending the Constitution.

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.

Test Bank Item Title: TB_Q2.5.89

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 64 – 67

Skill Level: Understand the Concepts

Difficulty Level: Moderate

90. What happens when partisanship is intensified and government is divided?

Answer: An ideal response will:

1. Identify that Congress is inclined to monitor the executive branch more closely, there is more conflict, and the influence of special-interest groups is increased.
2. Explain that in spite of the conflict, just as much important legislation is passed as when the government is unified.
3. Note that more significant investigations are produced, and there is a greater impetus toward improving government performance.

Test Bank Item Title: TB_Q2.2.90

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55 – 56

Skill Level: Understand the Concepts

Difficulty Level: Moderate

91. Describe the system of checks and balances created by the Framers.

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.

Test Bank Item Title: TB_Q2.2.91

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53 – 55

Skill Level: Understand the Concepts

Difficulty Level: Moderate

92. Describe the factors that have led to a growth in the power of the chief executive.

Answer: An ideal response will:

1. Explain that the president's power has increased because problems in other countries have often created crises for the United States that required immediate emergency action.
2. Note that media coverage of the president's actions during headline-generating events and summit conferences with foreign leaders has contributed to raising the president's status.
3. Identify that national security concerns such as terrorism have contributed to assertions of greater executive authority in the Bush and Obama administrations.

Test Bank Item Title: TB_Q2.2.92

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 57 – 58

Skill Level: Apply What You Know

Difficulty Level: Difficult

93. Define judicial review, and explain its origins and development.

Answer: An ideal response will:

1. Describe judicial review as the power of the judiciary to decide whether laws and other governmental actions are constitutional.
2. Recognize that the Constitution does not explicitly reference the power of judicial review.
3. Explain that the power of judicial review was first asserted in *Marbury v. Madison* and gained legitimacy over time.

Test Bank Item Title: TB_Q2.3.93

Topic: Judicial Review and the “Guardians of the Constitution”

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 58 – 60

Skill Level: Understand the Concepts

Difficulty Level: Moderate

94. Compare and contrast the originalist and adaptive approaches to constitutional amendment.

Answer: An ideal response will:

1. Describe the originalist approach as based on the idea that the Constitution has a fixed meaning that can be determined through either the text or an examination of the Framers’ intent, whereas the adaptive approach understands the Constitution as a flexible document that is responsive to the needs of different times.
2. Note that the originalist approach means that amendments must be adopted in order to create constitutional change, while the adaptive approach makes the Supreme Court more powerful in creating such change.
3. Detail that both approaches have difficulties: The originalist approach does not allow for the differences in the times of today compared to when the Constitution was written, but the adaptive approach relies heavily on judges whose selection is only indirectly democratic and who have lifetime appointments and could therefore hold too much power.

Test Bank Item Title: TB_Q2.4.94

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 63

Skill Level: Analyze It

Difficulty Level: Difficult

95. Explain why, when the Constitution is so central to American government, changes to it are allowed.

Answer: An ideal response will:

1. Explain that the Framers of the Constitution made it adaptable and flexible so that the general purposes of government (e.g., to promote justice and provide for the common defense) would remain the same, but the government would have the power to change the manner in which those purposes are accomplished.
2. Explain that the Framers knew that future experiences would call for changes in the Constitution and that it would need to be amended, as needs change with the times.

Test Bank Item Title: TB_Q2.5.95

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 64

Skill Level: Apply What You Know

Difficulty Level: Difficult

96. How has the power to amend the Constitution been used to change the power of the government and the people? Provide examples.

Answer: An ideal response will:

1. Explain that amendments have been used to increase or decrease the power of the national government (e.g., the Sixteenth enabled Congress to levy an income tax and the Twenty-Seventh limited the power of Congress to set members' salaries).
2. Discuss how amendments have been used to limit state power or to make structural changes in government (e.g., the Thirteenth abolished slavery and the Twenty-Fifth provided procedures for filling vice-presidential vacancies and determining whether presidents are unable to perform their duties).
3. Describe how amendments have been used to expand the electorate and its power (e.g., the Seventeenth switched the power to elect senators from state legislators to voters and the Nineteenth gave women the right to vote)

or to reduce the electorate's power (e.g., the Twenty-Second took away the electorate's right to elect a president for more than two full terms).

Test Bank Item Title: TB_Q2.5.96

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 66

Skill Level: Apply What You Know

Difficulty Level: Difficult

97. What are the strengths and weaknesses of the unified and divided systems of government?

Answer: An ideal response will:

1. Define the divided and unified systems of government.
2. Identify the strengths of both systems.
3. Identify the weaknesses of both systems.

Test Bank Item Title: TB_Q2.2.97

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 55 – 56

Skill Level: Analyze It

Difficulty Level: Difficult

98. What can a president who disagrees with decisions by Congress do?

Answer: An ideal response will:

1. Note that the president has the power to issue executive orders that do not require congressional approval, although they are subject to challenge.
2. Explain that the president has the power of executive privilege, which allows the president to keep executive communications confidential, especially if they relate to national security.
3. Identify that the president can also exercise the power of impoundment, which allows the president to stop an agency from spending funds previously authorized and appropriated by Congress.

Test Bank Item Title: TB_Q2.4.98

Topic: Informal Change: The Unwritten Constitution

Learning Objective: LO 2.4: Assess how the Constitution has evolved through changes in the informal, unwritten Constitution.

Page Reference: 62 - 63

Skill Level: Apply What You Know

Difficulty Level: Difficult

99. 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 why each branch is separately staffed.
4. Discuss the constitutional equality and independence of each branch.

Test Bank Item Title: TB_Q2.2.99

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 53 – 55

Skill Level: Analyze It

Difficulty Level: Difficult

100. Explain the actions that led to the case of *Marbury v. Madison* and why the Supreme Court’s ruling in the case was significant for the judiciary.

Answer: An ideal response will:

1. Explain that the Federalists tried to hang on to power following the election of Thomas Jefferson by “packing” the judiciary and that when Jefferson refused to deliver all the commissions, one of the proposed judges who did not receive his commission, William Marbury, sought action from the courts.
2. Identify how Justice Marshall’s ruling in the case made justices the official interpreters of the Constitution, which opened the door to laws enacted by Congress and approved by the president being challenged in court and to litigation not only supplementing, but sometimes taking precedence over, legislation as a way to make public policy.

Test Bank Item Title: TB_Q2.3.100

Topic: Judicial Review and the “Guardians of the Constitution”

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 58 – 60

Skill Level: Analyze It

Difficulty Level: Difficult

101. 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.

Test Bank Item Title: TB_Q2.5.101

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 67 – 68

Skill Level: Understand the Concepts

Difficulty Level: Moderate

102. Since the proposal of the Equal Rights Amendment, what changes have occurred for women in the workplace?

Answer: An ideal response will:

1. Note that although the ERA was not ratified, the role of women in society has changed greatly.
2. Describe important trends regarding women in the workplace, including the fact that the percentage of women employed has increased since the 1970s.
3. Note that income equality has not been achieved, with women still earning less than men in similar occupations.

Test Bank Item Title: TB_Q2.5.102

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 67

Skill Level: Understand the Concepts

Difficulty Level: Moderate

Essay Questions

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

Answer: An ideal response will:

1. Identify that the Constitution is comprised of the seven original articles, the Bill of Rights, and 17 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 and the attempt of the Framers to identify potential future problems and lay out a solution to those problems.
4. Discuss the role of the Bill of Rights in securing individual civil liberties.
5. Discuss the major amendments since the Bill of Rights.

Test Bank Item Title: TB_Q2.1.103

Topic: Views of the Constitution; Checking Power with Power

Learning Objective: LO 2.1: Describe the basic structure of the Constitution and its Bill of Rights; LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Skill Level: Understand the Concepts

Difficulty Level: Moderate

104. Discuss which political group had the most impact on the formation of the Constitution and why.

Answer: An ideal response will:

1. Recognize the profound impact of the Federalists on the form and content of the Constitution.
2. Discuss the role of the *Federalist Papers* in the ratification debate.
3. Explain some of the ways in which Federalist ideas persist in our government to this day.

Test Bank Item Title: TB_Q2.3.104

Topic: Judicial Review and the “Guardians of the Constitution”

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 51 – 55

Skill Level: Analyze It

Difficulty Level: Difficult

105. Describe changes in technology since the Constitution was written and how they have affected both the public’s view of government and the operation of government. Provide examples.

Answer: An ideal response will:

1. Identify changes such as television, electronic communications, and cellular phones that now provide instant communication around the world.
2. Explain that these changes have affected the public by allowing people to be more aware of governmental operations through, for example, televised congressional committee hearings, talk shows, presidential press conferences, and live coverage of wars.
3. Note that these changes have made it possible for interest groups to expand their influence on government by, for example, giving them the

ability to target large amounts of communication at members of Congress and to organize and mobilize on the Internet.

4. Discuss how these changes have given power to those in government, since they now have the ability to appeal directly to millions of people and can get access to public opinion through polls.

Test Bank Item Title: TB_Q2.2.105

Topic: Checking Power with Power

Learning Objective: LO 2.2: Analyze how the Constitution grants, limits, separates, and balances governmental power.

Page Reference: 56 – 57

Skill Level: Apply What You Know

Difficulty Level: Difficult

106. Identify two amendments to the U.S. Constitution that are not part of the Bill of Rights and explain the impact of each on government and society.

Answer: An ideal response will:

1. Select two amendments other than the first 10.
2. Provide a detailed explanation of the historical circumstances that led to the adoption of the selected amendments.
3. Discuss how the selected amendments changed the U.S. government and/or American society.
4. Provide a basic argument as to why the selected amendments were an important development.

Test Bank Item Title: TB_Q2.5.106

Topic: Changing the Letter of the Constitution

Learning Objective: LO 2.5: Describe the processes by which formal changes to the Constitution can be made.

Page Reference: 66

Skill Level: Analyze It

Difficulty Level: Difficult

107. Why is *Marbury v. Madison* considered to be the most influential Supreme Court decision in American history?

Answer: An ideal response will:

1. Explain the ruling of *Marbury v. Madison*.
2. Discuss the importance of judicial review established by the case.

Test Bank Item Title: TB_Q2.3.107

Topic: Judicial Review and the “Guardians of the Constitution”

Learning Objective: LO 2.3: Explain how the use of judicial review strengthens the courts in a separation of powers system.

Page Reference: 58 - 60

Skill Level: Analyze It
Difficulty Level: Difficult