

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## CHAPTER 2 - The Constitution

1. The president of the United States is chosen by
- a popular vote of the people.
  - the U.S. Senate.
  - the House and Senate combined.
  - the electoral college.
  - the governors of the states.

ANSWER: d

REFERENCES: 29

LEARNING OBJECTIVES: AGPT.BARD.16.2.3 - LO3

NOTES: Factual

2. The plan to keep the public from choosing U.S. presidents failed because
- the Constitution was amended to implement popular elections of presidents.
  - most would-be electors were publicly pledged to a candidate.
  - Congress has refused to certify the elections of candidates who do not get a majority of the popular vote.
  - foreign powers forced U.S. elections to be more democratic.
  - None of the above.

ANSWER: b

REFERENCES: 29

LEARNING OBJECTIVES: AGPT.BARD.16.2.3 - LO3

NOTES: Conceptual

3. While the implementation of an electoral college has failed to keep presidential elections out of the hands of \_\_\_\_\_, it has largely succeeded in keeping the election of presidents out of the hands of \_\_\_\_\_.
- the people; Congress
  - Congress; the people
  - the people; the Supreme Court
  - the Supreme Court; Congress
  - Congress; the Supreme Court

ANSWER: a

REFERENCES: 29

LEARNING OBJECTIVES: AGPT.BARD.16.2.3 - LO3

NOTES: Applied

4. In a parliamentary system
- the chief executive has little real power.
  - the chief executive rotates between the heads of the major parties.
  - a monarch chooses the chief executive.
  - chief executives are chosen through a popular vote of the people.
  - the legislature chooses the chief executive.

ANSWER: e

REFERENCES: 29

LEARNING OBJECTIVES: AGPT.BARD.16.2.3 - LO3

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*NOTES:* Conceptual

5. An executive elected by Congress, as proposed in the Virginia Plan, would have likely led to more periods of
- unified and effective government.
  - divided government.
  - limited government.
  - gridlock.
  - None of the above.

*ANSWER:* a

*REFERENCES:* 29

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Applied

6. The American system, with multiple points at which various powers can block action, often leads to
- effective government.
  - caretaker government.
  - limited government.
  - impeachments of government officials.
  - a call for new elections.

*ANSWER:* c

*REFERENCES:* 29

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Conceptual

7. The Jamestown colonists set a political precedent by
- allowing the governor to use a line-item veto.
  - instituting a direct democracy.
  - instituting a representative assembly.
  - creating a judicial system.
  - writing a constitutional document.

*ANSWER:* c

*REFERENCES:* 30

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

*NOTES:* Applied

8. The creative thinkers who designed the Constitution were most influenced by
- the historical and political context of the civil war.
  - the political philosophy of the time about how people should be governed.
  - the historical experiences gained through trial of several forms of government during New World settlement.
  - the historical experiences gained through trail of several forms of government during Old World settlement.
  - Options B and C are true.

*ANSWER:* e

*REFERENCES:* 30

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*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

*NOTES:* Conceptual

9. The Jamestown colony was established as
- a. a trading post.
  - b. a military fort.
  - c. a settlement in Maryland.
  - d. the first French settlement in the New World.
  - e. a settlement for religious Separatists.

*ANSWER:* a

*REFERENCES:* 30

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

*NOTES:* Applied

10. The colonies in the New World provided for opportunities to
- a. promote trade.
  - b. explore religious freedom.
  - c. practice limited self-government.
  - d. implement the social contract.
  - e. All of the above are true.

*ANSWER:* e

*REFERENCES:* 30-31

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

*NOTES:* Applied

11. The Mayflower Compact
- a. reaffirmed the pilgrims connection to the Church of England.
  - b. affirmed that women should have equal rights with men.
  - c. was necessary to preserve civil obedience and public authority.
  - d. provided the basis for the first communist community in the United States.
  - e. became the Articles of Confederation, the first constitution of the United States.

*ANSWER:* c

*REFERENCES:* 30-31

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

*NOTES:* Conceptual

12. The major historical and political significance of the Mayflower Compact was that it
- a. served as a prototype for many similar compacts.
  - b. was the start of the first settlement in America.
  - c. depended on the consent of the individuals involved.
  - d. established the colony of Massachusetts.
  - e. Options A and C are true.

*ANSWER:* e

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*REFERENCES:* 30-31

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

*NOTES:* Conceptual

13. While nine of the British colonies had \_\_\_\_\_, by 1790 only two remained and our presidential elections during this decade featured major candidates who were not, by modern definitions, \_\_\_\_\_.

- a. churches established by law; Christian
- b. free market economies; capitalists
- c. organized militias; veterans
- d. major political parties; party members
- e. None of the above.

*ANSWER:* a

*REFERENCES:* 32

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

*NOTES:* Applied

14. Regarding the notion of the United States as a "Christian nation," the founders believed that

- a. the official religion of the United States should be that of the majority of the people.
- b. the United States serves a divine mission and biblical purpose.
- c. all religion should be prohibited.
- d. mixing religion and government is a recipe for disaster.
- e. Both C and D.

*ANSWER:* d

*REFERENCES:* 32

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

*NOTES:* Conceptual

15. Taxes were imposed on the colonists to

- a. pay for the coronation of King George III.
- b. pay for the establishment of more colonies.
- c. pay for the costs of Britain's defense of the colonies during the French and Indian War.
- d. enrich wealthy British landowners.
- e. None of the above is true.

*ANSWER:* c

*REFERENCES:* 33

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

*NOTES:* Factual

16. Taxes that the British attempted to impose on the American colonies in the years leading up to the Revolutionary War included all of the following **except**

- a. the Sugar Act, which imposed a tax on sugar.
- b. the Stamp Act, which taxed legal documents and newspapers.
- c. duties on glass, lead, and paint.

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- d. a tax on tea.
- e. an income tax.

ANSWER: e

REFERENCES: 33

LEARNING OBJECTIVES: AGPT.BARD.16.2.1 - LO1

NOTES: Factual

17. The colonists' fury over taxation led to
- a. a boycott of British goods.
  - b. the formation of the Stamp Act Congress.
  - c. the closure of Boston Harbor.
  - d. the Boston Tea Party.
  - e. All of the above are true.

ANSWER: e

REFERENCES: 33

LEARNING OBJECTIVES: AGPT.BARD.16.2.1 - LO1

NOTES: Factual

18. The First Continental Congress
- a. declared independence from Britain.
  - b. was held in Boston, Massachusetts.
  - c. urged colonists to purchase British goods to win favor with the king.
  - d. encouraged the colonists to petition King George III to express their grievances.
  - e. produced a document that the colonists found to be coercive.

ANSWER: d

REFERENCES: 33

LEARNING OBJECTIVES: AGPT.BARD.16.2.1 - LO1

NOTES: Factual

19. One of the main actions of the Second Continental Congress was to
- a. establish an army and appoint a commander in chief.
  - b. sign a treaty with Britain prohibiting trade with France.
  - c. sign a treaty with France to declare war on Britain.
  - d. create a unitary government in America.
  - e. establish a document with ambitious designs to separate from Britain.

ANSWER: a

REFERENCES: 33

LEARNING OBJECTIVES: AGPT.BARD.16.2.1 - LO1

NOTES: Factual

20. Thomas Paine's pamphlet *Common Sense* advocated
- a. the formation of a new government that would still be loyal to the king.
  - b. the establishment of a government that would limit further immigration.

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- c. an end of hostilities toward Britain.
- d. the idea that the formation of the country's own government was a "natural right."
- e. the repeal of all taxes, including those the colonists had imposed on themselves.

ANSWER: d

REFERENCES: 34

LEARNING OBJECTIVES: AGPT.BARD.16.2.1 - LO1

NOTES: Conceptual

21. The first draft of the Declaration of Independence was written by

- a. John Locke.
- b. John Adams.
- c. Thomas Jefferson.
- d. George Washington.
- e. Benjamin Franklin.

ANSWER: c

REFERENCES: 34

LEARNING OBJECTIVES: AGPT.BARD.16.2.2 - LO2

NOTES: Factual

22. "We hold these Truths to be self-evident, that all Men are created equal" are the first words of

- a. the Constitution of the United States of America.
- b. the Declaration of Independence.
- c. the Magna Carta.
- d. the United Nations Charter.
- e. the Bill of Rights.

ANSWER: b

REFERENCES: 34

LEARNING OBJECTIVES: AGPT.BARD.16.2.2 - LO2

NOTES: Factual

23. Which of the following is **not** true of the Declaration of Independence?

- a. It listed the colonists' grievances against England.
- b. It established the legitimacy of the United States as a new nation.
- c. It listed reasons for dissolving the tie with Great Britain.
- d. It established a constitutional government.
- e. It gave the people the rights to life, liberty, and the pursuit of happiness and to alter the government if it became destructive of the people's rights.

ANSWER: d

REFERENCES: 34-36

LEARNING OBJECTIVES: AGPT.BARD.16.2.2 - LO2

NOTES: Factual

24. A voluntary agreement among individuals to secure their rights and welfare by creating a government and abiding by

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its rules is called

- a. a confederation.
- b. a social contract.
- c. a syndicate.
- d. a constitution.
- e. a natural law.

ANSWER: b

REFERENCES: 35

LEARNING OBJECTIVES: AGPT.BARD.16.2.2 - LO2

NOTES: Factual

25. English philosopher John Locke believed that the main purpose of government was to

- a. defend against foreign enemies.
- b. protect man's natural rights of life, liberty, and property.
- c. raise taxes to build an army.
- d. promote equality under the law.
- e. promote religious separatism.

ANSWER: b

REFERENCES: 35

LEARNING OBJECTIVES: AGPT.BARD.16.2.2 - LO2

NOTES: Conceptual

26. A unicameral legislature is one with

- a. only one body or house.
- b. only one major political party.
- c. the power to choose the chief executive.
- d. no limits on its powers.
- e. Both B and D are true.

ANSWER: a

REFERENCES: 37

LEARNING OBJECTIVES: AGPT.BARD.16.2.2 - LO2

NOTES: Conceptual

27. The term *confederation* or *confederal* refers to

- a. a system in which most power is with the central government.
- b. a voluntary association in which states have most of the power.
- c. a system in which state and local governments have equal power with the central government.
- d. a national legislature.
- e. the southern states where slavery was legal.

ANSWER: b

REFERENCES: 37

LEARNING OBJECTIVES: AGPT.BARD.16.2.2 - LO2

NOTES: Conceptual

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### 28. The Articles of Confederation

- a. provided for a bicameral legislature.
- b. established a strong executive branch.
- c. allowed the states to retain most of the power.
- d. created a way to raise taxes to fund an army.
- e. ended slavery.

ANSWER: c

REFERENCES: 37

LEARNING OBJECTIVES: AGPT.BARD.16.2.2 - LO2

NOTES: Factual

### 29. Which of the following was a weakness of the Articles of Confederation?

- a. Congress lacked the power to collect taxes directly from the people.
- b. Any amendments to the Articles required unanimous consent of the Congress and confirmation by every state legislature.
- c. Congress lacked the power to demand funds for the militia.
- d. Each state had one vote regardless of size.
- e. All of the above are true.

ANSWER: e

REFERENCES: 38

LEARNING OBJECTIVES: AGPT.BARD.16.2.2 - LO2

NOTES: Factual

### 30. The Constitutional Convention in 1787 was brought on by the

- a. publication of the Treaty of Paris.
- b. request of President Washington.
- c. failure of the Articles of Confederation.
- d. publication of the Declaration of Independence.
- e. end of the Revolutionary War.

ANSWER: c

REFERENCES: 39

LEARNING OBJECTIVES: AGPT.BARD.16.2.3 - LO3

NOTES: Factual

### 31. Of the delegates at the Constitutional Convention

- a. most were members of the upper class.
- b. a majority came from professional backgrounds.
- c. most represented a cross-section of American society.
- d. most were senior statesmen with governmental experience.
- e. Options A and B are true.

ANSWER: e

REFERENCES: 39-40



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*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Applied

32. The factions among delegates at the Constitutional Convention

- a. wanted a strong central government.
- b. were concerned about claims to western lands.
- c. had republican leanings.
- d. had nationalist leanings.
- e. All of the above are true.

*ANSWER:* e

*REFERENCES:* 40

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Applied

33. The Virginia Plan

- a. called for a bicameral legislature.
- b. worked to the advantage of small states.
- c. provided for the direct election of a president by the people.
- d. settled all controversy.
- e. Options B and C are true.

*ANSWER:* a

*REFERENCES:* 41

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Factual

34. The New Jersey Plan called for all of the following **except**

- a. Congress would elect several people to form an executive office.
- b. the elimination of a Supreme Court.
- c. the ability of Congress to regulate trade and impose taxes.
- d. acts of Congress would be the supreme law of the land.
- e. the principle of one state, one vote.

*ANSWER:* b

*REFERENCES:* 41

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Factual

35. The supremacy doctrine asserts the superiority of

- a. large states over small states.
- b. non-slave states over slave states.
- c. national law over state law.
- d. natural law over man-made law.
- e. None of the above is true.

*ANSWER:* c

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*REFERENCES:* 41

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Conceptual

### 36. The Great Compromise

- a. was advanced by the delegates from Georgia.
- b. proposed a bicameral legislature with equal representation in the Senate.
- c. was presented too late to be considered.
- d. was proposed by Texas.
- e. proposed a unicameral legislature in which each state would have one vote.

*ANSWER:* b

*REFERENCES:* 42

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Factual

### 37. The Three-Fifths Compromise did all of the following **except**

- a. illustrate the power of the southern states at the convention.
- b. partially apportion the House of Representatives and the electoral college on the basis of property.
- c. give African Americans representation that was equal to what free whites received.
- d. give more voting power to southern slave owners.
- e. fail to address the slave trade directly.

*ANSWER:* c

*REFERENCES:* 42

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Applied

### 38. The southern states at the Constitutional Convention were concerned with

- a. a northern majority in Congress.
- b. taxes that might be imposed on exports.
- c. the possibility of the Constitution abolishing slavery.
- d. the possibility of a ban on the slave trade.
- e. All of the above.

*ANSWER:* e

*REFERENCES:* 42-43

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

*NOTES:* Conceptual

### 39. With regard to the system of courts, delegates to the Constitutional Convention decided to do all of the following **except**

- a. allow presidents to nominate Supreme Court justices.
- b. create both a Supreme Court and a system of lower courts.
- c. allow the Senate to confirm justices to the Supreme Court.
- d. allow Congress to establish lower courts.

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- e. create a Supreme Court.

ANSWER: b

REFERENCES: 43

LEARNING OBJECTIVES: AGPT.BARD.16.2.3 - LO3

NOTES: Factual

40. The concept of separation of powers was included in the Constitution to prevent

- a. disputes between the federal and state governments.
- b. the imposition of export taxes.
- c. a major dispute over power between the House and the Senate.
- d. disputes over power between Congress and the president.
- e. tyranny by either the majority or the minority.

ANSWER: e

REFERENCES: 43

LEARNING OBJECTIVES: AGPT.BARD.16.2.3 - LO3

NOTES: Conceptual

41. The Federalists

- a. supported the new Constitution.
- b. were mostly rural people from the lower classes.
- c. did not attend the Constitutional Convention.
- d. supported the status quo.
- e. Options B and C are true.

ANSWER: a

REFERENCES: 46

LEARNING OBJECTIVES: AGPT.BARD.16.2.4 - LO4

NOTES: Factual

42. Ratification of the Constitution required the approval

- a. of the thirteen state legislatures.
- b. by nine out of thirteen state conventions.
- c. of the thirteen state legislatures and two-thirds of Congress.
- d. by popular vote in nine states.
- e. None of the above is true.

ANSWER: b

REFERENCES: 46

LEARNING OBJECTIVES: AGPT.BARD.16.2.4 - LO4

NOTES: Factual

43. The Anti-Federalists

- a. lived in urban areas.
- b. attended the Constitutional Convention.
- c. supported a strong central government.

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d. opposed the new Constitution.

e. Options A and B are true.

ANSWER: d

REFERENCES: 46

LEARNING OBJECTIVES: AGPT.BARD.16.2.4 - LO4

NOTES: Factual

44. The *Federalist Papers*, which offered arguments in favor of ratifying the Constitution, was authored by

a. Thomas Jefferson and Charles Pinckney.

b. John Adams and George Washington.

c. Benjamin Franklin and William Paterson.

d. Alexander Hamilton, James Madison, and John Jay.

e. None of the above.

ANSWER: d

REFERENCES: 47

LEARNING OBJECTIVES: AGPT.BARD.16.2.4 - LO4

NOTES: Factual

45. The central government setup by the Constitution was seen to be likely \_\_\_\_\_ by an Anti-Federalist but as \_\_\_\_\_ by a Federalist.

a. necessary; dictatorial

b. overbearing and burdensome; necessary

c. corrupt; benevolent

d. authoritarian; libertarian

e. Both C and D.

ANSWER: b

REFERENCES: 47

LEARNING OBJECTIVES: AGPT.BARD.16.2.4 - LO4

NOTES: Applied

46. Prior to ratification, support for the Constitution was probably

a. widespread across both rich and poor classes.

b. widespread among the rich, but unpopular among the poor.

c. widespread among the poor, but unpopular among the rich.

d. unpopular across both rich and poor classes.

e. something only considered by a very small group of politically elite.

ANSWER: a

REFERENCES: 48

LEARNING OBJECTIVES: AGPT.BARD.16.2.4 - LO4

NOTES: Conceptual

47. The Bill of Rights provided for

a. the protection of individual liberties from state governments.

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- b. the protection of individual liberties from the national government.
- c. equal protection under the law.
- d. protection against state infringements on the freedoms of conscience, the press, and jury trial.
- e. Options B and D are true.

ANSWER: b

REFERENCES: 49

LEARNING OBJECTIVES: AGPT.BARD.16.2.4 - LO4

NOTES: Conceptual

### 48. The Bill of Rights

- a. is sometimes called the Bill of Limits.
- b. is sometimes called the Bill of Attainder.
- c. is the first Ten Amendments to the Constitution.
- d. limited state power.
- e. Options A and C are true.

ANSWER: a

REFERENCES: 49

LEARNING OBJECTIVES: AGPT.BARD.16.2.4 - LO4

NOTES: Factual

### 49. All of the following rights and liberties were guaranteed by the Constitution **prior** to the enactment of the Bill of Rights **except**

- a. the prohibition of *ex post facto* laws.
- b. the prohibition of *bills of attainder*.
- c. the right to freely exercise one's religion.
- d. the *writ of habeas corpus*.
- e. Both A and B.

ANSWER: c

REFERENCES: 50

LEARNING OBJECTIVES: AGPT.BARD.16.2.4 - LO4

NOTES: Factual

### 50. While there are multiple possibilities to formally amend the Constitution, the most common method has been for \_\_\_\_\_ to propose new amendments and for \_\_\_\_\_ to ratify them.

- a. the people; Congress
- b. a national convention; state legislatures
- c. Congress; state legislatures
- d. a national convention; special state conventions
- e. Congress; special state conventions

ANSWER: c

REFERENCES: 51

LEARNING OBJECTIVES: AGPT.BARD.16.2.5 - LO5

NOTES: Factual

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51. A constitutional amendment can be proposed by
- a national convention called by Congress at the request of two-thirds of the state legislatures.
  - a two-thirds vote in each chamber of Congress.
  - the legislatures in two-thirds of the states.
  - a majority vote in both chambers of Congress, provided the amendment is not vetoed by the president.
  - Options A and B are true.

ANSWER: e

REFERENCES: 51

LEARNING OBJECTIVES: AGPT.BARD.16.2.5 - LO5

NOTES: Factual

52. A constitutional amendment can be ratified by
- a positive vote in conventions in three-fourths of the states.
  - a positive vote in the legislatures of three-fourths of the states.
  - a two-thirds vote in both houses of Congress.
  - the legislatures in two-thirds of the states.
  - Options A and B are true.

ANSWER: e

REFERENCES: 51

LEARNING OBJECTIVES: AGPT.BARD.16.2.5 - LO5

NOTES: Factual

53. The only formal method used so far to propose an amendment to the Constitution is
- the popular vote of the people.
  - a two-thirds vote in favor of it by both houses of Congress.
  - state legislatures or conventions in three-fourths of the states.
  - a national convention.
  - a proposal by the president.

ANSWER: b

REFERENCES: 51

LEARNING OBJECTIVES: AGPT.BARD.16.2.5 - LO5

NOTES: Factual

54. The constitutional amendment process was designed to be \_\_\_\_\_ in order to \_\_\_\_\_.
- easy; let the majority direct the country
  - easy; allow the document to change with the times
  - difficult; promote a competition of ideas
  - difficult; preserve the original vision of the founders
  - difficult; prevent tyranny of the majority

ANSWER: e

REFERENCES: 52

LEARNING OBJECTIVES: AGPT.BARD.16.2.5 - LO5

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*NOTES:* Conceptual

55. The framers of the Constitution set

- a. no time limit for the ratification process.
- b. a limit of twelve months for the ratification of an amendment.
- c. a limit of twenty-four months for the ratification of an amendment.
- d. a seven-year limit for the ratification of an amendment.
- e. a provision for extensions for ratification.

*ANSWER:* a

*REFERENCES:* 53

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.5 - LO5

*NOTES:* Applied

56. The voting age of eighteen was set by

- a. Congress.
- b. the Twenty-Sixth Amendment.
- c. the Nineteenth Amendment.
- d. the Supreme Court.
- e. the states.

*ANSWER:* b

*REFERENCES:* 52

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.5 - LO5

*NOTES:* Factual

57. Informal methods of constitutional change include

- a. Congress proposing an amendment with a three-fourths majority of both houses.
- b. state governments changing their constitutions to give them supremacy.
- c. the use of judicial review by the courts.
- d. state governments agreeing to hold conventions to amend the Constitution.
- e. All of the above are true.

*ANSWER:* c

*REFERENCES:* 53-54

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.5 - LO5

*NOTES:* Conceptual

58. The power of the Supreme Court to declare actions of the other branches of government to be unconstitutional is known as

- a. judicial review.
- b. judicial activism.
- c. legislative ratification.
- d. the supremacy doctrine.
- e. the Madisonian model.

*ANSWER:* a

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*REFERENCES:* 54

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.5 - LO5

*NOTES:* Factual

59. Judicial review is

- a. a method by which the president can check the judiciary.
- b. the process of confirmation of federal judges by Congress.
- c. the ability of the courts to declare acts of the legislative and executive branches of government unconstitutional.
- d. not applicable to actions by state governments.
- e. None of the above is true.

*ANSWER:* c

*REFERENCES:* 54

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.5 - LO5

*NOTES:* Conceptual

60. International agreements between the president and a foreign head of state that do not require legislative approval are known as

- a. treaties.
- b. executive agreements.
- c. contracts.
- d. memoranda of understanding.
- e. executive orders.

*ANSWER:* b

*REFERENCES:* 54

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.5 - LO5

*NOTES:* Factual

61. Describe the purpose of the various colonial settlements and the motivations for emigration to the New World.

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

62. Consider the actions of the British government toward its colonies and the "unalienable rights" listed in the Declaration of Independence and discuss the ways in which British actions prior to the Revolutionary War did or did not violate these rights.

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.1 - LO1

63. Compare and contrast the structures of government formed under the Articles of Confederation and the U.S. Constitution. How are the colonists' historical experiences reflected in each document? How did the weaknesses of the Articles lead to a different structure in the Constitution?

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.2 - LO2

64. Describe the competing interests of the small states and the large states. How were these conflicting interests resolved



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## CHAPTER 2 - The Constitution

in the final version of the Constitution in 1787?

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

65. Describe the concepts of separation of powers and checks and balances and give examples of these checks in each branch of government.

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

66. Consider the role of demography in the constitutional process, by discussing the demographic makeup of Convention delegates, Federalists and Anti-Federalists, and supporters of ratification in the public at large. Weighing this information, discuss whether the constitutional process did or did not favor certain groups over others.

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.3 - LO3

67. The Constitution's ratification process included arguments for and against ratification by Federalists and Anti-Federalists, respectively. Describe and evaluate the arguments expressed by both of these groups.

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.4 - LO4

68. Discuss the importance of the Bill of Rights in terms of its role in the constitutional ratification process.

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.4 - LO4

69. Describe the methods of proposing and ratifying a constitutional amendment.

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.5 - LO5

70. The process of amending the U.S. Constitution is an intentionally difficult one. Yet those in each branch of government have found ways in which the Constitution can be changed informally. Describe the methods, both formal and informal, of constitutional change.

*ANSWER:* Students' answers may vary.

*LEARNING OBJECTIVES:* AGPT.BARD.16.2.5 - LO5