

## Chapter 2 – Early Governance and the Constitutional Framework

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### READING COMPREHENSION QUIZ

#### Multiple Choice Questions

1. During Lewis and Clark's expedition in the American West, they
  - A) practiced democracy, with all—women and slaves—having a vote.
  - B) allowed Clark's slave York to vote but not the Native American Sacagawea.
  - C) were stranded during the winter and resorted to a form of dictatorship.
  - D) were purely a military commission given by Thomas Jefferson and did not include women.
  - E) were Army captains and always dictated to the others.

Answer: A

Skill: Analysis

Reference: LO 2.1, pp. 32–33

2. Which of the following political actors is most accurately thought of as a part of government?
  - A) The federal bureaucracy
  - B) Political parties
  - C) Public opinion
  - D) Interest groups
  - E) Constitutional lawyers

Answer: A

Skill: Analysis

Reference: LO 2.1, pp. 32–33

3. Canada, Great Britain, and the United States are examples of
  - A) monarchies.
  - B) pluralist societies.
  - C) oligarchies.
  - D) authoritarian systems.
  - E) pure democracies.

Answer: B

Skill: Application

Reference: LO 2.2, pp. 34–35

4. British policies that led to the casual enforcement of trade laws with the hopes of great economic gain were referred to as
- A) tributary custom.
  - B) salutary neglect.
  - C) customary practice.
  - D) taxation without representation.
  - E) sufficient efficacy.

Answer: B

Skill: Understanding

Reference: LO 2.3, pp. 36–37

5. The so-called Boston Tea Party was a result of
- A) Parliament passing the Coercive Acts, referred to as the Intolerable Acts.
  - B) Parliament granting the East India Company a monopoly on importing tea into the colonies, among other trade acts.
  - C) the closing of Port of Boston by British war ships because of unrest in the colonies.
  - D) the driving desire for liberty from a corrupt government, led by the Sons of Liberty.
  - E) Parliament granting control of Boston Harbor to the Hudson Bay Company.

Answer: B

Skill: Understanding

Reference: LO 2.4, pp. 38–43

6. Referred to as the Intolerable Acts in the colonies, the British referred to the acts intended by the British Parliament to quell unrest and punish colonial insolence as the \_\_\_\_\_ Acts.
- A) Coercive
  - B) Repressive
  - C) Redistributive
  - D) Tributary
  - E) Colonial Law

Answer: A

Skill: Understanding

Reference: LO 2.4, pp. 38–43

7. The Declaration of Independence is widely regarded today as one of the best arguments in favor of
- A) the social contract theory.
  - B) capitalism.
  - C) just law theory.
  - D) political realism.
  - E) conservatism.

Answer: A

Skill: Application

Reference: LO 2.4, pp. 38–43

8. Why did American public support for the Continental Army lag throughout the revolution against England?
- A) The public was confident of an American victory.
  - B) Most Americans supported the British cause.
  - C) A lack of information about the war meant that the public was unaware of conditions.
  - D) A majority of Americans were deeply suspicious of professional armies.
  - E) Most Americans felt apathetic about the war.

Answer: D

Skill: Understanding

Reference: LO 2.4, pp. 38–43

9. Demonstrating his support for the Revolutionary War, who claimed in 1787 that “the tree of liberty must be refreshed from time to time with the blood of patriots and tyrants”?
- A) George Washington
  - B) Aaron Burr
  - C) Samuel Adams
  - D) Thomas Jefferson
  - E) Thomas Paine

Answer: D

Skill: Understanding.

Reference: LO 2.4, pp. 38–43

10. The Articles of Confederation \_\_\_\_\_ the U.S. Constitution.
- A) followed
  - B) amended
  - C) preceded
  - D) served as a preamble to
  - E) was the British model of

Answer: C

Skill: Application

Reference: LO 2.5, pp. 44–45

11. Amending the Articles of Confederation required the consent of
- A) 5 of the 13 states.
  - B) 7 of the 13 states.
  - C) 9 of the 13 states.
  - D) 11 of the 13 states.
  - E) all 13 of the 13 states.

Answer: E

Skill: Understanding

Reference: LO 2.5, pp. 44–45

12. The primary lesson drawn from Shays's Rebellion was the idea that the
- A) national government was too powerful.
  - B) states needed to maintain strong police forces.
  - C) right to bear arms needed to be expanded.
  - D) right to bear arms needed to be restricted.

Answer: A

Skill: Analysis

Reference: LO 2.5, pp. 44–45

13. The plan to dump the Articles of Confederation and start from scratch with a new Constitution (rather than revising the old Articles) was advanced at the Constitutional Convention by
- A) George Washington.
  - B) Edmund Randolph.
  - C) George Clinton.
  - D) Thomas Jefferson.
  - E) Benjamin Franklin.

Answer: B

Skill: Understanding

Reference: LO 2.6, pp. 46–49

14. The New Jersey Plan was supported primarily by
- A) large states.
  - B) small states.
  - C) agricultural states.
  - D) industrial states.
  - E) slave states.

Answer: B

Skill: Analysis

Reference: LO 2.6, pp. 46–49

15. Article I, Section 9 of the Constitution prohibited Congress from stopping the importation of slaves from overseas until
- A) 1796.
  - B) 1808.
  - C) 1819.
  - D) 1832.
  - E) 1899.

Answer: B

Skill: Understanding

Reference: LO 2.6, pp. 46–49

16. The idea that each branch of government would be afforded its own specific powers but would also be dependent on the branches of government to carry out its powers is sometimes referred to as
- A) sharing of powers.
  - B) de jure powers.
  - C) de facto separation.
  - D) limited government.
  - E) the supremacy clause.

Answer: A

Skill: Understanding

Reference: LO 2.7, pp. 50–53

17. The ability of Congress to override a presidential veto is an example of
- A) relative powers.
  - B) distributional powers.
  - C) checks and balances.
  - D) representative republicanism.
  - E) federalism.

Answer: C

Skill: Application

Reference: LO 2.7, pp. 50–53

18. The series of documents supporting ratification of the new Constitution and written under the pseudonym Publius in New York City newspapers was the
- A) Constitutional Council.
  - B) *Federalist Papers*.
  - C) Madisonian Papers.
  - D) New World Gazette.
  - E) *Poor Richard's Almanack*.

Answer: B

Skill: Understanding

Reference: LO 2.8, pp. 54–57

19. The belief that representative republics must be small and relatively homogeneous if they are to succeed was common to the
- A) Democrats.
  - B) Republicans.
  - C) Whigs.
  - D) Federalists.
  - E) Anti-Federalists.

Answer: E

Skill: Analysis

Reference: LO 2.8, pp. 54–57

20. The most important contribution of the Anti-Federalists was the
- A) Supreme Court.
  - B) Connecticut Compromise.
  - C) Three-fifths compromise.
  - D) Bill of Rights.
  - E) end of slavery.

Answer: D

Skill: Analysis

Reference: LO 2.8, pp. 54–57

### True-False Questions

1. From the British perspective, the imposition of taxes upon the colonists after the French and Indian War were a fair way to get the colonists to pay for the cost of their own defense.  
Answer: TRUE  
Skill: Application  
Reference: LO 2.3, pp. 36–37
2. The British colonists in the Americas were the highest taxed peoples in the New World.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.3, pp. 36–37
3. The shortage of specie, or hard money, was a contributing factor in Shays's Rebellion.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.5, pp. 44–45
4. The Virginia Plan proposed a council of revision, which would have some control over national legislation and an absolute veto over state legislation.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49
5. The right of states to maintain the slave system was specifically protected by the Eighth Amendment to the Constitution.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.7, pp. 50–53

6. In the debate over ratification, the Federalists opposed the new Constitution.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.8, pp. 54–57
7. Because the Constitution is purposely vague, legal scholars and Supreme Court justices sometimes cite the *Federalist Papers* in their proceedings.  
Answer: TRUE  
Skill: Application  
Reference: LO 2.8, pp. 54–57
8. The Twenty-Seventh Amendment limits presidents to two terms in office.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.8, pp. 54–57

## CHAPTER EXAM

### Multiple Choice Questions

1. \_\_\_\_\_ law refers to a body of law that applies to violations of rules and regulations defined by the government.  
A) Common  
B) Private  
C) Civil  
D) Criminal  
E) Public  
Answer: D  
Skill: Understanding  
Reference: LO 2.1, pp. 32–33
2. \_\_\_\_\_ law refers to the body of laws that apply to private rights, such as the ownership of property or the enforcement of contracts.  
A) Common  
B) Criminal  
C) Civil  
D) Private  
E) Public  
Answer: C  
Skill: Understanding  
Reference: LO 2.1, pp. 32–33

3. Which of the following is NOT an example of the exercise of power?
- A) An interest group so large that government bureaucrats are forced to consider their concerns
  - B) A handful of corporate elites who pursue regulatory officials to steer public policy their way
  - C) The media shifting public opinion in favor of one candidate over another
  - D) Congress forcing the president to shift positions on Middle East policy
  - E) All of these provide examples of the exercise of power

Answer: E

Skill: Application

Reference: LO 2.1, pp. 32–33

4. A system of government in which members of the general public select agents to represent them in political decision making is known as a(n)
- A) direct democracy.
  - B) republic.
  - C) liberal democracy.
  - D) authoritarian regime.
  - E) constitutional regime.

Answer: B

Skill: Understanding

Reference: LO 2.2, pp. 34–35

5. A system of government in which leaders face few formal legal restrictions but are checked by noninstitutional forces such as political parties, religious groups, or business leaders is referred to as
- A) a constitutional monarchy.
  - B) an authoritarian regime.
  - C) a totalitarian regime.
  - D) a fascist regime.
  - E) a republic.

Answer: B

Skill: Understanding

Reference: LO 2.2, pp. 34–35

6. Which of the following is an example of pure democracy?
- A) Voting for elected officials
  - B) Congress impeaching the president
  - C) The Constitution limiting the power of the Congress
  - D) Participating in a town hall meeting
  - E) The courts declaring an act of Congress unconstitutional

Answer: D

Skill: Application

Reference: LO 2.2, pp. 34–35

7. The French and Indian War was fought by which two foreign powers against each other in North America?
- A) France and Spain
  - B) France and Great Britain
  - C) Spain and the Netherlands
  - D) Great Britain and the Netherlands
  - E) Great Britain and Spain

Answer: B

Skill: Understanding

Reference: LO 2.3, pp. 36–37

8. Which of the following colonial figures played a central role in leading the Sons of Liberty?
- A) Thomas Jefferson
  - B) John Jay
  - C) Samuel Adams
  - D) Benjamin Franklin
  - E) George Washington

Answer: C

Skill: Understanding

Reference: LO 2.3, pp. 36–37

9. The generation before the Great Squeeze, a time of “salutary neglect,” was a time when
- A) Parliament had tried out acts of strict trade enforcement, testing the waters for the Great Squeeze.
  - B) English investors resented the lax trade laws with the colonies.
  - C) Parliament and the local colonial governments embraced a time of “good feelings.”
  - D) Parliament led a policy of casual, loose enforcement of trade laws in the colonies.
  - E) English investors recorded record lows in profits.

Answer: D

Skill: Understanding

Reference: LO 2.3, pp. 36–37

10. Why did Parliament impose few taxes on the colonies prior to the Great Squeeze?
- A) Members of Parliament were hoping to curry the support of the colonists for their reelection campaigns.
  - B) Parliament was afraid any taxes would ferment rebellion in the colonies.
  - C) Parliament hoped that low taxes would stimulate economic growth in the colonies.
  - D) The British Empire was already profitable and did not need additional revenues from the colonies.
  - E) Parliament did exact huge taxes on the colonies even before the Great Squeeze.

Answer: C

Skill: Analysis

Reference: LO 2.3, pp. 36–37

11. The series of moves by the British Parliament that attempted to channel money back to the commercial class in Great Britain were known as the
- A) Commerce Clauses.
  - B) The Quartering Acts.
  - C) The Stamp Acts.
  - D) The Intolerable Acts.
  - E) The Acts for Trade.

Answer: E

Skill: Understanding

Reference: LO 2.4, pp. 38–43

12. The Intolerable Acts were strongly opposed by the colonists because they
- A) saw all taxes as an imposition on their liberty.
  - B) wanted independence from Britain.
  - C) felt their interests were not represented in the British Parliament.
  - D) wanted more funding for local development in the colonies.
  - E) believed they should not have to pay taxes because they were already serving the British Empire.

Answer: C

Skill: Analysis

Reference: LO 2.4, pp. 38–43

13. Written in 1690, \_\_\_\_\_'s *Two Treatises on Government* profoundly influenced the thinking of the founders.
- A) Adam Smith
  - B) Thomas Hobbes
  - C) Jean-Jacques Rousseau
  - D) John Locke
  - E) John Milton

Answer: D

Skill: Understanding

Reference: LO 2.4, pp. 38–43

14. At the time of the American Revolution, many Americans argued that the essence of self-governance was the ability to
- A) control taxes.
  - B) elect judges.
  - C) join the military.
  - D) make laws concerning religion.
  - E) enjoy freedom of speech and assembly.

Answer: A

Skill: Understanding

Reference: LO 2.4, pp. 38–43

15. Political change during the American Revolution focused on which pathway of action?
- A) Lobbying
  - B) Court-centered action
  - C) Grassroots mobilization
  - D) Elections
  - E) Cultural change

Answer: C

Skill: Application

Reference: LO 2.4, pp. 38–43

16. The Stamp Act Congress, called to protest the Stamp Act of 1765, produced which document immediately after the meeting ended?
- A) The Declaration of Rights and Grievances
  - B) The Complaints Against the Crown
  - C) The American Freedom Statement
  - D) The Declaration of Independence
  - E) The Charter Rights and Freedoms

Answer: A

Skill: Understanding

Reference: LO 2.4, pp. 38–43

17. *Common Sense*, an articulation of the case for American independence, was written by
- A) Thomas Paine.
  - B) Edmund Burke.
  - C) Edward Smith.
  - D) John Smith.
  - E) John Adams.

Answer: A

Skill: Understanding

Reference: LO 2.4, pp. 38–43

18. The main goal of the First Continental Congress was
- A) independence from Great Britain.
  - B) improving relations with Great Britain.
  - C) improving relations with the Native Americans.
  - D) establishing a new country in the Americas.
  - E) increasing the wealth of the colonies.

Answer: B

Skill: Analysis

Reference: LO 2.4, pp. 38–43

19. The first battle between American and British forces in the Revolutionary War occurred at

- A) Lexington.
- B) Concord.
- C) Bunker Hill.
- D) Charlestown.
- E) Gettysburg.

Answer: A

Skill: Understanding

Reference: LO 2.4, pp. 38–43

20. At the time of the Second Continental Congress,

- A) the majority of Americans supported independence.
- B) the majority of Americans opposed independence.
- C) Americans remained sharply divided on the question of independence.
- D) independence was a foregone conclusion.
- E) Britain had already declared a ceasefire in the Revolutionary War.

Answer: C

Skill: Understanding

Reference: LO 2.4, pp. 38–43

21. The First Continental Congress met for the first time in

- A) 1769.
- B) 1772.
- C) 1774.
- D) 1776.
- E) 1778.

Answer: C

Skill: Understanding

Reference: LO 2.4, pp. 38–43

22. The First Continental Congress included representatives from all of the colonies EXCEPT

- A) Georgia.
- B) Rhode Island.
- C) New Hampshire.
- D) Virginia.
- E) North Carolina.

Answer: A

Skill: Understanding

Reference: LO 2.4, pp. 38–43

23. In the Declaration of Independence, Jefferson presents a notion of individual rights granted by

- A) a monarch.
- B) the people themselves, directly.
- C) the people themselves, indirectly.
- D) the representatives of the people.
- E) God.

Answer: E

Skill: Understanding

Reference: LO 2.4, pp. 38–43

24. Who authored the famous phrase, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness”?

- A) John Locke
- B) Adam Smith
- C) Thomas Paine
- D) Thomas Jefferson
- E) Thomas Hobbes

Answer: D

Skill: Understanding

Reference: LO 2.4, pp. 38–43

25. The second sentence of the Declaration of Independence reads “That to secure these rights Governments are instituted among Men, deriving their just power from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government.” Which of the following concepts is illustrated by this passage?

- A) Social contract theory
- B) Natural rights
- C) Just law theory
- D) The state of nature
- E) Oligarchy

Answer: A

Skill: Application

Reference: LO 2.4, pp. 38–43

26. During the American Revolutionary War against the British, the Continental Army was headed by

- A) Benedict Arnold.
- B) Aaron Burr.
- C) George Washington.
- D) Alexander Hamilton.
- E) Benjamin Franklin.

Answer: C

Skill: Understanding.

Reference: LO 2.4, pp. 38–43

27. Americans in which state toppled a statue of King George and had it melted down to make 42,000 bullets for the revolution against Britain?

- A) Rhode Island
- B) New Hampshire
- C) New York
- D) New Jersey
- E) Massachusetts.

Answer: C

Skill: Understanding.

Reference: LO 2.4, pp. 38–43

28. The Declaration of Independence draws heavily in its understanding of the source of individual liberty from

- A) conservative political thought.
- B) divine law.
- C) social contract theory.
- D) common law traditions.
- E) Roman law traditions.

Answer: C

Skill: Application

Reference: LO 2.4, pp. 38–43

29. The Declaration of Independence was written to convince the

- A) British government to grant the colonies their independence,
- B) colonists to support the cause of liberty.
- C) French to support America's war against Britain.
- D) British government to treat the colonist with greater respect and equality.
- E) British people to support the colonists in their bid for independence.

Answer: B

Skill: Analysis

Reference: LO 2.4, pp. 38–43

30. In writing the Declaration of Independence, the founders were attempting to use the
- A) elections pathway.
  - B) court pathway.
  - C) lobbying pathway.
  - D) grassroots mobilization pathway.
  - E) cultural change pathway.

Answer: D

Skill: Application

Reference: LO 2.4, pp. 38–43

31. Which of the following was a power granted to the national government under the Articles of Confederation?
- A) Regulate commerce
  - B) Collect taxes
  - C) Establish courts
  - D) Establish a draft
  - E) Establish a national money system

Answer: C

Skill: Understanding

Reference: LO 2.5, pp. 44–45

32. Which of the following was NOT a reason for the failure of the Articles of Confederation?
- A) The national government set the tax rate too high.
  - B) The national government had no way to regulate interstate commerce.
  - C) The national government was not able to conduct foreign affairs.
  - D) The nation experienced an economic revival during the 1780s.
  - E) There was no effective national leadership.

Answer: A

Skill: Analysis

Reference: LO 2.5, pp. 44–45

33. Under the Articles of Confederation, the central government had the power to
- A) raise taxes.
  - B) raise an army.
  - C) borrow money.
  - D) regulate foreign trade.
  - E) form a national bank.

Answer: C

Skill: Understanding

Reference: LO 2.5, pp. 44–45

34. Shays's Rebellion was a response to
- A) taxation without representation.
  - B) slavery.
  - C) the unjust demands placed on the colonists by the British.
  - D) the lack of responsiveness on the part of a state government to the needs of its citizens.
  - E) the displacement of Native Americans by Europeans that settled in the original thirteen colonies.

Answer: D

Skill: Analysis

Reference: LO 2.5, pp. 44–45

35. What happened to those who participated in Shays's Rebellion?
- A) They were sentenced to death and executed.
  - B) They were sentenced to death but pardoned.
  - C) They were sentenced to hard labor.
  - D) They were charged but found not guilty by a jury of their peers.
  - E) They were never prosecuted.

Answer: B

Skill: Understanding

Reference: LO 2.5, pp. 44–45

36. In an effort to deal with the economic crisis of the 1780s, many state governments passed \_\_\_\_\_ laws, which postponed foreclosures.
- A) quit
  - B) eminent domain
  - C) property
  - D) stay
  - E) justice

Answer: D

Skill: Understanding

Reference: LO 2.5, pp. 44–45

37. Particularly after 1776, the ranks of the Continental Army were filled primarily with
- A) slaves hoping for freedom.
  - B) citizen soldiers convinced of the justice of their cause.
  - C) draftees and the poor.
  - D) German mercenaries.
  - E) French conscripts.

Answer: C

Skill: Understanding

Reference: LO 2.5, pp. 44–45

38. One of the main objectives of those who participated in the Constitutional Convention was to

- A) ensure the maximum degree of stability possible.
- B) ensure the maximum degree of liberty possible.
- C) balance liberty and stability.
- D) guarantee the protection of private property.
- E) weaken the power of the national government.

Answer: C

Skill: Analysis

Reference: LO 2.5, pp. 44–45

39. The Constitutional Convention met in May of \_\_\_\_\_ for the purpose of revising the Articles of Confederation.

- A) 1776.
- B) 1779.
- C) 1781.
- D) 1785.
- E) 1787.

Answer: E

Skill: Understanding

Reference: LO 2.6, pp. 46–49

40. At the Constitutional Convention, the New Jersey Plan was proposed by

- A) William Paterson
- B) James Madison.
- C) Edmund Randolph.
- D) Thomas Jefferson.
- E) Benjamin Franklin.

Answer: A

Skill: Understanding

Reference: LO 2.6, pp. 46–49

41. The New Jersey Plan

- A) proposed to outlaw slavery in the colonies.
- B) established a national income tax.
- C) prohibited a national income tax.
- D) provided for representation in the national legislature based on population.
- E) provided for equal representation of all states regardless of population in the legislature.

Answer: E

Skill: Understanding

Reference: LO 2.6, pp. 46–49

42. At the Constitutional Convention, the Virginia Plan was proposed by

- A) William Paterson
- B) James Madison.
- C) Edmund Randolph.
- D) Thomas Jefferson.
- E) Benjamin Franklin.

Answer: B

Skill: Understanding

Reference: LO 2.6, pp. 46–49

43. Which of the following was NOT a feature of the Virginia Plan at the Constitutional Convention?

- A) A multi-person executive council
- B) Life terms for judges appointed by the legislature
- C) A system whereby acts of the new national legislature would override state law
- D) A system of checks and balances
- E) A Council of Revision to review national and state laws

Answer: A

Skill: Understanding

Reference: LO 2.6, pp. 46–49

44. The Virginia Plan was supported primarily by

- A) large states.
- B) small states.
- C) agricultural states.
- D) industrial states.
- E) slave states.

Answer: A

Skill: Analysis

Reference: LO 2.6, pp. 46–49

45. The most significant difference(s) between the Virginia and New Jersey Plans centered on the

- A) distribution of seats in the national legislature.
- B) nature and composition of the national executive.
- C) relative balance of power between the national and state governments.
- D) distribution of seats, nature and composition of the national executive, and the power between the national and state governments.
- E) seats only in the national legislature and on the composition of the national executive.

Answer: D

Skill: Analysis

Reference: LO 2.6, pp. 46–49

46. The Great Compromise was presented to the Constitutional Convention by
- A) Benjamin Franklin.
  - B) John Jay.
  - C) George Washington.
  - D) Roger Sherman.
  - E) Thomas Jefferson.

Answer: D

Skill: Understanding

Reference: LO 2.6, pp. 46–49

47. One of the main debates at the Constitutional Convention centered on the nature of representation in the national legislature. What were the two competing approaches to representation in this debate?
- A) Direct democracy vs. representative democracy
  - B) State-based vs. citizen-based representation
  - C) Citizen-based vs. individual-based representation
  - D) Federal vs. unitary democracy
  - E) Citizenship-based vs. residency-based representation

Answer: B

Skill: Analysis

Reference: LO 2.6, pp. 46–49

48. The three-fifths compromise came about because delegates from
- A) three-fifths of the colonies argued for slaves to be included in population counts.
  - B) the northern colonies argued for the Senate to be based on population.
  - C) Georgia, Maryland, North Carolina, South Carolina, and Virginia argued for the legalization of slavery.
  - D) New York, Pennsylvania, and New Jersey argued that slaves should be included in population counts.
  - E) Georgia, Maryland, North Carolina, South Carolina, and Virginia argued that slaves should be included in population counts.

Answer: E

Skill: Understanding

Reference: LO 2.6, pp. 46–49

49. The three-fifths compromise

- A) guaranteed at least three votes to small states for every five votes large states had in Congress.
- B) reduced the tax imposed by the British on tea from five cents to three cents per pound.
- C) counted five slaves as three free persons for the purpose of representation in the Congress.
- D) guaranteed state governments at least three-fifths of all tax revenues raised by the federal government.
- E) required a three-fifths majority to ratify the proposed Constitution.

Answer: C

Skill: Understanding

Reference: LO 2.6, pp. 46–49

50. Article I, Section 9 of the Constitution prohibited Congress from

- A) ending the slave trade for 20 years.
- B) imposing a national income tax.
- C) overturning the decisions of the states.
- D) removing a sitting official from office.
- E) undermining the power of the president.

Answer: A

Skill: Understanding

Reference: LO 2.6, pp. 46–49

51. Article VI of the Constitution outlines what important principle in American government?

- A) Equality of citizenship
- B) Checks and balances
- C) Rights of citizenship
- D) The supremacy of the national government
- E) The process by which the Constitution could be amended

Answer: D

Skill: Understanding

Reference: LO 2.7, pp. 50–53

52. Which article of the Constitution deals with the executive branch?

- A) Article I
- B) Article II
- C) Article III
- D) Article IV
- E) Article V

Answer: B

Skill: Understanding

Reference: LO 2.7, pp. 50–53

53. Which article of the Constitution deals with the legislative branch?

- A) Article I
- B) Article II
- C) Article III
- D) Article IV
- E) Article V

Answer: A

Skill: Understanding

Reference: LO 2.7, pp. 50–53

54. Which of the following statements most accurately describes the respective roles of each branch of government?

- A) The executive creates the law, the legislature enforces the law, and the courts punish people who break the law.
- B) The courts create the law, the legislature interprets the law, and the executive enforces the law.
- C) The legislature makes the law, the executive carries the law into force, and the courts resolve disputes over the law.
- D) The legislature creates the law, the states enforce the law, and the courts interpret the law.
- E) The states create the law, the legislature interprets the law, and the courts enforce the law.

Answer: C

Skill: Application

Reference: LO 2.7, pp. 50–53

55. A system of government in which political power and functions are divided among different layers of government, such as the national government and the states, is referred to as a(n) \_\_\_\_\_ system.

- A) unitary
- B) confederal
- C) federal
- D) devolved unitary
- E) proportional representation

Answer: C

Skill: Understanding

Reference: LO 2.7, pp. 50–53

56. The powers explicitly granted to the national government by the U.S. Constitution are usually referred to as

- A) horizontal powers.
- B) relative powers.
- C) expressed powers.
- D) implied powers.
- E) distributive powers.

Answer: C

Skill: Understanding

Reference: LO 2.7, pp. 50–53

57. How many times has the Constitution been amended?

- A) 12 times
- B) 17 times
- C) 27 times
- D) 37 times
- E) 57 times

Answer: C

Skill: Understanding

Reference: LO 2.7, pp. 50–53

58. The Constitution can be amended by two-thirds vote in favor in both Houses of Congress and ratification by

- A) the president.
- B) three-quarters of the state legislatures.
- C) a simple majority of the population in a national referendum.
- D) a two-thirds majority of the population in a national referendum.
- E) the U.S. Supreme Court.

Answer: B

Skill: Analysis

Reference: LO 2.7, pp. 50–53

59. The Constitutional requirement that states accept and recognize the legal proceedings of other states is embodied in the

- A) distributional powers clause.
- B) full faith and credit clause.
- C) federal supremacy clause.
- D) privileges and immunities clause.
- E) justice clause.

Answer: B

Skill: Understanding

Reference: LO 2.7, pp. 50–53

60. Which of the following powers is an example of a power possessed by Congress that acts as a check on the courts?

- A) Paying judges' salaries
- B) Creating lower federal courts
- C) Investigating presidential actions
- D) Nominating judges for the courts
- E) Declaring laws unconstitutional

Answer: B

Skill: Application

Reference: LO 2.7, pp. 50–53

61. Which of the following powers is an example of a power possessed by the courts that acts as a check on the Congress?

- A) Declaring a law unconstitutional
- B) Creating lower federal courts
- C) Removing a sitting member of Congress
- D) Proposing constitutional amendments
- E) Nominating judges to the courts

Answer: A

Skill: Application

Reference: LO 2.7, pp. 50–53

62. The most well-known author of the Federalist Papers, responsible for writing *Federalist No. 10* and *Federalist No. 51*, was

- A) Benjamin Franklin.
- B) Alexander Hamilton.
- C) John Jay.
- D) James Madison.
- E) Thomas Jefferson.

Answer: D

Skill: Understanding

Reference: LO 2.8, pp. 54–57

63. In *Federalist No. 10*, it is argued that the problem of faction may be resolved through

- A) the courts.
- B) the large size of the republic.
- C) the legislature.
- D) the state governments.
- E) the executive branch.

Answer: B

Skill: Analysis

Reference: LO 2.8, pp. 54–57

64. The logic behind the sharing of powers and the essence of checks and balances is explained in *Federalist No.*

- A) 10.
- B) 23.
- C) 51.
- D) 78.
- E) 91.

Answer: C

Skill: Understanding

Reference: LO 2.8, pp. 54–57

65. The argument that “If men were angels no government would be necessary, but if angels were to govern men, neither external nor internal controls on government would be necessary” is used in *Federalist No. 51* to argue in favor of

- A) checks and balances.
- B) sovereignty.
- C) a national bank.
- D) political equality.
- E) Jefferson’s presidential election.

Answer: A

Skill: Analysis

Reference: LO 2.8, pp. 54–57

66. Madison’s most important break with traditional political theorists rests in his rejection of the assumption that

- A) pure democracy was impossible.
- B) people were necessarily self-interested.
- C) social inequality is inherently unjust.
- D) democracy was the most preferable form of government.
- E) virtuous people were necessary for a virtuous government.

Answer: E

Skill: Analysis

Reference: LO 2.8, pp. 54–57

67. The most visible disagreement between the Federalists and Anti-Federalists centered on the issue of

- A) who would be elected president.
- B) how long members of Congress would serve.
- C) how Supreme Court justices would be chosen.
- D) a strong federal government versus a federation of small homogeneous republics.
- E) the Constitutional amendment process.

Answer: D

Skill: Analysis

Reference: LO 2.8, pp. 54–57

68. In 1789, each member of the U.S. House of Representatives represented approximately \_\_\_\_\_ citizens; whereas today each member of the U.S. House of Representatives represents approximately \_\_\_\_\_ citizens.

- A) 10,000; 100,000
- B) 30,000; 650,000
- C) 50,000; 250,000
- D) 100,000; 1,000,000
- E) 1,000,000; 1,500,000

Answer: B

Skill: Understanding

Reference: LO 2.8, pp. 54–57

69. James Madison argued against a Bill of Rights because he believed that

- A) civil liberties were unnecessary.
- B) civil liberties were already protected in the Constitution and English common law.
- C) the new Constitution was imperfect and he wanted to see it defeated.
- D) specifying the liberties of citizens would necessarily limit those liberties.
- E) The liberties already afforded under the Constitution were sufficient.

Answer: D

Skill: Analysis

Reference: LO 2.8, pp. 54–57

70. Which of the following is NOT an argument advanced by the Anti-Federalists?

- A) The new government was too weak to effectively govern.
- B) A large government could not represent the interests of the average citizen.
- C) The size of each legislative district was too large.
- D) The president would necessarily accumulate power at the expense of the other branches of government.
- E) The Constitution did not provide adequate protection for individual liberty.

Answer: A

Skill: Analysis

Reference: LO 2.8, pp. 54–57

71. The Bill of Rights was ratified

- A) at the Constitutional Convention.
- B) immediately after they were proposed.
- C) more than a decade after the Constitution was ratified.
- D) in the early nineteenth century.
- E) after adoption of the Constitution.

Answer: E

Skill: Understanding

Reference: LO 2.8, pp. 54–57

72. Which two states rejected the Constitution in their initial ratification votes?

- A) Georgia and Delaware
- B) North Carolina and Rhode Island
- C) Connecticut and Maryland
- D) Virginia and New York
- E) New York and New Jersey

Answer: B

Skill: Understanding

Reference: LO 2.8, pp. 54–57

73. The Constitution was ratified by the necessary nine states in June of

- A) 1776.
- B) 1780.
- C) 1784.
- D) 1788.
- E) 1792.

Answer: D

Skill: Understanding

Reference: LO 2.8, pp. 54–57

74. The Twenty-Seventh Amendment to the Constitution

- A) limited the president to two terms in office, allowing for special circumstances.
- B) outlawed the selling of alcoholic beverages—Prohibition.
- C) prohibited congressional pay raises from taking effect until the following session.
- D) prohibited poll taxes, while extending suffrage to African Americans.
- E) granted citizenship to Native Americans.

Answer: C

Skill: Understanding

Reference: LO 2.8, pp. 54–57

75. As president, George Washington asked \_\_\_\_\_ to serve as the country's first Secretary of the Treasury.

- A) James Madison
- B) Thomas Jefferson
- C) James Monroe
- D) Aaron Burr
- E) Alexander Hamilton

Answer: E

Skill: Understanding

Reference: LO 2.8, pp. 54–57

76. In order to become the law of the land, the new Constitution required approval by
- A) a majority vote of the U.S. population.
  - B) the legislatures of all states.
  - C) the legislatures of 9 of the 13 states.
  - D) special ratification conventions in 9 of the 13 states.
  - E) special ratification conventions in all of the states.

Answer: D

Skill: Understanding

Reference: LO 2.8, pp. 54–57

77. The “Spirit of ’76” reflects a more
- A) conservative interpretation of the Revolution in which close ties to the British would continue to be maintained.
  - B) conservative interpretation of the Revolution in which the political and social elite would be allowed to rule free from undue oversight.
  - C) radical interpretation of the Revolution in which individual liberty, equality, and limited government applied to all peoples.
  - D) radical interpretation of the Revolution in which capitalism is overthrown.
  - E) radical interpretation of the Revolution in which the United States would become a French colony.

Answer: C

Skill: Analysis

Reference: LO 2.8, pp. 54–57

78. The election of 1800 was won by
- A) Thomas Jefferson.
  - B) John Adams.
  - C) George Washington.
  - D) James Madison.
  - E) John Quincy Adams.

Answer: A

Skill: Understanding

Reference: LO 2.8, pp. 54–57

79. The policies advanced by Alexander Hamilton, President George Washington’s Secretary of the Treasury, were criticized because they
- A) were too expensive.
  - B) favored the poor over the rich.
  - C) favored business over the poor.
  - D) made the United States too much like Europe.
  - E) unnecessarily entangled the United States in European politics.

Answer: C

Skill: Analysis

Reference: LO 2.8, pp. 54–57

80. Thomas Jefferson's party, the \_\_\_\_\_, was the distant precursor to today's Democratic Party.

- A) Federalists
- B) Democratic Republicans
- C) Whigs
- D) Peace and Freedom Party
- E) Social Order Party

Answer: B

Skill: Understanding

Reference: LO 2.8, pp. 54–57

81. Which of the following was a result of the election of 1800?

- A) It marked the first peaceful transition from the rule of one political party to the rule of another in the United States.
- B) It demonstrated the failure of Adam's efforts to curtail criticism of the new government.
- C) It signified that there would be no privileged class in American politics.
- D) Thomas Jefferson became president.
- E) All of these were outcomes of the election of 1800.

Answer: E

Skill: Analysis

Reference: LO 2.8, pp. 54–57

### True-False Questions

1. Criminal law generally deals with questions arising from property rights disputes and contract enforcement.

Answer: FALSE

Skill: Understanding

Reference: LO 2.1, pp. 32–33

2. Violations of civil law usually result in more severe punishments than violations of criminal law.

Answer: FALSE

Skill: Application

Reference: LO 2.1, pp. 32–33

3. Even though he owned hundreds of slaves, Thomas Jefferson's philosophy as expressed in the Declaration of Independence seemed philosophically opposed to the system of slavery.

Answer: TRUE

Skill: Understanding

Reference: LO 2.4, pp. 38–43

4. Politics is the process by which the character, membership, and actions of a government are realized.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.1, pp. 32–33
5. In a republic, all citizens make all decisions.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.2, pp. 34–35
6. Before 1920, the United States was a constitutional monarchy.  
Answer: FALSE  
Skill: Application  
Reference: LO 2.2, pp. 24–35
7. The United States is a direct democracy because we elect leaders to speak on our behalf.  
Answer: FALSE  
Skill: Application  
Reference: LO 2.2, pp. 34–35
8. The term “liberty” refers to the belief that individuals should be as free as possible from government interference in private actions.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.2, pp. 34–35
9. The term “oligarchy” refers to a system of government ruled by a small group.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.2, pp. 34–35
10. In a pluralist system, there are multiple centers of power vying for authority.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.2, pp. 34–35
11. When the Mayflower landed in New England, there was already a British colony established in Virginia.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.3, pp. 36–37

12. Only some of the Mayflower's voyagers can accurately be described as Pilgrims, because not all were coming to America to find religious freedom.  
Answer: TRUE  
Skill: Application  
Reference: LO 2.3, pp. 36–37
13. Every colony had its own colonial assembly.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.3, pp. 36–37
14. All of the passengers aboard the Mayflower were pilgrims seeking religious freedom in America.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.3, pp. 36–37
15. After the imposition of new taxes in the Great Squeeze, colonists in the New World were among the most heavily taxed citizens in the British Empire.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.3, pp. 36–37
16. Committees of correspondence were established in colonial America in order to encourage closer ties between Britain and the colonies.  
Answer: FALSE  
Skill: Application  
Reference: LO 2.3, pp. 36–37
17. Thomas Paine was an early leader of the Sons of Liberty.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.3, pp. 36–37
18. The Intolerable Acts were imposed on the colonies to punish them for the Boston Tea Party.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43
19. John Locke's political thought played a central role in the development of American political culture and institutions.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43

20. The Intolerable Acts were known as the Coercive Acts in Britain.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43
21. The battles at Lexington and Concord marked the start of the Revolutionary War.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43
22. The Declaration of Independence was written by Thomas Jefferson.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43
23. The Declaration of Independence builds on the assumption that individual rights are granted by the king but protected by the courts.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43
24. The Declaration of Independence draws heavily from the political thought of Thomas Hobbes and Adam Smith.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43
25. The Declaration of Independence can be read as an example of social contract theory.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43
26. According to the Declaration of Independence, individual rights are granted by governments.  
Answer: FALSE  
Skill: Application  
Reference: LO 2.4, pp. 38–43
27. Throughout the Revolutionary War, Washington's Continental Army enjoyed strong popular support among the people and was well-funded by the states.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43

28. Thomas Jefferson famously said that, “the tree of liberty must be refreshed from time to time with the blood of patriots and tyrants.”  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.4, pp. 38–43
29. The structure of government under the Articles of Confederation was largely a response to the colonists’ opposition to the centralized power of the British government.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.5, pp. 44–45
30. Under the Articles of Confederation, there was no executive branch of government.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.5, pp. 44–45
31. The only power conferred to the national government under the Articles of Confederation was the power to raise a military and conduct war.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.5, pp. 44–45
32. Shays’s Rebellion demonstrated the political instability of the early American democracy.  
Answer: TRUE  
Skill: Application  
Reference: LO 2.5, pp. 44–45
33. In writing the Constitution, the framers sought to balance the will of the common people against the will of government and business elites.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49
34. An alternative explanation for the Constitutional Convention advanced in the text argues that the economic interests of business owners played a central role in the decision to develop a new Constitution.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49

35. In an attempt to seize control of the country, John Adams unsuccessfully attempted to have himself named the presiding officer of the Constitutional Convention.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49
36. One of the main debates at the Constitutional Convention was the degree to which the new government would balance the competing demands for direct and representative democracy.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49
37. The Constitutional Convention was held in the city of Charleston, South Carolina.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49
38. Because he was serving as American Minister to France, Thomas Jefferson was not present at the Constitutional Convention.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49
39. Because the framers were concerned with transparency in government, the Constitutional Convention was open to public view.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49
40. The New Jersey plan granted the federal judiciary no power over state governments.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49
41. The New Jersey plan provided for equality of representations among the states in the national legislature.  
Answer: TRUE  
Skill: Analysis  
Reference: LO 2.6, pp. 46–49
42. Article I of the Constitution deals with the powers and composition of the federal judiciary.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.6, pp. 46–49

43. The founders believed the national government would play a limited role in government, centering on policy powers, commercial matters, foreign affairs and national security.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.7, pp. 50–53
44. The Constitution outlines a system of checks and balances intended to limit the power of the government.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.7, pp. 50–53
45. The U.S. Constitution has been amended 57 times, reflecting the relative ease of the process.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.7, pp. 50–53
46. Before the passage of the Seventeenth Amendment, U.S. Senators were nominated by the president and confirmed by the states.  
Answer: FALSE  
Skill: Application  
Reference: LO 2.7, pp. 50–53
47. The ideal form of government for the founders was one that would be responsive to public pressure but slow to change to popular demands.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.7, pp. 50–53
48. In the debate over ratification, the Federalists believed that a representative republic was possible and desirable.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.8, pp. 54–57
49. The debate over ratification centered on three sides: the Federalists, the anti-Federalists, and the localists.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.8, pp. 54–57
50. Thomas Jefferson was one of the lead authors of the *Federalist Papers*.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.8, pp. 54–57

51. The Anti-Federalists opposed the adoption of the new Constitution because they feared the new government would be too weak to govern effectively.  
Answer: FALSE  
Skill: Understanding  
Reference: LO 2.8, pp. 54–57
52. North Carolina and Rhode Island both initially rejected the new Constitution.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.8, pp. 54–57
53. The Twenty-Seventh Amendment was proposed by the Congress in 1789, but was not approved by the states until 1992.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.8, pp. 54–57
54. The election of 1800 was significant because it represented the first time political power was peacefully transferred from one political party to another political party in the United States.  
Answer: TRUE  
Skill: Understanding  
Reference: LO 2.8, pp. 54–57

### **Short Answer Questions**

1. It might be said that Congress has both power and authority, while bureaucracies have power but lack authority. What do power and authority mean in this context?  
Skill: Understanding  
Reference: LO 2.1, pp. 32–33
2. On what basis do you think American democracy can be judged to be legitimate or just?  
Skill: Evaluation  
Reference: LO 2.1, pp. 32–33
3. Explain how a republic and a representative democracy differ.  
Skill: Evaluation  
Reference: LO 2.2, pp. 34–35
4. What are the key differences between types of government? Include monarchies, oligarchies, republics, democracies, and authoritarian regimes.  
Skill: Analysis  
Reference: LO 2.2, pp. 34–35

5. Prior to the American Revolution, what were the most important institutions of American government? What pathways of action were open to American colonists?  
Skill: Analysis  
Reference: LO 2.3, pp. 36–37
6. Compare and contrast the American and British perspectives on the events leading up to the American Revolution.  
Skill: Evaluation  
Reference: LO 2.4, pp. 38–43
7. List four political philosophers examined in the text and explain their impact on the ideas expressed in the American Revolution and the founding of the United States.  
Skill: Evaluation  
Reference: LO 2.4, pp. 38–43
8. List and explain two specific ways in which John Locke’s political theory helped to shape American democracy.  
Skill: Analysis/Evaluation  
Reference: LO 2.4, pp. 38–43
9. What forms of grassroots mobilization were employed by the colonists between 1765 and 1776? How effective were they?  
Skill: Evaluation  
Reference: LO 2.4, pp. 38–43
10. Identify the three key developments that turned the tide of the revolution in favor of the Americans.  
Skill: Evaluation  
Reference: LO 2.4, pp. 38–43
11. The two photos on p. 41 of your text reflect the toppling of the statue of King George following the signing of the Declaration of Independence and the toppling of the statue of Saddam Hussein in Iraq in 2003. Compare and contrast the events surrounding two historical moments.  
Skill: Evaluation  
Reference: LO 2.4, pp. 38–43
12. Compare and contrast the powers afforded the national government under the Articles of Confederation and the new Constitution?  
Skill: Evaluation  
Reference: LO 2.5, pp. 44–45; LO 2.6, pp. 46–49
13. Describe two important weaknesses of the Articles of Confederation?  
Skill: Evaluation  
Reference: LO 2.5, pp. 44–45

14. List three ways in which the acts of the British parliament increased the level of distrust between the colonies and the British crown and facilitated the American Revolution.  
Skill: Analysis  
Reference: LO 2.4, pp. 38–43
15. Assess the implications of Shays's Rebellion on American democracy.  
Skill: Evaluation  
Reference: LO 2.5, pp. 44–45
16. How did issues of diversity shape the Constitutional Convention of 1787?  
Skill: Evaluation  
Reference: LO 2.6, pp. 46–49
17. Explain federalism and how it relates to the idea of checks and balances.  
Skill: Analysis  
Reference: LO 2.7, pp. 50–53
18. List at least one check each branch of government has on each other branch of government (see Figure 2.2 on p. 51 in your text).  
Skill: Understanding  
Reference: LO 2.7, pp. 50–53
19. Explain the two ways for amendments to be proposed and two ways that amendments may be ratified.  
Skill: Understanding  
Reference: LO 2.7, pp. 50–53
20. Compare and contrast the federalist and anti-federalist understandings of the relationship between order and liberty.  
Skill: Evaluation  
Reference: LO 2.8, pp. 54–57
21. Explain the issues at stake in the political cartoon (see illustration on p. 56 in your text) concerning the election of 1800.  
Skill: Application  
Reference: LO 2.8, pp. 54–57
22. What was the Second Revolution and why was it important?  
Skill: Analysis  
Reference: LO 2.8, pp. 54–57

## Essay Questions

1. Compare and contrast a direct or pure democracy with a representative democracy in terms of who is allowed to participate and how decisions are reached.  
Skill: Evaluation  
Reference: LO 2.2, pp. 34–35
2. Explain the drive for American independence from Britain based on both ideological and financial motives. Which explanation (financial or ideological) do you find more convincing? Why?  
Skill: Evaluation  
Reference: LO 2.4, pp. 38–43
3. Assess the impact of the ideas of John Locke on Thomas Jefferson’s vision of the relationship between people and government. Be sure you use specific examples in your answer.  
Skill: Evaluation  
Reference: LO 2.4, pp. 38–43
4. What do the Articles of Confederation tell us about the views held by the members of the Continental Congress regarding the “will of the people”? Why was protecting state sovereignty so important to them?  
Skill: Analysis  
Reference: LO 2.5, pp. 44–45
5. Compare and contrast the two theories analyzing Shays’s Rebellion and its impact on the Constitution. Which do you find more convincing? Why?  
Skill: Evaluation  
Reference: LO 2.5, pp. 44–45
6. In your opinion, why has reverence for the Constitution become such an important element in our shared political culture? What are the key strengths of this document? What are some of its main weaknesses?  
Skill: Application/Evaluation  
Reference: LO 2.6, pp. 46–49
7. One of the great ironies of the American Revolution was the maintenance of a system of slavery alongside calls for liberty and equality. Discuss this tension, explaining how the drafters of the Declaration of Independence and the Constitution dealt with it.  
Skill: Application  
Reference: LO 2.1, pp. 32–33; LO 2.6, pp. 46–49
8. Define, discuss, and evaluate the system of representative republicanism created in the Constitution.  
Skill: Evaluation  
Reference: LO 2.7, pp. 50–53

9. Do you believe that the system of checks and balances created in the Constitution favors one branch over another? Explain your position.

Skill: Evaluation

Reference: LO 2.7, pp. 50–53

10. Utilizing the figure below, assess the difficulties associated with ratification of the U.S. Constitution. What difficulties did supporters of the Constitution face? How were they ultimately able to overcome the challenges they faced?



SOURCE: John Mack Faragher, Daniel Czitrom, Mari Jo Buhle, Susan H. Armitage, *Out of Many: A History of the American People*, combined 5th ed. (Chs. 1-31), © 2006. Electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, NJ.

Skill: Evaluation

Reference: LO 2.8, pp. 54–57

11. Compare and contrast the position of the Federalist and the Anti-Federalists in the debate over ratification. Which do you find more convincing? Why?

Skill: Evaluation

Reference: LO 2.8, pp. 54–57

