

Name _____ Class _____ Date _____
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CHAPTER 2 - The Founding and the Constitution

Multiple Choice

1. Which of the following was **not** part of the colonial government?

- a. royal governors
- b. governor's council
- c. colonial general assembly
- d. colonial archbishop
- e. both governor's council and colonial general assembly

ANSWER: d

REFERENCES: 28

LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

NOTES: factual

2. The series of regulatory measures passed by England in the decade between 1763 and 1774 was for the purpose of _____.

- a. paying war debt that England had accumulated as a result of the French and Indian Wars
- b. upsetting the colonists and promoting revolution
- c. punishing colonists for showing revolutionary tendencies
- d. creating a United States of America that would operate under a common set of rules
- e. creating a united defense in the colonies to protect against threats from other nations

ANSWER: a

REFERENCES: 28

LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

NOTES: conceptual

3. The Stamp Act required payment of a tax on all _____.

- a. newspapers
- b. pamphlets
- c. commercial and legal documents
- d. almanacs
- e. All of these choices are correct.

ANSWER: e

REFERENCES: 28

LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

NOTES: factual

4. Prior to creation of our current constitutional structure in the 1770s, the 13 colonial governments _____.

- a. were recognized as independent, sovereign entities by other world powers
- b. mirrored those of England during the same period, including an elected House of Commons
- c. had governors who were elected by the qualified voters
- d. were completely subordinate to a powerful central government
- e. did not exist

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ANSWER: b
REFERENCES: 28
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
NOTES: factual

5. Until the mid-1700s, the 13 colonies often had diverse histories and economies, which provided _____.
- a. a strong national unity built upon diversity
 - b. a unique political environment in which one state's weaknesses were supported by the strengths of another state
 - c. an environment that was free of jealousies among states
 - d. little incentive for them to join together to meet shared goals
 - e. common ground upon which to build consensus

ANSWER: d
REFERENCES: 28
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
NOTES: applied

6. In the years immediately preceding the American Revolution and the creation of our Constitution, the king and the Parliament of England _____.
- a. had never considered the possibility of revolutionary fervor in the colonies
 - b. feared that the colonies would attempt to overthrow their governments and had the resources and the capability to do so
 - c. feared that other European powers would attempt to encroach on their American holdings far more than they feared any form of colonial uprising
 - d. entered into agreements with other European powers to share the resources of their colonial holdings in exchange for shared protection
 - e. actually sought to sell the colonies

ANSWER: c
REFERENCES: 28
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
NOTES: factual

7. Following France's defeat in the French and Indian Wars, the Treaty of Paris in 1763 settled the dispute by ____.
- a. ceding all lands west of the Appalachian Mountains to Spain, except for New Orleans that was ceded to England
 - b. forcing France to accept and pay all debts to the new territories that were gained by England
 - c. declaring a total truce and leaving all territories in the hands of those who held them prior to the war
 - d. awarding to England territories between the Arctic Circle and the Gulf of Mexico, between the Atlantic Ocean and the Mississippi River
 - e. equally distributing all territories in North America between the nations of France and England

ANSWER: d
REFERENCES: 28
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

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NOTES: factual

8. The Sugar Act and the Stamp Act were passed by Parliament for the specific purpose of raising money in the colonies for the Crown. However, their political significance was that they _____.

- a. created sugar as a vital staple of all colonists by making it much less expensive for the average household
- b. opened the debate by the colonists on the issue of taxation without representation
- c. emphasized the fact that the colonies were sovereign and independent of England
- d. unified England's alliances with sugar-producing Caribbean island colonies
- e. created a trade alliance between the American colonies and the Caribbean nations that also produced and exported sugar

ANSWER: b

REFERENCES: 28-29

LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

NOTES: applied

9. The Tea Act (1773) was passed in order to _____.

- a. increase export duties on tea
- b. raise revenue in the colonies to form a colonial defense
- c. provide an alternative source of revenue for England after the repeal of the Stamp Act
- d. help the British East India Company and allow it to sell its tea directly in the colonies
- e. promote drinking tea, in an attempt to establish prohibition of alcohol in the colonies

ANSWER: d

REFERENCES: 29

LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

NOTES: factual

10. The purpose of the Declaratory Act was to _____.

- a. declare the king as the head of the Church of England
- b. clarify England's position on the state of British rule over the colonies
- c. establish an archbishop in the colonies, in order to maintain the Anglican faith as the official faith within the colonies
- d. create additional forms of revenues for England
- e. None of these choices is correct.

ANSWER: b

REFERENCES: 29

LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

NOTES: conceptual

11. In 1765, the Stamp Act Congress prepared the Declaration of Rights and Grievances. This document _____.

- a. established the United States of America as a sovereign and independent country
- b. acknowledged colonial allegiance to the Crown
- c. declared independence of the colonies from England

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- d. expressed support of the Declaratory Act
- e. appointed colonial representatives to the English House of Commons

ANSWER: b
 REFERENCES: 29
 LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
 NOTES: factual

12. On behalf of the Continental Congress, the actual wording of the Declaration of Independence was written by _____.
 a. Thomas Jefferson
 b. John Adams
 c. Benjamin Franklin
 d. George Washington
 e. King George III

ANSWER: a
 REFERENCES: 30
 LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
 NOTES: factual

13. Thomas Paine is credited with irrevocably turning the tide of popular support toward the cause of American independence with publication of his 1776 booklet entitled _____.
 a. *War and Peace*
 b. *Of Mice and Men*
 c. *The Pilgrim's Progress*
 d. *Common Sense*
 e. *On Liberty*

ANSWER: d
 REFERENCES: 30
 LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
 NOTES: factual

14. In the Declaration of Independence, Thomas Jefferson reiterated John Locke's theory of social contract that _____.
 a. the power of the king was supreme, as he was born with a God-given right to rule over society
 b. whenever government fails in its duty to secure rights, the people have the right to "alter" or "abolish" it
 c. The King and Parliament were the provider of rights to the colonial citizens
 d. citizens are naturally born into an unequal state
 e. Parliament rightly held veto power over the Continental Congress

ANSWER: b
 REFERENCES: 30
 LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
 NOTES: conceptual

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15. The wording in the Declaration of Independence drew heavily upon John Locke's theories of _____.

- a. natural rights and social contract
- b. royal prerogative
- c. anarchy and self-actualization
- d. religion as a counterweight to reason
- e. self-fulfillment

ANSWER: a
 REFERENCES: 30
 LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
 NOTES: factual

16. The Declaration of Independence lists examples of "inalienable rights" as _____.

- a. the right of all persons to vote
- b. life and due process
- c. freedom from the rule of kings
- d. life, liberty, and the pursuit of happiness
- e. democracy and peace

ANSWER: d
 REFERENCES: 30
 LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
 NOTES: factual

17. The First Continental Congress _____.

- a. did not advocate outright independence from England
- b. encouraged the colonial militias to arm themselves
- c. was formed in protest to the series of legislation passed by Parliament
- d. began to collect and store weapons
- e. All of these choices are correct.

ANSWER: e
 REFERENCES: 30
 LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
 NOTES: factual

18. Under the Articles of Confederation, the office of a chief executive as president of the United States _____.

- a. had limited powers
- b. did not exist
- c. was very much unrestrained in its given powers
- d. was also the commander-in-chief of the Continental Army
- e. was held by a committee of three appointed individuals

ANSWER: b
 REFERENCES: 31
 LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

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NOTES: factual

19. Under the Articles of Confederation the number of votes for each state in the Continental Congress was determined by _____.

- a. the population of the state
- b. a pro-rated formula that took into account population and taxes paid
- c. the method of one vote for each state delegation regardless of population
- d. a system whereby northern states had two votes whereas southern states had one vote
- e. the president

ANSWER: c

REFERENCES: 31

LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

NOTES: factual

20. Which of the following was **not** a weakness of the national government under the Articles of Confederation?

- a. the ability to create a nationwide postal service
- b. the lack of authority to raise troops
- c. the inability to enforce laws
- d. the ability of states to independently negotiate with foreign powers
- e. the inability of Congress to raise an army by its own power

ANSWER: a

REFERENCES: 31-32

LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

NOTES: applied

21. Unlike our current constitution, the Articles of Confederation could be amended _____.

- a. only with the unanimous consent of the states
- b. by an affirmative vote of three-fourths of the state legislatures
- c. only after abolishing the original document and rewriting it
- d. at any time with assent of at least two state legislatures
- e. only upon the collapse of the government

ANSWER: a

REFERENCES: 31-32

LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

NOTES: factual

22. The Articles of Confederation _____.

- a. depended on voluntary contributions from the states
- b. required a unanimous vote for amendment
- c. gave each state delegation one vote
- d. created a "league of friendship" among sovereign and independent states
- e. All of these choices are correct.

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ANSWER: e
REFERENCES: 31-32
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
NOTES: conceptual

23. By the time Congress called for the Annapolis Convention in 1786, it had become clear that which of the following was a problem under the Articles of Confederation?

- a. Congress lacked the power to regulate interstate and foreign commerce, making it difficult to obtain commercial concessions from other nations.
- b. Quarrels among states disrupted interstate commerce and travel.
- c. Changing the articles of Confederation required a unanimous agreement of the states.
- d. All of these choices are correct.
- e. None of these choices are correct.

ANSWER: d
REFERENCES: 32-33
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
NOTES: conceptual

24. States were invited to attend the Annapolis Convention in September 1786 in order to discuss _____.

- a. abolishing the Articles of Confederation
- b. strengthening the national government's authority in interstate commerce
- c. declaring independence from England and King George III
- d. declaring war on England
- e. election of the first president of the United States

ANSWER: b
REFERENCES: 33
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
NOTES: factual

25. When the call went out to all 13 state governments seeking their attendance at the Annapolis Convention in September 1786, how many states sent delegations?

- a. none
- b. two
- c. five
- d. ten
- e. all thirteen

ANSWER: c
REFERENCES: 33
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
NOTES: factual

26. The result of the Annapolis Convention in September 1786 was _____.

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- a. a call to all 13 states to attend a convention in Philadelphia the following May
- b. a set of proposals to be voted on by Congress
- c. the formation of the Supreme Court
- d. the solidification of George Washington's power as president of the United States
- e. a new location for the federal government

ANSWER: a
REFERENCES: 33
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
NOTES: factual

27. What was the significance of Shays's Rebellion in Massachusetts in early 1787?
- a. The federal government should not have an arsenal.
 - b. The Revolutionary War did not end all hostile actions in the new colonies.
 - c. Daniel Shays was a powerful military leader who was well organized.
 - d. A weak and unresponsive federal government carried with it the danger of violence and disorder.
 - e. Whiskey would prove problematic for the new nation.

ANSWER: d
REFERENCES: 33
LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1
NOTES: conceptual

28. Which of the 13 original states was so opposed to the Constitutional Convention in Philadelphia in 1787 that it refused to send a delegate, so the U.S. Constitution was written without its participation?

- a. New York
- b. Virginia
- c. Pennsylvania
- d. Rhode Island
- e. California

ANSWER: d
REFERENCES: 33
LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2
NOTES: factual

29. A Founding Father who refused to attend the Constitutional Convention was _____.

- a. Benjamin Franklin
- b. Thomas Jefferson
- c. Alexander Hamilton
- d. James Madison
- e. Patrick Henry

ANSWER: e
REFERENCES: 33
LEARNING OBJECTIVES: ENDM.Daut.16.12.2 - LO2

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NOTES: factual

30. According to the authors, the delegates at the Philadelphia Convention were united by which of the following concerns?

- a. Foreign trade had suffered as a consequence of poor relations with other countries.
- b. The economic radicalism of Shays's Rebellion might spread in the absence of a stronger central government.
- c. The national government had been ill-equipped to provide citizens with protection from Native Americans.
- d. The national government was powerless to address the postwar economic depression.
- e. All of these choices are correct.

ANSWER: e

REFERENCES: 33

LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2

NOTES: conceptual

31. For which of the following purposes did Congress originally call for the Philadelphia Convention?

- a. to abolish the Articles of Confederation
- b. to draft amendments to the Articles of Confederation
- c. to return the young nation to a monarchy
- d. to elect the president of the United States
- e. to declare war on Canada

ANSWER: b

REFERENCES: 34

LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2

NOTES: factual

32. In opposition to the recommendations of the Virginia delegates during the Constitutional Convention, the New Jersey Plan advocated a single-chamber legislature with _____.

- a. equal representation among the states regardless of population
- b. slaves counting as three-fifths of a whole person
- c. the Supreme Court determining the number of representatives from each state
- d. no executive branch
- e. lifelong appointments for representatives

ANSWER: a

REFERENCES: 34

LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2

NOTES: factual

33. In allocating the number of representatives for each chamber of the national legislature, the Virginia Plan called for which of the following?

- a. that the president should determine the number of representatives

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- b. that the same number of representatives from each state serves lifetime appointments
- c. that the number of representatives in each chamber should be based on the population of the state
- d. that the courts should determine the number of representatives
- e. that each state should receive one vote regardless of the delegation size

ANSWER: c
 REFERENCES: 34-35
 LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2
 NOTES: factual

34. The Virginia Plan provided for a _____.
- a. bicameral legislature with one chamber elected by the people and a second chamber selected by the first chamber
 - b. unicameral legislature with the members selected by each state legislature
 - c. unicameral legislature with members elected by the people
 - d. bicameral legislature with members of both chambers elected by the people
 - e. bicameral legislature with one chamber elected by the people and the second chamber chosen by state legislatures

ANSWER: a
 REFERENCES: 34-35
 LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2
 NOTES: factual

35. The core principles of the Virginia Plan were _____.
- a. a separation of powers model of government with a strong bicameral legislature
 - b. a unicameral legislature with representation by population
 - c. strong state governments and popular election of Supreme Court justices
 - d. the ideal of one state having one vote and the addition of four new states
 - e. economic and political features that replicated the European nation-state model

ANSWER: a
 REFERENCES: 34-35
 LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2
 NOTES: applied

36. The New Jersey Plan provided for a _____.
- a. bicameral legislature with one house elected by the people and a second house selected by the first
 - b. unicameral legislature with the members selected by each state legislature
 - c. unicameral legislature elected by the people
 - d. bicameral legislature elected by the people
 - e. bicameral legislature with one house elected by the people and the second house chosen by state legislatures

ANSWER: c
 REFERENCES: 34-35
 LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2

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NOTES: factual

37. The Great Compromise provided for a _____.
- a. bicameral legislature with one house elected by the people and a second house selected by the first
 - b. unicameral legislature with the members selected by each state legislature
 - c. unicameral legislature elected by the people
 - d. bicameral legislature elected by the people
 - e. bicameral legislature with one house elected by the people and the second house chosen by state legislatures

ANSWER: e

REFERENCES: 34-35

LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2

NOTES: factual

38. The Great Compromise, (or the Connecticut Compromise) of the Constitutional Convention of 1787 created a two-chamber legislature with _____.
- a. equal representation in both chambers from each state
 - b. representation in both chambers determined by population of the state
 - c. representation in one chamber determined by population of the state and in the other chamber by equal representation
 - d. one chamber that had effective powers and the second chamber that acted as a figurehead for nobility
 - e. each state determining the number of representatives that it will send

ANSWER: c

REFERENCES: 34-35

LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2

NOTES: factual

39. For the purpose of determining representation in the new Congress the slave-holding southern states _____.
- a. were opposed to any enumeration of slaves
 - b. wanted to count each slave as a whole person
 - c. refused to ratify the new constitution if slavery was acknowledged
 - d. demanded extra representation to protect them from slave uprisings
 - e. wanted additional representation to protect their interests from northern intrusion

ANSWER: b

REFERENCES: 36

LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2

NOTES: conceptual

40. Concerning slavery, the new U.S. Constitution _____.
- a. allowed it in southern states but outlawed it in northern states
 - b. has an entire article dealing with the maintenance and regulation of the institution
 - c. upheld it as an important and legitimate institution in the United States
 - d. said nothing about either preserving or outlawing slavery
 - e. called for its abolition throughout the United States

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ANSWER: d
 REFERENCES: 37
 LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2
 NOTES: conceptual

41. Which of the following statements best describes the Three-Fifths Compromise?
- A three-fifths majority would be necessary to amend the constitution.
 - A three-fifths majority would be necessary to appoint members of the Supreme Court.
 - For every five “free states” there would be three “slave states.”
 - Five slaves would count as the equivalent of three “free persons” for purposes of taxes and representation.
 - An agreement reached by three-fifths of the states to revoke the Articles of Confederation and install the Constitution.

ANSWER: d
 REFERENCES: 36-37
 LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2
 NOTES: conceptual

42. With the original Constitution completed on September 17, 1787, how many states were needed to ratify the new governmental structure in order for it to become operative?

- zero
- three
- six
- nine
- thirteen

ANSWER: d
 REFERENCES: 37
 LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2
 NOTES: applied

43. Which of the following best describes the concept of popular sovereignty?
- The people are tightly controlled by the government.
 - The president is the ultimate governmental power.
 - Congress is supreme
 - Government is based on the consent of “we the people.”
 - The Supreme Court is subordinate to no other agency or group.

ANSWER: d
 REFERENCES: 37
 LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3
 NOTES: conceptual

44. What is the purpose of the governmental system of “checks and balances”?
- to prevent the president from over-using his power of veto

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- b. to help prevent one faction from easily dominating all of government
- c. to allow for multiple branches of government to have the same power
- d. to provide voters with the power to “recall” elected officials
- e. None of these choices is correct.

ANSWER: b
REFERENCES: 37
LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3
NOTES: conceptual

45. “Separation of powers” is an application of the political philosophy of _____.

- a. Hobbes
- b. Montesquieu
- c. de Tocqueville
- d. Rousseau
- e. Locke

ANSWER: b
REFERENCES: 37
LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3
NOTES: factual

46. Even though very few delegates agreed on all aspects of the new constitution, on which of the following principles did most agree?

- a. popular sovereignty
- b. separation of powers
- c. checks and balances
- d. All of these choices are correct.
- e. None of these choices is correct.

ANSWER: d
REFERENCES: 37
LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3
NOTES: conceptual

47. Which of the following is a check by the legislative branch on the powers of the executive branch?

- a. Congress may rule that a presidential action is unconstitutional.
- b. The Supreme Court may veto presidential orders.
- c. The Supreme Court recommends legislation to the judicial branch that is assured to pass constitutional muster.
- d. The president may veto a law passed by the legislative branch.
- e. The senate must consent to all presidential appointees to the U.S. Supreme Court.

ANSWER: e
REFERENCES: 38
LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3

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NOTES: _____ applied

48. The underlying concept of the principle of separation of powers is that _____.
- all three branches of government are equally powerful
 - when legislative, judicial, and executive power are not exercised by the same institution, power cannot be so easily abused
 - the people are responsible to elect the representatives in all three branches of government, including the judicial branch
 - one branch has a veto power over the other branches
 - the people's power to elect representatives is separate and different from that of the branches of the government

ANSWER: _____ b

REFERENCES: _____ 37

LEARNING OBJECTIVES: _____ ENDM.Daut.16.2.3 - LO3

NOTES: _____ conceptual

49. Which of the following statements is **not** true?
- Federalism divides powers between two levels of government: the state (that deals with local concerns) and the federal government (that deals with national concerns).
 - The Framers of the Constitution drafted the Constitution to expand the powers of the national government from what they had been under the Articles of Confederation.
 - The Constitution is the result of compromise between competing interests.
 - The final draft of the new constitution was the product of all 13 states participating in the Philadelphia Convention.
 - Some of the Framers believed that the Constitution should be flexible to meet the varying challenges time would create.

ANSWER: _____ d

REFERENCES: _____ 37-39

LEARNING OBJECTIVES: _____ ENDM.Daut.16.2.3 - LO3

NOTES: _____ applied

50. A very important aspect of the American constitutional arrangement, which distributes powers between two levels of government (state and federal), is called _____.
- sovereignty
 - enumeration
 - ratification
 - compromise
 - federalism

ANSWER: _____ e

REFERENCES: _____ 38

LEARNING OBJECTIVES: _____ ENDM.Daut.16.2.3 - LO3

NOTES: _____ conceptual

51. Which of the following would best describe a federal system of government?

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- a. A national government with authority, independent of the states, to coin money; and state governments with authority, independent of the national government, to conduct elections.
- b. A national government that has granted to states the ability to make local decisions.
- c. A national government that has received authority from sovereign, independent states, to conduct foreign policy.
- d. An absolute lack of any governmental institutions within society.
- e. None of these choices is correct.

ANSWER: a
REFERENCES: 38
LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3
NOTES: applied

52. The U.S. Constitution allows some powers while denying others. Such explicitly stated powers are referred to as ____.
- a. constitutionally mandated powers
 - b. amended powers
 - c. natural rights
 - d. enumerated powers
 - e. inherent powers

ANSWER: d
REFERENCES: 39
LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3
NOTES: conceptual

53. At the Constitutional Convention in 1787, the Federalists _____.
- a. strongly objected to ratification and enactment of the new constitution
 - b. were opposed to a strong central government
 - c. were in favor of a strong central government and for ratification of the new constitution
 - d. favored states' rights and were opposed to any form of national government
 - e. favored a central government only if the states were given veto powers over the central government

ANSWER: c
REFERENCES: 39
LEARNING OBJECTIVES: ENDM.Daut.16.2.4 - LO4
NOTES: conceptual

54. According to the authors, the Federalists had a tactical advantage due to which of the following rules governing ratification?
- a. requirement that ratification require approval of nine states (not unanimous consent)
 - b. requirement that ratification take place through special state conventions
 - c. requirement that ratification decisions be made during the winter
 - d. requirement prohibiting disclosure of day-to-day proceedings in the Constitutional Convention
 - e. All of these choices are correct.

ANSWER: e

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REFERENCES: 39
LEARNING OBJECTIVES: ENDM.Daut.16.2.4 - LO4
NOTES: conceptual

55. What was the practical purpose for publication of *The Federalist* essays in 1788?

- a. to allow an avenue for posting opposing political viewpoints
- b. to act as a political party platform for the Federalist party
- c. to explain and defend the new Constitution and to urge its ratification
- d. to expose the immorality inherent in eighteenth-century society
- e. to advocate for James Madison's campaign for president

ANSWER: c

REFERENCES: 40
LEARNING OBJECTIVES: ENDM.Daut.16.2.4 - LO4
NOTES: applied

56. In which of the following did Hamilton attack the Articles of Confederation based on the impossibility of governing if each state is essentially sovereign?

- a. *Federalist* No. 15
- b. *Federalist* No. 46
- c. *Federalist* No. 51
- d. *Federalist* No. 70
- e. *Federalist* No. 78

ANSWER: a

REFERENCES: 40
LEARNING OBJECTIVES: ENDM.Daut.16.2.4 - LO4
NOTES: conceptual

57. In which of the following did Madison declare that a federal system allows the states the ability to counter "ambitious encroachments of the federal government"?

- a. *Federalist* No. 15
- b. *Federalist* No. 46
- c. *Federalist* No. 51
- d. *Federalist* No. 70
- e. *Federalist* No. 78

ANSWER: b

REFERENCES: 40
LEARNING OBJECTIVES: ENDM.Daut.16.2.4 - LO4
NOTES: conceptual

58. In which of the following did Madison explain that the many different parts of the government and its "multiplicity of interests" would reduce the chance of a majority coalition oppressing citizens?

- a. *Federalist* No. 15
- b. *Federalist* No. 46

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- c. *Federalist* No. 51
- d. *Federalist* No. 70
- e. *Federalist* No. 78

ANSWER:

c

REFERENCES:

40

LEARNING OBJECTIVES:

ENDM.Daut.16.2.4 - LO4

NOTES:

conceptual

59. As evidenced in James Madison's *Federalist* No. 10, many of the writers of the Constitution were cautious regarding _____.

- a. the right of people to vote because they tended to rely on emotion rather than rationality
- b. factions, by which he meant groups of people motivated by a common economic and/or political interest
- c. the office of president
- d. the ability of the people to amend the Constitution and thus, in Madison's opinion, to undermine its authority
- e. state powers

ANSWER:

b

REFERENCES:

40

LEARNING OBJECTIVES:

ENDM.Daut.16.2.4 - LO4

NOTES:

conceptual

60. Hamilton argues that the executive must be a single person to achieve "energy," which is a "leading character in the definition of good government" in _____.

- a. *Federalist* No. 15
- b. *Federalist* No. 46
- c. *Federalist* No. 51
- d. *Federalist* No. 70
- e. *Federalist* No. 78

ANSWER:

d

REFERENCES:

40

LEARNING OBJECTIVES:

ENDM.Daut.16.2.4 - LO4

NOTES:

conceptual

61. Hamilton argues that the judiciary is the weakest branch of the government in _____.

- a. *Federalist* No. 15
- b. *Federalist* No. 46
- c. *Federalist* No. 51
- d. *Federalist* No. 70
- e. *Federalist* No. 78

ANSWER:

e

REFERENCES:

40

LEARNING OBJECTIVES:

ENDM.Daut.16.2.4 - LO4

NOTES:

conceptual

CHAPTER 2 - The Founding and the Constitution

62. The most effective complaint raised by the Anti-Federalists against the proposed Constitution in 1788 was _____.
a. the inability of the states to tax the federal government
b. its lack of state power to raise an army
c. its lack of a bill of rights to protect individuals against abuses by the government
d. the creation of the office of president
e. the retention of too much power at the state level

ANSWER:

c

REFERENCES:

41

LEARNING OBJECTIVES:

ENDM.Daut.16.2.4 - LO4

NOTES:

factual

63. Which of the following is **not** true concerning the Bill of Rights in the U.S. Constitution?
a. The Bill of Rights was added as the first amendments to the Constitution after it was ratified by the states.
b. Several prominent members of the Constitutional Convention, such as James Madison, originally opposed the Bill of Rights.
c. Most states already had existing constitutions that enumerated the rights of the individual.
d. The Bill of Rights was a prominent element of the new Constitution and it was written into the document early in the process.
e. Several states at first refused to ratify the new Constitution because of its lack of a Bill of Rights.

ANSWER:

d

REFERENCES:

41-43

LEARNING OBJECTIVES:

ENDM.Daut.16.2.4 - LO4

NOTES:

conceptual

64. What has been the most common method used to amend the U.S. Constitution?
a. a three-fifths vote in both chambers of Congress
b. simple majority of the voters of the United States
c. approval from two-thirds of the state legislatures and the signature of the president
d. voter approval and the ruling of the Supreme Court on its constitutionality
e. two-thirds vote of both chambers of Congress, then ratified by three-fourths of state legislatures

ANSWER:

e

REFERENCES:

44

LEARNING OBJECTIVES:

ENDM.Daut.16.2.5 - LO5

NOTES:

applied

65. According to the authors, why did the writers of the Constitution create such a difficult amendment process?
a. They distrusted people to be active in the political process.
b. They wanted to protect the Constitution from short-lived or temporary passions.
c. They did not want any person or institution to tamper with their original work.
d. They assumed a new constitution would be written about once each generation.
e. They distrusted the motives and abuses of powers by state governments.

ANSWER:

b

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REFERENCES: 44
 LEARNING OBJECTIVES: ENDM.Daut.16.2.5 - LO5
 NOTES: applied

66. Including the Bill of Rights, the U.S. Constitution has _____ Amendments.

- a. twelve
- b. one
- c. ten
- d. twenty-seven
- e. fifty-three

ANSWER: d

REFERENCES: 44
 LEARNING OBJECTIVES: ENDM.Daut.16.2.5 - LO5
 NOTES: factual

67. Under which interpretation method would the Court give the federal government considerable implied powers to regulate the economy?

- a. Loose Construction
- b. Textualism
- c. Strict Construction
- d. Originalism
- e. Fixed Construction

ANSWER: a

REFERENCES: 47
 LEARNING OBJECTIVES: ENDM.Daut.16.2.5 - LO5
 NOTES: applied

68. The concept of strict construction requires that the Constitution _____.

- a. may be changed by the formal amendment process and not by discretionary Congressional actions or judicial rulings
- b. remain a flexible and fluid document that changes with the times
- c. may be modified only by rulings of the Supreme Court
- d. remain true to the intent of the writers of the Constitution and that it remain rigid and without any amendments
- e. should be modified as popular opinion changes

ANSWER: a

REFERENCES: 48
 LEARNING OBJECTIVES: ENDM.Daut.16.2.5 - LO5
 NOTES: applied

69. The 1819 Supreme Court ruling in *McCulloch v. Maryland* seemed like a minor issue, but the ruling had a long-lasting impact. What was the primary impact of this ruling?

- a. A national bank was unconstitutional.

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- b. The state of Maryland had every right under the Constitution to tax the federal government's property.
- c. In some cases certain powers that are not explicitly given to the government in the Constitution may be considered "necessary and proper" and thus are legitimate under the concept of the "living Constitution."
- d. Congress acted improperly in creating the U.S. Department of the Treasury.
- e. In ruling on matters involving the Constitution, the Supreme Court must adopt a "strict constructionist" approach and not read anything into the Constitution that is not explicitly stated.

ANSWER: c
 REFERENCES: 48
 LEARNING OBJECTIVES: ENDM.Daut.16.2.5 - LO5
 NOTES: applied

Essay

70. In 1776, delegates to the Second Continental Congress appointed a committee to draft a document that would state their list of grievances and articulate their intention to seek independence. List the writers of the Declaration of Independence, and name the primary writer and the reasons for (and objections to) his prominence. Discuss the philosophies and theories embodied in this revolutionary document.

ANSWER: Answers may vary.
 REFERENCES: 30
 LEARNING OBJECTIVES: ENDM.Daut.16.2.1 - LO1

71. The U.S. Constitution was created through much compromise. Discuss some of the important compromises that developed during the Constitutional Convention in Philadelphia in the summer of 1787. How did these compromises impact our structure of government and its daily functions? Do you see this same type of compromise in the daily operations of government?

ANSWER: Answers may vary.
 REFERENCES: 34-37
 LEARNING OBJECTIVES: ENDM.Daut.16.2.2 - LO2

72. Describe the theory of separation of powers and how the Constitution achieves this principle. Explain how each of the institutions plays a role in the process. Upon review of the Constitutional design, does any one institution appear the strongest or weakest branch of government? Explain why.

ANSWER: Answers may vary.
 REFERENCES: 37
 LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3

73. Describe the principles of separation of powers and checks and balances. How have they evolved? How have they been incorporated into the Constitution? Do you think the views expressed in *Federalist* 10 and *Federalist* 51 have been satisfied with the current design and function of government?

ANSWER: Answers may vary.
 REFERENCES: 37
 LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3

74. What is the difference between enumerated and implied powers? How do these different concepts of political power impact the balance of power within the federal system of governance? Provide some examples.

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ANSWER: Answers may vary.
REFERENCES: 39
LEARNING OBJECTIVES: ENDM.Daut.16.2.3 - LO3

75. Compare and contrast the rhetoric of the Federalist and Anti-Federalist movements. Who made up the body of each group? What did they think about the proposed Constitution? What were some of the primary arguments on each side?

ANSWER: Answers may vary.
REFERENCES: 39
LEARNING OBJECTIVES: ENDM.Daut.16.2.4 - LO4

76. Hamilton expressed the view that the executive must be a single person in order to realize “energy,” which “is a leading character of good government.” Analyze the experience of the United States under the Articles of Confederation, as compared to the experience of the United States under the current Constitution, to show whether or not events supported Hamilton’s position.

ANSWER: Answers may vary.
REFERENCES: 40
LEARNING OBJECTIVES: ENDM.Daut.16.2.4 - LO4

77. Describe the ways in which Madison’s view that a “multiplicity of interests” could significantly reduce the possibility of a majority emerging to oppress individual rights. Explain the reasons both in favor of and opposed to his analysis.

ANSWER: Answers may vary.
REFERENCES: 40
LEARNING OBJECTIVES: ENDM.Daut.16.2.4 - LO4

78. The Constitution was originally ratified as a document that did not contain a Bill of Rights. While amending the Constitution to provide for an enumeration of these rights was essential to ratification, many of the drafters of the document originally argued that it was not a necessary component, and indeed should not be part, of the Constitution. Describe how the federal government (from the standpoint of each of the three branches) might operate in the absence of a Bill of Rights. Explain your views on whether the Bill of Rights is an essential aspect of the Constitution.

ANSWER: Answers may vary.
REFERENCES: 43
LEARNING OBJECTIVES: ENDM.Daut.16.2.4 - LO4

79. Americans, especially legal scholars, view the U.S. Constitution in different ways. Discuss the differences between the theories of strict constructionism versus the living constitution.

ANSWER: Answers may vary.
REFERENCES: 47-50
LEARNING OBJECTIVES: ENDM.Daut.16.2.5 - LO5