

Quiz # 2 – Chapter 2 The United States Constitution

1. Equality was the goal of the
 - a. French Revolution.
 - b. American Revolution.
 - c. both the French and the American Revolutions.
 - d. neither the French nor the American Revolution.
 - e. the French, American and Russian Revolution.

2. The principal goal of the American Revolution was
 - a. equality.
 - b. financial betterment.
 - c. political efficacy.
 - d. fraternity.
 - e. liberty.

3. The liberties that the colonists fought to protect were based on
 - a. the language of the individual states' constitutions.
 - b. the rights proclaimed originally by the king of Great Britain.
 - c. a historical understanding of the essentials of human progress.
 - d. colonial charters.
 - e. natural rights.

4. The list of the essential rights demanded by the colonists included life, liberty, and
 - a. trading rights.
 - b. property rights.
 - c. the right to own slaves.
 - d. the pursuit of truth.
 - e. fraternity.

5. Which of the following statements about the *Declaration of Independence* is correct?
 - a. It was written primarily by George Washington and James Madison.
 - b. It primarily focused on concerns over economic inequality.
 - c. It was a rejection of the philosophy of John Locke.
 - d. It drew upon the works of Thomas Hobbes.
 - e. It was a lawyer's brief justifying a revolution.

6. The only explicit reference to slavery in the *Declaration of Independence* was with regard to the
 - a. termination of all slave trading.
 - b. colonists' right to own slaves as property.
 - c. king's incitement of slave insurrections.
 - d. freedom of slaves to hold property.
 - e. listing of colonial populations.

7. Public mood in the thirteen states between the time of the signing of the *Declaration of Independence* and the signing of the *Constitution* can best be described as
 - a. confident and calmly optimistic.
 - b. warlike but with a common spirit of right and justice.
 - c. brash and arrogant.
 - d. fearful and tumultuous.
 - e. unified and fearless.

8. If the United States were operating today under the *Articles of Confederation*, issues such as the effect of acid rain on the environment would be handled by
- Congress.
 - the executive branch.
 - the Supreme Court.
 - popular vote.
 - the individual states.
9. In part, the *Federalist* papers contain the results of studies of various forms of government assembled by
- Benjamin Franklin.
 - Thomas Jefferson.
 - John Adams.
 - George Washington.
 - James Madison.
10. The effect of Shay's Rebellion on attendance by delegates at the planned Constitutional Convention of 1787 was to
- encourage attendance by delegates fearing the collapse of state governments.
 - encourage attendance by delegates fearing intervention by the British.
 - discourage attendance by delegates fearing a public outcry against any strengthening of the *Articles of Confederation*.
 - discourage attendance by delegates fearing intervention by the British.
 - discourage attendance by delegates who fought in the Revolutionary War.
11. The central issue in framing the U.S. *Constitution* was that of
- how strong to make the central government.
 - how best to divide powers among the branches of government.
 - how best to break with Great Britain.
 - how to adopt liberty but still allow slaveholding.
 - how to create a truly independent judiciary.
12. Locke's notion of the "state of nature" might *best* be exemplified today by
- the famine in Ethiopia.
 - capitalistic venture in Eastern Europe.
 - the Clinton administration's policy on national lands.
 - international relations between the superpowers.
 - experimentation with human embryos.
13. According to the Virginia Plan, proposed at the constitutional Convention, all state laws would be
- immune from interference by the central government.
 - immediately null and void, and new national laws would be enacted.
 - subject to veto by a national legislature.
 - subject to revision by a national judiciary.
 - revised, then submitted to a national judiciary.
14. Each state would have had an equal number of votes in the legislature under the
- Connecticut Plan.
 - New Jersey Plan.
 - Maryland Plan.
 - Virginia Plan.
 - Georgia Plan.

15. The Great Compromise finally allocated representation of the basis of
- population, in both houses.
 - equality, in both houses.
 - population in the House and statehood equality in the Senate.
 - equality in House and population in the Senate.
 - None of the above.
16. The goal of the Framers of the U.S. *Constitution* was to create a
- political system in which majority rule was supreme.
 - pure democracy modeled after the New England town meeting.
 - pluralist democracy ruled by a political elite.
 - an autonomous collective.
 - republic based on a system of representation.
17. The power of the people—popular majority rule—was limited by the U.S. *Constitution* in several ways, including
- establishing a directly elected House of Representatives.
 - granting law-making powers to the judicial branch of government.
 - concentrating political power in a single, supreme legislature.
 - making the amending of the U.S. *Constitution* relatively difficult.
 - removing all formal titles from the heads of government.
18. Relative to the notion of democratic government, the Supreme Court's power of judicial review
- places limits on majority rule.
 - is limited to state issues.
 - generally favors the executive.
 - is sometimes democratic, sometimes not.
 - is used frequently.
19. Separation of power and federalism were two key principles in the framing of the U.S. *Constitution*. These two principles are related in that each
- requires a strong central government elected by a popular majority.
 - involves a system of checks and balances in which power is dispersed.
 - grants power to a political elite that acts on behalf of the people.
 - reflects a need for "political virtue" —frugality, industry, temperance, and simplicity.
 - implies that it is sometimes necessary to exercise unrestrained power.
20. An amendment can be proposed by
- a two-thirds vote in both houses of Congress.
 - a national convention called by Congress at the request of two-thirds of the states.
 - a two-thirds vote by the Senate only.
 - either a two-thirds vote of both houses of Congress or a national convention called by Congress at the request of two thirds of the states.
 - None of the above.
21. Those powers that are given exclusively by the state are _____ powers.
- enumerated
 - reserved
 - concurrent
 - revolving
 - complicit

22. Those powers which are given to the national government exclusively are _____ powers.
- enumerated
 - reserved
 - concurrent
 - revolving
 - complicit
23. Collecting taxes, building roads, borrowing money and having courts would be an example of _____ powers.
- enumerated
 - reserved
 - concurrent
 - revolving
 - complicit
24. The U.S. *Constitution* contained no bill of rights because, among other things,
- liberty—not rights—was the chief concern of such bills.
 - the U.S. *Constitution* was ratified before a bill of rights was deemed necessary.
 - the Framers thought they were creating a government with specific, limited powers.
 - special-interest groups forced the changes after the document was ratified.
 - Hamilton and Madison opposed the addition of such.
25. A person cannot be imprisoned without first being brought before a judge, who in turn finds sufficient cause for his or her detention. This protection is known as
- ex post facto*.
 - a Miranda right.
 - certiorari*.
 - judicial review.
 - habeas corpus*.
26. Three-fifths of the slaves were counted for purposes of
- electing state legislatures.
 - apportioning delegates to presidential conventions.
 - allotting seats in the House of Representatives.
 - assigning delegates to state conventions.
 - allotting seats in the Senate.
27. The U.S. *Constitution* failed to outlaw slavery because
- no one at the Convention saw slavery as a moral evil.
 - the opponents of slavery lacked the courage of their convictions.
 - Southern support was essential to the adoption of the document.
 - the Framers had no such mandate from those who had selected them.
 - Jefferson owned slaves.
28. The U.S. *Constitution* provided that slaves escaping to a free state were to
- become free persons.
 - be imprisoned.
 - be returned to their masters.
 - remain free as long as they stayed in the North.
 - remain free as long as they went to New York.

29. Which of the following statements *most accurately* characterizes the motives behind the support that different Framers gave to the U.S. *Constitution*?
- a. Most Framers acted out of a mixture of motives with economic interests playing only a modest role.
 - b. Those Framers who did not hold government debt but who did own slaves tended to support the U.S. Constitution.
 - c. those Framers who held debt but who did not own slaves tended to oppose the U.S. Constitution.
 - d. The support that different Framers gave to the U.S. Constitution tended to divide along class lines.
 - e. The Framers acted in a manner that reflected the religious convictions of their respective states.
30. After reviewing Beard's economic interpretation of the U.S. *Constitution*, political theorists have found
- a. substantial support for it.
 - b. very little support for it.
 - c. more support for it regarding the Constitutional Convention than the ratifying conventions.
 - d. more support for it regarding the ratifying conventions than the Constitutional Convention.
 - e. more support for it, controlling for the presence of slave owners.
31. Compared to Federalists, Antifederalists tended to favor a
- a. strong national government as a protection against political privilege.
 - b. weak decentralized government as a protection against institutional imbalance.
 - c. weak decentralized government as a protection of liberty.
 - d. strong national government as a protection for political privilege.
 - e. strong national government for purposes of taxation.
32. The line-item veto would allow a president to
- a. send a bill back to Congress for reconsideration.
 - b. veto part of a bill while approving the rest.
 - c. suspend the enactment of a bill temporarily.
 - d. veto a bill if congress were not in session.
 - e. veto a bill within six hours of passage.