

CHAPTER 2: THE CONSTITUTION

READING COMPREHENSION QUIZ

Multiple Choice Questions

1. Who wrote the Declaration of Independence?
 - a. Thomas Jefferson
 - b. Benjamin Franklin
 - c. Richard Henry Lee
 - d. Thomas Paine
 - e. John Adams

Answer: a

Learning Objective: 2.1

Page Reference: 30

Skill: Knowledge

2. The foundation of Locke's philosophy was that human beings
 - a. derive their rights from nature.
 - b. have rights that are granted them by government.
 - c. determine their own rights.
 - d. derive their rights from God.
 - e. are granted rights by their king.

Answer: a

Learning Objective: 2.1

Page Reference: 31

Skill: Knowledge

3. Who authored *The Second Treatise of Civil Government*?
 - a. Thomas Jefferson
 - b. John Locke
 - c. Thomas Paine
 - d. James Madison
 - e. Peyton Randolph

Answer: b

Learning Objective: 2.1

Page Reference: 31

Skill: Knowledge

4. Locke believed that government must be built
 - a. on the consent of the governed.
 - b. on the laws of the previous government.
 - c. on the morals of the rulers.
 - d. on laws given by the king.
 - e. on the continuity of government, thus all efforts to overthrow a government are treason.

Answer: a

Learning Objective: 2.1

Page Reference: 31

Skill: Knowledge

5. Which of the following best describes the United States government under the Articles of Confederation?
 - a. It was weak and ineffective.
 - b. It was frequently involved in foreign affairs.
 - c. It was very large and bureaucratic.
 - d. It was dictatorial.
 - e. It was a puppet for George Washington.

Answer: a

Learning Objective: 2.2

Page Reference: 33–34

Skill: Knowledge

6. What was the significance of the Annapolis meeting?
 - a. It was the first national convention of women demanding the right to vote.
 - b. It issued the Declaration of Independence.
 - c. It dissolved the Continental Congress.
 - d. It selected George Washington as the first post-Revolutionary president.
 - e. It issued the first call for the Constitutional Convention, which would form in Philadelphia in 1787.

Answer: e

Learning Objective: 2.2

Page Reference: 35

Skill: Knowledge

7. Which of the following characteristics do NOT apply to the 55 delegates who convened the Constitutional Convention?
- Most were residents of western frontiers.
 - They were all men.
 - A significant number were urbanites.
 - Many were college graduates.
 - They were mostly wealthy planters.

Answer: a

Learning Objective: 2.3

Page Reference: 36

Skill: Knowledge

8. Which of the following comprised the core of agreement among the delegates to the Constitutional Convention?
- Beliefs about human nature
 - Beliefs about the causes of political conflict
 - Shared views regarding the objectives of government
 - Understanding about the nature of republican government
 - All of the above are true.

Answer: e

Learning Objective: 2.3

Page Reference: 36

Skill: Comprehension

9. _____ was proposed by William Patterson, in which each state was to be equally represented in the new Congress.
- The New Jersey Plan
 - The Connecticut Compromise
 - The Virginia Plan
 - The Federalist Papers
 - The Articles of Confederation

Answer: a

Learning Objective: 2.4

Page Reference: 38

Skill: Knowledge

10. A major purpose of the economic provisions in the Constitution was to
- promote a more equal distribution of wealth in the country.
 - guarantee the states a significant economic role.
 - preserve and strengthen the farm economy to the disadvantage of manufacturing.
 - establish a comprehensive set of social welfare programs to assist people in times of need.
 - create a strong national government so as to bring stability out of economic chaos.

Answer: e

Learning Objective: 2.4

Page Reference: 40–41

Skill: Comprehension

11. Which of the following was NOT one of the features of the Madisonian system that sought to limit majority tyranny?
- Separation of powers
 - Bicameral Congress
 - Federalism
 - Life term tenure for judges
 - Bill of Rights

Answer: e

Learning Objective: 2.5

Page Reference: 43–44

Skill: Comprehension

12. Which of the following was favored by the Anti-Federalists?
- Stronger state governments
 - Weaker state governments
 - Longer terms for elected officials
 - Indirect elections of elected officials
 - Weakened protections for individuals liberties

Answer: a

Learning Objective: 2.6

Page Reference: 48–49

Skill: Comprehension

13. An amendment to the Constitution may be proposed by
- a two-thirds vote in each house of Congress.
 - a national convention called by Congress at the request of two-thirds of the state legislatures.
 - the request of the president of the United States.
 - All of these are true.
 - None of these is true.

Answer: e

Learning Objective: 2.7

Page Reference: 51–52

Skill: Knowledge

14. The case in which Chief Justice John Marshall first asserted the right of the Supreme Court to determine the meaning of the U.S. Constitution was
- Marbury v. Madison.*
 - McCulloch v. Maryland.*
 - United States v. Eichman.*
 - Dred Scott v. Sandford.*
 - None of the above is true.

Answer: a

Learning Objective: 2.7

Page Reference: 53

Skill: Knowledge

15. Which of the following statements regarding the Constitution is FALSE?
- One of the central themes of American history has been the gradual democratization of the Constitution.
 - The original Constitution was characterized by numerous restrictions on direct voter participation.
 - The original Constitution offers numerous guidelines on voter eligibility.
 - Five of the 17 constitutional amendments passed since the Bill of Rights have focused on the expansion of the electorate.
 - Political change, such as the emergence of political parties, has contributed to the changing nature of the Constitution.

Answer: c

Learning Objective: 2.7–2.8

Page Reference: 51–58

Skill: Comprehension

True/False Questions

1. John Locke's *Second Treatise of Civil Government* set down the principles of natural rights, limited government, and consent of the governed.
Answer: TRUE
Learning Objective: 2.1
Page Reference: 31
Skill: Comprehension
2. A constitution is a nation's basic law.
Answer: TRUE
Learning Objective: 2.1
Page Reference: 28
Skill: Knowledge
3. Under the Articles of Confederation, the national government was too weak to govern effectively.
Answer: TRUE
Learning Objective: 2.2
Page Reference: 33
Skill: Knowledge
4. There were 105 delegates to the Constitutional Convention.
Answer: FALSE
Learning Objective: 2.3
Page Reference: 36
Skill: Knowledge
5. The Connecticut Compromise created a bicameral Congress and a system of representation that ultimately gives greater representation to citizens of less populous states.
Answer: TRUE
Learning Objective: 2.4
Page Reference: 39
Skill: Comprehension

6. The New Jersey Plan called for equal representation of each state in Congress regardless of the state's population.

Answer: TRUE

Learning Objective: 2.4

Page Reference: 38–39

Skill: Knowledge

7. The Constitution left it to the states to decide qualifications for voting.

Answer: TRUE

Learning Objective: 2.4

Page Reference: 40

Skill: Knowledge

8. Of the two types of factions, Madison and the Federalists feared minority tyranny the most.

Answer: FALSE

Learning Objective: 2.5

Page Reference: 44

Skill: Comprehension

9. Publius authored the *Federalist Papers*.

Answer: TRUE

Learning Objective: 2.6

Page Reference: 48

Skill: Knowledge

10. The Federalists promised to add a Bill of Rights to the Constitution to allay Anti-Federalist fears that the new government would erode fundamental liberties.

Answer: TRUE

Learning Objective: 2.6

Page Reference: 49

Skill: Knowledge

11. An amendment to the Constitution can be ratified either by the legislature of three-fourths of the states or by special conventions called in three-fourths of the states.

Answer: TRUE

Learning Objective: 2.7

Page Reference: 51–52

Skill: Knowledge

12. Judicial review refers to the power of the Courts to determine whether acts of Congress and actions of the executive are constitutional.

Answer: TRUE

Learning Objective: 2.7

Page Reference: 53

Skill: Knowledge

13. Political parties, as we know them today, did not exist when the Constitution was written.

Answer: TRUE

Learning Objective: 2.7

Page Reference: 54

Skill: Knowledge

14. According to your textbook, the Constitution both reinforces individualism and encourages stalemate.

Answer: TRUE

Learning Objective: 2.8

Page Reference: 58–59

Skill: Comprehension

15. Over time and through a series of amendments that have expanded voting rights, the U.S. Constitution has become more democratic.

Answer: TRUE

Learning Objective: 2.8

Page Reference: 58–59

Skill: Comprehension

CHAPTER EXAM

Multiple Choice Questions

1. The British government stepped up its control over the American colonies with new taxes and stronger commerce right after
 - a. King Philip's War.
 - b. the assassination of the Duke of Windsor.
 - c. King George's War.
 - d. the Civil War.
 - e. the French and Indian War.

Answer: e

Learning Objective: 2.1

Page Reference: 29

Skill: Knowledge

2. The document approved by the American colonies in 1776 stating grievances against the British monarch and declaring the colonies independence was the
- Articles of Confederation.
 - Magna Carta.
 - Bill of Rights.
 - U.S. Constitution.
 - Declaration of Independence.

Answer: e

Learning Objective: 2.1

Page Reference: 30

Skill: Knowledge

3. Which of the following statements represents John Locke's understanding of the relationship between natural rights and human law?
- Natural rights are less important than human law.
 - Natural rights are higher than, that is superior to, human law.
 - Human law is the source of natural rights.
 - Human law protects property rights, making human law the equivalent to natural rights.
 - Human law and natural rights are equivalent.

Answer: b

Learning Objective: 2.1

Page Reference: 31

Skill: Comprehension

4. According to John Locke, natural rights are
- inherent in human beings, not dependent on government.
 - given to individuals from governments.
 - secondary to the government's primary purpose of protecting property.
 - inclusive of the right to free speech and gun ownership.
 - None of these is true.

Answer: a

Learning Objective: 2.1

Page Reference: 31

Skill: Knowledge

5. The idea that there must be restrictions placed on government to protect the natural rights of citizens is known as
- limited government.
 - natural law.
 - the consent of the governed.
 - American republicanism.
 - a confederation.

Answer: a

Learning Objective: 2.1

Page Reference: 31

Skill: Knowledge

6. The sole purpose of government, according to John Locke, was to
- promote the common good.
 - prevent anarchy.
 - educate the people.
 - protect individuals from violence.
 - protect natural rights.

Answer: e

Learning Objective: 2.1

Page Reference: 31

Skill: Knowledge

7. According to John Locke, the “state of nature” refers to
- a state in which there are no formal laws or government.
 - a state of uninhabited territory ripe for government control.
 - a state ruled by the people, or a democracy.
 - a state in which human law is able to create natural rights.
 - All of the above are true.

Answer: a

Learning Objective: 2.1

Page Reference: 31

Skill: Knowledge

8. The Lockean phrase “life, liberty, and property” captures Locke’s belief in
- consent of the governed and government’s obligation to protect property.
 - government’s obligation to spread property equally among citizens.
 - the notion that happiness was secondary to the right to own land.
 - laissez-faire economics.
 - the state of nature as the locale of human happiness.

Answer: a

Learning Objective: 2.1

Page Reference: 31

Skill: Comprehension

9. Lockean thought and the Declaration of Independence are similar in that both
- recognize the right of people to determine their own form of government, short of resorting to revolution.
 - were developed in the late 1700s.
 - value the preservation of private property.
 - seek common ideals in government through the establishment of a constitutional monarchy.
 - support the concept of natural rights and the idea that the government is built on the consent of the governed.

Answer: e

Learning Objective: 2.1

Page Reference: 31

Skill: Comprehension

10. Which of the following is NOT true of the Articles of Confederation?
- They vested all meaningful power in the states.
 - They represented a “league of friendship” among the states.
 - They provided for no judiciary.
 - They gave the president too much power.
 - They provided for a unicameral national legislature.

Answer: d

Learning Objective: 2.2

Page Reference: 33–34

Skill: Knowledge

11. Which of the following is NOT true of the United States government under the Articles of Confederation?
- Each state had only one vote in Congress.
 - Most authority rested with the United States Congress rather than the state governments.
 - The Congress had only one house.
 - There was no president.
 - All of these are false.

Answer: b

Learning Objective: 2.2

Page Reference: 33–34

Skill: Knowledge

12. Which of the following was NOT occurring under the Articles of Confederation?
- Abolition of religious qualifications for office holding
 - Adoption of bills of rights
 - Upper-class dominance
 - Expanded political participation
 - None of the above was occurring under the Articles.

Answer: c

Learning Objective: 2.2

Page Reference: 33–35

Skill: Knowledge

13. Which of the following is NOT true of state governments after the American Revolution?
- Government in the states became more responsive to the people.
 - State constitutions concentrated power in state legislatures.
 - States were increasingly influenced by the idea of equality.
 - States were increasingly influenced by civic republicanism.
 - Elites entered state legislatures at higher numbers.

Answer: e

Learning Objective: 2.2

Page Reference: 34–35

Skill: Knowledge

14. According to James Madison, the “most common and durable source of factions” was
- the unequal division of property.
 - urban and rural divisions.
 - aristocracy.
 - the British army.
 - racial inequalities.

Answer: a

Learning Objective: 2.3

Page Reference: 37

Skill: Knowledge

15. Which of the following does NOT, in general, describe the “Gentlemen in Philadelphia”?
- College educated
 - Wealthy
 - Western
 - Successful
 - An “assembly of demigods,” according to Thomas Jefferson

Answer: c

Learning Objective: 2.3

Page Reference: 37

Skill: Knowledge

16. Which statement best describes the view of human nature held by delegates to the Constitutional Convention?

- a. Humans are basically good.
- b. Human beings are basically selfish and self-interested.
- c. Humans are solely the product of their environment.
- d. Humans are basically evil.
- e. Humans are naturally altruistic.

Answer: b

Learning Objective: 2.3

Page Reference: 36–37

Skill: Comprehension

17. Among the most important ends of government for the delegates at the Constitutional Convention was the

- a. prevention of tyranny.
- b. redistribution of wealth.
- c. abolition of slavery.
- d. extension of suffrage, that is, the right to vote.
- e. All of these were among the most important.

Answer: a

Learning Objective: 2.3

Page Reference: 36–38

Skill: Comprehension

18. The _____, offered as a proposal at the Constitutional Convention, called for giving each state in Congress representation in proportion to the state's share of the population.

- a. New Jersey Plan
- b. Connecticut Plan
- c. Virginia Plan
- d. Rhode Island Plan
- e. New York Plan

Answer: c

Learning Objective: 2.4

Page Reference: 38

Skill: Knowledge

19. According to the U.S. Constitution, how many senators does each state have?
- Two
 - Depends on the state's population
 - A total of three
 - Six
 - One

Answer: a

Learning Objective: 2.4

Page Reference: 38

Skill: Knowledge

20. According to the U.S. Constitution, the House of Representatives has how many members from each state?
- Two
 - Depends on the state's population
 - A total of three
 - Six
 - One

Answer: b

Learning Objective: 2.4

Page Reference: 38

Skill: Knowledge

21. The Connecticut Compromise at the Constitutional Convention
- resolved the impasse between those who favored the New Jersey Plan and those who preferred the Virginia Plan.
 - added the Bill of Rights to the Constitution in order to lessen concerns about too much power for the new government.
 - settled the dispute about whether slavery should be permitted in the final Constitution.
 - threw out the idea of having a monarch in the United States, opting instead for an indirectly elected president.
 - involved all of these elements.

Answer: a

Learning Objective: 2.4

Page Reference: 39

Skill: Knowledge

22. Which of the following is true of the system of representation established by the Connecticut Compromise?
- It gives more power to people living in states with small populations.
 - It gives more power to people living in states with large populations.
 - It distributes power among people of large and small states exactly equally.
 - It gives more power to large states, particularly in presidential elections.
 - Both b and d are true.

Answer: a

Learning Objective: 2.4

Page Reference: 39

Skill: Comprehension

23. On the issue of slaves, the Constitution specified
- that a gradual end to slavery must be worked out by Congress and the states within ten years.
 - that slavery would be banned beginning in 1800.
 - a boundary, known as the Mason-Dixon line, south of which slavery would be legal.
 - nothing; it was too controversial a subject, and the delegates could not agree on anything regarding it.
 - that slaves would count as three-fifths of a person for counting the nation's population and determining seats in the House.

Answer: e

Learning Objective: 2.4

Page Reference: 39

Skill: Knowledge

24. In determining congressional representation and taxation, the Constitution
- counted slaves as three-fifths of a person.
 - did not count slaves.
 - counted slaves as free persons.
 - was silent on the issue of how slaves would be counted, instead leaving the issue to each state to decide.
 - counted slaves as one-half of a person.

Answer: a

Learning Objective: 2.4

Page Reference: 39

Skill: Knowledge

25. Regarding the right to vote in national elections, the Framers of the Constitution
- required that all free, adult males with property worth at least \$50 be allowed to vote.
 - decided to leave it up to the individual states to determine voter qualifications in their own states.
 - finally granted women the right to vote.
 - included a requirement that all free, adult males be allowed to vote.
 - provided that free men and women over the age of 20 be allowed to vote.

Answer: b

Learning Objective: 2.4

Page Reference: 40

Skill: Comprehension

26. Which of the following was NOT one of the economic difficulties the writers of the Constitution attempted to address?
- States that kept printing virtually worthless money
 - The tariffs states had erected against one another to protect their state-made products
 - Lack of unemployment compensation and welfare payments
 - The difficulty of the Continental Congress in raising money from the states
 - All of these were dealt with in the Constitution.

Answer: c

Learning Objective: 2.4

Page Reference: 40–42

Skill: Comprehension

27. Which of the following was NOT a power given to Congress by the Constitution in terms of the economy?
- The ability to levy taxes
 - The ability to pay debts
 - The ability to force states to abolish slavery
 - The ability to borrow money
 - The ability to regulate interstate and intrastate foreign commerce

Answer: c

Learning Objective: 2.4

Page Reference: 40–42

Skill: Comprehension

28. The Constitution prohibited the states from doing each of the following EXCEPT
- harboring runaway slaves.
 - placing duties on imports from other states.
 - printing paper money.
 - establishing a republican form of government.
 - interfering with lawfully contracted debts.

Answer: d

Learning Objective: 2.4

Page Reference: 41–42

Skill: Comprehension

29. The Framers of the Constitution gave chief economic policymaking power to the
- courts.
 - states.
 - U.S. Congress.
 - president.
 - Federal Reserve Board.

Answer: c

Learning Objective: 2.4

Page Reference: 41

Skill: Comprehension

30. Each of the following violations of individual rights is forbidden in the original Constitution EXCEPT
- passing *ex post facto* laws.
 - strict limits on the prosecution of treason.
 - passing bills of attainder.
 - suspension of the *writ of habeas corpus*.
 - suspension of freedom of speech.

Answer: e

Learning Objective: 2.4

Page Reference: 42–43

Skill: Knowledge

31. Two key elements of the Madisonian model were to
- keep most of the government beyond the control of a popular majority and separate the powers of different institutions.
 - promote state power while separating the powers of different national institutions.
 - keep as much of the government as possible beyond the control of a popular majority and extend the right to vote to everyone.
 - combine the powers of different institutions and create a powerful presidency.
 - require a system of checks and balances and extend democracy.

Answer: a

Learning Objective: 2.5

Page Reference: 44–45

Skill: Comprehension

32. Madison was most fearful of tyranny of the _____; one result in the U.S. Constitution was the _____.
- minority; Bill of Rights
 - majority; Bill of Rights
 - minority; separation of powers
 - majority; separation of powers
 - minority; direct elections of the U.S. House of Representatives

Answer: d

Learning Objective: 2.5

Page Reference: 44

Skill: Comprehension

33. Which of the following was among Madison's proposal to prevent majority tyranny?
- Combine the powers of different institutions
 - Construct a system of checks and balances
 - Incorporate majoritarianism across the three branches of government
 - Form national political parties
 - All of these were among Madison's proposals

Answer: b

Learning Objective: 2.5

Page Reference: 44

Skill: Comprehension

34. Which of the following is NOT one of the checks and balances?
- Congress approves presidential nominations and controls the budget.
 - The president nominates judges and enforces judicial decisions.
 - The court can declare presidential actions unconstitutional.
 - The Senate confirms the president's nominations.
 - Congress vetoes presidential actions.

Answer: e

Learning Objective: 2.5

Page Reference: 45–46

Skill: Comprehension

35. Ratification of the Constitution
- needed the approval of nine states.
 - needed the approval of a majority of the people.
 - occurred when it was approved by the delegates to the Constitutional Convention.
 - needed the approval of all the states.
 - was by a two-thirds vote of the Continental Congress.

Answer: a

Learning Objective: 2.6

Page Reference: 48

Skill: Knowledge

36. Opposition to ratification of the Constitution was based on the belief that it would
- provide for elite control, endanger liberty, and weaken the states.
 - produce more democratic elements than desirable for a strong central government.
 - give too much power to the states.
 - promote pluralism, which would threaten liberty.
 - All of the above are true.

Answer: a

Learning Objective: 2.6

Page Reference: 48–49

Skill: Comprehension

37. What was the series of articles written by Publius called?
- Common Sense*
 - The Federalist Papers*
 - The Constitution
 - The Bill of Rights
 - The Second Treatise of Civil Government*

Answer: b

Learning Objective: 2.6

Page Reference: 48

Skill: Knowledge

38. Which of the following was NOT among Anti-Federalist objections to the proposed Constitution?

- a. It weakened the power of the states.
- b. It did not include a Bill of Rights.
- c. It promised to create a government run largely by wealthy elites.
- d. It would erode fundamental liberties including freedom of the press.
- e. It was far too decentralized and fragmented.

Answer: e

Learning Objective: 2.6

Page Reference: 48–49

Skill: Comprehension

39. Among the primary differences between Federalists and Anti-Federalists,

- a. Federalists favored stronger state governments; Anti-Federalists favored a stronger national government.
- b. Federalists favored a stronger national government; Anti-Federalists favored stronger state governments.
- c. Federalists insisted on a Bill of Rights; Anti-Federalists opposed a Bill of Rights.
- d. Federalists favored shorter terms for elected officials; Anti-Federalists favored longer terms for elected officials.
- e. All of these are primary differences between the Federalists and Anti-Federalists.

Answer: b

Learning Objective: 2.6

Page Reference: 48–49

Skill: Comprehension

40. Which of the following was among the Anti-Federalists' concerns about the Constitution?

- a. The inclusion of a formal bill of rights
- b. The potential to strengthen the state governments at the expense of the national government
- c. The potential to strengthen the national government at the expense of the state government
- d. The absence of a plural executive
- e. The role of the Electoral College

Answer: c

Learning Objective: 2.6

Page Reference: 49

Skill: Comprehension

41. Which of these has no formal role in amending the Constitution?
- a. The states
 - b. The House of Representatives
 - c. The president
 - d. The Senate
 - e. None of the above; they all have a formal role in amending the Constitution.

Answer: c

Learning Objective: 2.7

Page Reference: 51–52

Skill: Knowledge

42. Constitutional amendments are usually ratified by
- a. state conventions called by a two-thirds vote in Congress.
 - b. a national convention.
 - c. a majority of the Supreme Court.
 - d. a two-thirds vote in each house of Congress.
 - e. legislatures of three-fourths of the states.

Answer: e

Learning Objective: 2.7

Page Reference: 51–52

Skill: Knowledge

43. The constitutional amendment passed by Congress in 1972 stating that “equality of rights under the law shall not be abridged by the United States or by any state on account of sex” is also known as the _____ Amendment.
- a. Equal Opportunity
 - b. Equal Rights
 - c. Women’s Liberation
 - d. Civil Rights
 - e. Gay Rights

Answer: b

Learning Objective: 2.7

Page Reference: 52

Skill: Knowledge

44. The power of the courts to determine whether acts of Congress and the executive branch are constitutional is called
- judicial review.
 - stare decisis.
 - precedent.
 - laissez-faire.
 - Liberalism.

Answer: a

Learning Objective: 2.7

Page Reference: 53

Skill: Knowledge

45. Judicial review was established in
- Marbury v. Madison.*
 - McCulloch v. Maryland.*
 - Brown v. Board of Education of Topeka, Kansas.*
 - U.S. v. Lopez.*
 - Dred Scott v. Sandford.*

Answer: a

Learning Objective: 2.7

Page Reference: 53

Skill: Knowledge

46. As of January 2011, how many amendments have been added to the Constitution?
- Ten
 - Twelve
 - Fifteen
 - Twenty
 - Twenty-seven

Answer: e

Learning Objective: 2.7

Page Reference: 55

Skill: Knowledge

47. What was the purpose of the Twenty-sixth Amendment?
- To give African Americans the right to vote
 - To give women the right to vote
 - To prohibit flag burning
 - To lower the voting age to 18
 - To abolish slavery

Answer: d

Learning Objective: 2.8

Page Reference: 58

Skill: Knowledge

48. The Seventeenth Amendment provided for
- women's suffrage.
 - direct election of senators.
 - direct election of members of the House of Representatives.
 - African American suffrage.
 - suffrage for all citizens age 18 and older.

Answer: b

Learning Objective: 2.8

Page Reference: 58

Skill: Knowledge

49. The Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-fifth Amendments to the U.S. Constitution have what in common?
- They each pertain to the voting rights of African Americans.
 - They each were a direct result of the Civil War.
 - They each contributed to the expansion of the electorate.
 - They each contributed to the shrinkage of the electorate.
 - They each are part of the Bill of Rights.

Answer: c

Learning Objective: 2.8

Page Reference: 58

Skill: Knowledge

50. Some scholars have suggested that a consequence of separation of powers and checks and balances has been
- an inability of groups to get their grievances heard.
 - gridlock and inadequate policy.
 - tyranny of the majority.
 - streamlined but hasty government decision making.
 - political instability.

Answer: b

Learning Objective: 2.8

Page Reference: 59–60

Skill: Comprehension

True/False Questions

1. Benjamin Franklin is author of the *Second Treatise of Civil Government*.

Answer: FALSE

Learning Objective: 2.1

Page Reference: 31

Skill: Knowledge

2. A primary problem with the Articles of Confederation is that they placed too much power in the national legislature and not enough power in the states.
Answer: FALSE
Learning Objective: 2.2
Page Reference: 33
Skill: Knowledge
3. Most of the men who were delegates to the Philadelphia Convention were farmers and had little practical political experience.
Answer: FALSE
Learning Objective: 2.3
Page Reference: 36
Skill: Knowledge
4. The original charge of the delegates to the Constitutional Convention was to revise, not abandon, the Articles of Confederation.
Answer: TRUE
Learning Objective: 2.3
Page Reference: 36
Skill: Knowledge
5. The Connecticut Compromise gives more power to the House of Representatives.
Answer: FALSE
Learning Objective: 2.4
Page Reference: 39
Skill: Comprehension
6. The three-fifths compromise at the Constitutional Convention resolved delegates' differences over the issue of state representation.
Answer: FALSE
Learning Objective: 2.4
Page Reference: 39
Skill: Knowledge
7. The Connecticut Compromise at the Constitutional Convention led to an agreement that slaves would be counted as three-fifths of a person in the census for purposes of determining representation in Congress.
Answer: TRUE
Learning Objective: 2.4
Page Reference: 39
Skill: Knowledge

8. The Constitution obligated the new government to repay all the public debt incurred under the Continental Congress and the Articles of Confederation.
Answer: TRUE
Learning Objective: 2.4
Page Reference: 42
Skill: Knowledge
9. A form of government in which the people select representatives to govern them and make laws is called a republic.
Answer: TRUE
Learning Objective: 2.5
Page Reference: 46–47
Skill: Knowledge
10. The separation of powers favors the status quo.
Answer: TRUE
Learning Objective: 2.5
Page Reference: 44–45
Skill: Comprehension
11. The Bill of Rights was adopted to allay fears that the new government failed to protect individual rights.
Answer: TRUE
Learning Objective: 2.6
Page Reference: 48–49
Skill: Knowledge
12. The president has no formal role in amending the Constitution.
Answer: TRUE
Learning Objective: 2.7
Page Reference: 51–52
Skill: Knowledge
13. The Equal Rights Amendment (ERA) was never ratified.
Answer: TRUE
Learning Objective: 2.7
Page Reference: 52
Skill: Knowledge
14. Under the original Constitution, the only institution placed under direct control of the people was the House of Representatives.
Answer: TRUE
Learning Objective: 2.5
Page Reference: 44
Skill: Comprehension

15. According to James Madison, the most durable source of factions was the unequal distribution of wealth.
Answer: TRUE
Learning Objective: 2.3
Page Reference: 37
Skill: Knowledge
16. The Constitution established a federal system of government that divided the power of the government between a national government and individual states.
Answer: TRUE
Learning Objective: 2.5
Page Reference: 45–46
Skill: Knowledge
17. The Federalists feared that the new government would be run by a few and would erode fundamental liberties.
Answer: FALSE
Learning Objective: 2.6
Page Reference: 48–49
Skill: Knowledge
18. A major concern of the Anti-Federalists was the lack of a Bill of Rights in the original Constitution.
Answer: TRUE
Learning Objective: 2.6
Page Reference: 48–49
Skill: Knowledge
19. The emergence of political parties made it less likely that the presidential candidate who receives the most popular votes will also receive the most electoral votes.
Answer: FALSE
Learning Objective: 2.7
Page Reference: 54
Skill: Comprehension
20. Technology has diminished the separation between the people and those who exercise power.
Answer: TRUE
Learning Objective: 2.7
Page Reference: 54
Skill: Knowledge

21. The original Constitution provided no guidelines on voter eligibility.
Answer: TRUE
Learning Objective: 2.8
Page Reference: 58
Skill: Knowledge
22. The Twenty-sixth Amendment lowered the voting age to 18.
Answer: TRUE
Learning Objective: 2.8
Page Reference: 58–59
Skill: Knowledge
23. If Congress, the courts, and the president all pull in different directions on policy, the result may be gridlock.
Answer: TRUE
Learning Objective: 2.8
Page Reference: 60
Skill: Knowledge
24. The U.S. Constitution encourages quick change.
Answer: FALSE
Learning Objective: 2.8
Page Reference: 59–61
Skill: Knowledge

Short Answer Questions

1. Discuss the parallels between John Locke’s political philosophy and the ideas contained within the Declaration of Independence.
Learning Objective: 2.1
Page Reference: 29–32
Skill: Synthesis
2. Explain what is meant by the notion that the American Revolution was a “conservative” revolution.
Learning Objective: 2.1
Page Reference: 32–33
Skill: Comprehension
3. Describe the events associated with Shays’ Rebellion and the significance of these events for the writing of the Constitution.
Learning Objective: 2.2
Page Reference: 34–35
Skill: Analysis

4. How did colonial experience shape the policy agenda at the Constitutional Convention? What issues comprised the agenda at the convention, and how were these issues resolved?
Learning Objective: 2.2–2.3
Page Reference: 33–38
Skill: Synthesis
5. What were the primary agreements and disagreements among the delegates to the Constitutional Convention? Identify two areas of agreement and two areas of disagreement.
Learning Objective: 2.3
Page Reference: 36–38
Skill: Application
6. Compare and contrast the Virginia Plan and the New Jersey Plan. How were aspects of each incorporated into the Constitution?
Learning Objective: 2.4
Page Reference: 38–39
Skill: Application
7. How was the issue of slavery dealt with at the Constitutional Convention and in the Constitution?
Learning Objective: 2.4
Page Reference: 39
Skill: Application
8. What is a republic? How is it different from a democracy? Why did the authors of the Constitution favor a republic over a democracy?
Learning Objective: 2.5
Page Reference: 46–47
Skill: Analysis
9. Describe the key checks and balances created in the Constitution. What are the purposes of these checks and balances? Do these checks and balances lead to efficient government? Why or why not?
Learning Objective: 2.5
Page Reference: 44–46
Skill: Evaluation
10. Explain the process by which the Constitution was ratified. What were the major arguments against ratification? How were these issues ultimately resolved?
Learning Objective: 2.6
Page Reference: 48–50
Skill: Comprehension

11. Compare and contrast the view of the Federalists and Anti-Federalists.
Learning Objective: 2.6
Page Reference: 48–49
Skill: Analysis

12. What are the formal and informal processes through which the Constitution is changed? Include a discussion of the formal amendment process and the unwritten constitution in your answer.
Learning Objective: 2.7
Page Reference: 51–55
Skill: Application

13. How has technology changed the Constitution?
Learning Objective: 2.7
Page Reference: 54
Skill: Synthesis

14. Why is flexibility important in the Constitution?
Learning Objective: 2.7
Page Reference: 55–56
Skill: Evaluation

15. In what ways does the Constitution encourage stalemate?
Learning Objective: 5.8
Page Reference: 58–60
Skill: Analysis

Essay Questions

1. What were the primary ideologies and philosophies articulated in the Declaration of Independence and the U.S. Constitution?
Learning Objective: 2.1, 2.5, 2.8
Page Reference: 28–33; 43–47; 58–60
Skill: Analysis

2. In what ways is the Constitution both democratic and undemocratic?
Learning Objective: 2.1–2.8
Page Reference: 28–60
Skill: Analysis

3. Some have referred to the Constitution as a conservative victory. In what ways were the Framers less interested in republican liberty than in property and social order? Was this necessary for the country's survival, or was it purely selfishness on the part of the Framers?
Learning Objective: 2.1–2.5
Page Reference: 28–47
Skill: Evaluation
4. The Constitution was written behind closed doors. In fact, its authors did not have any real authority to draft it in the first place. Given its history, how should we regard the Constitution—as an elitist document, an expression of political philosophy, a living document, or in some other way? Why?
Learning Objective: 2.1–2.8
Page Reference: 28–60
Skill: Evaluation
5. James Madison argued in *Federalist Paper No. 10* that the “mischiefs of factions” would be controlled under the new Constitution. How did Madison support his case? Given the reality of contemporary politics, is Madison's argument still convincing?
Learning Objective: 2.5
Page Reference: 43–45
Skill: Evaluation
6. Which is a bigger threat to American democracy today—majority tyranny or minority tyranny? Given your conclusions about the greater threat, are there weaknesses in the design of the Constitution that Madison and others failed to anticipate?
Learning Objective: 2.5, 2.8
Page Reference: 43–45; 58–60
Skill: Evaluation
7. In what ways has the Constitution been democratized throughout American history? How has this democratization changed the relationship between the people and the institutions of government? Would the Federalists be happy with these changes? Why or why not?
Learning Objective: 2.7–2.8
Page Reference: 51–60
Skill: Evaluation
8. Have the separation of powers and checks and balances built into the Constitution limited government or made it too accessible to citizens? Provide examples.
Learning Objective: 2.8
Page Reference: 58–60
Skill: Evaluation

9. Are the procedures for amending the Constitution too strong or too weak? Should it be easier or harder to amend the Constitution?

Learning Objective: 2.7

Page Reference: 51–58

Skill: Evaluation

10. The Constitution lodged economic policymaking in the legislative branch, in part because its authors believed that Congress would be the branch of government most proximate to the people. Is Congress still the closest to the people today? What has changed and why?

Learning Objective: 2.7–2.8

Page Reference: 51–60

Skill: Evaluation

