|  |
| --- |
| Multiple Choice |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. ​A \_\_\_\_\_\_\_ is the fundamental law undergirding the structure of government.   |  |  |  | | --- | --- | --- | |  | a. | ​parliament | |  | b. | ​social contract | |  | c. | ​constitution | |  | d. | ​congress | |  | e. | ​federal system |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 32 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. In a modern democracy, a \_\_\_\_\_\_\_\_\_\_ sets forth the basic rules and procedures for how the people shall be governed, including the powers and structure of the government, as well as the rights retained by the people.   |  |  |  | | --- | --- | --- | |  | a. | charter | |  | b. | constitution | |  | c. | bill | |  | d. | treaty | |  | e. | legislature |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 32 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. ​Unlike most modern constitutions, the British constitution is comprised of \_\_\_\_\_\_\_ that developed over time.   |  |  |  | | --- | --- | --- | |  | a. | ​a single document | |  | b. | ​a series of decrees by the monarch | |  | c. | ​several philosophical texts | |  | d. | ​a series of judicial decrees | |  | e. | ​a series of documents |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 32 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. ​By the late eighteenth century, British subjects believed that the British constitution guaranteed them certain rights, including the right to be tried by a jury of their peers and   |  |  |  | | --- | --- | --- | |  | a. | ​the right to free speech. | |  | b. | ​the right to free assembly. | |  | c. | ​the right to keep and bear arms. | |  | d. | ​the right to religious freedom. | |  | e. | ​the right not to be taxed without their consent. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 33 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. The \_\_\_\_\_\_\_\_\_\_established a tax on virtually all forms of paper used by the colonists.   |  |  |  | | --- | --- | --- | |  | a. | Sugar Act of 1764 | |  | b. | Paper Act of 1764 | |  | c. | Stamp Act of 1765 | |  | d. | Tea Tax Act of 1789 | |  | e. | Sedition Acts |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 33 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. ​In response to the Stamp Act the colonists reacted angrily by doing all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | ​dumping tea into Boston Harbor. | |  | b. | ​forming trade associations. | |  | c. | ​organizing boycotts. | |  | d. | ​publishing pamphlets. | |  | e. | rioting against Stamp Act collectors. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 33 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 7. Britain repealed the Stamp Act in 1766 and replaced it with the \_\_\_\_\_\_\_\_\_\_, which then imposed taxes on various imports.   |  |  |  | | --- | --- | --- | |  | a. | Stamp Act II | |  | b. | Coercive Acts | |  | c. | Townshend Acts | |  | d. | Intolerable Acts | |  | e. | Currency Acts |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 33 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 8. Led by Samuel Adams, the Massachusetts legislature issued a letter declaration that the Townshend Acts were unconstitutional because they violated which principle?   |  |  |  | | --- | --- | --- | |  | a. | “life, liberty, and the pursuit of happiness” | |  | b. | “life, liberty, and property” | |  | c. | “no taxation without liberty, peace, and prosperity” | |  | d. | “no taxation without representation” | |  | e. | none of these |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 33 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 9. Who said “Give me liberty or give me death”?   |  |  |  | | --- | --- | --- | |  | a. | Samuel Adams | |  | b. | George Washington | |  | c. | Patrick Henry | |  | d. | John Hancock | |  | e. | Edmund Burke |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 33 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10. ​As opposed to the American colonists who allowed greater participation and representation to free adult males, the British took a more \_\_\_\_\_\_\_\_ view.   |  |  |  | | --- | --- | --- | |  | a. | ​expansive | |  | b. | ​limited | |  | c. | ​expressive | |  | d. | ​public | |  | e. | ​reactionary |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 33-34 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. As tensions rose, the colonists continued to resist the Townshend Acts through boycotting. The British responded by doing all of the following EXCEPT​   |  |  |  | | --- | --- | --- | |  | a. | ​dissolving the Massachusetts legislature. | |  | b. | ​seizing a ship owned by John Hancock. | |  | c. | ​conscripting colonists into the British military. | |  | d. | ​firing on a threatening crowd. | |  | e. | ​sending troops to occupy Boston. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 34 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 12. The Coercive Acts   |  |  |  | | --- | --- | --- | |  | a. | gave the royal governor the right to select the upper house of the Massachusetts legislature. | |  | b. | set forth a long list of items that could be exported only to Great Britain. | |  | c. | established a tax on virtually all forms of paper used by the colonists. | |  | d. | gave the royal governor the right to search private homes. | |  | e. | did all of these. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 35 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 13. ​Benjamin Franklin proposed a congress in order for the colonist to present a more unified front. This congress met in 1774 and is called   |  |  |  | | --- | --- | --- | |  | a. | ​the U.S. Congress. | |  | b. | ​the diet. | |  | c. | ​Bundestag. | |  | d. | ​Parliament. | |  | e. | ​the First Continental Congress. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 35 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 14. \_\_\_\_\_\_\_\_\_\_ acted as the common government of the states between 1775 and 1781.   |  |  |  | | --- | --- | --- | |  | a. | The First Continental Congress | |  | b. | The Second Continental Congress | |  | c. | Parliament | |  | d. | The U. S. Supreme Court | |  | e. | George Washington |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 35 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 15. Who wrote the influential pamphlet *Common Sense*, which called for independence from Britain?   |  |  |  | | --- | --- | --- | |  | a. | Samuel Adams | |  | b. | Patrick Henry | |  | c. | Thomas Paine | |  | d. | Edmund Burke | |  | e. | John Hancock |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 35 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 16. John Locke suggests people have certain natural (or inalienable) rights that government cannot take away, including the right to life, liberty, and property. In the Declaration of Independence, Thomas Jefferson substituted “\_\_\_\_\_\_\_\_\_\_” in place of “property.”   |  |  |  | | --- | --- | --- | |  | a. | order | |  | b. | just compensation | |  | c. | national security | |  | d. | the pursuit of happiness | |  | e. | interstate commerce |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 35 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 17. The Declaration of Independence   |  |  |  | | --- | --- | --- | |  | a. | declared the right of the people to alter or abolish government. | |  | b. | declared the colonies' independence from Britain. | |  | c. | contained a stirring call for equality and human rights. | |  | d. | contained a stirring call for public participation in government. | |  | e. | did all of these. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 35 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 18. The Declaration of Independence listed grievances against \_\_\_\_\_\_\_\_\_\_, including the suspension of popularly elected colonial legislatures, taxing without representation, and trials without juries.   |  |  |  | | --- | --- | --- | |  | a. | King George II | |  | b. | King George III | |  | c. | Queen Elizabeth | |  | d. | George Washington | |  | e. | Thomas Jefferson |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 36 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 19. The United States of America was formally established under which document?   |  |  |  | | --- | --- | --- | |  | a. | Magna Carta | |  | b. | Declaration of Independence | |  | c. | Articles of Confederation | |  | d. | Constitution of the United States | |  | e. | All of these |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 36 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 20. ​Due to the fear of a powerful central government, the Articles of Confederation emphasized \_\_\_\_\_\_\_ over order.   |  |  |  | | --- | --- | --- | |  | a. | ​the right of secession | |  | b. | ​the power of the people | |  | c. | ​freedom from national authority | |  | d. | ​a strong central government | |  | e. | ​strong civil liberties |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 36 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 21. Under the Articles of Confederation, Congress had full authority over   |  |  |  | | --- | --- | --- | |  | a. | foreign affairs. | |  | b. | military affairs. | |  | c. | Indian affairs. | |  | d. | boundary and other disputes between the states. | |  | e. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 36 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 22. ​Under the Articles of Confederation, Congress was granted powers that were \_\_\_\_\_\_\_ in scope and authority.   |  |  |  | | --- | --- | --- | |  | a. | ​narrow | |  | b. | ​broad | |  | c. | ​enumerated | |  | d. | ​powerful | |  | e. | ​all-encompassing |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 36 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 23. ​The limited scope of power afforded to Congress under the Articles of Confederation included all but which of the following?   |  |  |  | | --- | --- | --- | |  | a. | ​Each state had one vote in Congress. | |  | b. | ​No national judiciary existed. | |  | c. | ​Congress needed consent from 9 of the 13 states to pass any legislation. | |  | d. | ​A single state such as Rhode Island could block the passage of an amendment. | |  | e. | ​Congress did not have the power to regulate Indian affairs. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 36-37 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 24. A Revolutionary War hero and several thousand distressed farmers forced courts to close and threatened federal arsenals in what became known as   |  |  |  | | --- | --- | --- | |  | a. | the Boston Tea Party. | |  | b. | the Boston Massacre. | |  | c. | Shays' Rebellion. | |  | d. | Bloody Thursday. | |  | e. | the Farmers Rebellion. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 37 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 25. \_\_\_\_\_\_\_\_\_\_ helped convince the states that, in addition to the Articles’ other problems, neither the federal nor the state governments could maintain order.   |  |  |  | | --- | --- | --- | |  | a. | The Boston Tea Party | |  | b. | Shays’s Rebellion | |  | c. | The Boston Massacre | |  | d. | Bloody Thursday | |  | e. | The Farmers Rebellion |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 37 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 26. Which was the only state to decline the invitation to all thirteen states to meet in Philadelphia to consider revising the Articles of Confederation?   |  |  |  | | --- | --- | --- | |  | a. | Delaware | |  | b. | Massachusetts | |  | c. | New York | |  | d. | North Carolina | |  | e. | Rhode Island |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 37 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.1 - LO1 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 27. ​Some of the issues that confronted the delegates to the Philadelphia convention included several areas of compromise, including   |  |  |  | | --- | --- | --- | |  | a. | ​large state versus small state representation. | |  | b. | the power to make international treaties. | |  | c. | the power to regulate interstate commerce. | |  | d. | ​the ability to legislate the slavery. | |  | e. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 38 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 28. ​The \_\_\_\_\_\_\_\_ Plan proposed a strong central government that could act without the states acting as intermediaries, a two-chamber legislative branch, a national executive, a national judiciary, and a council of revision.   |  |  |  | | --- | --- | --- | |  | a. | ​Madison | |  | b. | ​New Jersey | |  | c. | ​Virginia | |  | d. | ​Hamilton | |  | e. | ​Rhode Island |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 38 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 29. Under the Virginia Plan, \_\_\_\_\_\_\_\_\_\_ would have final approval over all legislative acts.   |  |  |  | | --- | --- | --- | |  | a. | a council of revision | |  | b. | a council of governors | |  | c. | a national executive | |  | d. | a national judiciary | |  | e. | Parliament |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 38-39 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 30. ​Under the Virginia Plan, each legislative chamber would have representation proportional to the population of the states, meaning that   |  |  |  | | --- | --- | --- | |  | a. | ​the smaller the population, the more representation a state would have. | |  | b. | ​each state would have equal representation regardless of size. | |  | c. | ​each state would vie for representation in open national elections. | |  | d. | ​the larger the population, the more representation a state would have. | |  | e. | ​none of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 38-39 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 31. ​The \_\_\_\_\_\_ Plan would have strengthened the Articles by allowing Congress the authority to regulate commerce, create a national executive chosen by the legislature, and create a national judiciary chosen by the executive.   |  |  |  | | --- | --- | --- | |  | a. | ​Virginia | |  | b. | ​Washington | |  | c. | ​Delaware | |  | d. | ​Hamilton | |  | e. | ​New Jersey |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 39 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 32. ​Under the New Jersey Plan, each state would have equal representation, meaning that   |  |  |  | | --- | --- | --- | |  | a. | ​regardless of population, each state would have an equal say in Congress. | |  | b. | ​states with larger populations would have a larger say in Congress. | |  | c. | states with smaller populations would have less of a say in Congress. | |  | d. | ​states with a higher population of slaves would have a larger say in Congress. | |  | e. | ​none of these statements are true. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 39 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 33. Under the Connecticut Compromise,   |  |  |  | | --- | --- | --- | |  | a. | the House of Representatives would be proportional to population, but the Senate would represent each state equally. | |  | b. | the Senate would be proportional to population, but the House of Representatives would represent each state equally. | |  | c. | the House of Representatives and the Senate would have equal representation. | |  | d. | the House of Representatives and the Senate would have proportional representation. | |  | e. | Connecticut would be considered a state. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 39 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 34. Under the new Constitution, Congress was not granted general legislative power, but rather, \_\_\_\_\_\_\_\_\_\_ powers, that is, an explicit list of powers in which it could engage.   |  |  |  | | --- | --- | --- | |  | a. | absolute | |  | b. | enumerated | |  | c. | inherent | |  | d. | implied | |  | e. | necessary |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 40 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 35. Which of the following was among the list of Congressional powers?   |  |  |  | | --- | --- | --- | |  | a. | the authority to tax to provide for the general welfare | |  | b. | the authority to regulate commerce among the states and with foreign nations | |  | c. | the authority to borrow money | |  | d. | the authority to declare war, raise armies, and maintain a navy | |  | e. | all of these |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 40 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 36. ​Among the enumerated powers granted to Congress under the Constitution, the \_\_\_\_\_\_\_\_\_\_\_\_ powers were missing from the Articles.   |  |  |  | | --- | --- | --- | |  | a. | ​tax and spend | |  | b. | ​tax and commerce | |  | c. | ​commerce and Indian affairs | |  | d. | ​general welfare and tax | |  | e. | ​declare war and make peace |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 40 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 37. ​Congress did not receive the authority to veto state laws, but the Constitution declared that   |  |  |  | | --- | --- | --- | |  | a. | ​states can nullify national laws. | |  | b. | ​state and national laws would have equal standing. | |  | c. | ​national law would be supreme. | |  | d. | ​state law would be supreme. | |  | e. | ​two-thirds of the states could veto national law. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 40 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 38. ​The Constitution explicitly limits state authority from all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | ​collecting taxes. | |  | b. | ​making treaties with foreign nations. | |  | c. | ​coining money. | |  | d. | ​creating bills of attainder. | |  | e. | ​creating *ex post facto* laws. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 40 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 39. Slavery existed in every state EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | Connecticut. | |  | b. | Massachusetts. | |  | c. | New Jersey. | |  | d. | New York. | |  | e. | Tennessee. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 41 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 40. ​Under the \_\_\_\_\_\_\_, states were granted extra representation based on the number of slaves they held.   |  |  |  | | --- | --- | --- | |  | a. | ​slavery population clause | |  | b. | ​equal population compromise | |  | c. | ​three-fifths compromise | |  | d. | ​five-eighths compromise | |  | e. | ​census clause |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 41 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 41. Not all northern delegates at the Convention opposed slavery, but those who were \_\_\_\_\_\_\_\_\_\_ wanted an immediate ban on importing slaves from Africa, prohibitions against the expansion of slavery into the western territories, and the adoption of a plan for the gradual freeing of slaves.   |  |  |  | | --- | --- | --- | |  | a. | abolitionists | |  | b. | absolutists | |  | c. | prohibitionists | |  | d. | secessionists | |  | e. | all of these |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 41 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 42. ​The Framers did not trust the people, so they created which two important gates against popular influence?   |  |  |  | | --- | --- | --- | |  | a. | ​the selection of judges and the election of the Senate | |  | b. | ​the election of the House and the selection of ambassadors | |  | c. | ​the election of the president and the election of the House | |  | d. | ​the election of the president and the election of the Senate | |  | e. | none of these |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 42 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 43. ​Rather than directly electing the president through a popular vote, the Constitution created the \_\_\_\_\_\_\_\_, in which the president is indirectly chosen by electors.   |  |  |  | | --- | --- | --- | |  | a. | ​College of the Cardinals | |  | b. | ​Proportional Representation | |  | c. | ​Electoral Council | |  | d. | ​Council of Representatives | |  | e. | ​Electoral College |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 42 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 44. Who initially chose the manner for selecting the electors from each state?   |  |  |  | | --- | --- | --- | |  | a. | governor | |  | b. | state legislature | |  | c. | president | |  | d. | House of Representatives | |  | e. | Senate |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 42 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 45. The indirect election of senators was intended to serve as a check on   |  |  |  | | --- | --- | --- | |  | a. | state legislatures. | |  | b. | the Senate. | |  | c. | popular will. | |  | d. | the president. | |  | e. | all of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 42 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.2 - LO2 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 46. The Constitution established a bicameral Congress, which means that   |  |  |  | | --- | --- | --- | |  | a. | it is popularly elected. | |  | b. | all members are elected every two years. | |  | c. | it consists of two chambers. | |  | d. | all hearings are opened to the public. | |  | e. | all hearings are closed to the public. |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 44 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 47. ​The sole power of impeachment belongs to   |  |  |  | | --- | --- | --- | |  | a. | ​the House of Representatives. | |  | b. | ​the Senate. | |  | c. | ​the Supreme Court. | |  | d. | ​the Council of Impeachers. | |  | e. | ​the states. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 45 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 48. The Senate has the sole authority to   |  |  |  | | --- | --- | --- | |  | a. | try cases of impeachment. | |  | b. | ratify treaties. | |  | c. | confirm executive branch appointments. | |  | d. | confirm judicial branch appointments. | |  | e. | do all of these. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 45 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 49. ​The Constitution provides the president with a general grant of \_\_\_\_\_\_\_\_\_\_\_ and certain specific powers.   |  |  |  | | --- | --- | --- | |  | a. | ​legislative powers | |  | b. | ​executive powers | |  | c. | ​judicial powers | |  | d. | ​war powers | |  | e. | ​police powers |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 45 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 50. The president appoints federal judges with the advice and consent of the   |  |  |  | | --- | --- | --- | |  | a. | House of Representatives. | |  | b. | Senate. | |  | c. | people. | |  | d. | state legislatures | |  | e. | judiciary. |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 45 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 51. ​The Constitution vests all judicial authority of the United States in one \_\_\_\_\_\_\_\_\_\_\_\_ and other inferior courts.   |  |  |  | | --- | --- | --- | |  | a. | ​Appeals Court | |  | b. | ​Court of Recusal | |  | c. | ​Supreme Court | |  | d. | ​District Court | |  | e. | ​Constitutional Court |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 45 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 52. ​Federal judges are appointed for a term of "good behavior," which means that they hold their seats   |  |  |  | | --- | --- | --- | |  | a. | ​for a term of six years. | |  | b. | at ​the pleasure of the president. | |  | c. | ​for a term of twenty years. | |  | d. | ​for life. | |  | e. | for none of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 45 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 53. ​In the historical case *Marbury v. Madison*, the Supreme Court first exercised its authority to strike down laws passed by Congress, which is known as   |  |  |  | | --- | --- | --- | |  | a. | ​basic law. | |  | b. | ​advisory opinion. | |  | c. | ​judicial oversight. | |  | d. | ​*stare decisis.* | |  | e. | ​judicial review. |  |  |  | | --- | --- | | *ANSWER:* | e | | *REFERENCES:* | 46 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 54. One way to amend the Constitution allows \_\_\_\_\_\_\_\_\_\_ of the states to request a national constitutional convention that can propose amendments that go into effect when approved by \_\_\_\_\_\_\_\_\_\_ of the states.   |  |  |  | | --- | --- | --- | |  | a. | two-thirds; three-fourths | |  | b. | three-fourths; two-thirds | |  | c. | two-thirds; all | |  | d. | three-fourths; all | |  | e. | all; three-fourths |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 46 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 55. According to James Madison, \_\_\_\_\_\_\_\_\_\_ is (are) the primary means of ensuring that government is responsive to the wishes of the people.   |  |  |  | | --- | --- | --- | |  | a. | the president | |  | b. | factions | |  | c. | elections | |  | d. | the Supreme Court | |  | e. | Congress |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 48 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 56. All powers not granted to Congress remain with the states, as made explicit in the \_\_\_\_\_\_\_\_\_\_ Amendment to the Constitution.   |  |  |  | | --- | --- | --- | |  | a. | Fourth | |  | b. | Sixth | |  | c. | Ninth | |  | d. | Tenth | |  | e. | Thirteenth |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 48-49 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.3 - LO3 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 57. By the time the state ratifying conventions started meeting, two distinct camps had formed: those who supported the Constitution called \_\_\_\_\_\_\_\_\_\_, and those who opposed the Constitution, who became known as \_\_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Nationalists; Secessionists | |  | b. | Nationalists; Abolitionists | |  | c. | Federalists; Antifederalists | |  | d. | Federalists; Secessionists | |  | e. | Federalists; Abolitionists |  |  |  | | --- | --- | | *ANSWER:* | c | | *REFERENCES:* | 51 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.4 - LO4 | | *NOTES:* | Factual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 58. Which amendments are referred to as the Civil War Amendments?   |  |  |  | | --- | --- | --- | |  | a. | Eleventh, Twelfth, and Thirteenth Amendments | |  | b. | Thirteenth, Fourteenth, and Fifteenth Amendments | |  | c. | Sixteenth, Seventeenth, and Eighteenth Amendments | |  | d. | Nineteenth, Twentieth, and Twenty-First Amendments | |  | e. | Twenty-First, Twenty-Second, and Twenty-Third Amendments |  |  |  | | --- | --- | | *ANSWER:* | b | | *REFERENCES:* | 56 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.5 - LO5 | | *NOTES:* | Conceptual | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 59. Constitutional amendments have increased access to government in all of these ways EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | ​ensuring equal rights for all regardless of race or gender. | |  | b. | ​ensuring voting rights for women. | |  | c. | ​allowing for the direct election of senators. | |  | d. | ​ensuring equal protection under the law. | |  | e. | ​abolishing slavery. |  |  |  | | --- | --- | | *ANSWER:* | a | | *REFERENCES:* | 57 | | *LEARNING OBJECTIVES:* | GTDM.GEER.16.2.5 - LO5 | | *NOTES:* | Applied | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 60. In 1961, the \_\_\_\_\_\_\_\_\_\_ gave residents of the District of Colombia the right to vote in presidential elections.   |  |  |  | | --- | --- | --- | |  | a. | *Kennedy* decision | |  | b. | Twenty-Sixth Amendment | |  | c. | Nineteenth Amendment | |  | d. | Twenty-Third Amendment | |  | e. | *United States v. Nixon* decision |  |  |  | | --- | --- | | *ANSWER:* | d | | *REFERENCES:* | 57 | | *NOTES:* | Conceptual | |

|  |
| --- |
| Subjective Short Answer |

|  |  |  |
| --- | --- | --- |
| 61. Explain the key concepts in the Declaration of Independence.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 62. Characterize the delegates to the Constitutional Convention.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 63. Explain how amendments get proposed and ratified.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 64. Characterize the Federalists and Antifederalists.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 65. List the major rights protected by the Civil War Amendments.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 66. Why didn’t the Articles of Confederation work as a governing document?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 67. Why did the Constitutional Convention delegates establish three branches of government?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 68. Why does the Constitution divide and separate powers?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 69. What is the purpose of checks and balances?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 70. What is the significance of judicial review?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 71. Explain the implied powers of Congress and where they gain authority in the Constitution​.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

|  |  |  |
| --- | --- | --- |
| 72. Discuss why the Constitution did not originally contain a Bill of Rights.  ​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

|  |  |  |
| --- | --- | --- |
| 73. Explain the reason(s) why Congress was prohibited from stopping the slave trade until 1808.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

|  |  |  |
| --- | --- | --- |
| 74. Explain the Electoral College. ​   |  |  | | --- | --- | | *ANSWER:* | ​Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 75. Define *republic*. ​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

|  |
| --- |
| Essay |

|  |  |  |
| --- | --- | --- |
| 76. Explain the influence of John Locke’s ideas on the Declaration of Independence.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 77. Explain the controversy over proportional versus equal representation at the Constitutional Convention of 1787.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 78. How did the Constitution set explicit limits on state authority?   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 79. Compare the U.S. and British constitutional systems in regards to direct and indirect gateways for popular involvement.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 80. ​Discuss the issues in *Marbury v. Madison* and the power that the Supreme Court used in making its decision.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

|  |  |  |
| --- | --- | --- |
| 81. Identify the arguments used by the large states and small states during the Constitutional Convention, and explain the nature of the compromise that was made. ​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

|  |  |  |
| --- | --- | --- |
| 82. Provide a brief summary of the arguments of both the northern and southern states concerning slavery in the Constitution, and explain the nature of the compromise that was made. ​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

|  |  |  |
| --- | --- | --- |
| 83. Briefly identify the deficiencies in the Articles of Confederation, and explain how they were rectified in the Constitution. ​   |  |  | | --- | --- | | *ANSWER:* | ​Answers may vary. | |

|  |  |  |
| --- | --- | --- |
| 84. Who were the Federalists and Antifederalists? Briefly describe what each group stood for.​   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |

|  |  |  |
| --- | --- | --- |
| 85. Explain the arguments that occurred during the Constitutional Convention concerning the issue of representation. Make sure that you include discussions of the arguments presented by large states, small states, northern states, and southern states, as well as the compromises that ensued as a result.   |  |  | | --- | --- | | *ANSWER:* | Answers may vary. ​ | |