

## Chapter 02 The Constitution

### Multiple Choice Questions

1. (p. 34) Which of these countries employs an unwritten constitution?
- A. the United States
  - B. Great Britain**
  - C. France
  - D. Sweden
  - E. Germany

*Accessibility: Keyboard Navigation*  
*Critical Thinking: Remember*  
*Difficulty: 3*  
*Teaching Emphasis: The Constitution*  
*Text Answer Hint: What Is a Constitution?*

2. (p. 34) Which of these features are contained within written constitutions?
- A. mission statements
  - B. descriptions of foundational structures
  - C. identification of core bodies
  - D. details of essential operating procedures
  - E. All these answers are correct.**

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*Critical Thinking: Understand*  
*Difficulty: 1*  
*Teaching Emphasis: The Constitution*  
*Text Answer Hint: What Is a Constitution?*

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3. (p. 36) How many foundational government bodies are described by the U.S. Constitution?

- A. one
- B. two
- C. three**
- D. four
- E. six

*Accessibility: Keyboard Navigation*  
*Critical Thinking: Remember*  
*Difficulty: 2*  
*Teaching Emphasis: The Constitution*  
*Text Answer Hint: What Is a Constitution?*

4. (p. 36) According to the Constitution,

- A. the legislature enforces the law.
- B. the executive makes the law.
- C. the Supreme Court interprets the law.**
- D. the bureaucrats make the law.
- E. All these answers are correct.

*Accessibility: Keyboard Navigation*  
*Critical Thinking: Understand*  
*Difficulty: 1*  
*Teaching Emphasis: The Constitution*  
*Text Answer Hint: What Is a Constitution?*

5. (p. 36) *Indentured servants* were those who worked for a number of years

- A. for a master in America, then returned to Europe.
- B. for a master in America who had paid for their passage.**
- C. for a master in America after being transported against their will.
- D. in America, then gained access to land and other property.
- E. for a master in America, then left for the Caribbean and Mexico.

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*Critical Thinking: Understand*  
*Difficulty: 2*  
*Teaching Emphasis: The Constitution*  
*Text Answer Hint: The Creation of the United States of America*

6. (p. 36) Which of the following statements best describes the eighteenth-century colonists' desire for government *by the people*?

- A.** popular sovereignty
- B. representational democracy
- C. universal suffrage
- D. government established to protect the people's liberties
- E. a two-tiered system of government, with power split between Britain and the colonies

*Accessibility: Keyboard Navigation*

*Critical Thinking: Understand*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

7. (p. 36) In the two-tiered system of colonial government in the early eighteenth century, which group had authority over day-to-day matters?

- A.** local officials and assemblies
- B. Parliament
- C. governors appointed by royal authority
- D. the king
- E. the British Cabinet

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

8. (p. 36) In the two-tiered system of colonial government in the early eighteenth century, which group had authority to enact laws that applied both to colonists and to people in Great Britain?

- A. local officials and assemblies
- B.** Parliament
- C. governors appointed by royal authority
- D. the king
- E. the British Cabinet

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*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

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9. (p. 36) The Seven Years' War was fought between

- A. Britain and Holland.
- B. Britain and Russia.
- C. Britain and France.**
- D. Britain and Spain.
- E. Britain and Portugal.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

10. (p. 37) The Sugar Act (1764) imposed tax increases on which of these commodities?

- A. sugar
- B. molasses
- C. coffee
- D. textiles
- E. All these answers are correct.**

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

11. (p. 37) Which of the following chronologies is correct?

- A. Stamp Act, Sugar Act, Declaratory Act, Townshend Duties Act
- B. Sugar Act, Stamp Act, Declaratory Act, Townshend Duties Act**
- C. Declaratory Act, Sugar Act, Stamp Act, Townshend Duties Act
- D. Sugar Act, Declaratory Act, Stamp Act, Townshend Duties Act
- E. Stamp Act, Declaratory Act, Sugar Act, Townshend Duties Act

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*Critical Thinking: Remember*

*Difficulty: 3*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

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12. (p. 37) In 1768, the \_\_\_\_\_ colonial legislature petitioned King George III to repeal the Townshend Act.

- A. New Hampshire
- B. Virginia
- C. Maryland
- D. Massachusetts**
- E. All these answers are correct.

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*Critical Thinking: Remember*  
*Difficulty: 3*  
*Teaching Emphasis: The Constitution*  
*Text Answer Hint: The Creation of the United States of America*

13. (p. 37) In 1770, about how many British soldiers were quartered among the 16,000 civilians living in Boston?

- A. 400
- B. 1,400
- C. 4,000**
- D. 14,000
- E. 20,000

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*Critical Thinking: Remember*  
*Difficulty: 3*  
*Teaching Emphasis: The Constitution*  
*Text Answer Hint: The Creation of the United States of America*

14. (p. 37) Who formed the Massachusetts Committee of Correspondence in 1772?

- A. John Hancock
- B. Paul Revere
- C. Patrick Henry
- D. Samuel Adams**
- E. Benjamin Franklin

*Accessibility: Keyboard Navigation*  
*Critical Thinking: Remember*  
*Difficulty: 2*  
*Teaching Emphasis: The Constitution*  
*Text Answer Hint: The Creation of the United States of America*

15. (p. 38) Which group gained a monopoly over the tea trade after the passage of the Tea Act (1773)?

- A. a shipping cartel led by John Hancock
- B.** the East India Tea Company
- C. business interests connected to King George III
- D. French and Dutch traders
- E. Mohawk Indians

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

16. (p. 38) What repercussions followed the Boston Tea Party of December 16, 1773?

- A. passage of the Coercive Acts
- B. closure of the port of Boston
- C. imposition of martial law
- D. prohibition of the colonial assembly and town meetings
- E.** All these answers are correct.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Understand*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

17. (p. 38-42) Which of the following chronological sequences of events is correct?

- A.** Boston Tea Party; First Continental Congress; Declaration of Independence
- B. Shays's Rebellion; Annapolis Convention; Declaration of Independence
- C. Declaration of Independence; Stamp Act; Philadelphia Convention
- D. Articles of Confederation; Declaration of Independence; Annapolis Convention
- E. First Continental Congress; Stamp Act; Articles of Confederation

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*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

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18. (p. 38) In September 1774, all colonies sent delegates to the First Continental Congress EXCEPT

- A. Delaware.
- B. Georgia.**
- C. Rhode Island.
- D. New York.
- E. New Hampshire.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 3*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

19. (p. 39) The assembled delegates at the Second Continental Congress

- A. called for a truce in the hostilities with the British.
- B. demanded participation in Parliament's policy-making processes.
- C. empowered Congress to function as an independent government.**
- D. adopted the Declaration of Rights and Grievances.
- E. All these answers are correct.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Understand*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

20. (p. 39) According to Thomas Paine's *Common Sense*, \_\_\_\_\_ was the only option that would ensure American liberty and religious freedom.

- A. diplomacy
- B. civil disobedience
- C. parliamentary representation
- D. popular protest
- E. war**

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*Critical Thinking: Understand*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

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21. (p. 39) At the Second Continental Congress, who argued that "these united Colonies are, and of right ought to be free and independent States"?

- A.** Richard Henry Lee
- B. Thomas Jefferson
- C. James Madison
- D. Samuel Adams
- E. John Hancock

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 3*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

22. (p. 39) Which of the following is a central principle of the Declaration of Independence?

- A.** all men are equal
- B. natural rights are derived from the consent of the governed
- C. freedom is derived from the right to vote
- D. all men must relinquish their inalienable rights to the authority of the sovereign
- E. all men deserve the right to vote and gain parliamentary representation based on population numbers

*Accessibility: Keyboard Navigation*

*Critical Thinking: Analyze*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

23. (p. 39) Which of these dates marked the War for Independence?

- A. 1756-1763
- B. 1765-1775
- C. 1770-1780
- D.** 1775-1783
- E. 1776-1785

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*



24. (p. 39) Which of these states enacted state constitutions in 1777?

- A.** New York, Georgia, and Vermont
- B. Georgia, Massachusetts, and Vermont
- C. New York, Connecticut, and Rhode Island
- D. Connecticut, Georgia, and Rhode Island
- E. Vermont, Georgia, and Massachusetts

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

25. (p. 40) Which of the following thinkers influenced the creation of the Declaration of Independence?

- A. Thomas Paine and Thomas Hobbes
- B. Thomas Hobbes and David Hume
- C. Jean-Jacques Rousseau and Friedrich Engels
- D. John Locke and Thomas Paine
- E.** Jean-Jacques Rousseau and John Locke

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*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

26. (p. 40) Why were the new state constitutions revolutionary?

- A. They were unwritten but strictly followed, unlike the English constitution.
- B. They were the accumulation of laws written over time and based on customs and traditions.
- C.** They were adopted whole at a specific moment in time.
- D. They established independence, yet still submitted to the rule of a king.
- E. They lacked the specified principles and structures of previous constitutions.

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*Critical Thinking: Analyze*

*Difficulty: 3*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

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27. (p. 40) Bicameral legislatures contain two separate parts, known as

- A. departments.
- B. chambers.**
- C. houses.
- D. parliaments.
- E. bodies.

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*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

28. (p. 41) The state constitutions written after the Declaration of Independence

- A. were written under the guidance of Thomas Jefferson.
- B. were specifically required to have bicameral legislatures.
- C. were invalidated once the Constitution was ratified.
- D. were designed to preserve natural rights.**
- E. All these answers are correct.

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*Critical Thinking: Understand*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

29. (p. 41) How many governing bodies were created for the United States within the Articles of Confederation?

- A. one**
- B. two
- C. three
- D. four
- E. six

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

30. (p. 41) Which of the following statements reflects the constitutional structure within the Articles of Confederation (1781-1789)?

- A. Approval of policies and treaty ratification required nine affirmative votes.
- B. State courts retained jurisdiction over most legal matters, except in cases of inter-state conflict.
- C. State governments would implement and pay for congressionally-approved policies.
- D. Any constitutional amendments required unanimous approval of all 13 states.
- E.** All these answers are correct.

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*Critical Thinking: Understand*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

31. (p. 41) How could the Articles of Confederation be amended?

- A. by a majority vote of Congress
- B. by approval of seven of the thirteen state delegations to Congress
- C. by approval of nine of the thirteen state delegations to Congress
- D. by approval of eleven of the thirteen state delegations to Congress
- E.** by approval of all thirteen state delegations to Congress

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

32. (p. 41) Under the Articles of Confederation, Congress did NOT have the power to

- A. negotiate treaties.
- B.** levy taxes.
- C. appoint a presiding officer.
- D. pass legislation.
- E. coin money.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

Chapter 02 - The Constitution

33. (p. 42) Under the Articles of Confederation, most power rested with
- A. Congress.
  - B.** the states.
  - C. towns and cities.
  - D. the British government.
  - E. the national court system.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Analyze*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

34. (p. 42) Shays' Rebellion was undertaken by
- A. Revolutionary War veterans who wanted to be paid.
  - B.** small farmers with large debts.
  - C. urban businessmen concerned about high taxes.
  - D. people still loyal to the British crown.
  - E. All these answers are correct.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

35. (p. 42) Shays's Rebellion
- A. was a successful revolt.
  - B. occurred after the Philadelphia Convention of 1787.
  - C.** convinced many political leaders that the national government was not powerful enough.
  - D. reinforced public support for the Articles of Confederation.
  - E. All these answers are correct.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Understand*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Creation of the United States of America*

36. (p. 42) Which state was the only one of the following that did NOT send delegates to the Constitutional Convention on 1787?

- A. New England
- B. Rhode Island**
- C. New York
- D. New Jersey
- E. Maryland

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 3*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

37. (p. 43) This was the main reason why the Constitution was eventually ratified by the states:

- A. the creation of the office of vice president.
- B. the large amount of power given to the national government.
- C. the elegant nature of the separation of powers.
- D. the promise that a bill of rights would be added.**
- E. the inclusion of checks and balances.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Understand*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

38. (p. 44) The "dual sovereignty" of the Constitution refers to its

- A. provision for both a president and a vice president.
- B. pitting the legislative branch against the executive branch.
- C. sharing of power between the national government and state governments.**
- D. creation for the national government of both strong domestic power and strong international power.
- E. All these answers are correct.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

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39. (p. 44) That national laws prevail over conflicting state laws is part of the Constitution's
- A. separation of powers.
  - B. supremacy clause.**
  - C. checks and balances.
  - D. judiciary function.
  - E. None of these answers is correct.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Analyze*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

40. (p. 44) The president vetoing congressional legislation BEST illustrates
- A. the supremacy of the federal government over state governments.
  - B. the concept of separation of powers.
  - C. the concept of checks and balances.**
  - D. the wisdom of the Connecticut Compromise.
  - E. the importance of judicial review.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Analyze*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

41. (p. 45) Which of the following is NOT a power of Congress?
- A. initiation of constitutional amendments
  - B. impeaching and removing the president
  - C. approving presidential appointments
  - D. appointing Supreme Court justices**
  - E. overriding presidential vetoes

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

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42. (p. 45) Which of the following is NOT a power of the president?

- A. call emergency sessions of Congress
- B. negotiate treaties
- C. appoint federal judges
- D. veto laws passed by Congress
- E. decide the constitutionality of laws**

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

43. (p. 46) At Philadelphia, who proposed the Virginia Plan, which included a three-branch government?

- A. James Madison**
- B. William Paterson
- C. Benjamin Franklin
- D. George Washington
- E. John Hancock

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

44. (p. 46) The Connecticut Compromise (or Great Compromise) produced

- A. checks and balances.
- B. the abolition of slavery.
- C. a bicameral Congress.**
- D. separation of powers.
- E. federalism.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Understand*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

45. (p. 46) The writers of the Constitution devised the Electoral College as the method of choosing presidents because

- A. direct election was impractical, due to the poor systems of communication and transportation that existed in the late 1700s.
- B.** the method would shield executive power from popular majorities and Congress.
- C. the method guaranteed a majority winner.
- D. the method would give weight to the preferences of ordinary people.
- E. the framers had a great deal of faith in the wisdom of the masses.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Analyze*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

46. (p. 46) The Constitution

- A. protected the voting rights of all citizens.
- B. gave the national government the power to determine who gets to vote.
- C.** gave state governments the power to determine who gets to vote.
- D. gave local governments the power to determine who gets to vote.
- E. did not provide for any direct election of federal office holders.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

47. (p. 47) What issue led to the Three-Fifths Compromise?

- A. states rights
- B. individual liberty versus federal power
- C.** slavery
- D. foreign treaties
- E. disagreement over separation of powers

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*



48. (p. 47) Under the original Constitution, Congress could not ban the slave trade until \_\_\_\_\_.

- A.** 1808
- B. 1818
- C. 1828
- D. 1857
- E. 1865

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

49. (p. 49) According to Article I of the Constitution, a proposed piece of legislation requires a \_\_\_\_\_ in both the House and Senate to become law.

- A.** simple majority of votes
- B. three-fifths majority vote
- C. two-thirds majority vote
- D. three-quarters majority vote
- E. unanimous vote

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

50. (p. 49) According to Article II of the Constitution, which body of government is the main check of the legislative authority of Congress?

- A. the judiciary
- B.** the executive
- C. the president of the Senate
- D. the Electoral College
- E. None of these answers is correct.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

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51. (p. 49) Article III of the Constitution describes the powers and structure of which of the following?

- A. legislative branch
- B. executive branch
- C. judicial branch**
- D. state-to-state relations
- E. the amendment process

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

52. (p. 49) *Marbury v. Madison* is a landmark Supreme Court decision because it

- A. established national supremacy.
- B. set the precedent for judicial review.**
- C. defined the scope of state powers under the Tenth Amendment.
- D. affirmed the necessary and proper clause.
- E. helped to end Thomas Jefferson's political career.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Understand*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

53. (p. 50) Article \_\_\_\_\_ of the Constitution details the process of constitutional amendment.

- A. IV
- B. V**
- C. VI
- D. VII
- E. VIII

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

54. (p. 50) Which article of the Constitution describes the process of constitutional ratification?

- A. Article IV
- B. Article V
- C. Article VI
- D.** Article VII
- E. Article VIII

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

55. (p. 50) Constitutional amendments are proposed in Congress by

- A. a majority vote that can be vetoed by the president.
- B. a two-thirds vote that can be vetoed by the president.
- C.** a two-thirds vote that cannot be vetoed by the president.
- D. a three-fourths vote that can be vetoed by the president.
- E. a three-fourths vote that cannot be vetoed by the president.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

56. (p. 50) Constitutional amendments can be ratified by

- A. a two-thirds vote in Congress.
- B. a three-fourths vote in Congress.
- C. a two-thirds vote in either state legislatures or state conventions.
- D.** a three-fourths vote in either state legislatures or state conventions.
- E. a unanimous vote of the president and the president's cabinet.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

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57. (p. 51) *The Federalist Papers* were written by

- A. Washington, Adams, and Jefferson.
- B. Madison, Hamilton, and Jay.**
- C. Marshall, Jefferson, and Madison.
- D. Jefferson, Washington, and Madison.
- E. Marshall, Jay, and Jefferson.

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 3*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

58. (p. 51) Who among the following was considered, along with Thomas Jefferson, to be one of the most influential of the Anti-Federalists?

- A. George Washington
- B. Alexander Hamilton
- C. Mercy Otis Warren**
- D. John Jay
- E. James Madison

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 3*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

59. (p. 52) What year saw the passage of the Bill of Rights?

- A. 1787
- B. 1789
- C. 1791**
- D. 1793
- E. 1795

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

Chapter 02 - The Constitution

60. (p. 52) Which constitutional amendment indicated that the list of already-included civil liberties in previous amendments was not exhaustive?

- A. Sixth Amendment
- B. Seventh Amendment
- C. Eighth Amendment
- D. Ninth Amendment**
- E. Tenth Amendment

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: Crafting the Constitution: Compromise, Ratification, and Quick Amendment*

61. (p. 53) How many amendments have actually been ratified by the states since 1789?

- A. 23
- B. 27**
- C. 29
- D. 33
- E. 35

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 1*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Constitution as a Living, Evolving Document*

62. (p. 53) How many proposed constitutional amendments have been introduced in Congress since 1789?

- A. over 100
- B. over 500
- C. over 1,000
- D. over 5,000
- E. over 10,000**

*Accessibility: Keyboard Navigation*

*Critical Thinking: Remember*

*Difficulty: 2*

*Teaching Emphasis: The Constitution*

*Text Answer Hint: The Constitution as a Living, Evolving Document*

## Essay Questions

63. Define what a constitution is, and compare and contrast the structures of written and unwritten constitutions.

A constitution presents the fundamental principles of a government and establishes the basic structures and procedures by which the government operates to fulfill those principles. Constitutions may be written or unwritten. An unwritten constitution, such as that of Great Britain, is a collection of written laws approved by a legislative body and unwritten common laws established by judges based on custom, culture, habit, and previous judicial decision. In contrast, a written constitution, such as the Constitution of the United States, is one specific document supplemented by judicial interpretations that clarify its meaning.

64. Outline the factors that led to increased friction between Britain and its North American colonial subjects during the eighteenth century.

Unlike British subjects living in England in the period before the War for Independence, the colonists, who also regarded themselves as British, were largely excluded from participating in the political process. This exclusion alienated the American colonists, who since early colonization had become used to managing most of their local affairs. This changed after the Seven Years' War, as Britain attempted to shift the costs of colonial governance onto the colonies themselves. A series of British laws such as the Stamp, Quartering, and Declaratory Acts were seen by the colonists as unreasonable and onerous.

65. Identify the factors that encouraged the formation of the Continental Congress.

The Continental Congress emerged in response to several issues: anger over the British government's passage of laws that, in the eyes of opponents such as Samuel Adams, fundamentally infringed on colonial liberties; sympathy for Massachusetts, which after the "Boston Massacre" and the Tea Party, chafed under martial law; and finally, a realization of the growing shared consciousness of the colonials and their understanding of the need for collective action.

66. Discuss the intellectual origins of the Declaration of Independence.

Created by Thomas Jefferson and unanimously endorsed by the Second Continental Congress on July 4, 1776, the Declaration of Independence drew upon the work of John Locke and Jean-Jacques Rousseau. Locke argued that all people are born free and equal, and enjoy inalienable rights, such as life, liberty, and the pursuit of happiness. Governments exist to protect and preserve these rights. Rousseau expanded this argument by stating that people create their governments, and therefore governments derive their authority from the people.

67. Outline the important features of the federal structure created by the Articles of Confederation.

The Articles of Confederation were ratified by 13 states in 1781. The Articles created a unicameral legislature, the Congress. Each state had from two to seven delegates, but only one vote. The Articles did not create any other governing bodies, and the Congress had limited authority, with most matters remaining in the hands of the states. Congress could not levy taxes or regulate commerce between states. Finally, amending the Articles required unanimous consent from all thirteen states.

68. Explain and discuss the important features of the system of dual sovereignty.

The framers of the Constitution created an innovative system of government with dual sovereignty—a system of government in which governing authority is divided between two levels of government, a central government and regional governments, with each level having ultimate authority over different policy matters.

69. Discuss the formation of *electors* and the Electoral College, and discuss the role they play in the election of the president and vice president.

In order to limit the threat of tyranny by the majority, the framers of the Constitution devised a system of electing the president and vice president. The Constitution delegates to states the authority to appoint individuals, known as electors, to elect the president and vice president. Today, in nearly every state, popular votes determine which political party's slate of electors will participate on popular behalf in the Electoral College, the name given to the body of electors that selects the president and vice president.

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70. Identify and explain the features of executive power that the Constitution grants as checks on legislative power.

Executive power checks the legislative authority of Congress in two important ways. First, through the power of veto, the president can send bills back to Congress for amendment, with his objections noted. Second, the president, through his power to nominate—although not ratify—federal judges, can influence and shape the interpretation of federal law.

71. Discuss the chief issues of debate between Federalists and Anti-Federalists.

Immediately after the publication of the 1787 Constitution, both supporters and opponents began to debate the merits of the stronger national government it had created. The Federalists, such as James Madison and Alexander Hamilton, supported the Constitution on the grounds that it provided the greatest likelihood of preserving individual liberties by preventing external encroachment. The Anti-Federalists, led by Thomas Jefferson, argued that the Constitution placed too much power with the federal government at the expense of the states and individual freedoms.

72. Identify the factors that have allowed for the continuous re-interpretation of the Constitution since its creation.

Several factors have enabled the Constitution to remain relevant as society has changed. First, the role of judicial review, which grants courts the power to re-interpret constitutional law, has enabled considerable flexibility. Second, technological change has driven constitutional reinterpretation, as new technologies such as computers and the Internet encouraged the revision and re-interpretation of the Fourth Amendment.