Chapter 1: American Political Stories: Claiming Rights, Demanding to Be Heard

Test Bank

# Multiple Choice

1. Politics is best described as the process of \_\_\_\_\_\_.

a. making and enforcing laws and policies

b. selecting governmental leaders

c. influencing actions and policies of a government

d. administering and executing governmental activities

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.1: Explain how diverse Americans have been able to use the same political tools to achieve their own distinct visions of good government

REF: Cognitive Domain: Knowledge

Answer Location: Introduction

Difficulty Level: Medium

2. Politics and government are seen as \_\_\_\_\_\_.

a. synonymous with each other

b. closely connected to each other

c. unrelated to each other

d. opposed to each other

Ans: B

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Answer Location: Introduction

Difficulty Level: Medium

3. Bridget Mergens’s request to start a new club on her high school campus was different because she wanted to start a campus-sponsored \_\_\_\_\_\_.

a. Christian Bible study club

b. athletic booster club

c. Gay and Lesbian Alliance club

d. political debate club

Ans: A

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REF: Cognitive Domain: Knowledge

Answer Location: American Students Claim Their Rights

Difficulty Level: Easy

4. The legal basis of Bridget Mergens’ claim against her high school was which of the following?

a. the Equal Rights Amendment

b. the 14th Amendment

c. the Civil Rights Act of 1964

d. the Equal Access Act of 1984

Ans: D

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REF: Cognitive Domain: Knowledge

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

5. The purpose of the Equal Access Act of 1984 was to \_\_\_\_\_\_.

a. enable the ability of public high schools to place limits on faith-based clubs and organizations

b. restrict the ability of public high schools to limit faith-based clubs and organizations

c. create new opportunities for students to start a variety of new clubs and organizations

d. place limits on the types of new clubs and organizations that could be created on a public school campus

Ans: B

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REF: Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

6. Which of the following best explains the outcome of the Mergens’ case?

a. The Court reaffirmed the principle of separation of church and state by forbidding the creation of faith-based clubs on campus.

b. The Court upheld students’ rights to establish faith-based clubs and organizations on high school campuses.

c. The Court refused to acknowledge the Equal Access Act in its application to high school campuses.

d. The Court decided that high school students lacked the maturity to conduct faith-based activities on campus.

Ans: B

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KEY: Learning Objective: 1.1: Explain how diverse Americans have been able to use the same political tools to achieve their own distinct visions of good government.

REF: Cognitive Domain: Analysis

Answer Location: American Students Claim Their Rights

Difficulty Level: Hard

7. An unintended consequence of the Mergens decision was the application of the Equal Access Act to organizations and clubs related to \_\_\_\_\_\_.

a. intramural sports

b. free speech and debate

c. LGBT associations

d. Bible study groups

Ans: C

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REF: Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Hard

8. Why did the Boyd County GSA feel it was discriminated against?

a. No school faculty member agreed to be its adviser.

b. The school principal told them explicitly he did not support homosexuals.

c. Theirs was the only one of twenty proposed student groups to be denied.

d. The bylaws of the school prohibited student groups composed of outed homosexuals.

Ans: C

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REF: Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

9. The case studies of Bridget Mergens and the Boyd County GSA were similar in that both cases \_\_\_\_\_\_.

a. made it to the U.S. Supreme Court

b. occurred in elementary schools

c. relied on the 1984 Equal Access Act for legal foundation

d. sought to start Bible study groups, albeit in different areas of the country

Ans: C

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REF: Cognitive Domain: Analysis

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

10. Which of the following statements best describes the Greek system of democracy?

a. Power is held by government leaders.

b. Power is held by economic factors.

c. Power is held by the common people.

d. Power is held by the physically strong.

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Comprehension

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

11. A system of government in which power is held by the people in that society is best described as a(n) \_\_\_\_\_\_.

a. autocracy

b. plutocracy

c. aristocracy

d. democracy

Ans: D

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REF: Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

12. Rights which people are born with that cannot be taken away by kings or rulers with absolute power are described as \_\_\_\_\_\_.

a. limited rights

b. political privileges

c. natural rights

d. innate privileges

Ans: C

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REF: Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

13. The Baron de Montesquieu proposed that power should be \_\_\_\_\_\_.

a. shared among political leaders

b. divided between different branches

c. delegated by a central aristocracy

d. held solely by an authoritarian ruler

Ans: B

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Difficulty Level: Medium

14. In applying scientific principles learned from the natural world to human political action and interaction, major contributions were made to which of the following?

a. archaeology

b. anthropology

c. political science

d. natural science

Ans: C

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Difficulty Level: Easy

15. Political science is the study of how individuals and institutions \_\_\_\_\_\_.

a. are organized and structured

b. hold and wield power

c. shape political outcomes

d. enforce laws and policies

Ans: C

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REF: Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Easy

16. In the American system of political culture, the emphasis in economic equality tends to be on which of the following?

a. equality of outcome

b. equality of income

c. equality of performance

d. equality of opportunity

Ans: D

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REF: Cognitive Domain: Comprehension

Answer Location: Equality Is About Having the Same Rights or Status

Difficulty Level: Medium

17. In the Declaration of Independence, those rights that are described as “self-evident” are also referred to as \_\_\_\_\_\_.

a. inalienable rights

b. privileges of opportunity

c. equality of opportunity

d. the Bill of Rights

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: knowledge

Answer Location: Inalienable Rights Exist above Government Powers

Difficulty Level: Easy

18. Which of the following best describes the difference between privileges and rights?

a. Privileges can only be granted by a government.

b. Rights must be earned through social status.

c. Privileges may be granted and withdrawn by government.

d. Rights and privileges are synonymous with each other.

Ans: C

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KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Comprehension

Answer Location: Inalienable Rights Exist above Government Powers

Difficulty Level: Hard

19. Why is the American governmental system so complex?

a. to undermine revolutionary activity

b. to safeguard the rights of the people

c. to reflect the ideals of the Greeks

d. to prevent most people from participating

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Comprehension

Answer Location: Inalienable Rights Exist above Any Government Powers

Difficulty Level: Medium

20. When Thomas Jefferson wrote about the “pursuit of happiness” in the Declaration of Independence, he was actually tapping into \_\_\_\_\_\_.

a. the ideals of liberty

b. fair and equal justice

c. equality of outcome

d. the American Dream

Ans: D

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KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Comprehension

Answer Location: The Pursuit of Happiness Is at the Core of the American Dream

Difficulty Level: Medium

21. Which of these is a fundamental prerequisite to achieving the “American Dream"?

a. talent and hard work

b. equality of outcome

c. economic privilege

d. advanced social status

Ans: A

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KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Comprehension

Answer Location: The Pursuit of Happiness Is at the Core of the American Dream

Difficulty Level: Medium

22. According to a recent Harvard study, which of the following statements is most correct with regard to the American Dream?

a. Young people 18–27 showed no belief in the achievability of the American Dream.

b. Young people were more likely than the elderly to show faith in the American Dream.

c. The majority of all respondents indicated that the American Dream is no longer alive.

d. Those with college degrees were more likely to say the American Dream is alive.

Ans: D

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KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Analysis

Answer Location: Practicing Political Science: Millennials and the American Dream

Difficulty Level: Medium

23. The belief in the special character of the United States as a uniquely free nation based on the ideals of democracy and individual liberty is best described as \_\_\_\_\_\_.

a. the American Dream

b. American exceptionalism

c. rugged individualism

d. the pursuit of happiness

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Knowledge

Answer Location: American Exceptionalism Flows from the Nation’s Historical Development

Difficulty Level: Easy

24. When Puritan leader John Winthrop stated in 1630 that New Englanders “must Consider that we shall be as a City upon a Hill, the eyes of all people are upon us,” he was articulating, in an early manner, what concept?

a. liberty

b. American exceptionalism

c. democracy

d. the American dream

Ans: B

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KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Analysis

Answer Location: American Exceptionalism Flows from the Nation’s Historical Development

Difficulty Level: Easy

25. The first permanent settlement in North America was at \_\_\_\_\_\_.

a. Plymouth

b. Philadelphia

c. New York

d. Jamestown

Ans: D

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KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Politics and Political Action Set the Stage for Revolution

Difficulty Level: Easy

26. Colonists who established Jamestown were backed and supported by \_\_\_\_\_\_.

a. the king of England

b. the British Parliament

c. religious supporters

d. the Virginia Company

Ans: D

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REF: Cognitive Domain: Knowledge

Answer Location: Colonial Settlements Establish a Precedent for Independence

Difficulty Level: Medium

27. Unlike France and Spain, Great Britain lacked a cohesive \_\_\_\_\_\_.

a. political policy

b. military policy

c. foreign policy

d. colonial policy

Ans: D

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REF: Cognitive Domain: Comprehension

Answer Location: Colonial Settlements Establish a Precedent for Independence

Difficulty Level: Medium

28. Prior to the Seven Years War, British policy toward the colonies could best be described as \_\_\_\_\_\_.

a. support the mother land

b. pay your fair share

c. hands-off

d. direct political control

Ans: C

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REF: Cognitive Domain: Comprehension

Answer Location: Colonial Settlements Establish a Precedent for Independence

Difficulty Level: Medium

29. The war principally between France and Great Britain and other European nations across the globe was known as the \_\_\_\_\_\_ in North America.

a. French and Indian War

b. Seven Years War

c. War of the Roses

d. Napoleonic Wars

Ans: A

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REF: Cognitive Domain: Knowledge

Answer Location: A Global War Forces Change in Colonial Policy

Difficulty Level: Medium

30. The proposal for a union of British colonies in North America in which colonial legislatures would appoint delegates to form a law-making body under the direct leadership of Great Britain was referred to as the \_\_\_\_\_\_.

a. Connecticut Plan

b. Albany Plan

c. Philadelphia Plan

d. Virginia Plan

Ans: B

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REF: Cognitive Domain: Knowledge

Answer Location: A Global War Forces Change in Colonial Policy

Difficulty Level: Medium

31. Benjamin Franklin’s proposal for a unified political body was NOT adopted by colonial governments for which of the following reasons?

a. Great Britain wanted to deal with the colonies as a single nation.

b. The colonies did not wish to give up their own sovereignty.

c. The colonies saw themselves as an extension of Great Britain.

d. Great Britain saw the colonies as an autonomous political unit.

Ans: B

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REF: Cognitive Domain: Comprehension

Answer Location: A Global War Forces Change in Colonial Policy

Difficulty Level: Hard

32. The Albany Plan was \_\_\_\_\_\_.

a. a reaction to London’s imposition of taxes on the North American colonies

b. the failed attempt at colonial integration during the Seven Years’ War

c. a secret agreement among the Sons of Liberty to foment rebellion

d. the first colonial legislature founded in British North America

Ans: B

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REF: Cognitive Domain: Comprehension

Answer Location: A Global War Forces Change in Colonial Policy

Difficulty Level: Hard

33. The proposer and greatest supporter of the Albany plan was \_\_\_\_\_\_.

a. George Washington

b. Alexander Hamilton

c. Benjamin Franklin

d. Thomas Paine

Ans: C

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REF: Cognitive Domain: Knowledge

Answer Location: A Global War Forces Change in Colonial Policy

Difficulty Level: Easy

34. Which of the following was most responsible for Great Britain’s increased desire to exert centralized control over its colonies?

a. threat of foreign invasion

b. increasing military debt

c. threat of internal revolution

d. increasing foreign interference

Ans: B

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REF: Cognitive Domain: Comprehension

Answer Location: Economic Conflicts Grow between Great Britain and its Colonies

Difficulty Level: Medium

35. After the Seven Years’ War, Great Britain was \_\_\_\_\_\_.

a. a weakened power among Northern European nations

b. a weakened sea power in comparison to France and Spain

c. highly dependent upon its colonies for continued power

d. the unquestioned European power in North America and Canada

Ans: D

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REF: Cognitive Domain: Knowledge

Answer Location: Economic Conflicts Grow between Great Britain and its Colonies

Difficulty Level: Medium

36. A complicating factor for the British revenue policies of the 1760s was that they were instituted during a period of economic \_\_\_\_\_\_.

a. expansion

b. recession

c. depression

d. recovery

Ans: C

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REF: Cognitive Domain: Comprehension

Answer Location: Economic Conflicts Grow between Great Britain and its Colonies

Difficulty Level: Medium

37. Which of the following had the greatest impact on popularizing and spreading the message of American independence?

a. the Sons of Liberty

b. the printing press

c. improved roads and bridges

d. northern industrial expansion

Ans: B

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REF: Cognitive Domain: Knowledge

Answer Location: The Idea of Independence Is Given Voice in Political Propaganda

Difficulty Level: Medium

38. The primary means of political propaganda during the 1760s was most probably the \_\_\_\_\_\_.

a. newspaper

b. political speech

c. campaign slogan

d. pamphlet

Ans: D

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Answer Location: The Idea of Independence Is Given Voice in Political Propaganda

Difficulty Level: Medium

39. Thomas Paine challenged the legitimacy of the British monarchy and refuted arguments in favor of reconciling England and the Colonies by calling King George a \_\_\_\_\_\_.

a. “royal brute”

b. “royal fool”

c. “royal usurper”

d. “royal imitator”

Ans: A

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Answer Location: The Idea of Independence Is Given Voice in Political Propaganda

Difficulty Level: Easy

40. Thomas Paine unified the colonists into action at a time when many were ready to receive the message by drawing on which of the following ideas?

a. American exceptionalism and supremacy

b. freedom from religious persecution

c. Americans were extensions of the British.

d. Americans had a unique destiny and history.

Ans: D

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REF: Cognitive Domain: Comprehension

Answer Location: The Idea of Independence Is Given Voice in Political Propaganda

Difficulty Level: Medium

41. Thomas Paine’s *Common Sense* called for \_\_\_\_\_\_.

a. negotiation with Great Britain

b. independence

c. military action against Native Americans

d. a Third Continental Congress

Ans: B

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REF: Cognitive Domain: Analysis

Answer Location: The Idea of Independence Is Given Voice in Political Propaganda

Difficulty Level: Medium

42. A common phrase associated with the planned strategy of colonial resistance was \_\_\_\_\_\_.

a. “Give me liberty or give me death”

b. “Join or die”

c. “No taxation without representation”

d. “Don’t tread on me”

Ans: C

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REF: Cognitive Domain: Knowledge

Answer Location: Revolutionaries Take Action, Their Eyes on Increasing the Powers of Colonial Legislatures

Difficulty Level: Easy

43. In many ways, colonial opposition to British policies was best described as \_\_\_\_\_\_.

a. radical

b. moderate

c. conservative

d. liberal

Ans: C

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Answer Location: Revolutionaries Take Action, Their Eyes on Increasing the Powers of Colonial Legislatures

Difficulty Level: Medium

44. A common phrase associated with resistance to British tax policy was, “No taxation without representation!” With this, colonists truly meant \_\_\_\_\_\_.

a. taxation should be controlled by colonial legislatures

b. they wanted to send representatives to Parliament in Westminster

c. the king should answer their grievances before imposing taxes

d. the state has no authority to tax its subjects/citizens

Ans: A

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REF: Cognitive Domain: Analysis

Answer Location: Revolutionaries Take Action, Their Eyes on Increasing the Powers of Colonial Legislatures

Difficulty Level: Hard

45. One of the most controversial of British revenue laws of the 1760s was the \_\_\_\_\_\_, which attempted to raise money through direct taxes on almost everything involved in trade.

a. Sugar Act

b. Stamp Act

c. Intolerable Acts

d. Currency Act

Ans: B

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REF: Cognitive Domain: Knowledge

Answer Location: The Sons of Liberty Attempt to Mobilize Colonists around British Tax Policies

Difficulty Level: Medium

46. Which radical organization was most visible and vocal in its dissent against British tax policies of the 1760s?

a. the Second Continental Congress

b. the Sons of Liberty

c. the Daughters of the Revolution

d. the Society of American Loyalists

Ans: B

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REF: Cognitive Domain: Knowledge

Answer Location: The Sons of Liberty Attempt to Mobilize Colonists around British Tax Policies

Difficulty Level: Easy

47. What impact did the Declaration of Rights and Grievances have in lessening pressures between Great Britain and the colonies?

a. It led to earnest discussions between the colonies and the British Parliament.

b. It led to a lessening of British military aggression through the thirteen colonies.

c. It led to the repeal of the Stamp Act but had little effect on the desire for independence.

d. It had minor immediate impact and increased tensions between loyalists and patriots.

Ans: C

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REF: Cognitive Domain: Analysis

Answer Location: The Sons of Liberty Attempt to Mobilize Colonists around British Tax Policies

Difficulty Level: Hard

48. Beginning in the 1770s, what happened to political power in the colonies?

a. It began to shift more in favor of the British loyalists.

b. It began to shift away from moderates to radical groups who called for independence.

c. The political power of radical patriots began to decline in favor of moderate ideals.

d. British loyalists began to dominate the political scene, punishing the patriots.

Ans: B

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REF: Cognitive Domain: Comprehension

Answer Location: The Crisis Accelerates as Protests Intensify

Difficulty Level: Medium

49. In 1770, the confrontation between a mob of Bostonians and a small group of British soldiers beginning with taunts and snowballs and ending in the deaths of fie American colonials was referred to as the \_\_\_\_\_\_.

a. Boston Tea Party

b. Boston Rampage

c. Boston Uprising

d. Boston Massacre

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: The Crisis Accelerates as Protests Intensify

Difficulty Level: Easy

50. In 1773, the Sons of Liberty in Boston created a man-made crisis in order to push away the possibility of reconciling with Great Britain. Their action has been referred to as \_\_\_\_\_\_ by historians.

a. the Boston Massacre

b. the Boston Rampage

c. the Boston Tea Party

d. the Boston Uprising

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: The Boston Tea Party Adds Fuel to the Revolutionary Fire

Difficulty Level: Easy

51. Both black slaves and indigenous peoples had which of the following in common?

a. a desire to maintain and defend their native territory

b. an ideal that land could not be owned by any man

c. a struggle to maintain traditional ways of life and culture

d. a tradition of involuntary servitude and European dominance

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Analysis

Answer Location: The Institution of Slavery Denied the Natural Rights of African Americans

Difficulty Level: Hard

52. As America moved toward revolution, colonial Americans saw improvements in \_\_\_\_\_\_.

a. social equality and liberty at all levels

b. social equality with the exception of Northern mercantilists

c. social equality with the exception of Southern plantation societies

d. social equality with the exception of Western settlers

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: The Institution of Slavery Denied the Natural Rights of African Americans

Difficulty Level: Hard

53. In April of 1773, a group of \_\_\_\_\_\_ in Massachusetts petitioned the government for a redress of their grievances, expressing their own natural rights as a reason for their freedom.

a. indentured servants

b. colonial patriots

c. colonial elites

d. African Americans

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: Knowledge

REF: Cognitive Domain: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

Answer Location: The Institution of Slavery Denied the Natural Rights of African Americans

Difficulty Level: Easy

54. In his 1776 pamphlet entitled *Liberty Further Extended* Massachusetts Minister Lemuel Hayes argued \_\_\_\_\_\_.

a. liberty is a natural right

b. liberty must be earned

c. liberty is a privilege

d. liberty is granted by the king

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: The Institution of Slavery Denied the Natural Rights of African Americans

Difficulty Level: Medium

55. The systematic design to keep women out of involvement in government and public life could best be described as \_\_\_\_\_\_.

a. “supportive suppression”

b. “selective obsession”

c. “protective oppression”

d. “collective inclusion”

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Revolutionary Women, Though Excluded, Did Build Institutions of Their Own

Difficulty Level: Medium

56. Which of the following was a unique exception to the suppression of female participation in colonial times?

a. trade

b. politics

c. property ownership

d. religion

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: Revolutionary Women, Though Excluded, Did Build Institutions of Their Own

Difficulty Level: Medium

57. Replacement of British textiles, in particular, brought colonial women together in which of the following organizations?

a. Daughters of Liberty

b. Daughters of the Revolution

c. Daughters of Patriotism

d. Daughters of Commerce

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Revolutionary Women, Though Excluded, Did Build Institutions of Their Own

Difficulty Level: Easy

58. What pamphlet, authored by Esther DeBerdt Reed and published in June 1780, laid out the necessity for colonial women to organize aid to the revolutionary cause?

a. *The Sentiments of the American Woman*

b. *The Declaration of Sentiments, Grievances and Resolutions*

c. *The Women’s Declaration of Independent Sentiments*

d. *The Discussion of Women’s Grievances and Arguments*

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Revolutionary Women, Though Excluded, Did Build Institutions of Their Own

Difficulty Level: Easy

59. Which of the following sentences describes the role of women in the revolutionary period?

a. Women used their personal, legal, and economic rights to aid the revolutionary struggle.

b. Women used their inclusion in public life to adopt leadership roles.

c. Women spoke, wrote, and acted against the restrictions on their own rights and liberties.

d. Women expressed their frustrations by taking up arms against Britain.

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Analysis

Answer Location: Revolutionary Women, Though Excluded, Did Build Institutions of Their Own

Difficulty Level: Hard

60. Initially, British colonists depended upon \_\_\_\_\_\_ of native people for their own survival.

a. technological ignorance and cultural diversity

b. political leadership and a lack of weapons

c. adaptive technologies and agricultural advances

d. ineffective agriculture and a lack of weaponry

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Indigenous Peoples in North America Challenged Colonization

Difficulty Level: Hard

61. Perhaps the largest factor leading to the decline in Native American populations was \_\_\_\_\_\_.

a. technology

b. agriculture

c. education

d. disease

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Indigenous Peoples in North America Challenged Colonization

Difficulty Level: Easy

62. British colonization had which of the following effects on traditional native ways of life?

a. minimal and incomplete

b. comprehensive and total

c. moderate and balanced

d. tolerant and measured

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Indigenous Peoples in North America Challenged Colonization

Difficulty Level: Medium

63. Based on your textbook, which of the following statements is most correct with regard to the Declaration of Independence?

a. Thomas Jefferson was the singular author of the Declaration of Independence.

b. The Declaration of Independence was intended to be a nonpolitical statement.

c. The Declaration of Independence was highly edited and hotly debated.

d. The Declaration of Independence expressed the beliefs of all Americans at the time.

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Medium

64. Which section was deleted from the first draft of the Declaration of Independence?

a. women’s suffrage

b. passage on slavery

c. property of Native Americans

d. indictment against the King of Great Britain

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Medium

65. Thomas Jefferson saw his primary role in drafting the Declaration of Independence as \_\_\_\_\_\_.

a. justifying and defending American independence using logic

b. complaining to Parliament about the actions of the king

c. persuading other nations to support American independence

d. persuading British citizens to support the American ideal

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Medium

66. According to the textbook, deletion of which of the following topics from the first draft of the Declaration of Independence had the most significance?

a. slavery

b. autocratic rule

c. aristocratic rights

d. economic privilege

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Medium

67. The second deleted section of the Declaration of Independence dealt with charges against the king involving inciting \_\_\_\_\_\_.

a. slave rebellions

b. civil war

c. religious arguments

d. political unrest

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Medium

68. \_\_\_\_\_\_ would have been most vocal in its complaints against Jefferson’s initial draft of the Declaration of Independence

a. Northern mercantilists

b. Southern plantation owners

c. Western explorers

d. Eastern ship owners

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Medium

69. During the uncertain political environment of the 1770s, support for American independence was \_\_\_\_\_\_.

a. favorable and strong

b. unanimous and assertive

c. weak and openly split

d. contentious yet hopeful

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Medium

70. Which of the following was an argument used by patriot radicals?

a. The threat of possible armed conflict threatened the colonies.

b. A series of early losses dramatically decreased the probability of victory.

c. The publication of *Common Sense* had little impact on colonial sentiment.

d. Individual colonies were passing resolutions supporting independence.

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Medium

71. After the Battle of Yorktown, American independence was secured with which of the following?

a. the Treaty of Gent

b. the Treaty of Brussels

c. the Treaty of Paris

d. the Treaty of Versailles

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: A Revolution Still under Construction

Difficulty Level: Easy

72. Why isn’t the United States a direct democracy?

a. Theocrats have taken over.

b. The founders wanted an oligarchy.

c. It is too large.

d. Monarchy was seen as a better option.

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

73. Arrange the following economic systems from the one with most government oversight to the one with the least oversight.

a. laissez-faire, capitalist, socialist, communist

b. capitalist, communist, laissez faire, socialist

c. socialist, capitalist, communist, laissez-faire

d. communist, socialist, capitalist, laissez-faire

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Analysis

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Hard

74. Which form of government admits no limitations on its power and allows no competing centers of political power?

a. authoritarian

b. totalitarian

c. Democratic

d. Republican

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

75. Monarchies, theocracies, and oligarchies all share which of the following?

a. They admit no external challenges to their power or authority.

b. They allow moderate challenge to their power or authority.

c. They are highly influenced by the power of the individual citizen.

d. They admit some external judicial challenges to their authority.

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Analysis

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Hard

76. The United States is, institutionally and fundamentally, a \_\_\_\_\_\_.

a. direct democracy

b. limited democracy

c. representative democracy

d. constitutional republic

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

77. A government that acts on behalf of all workers in a society by controlling all of the means of production and distribution is best described as having a \_\_\_\_\_\_.

a. socialist system

b. laissez-faire system

c. capitalist system

d. communist system

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

78. A government that allows private firms to operate but with significant intervention by the government, which may include controlling ownership of sectors of the economy, is best described as having a \_\_\_\_\_\_ economic system.

a. socialist

b. laissez-faire

c. capitalist

d. communist

Ans: A

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

79. Which of the following best describes the term “laissez faire”?

a. a system that forbids private ownership and private enterprise

b. a system that highly regulates private enterprise and property

c. a system that moderately regulates private enterprise and property

d. a system that has no regulation or control of private enterprise

Ans: D

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

80. A system in which economic activity is structured to allow private firms to make most or all of the decisions involving production and distribution of goods and services is best described as \_\_\_\_\_\_.

a. socialist

b. communist

c. capitalist

d. laissez faire

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

81. Martin Luther King was one of the founders and the president of which of the following organizations?

a. the National Association for the Advancement of Colored People

b. the Southern Christian Leadership Conference

c. the Student Nonviolent Coordinating Committee

d. the Southern Poverty Law Center

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.5: Consider the ways in which the “Letter from Birmingham Jail” draws upon core American ideals

REF: Cognitive Domain: Knowledge

Answer Location: Dr. Martin Luther King, Jr.’s Letter from Birmingham Jail Links the Challenge against Racial Segregation to Core American Values

Difficulty Level: Easy

82. What did fellow clergymen want Dr. King to do following his punishment for Birmingham protests?

a. intensify demonstrations

b. lead a hunger strike

c. withdraw from protesting

d. organize another protest

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.5: Consider the ways in which the “Letter from Birmingham Jail” draws upon core American ideals.

REF: Cognitive Domain: Comprehension

Answer Location: White Clergy Members Urge Moderation

Difficulty Level: Medium

83. What audience did Martin Luther King, Jr. target with his “Letter from Birmingham Jail”?

a. Klansmen

b. moderate whites

c. African American women

d. political leaders in Washington

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.5: Consider the ways in which the “Letter from Birmingham Jail” draws upon core American ideals

REF: Cognitive Domain: Comprehension

Answer Location: King’s Affirmation of Natural Rights

Difficulty Level: Medium

84. Dr. King’s “Letter From Birmingham Jail” had arguments that centered around which of the following?

a. justification for violent protest

b. the theory of natural rights

c. radical government overthrow

d. a call to end civil rights protests

Ans: B

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.5: Consider the ways in which the “Letter from Birmingham Jail” draws upon core American ideals.

REF: Cognitive Domain: Comprehension

Answer Location: King’s Affirmation of Natural Rights

Difficulty Level: Medium

85. Politically, one of the most important passages in the “Letter from Birmingham Jail” pointed to \_\_\_\_\_\_.

a. the need for Negro violence in future protests

b. the tyranny of radical whites in threatening Negroes

c. the white moderate as an obstacle to justice

d. the need for continued nonviolent protest

Ans: C

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.5: Consider the ways in which the “Letter from Birmingham Jail” draws upon core American ideals.

REF: Cognitive Domain: Comprehension

Answer Location: King’s Affirmation of Natural Rights

Difficulty Level: Medium

# True/False

1. As Bridget Mergens’ case proceeded, there was a high degree of certainty that the Court would affirm her assertions against her school.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.1: Explain how diverse Americans have been able to use the same political tools to achieve their own distinct visions of good government.

REF: Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Easy

2. The American political culture is based upon the principles of equal social and economic outcomes.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Comprehension

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

3. Though perfect economic equality is impossible, we’re very close to it in the United States at present.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Analysis

Answer Location: Equality Is About Having the Same Rights or Status

Difficulty Level: Hard

4. Thomas Paine was the founder of the Sons of Liberty.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: The Sons of Liberty Attempt to Mobilize Colonists around British Tax Policies

Difficulty Level: Easy

5. At times, slaves in Virginia and other slaveholding colonies organized in order to rise up against their owners.

Ans: T

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: The Institution of Slavery Denied the Natural Rights of African Americans

Difficulty Level: Easy

6. British officials and soldiers criticized American patriots for their continuing the practice of slavery.

Ans: T

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: The Institution of Slavery Denied the Natural Rights of African Americans

Difficulty Level: Medium

7. In many ways, women in revolutionary America were seen as active and visible participants.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Revolutionary Women, Though Excluded, Did Build Institutions of Their Own

Difficulty Level: Easy

8. European settlement and exploration were accepted by indigenous peoples without opposition.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: Indigenous Peoples in North America Challenged Colonization

Difficulty Level: Easy

9. If we accept the date of independence as the date in which the Second Continental Congress accepted Richard Henry Lee’s resolution on independence instead of the day in which Jefferson’s Declaration of Independence was accepted, Independence Day would be moved up two days.

Ans: T

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Hard

10. While Thomas Jefferson attempted to address the slave trade in his first draft of the Declaration of Independence, the irony is that he was a major slave owner himself.

Ans: T

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Medium

11. From the start, the American Revolutionary War went well for the Americans, with a series of victories and logistical successes.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: A Revolution Still under Construction

Difficulty Level: Medium

12. The vast majority of conflicts over power in America are handled through a system of direct democracy.

Ans: F

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Comprehension

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

# Short Answer

1. A nation’s commitment to social, political, and economic freedoms can best be defined as \_\_\_\_\_\_.

Ans: liberty

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Knowledge

Answer Location: Liberty Involves Both Freedom from Interference and to Pursue One’s Dreams

Difficulty Level: Medium

2. The philosopher \_\_\_\_\_\_ argued that people are born with rights that could NOT be taken away by kings who ruled with absolute power.

Ans: John Locke

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Knowledge

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Medium

3. The leader of the Sons of Liberty was \_\_\_\_\_\_.

Ans: Sam Adams

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: The Sons of Liberty Attempt to Mobilize Colonists around British Tax Policies

Difficulty Level: Easy

4. One of the first people killed in the Boston Massacre was a young African man named \_\_\_\_\_\_.

Ans: Crispus Attucks

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Knowledge

Answer Location: The Crisis Accelerates as Protests Intensify

Difficulty Level: Easy

5. People who still possessed the ability to pay off their debts through their labor in order to ultimately achieve their freedom were referred to as \_\_\_\_\_\_.

Ans: indentured servants

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REF: Cognitive Domain: Knowledge

Answer Location: The Institution of Slavery Denied the Natural Rights of African Americans

Difficulty Level: Easy

6. The vast majority of conflicts over power in America are handled through a system of \_\_\_\_\_\_.

Ans: representative democracy, republicanism

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Knowledge

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Easy

7. The practice by which one peacefully resists and unjust law, as did Martin Luther King, Jr. in Birmingham in 1963 is known as what?

Ans: civil disobedience

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.5: Consider the ways in which the “Letter from Birmingham Jail” draws upon core American ideals

REF: Cognitive Domain: Knowledge

Answer Location: Dr. Martin Luther King Jr.’s Letter from Birmingham Jail Links the Challenge against Segregation to Core American Ideals

Difficulty Level: Easy

# Essay

1. Explain the similarities and differences between politics and government. Give examples.

Ans: While politics and government are closely connected to each other, politics describes processes such as elections, law making, and policy creation, which influence the outcomes of government. On the other hand, government describes the rules and institutions that come as a result of political action.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.1: Explain how diverse Americans have been able to use the same political tools to achieve their own distinct visions of good government.

REF: Cognitive Domain: Application

Answer Location: Introduction

Difficulty Level: Medium

2. In what way(s) did the Bridget Mergens case impact the establishment of student organizations on high school campuses? How can this case be related and applied to issues and controversies on today’s high school campuses?

Ans: Students may discuss the relationship between this case and the civil rights movement of the 1960s. But this case and the EAA of 1984 have been used to support such controversial groups as LGBT gay–straight alliances as well as a variety of other groups that demonstrate the unintended consequences of the Mergens decision.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.1: Explain how diverse Americans have been able to use the same political tools to achieve their own distinct visions of good government.

REF: Cognitive Domain: Application

Answer Location: American Students Claim Their Rights

Difficulty Level: Medium

3. List and describe the forms of equality discussed in your text. Provide examples of how these forms of equality relate to the American system of government.

Ans: Social equality—no individuals have higher social status. American system of government focuses more on equality of social opportunity. Political equality—members of society possess same rights under laws of the nation. Rights guaranteed in the Bill of Rights and U.S. Constitution as well as through federal and state laws. Economic equality—situation in which wealth is evenly distributed across society. In the United States, the focus is on equal opportunity rather than equal outcome, and we treasure the ability to differentiate ourselves economically through hard work, education, and risk-taking behavior.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Application

Answer Location: Equality Is About Having the Same Rights or Status

Difficulty Level: Medium

4. What do you think makes America different than other nations today? Give specific examples.

Ans: Student answers will vary but should discuss the basic idea of American exceptionalism through the inclusion of specific examples that show how America is different politically, socially, geographically, and economically than other nations today.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Analysis

Answer Location: American Exceptionalism Flows from the Nation’s Historical Development

Difficulty Level: Hard

5. Is political science really a science? Explain and defend your answer.

Ans: Students should discuss the influence of the scientific method and natural science on the study of social and political ideas and concepts. Students should emphasize the Enlightenment ideas that impacted political science and discuss the data-driven approach that political scientists use in order to support their theories and concepts.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.2: Define the key elements of American political culture.

REF: Cognitive Domain: Analysis

Answer Location: American Political Culture Is Built on a Set of Shared Ideas

Difficulty Level: Hard

6. How was the concept of slavery addressed in the final draft of the Declaration of Independence? Explain your answer.

Ans: Students should discuss how Thomas Jefferson initially included grievances against the king involving the perpetuation of the slave trade, but these grievances were later removed due to fear of conflict between Northern and Southern colonies.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Analysis

Answer Location: Independence Becomes Institutionalized

Difficulty Level: Hard

7. Explain and describe the relationship between indigenous American native peoples and European settlers beginning in the 17th century.

Ans: Students should discuss the condition of the indigenous peoples including physical, social, and cultural differentiation. Students should discuss attempts by the Native American peoples to resist European colonization.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Application

Answer Location: Indigenous Peoples in North America Challenged Colonization

Difficulty Level: Hard

8. Describe the initial political and economic structure of the early American colonies.

Ans: The original thirteen British colonies were reliant on the right to create their own legislative bodies. The first such body was the Virginia House of Burgesses. This led to a cultural tradition of self-government and independent law making that impacted the American independence movement.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Comprehension

Answer Location: Colonial Settlements Establish a Precedent for Independence

Difficulty Level: Medium

9. Beginning in 1763, what did Great Britain do in order to enlarge its scope of involvement in colonial affairs? Why did it adopt this policy?

Ans: Great Britain began a series of acts and proclamations that were designed to enlarge the scope of England’s involvement in colonial affairs with the intent of raising badly needed revenue to satisfy its war debts deriving from the Seven Years’ (French and Indian) War in Europe and North America.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Analysis

Answer Location: Economic Conflicts Grow between Great Britain and its Colonies

Difficulty Level: Hard

10. What impact did Thomas Paine’s *Common Sense* have on the early quest for American Independence? Why?

Ans: The 1776 pamphlet *Common Sense* by Thomas Paine could be equated to the “viral video” of its day. More than a hundred thousand copies had been sold in its first year alone, and it was in the hands of most Colonial Americans (whether or not they could read) within its first year. This document laid out a logical and “commonsense” set of arguments designed to convince the average colonist as to the reasons for and importance of American independence. Perhaps its greatest success was due to Paine’s outsider look at the situation, since he was a recent immigrant from England with a great deal of Enlightenment education and idealism in his experience.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Analysis

Answer Location: The Idea of Independence is Given Voice in Political Propaganda

Difficulty Level: Hard

11. What were the factors leading to and impact of the Boston Tea Party?

Ans: The Sons of Liberty wanted to create an environment in which the colonies would be forced to push away the possibility of reconciliation with Great Britain. The primary cause of this event was a corporate bailout of the East India Tea Company at colonists’ expense. This bailout came by way of the Tea Act of 1763, which gave the East India Tea Company a tax-free monopoly on the tea trade in the colonies. While most colonists saw this act as a necessary evil, not everyone supported the actions of the political radicals. They feared the violence that accompanied the protest and the ramifications that would later follow (via the Intolerable Acts), which were aimed directly at the Port of Boston.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Application

Answer Location: The Boston Tea Party Adds Fuel to the Revolutionary Fire

Difficulty Level: Medium

12. Explain why many historical experts believe the American Revolution wasn’t technically a revolution.

Ans: King George III was not directly overthrown, and the Revolutionary War didn’t result in drastic political or economic change in America or in Britain. The best explanation for this is to describe the American Revolution as a “conservative revolution” in which not much physical or immediate change occurred, with the exception of the Colonies gaining their independence and ability to make their own governmental decisions and the right to be recognized as a sovereign nation independent of Britain.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.3: Identify the political, social, and economic events and institutions that gave rise to the American Revolution and reflect upon what was and was not achieved.

REF: Cognitive Domain: Analysis

Answer Location: A Revolution Still under Construction

Difficulty Level: Hard

13. What factors best define the U.S. form of government institutionally and fundamentally? Give specific examples where applicable.

Ans: Because the United States is best described as a constitutional republic, it involves the election of representatives to make the most of laws and policies rather than citizens voting on policies and laws directly. In addition, limits are placed on the power of government to prevent government from infringing on the rights of American citizens. These include separating branches of government and instituting a system of checks and balances. Most importantly, the United States recognizes the Constitution as the supreme law of the land and uses it as a benchmark against which the actions of government and its institutions may be evaluated.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Application

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Hard

14. What is the difference between a capitalist system of economy and a laissez-faire system? Which of these does the United States have today? Explain.

Ans: Capitalist systems allow for private ownership of the means of producing and distributing goods yet also allow for some regulation in order to avoid such things as monopolies. In comparison, a laissez-faire system is a “hands-off” system in which there is NO intervention or regulation of commerce on the part of government.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.4: Describe the core features of American political institutions.

REF: Cognitive Domain: Analysis

Answer Location: The Structure of Institutions Affects How Citizens Participate

Difficulty Level: Medium

15. How did Dr. King’s political policies and actions impact the future of civil rights in America? What factors and techniques were most instrumental in the success of his movement?

Ans: Dr. King used a revolutionary policy that combined the ideas of natural rights with nonviolent protest and a political strategy that was designed to force confrontation of and response to civil rights ideas in order to influence moderate white Americans in taking a stance, thus allowing for success in the civil rights movement.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.5: Consider the ways in which the “Letter from Birmingham Jail” draws upon core American ideals

REF: Cognitive Domain: Analysis

Answer Location: Dr. King’s Affirmation of Natural Rights

Difficulty Level: Hard

16. Compare and contrast foundational sentiments of Dr. Martin Luther King Jr.’s “Letter from Birmingham Jail” with those included in Thomas Jefferson’s Declaration of Independence.

Ans: Students should discuss similarities with respect to natural rights and basic liberties and should discuss how the founders of the Declaration of Independence failed to apply those rights to African Americans during their period of history, whereas Dr. King was attempting to argue that those natural rights must apply to every man and woman regardless of race or ethnicity.

TOP: Learning Outcome: Articulate the foundations of American government, including its history, critical concepts, and important documents and achievements.

KEY: Learning Objective: 1.5: Consider the ways in which the “Letter from Birmingham Jail” draws upon core American ideals.

REF: Cognitive Domain: Analysis

Answer Location: Dr. King’s Affirmation of Natural Rights

Difficulty Level: Medium