

Table of Contents

How to Use This Test Bank viii

Chapter 1	Democracy and American Politics.....	1
	❑ Multiple-Choice Questions	1
	❑ True-False Questions	10
	❑ Fill-in-the-Blank Questions	12
	❑ Short Answer Questions	13
	❑ Essay Questions	15
Chapter 2	The Constitution.....	18
	❑ Multiple-Choice Questions	19
	❑ True-False Questions	38
	❑ Fill-in-the-Blank Questions	42
	❑ Short Answer Questions	45
	❑ Essay Questions	50
Chapter 3	Federalism: States and Nation.....	52
	❑ Multiple-Choice Questions	53
	❑ True-False Questions	73
	❑ Fill-in-the-Blank Questions	77
	❑ Short Answer Questions	79
	❑ Essay Questions	84
Chapter 4	The Structural Foundations of American Government and Politics.....	86
	❑ Multiple-Choice Questions	87
	❑ True-False Questions	107
	❑ Fill-in-the-Blank Questions	110
	❑ Short Answer Questions	113
	❑ Essay Questions	119
Chapter 5	Public Opinion.....	122
	❑ Multiple-Choice Questions	123

- ❑ True-False Questions 145
- ❑ Fill-in-the-Blank Questions 148
- ❑ Short Answer Questions 151
- ❑ Essay Questions 156

Chapter 6 The News Media.....158

- ❑ Multiple-Choice Questions 159
- ❑ True-False Questions 179
- ❑ Fill-in-the-Blank Questions 182
- ❑ Short Answer Questions 186
- ❑ Essay Questions 191

Chapter 7 Interest Groups and Business Organizations.....193

- ❑ Multiple-Choice Questions 194
- ❑ True-False Questions 215
- ❑ Fill-in-the-Blank Questions 218
- ❑ Short Answer Questions 221
- ❑ Essay Questions 227

Chapter 8 Social Movements.....229

- ❑ Multiple-Choice Questions 230
- ❑ True-False Questions 250
- ❑ Fill-in-the-Blank Questions 253
- ❑ Short Answer Questions 256
- ❑ Essay Questions 262

Chapter 9 Political Parties.....265

- ❑ Multiple-Choice Questions 266
- ❑ True-False Questions 287
- ❑ Fill-in-the-Blank Questions 290
- ❑ Short Answer Questions 293
- ❑ Essay Questions 300

Chapter 10 Voting, Campaigns, and Elections.....303

- ❑ Multiple-Choice Questions 304

	❑ True-False Questions 324 ❑ Fill-in-the-Blank Questions 327 ❑ Short Answer Questions 330 ❑ Essay Questions 334
Chapter 11	Congress.....338
	❑ Multiple-Choice Questions 339 ❑ True-False Questions 359 ❑ Fill-in-the-Blank Questions 362 ❑ Short Answer Questions 365 ❑ Essay Questions 374
Chapter 12	The Presidency.....376
	❑ Multiple-Choice Questions 377 ❑ True-False Questions 398 ❑ Fill-in-the-Blank Questions 401 ❑ Short Answer Questions 404 ❑ Essay Questions 410
Chapter 13	The Executive Branch.....412
	❑ Multiple-Choice Questions 413 ❑ True-False Questions 433 ❑ Fill-in-the-Blank Questions 436 ❑ Short Answer Questions 439 ❑ Essay Questions 445
Chapter 14	The Courts.....447
	❑ Multiple-Choice Questions 448 ❑ True-False Questions 467 ❑ Fill-in-the-Blank Questions 470 ❑ Short Answer Questions 473 ❑ Essay Questions 479
Chapter 15	Civil Liberties: The Struggle for Freedom.....481
	❑ Multiple-Choice Questions 482

- ❑ True-False Questions 501
- ❑ Fill-in-the-Blank Questions 505
- ❑ Short Answer Questions 508
- ❑ Essay Questions 512

Chapter 16 Civil Rights: The Struggle for Political Equality.....514

- ❑ Multiple-Choice Questions 515
- ❑ True-False Questions 536
- ❑ Fill-in-the-Blank Questions 539
- ❑ Short Answer Questions 543
- ❑ Essay Questions 549

Chapter 17 Domestic Policies.....553

- ❑ Multiple-Choice Questions 554
- ❑ True-False Questions 574
- ❑ Fill-in-the-Blank Questions 577
- ❑ Short Answer Questions 580
- ❑ Essay Questions 586

Chapter 18 Foreign Policy and National Defense.....589

- ❑ Multiple-Choice Questions 590
- ❑ True-False Questions 612
- ❑ Fill-in-the-Blank Questions 615
- ❑ Short Answer Questions 618
- ❑ Essay Question 625

How to Use This Test Bank

□ Overview

This test bank for *The Struggle for Democracy* will help you assess a wide range of skill levels. It also measures this book's learning objectives using multiple-choice, true/false, fill-in-the-blank, short answer, and essay questions. Finally, this test bank is available in multiple formats to facilitate deployment in a variety of instructional contexts.

□ Skill Levels

This test bank utilizes four skill levels based on Blooms' taxonomy. Instructors can choose questions based on skill level if they wish to assess a variety of critical thinking skills. The four skill levels and their differences are reflected in the table below.

Skill Level	Explanation
Remember the Facts	This level is focused on the most basic understanding of the content. These questions are aimed at helping students to learn and remember the basic facts of American Government. These questions encourage students to define, duplicate, list, memorize, recall, repeat, reproduce, and state.
Understand the Concepts	This level emphasizes more than basic factual recall, and focuses on getting students to understand the concepts, as well as connections between concepts, policies, and current events. These questions encourage students to classify, identify, locate, recognize, report, select, translate, and paraphrase.
Apply What You Know	This level will focus on covering major applications in the textbook, but also to introduce new applications of the core concepts. These questions encourage students to choose, demonstrate, employ, illustrate, interpret, schedule, solve, and use.
Analyze It	This level will test student ability to analyze by deconstructing concepts and recognizing differences, similarities, and patterns. These questions encourage students to appraise, compare, contrast, differentiate, discriminate, distinguish, examine, experiment, and question.

▣ Question Types

Multiple-Choice Questions: Each chapter comes with 60 multiple-choice questions testing every material from every A-head. Questions cover all skill levels.

True/False Questions: Every chapter comes with 15 true-false questions that cover Remember the Facts, Understand the Concepts, and Apply What You Know skill levels.

Fill-in-the-Blank Questions: Each chapter comes with 15 fill-in-the-blank questions that cover Remember the Facts, Understand the Concepts, and Apply What You Know skill levels.

Short Answer Questions: Each chapter comes with 10 short answer questions which cover the Understand the Concepts, Apply What You Know, and Analyze It skill levels. Each question comes with an ideal answer to help you with grading.

Essay Questions: Every chapter comes with 5 essay questions which cover the Understand the Concepts, Apply What You Know, and Analyze It skill levels. Each question comes with an ideal answer to help you with grading.

▣ Available Formats

Word: This test bank is available for download as a Word document on www.pearsonhighered.com. After signing up for an instructor account on the website, log in and search by the book ISBN, book title, or author last name. Under the resources tab for the book, download either the individual Word test bank chapters or the full Word test bank.

MyTest: This test bank is also available in Pearson MyTest. This powerful assessment generation program includes all of the questions in the test bank, which you can edit with “drag-and-drop” and simple Word-like controls. You can also sort questions by learning objective and difficulty level to help you quickly build your test. If you would like, you can also create and store your own questions. When you have finished creating your test, it can be saved online and easily printed out for classroom use.

To access the MyTest, please visit www.pearsonmytest.com and register for instructor access. Once your account has been created, log in and search by book ISBN, book title, or author last name. After locating MyTest, hit “Select Testbank” to create your copy of the MyTest.

Blackboard: Do you use Blackboard? This test bank can be directly integrated into your learning management system. A Blackboard version of this test bank is available for download on www.pearsonhighered.com. Follow the same directions for downloading the Word version.

WebCT: Do you use WebCT? This test bank can be directly integrated into your learning management system. A WebCT version of this test bank is available for download on www.pearsonhighered.com. Follow the same directions for downloading the Word version.

Respondus: Do you use a learning management system like Angel, Desire2Learn, eCollege, Canvas, Moodle, or IMS QTI? To get a test bank that is compatible with these systems, use the Respondus 4.0 application. With the Respondus application, you can download a Respondus test bank that will work with one of these learning management systems. Search for this test bank by book title or author's last name on www.respondus.com/products/testbank/search.php. Once downloaded, you can ask your institution for assistance on uploading it to your learning management system.

▣ Using the Test Bank with Other Pearson Resources

MyPoliSciLab. MyPoliSciLab is an online homework, tutorial, and assessment product; it provides book-specific assessment that is *different* from the assessment in this test bank

You can also assign the MyTest version of this test bank to your students through MyPoliSciLab. Once logged in to MyPoliSciLab, please follow the following steps:

1. Display **MyTest** Folder in Course Materials Library. Select the option on the Preferences > **MyTest** page.
2. Click Course Materials > Add from Library.
3. From the Course Materials Library on the left, click to open the **My Tests Folder**.
4. Select the tests you want to use in your course. Note that you can add an entire folder or open the folder to add assets within a folder.
5. To add the items to an existing folder on the right, open the folder. To add items without specifying a folder, skip this step. If you want, you can cut and paste items into a folder later.
6. To add items after a specific item, select the item on the right. > Click **Add**.
7. The item is copied from the library on the left to your course materials on the right. The item is added as the last item. If **Hidden** displays below an item it means students cannot view the item. Only items that are **Shown** are visible to students.
8. **Note:** If the edit the test on the **Course Materials** pages, the test will no longer be displayed on the **MyTest** page. The behavior mode of the edited activity is basic/random.

1

Democracy and American Politics

▣ Multiple-Choice Questions

1. What is the central idea of democracy?
 - a. Minorities have the full power of decision making over all matters that affect them.
 - b. Rule by the majority must prevail, even if majority tyranny is the result.
 - c. Ordinary people want to rule themselves and are capable of doing so.
 - d. Policy is determined by tyranny of the majority.
 - e. Majority rule violates minority rights.

Answer: c

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

2. Rule by the people that is exercised in open assemblies is synonymous with which of the following?
 - a. the Framers' view of democracy
 - b. modern democracy
 - c. indirect democracy
 - d. the ancient Greeks' view of democracy

e. representative democracy

Answer: d

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

3. Which of the following is true according to the principle of popular sovereignty?

- a. Power should be exercised by an educated elite.
- b. The ultimate source of authority rests with the people.
- c. A democratic system is based on the concept of material equality.
- d. Majority rule is unacceptable because it leads to tyranny.
- e. Minority rule trumps majority power in close elections.

Answer: b

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

4. What does political equality mean?

- a. Each person carries the same weight in voting and other political decision making.
- b. The opinions and preferences of citizens are combined into a binding decision through the principle of majority rule.
- c. Protection will be provided for basic freedoms essential to the formation and expression of the popular will and its translation into policy.
- d. The will of the majority is not to be the ultimate determinant of what government does.
- e. Each person should have the same opportunities to succeed in society.

Answer: a

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

5. Civil rights are a combination of which of the following?

- a. popularity sovereignty and majority rule
- b. equal treatment and majority rule
- c. political equality and equal treatment

- d. majority rule and political liberty
- e. civil liberties and equality

Answer: c

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

6. Which of the following refers to basic freedoms essential to the formation and expression of majority opinion and its translation into public policies?
- a. tyranny of the majority
 - b. majority rules
 - c. political equality
 - d. popular sovereignty
 - e. political liberty

Answer: e

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

7. Under which circumstance is political equality violated?
- a. if citizens are free to argue and debate
 - b. if citizens are free to form and express their political opinions
 - c. if some people can speak out but others cannot
 - d. if the voice of the people is welcomed
 - e. if people are encouraged to participate in politics

Answer: c

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

8. The suppression of the rights and liberties of a minority by the majority is which of the following?
- a. majority tyranny
 - b. liberal democracy

- c. representative democracy
- d. self-government
- e. social contract

Answer: a

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

9. According to Figure 1.1, *The Analytical Framework*, which of the following is a political linkage factor?
- a. constitutional rules
 - b. Congress
 - c. political parties
 - d. waging war
 - e. making laws

Answer: c

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Works

Learning Objective: Greenberg L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

10. The framework presented in this chapter to understand American politics is a set of interrelated actors and influences that operate in which of the following interconnected realms?
- a. institutions, interests, and citizens
 - b. the media, the courts, and the internecine political institutions
 - c. composition, opposition, and despotism
 - d. structural, political linkages, and governmental sectors
 - e. skill, fortune, and opportunity

Answer: d

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Works

Learning Objective: Greenberg L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

11. What did Jim Crow laws represent?

- a. the official system of integration in the South
- b. the voter registration system in the South that frequently disenfranchised blacks
- c. the official system of segregation in the South
- d. the official social contract used in the South
- e. the institution of slavery

Answer: c

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Works

Learning Objective: Greenberg L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

12. According to Figure 1.1, *The Analytical Framework*, which of the following would be considered government factors?

- a. what government does
- b. Congress, the president, the federal bureaucracy, and the Supreme Court
- c. those enduring features of American life that influence which issues are important
- d. using democracy as an evaluative standard without using values or opinions
- e. all political actors, institutions, and processes that transmit the wants and demands of people and groups in our society to government officials

Answer: b

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Works

Learning Objective: Greenberg L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

13. Political actors, institutions, and processes that transmit the demands of the people are known as which of the following?

- a. political linkage factors
- b. government actions
- c. tyrannical abuses of power
- d. media-driven social anxiety
- e. government factors

Answer: a

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Works

Learning Objective: Greenberg L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

14. According to Figure 1.1, *The Analytical Framework*, which of the following is an example of a political linkage-level actor or influence?

- a. Congress
- b. the Constitution
- c. waging war
- d. interest groups
- e. lawmaking

Answer: d

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Works

Learning Objective: Greenberg L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

15. What constitutes government action?

- a. public officials that have formal, legal responsibility in making policy
- b. political actors that do not hold official public office
- c. institutions that transmit preferences to elected officials
- d. what issues become important in politics and government
- e. what government does

Answer: e

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Works

Learning Objective: Greenberg L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

16. Political linkages are particularly suited to which of the following?

- a. communicating the most fundamental and enduring factors that influence politics
- b. transmitting the desires of people to representatives in government
- c. overseeing the policymaking activities of Congress and the presidency
- d. acting on behalf of the government
- e. influencing the distribution of income and wealth in society

Answer: b

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Works

Learning Objective: Greenberg L.O. 1.2

Skill Level: Understand the Concepts

Topic: Introduction to American Government

17. Which of the following serves as an indicator of a mostly anti-government moment in American history?
- a. Franklin Roosevelt's New Deal
 - b. the "Occupy Wall Street" movement
 - c. the focus of Congress and President Obama in 2011 and 2012 on the problem of budget deficits
 - d. FEMA's response to Hurricane Katrina
 - e. September 11, 2001

Answer: c

Page Reference: p. 21

A-head: Does Government Work?

Learning Objective: Greenberg L.O. 1.3

Skill Level: Understand the Concepts

Topic: Introduction to American Government

18. Which of the following democracies would most likely be favored by Aristotle, Jefferson, Rousseau, and Dahl?
- a. a democracy with a large difference between the rich and the poor
 - b. a democracy with a large and educated ruling class where political power is concentrated
 - c. a democracy with a small difference between the rich and the poor
 - d. a democracy with a large and educated ruling class where economic power is concentrated
 - e. a democracy with a small and educated ruling class where political and economic power is concentrated

Answer: c

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

19. Freedom of speech, religion, association, and the press are examples of which of the following?
- a. civil rights
 - b. state mandates
 - c. nonexclusionary rights
 - d. political liberties
 - e. absolute equalities

Answer: d

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

20. With regard to the 1965 Voting Rights Act, which of the following is best classified as a political linkage factor?
- a. the growing electoral power of African Americans outside the South
 - b. the Supreme Court, which was becoming increasingly supportive of civil rights
 - c. the rules established by the Constitution
 - d. President Johnson and his support of civil rights
 - e. Jim Crow laws

Answer: a

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Works

Learning Objective: Greenberg L.O. 1.2

Skill Level: Apply What You Know

Topic: Introduction to American Government

21. Representative democracy best describes government in which of the following?
- a. ancient Greece
 - b. eighteenth-century Europe
 - c. the United States
 - d. North Korea
 - e. New England town hall meetings

Answer: c

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

22. Which of the following would be considered a free election?
- a. one in which voters directly select policy
 - b. one in which each major party has a viable candidate
 - c. one in which election rules favor the incumbent party
 - d. one in which the costs of the campaign were paid for with public funds
 - e. one in which there is no coercion of voters or election officials

Answer: e

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

23. Some people claim that the media increasingly peddles ideologically biased political news. If this is true, which of the following necessary conditions for popular sovereignty is jeopardized?
- a. that government policies reflect the wishes of the people
 - b. that government leaders are selected in competitive elections
 - c. that elections are free and fair
 - d. that high-quality information is available
 - e. that the majority rules

Answer: d

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Analyze It

Topic: Introduction to American Government

24. Why do some political thinkers believe that democracy is superior to other forms of government?
- a. because it encourages dreams that can never be achieved
 - b. because it is incapable of promoting progress on important decisions
 - c. because it protects human rights
 - d. because it is found only in the United States
 - e. because it subverts the views of the masses

Answer: c

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Analyze It

Topic: Introduction to American Government

25. After the 2008 presidential election, the news media frequently presented standard geographic maps of the United States that were intended to summarize the election results. These maps typically had states won by Barack Obama colored blue, while states won by John McCain were colored red. What might be a misleading factor observed on the standard maps?
- a. The maps overemphasize the partisan divide in the United States.

- b. The maps do not take into account population density within each state.
- c. The maps exaggerate the diversity of voters within each state.
- d. The maps make appropriate adjustments for the size of a state's population
- e. The maps emphasize people over geographical space.

Answer: b

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Analyze It

Topic: Introduction to American Government

26. Why is participation in the political process an important condition of popular sovereignty?
- a. Participation conveys the will of the people.
 - b. Participation prevents leaders from being responsible to the public.
 - c. Participation helps to ensure that the public is well-informed about policy issues.
 - d. Participation protects the public from overly responsive political leaders.
 - e. Participation overcomes political apathy and political efficacy.

Answer: a

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Analyze It

Topic: Introduction to American Government

27. Why is it important for democratic citizens to have high-quality information?
- a. High-quality information ensures that public opinion will coalesce around public policy solutions that are agreeable to most Americans.
 - b. High-quality information is a prerequisite for voting in most states.
 - c. Political leaders respond only to informed public opinion, and the public cannot be informed without high-quality information.
 - d. High-quality information enables the formation of political opinions that are consistent with one's values and interests.
 - e. The media relies on high-quality information to keep politicians honest.

Answer: d

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Analyze It

Topic: Introduction to American Government

28. Why is direct democracy untenable in the United States?
- a. It exudes socialism.
 - b. It yields inferior policy results.
 - c. The U.S. population is too heavily concentrated on the East Coast.
 - d. The U.S. population is too homogeneous.
 - e. The U.S. population is too large.

Answer: e

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Analyze It

Topic: Introduction to American Government

True-False Questions

29. It is safe to say that most people do not want to live in places where there is no government to speak of at all.

Answer: TRUE

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

30. Most people around the world prefer to be governed by benevolent military regimes.

Answer: FALSE

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

31. A monarchy includes rule by the one.

Answer: TRUE

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

32. To the ancient Greeks, democracy meant rule by the common people exercised *directly* in open assemblies.

Answer: TRUE

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Understand the Concepts

Topic: Introduction to American Government

33. Some political commentators argue that the participatory aspects of direct democracy are not worth preserving as an ideal.

Answer: FALSE

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Understand the Concepts

Topic: Introduction to American Government

34. After the September 11, 2001, terrorist attacks, some Muslim Americans became targets of popular hostility. This is an example of majority tyranny.

Answer: TRUE

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

■ Fill-in-the-Blank Questions

35. If _____ are to be useful as a way to keep government leaders responsive and responsible, they must be conducted in a fashion that is free and fair.

Answer: elections

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

36. The form of political decision making in which policies are decided on the basis of what a majority of the people want is known as _____.

Answer: majority rule

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

37. The most obvious sign of popular sovereignty is the existence of a close correspondence between what _____ does and what the people want it to do.

Answer: government

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Remember the Facts

Topic: Introduction to American Government

38. Taken together, political equality and equal treatment are sometimes called _____.

Answer: civil rights

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Understand the Concepts

Topic: Introduction to American Government

39. Philosopher John Locke thought that individual rights and liberties were so fundamental to the good society that their preservation was the central responsibility of any legitimate government and that their protection was the very reason people agreed to enter into a _____ to form government in the first place.

Answer: social contract

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Understand the Concepts

Topic: Introduction to American Government

40. Essential political liberties including the freedoms of speech, of conscience and religion, of the press, and of assembly and association are embodied in the _____ Amendment to the U.S. Constitution.

Answer: First

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

■ Short Answer Questions

41. Describe the central idea of democracy. What elements account for this idea's widespread popularity around the world?

Answer: An ideal response will:

1. Identify the central idea of democracy as that people want and are capable of ruling themselves.
2. Discuss how democracy's widespread popularity can be explained by its protection of human rights and recognition of intrinsic worth of human beings and equality. Democracy is also most likely to produce rational policies because of the pooled knowledge of society. Others note that democracies are more stable than other forms of government, that democracies are more likely to promote economic growth, and that democracies best allow free people to develop their natural talents.

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Understand the Concepts

Topic: Introduction to American Government

42. What are the three fundamental benchmarks of a healthy representative democracy? Provide a supporting element of each benchmark.

Answer: An ideal response will:

1. Identify popular sovereignty, whereby the people are the ultimate source of government's authority. This involves leaders being elected in competitive elections that are free and fair, people participating in the political process, availability of high-quality information, majority rule, policies that reflect the will of the people, and effective government policies.
2. List political equality, which might include examples such as the 14th amendment and civil rights.
3. Describe political liberty, which involves basic freedoms such as free speech, association, and conscience that are necessary for the formation and expression of majority opinion and how this affects public policies.

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Understand the Concepts

Topic: Introduction to American Government

43. How does majority tyranny threaten political liberty? What is a recent example?

Answer: An ideal response will:

1. Discuss how the majority has the potential to tyrannize the rights of the minority. This was a concern of James Madison and other Founders.
2. Provide a recent example, such as Americans being hostile towards Muslims after 9/11 or the disapproval of immigrants by Americans who believe these individuals are taking away jobs.

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

44. In what type of situation would you recommend direct democracy over representative democracy? Why? Give an example.

Answer: An ideal response will:

1. Note that direct democracy requires that people are able to meet regularly to discuss issues.
2. Discuss how direct democracy may be more appropriate in small communities, areas such as New England towns where participation is encouraged, and schools and local communities. It is more likely that these citizens can meet regularly, and also be reasonably informed on issues.

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

45. Are the low levels of voter turnout in American elections an indication that popular sovereignty does not really exist in the United States? Why or why not?

Answer: An ideal response will:

1. Indicate that the idea behind popular sovereignty is that the power resides with the people.
2. Explain how low levels of turnout undermine popular sovereignty because many people do not vote. Accordingly, power may be in the hands of the few, rather than the many.

3. Discuss how despite these limitations, other forms of participation—joining groups, working on campaigns, participating in protests—might increase popular sovereignty.

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Analyze It

Topic: Introduction to American Government

46. In the text’s “Using the Framework” feature, which political linkage do you think proved most influential in overcoming Southern resistance to political participation by African Americans before the Voting Rights Act of 1965? Why?

Answer: An ideal response will:

1. List the political linkages such as the votes of African Americans in states outside the South, civil rights demonstrations, changes in public opinion and a sympathetic mass media, and unions and businesses favoring voting rights legislation.
2. Indicate which linkage was likely most important. For example, changing public opinion was critical in overcoming resistance to the civil rights movement. Also critical was the moral power of the movement and leaders like Martin Luther King.

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Work

Learning Objective: Greenberg L.O. 1.2

Skill Level: Analyze It

Topic: Introduction to American Government

■ Essay Questions

47. Describe the extent to which citizens are the ultimate source of government authority in the United States by explaining the seven conditions related to popular sovereignty.

Answer: An ideal response will:

1. Note that popular sovereignty refers to the notion that the people are the ultimate source of government authority. This results in policies that reflect the wants of the people.
2. Detail that government leaders should be selected in competitive elections where politicians and challengers face the voters.
3. Explain that elections should be free and fair; there should be no coercion and the rules should not favor some candidates over others.

4. Indicate how people can participate in the political process. This could involve voting, contacting public officials, or joining associations.
5. Observe that the availability of high-quality information is needed for people to form authentic and rational attitudes about public policies and political leaders.
6. Reveal that the majority should rule, whereby government adopts policies that most people want.
7. Indicate that government policies should reflect the wishes of the people.
8. Explain that government policies should be effective. That is, they should adequately address problems.

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Understand the Concepts

Topic: Introduction to American Government

48. If you were to debate critics of liberal democracy, how would you respond to their most common criticisms?

Answer: An ideal response will:

1. Note that critics of liberal democracy argue that the majority can threaten liberty, that the people are irrational and incompetent, and that majoritarian democracy threatens minorities.
2. Indicate that despite these concerns, liberal democracies are better than alternatives.
3. Provide a response to each of the contentions of critics. For example, while critics note that the majority can threaten the liberty of the minority, the alternative is minority tyranny, which would mean that the minority tyrannizes over the majority. Moreover, there is limited evidence that the majority consistently tyrannizes over the minority. Alternatives to liberal democracies would not protect minorities to a greater extent.
4. Discuss how despite claims that the people are irrational and incompetent, there is evidence that the public is more informed, sophisticated, and stable than has been asserted.

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

49. In your opinion, is representative democracy or direct democracy preferable? Based on your answers, what changes would you make to the American political system?

Answer: An ideal response will:

1. Distinguish between representative and direct democracies. In a representative democracy, the people select leaders who make policies, whereas in a direct democracy, the people meet to discuss issues of the day and to make policy.
2. Argue the advantages of the chosen democracy. For example, if arguing that representative democracy is preferable, the answer would note that direct democracy is not feasible in a largely populated country. Further, if citizens are not well-informed and participation rates are low, this will undermine popular sovereignty that direct democracy espouses to promote. If arguing in favor of direct democracy, the answer should discuss how this form of democracy increases popular sovereignty because it allows the people to discuss and decide on issues.
3. Describe how the American political system might benefit from encouraging direct democracy at the state or local level, but representative democracy is preferable nationally.

Page Reference: pp. 5–17

A-head: Democracy

Learning Objective: Greenberg L.O. 1.1

Skill Level: Apply What You Know

Topic: Introduction to American Government

50. Examine the government’s response to the BP Gulf oil spill using the analytical framework provided in your textbook.

Answer: An ideal response will:

1. Discuss the structural framework as it applies to the BP Gulf oil spill. For example, the public may have shifted from concerns over cheap oil to concerns about the environment or the economic impact of the spill to businesses affected by the spill. On the other hand, the spill affected conservative states that may have had greater concern for economic issues than environmental protection.
2. Describe the political linkage framework as it applies to the BP Gulf oil spill. The public, environmental interests, the oil and gas industry, and the media all played prominent roles during the spill and afterwards. For example, the issue received an enormous amount of coverage in the media.
3. Explain the government framework as it applies to the BP Gulf oil spill. Congress, the president, and the courts all had important roles following the spill. For example, Congress has the ability to appropriate funds for clean-up.
4. Discuss the government action framework as it applies to the BP Gulf oil spill. The Obama administration implemented temporary restrictions on new drilling permits following the disaster. Following numerous lawsuits, BP will pay substantial fines and compensatory damages to those affected by the spill.

Page Reference: pp. 17–20

A-head: A Framework for Understanding How American Politics Work

Learning Objective: Greenberg L.O. 1.2

Skill Level: Analyze It

Topic: Introduction to American Government

2

The Constitution

▣ Multiple-Choice Questions

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

Answer: d

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

2. Which of the following was the key inspiration for the American Revolution?
 - a. to get control of native inhabitants
 - b. to increase trade with Great Britain
 - c. to preserve an existing way of life
 - d. to promote expansion to the west
 - e. to protect fledgling state's rights

Answer: c

Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Remember the Facts

Topic: Constitution

3. In what year was the Declaration of Independence?

- a. 1776
- b. 1789
- c. 1797
- d. 1801
- e. 1805

Answer: a

Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Remember the Facts

Topic: Constitution

4. How many constitutions has the United States had in its history?

- a. one
- b. two
- c. three
- d. four
- e. five

Answer: b

Page Reference: pp. 31–32

A-head: The Articles of Confederation: The First Constitution

Learning Objective: Greenberg L.O. 2.2

Skill Level: Remember the Facts

Topic: Constitution

5. The U.S. Constitution was adopted in response to the weaknesses of the Articles of _____.

- a. America
- b. Confederation
- c. Democracy
- d. Revolution
- e. Unity

Answer: b

Page Reference: pp. 32–35

A-head: Factors Leading to the Constitutional Convention

Learning Objective: Greenberg L.O. 2.3

Skill Level: Remember the Facts

Topic: Constitution

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

Answer: e

Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Remember the Facts

Topic: Constitution

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

Answer: e

Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Remember the Facts

Topic: Constitution

8. Which of the following debated and drafted the Declaration of Independence?
- a. American Congress
 - b. Constitutional Congress
 - c. Continental Congress
 - d. Liberty Congress
 - e. Revolutionary Congress

Answer: c

Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Remember the Facts

Topic: Constitution

9. Which clause provides that the Constitution shall be the supreme law of the land?

- a. due process
- b. full faith and credit
- c. legal
- d. primacy
- e. supremacy

Answer: e

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

10. Which of the following generally favored a strong national government and supported the proposed U.S. Constitution?

- a. Anti-Federalists
- b. Constitutionalists
- c. Federalists
- d. Tories
- e. Whigs

Answer: c

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Remember the Facts

Topic: Constitution

11. Which of the following plans proposed proportional representation in both the House of Representatives and the Senate?

- a. Massachusetts
- b. New Jersey
- c. Ohio
- d. Pennsylvania

e. Virginia

Answer: e

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

12. How many amendments have been made to the Constitution since its ratification?

- a. ten
- b. twelve
- c. fifteen
- d. twenty-seven
- e. thirty-six

Answer: d

Page Reference: pp. 51–52

A-head: The Changing Constitution, Democracy, and American Politics

Learning Objective: Greenberg L.O. 2.6

Skill Level: Remember the Facts

Topic: Constitution

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

- a. 1776
- b. 1777
- c. 1788
- d. 1791
- e. 1797

Answer: c

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

14. In which of the following systems is government by representatives of the people instead of directly by the people themselves?

- a. democracy
- b. monarchy
- c. oligarchy
- d. republic

e. utopia

Answer: d

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

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

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

Answer: b

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

16. The Constitution specifically provides for both the election and the removal of which of the following?

- a. chief justice
- b. president
- c. secretary of defense
- d. secretary of state
- e. Speaker of the House

Answer: b

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

17. In order for a democracy to work, elections must be which of the following?

- a. fair
- b. inexpensive
- c. hotly contested
- d. frequent

e. high-profile

Answer: a

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

18. Which of the following philosophers greatly influenced the colonists' views on the role of government?

- a. George Berkeley
- b. John Dewey
- c. John Locke
- d. Martin Heidegger
- e. Michael Foucault

Answer: c

Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Understand the Concepts

Topic: Constitution

19. Under the Articles of Confederation, the most important decisions were made by _____.

- a. Congress
- b. local governments
- c. state legislatures
- d. the federal government
- e. the judiciary

Answer: c

Page Reference: pp. 31–32

A-head: The Articles of Confederation: The First Constitution

Learning Objective: Greenberg L.O. 2.2

Skill Level: Understand the Concepts

Topic: Constitution

20. Refer to Table 2.3. Which of the following statements best matches the tenets of eighteenth-century republicanism?

- a. Anyone has the right to run for office.
- b. Elected representatives act as “delegates.”

- c. Government safeguards property rights.
- d. The population rules the country directly.
- e. The word “people” is broadly defined.

Answer: c

Page Reference: pp. 32–35

A-head: Factors Leading to the Constitutional Convention

Learning Objective: Greenberg L.O. 2.3

Skill Level: Understand the Concepts

Topic: Constitution

21. As described in Table 2.1, *Comparing Eighteenth-Century Republicanism and the Democratic Ideal*, both eighteenth-century republicanism and the democratic ideal believed that government must be based on which of the following?

- a. control
- b. submission
- c. popular consent
- d. equality
- e. participation

Answer: c

Page Reference: pp. 32–35

A-head: Factors Leading to the Constitutional Convention

Learning Objective: Greenberg L.O. 2.3

Skill Level: Understand the Concepts

Topic: Constitution

22. Which of the following allows a president to alter the meaning of a bill while signing it into law?

- a. veto
- b. line-item veto
- c. dissenting statement
- d. signing statement
- e. presidential dissent

Answer: d

Page Reference: pp. 51–52

A-head: The Changing Constitution, Democracy, and American Politics

Learning Objective: Greenberg L.O. 2.6

Skill Level: Understand the Concepts

Topic: Constitution

23. Which Continental Congress approved the Declaration of Independence?

- a. Second
- b. Third
- c. Fourth
- d. Fifth
- e. Tenth

Answer: a

Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Understand the Concepts

Topic: Constitution

24. Which of the following was the most contentious issue during the drafting of the Constitution?
- a. economic stability
 - b. representation in Congress
 - c. state's rights
 - d. strong national government
 - e. taxation without representation

Answer: b

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

25. In what year was the Bill of Rights added to the Constitution?
- a. 1776
 - b. 1788
 - c. 1789
 - d. 1791
 - e. 1798

Answer: d

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Understand the Concepts

Topic: Constitution

26. Article I, Section 8 of the Constitution contains which powers of Congress?

- a. enumerated
- b. executive
- c. implied
- d. military
- e. restrictive

Answer: a

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

27. Why was anti-slavery language in the Constitution ultimately excised?

- a. anti-slavery sentiment
- b. Connecticut Compromise
- c. fear of splintering the convention
- d. non-slave states had more votes
- e. slave states had more votes

Answer: c

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

28. _____ Rebellion was a protest by Massachusetts farmers to stop foreclosures by state courts.

- a. Brown's
- b. James's
- c. Miller's
- d. Shays's
- e. Smith's

Answer: d

Page Reference: pp. 32–35

A-head: Factors Leading to the Constitutional Convention

Learning Objective: Greenberg L.O. 2.3

Skill Level: Understand the Concepts

Topic: Constitution

29. The Articles of Confederation required _____ consent from the states for ratification.

- a. majority
- b. three-fifths
- c. three-fourths
- d. two-thirds
- e. unanimous

Answer: e

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Understand the Concepts

Topic: Constitution

30. Many of the Founders believed that the _____ contract gave the government its legitimacy.

- a. consent
- b. governing
- c. implied
- d. natural
- e. social

Answer: e

Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Understand the Concepts

Topic: Constitution

31. The purpose of “stay acts” was to _____.

- a. block tariffs between states
- b. delegitimize British rule
- c. halt formation of militia
- d. protect fledgling banks
- e. stop farm foreclosures

Answer: e

Page Reference: pp. 32–35

A-head: Factors Leading to the Constitutional Convention

Learning Objective: Greenberg L.O. 2.3

Skill Level: Understand the Concepts

Topic: Constitution

32. Which of the following advocates for limited government that is based on popular consent, but protects against majority tyranny?

- a. constitutionalism
- b. democracy
- c. federalism
- d. libertarianism
- e. republicanism

Answer: e

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

33. Article VI, Section 2 of the Constitution, commonly called the supremacy clause, _____.

- a. blocked the possibility of a tyrannical federal government
- b. placed substantial obstacles in the path of majoritarian rule
- c. positioned the judiciary as the ultimate arbiter of federal law
- d. protected state's rights against a powerful national government
- e. recast a loose confederation into a more centralized federal system

Answer: e

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

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

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

Answer: c

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

35. 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. balances and powers
- b. checks and balances
- c. checks and freedoms
- d. freedom and power
- e. weights and measures

Answer: b

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

36. Which of the following specifies the procedure for amending the Constitution?

- a. Article I
- b. Article III
- c. Article V
- d. Article VI
- e. Article IX

Answer: c

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

37. Which of the following would the Framers have seen as a serious encroachment on controls to protect against majority rule?

- a. abolishment of the Electoral College
- b. expansion of the use of executive privilege
- c. repeal of the Seventeenth Amendment
- d. the Supreme Court ruling in *Bush v. Gore*
- e. voter ID laws and other voter suppression efforts

Answer: a

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Apply What You Know

Topic: Constitution

38. Refer to the "Can Government Do Anything Well?" box. The government's proper role in the U.S. economy has been the focus of bitter debate. With which of the following would liberals agree?
- a. Government action on the economy interferes with the free market.
 - b. Heavy taxation of the wealthy discourages business creation.
 - c. Real economic growth comes only from the private sector.
 - d. Tax breaks have helped increase income and wealth inequality.
 - e. When government tries to help, it often makes things worse.

Answer: d

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Apply What You Know

Topic: Constitution

39. In the *Mapping American Politics* sidebar, two cartograms show that in terms of legislative power, _____ is one of the biggest losers in the House and _____ is one of the biggest losers in the Senate.
- a. Florida, North Dakota
 - b. New York, Vermont
 - c. Pennsylvania, Montana
 - d. Texas, South Dakota
 - e. Wyoming, California

Answer: e

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Apply What You Know

Topic: Constitution

40. Jackie attends a protest against animal testing. Which of the following secures her right to attend this protest?
- a. *The Second Treatise on Government*
 - b. Articles of Confederation
 - c. *The Federalist Papers*
 - d. Declaration of Independence
 - e. Bill of Rights

Answer: e

Page Reference: pp. 49–50
A-head: The Struggle to Ratify the Constitution
Learning Objective: Greenberg L.O. 2.5
Skill Level: Apply What You Know
Topic: Constitution

41. Which plan called for a one-house legislature and multi-person executive?
- a. Connecticut
 - b. Maryland
 - c. New Jersey
 - d. Ohio
 - e. Virginia

Answer: c
Page Reference: pp. 36–49
A-head: The Constitutional Convention
Learning Objective: Greenberg L.O. 2.4
Skill Level: Apply What You Know
Topic: Constitution

42. What was the subject of the Great Compromise?
- a. the form of the executive branch
 - b. the form of the legislative branch
 - c. the legality of slavery
 - d. the number of states in the Union
 - e. the number of Supreme Court justices

Answer: b
Page Reference: pp. 36–49
A-head: The Constitutional Convention
Learning Objective: Greenberg L.O. 2.4
Skill Level: Apply What You Know
Topic: Constitution

43. Which of the following was most likely to support proposed provisions that strengthened national power?
- a. George Mason
 - b. James Madison
 - c. James Winthrop
 - d. Patrick Henry
 - e. Samuel Adams

Answer: b

Page Reference: pp. 49–50
A-head: The Struggle to Ratify the Constitution
Learning Objective: Greenberg L.O. 2.5
Skill Level: Apply What You Know
Topic: Constitution

44. _____ broke new ground in expanding executive power, issuing 1,200 signing statements, thereby contravening official acts of Congress.
- a. President Barack Obama
 - b. President Bill Clinton
 - c. President George H. W. Bush
 - d. President George Washington
 - e. President George W. Bush

Answer: e
Page Reference: pp. 24–28
A-head: Chapter 2 Introduction
Learning Objective: Chapter 2 Introduction
Skill Level: Apply What You Know
Topic: Constitution

45. The publication of which of the following galvanized the colonists' belief that reconciliation with Great Britain was impossible?
- a. *American Cousin*
 - b. *Articles of Confederation*
 - c. *Common Sense*
 - d. *Federalist No. 10*
 - e. *Revolution*

Answer: c
Page Reference: pp. 28–31
A-head: The American Revolution and the Declaration of Independence
Learning Objective: Greenberg L.O. 2.1
Skill Level: Apply What You Know
Topic: Constitution

46. Which of the following was a problem under the Articles of Confederation?
- a. The national government was too strong compared to the states.
 - b. The government derived its power from the citizens themselves.
 - c. Congress imposed excessive taxes.
 - d. Citizens lacked a national identity.
 - e. Amendments to the Articles were too easy to ratify.

Answer: d

Page Reference: pp. 31–32

A-head: The Articles of Confederation: The First Constitution

Learning Objective: Greenberg L.O. 2.2

Skill Level: Apply What You Know

Topic: Constitution

47. Which of the following best describes the Constitutional Convention?
- a. The Convention lasted only one week.
 - b. The Convention was free of significant disagreement.
 - c. The Convention was inclusive of all types of citizens.
 - d. The Convention was secretive.
 - e. The Convention was transparent.

Answer: d

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Apply What You Know

Topic: Constitution

48. One of the weaknesses of the Articles of Confederation was that it could not prevent _____ warfare between the states.
- a. political
 - b. outright
 - c. commercial
 - d. religious
 - e. territorial

Answer: c

Page Reference: pp. 31–32

A-head: The Articles of Confederation: The First Constitution

Learning Objective: Greenberg L.O. 2.2

Skill Level: Apply What You Know

Topic: Constitution

49. What did supporters of the New Jersey Plan want to do to the Articles of Confederation?
- a. repeal them
 - b. replace them
 - c. strengthen them
 - d. weaken them
 - e. maintain them

Answer: c

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It

Topic: Constitution

50. 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
 - e. by the Supreme Court

Answer: d

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It

Topic: Constitution

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

Answer: c

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It

Topic: Constitution

52. Which of the following was part of both the Articles of Confederation and the Constitution?
- a. Congress
 - b. the presidency
 - c. the federal judiciary
 - d. collection of taxes by the federal government
 - e. unanimous consent for ratification

Answer: a

Page Reference: pp. 31–32; 36–49

A-head: The Articles of Confederation: The First Constitution; The Constitutional Convention

Learning Objective: Greenberg L.O. 2.2; 2.4

Skill Level: Analyze It

Topic: Constitution

53. Which of the following can be found in Article I?

- a. Electoral College
- b. procedure for presidential impeachment
- c. necessary and proper clause
- d. supremacy clause
- e. penalty for treason

Answer: c

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It

Topic: Constitution

54. The current historically low levels of taxation on the wealthy, and the advocacy of that tax policy by some in Congress, is reminiscent of _____.

- a. state legislatures that forbade farm foreclosures as a punishment for indebtedness
- b. the authors of the Constitution interested in tamping down anti-slavery sentiment
- c. the drafters of the Constitution interested in protecting private property rights
- d. the Framers' freedom of input from women, Native Americans, free blacks, and slaves
- e. the writers of the Articles of Confederation interested in protecting state's rights

Answer: c

Page Reference: pp. 32–35

A-head: Factors Leading to the Constitutional Convention

Learning Objective: Greenberg L.O. 2.3

Skill Level: Analyze It

Topic: Constitution

55. The Great Compromise ended an impasse over the makeup of the legislative branch of government. Under which plan would California and Wyoming have had the same number of representatives in Congress?

- a. Connecticut Plan
- b. New Jersey Plan
- c. New York Plan

- d. Virginia Plan
- e. West Virginia Plan

Answer: b

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It

Topic: Constitution

56. Which of the following best explains why slavery was allowed when the Constitution was written?
- a. Many feared that slavery would splinter the convention and doom the Union.
 - b. No slaves or free blacks were selected to serve as delegates to the convention.
 - c. The delegates did not believe people of African descent were their equals.
 - d. There was little public outcry at this time against the institution of slavery.
 - e. The wealthy elites at the convention could not see beyond their own self-interest.

Answer: a

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It

Topic: Constitution

57. Which of the following remains a compelling source for determining the intent of the Framers?
- a. Minutes of the Constitutional Convention
 - b. *The Federalist Papers*
 - c. *Common Sense*
 - d. Treatise on Government
 - e. Declaration of Independence

Answer: b

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Analyze It

Topic: Constitution

58. What was the greatest fear of the Anti-Federalists during the Constitutional Convention and subsequent debate?
- a. that a weak national government would undermine the survival of the United States

- b. that a strong national government would infringe on the essential liberties of the people
- c. that a powerful judiciary would restrict freedom of religion
- d. that powerful state governments would never assent to the new Constitution
- e. that a weak judiciary would be unable to enforce the new Constitution

Answer: b

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Analyze It

Topic: Constitution

59. 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
 - e. by half of the state governors

Answer: a

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It

Topic: Constitution

60. The Virginia Plan proposed that the seats in Congress be apportioned based on which of the following?
- a. economic strength
 - b. political importance
 - c. military power
 - d. random selection
 - e. population size

Answer: e

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It

Topic: Constitution

True-False Questions

61. The Constitution was formally approved in 1776.

Answer: FALSE

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

62. Under the Articles of Confederation, the federal government had broad power to levy taxes.

Answer: FALSE

Page Reference: pp. 31–32

A-head: The Articles of Confederation: The First Constitution

Learning Objective: Greenberg L.O. 2.2

Skill Level: Remember the Facts

Topic: Constitution

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

Answer: TRUE

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

64. Generally, smaller states wanted to strengthen the Articles of Confederation, rather than replace them.

Answer: TRUE

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

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

Answer: FALSE

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts
Topic: Constitution

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

Answer: FALSE
Page Reference: pp. 36–49
A-head: The Constitutional Convention
Learning Objective: Greenberg L.O. 2.4
Skill Level: Remember the Facts
Topic: Constitution

67. The free enterprise system is characterized by competitive markets and private ownership of a society's productive assets.

Answer: TRUE
Page Reference: pp. 36–49
A-head: The Constitutional Convention
Learning Objective: Greenberg L.O. 2.4
Skill Level: Remember the Facts
Topic: Constitution

68. Trade restrictions by England were a major catalyst for the American Revolution.

Answer: TRUE
Page Reference: pp. 28–31
A-head: The American Revolution and the Declaration of Independence
Learning Objective: Greenberg L.O. 2.1
Skill Level: Understand the Concepts
Topic: Constitution

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

Answer: TRUE
Page Reference: pp. 31–32
A-head: The Articles of Confederation: The First Constitution
Learning Objective: Greenberg L.O. 2.2
Skill Level: Understand the Concepts
Topic: Constitution

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

Answer: TRUE
Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Understand the Concepts

Topic: Constitution

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

Answer: FALSE

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

72. The Constitution permits Congress to establish lower national courts.

Answer: TRUE

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

73. According to the "By the Numbers" box, there was only one way that Vice President Al Gore could have accrued enough votes in a recount to win the White House in 2000.

Answer: FALSE

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Apply What You Know

Topic: Constitution

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

Answer: TRUE

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Apply What You Know

Topic: Constitution

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

Answer: TRUE

Page Reference: pp. 49–50
A-head: The Struggle to Ratify the Constitution
Learning Objective: Greenberg L.O. 2.5
Skill Level: Apply What You Know
Topic: Constitution

■ Fill-in-the-Blank Questions

76. The _____ Amendment protects freedom of assembly.

Answer: First
Page Reference: pp. 49–50
A-head: The Struggle to Ratify the Constitution
Learning Objective: Greenberg L.O. 2.5
Skill Level: Remember the Facts
Topic: Constitution

77. The Constitution has been amended _____ times.

Answer: twenty-seven
Page Reference: pp. 51–52
A-head: The Changing Constitution, Democracy, and American Politics
Learning Objective: Greenberg L.O. 2.6
Skill Level: Remember the Facts
Topic: Constitution

78. The _____ Continental Congress signed the Declaration of Independence.

Answer: Second
Page Reference: pp. 28–31
A-head: The American Revolution and the Declaration of Independence
Learning Objective: Greenberg L.O. 2.1
Skill Level: Remember the Facts
Topic: Constitution

79. Congress passed the _____ in 1777.

Answer: Articles of Confederation
Page Reference: pp. 31–32
A-head: The Articles of Confederation: The First Constitution
Learning Objective: Greenberg L.O. 2.2
Skill Level: Remember the Facts
Topic: Constitution

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

Answer: separation

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

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

Answer: Supreme Court

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Remember the Facts

Topic: Constitution

82. _____ is a political doctrine advocating limited government based on popular consent.

Answer: Republicanism

Page Reference: pp. 32–35

A-head: Factors Leading to the Constitutional Convention

Learning Objective: Greenberg L.O. 2.3

Skill Level: Remember the Facts

Topic: Constitution

83. _____ Rebellion exposed weaknesses in the Articles of Confederation.

Answer: Shays's

Page Reference: pp. 32–35

A-head: Factors Leading to the Constitutional Convention

Learning Objective: Greenberg L.O. 2.3

Skill Level: Understand the Concepts

Topic: Constitution

84. The _____ favored a weak national government and strong state governments.

Answer: Anti-Federalists

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Understand the Concepts

Topic: Constitution

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

Answer: *Federalist Papers*

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Understand the Concepts

Topic: Constitution

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

Answer: executive

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

87. The _____ Amendment ended involuntary servitude in the United States.

Answer: Thirteenth

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

88. The Twenty-First Amendment was the only amendment to be ratified through special _____ conventions.

Answer: ratifying

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Apply What You Know

Topic: Constitution

89. At least _____ states had to ratify the Constitution for it to become law.

Answer: nine

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Apply What You Know

Topic: Constitution

90. The 2012 Supreme Court decision upholding the Affordable Care Act (Obamacare) illustrated the political nature of _____, the power to declare the actions of other branches of government unconstitutional.

Answer: judicial review

Page Reference: pp. 51–52

A-head: The Changing Constitution, Democracy, and American Politics

Learning Objective: Greenberg L.O. 2.6

Skill Level: Apply What You Know

Topic: Constitution

▣ Short Answer Questions

91. Discuss the developments that led to the American Revolution.

Answer: An ideal response will:

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

Page Reference: pp. 28–31

A-head: The American Revolution and the Declaration of Independence

Learning Objective: Greenberg L.O. 2.1

Skill Level: Understand the Concepts

Topic: Constitution

92. 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.

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

93. Explain what inspired the Constitutional Convention in 1787.

Answer: An ideal response will:

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

Page Reference: pp. 31–32

A-head: The Articles of Confederation: The First Constitution

Learning Objective: Greenberg L.O. 2.2

Skill Level: Understand the Concepts

Topic: Constitution

94. Describe Article III of the Constitution.

Answer: An ideal response will:

1. Identify Article III as the part of the Constitution that describes the powers of the judicial branch.
2. Explain that Article III establishes a Supreme Court and defines the jurisdiction of that court.
3. Explain that Article III permits, but does not require, Congress to create additional lower federal courts and proscribe their jurisdiction.

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts

Topic: Constitution

95. 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.

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Understand the Concepts
Topic: Constitution

96. Explain the evolution of the use of signing statements, particularly since the year 2000. What is the significance of these recent developments?

Answer: An ideal response will:

1. Explain that signing statements began with President James Monroe and were rarely used for most of U.S. history.
2. That changed with George W. Bush, who issued more than 1,200 signing statements, many of them saying he could not abide by laws.
3. Obama had issued only 18 as of 2011, and only a few said he could not carry out a law.
4. Once a presidential power has been established, subsequent executives are loath to let it go.

Page Reference: pp. 24–28
A-head: Chapter 2 Introduction
Learning Objective: Chapter 2 Introduction
Skill Level: Apply What You Know
Topic: Constitution

97. Explain judicial review.

Answer: An ideal response will:

1. Recognize that the Constitution does not explicitly reference the power of judicial review.
2. Describe judicial review as the power of the judiciary to decide whether laws and other governmental actions were constitutional.
3. Explain that judicial review allows a court to strike down federal and state laws determined to be unconstitutional.

Page Reference: pp. 49–50
A-head: The Struggle to Ratify the Constitution
Learning Objective: Greenberg L.O. 2.5
Skill Level: Apply What You Know
Topic: Constitution

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

Answer: An ideal response will:

1. Describe the unicameral legislature under the Articles of Confederation in which each state had a vote.

2. Explain the changes to the legislature under the Constitution, including the creation of a bicameral legislature composed of one house to represent the people (House of Representatives) and another house to represent the states (Senate).

Page Reference: pp. 31–32; 36–49

A-head: The Articles of Confederation: The First Constitution; The Constitutional Convention

Learning Objective: Greenberg L.O. 2.2; 2.4

Skill Level: Apply What You Know

Topic: Constitution

99. Figure 2.2 outlines four routes to amending the Constitution. Detail those routes and indicate which would pose the greatest challenges. Why?

Answer: An ideal response will:

1. Explain the four ways: two ways to propose (two-thirds vote in both houses of Congress or a constitutional convention) and two ways to ratify (three-fourths of state legislatures or three-fourths of special state conventions).
2. The most difficult route likely involves the gray line in the figure: the amendment is proposed in a constitutional convention and ratified by at least three-fourths of the states at special conventions called for that purpose.
3. This route would require launching two separate legislative entities, an expensive proposition; allowing time for legislative debate and arm-twisting, not a quick proposition; and acquiring the approval of three-quarters of state legislatures, nigh near impossible.

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Apply What You Know

Topic: Constitution

100. What do you suppose the framers would have thought of the idea of abolishing the Electoral College?

Answer: An ideal response will:

1. Explain that it probably would have worried the Framers a great deal.
2. Delegates to the constitutional convention were concerned about the growing popularity of democracy and put many checks on majority rule.
3. The Framers feared the tyranny of the majority, so they made only one part of one of the three branches of government subject to election by a direct vote of the people: the House of Representatives.
4. The Framers would have disagreed with the Seventeenth Amendment, which moved the election of senators from state legislatures to a direct vote, and they would have opposed the abolishment of the Electoral College.

Page Reference: pp. 36–49
A-head: The Constitutional Convention
Learning Objective: Greenberg L.O. 2.4
Skill Level: Apply What You Know
Topic: Constitution

101. Why was slavery allowed by the Constitution?

Answer: An ideal response will:

1. Explain that the delegates debated the subject and that many disagreed with slavery.
2. Discuss the economic significance of slavery to early post-colonial America.
3. Analyze early American beliefs about equality and inequality.

Page Reference: pp. 36–49
A-head: The Constitutional Convention
Learning Objective: Greenberg L.O. 2.4
Skill Level: Apply What You Know
Topic: Constitution

102. Describe the views of the Anti-Federalists.

Answer: An ideal response will:

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

Page Reference: pp. 49–50
A-head: The Struggle to Ratify the Constitution
Learning Objective: Greenberg L.O. 2.5
Skill Level: Analyze It
Topic: Constitution

103. 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.

Page Reference: pp. 36–49
A-head: The Constitutional Convention
Learning Objective: Greenberg L.O. 2.4
Skill Level: Analyze It
Topic: Constitution

104. Describe the Virginia Plan.

Answer: An ideal response will:

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

Page Reference: pp. 36–49
A-head: The Constitutional Convention
Learning Objective: Greenberg L.O. 2.4
Skill Level: Analyze It
Topic: Constitution

105. Compare today’s Democrats and Republicans to the Federalists and anti-Federalists who faced off during ratification of the Constitution.

Answer: An ideal response will:

1. Explain that the Republicans would probably align themselves with the anti-Federalists (small-scale republicanism), who feared centralized power and were worried about the lack of a bill of rights. That is similar to today’s Republicans, who complain about the size of government and its imposition on personal freedoms (except women’s).
2. The supporters of the Constitution, the Federalists (more centralized republicanism), were like the Democrats in wanting a strong national government in which the people played a role, but the Federalists also were intent on limiting that role, a position that might cause today’s Democrats some discomfort.

Page Reference: pp. 49–50
A-head: The Struggle to Ratify the Constitution
Learning Objective: Greenberg L.O. 2.5
Skill Level: Analyze It
Topic: Constitution

Essay Questions

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

Answer: An ideal response will:

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

Page Reference: pp. 36–49; 49–50

A-head: The Constitutional Convention; The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.4; 2.5

Skill Level: Understand the Concepts

Topic: Constitution

107. 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.

Page Reference: pp. 36–49; 49–50

A-head: The Constitutional Convention; The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.4; 2.5

Skill Level: Apply What You Know

Topic: Constitution

108. What change to the Constitution would you like to see? Describe the three ways that the Constitution can be altered, and use examples. Which of these processes would provide the best avenue to make your proposal a reality? Be sure to explain how your idea would make its way through the process you select.

Answer: An ideal response will:

1. Identify formal amendment, judicial interpretation, and political practices as the three ways to alter the Constitution.
2. The formal amendment process was designed to be unwieldy. There are four routes to amending the Constitution and one should be selected and described if

this is the chosen process. Equal rights amendment, same-sex marriage, and flag-burning amendments have failed. But several amendments expanding democracy have not: ending slavery, expanding the vote, and making selection of senators a direct vote.

3. The Supreme Court decided it had the right of judicial review. If this is the chosen process, it should be explained how the proposal might make its way to the Court. Mention two cases, *Griswold v. Connecticut* and *Roe v. Wade*, that established a right to privacy not mentioned in the Constitution

4. Political practices include political parties, primaries, and presidential conventions, none of which are mentioned in the Constitution. The powers of the presidency have expanded, for example, with the use of signing statements. These allow the president to change the meaning of a bill at the same time as signing it.

5. Select a process and explain how it is good fit for implementing the proposal.

Page Reference: pp. 49–50

A-head: The Struggle to Ratify the Constitution

Learning Objective: Greenberg L.O. 2.5

Skill Level: Apply What You Know

Topic: Constitution

109. President Obama's platform in his 2012 campaign included investment in education and innovation, and a balanced approach to tax reform and deficit reduction. Mitt Romney backed cutting taxes on the wealthy and government austerity in all except defense. Starting with the arguments in the "Can Government Do Anything Well?" box, explain what role for government you see as best to encourage American economic development. Do you agree with President Obama's approach? Or do you prefer Mitt Romney's ideas? Why?

Answer: An ideal response will:

1. Explain that everyone agrees that government must provide order, legal frameworks, copyright and patent protection, and a common currency for capitalism to thrive.
2. In the past, the government has stimulated growth by instituting tariffs, opening up the West, subsidizing railroads, going to war, and investing in higher education and basic scientific research.
3. Those on the Right may say that a too-active government hurts the economy, intrudes on people's freedom, results in heavy taxes on private property, and discourages entrepreneurs. They believe that real economic growth comes from the private sector, and government efforts to help have unintended consequences.
4. Those on the Left may argue that government actions have contributed to income and wealth inequality, and the deregulation of the financial industry was detrimental to everyday Americans and ultimately disastrous.
5. Take a stand.

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It

Topic: Constitution

110. Analyze the 2000 presidential election and explain who you believe actually won the election.

Answer: An ideal response will:

1. Discuss the problems of the 2000 presidential election.
2. Explain why a clear winner was not identified.
3. Provide a theory of who actually won the election based on an analysis of the events.

Page Reference: pp. 36–49

A-head: The Constitutional Convention

Learning Objective: Greenberg L.O. 2.4

Skill Level: Analyze It