**Chapter 9—The Confederation and the Constitution, 1776-1790**

**SHORT ANSWER**

*Identify and state the historical significance of the following:*

1. Abigail Adams

ANS:

Student answers will vary.

2. Daniel Shays

ANS:

Student answers will vary.

3. Alexander Hamilton

ANS:

Student answers will vary.

4. James Madison

ANS:

Student answers will vary.

5. Thomas Jefferson

ANS:

Student answers will vary.

*Define and state the historical significance of the following:*

6. primogeniture

ANS:

Student answers will vary.

7. checks and balances

ANS:

Student answers will vary.

8. sovereignty

ANS:

Student answers will vary.

9. "mobocracy"

ANS:

Student answers will vary.

10. consent of the governed

ANS:

Student answers will vary.

11. republicanism

ANS:

Student answers will vary.

12. states' rights

ANS:

Student answers will vary.

13. popular sovereignty

ANS:

Student answers will vary.

14. confederation

ANS:

Student answers will vary.

15. anarchy

ANS:

Student answers will vary.

16. republican motherhood

ANS:

Student answers will vary.

17. loose confederation

ANS:

Student answers will vary.

18. civic virtue

ANS:

Student answers will vary.

19. nonimportation agreements

ANS:

Student answers will vary.

20. ratification

ANS:

Student answers will vary.

21. constitutional convention

ANS:

Student answers will vary.

*Describe and state the historical significance of the following:*

22. Society of the Cincinnati

ANS:

Student answers will vary.

23. "Great Compromise"

ANS:

Student answers will vary.

24. Articles of Confederation

ANS:

Student answers will vary.

25. Electoral College

ANS:

Student answers will vary.

26. Land Ordinance of 1785

ANS:

Student answers will vary.

27. "three-fifths compromise"

ANS:

Student answers will vary.

28. Northwest Ordinance of 1787

ANS:

Student answers will vary.

29. antifederalists

ANS:

Student answers will vary.

30. Shays's Rebellion

ANS:

Student answers will vary.

31. Federalists

ANS:

Student answers will vary.

32. "large-state plan"

ANS:

Student answers will vary.

33. Constitution of the United States

ANS:

Student answers will vary.

34. *The Federalist*

ANS:

Student answers will vary.

35. "bundle of compromises"

ANS:

Student answers will vary.

36. Virginia Statue for Religious Freedom

ANS:

Student answers will vary.

37. Continental Congress

ANS:

Student answers will vary.

**MULTIPLE CHOICE**

38. Identify the statement that is false.

|  |  |
| --- | --- |
| a. | History provided countless precedents for erecting a republic on a national scale. |
| b. | By 1783, the Americans had won their freedom. |
| c. | The Americans were blessed with a vast and fertile land. |
| d. | The Americans had inherited from their colonial experience a proud legacy of self-rule. |
| e. | No law of nature guaranteed that the thirteen colonies would be able to expand their democratic ideals. |

ANS: A REF: p. 156

39. The new Republic passed a major test when

|  |  |
| --- | --- |
| a. | power was peacefully transferred from the conservative Federalists to the more liberal Jeffersonians in the election of 1800. |
| b. | George Washington and John Adams successfully guided American foreign policy during the 1790s. |
| c. | Thomas Jefferson and Alexander Hamilton established the two-party system. |
| d. | Thomas Jefferson solved the Constitutional crisis by authorizing the Louisiana Purchase. |
| e. | the War Hawks and Anti-War Federalists came together to support James Madison's War of 1812. |

ANS: A REF: p. 156

40. Identify the statement that is false.

|  |  |
| --- | --- |
| a. | The American Revolution was not a revolution in the sense of a radical or total change. |
| b. | The American Revolution did not suddenly and violently overturn the entire social and political framework. |
| c. | During the American Revolution, people's lives were thrown in turmoil, they were unable to carry on day to day tasks and activities. |
| d. | Some isolated communities were unaware that the American Revolution was even going on. |
| e. | With the exodus of Loyalists, the emergence of a new Patriot elite was allowed to emerge. |

ANS: C REF: p. 158

41. Even though the wording of the Declaration of Independence says "All men are created equal," most states \_\_\_\_ property-holding requirements for voting.

|  |  |
| --- | --- |
| a. | kept the same |
| b. | reduced |
| c. | raised |
| d. | ignored |
| e. | raised significantly |

ANS: B REF: p. 158

42. The American Revolution was

|  |  |
| --- | --- |
| a. | truly radical. |
| b. | inconsequential in world history. |
| c. | an example of accelerated evolution rather than outright revolution. |
| d. | very much like the French revolution. |
| e. | very much like the Russian revolution. |

ANS: C REF: p. 158

43. Continental army officers attempting to form the Society of the Cincinnati

|  |  |
| --- | --- |
| a. | were brought to trial for trying to sabotage the civil government. |
| b. | were ridiculed for their lordly pretensions. |
| c. | were trying to force the Congress to pay them their pensions. |
| d. | reflected the Revolutionary War generation's spirit of equality. |
| e. | represented the best of the officer corps. |

ANS: B REF: p. 158

44. The struggle for divorce between religion and government, in the post-revolutionary period, proved fiercest in

|  |  |
| --- | --- |
| a. | Maryland. |
| b. | Virginia. |
| c. | Rhode Island. |
| d. | Georgia. |
| e. | Massachusetts. |

ANS: B REF: p. 158

45. All of the following were factors in the fight for the separation of church and state *except*

|  |  |
| --- | --- |
| a. | the Anglican Church was re-formed into the Protestant Episcopal Church. |
| b. | The disestablishment of the Congregational Church occurred throughout New England. |
| c. | Thomas Jefferson joined the effort. |
| d. | reformers in Virginia secured the passage of that state's Statute for Religious Freedom. |
| e. | there was resistance to completely disentangling the church from civic affairs in some parts of New England. |

ANS: B REF: p. 158

46. The world's first antislavery society was founded by

|  |  |
| --- | --- |
| a. | Thomas Jefferson. |
| b. | Quakers in Philadelphia. |
| c. | Puritans in New England. |
| d. | Catholics in Maryland. |
| e. | the Congregational church. |

ANS: B REF: p. 158-159

47. The Continental Congress in \_\_\_\_ called for the complete abolition of the slave trade, a summons to which most of the states responded positively.

|  |  |
| --- | --- |
| a. | 1770 |
| b. | 1772 |
| c. | 1774 |
| d. | 1776 |
| e. | 1780 |

ANS: C REF: p. 159

48. All of the following are true statements about the status of blacks during the American Revolution *except*

|  |  |
| --- | --- |
| a. | several northern states abolished slavery or provided for gradual emancipation. |
| b. | a few Virginia masters freed their slaves. |
| c. | no states south of Pennsylvania outlawed slavery. |
| d. | some states passed laws that permit blacks to marry and own land. |
| e. | laws everywhere harshly discriminated against free and enslaved blacks. |

ANS: D REF: p. 159

49. Early signs of the abolitionist movement can be seen in the

|  |  |
| --- | --- |
| a. | Articles of Confederation. |
| b. | Constitution. |
| c. | emancipation of some slaves. |
| d. | passage of laws allowing interracial marriage. |
| e. | abolition of slavery in a few southern states. |

ANS: C REF: p. 159

50. The Founders failed to eliminate slavery because

|  |  |
| --- | --- |
| a. | they did not truly believe in democracy. |
| b. | a fight over slavery might destroy national unity. |
| c. | they were more concerned with securing equality for women. |
| d. | the North, as its industry expanded, began to rely more heavily on slave labor. |
| e. | economic conditions would not allow such a loss. |

ANS: B REF: p. 159

51. As a result of the Revolution's emphasis on equality, all of the following were achieved *except*

|  |  |
| --- | --- |
| a. | the reduction of property qualifications for voting by most states. |
| b. | the growth of trade organizations for artisans and laborers. |
| c. | the establishment of the world's first antislavery society. |
| d. | full equality between women and men. |
| e. | abolishing medieval inheritance laws. |

ANS: D REF: p. 158-159

52. Which of these is NOT a true statement about women's roles after the Revolution?

|  |  |
| --- | --- |
| a. | They continued to do traditional women's work. |
| b. | They heeded Abigail Adams' warning to rebel if they did not gain political rights. |
| c. | The new ideology of republican motherhood elevated them as special keepers of the nation's conscience. |
| d. | They gained access to educational opportunities. |
| e. | State constitutions, like New Jersey's, briefly gave women the right to vote. |

ANS: B REF: p. 159

53. Adopted almost a decade before the federal constitution, the \_\_\_\_ constitution remains the longest-lived in the world.

|  |  |
| --- | --- |
| a. | Massachusetts |
| b. | Virginia |
| c. | Maryland |
| d. | Rhode Island |
| e. | Connecticut |

ANS: A REF: p. 160

54. As written documents, the state constitutions functioned in all of the following ways except

|  |  |
| --- | --- |
| a. | to represent a fundamental law superior to ordinary legislation. |
| b. | as contracts that defined the powers of government. |
| c. | as an accumulation of laws, customs and precedents. |
| d. | to guarantee individual liberties, sometimes through a bill of rights. |
| e. | to transform the colonies into becoming new states. |

ANS: C REF: p. 160

55. As a means of ensuring that legislators stay in touch with the mood of the people, state constitutions

|  |  |
| --- | --- |
| a. | were rewritten once every ten years. |
| b. | were rewritten once every five years. |
| c. | required yearly visits to the homes of their constituents. |
| d. | stipulated that ordinary legislation could override the constitution. |
| e. | required the annual election of legislators. |

ANS: E REF: p. 160

56. As a result of the Revolution, many state capitals were relocated westward

|  |  |
| --- | --- |
| a. | because better roads now made this territory more easily accessible. |
| b. | due to a fear of British capture. |
| c. | because water routes were now opened to the interior regions. |
| d. | to get them away from the haughty eastern seaports. |
| e. | All of these |

ANS: D REF: p. 160

57. One reason that the United States avoided the frightful excesses of the French Revolution is that

|  |  |
| --- | --- |
| a. | America declared martial law until the Constitution was enacted in 1789. |
| b. | the American Revolution suddenly overturned the entire political framework. |
| c. | cheap land was easily available and America had few landed aristocrats. |
| d. | political democracy preceded economic democracy. |
| e. | a strong sense of class consciousness already existed. |

ANS: C REF: p. 160

58. It was highly significant to the course of future events that

|  |  |
| --- | --- |
| a. | political democracy preceded economic democracy in the United States. |
| b. | deflation rather than inflation resulted from the Revolution. |
| c. | no economic depression occurred as a consequence of the Revolution. |
| d. | economic democracy preceded political democracy in the United States. |
| e. | the United States went off the gold standard after the Revolution. |

ANS: D REF: p. 160

59. The economic status of the average American at the end of the Revolutionary War was

|  |  |
| --- | --- |
| a. | better than before the war. |
| b. | probably worse than before the war. |
| c. | about the same as before the war. |
| d. | more closely tied to Britain than before the war. |
| e. | more closely tied to France than before the war. |

ANS: B REF: p. 161

60. The Revolution spawned all of the following economic conditions *except*

|  |  |
| --- | --- |
| a. | speculation and profiteering. |
| b. | extensive borrowing by state governments that left them buried in debt. |
| c. | runaway deflation. |
| d. | the opening of new foreign markets. |
| e. | many of those who were previously wealthy were left destitute. |

ANS: C REF: p. 161

61. Immediately after the Revolution, the new American nation's greatest strength lay in its

|  |  |
| --- | --- |
| a. | ingrained respect for authority. |
| b. | excellent political leadership. |
| c. | lack of inhibiting political heritage. |
| d. | sound economic structure. |
| e. | economic ties to France. |

ANS: B REF: p. 162

62. The Second Continental Congress of Revolutionary days

|  |  |
| --- | --- |
| a. | operated with strong constitutional authority. |
| b. | still did not comprise representatives from all thirteen states. |
| c. | took away the sovereignty of the states. |
| d. | was little more than a conference of ambassadors with very limited power. |
| e. | did little of lasting value. |

ANS: D REF: p. 162

63. The Articles of Confederation were finally approved when

|  |  |
| --- | --- |
| a. | agreement was reached on who would be president. |
| b. | states gave up their right to coin money. |
| c. | all states claiming western lands surrendered them to the national government. |
| d. | the states gave up their power to establish tariffs. |
| e. | a two-house national legislature was added. |

ANS: C REF: p. 163

64. The major issue that delayed ratification of the Articles of Confederation concerned

|  |  |
| --- | --- |
| a. | taxation. |
| b. | tariff policy. |
| c. | monetary policy. |
| d. | western lands. |
| e. | monetary standards. |

ANS: D REF: p. 163

65. The Articles of Confederation left Congress unable to

|  |  |
| --- | --- |
| a. | organize development of the western lands. |
| b. | deal with foreign affairs. |
| c. | apportion state representation equally. |
| d. | enforce a tax-collection program. |
| e. | establish a postal service. |

ANS: D REF: p. 164

66. A major strength of the Articles of Confederation was its

|  |  |
| --- | --- |
| a. | control over interstate commerce. |
| b. | strong judicial branch. |
| c. | presentation of the ideal of a united nation. |
| d. | ability to coin money. |
| e. | strong executive branch. |

ANS: C REF: p. 165

67. The Northwest Ordinance of 1787

|  |  |
| --- | --- |
| a. | provided for the survey and sale of public lands in the Old Northwest. |
| b. | established a procedure for governing the Old Northwest territory. |
| c. | banned slavery from all territories of the United States. |
| d. | cleared the way for ratification of the Articles of Confederation. |
| e. | gave control over land to the territories in which they were located. |

ANS: B REF: p. 166

68. One of the most farsighted provisions of the Northwest Ordinance of 1787

|  |  |
| --- | --- |
| a. | set aside a section of each township for education. |
| b. | abolished slavery in all of the United States. |
| c. | prohibited slavery in the Old Northwest. |
| d. | kept power in the national government. |
| e. | established a commission to determine the extent of a need for a Bill of Rights. |

ANS: C REF: p. 166

69. The Land Ordinance of 1785 provided for all of the following *except*

|  |  |
| --- | --- |
| a. | money from land sales should be used to pay off the national debt. |
| b. | the land should be surveyed before its sale. |
| c. | the territory should be divided into townships six miles square. |
| d. | the sixteenth section should be sold to support education. |
| e. | prohibiting slavery. |

ANS: E REF: p. 165-166

70. Match each nation on the left with the correct description of the problem it presented for U.S. foreign relations following the Revolutionary War.

|  |  |  |  |
| --- | --- | --- | --- |
| A. | Britain | 1. | threatened American commerce in the Mediterranean |
| B. | France | 2. | demanded repayment of wartime loans |
| C. | Spain | 3. | occupied a chain of trading forts in the Old Northwest |
| D. | Barbary Coast | 4. | controlled important trade routes from the interior of North America |

|  |  |
| --- | --- |
| a. | A-1, B-3, C-2, D-4 |
| b. | A-2, B-4, C-1, D-3 |
| c. | A-2, B-2, C-3, D-4 |
| d. | A-3, B-2, C-4, D-1 |
| e. | A-4, B-2, C-1, D-3 |

ANS: D REF: p. 166-167

71. After the Revolutionary War, both Britain and Spain

|  |  |
| --- | --- |
| a. | tried to gain control of Florida. |
| b. | did their best to win the friendship of America. |
| c. | prevented America from exercising effective control over about half of its total territory. |
| d. | helped America to fight the pirates in North America. |
| e. | abandoned their fortifications in the Old Northwest. |

ANS: C REF: p. 166

72. Shays's Rebellion was provoked by

|  |  |
| --- | --- |
| a. | fear that the Articles of Confederation had created too strong a national government for the United States. |
| b. | efforts by wealthy merchants to replace the Articles of Confederation with a new constitution. |
| c. | a quarrel over the boundary between Massachusetts and Vermont. |
| d. | foreclosures on the mortgages of debt-strapped backcountry farmers. |
| e. | the government's failure to pay bonuses to Revolutionary War veterans. |

ANS: D REF: p. 167

73. Shays's Rebellion convinced many Americans of the need for

|  |  |
| --- | --- |
| a. | lower taxes. |
| b. | granting long-delayed bonuses to Revolutionary War veterans. |
| c. | a vigilante effort by westerners to halt the Indian threat. |
| d. | a stronger central government. |
| e. | a weaker military presence in the West. |

ANS: D REF: p. 168

74. Under the Articles of Confederation, the relationship between the thirteen states

|  |  |
| --- | --- |
| a. | improved to the point of total unity. |
| b. | was good economically but poor politically. |
| c. | led to a single currency. |
| d. | convinced many that a stronger central government was needed. |
| e. | was good politically but poor economically. |

ANS: D REF: p. 168

75. The debate between the supporters and critics of the Articles of Confederation centered on how to

|  |  |
| --- | --- |
| a. | reconcile states' rights with strong national government. |
| b. | transfer territories to equal statehood. |
| c. | abolish slavery yet preserve national unity. |
| d. | balance the power of legislative and executive offices of government. |
| e. | conduct foreign policy while remaining neutral. |

ANS: A REF: p. 168

76. The issue that finally touched off the movement toward the Constitutional Convention was

|  |  |
| --- | --- |
| a. | control of public lands. |
| b. | control of commerce. |
| c. | Indian policy. |
| d. | monetary policy. |
| e. | foreign threats to our independence. |

ANS: B REF: p. 168

77. By the time the Constitution was adopted in 1789

|  |  |
| --- | --- |
| a. | the American economy was continuing to experience problems. |
| b. | prosperity was beginning to return. |
| c. | foreign trade was still in terrible shape. |
| d. | inflation was continuing to increase. |
| e. | the issue of states' rights had all but disappeared. |

ANS: B REF: p. 168

78. The Constitutional Convention was called to

|  |  |
| --- | --- |
| a. | write a completely new constitution. |
| b. | allow the most radical Revolutionary leaders to write their ideas into law. |
| c. | weaken the power of the central government. |
| d. | revise the Articles of Confederation. |
| e. | reassess our foreign alliances. |

ANS: D REF: p. 168

79. Which of the following Revolutionary leaders was *not* present at the Constitutional Convention?

|  |  |
| --- | --- |
| a. | Thomas Jefferson |
| b. | Benjamin Franklin |
| c. | James Madison |
| d. | George Washington |
| e. | Alexander Hamilton |

ANS: A REF: p. 169

80. The delegate whose contributions to the Philadelphia Convention were so notable that he has been called the "Father of the Constitution" was

|  |  |
| --- | --- |
| a. | George Washington. |
| b. | Benjamin Franklin. |
| c. | James Madison. |
| d. | Thomas Jefferson. |
| e. | Patrick Henry. |

ANS: C REF: p. 169

81. The delegates at the Constitutional Convention were concerned mainly with

|  |  |
| --- | --- |
| a. | abolishing slavery. |
| b. | establishing a very powerful military. |
| c. | protecting America from its weaknesses abroad and its excesses at home. |
| d. | ensuring that the states continued to control tariff policies. |
| e. | establishing the principle of states' rights. |

ANS: C REF: p. 169

82. Most of the delegates at the Constitutional Convention could best be labeled

|  |  |
| --- | --- |
| a. | states' rightists. |
| b. | antifederalists. |
| c. | nationalists. |
| d. | ordinary citizens. |
| e. | counter-revolutionaries. |

ANS: C REF: p. 169

83. The fifty-five delegates to the Constitutional Convention shared all of the following qualities *except*

|  |  |
| --- | --- |
| a. | they were well-to-do members of the professional class. |
| b. | they were young. |
| c. | they were liberal. |
| d. | they were more interested in strengthening the young Republic and tapping Revolutionary idealism. |
| e. | they wanted a firm, dignified and respected government. |

ANS: C REF: p. 169

84. Motives of the delegates to the 1787 Constitutional Convention in Philadelphia include all of the following *except* to

|  |  |
| --- | --- |
| a. | preserve the union. |
| b. | forestall anarchy. |
| c. | ensure the security of life and property. |
| d. | curb unrestrained democracy. |
| e. | increase individual freedom. |

ANS: E REF: p. 170

85. The large-state plan, put forward in the Constitutional Convention

|  |  |
| --- | --- |
| a. | ultimately provided the framework of the Constitution. |
| b. | was proposed by Patrick Henry. |
| c. | favored states such as New Jersey. |
| d. | favored southern states over northern states. |
| e. | based representation in the House and Senate on population. |

ANS: E REF: p. 170

86. The Great Compromise at the Constitutional Convention worked out an acceptable scheme for

|  |  |
| --- | --- |
| a. | regulating interstate commerce. |
| b. | levying taxes for raising a militia. |
| c. | apportioning congressional representation. |
| d. | electing the president. |
| e. | choosing Senators. |

ANS: C REF: p. 170

87. Identify the following statement that is false*.*

|  |  |
| --- | --- |
| a. | The U.S. Constitution grew out of the Anglo-American common law legal tradition. |
| b. | The U.S. Constitution can be described as a flexible guide to broad rules of procedure, rather than a fixed set of detailed laws. |
| c. | The original (unamended) U.S. Constitution contained just seven articles. |
| d. | The U.S. Constitution can be described as an elaborate legal code, common to other foreign countries constitutions, like India. |
| e. | The U.S. Constitution was approved through a series of compromises. |

ANS: D REF: p. 170-171

88. Under the Constitution, the president of the United States was to be elected by a majority vote of the

|  |  |
| --- | --- |
| a. | general public. |
| b. | Senate. |
| c. | Electoral College. |
| d. | House of Representatives. |
| e. | state legislatures. |

ANS: C REF: p. 171

89. The idea that all tax measures should start in the House was made to appease

|  |  |
| --- | --- |
| a. | the least populated states. |
| b. | western states. |
| c. | eastern states. |
| d. | the industrialists. |
| e. | the big states with the most people. |

ANS: E REF: p. 170

90. The Constitutional Convention addressed the North-South controversy over slavery through the

|  |  |
| --- | --- |
| a. | large-state plan. |
| b. | small-state plan. |
| c. | three-fifths compromise. |
| d. | closing of the slave trade until 1807. |
| e. | Northwest Ordinance. |

ANS: C REF: p. 172

91. Which of the following is a compromise in the Constitution?

|  |  |
| --- | --- |
| a. | Counting all slaves in apportioning membership in the House |
| b. | Continuation of the foreign slave trade |
| c. | Direct election of the president |
| d. | Control of interstate commerce by the national government |
| e. | Prohibiting states from abolishing the slave trade |

ANS: B REF: p. 172

92. By their actions, the delegates to the Constitutional Convention manifested their common beliefs in all of the following *except*

|  |  |
| --- | --- |
| a. | government by the consent of the governed. |
| b. | checks and balances in government. |
| c. | manhood-suffrage democracy. |
| d. | the sanctity of private property. |
| e. | a stronger central government. |

ANS: C REF: p. 172

93. The one branch of the government elected directly by the people is the

|  |  |
| --- | --- |
| a. | military. |
| b. | House of Representatives. |
| c. | executive. |
| d. | judiciary. |
| e. | Senate. |

ANS: B REF: p. 172

94. The new Constitution established the idea that the only legitimate government was one based on

|  |  |
| --- | --- |
| a. | a strong central government. |
| b. | an unwritten constitution. |
| c. | the authority of the state. |
| d. | control by wealthier people. |
| e. | the consent of the governed. |

ANS: E REF: p. 172

95. The ultimate guarantor of liberty and justice was

|  |  |
| --- | --- |
| a. | the authority of the state. |
| b. | a written constitution. |
| c. | an independent judicial system. |
| d. | the virtue of the people. |
| e. | the absolute authority of the federal government. |

ANS: D REF: p. 172

96. The delegates at the Constitutional Convention stipulated that the new Constitution be ratified by

|  |  |
| --- | --- |
| a. | state conventions. |
| b. | state legislatures. |
| c. | popular referendum. |
| d. | majority vote in the Congress. |
| e. | the judiciary. |

ANS: A REF: p. 172

97. The antifederalist camp included all of the following groups *except*

|  |  |
| --- | --- |
| a. | supporters of a strong central authority. |
| b. | states' rights supporters. |
| c. | backcountry dwellers. |
| d. | paper money advocates. |
| e. | debtors. |

ANS: A REF: p. 173

98. Probably the most alarming characteristic of the new Constitution to those who opposed it was the

|  |  |
| --- | --- |
| a. | creation of a federal district for the national capital. |
| b. | creation of a standing army. |
| c. | absence of a bill of rights. |
| d. | omission of any reference to God. |
| e. | creation of the presidency. |

ANS: C REF: p. 174

99. Among other views, *The Federalist,* written during the ratification debate, argued that it was

|  |  |
| --- | --- |
| a. | impossible to safeguard the rights of states from the power of a strong central government. |
| b. | possible to extend a republican form of government over a large territory. |
| c. | inevitable that slavery would be abolished in the new republic. |
| d. | illegal to replace the Articles of Confederation with a new constitution. |
| e. | best to establish a direct democracy. |

ANS: B REF: p. 175

100. Antifederalists believe that the sovereignty of the people resided in which branch of the central government?

|  |  |
| --- | --- |
| a. | Executive |
| b. | Legislative |
| c. | Judicial |
| d. | Cabinet |
| e. | All of these |

ANS: B REF: p. 174

101. The federalists believe that the sovereignty of the people resided in which branch of the central government?

|  |  |
| --- | --- |
| a. | Executive |
| b. | Legislative |
| c. | Judicial |
| d. | None of these |
| e. | All of these |

ANS: E REF: p. 175

102. One of the enduring paradoxes of American history is that

|  |  |
| --- | --- |
| a. | conservatives supported democracy. |
| b. | liberals supported democracy. |
| c. | both radicals and conservatives have championed the heritage of democratic revolution. |
| d. | conservatives and liberals were on opposite sides in the Revolution. |
| e. | conservatives opposed democracy. |

ANS: C REF: p. 177

**MULTIPLE RESPONSE**

103. During the Revolutionary War, many states

|  |  |
| --- | --- |
| a. | eliminated inheritance laws like primogeniture. |
| b. | extended the right to vote to adult women. |
| c. | reduced property requirements for voting. |
| d. | disestablished the Anglican Church. |
| e. | outlawed the importation of indentured servants. |

ANS: A, C, D REF: p. 158-159

104. Most, if not all, of the new state constitutions

|  |  |
| --- | --- |
| a. | were written documents. |
| b. | lacked a specific bill of rights. |
| c. | required the annual election of state legislators. |
| d. | granted the state legislatures more power than governors. |
| e. | created weak executive and judicial branches. |

ANS: A, C, D, E REF: p. 160

105. The Revolutionary War

|  |  |
| --- | --- |
| a. | stimulated American manufacturing. |
| b. | encouraged a more widespread respect for private property. |
| c. | produced runaway inflation in many states. |
| d. | made most people financially better off than before the war. |
| e. | saw America remain a nation of farmers. |

ANS: A, C, E REF: p. 160-161

106. The disruptive forces that produced a shaky start toward union of the states immediately following the Revolutionary War included

|  |  |
| --- | --- |
| a. | the absence of the unifying element of a common cause. |
| b. | an economic depression in the colonies. |
| c. | the fact that each of the thirteen states had its own unique governmental structure. |
| d. | the absence of any really effective political leaders. |
| e. | slavery. |

ANS: A, B REF: p. 162

107. Under the Articles of Confederation

|  |  |
| --- | --- |
| a. | a unicameral Congress was to be the chief agency of national government. |
| b. | there was no executive branch of national government. |
| c. | each state remained essentially sovereign. |
| d. | major legislation required a two-thirds vote to pass Congress. |
| e. | a strong national judiciary was established. |

ANS: A, B, C, D REF: p. 164 | p. 170

108. Under the Articles of Confederation, Congress

|  |  |
| --- | --- |
| a. | was specifically designed to be weak. |
| b. | had no control over public land policy. |
| c. | had no power to regulate commerce. |
| d. | had no tax-collecting authority. |
| e. | acted in a judicial as well as legislative capacity. |

ANS: A, C, D REF: p. 164

109. Most of the delegates to the Constitutional Convention were

|  |  |
| --- | --- |
| a. | relatively well-to-do. |
| b. | appointed by state legislatures. |
| c. | elected by vote of property owners in each state. |
| d. | experienced at writing constitutions. |
| e. | lawyers. |

ANS: A, B, D, E REF: p. 168-169

110. Major goals of the delegates at the Constitutional Convention included

|  |  |
| --- | --- |
| a. | careful revision of each article of the Articles of Confederation. |
| b. | preservation of the Union. |
| c. | creation of a stronger national government. |
| d. | restricting democracy in several states. |
| e. | outlawing slavery. |

ANS: B, C, D REF: p. 170

**ESSAY**

111. Why didn't the leaders of the American Revolution extend their spirit of equality to the abolition of slavery and giving women the right to vote?

ANS:

Student answers will vary.

112. Compare and contrast the Articles of Confederation and the Constitution, especially in regard to the specific powers granted by each to the national government.

ANS:

Student answers will vary.

113. Write your definition of *democracy.* Then use this definition to evaluate the Constitution as it was penned in 1787. In what ways was it a democratic document, and in what ways did it guard against democracy?

ANS:

Student answers will vary.

114. To what extent was anticolonialism established as a legacy of the American Revolution? How, then, did the United States establish a justification for its own future territorial expansion?

ANS:

Student answers will vary.

115. Historian Charles Beard described the Constitution as the "reactionary" phase of the Revolutionary era. What did he mean by this, and what could have led him to this conclusion?

ANS:

Student answers will vary.

116. Had you been a delegate to the Constitutional Convention, how would you have voted on such issues as representation, taxation, regulation of commerce, and the slave trade? Why?

ANS:

Student answers will vary.

117. Had you been a delegate to a state convention, charged with considering ratification of the Constitution, which way would you have voted? Why?

ANS:

Student answers will vary.

118. List all the reasons why the Articles of Confederation needed to be replaced in order of importance, starting with the most important reason. Justify your selection and arrangement.

ANS:

Student answers will vary.

119. Thomas Jefferson observed that "173 despots would surely be as oppressive as one." What was the context of his remark? What was Jefferson warning against?

ANS:

Student answers will vary.

120. According to the text's authors, "In some respects, the hated British Navigation Laws were more disagreeable after independence than before." What is the basis for their conclusion?

ANS:

Student answers will vary.

121. Thomas Jefferson once said he believed that "all the good" of the new Constitution might have been accomplished by simply amending the Articles of Confederation. According to the text's authors, it is probably a good thing that the Founders did not merely amend the Articles of Confederation. With which position do you agree? Why?

ANS:

Student answers will vary.

122. Assume that the Constitution had not been ratified by the state conventions. What do you think would have been the short- and long-term consequences?

ANS:

Student answers will vary.

123. Compare and contrast the British notion of a constitution with that of the Americans.

ANS:

Student answers will vary.