

The Constitution

Name: _____ Date: _____

Choose the letter of the best answer.

- _____ 1. One of the accomplishments of the Northwest Ordinance of 1787 was to
- A. set up a plan for surveying western lands.
 - B. challenge Spain's claim to the Mississippi River.
 - C. transfer ownership of western lands from states to the national government.
 - D. establish requirements for admitting new states to the Union.
- _____ 2. Shays's Rebellion was a protest by farmers who faced problems from
- A. an oversupply of paper currency.
 - B. debts they owed to creditors.
 - C. debts owed to them by Congress.
 - D. debts owed to them by the state of Massachusetts.
- _____ 3. The Great Compromise was an agreement about how to
- A. ratify the Constitution.
 - B. count slaves in determining population.
 - C. determine a state's representation in Congress.
 - D. divide powers between the states and the central government.
- _____ 4. The system that maintains the separation of powers among the branches of the federal government is called
- A. reserved powers.
 - B. delegated powers.
 - C. checks and balances.
 - D. a bicameral legislature.
- _____ 5. Adding a bill of rights to the Constitution was largely supported by the
- A. small states.
 - B. large states.
 - C. Federalists.
 - D. Antifederalists.
- _____ 6. All of the following men wrote letters contained in *The Federalist* **except**
- A. John Jay.
 - B. Patrick Henry.
 - C. James Madison.
 - D. Alexander Hamilton.

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Using the exhibit, choose the letter of the best answer.

Some Key Participants in the 1787 Constitutional Convention

Name	State	Occupation	Political Background	Role in Developing the Constitution
John Dickinson	Delaware	Lawyer	Served in Pennsylvania legislature; Signed Articles of Confederation	Supported Great Compromise; Wrote public letters in support of ratification
Alexander Hamilton	New York	Lawyer	Served in Continental Army as artillery captain and aide to General Washington; Served in New York legislature	Argued for a national government with unlimited powers over the states; Collaborated with John Jay and James Madison in writing <i>The Federalist</i> to push for ratification.
James Madison	Virginia	Plantation owner, public official	Served in Virginia legislature	Developed Virginia Plan, which became the framework of the Constitution; Was frequent speaker and served on numerous committees; Took daily notes of debates; Played leading role in securing ratification in Virginia; Helped draft the Bill of Rights
Roger Sherman	Connecticut	Merchant, public official	Held town, county, and state offices; Served in Connecticut legislature; Helped draft Declaration of Independence and Articles of Confederation	Helped draft the New Jersey Plan; Introduced the Great Compromise; Helped secure ratification in Connecticut
Gouverneur Morris	Pennsylvania	Business owner, lawyer	Helped draft Pennsylvania Constitution; Served as state legislator	Argued for presidential appointment of senators and life tenure for president; Drafted the Constitution

- _____ 7. Who argued for a national government with unlimited powers over the states?
- A. John Dickinson
 - B. Alexander Hamilton
 - C. Thomas Jefferson
 - D. James Madison
- _____ 8. What occupation did three people in the chart share?
- A. merchant
 - B. public official
 - C. lawyer
 - D. plantation owner
- _____ 9. What important role did Gouverneur Morris play?
- A. He took daily notes on the debates at the convention.
 - B. He introduced the Great Compromise.
 - C. He drafted the Constitution.
 - D. He helped draft the New Jersey Plan.

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- _____ 10. Which person listed in the chart was a representative from Virginia?
- A. Gouverneur Morris
 - B. Roger Sherman
 - C. James Madison
 - D. Alexander Hamilton
- _____ 11. What did all five people listed in the chart play a key role in developing?
- A. the Articles of Confederation
 - B. the Constitution
 - C. the Declaration of Independence
 - D. the Virginia Plan
- _____ 12. What does the chart describe?
- A. five people who took part in shaping the Constitution
 - B. five people who signed the Articles of Confederation
 - C. five people who opposed a strong national government
 - D. five people who attended the Continental Congress in 1781
- _____ 13. What political background was shared by all five persons listed in the chart?
- A. All served in state legislatures.
 - B. All signed the Declaration of Independence.
 - C. All opposed the Articles of Confederation.
 - D. All served as county or state judges.
- _____ 14. Who were the three authors of the essays in *The Federalist*?
- A. Madison, Morris, and Hamilton
 - B. Madison, Sherman, and Dickinson
 - C. Madison, Dickinson, and Henry
 - D. Madison, Jay, and Hamilton
- _____ 15. Which person was called on to actually draft the Constitution?
- A. James Madison
 - B. Thomas Jefferson
 - C. Gouverneur Morris
 - D. Roger Sherman
- _____ 16. According to the chart, what was one important contribution of James Madison?
- A. He helped draft the Bill of Rights
 - B. He helped draft the New Jersey Plan.
 - C. He served as chair of the convention.
 - D. He introduced the Great Compromise.

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Choose the letter of the best answer.

- _____ 17. The proposal that called for a two-house legislature with one house having equal representation for each state and the other having representation based on population was the
- A. Virginia Plan.
 - B. New Jersey Plan.
 - C. Great Compromise.
 - D. Three-Fifths Compromise.
- _____ 18. Shays's Rebellion contributed to the belief among political leaders that
- A. the Articles of Confederation were working well.
 - B. the nation needed a stronger central government.
 - C. big states and small states should be represented equally in Congress.
 - D. slaves should not be counted as people in determining representation.
- _____ 19. The system of checks and balances is designed to prevent the dominance of
- A. Federalists over Antifederalists.
 - B. one house of Congress over the other.
 - C. one branch of the national government over the other two.
 - D. northern states over southern states.
- _____ 20. The Antifederalists, in general, strongly supported the idea of
- A. a bill of rights.
 - B. a two-house legislature.
 - C. a strong central government.
 - D. more votes by large states in Congress.

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Answer Sheet

1. D. establish requirements for admitting new states to the Union.
2. B. debts they owed to creditors.
3. C. determine a state's representation in Congress.
4. C. checks and balances.
5. D. Antifederalists.
6. C. James Madison.
7. B. Alexander Hamilton
8. C. lawyer
9. C. He drafted the Constitution.
10. C. James Madison
11. B. the Constitution
12. A. five people who took part in shaping the Constitution
13. A. All served in state legislatures.
14. D. Madison, Jay, and Hamilton
15. C. Gouverneur Morris
16. A. He helped draft the Bill of Rights
17. C. Great Compromise.
18. B. the nation needed a stronger central government.
19. C. one branch of the national government over the other two.
20. A. a bill of rights.

Standards Summary: All Standards In Test

NCSS IIIh	describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local regional, national, and global settings;
NCSS VI	Power, Authority, and Governance. Understanding of the historic development of structures of power, authority, and governance and their evolving functions in contemporary society is essential for the emergence of civic competence.
NCSS VIa	examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;
NCSS VIb	explain the purpose of government and analyze how its powers are acquired, used, and justified;
NCSS VIc	analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
NCSS VI d	compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity;
NCSS VI f	analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
VA VUS.1	The student will demonstrate skills for historical and geographical analysis, including the ability to
VA VUS.1a	identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
VA VUS.5	The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
VA VUS.5a	explaining the origins of the Constitution, including the Articles of Confederation;
VA VUS.6	The student will demonstrate knowledge of the major events during the first half of the nineteenth century by