

Chapter 2: The Constitution and the Founding

TRUE/FALSE

1. The Constitution sets up our basic rules of governance, limits government actions against citizens, and provides for specific individual rights.

ANS: T DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

2. The Constitution places more limits on government power than do the Articles of Confederation.

ANS: F DIF: Difficult REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

3. The framers believed that protecting natural rights of citizens would be accomplished through a government that relied on the consent of the governed.

ANS: T DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Applying

4. America's relative economic equality compared to Europe did NOT influence the context of debates at the Constitutional Convention.

ANS: F DIF: Difficult REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

5. During the ratification debate, Antifederalists such as James Madison favored a stronger national government while Federalists favored stronger state governments.

ANS: F DIF: Difficult REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

6. The Constitution created a stronger national government than the one that existed under the Articles of Confederation.

ANS: T DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

7. The framers of the Constitution ultimately endorsed John Locke's ideas about having a strong executive.

ANS: T DIF: Moderate
REF: CH02 – The Politics of Compromise at the Constitutional Convention
OBJ: Analyze the major issues debated by the framers of the Constitution
MSC: Remembering

8. James Madison was mostly concerned about tyranny of minority factions.

ANS: F DIF: Moderate
REF: CH02 – The Politics of Compromise at the Constitutional Convention
OBJ: Analyze the major issues debated by the framers of the Constitution
MSC: Understanding

9. The Virginia Plan guaranteed that large states would hold more power in the constitutional balance by having membership in both houses of Congress based on population.

ANS: T DIF: Moderate
REF: CH02 – The Politics of Compromise at the Constitutional Convention
OBJ: Analyze the major issues debated by the framers of the Constitution
MSC: Applying

10. The Antifederalists pushed for the inclusion of the national supremacy clause.

ANS: F DIF: Difficult
REF: CH02 – The Politics of Compromise at the Constitutional Convention
OBJ: Analyze the major issues debated by the framers of the Constitution
MSC: Understanding

11. The original Constitution prevented a constitutional amendment banning the slave trade until 1808.

ANS: T DIF: Moderate
REF: CH02 – The Politics of Compromise at the Constitutional Convention
OBJ: Analyze the major issues debated by the framers of the Constitution
MSC: Remembering

12. The Bill of Rights is a list of limits on the control that the federal government has over state governments.

ANS: F DIF: Moderate REF: CH02 – Ratification
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists
MSC: Understanding

13. The Bill of Rights was added to the Constitution after it was already ratified.

ANS: T DIF: Moderate REF: CH02 – Ratification
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists
MSC: Remembering

14. Among the president's powers are the power to pass the federal budget, the ability to recognize representatives from other countries, and the responsibility for executing the law.

ANS: F DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Remembering

15. The Supreme Court justices gained the power of judicial review in Article III of the Constitution.

ANS: F DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution

MSC: Remembering

16. There are 27 amendments to the U.S. Constitution out of more than 10,000 proposed in Congress in U.S. history.

ANS: T DIF: Moderate REF: CH02 – Is the Constitution a “Living” Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Remembering

MULTIPLE CHOICE

1. _____ occurred after the Revolutionary War was over.

a. The Stamp Act

c. The Boston Tea Party

b. The Tea Act

d. Shays’s Rebellion

ANS: D DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Applying

2. Which one of the following best describes the context in which the Constitution was created?

a. Most elites believed that the Articles of Confederation were effective.

b. Most Americans had a prosperous and peaceful life.

c. Life in America was fairly chaotic at that time.

d. Shays’s Rebellion demonstrated that the national government could manage a domestic crisis.

ANS: C DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

3. Which one of the following statements about the Articles of Confederation is accurate?

a. The executive branch was fairly powerful during this time period.

b. The Articles were submitted to the states for ratification in 1777 and subsequently ratified by all 13 states by 1781.

c. The document gave the legislative branch too much power.

d. The document placed too many limits on governmental power.

ANS: B DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

4. How did the Articles of Confederation limit government?

a. The Articles of Confederation included an executive and judicial branch but no legislative

- branch.
- b. The Articles of Confederation included a legislative and executive branch but no judicial branch.
 - c. The Articles of Confederation did not create a federal level of government.
 - d. Federal power was given to the legislative branch, where each state had one vote.

ANS: D DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Applying

5. Which key part of the government was formed under the Articles of Confederation?
- a. direct election of members of Congress by the people
 - b. a federal court system
 - c. a weak national government
 - d. an executive branch led by the president

ANS: C DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

6. When did the Revolutionary War end?
- a. 1779
 - b. 1781
 - c. 1784
 - d. 1786

ANS: B DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

7. The Annapolis Convention
- a. was well attended by the states.
 - b. was organized by a group of delegates from Virginia.
 - c. was only attended by delegates from New York and Maryland.
 - d. was organized to discuss the powers of the chief executive.

ANS: B DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

8. Which one of the following events exposed discontent with the new government and led to the Constitutional Convention?
- a. Shays's Rebellion
 - b. the publication of *Common Sense*
 - c. the Declaration of Independence
 - d. Washington's election as president

ANS: A DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

9. _____ wrote the influential pamphlet, *Common Sense*, in 1776.
- a. Thomas Jefferson
 - b. Samuel Adams
 - c. John Hancock
 - d. Thomas Paine

ANS: D DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

10. What kind of government exists when the interests of the people are represented through their elected leaders?

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

ANS: C DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Applying

11. A faction is a group of _____ that seek to control government power to _____.

- a. minority interests; protect themselves from everyone else
- b. majority interests; promote the public good
- c. minority interests; promote the public good
- d. minority or majority interests; pursue their own interests

ANS: D DIF: Difficult REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

12. Who wrote the *Federalist Papers*?

- a. James Madison, Thomas Jefferson, and John Jay
- b. John Adams, Thomas Jefferson, and Alexander Hamilton
- c. Alexander Hamilton, John Jay, and Thomas Jefferson
- d. James Madison, Alexander Hamilton, and John Jay

ANS: D DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

13. When it comes to economics in America in the eighteenth century,

- a. there were no class differences whatsoever.
- b. the North was largely agricultural while manufacturing was prominent in the South.
- c. southerners favored free trade.
- d. northerners favored free trade.

ANS: C DIF: Difficult REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Remembering

14. Which one of the following is true about the Federalists and the Antifederalists?

- a. They were the first two political parties in America.
- b. They had similar views of how much national power was appropriate.
- c. Americans largely supported one movement or the other following the drafting of the Constitution.
- d. Americans generally favored the Articles of Confederation over the Constitution during the ratification debate.

ANS: C DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

15. James Madison's size principle was based on the premise that
- the new nation of 13 states would be small where the majority would rule.
 - the new nation of 13 states would be large and diverse so that majority interests would be unlikely to organize and dominate public policy making.
 - the new nation of 13 states would be unlikely to expand in size and scope.
 - a strong president would be able to control Congress the majority of the time.

ANS: B DIF: Difficult

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

16. To deal with the problem of factions, James Madison proposed
- controlling them through checks and balances.
 - controlling them by prohibiting citizens from taking certain actions.
 - reducing factions by encouraging citizens to have the same interests.
 - eliminating factions through limits on individual liberties.

ANS: A DIF: Difficult

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MSC: Understanding

17. Which one of the following concepts reflects the need to balance the principle of self-government against the rights of specific groups?
- providing for both civil liberties and civil rights
 - protecting small states from powerful large states
 - creating a legislative government while allowing for executive leadership
 - providing for majority rule while protecting minority rights

ANS: D DIF: Difficult

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Applying

18. For James Madison, the problem associated with a tyranny of the majority was that
- large factions might capture control of the government and ignore the rights of those in the minority.
 - the representative legislative branch would exercise too much power over the presidency.
 - regional majorities would become entrenched and prevent government from working for the common good.
 - the president would have too much power over the legislative agenda.

ANS: A DIF: Difficult

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MSC: Remembering

19. How did the framers design the Constitution to protect minority rights?

- a. separation of powers and checks and balances
- b. allowing majority tyranny to occur to protect the rights of the many
- c. through the creation of political parties
- d. through the creation of interest groups

ANS: A DIF: Moderate
 REF: CH02 – The Politics of Compromise at the Constitutional Convention
 OBJ: Analyze the major issues debated by the framers of the Constitution
 MSC: Applying

20. _____ was the only state to boycott the Constitutional Convention.
- a. North Carolina
 - b. South Carolina
 - c. Rhode Island
 - d. Maine

ANS: C DIF: Moderate
 REF: CH02 – The Politics of Compromise at the Constitutional Convention
 OBJ: Analyze the major issues debated by the framers of the Constitution
 MSC: Remembering

21. **Comparing the Articles of Confederation and the Constitution** **NUTS & BOLTS 2.1**

Issue	Articles of Confederation	Constitution
Legislature	Unicameral Congress	Bicameral Congress divided into the House of Representatives and the Senate
Members of Congress	Between two and seven per state (the number was determined by each state)	Two senators per state; representatives apportioned according to population of each state
Voting in Congress	One vote per state	One vote per representative or senator
Selection of members	Appointed by state legislatures	Representatives elected by popular vote; senators appointed by state legislatures
Chief executive	None (there was an Executive Council within Congress, but it had limited executive power)	President
National judiciary	No general federal courts	Supreme Court; Congress authorized to establish national judiciary
Amendments to the document	When approved by all states	When approved by two-thirds of each house of Congress and three-fourths of the states
Power to coin money	Federal government and the states	Federal government only
Taxes	Apportioned by Congress, collected by the states	Apportioned and collected by Congress
Ratification	Unanimous consent required	Consent of nine states required

- The main reaction to the failure of the Articles of Confederation was to
- a. focus on resolving debates between the state governments.
 - b. rein in the power of the national government.
 - c. encourage stronger state governments.
 - d. make the national government stronger.

ANS: D DIF: Moderate
 REF: CH02 – The Politics of Compromise at the Constitutional Convention
 OBJ: Analyze the major issues debated by the framers of the Constitution
 MSC: Applying

22. Despite significant agreement on the need for a _____ national government at the Constitutional Convention, there was serious division about _____.
- a. weaker; how much stronger state governments should be
 - b. weaker; how much weaker the federal government should be
 - c. stronger; how much stronger the federal government should be

d. stronger; how much stronger state governments should be

ANS: C DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Remembering

23. Which one of the following was implemented in order to protect minorities from majority tyranny?
- a stronger presidency than under the Articles of Confederation
 - separation of powers between three branches of government
 - a direct democracy
 - a parliamentary system of governance

ANS: B DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Applying

24.

Comparing the Articles of Confederation and the Constitution		NUTS & BOLTS 2.1
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Taxes	Apportioned by Congress, collected by the states	Apportioned and collected by Congress
Ratification	Unanimous consent required	Consent of nine states required

Which one of the following concepts best describes the problems associated with the Articles of Confederation?

- separation of powers
- tyranny of the minority
- pluralism
- checks and balances

ANS: B DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Applying

25. Which agreement gave the legislature two houses?
- Great Compromise
 - Three-Fifths Compromise
 - Virginia Plan
 - New Jersey Plan

ANS: A DIF: Easy

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Remembering

26. Why did the New Jersey Plan contain a proposal for a legislature with equal representation per state?
- a. New Jersey prospered economically under the Articles of Confederation, which had such a system.
 - b. New Jersey had relatively little population and would therefore gain more representation under an equal system.
 - c. New Jersey legislators had negotiated a separate treaty with the British and they wanted members of Congress to ratify it.
 - d. Antifederalists controlled the New Jersey legislature and they favored equal representation per state.

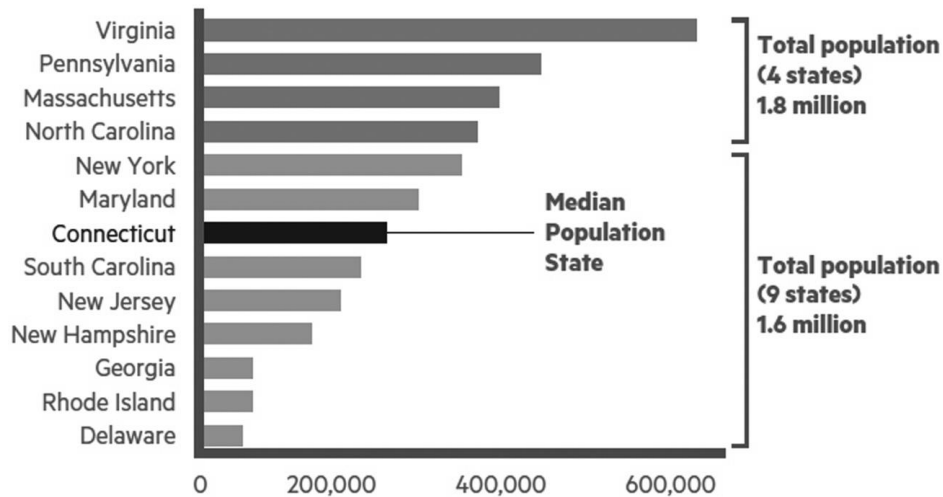
ANS: B DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

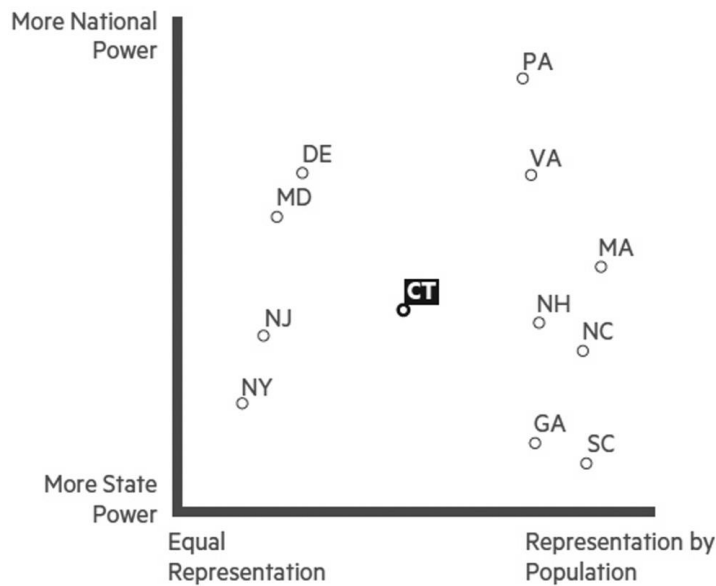
OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

27. **State Populations at the Time of the Constitutional Convention**



Votes at the Constitutional Convention



Source: Keith L. Dougherty and Jac C. Heckelman, "A Pivotal Voter from a Pivotal State: Roger Sherman at the Constitutional Convention," *American Political Science Review* 100:2 (May 2006): 298.

Why did the Connecticut delegation play a pivotal role in the Constitutional Convention?

- a. Connecticut was one of the most populated states.
- b. Connecticut was in a position to appeal to both large and small states.
- c. Connecticut was one of the least populated states.
- d. Connecticut's delegation was led by the prominent Benjamin Franklin.

ANS: B DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Understanding

28. A form of government in which the executive leader is chosen by the legislature is called
- a separation of powers system.
 - a presidential system.
 - a parliamentary system.
 - a democratic system.

ANS: C DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Remembering

29. According to the authors of the text, what is a serious technical error in the Constitution?
- It gives electors two votes each.
 - It fails to give the president the right to introduce legislation.
 - It does not better define judicial review.
 - It does not define the power of bureaucrats.

ANS: A DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Remembering

30. Which one of the following addressed Antifederalist concerns about the absence of limits on national governing power?
- Three-Fifths Compromise
 - separation of powers
 - Ninth Amendment
 - Tenth Amendment

ANS: D DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Remembering

31. Which one of the following concepts applies most directly to the balance of power between state and national governments?
- parliamentary system
 - bicameralism
 - checks and balances
 - supremacy clause

ANS: D DIF: Moderate

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Applying

32. Slave state delegates wanted slaves counted for the purposes of _____ but did not want slaves counted when it came to the issue of _____.
- representation; determining taxes
 - determining taxes; tariffs
 - tariffs; determining taxes
 - tariffs; representation

ANS: A DIF: Difficult

REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Applying

33. The Three-Fifths Compromise referred to
- giving states with small populations three-fifths of the number of representatives as large-population states.
 - allowing three slave states into the Union for every five nonslave states allowed to enter.

- c. counting large states as equal to small states in the Senate but not the House.
- d. counting slaves as three-fifths of a person when determining a state's population.

ANS: D DIF: Moderate
REF: CH02 – The Politics of Compromise at the Constitutional Convention
OBJ: Analyze the major issues debated by the framers of the Constitution
MSC: Remembering

34. Under the Constitution,
- a. Congress had the authority to ban the slave trade at any time.
 - b. the states had the authority to ban the slave trade.
 - c. the president had the authority to ban the slave trade.
 - d. Congress had the authority to ban the slave trade but not until 1808 at the earliest.

ANS: D DIF: Difficult
REF: CH02 – The Politics of Compromise at the Constitutional Convention
OBJ: Analyze the major issues debated by the framers of the Constitution
MSC: Understanding

35. How many states were needed to ratify the Constitution?
- a. 11 out of 13
 - b. 10 out of 13
 - c. 7 out of 13
 - d. 9 out of 13

ANS: D DIF: Moderate REF: CH02 – Ratification
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists
MSC: Remembering

36. Which article of the Constitution describes the procedures for ratification?
- a. Article VII
 - b. Article VI
 - c. Article III
 - d. Article II

ANS: A DIF: Moderate REF: CH02 – Ratification
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists
MSC: Remembering

37. Antifederalists
- a. were concerned that the president would have too much power.
 - b. supported the proposal that presidents should not be subject to term limits.
 - c. were concerned that the national government would not have sufficient power to promote economic prosperity.
 - d. generally opposed adding a Bill of Rights to the Constitution.

ANS: A DIF: Difficult REF: CH02 – Ratification
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists
MSC: Remembering

38. Who wanted to debate adding a Bill of Rights to the Constitution during the Constitutional Convention?
- a. James Madison and George Washington
 - b. James Madison and Alexander Hamilton
 - c. Thomas Jefferson and John Adams
 - d. George Mason and Elbridge Gerry

ANS: D DIF: Moderate REF: CH02 – Ratification
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists
MSC: Remembering

39. The framers viewed _____ as the first branch of government.
- a. the citizens
 - b. the Supreme Court
 - c. the president
 - d. Congress

ANS: D DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Understanding

40. Which one of the following statements is accurate about the U.S. Constitution?
- a. The president has more specific powers delineated in the Constitution than does Congress.
 - b. The Supreme Court received the most attention by the framers of the Constitution of the three primary institutions of government.
 - c. The creation of Congress was the most important issue to the framers of the Constitution, along with its assignment of duties.
 - d. The framers of the Constitution clearly wanted the president to have the power to tax.

ANS: C DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Understanding

41. Which branch of government has the longest and most specific list of powers?
- a. legislative
 - b. executive
 - c. judicial
 - d. All of the branches have comparable lists of powers.

ANS: A DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Remembering

42. Which part of government was considered the weakest by the framers of the Constitution?
- a. state governments
 - b. legislative branch
 - c. judicial branch
 - d. local governments

ANS: C DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Understanding

43. The concept of shared powers means that
- a. the legislative and executive branches have equal powers.
 - b. in some areas of governmental action no branch has exclusive control.
 - c. the branches can exercise the same powers.
 - d. no branch can act without approval from other branches.

ANS: B DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Remembering

44. The war powers held by the president and Congress are an example of
- a. shared powers.
 - b. exclusive powers.
 - c. powers of the purse.
 - d. implied powers.

ANS: A DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Applying

45. When Congress authorizes an agency to spend money, it is using its
- power of the sword.
 - shared power.
 - power of the purse.
 - reserved powers.

ANS: C DIF: Easy

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Applying

46. While _____ powers are not held exclusively by any branch of government, _____ powers are those that one branch can exercise over the other.
- negative; shared
 - shared; negative
 - shared; exclusive
 - exclusive; shared

ANS: B DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Understanding

47. Which one of the following is a check that the president holds over the judicial branch?
- the ability to nominate judges for the federal courts
 - the ability to veto decisions made by the Supreme Court
 - the ability to interpret the constitutionality of new laws
 - the ability to remove federal judges from office

ANS: A DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Remembering

48. Which one of the following is an exclusive power of the legislative branch?
- the ability to implement laws
 - judicial review
 - power to declare war
 - the power to issue pardons

ANS: C DIF: Easy

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Remembering

49. While the _____ can make decisions about how to use armed forces, only the _____ can make decisions about funding such actions.
- president; Supreme Court
 - Congress; House of Representatives
 - president; Congress
 - House of Representatives; Senate

ANS: C DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Applying

50. The ability to remove someone because of corruption or abuse of power is called
- the power of the purse.
 - impeachment.
 - the power to pardon.
 - the power to veto.

ANS: B DIF: Easy

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Remembering

51. What are two important negative checks that Congress can exercise over both the executive and the judicial branches?
- alteration of their jurisdiction and overriding their decisions
 - overriding their decisions and impeachment
 - impeachment and the power of the purse
 - alteration of their jurisdiction and power of the purse

ANS: C DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Applying

52. Which one of the following is a power the president can use to check the legislative branch?
- judicial review
 - impeachment
 - veto
 - power of the sword

ANS: C DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Remembering

53. The Antifederalists argued that the power of _____ was “a political error of the greatest magnitude.”

- the purse
- the sword
- the veto
- declaring war

ANS: C DIF: Difficult

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Remembering

54. _____ established the power of judicial review.

- Marbury v. Madison*
- Fletcher v. Peck*
- McCulloch v. Maryland*
- Barron v. Baltimore*

ANS: A DIF: Moderate

REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Remembering

55. The Constitution is a “living document”

- because there is a consensus among Americans that it should be strictly followed.
- because it is very explicit and clear.
- because there are a variety of viewpoints on how to interpret it.
- because Congress can change it through the amendment process.

ANS: C DIF: Moderate REF: CH02 – Is the Constitution a “Living” Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Understanding

56. According to some legal scholars, why is the living document argument problematic for interpreting the Constitution today?

- Ignoring the framers’ intent can allow for arbitrary law based on the individual preferences and biases of judges.
- The framers could not have envisioned the complex public policy issues of today, and an eighteenth-century document cannot adequately address contemporary societal problems.
- Congress, not the Supreme Court, should have the right to determine the meaning of the Constitution.

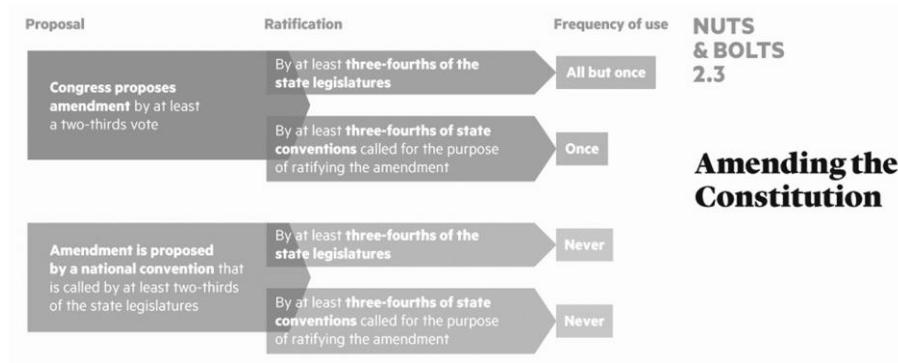
- d. The framers did not provide a means to amend the Constitution, so they did not want the structure of government to change over time.

ANS: A DIF: Difficult REF: CH02 – Is the Constitution a “Living” Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Understanding

57.



The Constitution can be amended

- by a three-fourths majority vote in Congress and a two-thirds ratification vote in the states.
- by a majority vote in Congress and a two-thirds ratification vote in the states.
- by a two-thirds majority vote in Congress and a three-fourths ratification vote in the states.
- by ratifying conventions in the states.

ANS: C DIF: Moderate REF: CH02 – Is the Constitution a “Living” Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Applying

SHORT ANSWER

- Why was Shays’s Rebellion important?

ANS:

Following the Annapolis Convention, Shays’s Rebellion in western Massachusetts demonstrated that the national Congress was too weak to respond to a domestic crisis. An economic depression existed in 1786–1787, and many farmers lost their land because they could not pay their debts or taxes. This prompted Daniel Shays and about 1,000 farmers to try to take over a state government arsenal near Springfield. Though the rebels were rebuffed in their efforts, leaders from across the states were cognizant that citizens across the country were not happy with their lives under the Articles of Confederation.

DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

- What are natural rights and why are they important?

ANS:

Natural rights are also known as “unalienable rights.” John Locke defined them as life, liberty, and property. In the Declaration of Independence, they are identified as life, liberty, and the pursuit of happiness. The founders of the American republic believed that upholding these fundamental rights was the central purpose of government.

DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

3. What were the *Federalist Papers* and why are they important?

ANS:

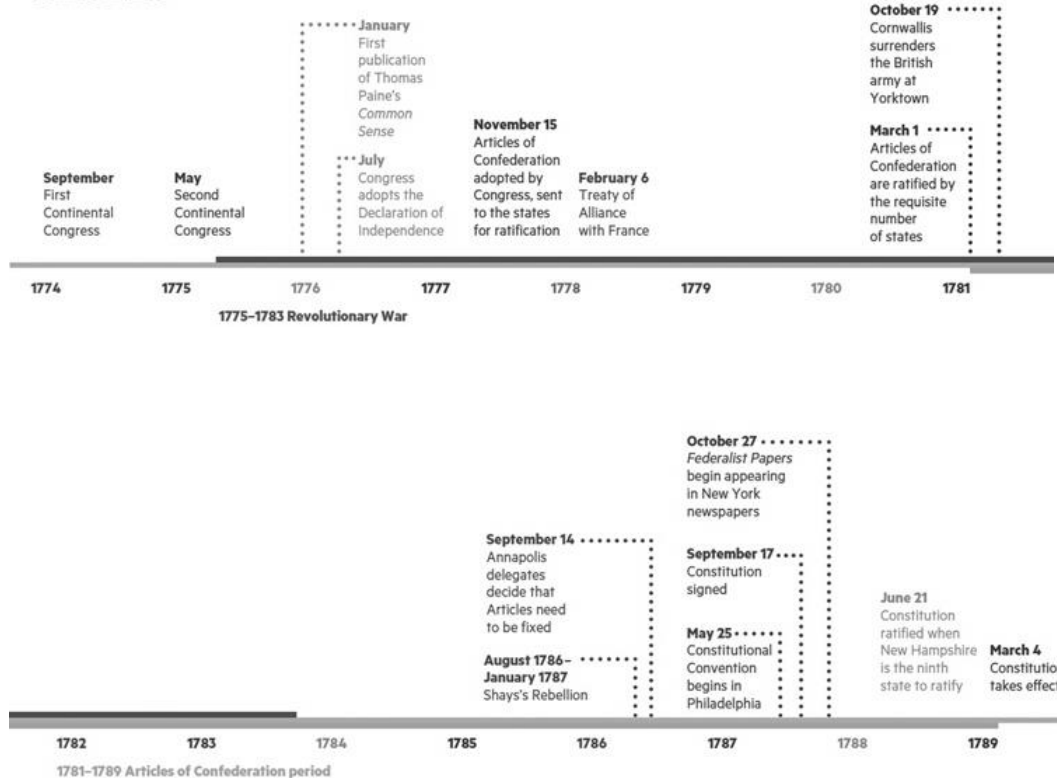
The *Federalist Papers* were a collection of 85 letters to the editor published after the Constitution was written under the pseudonym, Publius. They were written by James Madison, Alexander Hamilton, and John Jay, and they were all designed to persuade Americans to accept the new republican form of government. They were ultimately helpful in the ratification process because ultimately the Constitution was ratified in all 13 states.

DIF: Moderate REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Understanding

4. **FIGURE 2.1**
Constitutional Time Line



What events preceded Lord Cornwallis’s surrender at Yorktown, Virginia in October of 1781?

ANS:

Many important events preceded the British surrender to George Washington in October 1781. The First Continental Congress convened in September 1774, and it was followed by the Second Continental Congress in May 1775. In January 1776, Thomas Paine's *Common Sense* was published, and Congress subsequently issued the Declaration of Independence in July 1776, resulting in the American Revolution. In November 1777, Congress adopted the Articles of Confederation, and the Articles were sent to the states for ratification. In March 1781 the Articles were ratified. Later that year, with assistance from the French, the American colonists defeated the British.

DIF: Moderate REF: CH02 – The Historical Context of the Constitution
OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787
MSC: Applying

5. What is meant by James Madison's "size principle"?

ANS:

In 1787, it was thought by most political theorists that democracy was only possible in small geographical areas. Madison believed the opposite, that a large and diverse country, such as the United States, would be a place where democracy could be sustained, because majority interests would be less likely to organize and therefore less likely to dominate public policy making.

DIF: Moderate REF: CH02 – The Politics of Compromise at the Constitutional Convention
OBJ: Analyze the major issues debated by the framers of the Constitution
MSC: Understanding

6. What is the supremacy clause and why is it important?

ANS:

The supremacy clause is part of Article VI of the federal Constitution. The Constitution is the supreme law of the land in the United States, but national laws take precedence over state laws. The new Constitution created a stronger national government than the Congress under the Articles of Confederation.

DIF: Moderate REF: CH02 – The Politics of Compromise at the Constitutional Convention
OBJ: Analyze the major issues debated by the framers of the Constitution
MSC: Analyzing

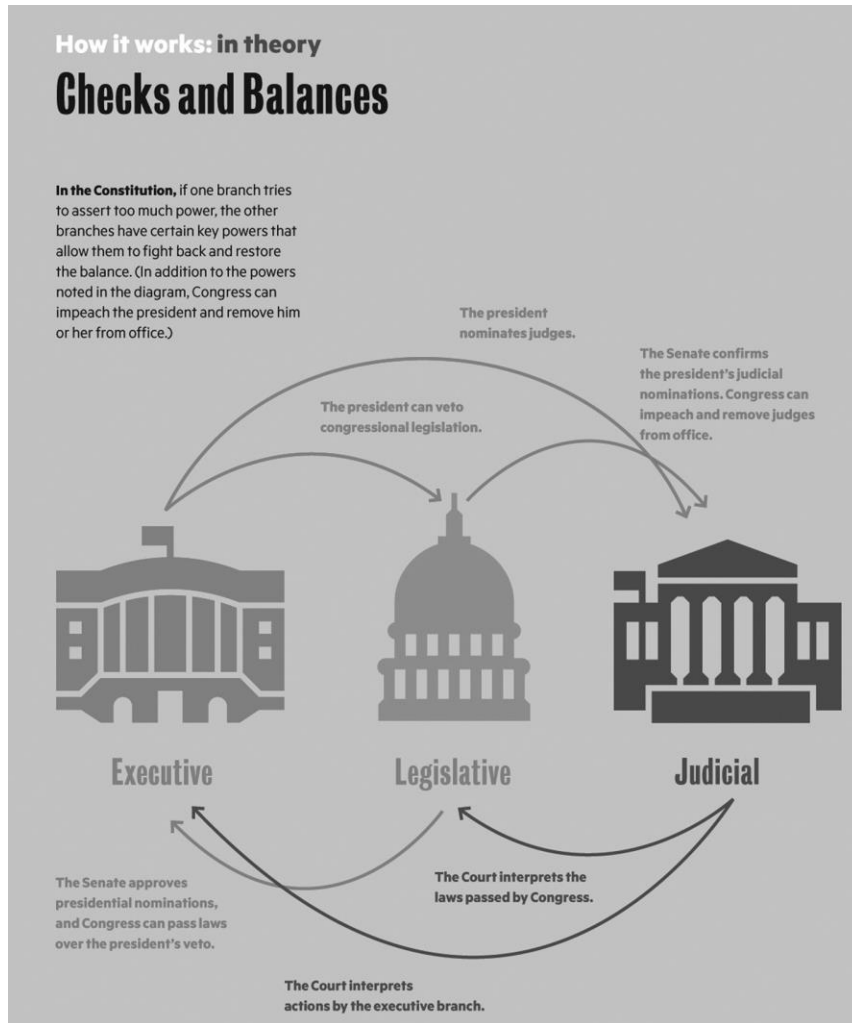
7. What was the biggest objection of the Antifederalists to the Constitution?

ANS:

The Antifederalists opposed ratification of the Constitution because they believed that the new national government created by the Constitution would be a threat to individual civil liberties. Thus, they favored strong state governments.

DIF: Moderate REF: CH02 – Ratification
OBJ: Contrast the arguments of the Federalists with those of the Antifederalists
MSC: Understanding

8.



Provide several concrete examples of checks and balances that are in the U.S. Constitution.

ANS:

Answers will likely vary, but here are some common examples of checks and balances: a president can veto a bill passed by Congress and Congress can override a presidential veto with a two-thirds majority in both chambers, the Senate confirms presidential nominations to the executive branch and all federal judges, Congress can impeach and remove executive and judicial officials, and federal judges interpret the meaning of the law as well as actions taken within the executive branch.

DIF: Moderate REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Applying

9. What is judicial review and when was it established in the United States?

ANS:

Judicial review is the power of the Supreme Court justices to strike down a law passed by Congress or an action taken by the president as unconstitutional if they find it to be unconstitutional. There is no mention of this authority specifically in Article III. It was first utilized by the justices in *Marbury v. Madison* (1803).

DIF: Moderate REF: CH02 – The Constitution: A Framework for Government

OBJ: Outline the major provisions of the Constitution MSC: Understanding

10. How challenging is it to amend the U.S. Constitution?

ANS:

It is extremely difficult to amend the Constitution because of simple mathematics. The framers required supermajorities at both the federal and state levels for a constitutional amendment, as two-thirds of both chambers of Congress must pass an amendment proposal, and then three-fourths of the state legislatures must ratify the amendment for it to be added to the Constitution. The first ten amendments, the Bill of Rights, were added shortly after the Constitution was ratified (1791). Since then, there have only been an additional 17 amendments, and the Eighteenth Amendment (prohibition) was later repealed. In this time period, there have been over 10,000 amendment proposals.

DIF: Difficult REF: CH02 – Is the Constitution a “Living” Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Applying

ESSAY

1. The values and goals held by the framers of the Constitution were strongly shaped by their two previous political experiences: being ruled by the British monarchy and their own government under the Articles of Confederation. What were the principal lessons they learned from each of these experiences? How did these lessons impact the goals of the framers of the Constitution?

ANS:

The Constitution was created through conflict and compromise. The framers were clearly influenced first by the conflictual relationship that Americans had with the British government. The first event that prompted many American colonists to question the fairness of British rule was the Stamp Act of 1765, which imposed a tax on many publications and documents in the colonies. The British Parliament members created the tax to help pay for the French and Indian War. Many colonists viewed this as taxation without representation, because they had no representatives in British Parliament. This event was later followed by the Tea Act (1773) and subsequent Boston Tea Party. The British responded with the Coercive Acts (or Intolerable Acts) of 1774. Further attempts to resolve the escalating conflict failed, culminating in the Declaration of Independence and the American Revolution. Thus, Americans were very much opposed and distrustful of both a strong executive and a distant government. To American leaders at the time, a unitary system of government was associated with tyranny, so they created the polar opposite structure with the Articles of Confederation. In creating a weak national government, they clearly felt comfortable with entrusting their liberties with state governments. In so doing, they unwittingly created a dysfunctional government that could not protect the people, provide for a stable economy, or keep and maintain a sense of national unity. Thus, the framers learned from not only their experience with the British but the mistakes that were made with the creation of a confederal form of government, prompting them to create a federal republic as a compromise measure.

DIF: Difficult REF: CH02 – The Historical Context of the Constitution

OBJ: Describe the historical circumstances that led to the Constitutional Convention of 1787

MSC: Analyzing

2.

Comparing the Articles of Confederation and the Constitution

NUTS
& BOLTS
2.1

Issue	Articles of Confederation	Constitution
Legislature	Unicameral Congress	Bicameral Congress divided into the House of Representatives and the Senate
Members of Congress	Between two and seven per state (the number was determined by each state)	Two senators per state; representatives apportioned according to population of each state
Voting in Congress	One vote per state	One vote per representative or senator
Selection of members	Appointed by state legislatures	Representatives elected by popular vote; senators appointed by state legislatures
Chief executive	None (there was an Executive Council within Congress, but it had limited executive power)	President
National judiciary	No general federal courts	Supreme Court; Congress authorized to establish national judiciary
Amendments to the document	When approved by all states	When approved by two-thirds of each house of Congress and three-fourths of the states
Power to coin money	Federal government and the states	Federal government only
Taxes	Apportioned by Congress, collected by the states	Apportioned and collected by Congress
Ratification	Unanimous consent required	Consent of nine states required

Compare and contrast the Articles of Confederation and the Constitution. Be sure to include a discussion of the following in your response: majority rule versus minority rights, large states versus small states, legislative power versus executive power, national power versus state and local power, and slave states versus nonslave states.

ANS:

Answers will vary depending on what issues students present (for example, creation of the legislature, how many members of Congress would be allocated to each state, voting in Congress, creation of the executive branch, creation of the judiciary, constitutional amendments, the power to coin money, taxation, and ratification). The recurring theme for any issue is that more power was allocated to the national government under the Constitution than under the Articles of Confederation. A central challenge in any representative democracy is protecting minority rights within a system where the majority rules. James Madison felt that interest group competition would preclude any one group from dominating public policy and that separation of powers and checks and balances would also help to prevent majority tyranny, along with his “size principle” philosophy. In terms of the politics of self-interest, large and small state delegates were unyielding in their demands until the Great, or Connecticut, Compromise was proposed where large states would have more political clout in the House, but allocation of the Senate was identical for every state, thus giving small and large states the same amount of political power. Selecting the president was a very contentious issue, where some delegates wanted Congress to select the president and others wanted the people to select a chief executive. With regard to the allocation of institutional power, the framers allocated more specific powers to the legislative branch over the executive branch. They clearly envisioned legislative supremacy in the new government and continued to oppose giving too much power to the president. The framers also had to balance their collective desire to create a stronger national government while simultaneously maintaining key tenets of federalism and state sovereignty. Finally, the framers had to contend with the reality that the southern delegates had no desire to abolish slavery. The interests of agrarian states had to be balanced with the interests of manufacturing states. This dichotomous vision would ultimately lead to the unfortunate Three-Fifths Compromise.

DIF: Difficult REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Analyzing

3. Identify and discuss any three separate political compromises that shaped the Constitution. Why was it necessary to compromise on each of the issues in question? What alternatives were considered by the delegates? Why was each compromise ultimately adopted?

ANS:

One compromise had to do with the creation of Congress. Small-state delegates wanted to have a unicameral Congress where each state had one vote. Large-state delegates wanted a bicameral Congress based on population. The compromise measure that passed was the Great, or Connecticut, Compromise. This compromise prevailed because each side won in part and lost in part and this balance was ultimately acceptable to a majority of the delegates. Another compromise concerned the selection of a chief executive. Some delegates advocated for congressional selection of the president; others wanted direct election. The compromise measure that prevailed was the creation of the Electoral College. To those who wanted an independent executive not beholden to Congress, the Electoral College seemed reasonable. To those who were concerned about uneducated people selecting the chief executive, the compromise was reasonable because a group of elites ultimately had the authority to select a president. A third compromise had to do with representation in the U.S. House. Southern delegates wanted to count the slave population along with the Caucasian population in order to have more political representation in the House. Some northern delegates did not want the slave population to be added at all since southerners defined slaves as property and not human beings at the time. The compromise that ultimately prevailed did not address the slavery question. It allowed southern states to count 60 percent of their slave population in order to get more political clout in the House. In return, southern states would have to pay more in taxation accordingly. The compromise was clearly made for perceived pragmatic reasons as opposed to morality.

DIF: Moderate REF: CH02 – The Politics of Compromise at the Constitutional Convention

OBJ: Analyze the major issues debated by the framers of the Constitution

MSC: Analyzing

4. At the time of the ratification of the Constitution, what were its strengths? What were its weaknesses? What were the consequences of those strengths and weaknesses for future generations of Americans? Does the Constitution in the contemporary era still reflect those strengths and weaknesses?

ANS:

The strengths of the Constitution at the time of ratification are that it achieved what James Madison intended. A stronger national government was created while maintaining state sovereignty. It created the conditions for economic prosperity while upholding basic civil liberties. In short, the Constitution succeeded because more power was shifted to the national government so that America could truly become a nation-state. Under the Articles of Confederation, there were really 13 separate states that operated as individual countries. A major weakness of the Constitution at the time of ratification is that it did not have a Bill of Rights, which prompted a number of Antifederalists to oppose it. Responses to the consequences of the strengths and weaknesses for future generations, as well as an analysis of the Constitution in the contemporary era, will reflect in part the values and priorities of the individual students.

DIF: Difficult REF: CH02 – Ratification

OBJ: Contrast the arguments of the Federalists with those of the Antifederalists

MSC: Evaluating

5. Explain how the Constitution is still relevant in the early twenty-first century.

ANS:

The Constitution is still relevant because it contains the structural rules that continue to govern the United States in the twenty-first century. Because the Constitution is ambiguous, however, it lends itself to differential interpretations. Students should infuse a discussion of originalism and the living Constitution in their responses. They should also discuss how the Constitution can be changed and the important reality that there are multiple interpreters in our political system of what the Constitution means and what it doesn't mean.

DIF: Difficult REF: CH02 – Is the Constitution a “Living” Document?

OBJ: Explore how the meaning of the Constitution has evolved

MSC: Evaluating