Test Bank for Gateways to Democracy 3rd Geer

Access Complete Test Bank for Gateways to Democracy 3rd Geer

Name:_____ Class:_____ Date:_____

Chapter 002: The Constitution

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: 30
LEARNING OBJECTIVES: GTES.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: 30
LEARNING OBJECTIVES: GTES.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 text
   d. a series of judicial decrees
   e. a series of documents

ANSWER: e
REFERENCES: 30
LEARNING OBJECTIVES: GTES.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

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

Chapter 002: The Constitution

ANSWER: e
REFERENCES: 30
LEARNING OBJECTIVES: GTES.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: 31
LEARNING OBJECTIVES: GTES.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. dumped tea into Boston Harbor.
   b. formed trade associations.
   c. organized boycotts.
   d. published pamphlets.
   e. rioted against Stamp Act collectors.

ANSWER: a
REFERENCES: 31
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Applied

7. 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: 31
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Factual

8. Britain would repeal the Stamp Act in 1766 and replace it with the _____, which would then impose taxes on various imports.
   a. Stamp Acts II
   b. Coercive Acts
   c. Townshend Acts

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

d. Intolerable Acts

e. Currency Acts

ANSWER: c
REFERENCES: 31
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Factual

9. 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. "life, peace, and prosperity"

ANSWER: d
REFERENCES: 31
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Conceptual

10. As opposed to the American colonists who allowed greater participation and representation in government to free adult males, the British took took a more _____ view

a. expansive

b. limited

c. expressive

d. public

e. reactionary

ANSWER: b
REFERENCES: 31
LEARNING OBJECTIVES: GTES.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: 32
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Applied

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

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. required colonists to export certain items only to Britain.

ANSWER: a
REFERENCES: 32
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Factual

13. Benjamin Franklin proposed a congress in order for the colonists to present a more unified front. This congress met in in 1774 and was called _____.
    a. the United States Congress
    b. the Diet
    c. the Senate
    d. the House
    e. the First Continental Congress

ANSWER: e
REFERENCES: 32
LEARNING OBJECTIVES: GTES.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: 33
LEARNING OBJECTIVES: GTES.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: 33
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

NOTES: Factual

16. John Locke suggested 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: 33
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Factual

17. 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: 33
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Factual

18. The United States of America was formally established under which document?

a. The Magna Carta
b. The Declaration of Independence
c. The Articles of Confederation
d. The Constitution of the United States
e. All of these are true.

ANSWER: c
REFERENCES: 33
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Factual

19. 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

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

e. strong civil liberties

ANSWER: c
REFERENCES: 34
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Applied

20. Under the Articles of Confederation, Congress did NOT have full authority over
a. foreign affairs.
b. military affairs.
c. Indian affairs.
d. boundary and other disputes between the states.
e. commerce.

ANSWER: e
REFERENCES: 34
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Factual

21. 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: 35
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1
NOTES: Factual

22. 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 make international treaties.
c. the power to regulate interstate commerce.
d. the ability to tax.
e. the powers of Congress.

ANSWER: a
REFERENCES: 35
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Conceptual

23. 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.

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

a. Madison
b. New Jersey
c. Virginia
d. Hamilton
e. Rhode Island

ANSWER: c
REFERENCES: 35
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Factual

24. 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 representatives 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 representatives a state would have.
e. none of these are true.

ANSWER: d
REFERENCES: 35
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Conceptual

25. 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: 35
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Factual

26. The _____ Plan, would have strengthened the Articles by allowing Congress the authority to regulate commerce, create a national executive chosen by the legislature, and a national judiciary chosen by the executive.
a. Virginia
b. Washington
c. Delaware
d. Hamilton
e. New Jersey

ANSWER: e
REFERENCES: 36
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

NOTES: Factual

27. 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 are true.

ANSWER: a
REFERENCES: 36
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Conceptual

28. 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: 36
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Factual

29. 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: 36
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Factual

30. Which of the following was NOT among the list of Congressional powers granted under the new Constitution?
    a. tax to provide for the general welfare
    b. regulate commerce among the states and with foreign nations
    c. borrow money
    d. declare war, raise armies, and maintain a navy

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

e. veto state laws

ANSWER: e
REFERENCES: 36
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Factual

31. Slavery existed in every state *except*
a. Connecticut.
b. Massachusetts.
c. New Jersey.
d. New York.
e. Tennessee.

ANSWER: b
REFERENCES: 36
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Factual

32. 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 are true.

ANSWER: a
REFERENCES: 36
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Conceptual

33. Under the _____, states were granted extra representation in the House 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. Connecticut Compromise

ANSWER: c
REFERENCES: 37
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Factual

34. The Framers did not trust the people, so they created these two important gates against popular influence:
a. the selection of judges and the election of the Senate.

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

b. the election of House and the selection of ambassadors.
c. the election of president and the election of the House.
d. the election of the president and the election of the Senate.
e. the election of the House and the election of the president.

ANSWER: d
REFERENCES: 42
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Applied

35. 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: 38
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Factual

36. Who initially chose the electors from each state for the Electoral College?
a. Governor
b. State legislature
c. President
d. House of Representatives
e. Citizens of the state

ANSWER: b
REFERENCES: 38
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Factual

37. Despite the urging of George Mason, the Constitution did NOT contain
a. an explanation on how to elect senators.
b. a description of the electoral college.
c. a Bill of Rights.
d. the enumerated powers granted to Congress.
e. how the head of the executive branch was to be chosen.

ANSWER: c
REFERENCES: 38
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Factual

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

Chapter 002: The Constitution

38. 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: 40
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Conceptual

39. What vote is necessary for Congress to override a presidential veto?
    a. Two-thirds of the Senate
    b. Half of the House
    c. Half of each chamber
    d. Three-fourths of the House
    e. Two-thirds in each chamber

ANSWER: a
REFERENCES: 40
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3

40. 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: 40
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Factual

41. The Senate has the sole authority to do all of the following EXCEPT
    a. try cases of impeachment.
    b. ratify treaties.
    c. confirm executive branch appointments.
    d. confirm judicial branch appointments.
    e. bring charges against the president.

ANSWER: e
REFERENCES: 41
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Factual

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

Chapter 002: The Constitution

42. The Constitution provides the president with a general grant of _____ power and certain specific powers.
a. legislative
b. executive
c. judicial
d. war
e. police

ANSWER: b
REFERENCES: 41
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Applied

43. 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: 41
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Factual

44. 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: 41
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Factual

45. Federal judges are appointed for a term of "good Behaviour," which means that they hold their seats for
a. a term of six years.
b. the pleasure of the president.
c. a term of twenty years.
d. life.
e. a term of four years.

ANSWER: d
REFERENCES: 45
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Conceptual

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

46. In the historical case *Marbury v. Madison,* the Supreme Court first exercised its authority to strike down laws passed by Congress if they violate the Constitution, which is known as _____.

a. basic law
b. advisory opinion
c. judicial oversight
d. stare decisis
e. judicial review

ANSWER: e
REFERENCES: 41
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Factual

47. 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: 41
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Factual

48. 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: 42
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Conceptual

49. 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

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

ANSWER: d
REFERENCES: 45
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Factual

50. 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: 46
LEARNING OBJECTIVES: GTES.GEER.16.2.4 - LO4
NOTES: Factual

51. What pen name was used in the writing of the Federalist Papers?
a. Brutus
b. Publius
c. Roman
d. Old Whig
e. Whig

ANSWER: b
REFERENCES: 46
LEARNING OBJECTIVES: GTES.GEER.16.2.4 - LO4
NOTES: Factual

52. Which of the following was NOT a concern of the Antifederalists?
a. The constitutional convention had moved beyond mere amendment.
b. The new government did not require consent by all the states.
c. The president had too little executive authority.
d. Sovereignty could not be split.
e. National law was supreme over state law.

ANSWER: c
REFERENCES: 46
LEARNING OBJECTIVES: GTES.GEER.16.2.4 - LO4
NOTES: Factual

53. In the original constitution, what was the term limit for the president?
a. 2 years
b. 6 years
c. 4 years

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

d. 10 years
e. There was no limit

ANSWER: e
REFERENCES: 46
LEARNING OBJECTIVES: GTES.GEER.16.2.4 - LO4
NOTES: Factual

54. Although not expressly given, implied powers were those given by
a. the general welfare clause.
b. executive authority.
c. congressional clause.
d. the necessary and proper clause.
e. the Bill of Rights.

ANSWER: d
REFERENCES: 47
LEARNING OBJECTIVES: GTES.GEER.16.2.4 - LO4
NOTES: Factual

55. In order to protect the rights not explicitly listed in the Bill of Rights, what amendment was added to the Bill of Rights?
a. ninth
b. tenth
c. first
d. eleventh
e. twelfth

ANSWER: a
REFERENCES: 48
LEARNING OBJECTIVES: GTES.GEER.16.2.4 - LO4
NOTES: Factual

56. The First Amendment protects all of the following EXCEPT
a. freedom of speech.
b. right to bear arms.
c. freedom of the press.
d. freedom of assembly.
e. freedom of religion.

ANSWER: b
REFERENCES: 50
LEARNING OBJECTIVES: GTES.GEER.16.2.5 - LO5
NOTES: Factual

57. Which Amendment prohibits unreasonable searches and seizures?
a. First

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

b. Second
c. Sixth
d. Seventh
e. Fourth

ANSWER: e
REFERENCES: 50
LEARNING OBJECTIVES: GTES.GEER.16.2.5 - LO5
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: 50
LEARNING OBJECTIVES: GTES.GEER.16.2.5 - LO5
NOTES: Conceptual

59. Constitutional amendments have increased access to government in all of these ways EXCEPT
a. ensured equal rights for all regardless of race or gender.
b. ensured women the right to vote.
c. allowed for the direct election of Senators.
d. ensured equal protection under the law.
e. abolished slavery.

ANSWER: a
REFERENCES: 50
LEARNING OBJECTIVES: GTES.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: 50
LEARNING OBJECTIVES: GTES.GEER.16.2.5 - LO5
NOTES: Conceptual

Subjective Short Answer

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

61. Explain the grievances that the colonists made against Great Britain.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1

62. Explain the key concepts in the Declaration of Independence.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1

63. Why did the Articles of Confederation NOT work as a governing document?
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1

64. Explain the Electoral College.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2

65. Define a republic.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2

66. Discuss why the Constitution did not originally contain a Bill of Rights.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2

67. Why did the Constitutional Convention delegates establish three branches of government?
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3

68. Explain how amendments get proposed and ratified.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3

69. Why does the Constitution divide and separate powers?
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3

70. What is the purpose of checks and balances?
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3

71. What is the significance of judicial review?
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3

72. Explain the reason(s) why Congress was prohibited from stopping the slave trade until 1808.

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3

73. Characterize the Federalists and Antifederalists.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.4 - LO4

74. Explain the implied powers of Congress and how they gain authority in the Constitution
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.4 - LO4

75. List the major rights protected by the Civil War Amendments.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.5 - LO5

Essay

76. Discuss the U.S. constitutional system with regard to direct and indirect gateways for popular involvement.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1

77. Explain the influence of John Locke's ideas on the Declaration of Independence.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1

78. Briefly identify the deficiencies in the Articles of Confederation and explain how they were rectified in the Constitution.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.1 - LO1

79. Explain the controversy over proportional versus equal representation at the Constitutional Convention of 1787.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2

80. Identify the arguments used by the large states and small states during the Constitutional Convention, and explain the nature of the compromise that was met.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2

81. Provide a brief summary of both the Northern and Southern states arguments concerning slavery in the Constitution, and explain the nature of the compromise that was met.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Conceptual

82. How did the Constitution set explicit limits on state authority?

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer

ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.2 - LO2
NOTES: Conceptual

83. Explain the duties of the three different branches, and how they check the others.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Conceptual

84. Discuss the issues in *Marbury v. Madison*, and the power that the Supreme Court used in making their decision.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.3 - LO3
NOTES: Conceptual

85. Who were the Federalists and Antifederalists? Briefly describe what each group stood for.
ANSWER: Answers may vary.
LEARNING OBJECTIVES: GTES.GEER.16.2.4 - LO4
NOTES: Conceptual

Copyright Cengage Learning. Powered by Cognero.

Access Complete Test Bank for Gateways to Democracy 3rd Geer