Assessment

Practicing the Vocabulary
1–10: Sentences should accurately reflect the meaning of each term in the context of chapter content.
11. b does not belong; a, c, and d all refer to English documents that influenced the colonists in America.
12. a does not belong; b, c, and d relate to plans for the legislature put forth at the Constitutional Convention.
13. c does not belong; a, b, and d each refer to principles of government with which the colonists were familiar.
14. d does not belong; a, b, and c refer to people or groups that played a part in shaping the Constitution.

Reviewing Main Ideas

Section 1
15. Ordered government, limited government, representative government.
16. (a) It introduced key individual rights that were protections against the absolute power of the monarch.
(b) It limited the king’s power in several ways.
(c) It extended key individual rights as protection against abuse of power.
17. Some started as commercial ventures; others as havens for those seeking religious freedom.

Section 2
18. (a) The British did not bother to exert too much direct control over the colonies.
(b) Britain began to take a more active role in the colonies.
19. They were angered and began to come together to plan a response.
20. (a) A committee of five men, led by Thomas Jefferson.
(b) Equality, life, liberty, and happiness for all men, and the right for people to alter or abolish the government they live under.
(c) They indicate a relationship of equality.
21. Each was based on the principles of popular sovereignty, limited government, civil liberties, separation of powers, and checks and balances.

Section 3
22. Established a weak central government whose main purposes were to defend, secure liberties, and promote the general welfare of the States.
23. Several leaders, recognizing the need for a change in the Articles, called meetings for the purpose of discussing plans to revise and improve the Articles.
24. The Framers were well-educated men experienced in government and public service.
25. It called for equal State representation; it was introduced to protect the position of the smaller States.
26. How States would be represented; the Connecticut and Three-Fifths Compromises.
27. They felt the Articles were too weak to govern the new nation.
28. That the proposed Constitution, with its call for a strong central government and no bill of rights, did not provide people with basic liberties.
29. They were among the leading States in terms of economics and political leadership.

Political Dictionary

- limited government (p. 29)
- representative government (p. 29)
- Magna Carta (p. 29)
- Petition of Right (p. 30)
- English Bill of Rights (p. 30)
- charter (p. 31)
- bicameral (p. 31)
- proprietary (p. 32)
- unicameral (p. 32)
- confederation (p. 35)
- Albany Plan of Union (p. 35)
- delegate (p. 36)
- boycott (p. 36)
- repeal (p. 37)
- popular sovereignty (p. 39)
- Articles of Confederation (p. 44)
- ratification (p. 44)
- presiding officer (p. 45)
- Framers (p. 48)
- Virginia Plan (p. 51)
- New Jersey Plan (p. 51)
- Connecticut Compromise (p. 52)
- Three-Fifths Compromise (p. 52)
- Commerce and Slave Trade Compromise (p. 53)
- Federalists (p. 56)
- Anti-Federalists (p. 56)
- quorum (p. 58)

Practicing the Vocabulary

Using Words in Context For each of the terms below, write a sentence that shows how it relates to this chapter.

1. Articles of Confederation
2. Three-Fifths Compromise
3. charter
4. boycott
5. bicameral
6. ratification
7. quorum
8. proprietary
9. Commerce and Slave Trade Compromise
10. delegate

Word Relationships Three of the terms in each of the following sets of terms are related. Choose the term that does not belong and explain why it does not belong.

11. (a) Magna Carta (b) Albany Plan of Union (c) English Bill of Rights (d) Petition of Right
12. (a) Articles of Confederation (b) Virginia Plan (c) New Jersey Plan (d) Connecticut Compromise
13. (a) limited government (b) popular sovereignty (c) ratification (d) representative government
14. (a) Framers (b) Federalists (c) Anti-Federalists (d) boycott

Reviewing Main Ideas

Section 1
15. What three ideas about government did the colonists bring with them from England?
16. How was the development of English government affected by (a) the Magna Carta? (b) The Petition of Right?
(c) The English Bill of Rights?
17. Outline the development of colonial government.

Section 2
18. Describe how the British governed the colonies (a) before 1760. (b) After 1760.
19. What was the colonists’ response to the change in British policies in the 1760s?
20. (a) Who wrote the Declaration of Independence? (b) What rights are outlined in the document? (c) How did they signify the colonists’ relationship to Britain?
21. Describe the common features of the first State constitutions.

Section 3
22. What were the major characteristics of the Articles of Confederation?
23. How did the States respond to the weaknesses of the Articles of Confederation?

Section 4
24. Who were the Framers of the Constitution?
25. Explain the New Jersey Plan. Why was it introduced at the Constitutional Convention?
26. What major issues did the Framers disagree upon and what, if any, compromises did they reach?

Section 5
27. Why did the Federalists want to replace the Articles?
28. What were the main arguments used by the Anti-Federalists?
29. Why was ratification by Virginia and New York essential for the success of the Constitution?
Critical Thinking

30. Applying the Chapter Skill There are a number of interest groups that focus on 1st Amendment issues. Contact a group that takes a stand on an issue that interests you, and find out what its position is, how it goes about promoting its cause, and how successful the group has been. Summarize this information, and state whether you think the group is one that you might wish to join.

31. Recognizing Ideologies The Second Continental Congress became, in effect, this country’s first national government. (a) Why did the British condemn it as an unlawful assembly and a den of traitors? (b) How might the king and his ministers have avoided the Revolution?

32. Formulating Questions Weaknesses in the Articles of Confederation surfaced during the Critical Period in American history. Write three questions that will help you understand why many leaders of the day urged a stronger national government, and how they could achieve this.

33. Checking Consistency How does the history of America from the 1600s to 1789 demonstrate that “questions of politics and economics are, in fact, inseparable”?

Analyzing Political Cartoons

Using your knowledge of American government and this cartoon, answer the questions below.

34. This cartoon, originally published by Benjamin Franklin in 1754, appeared in several versions during the American Revolution. (a) What do the segments of the snake represent? (b) How do you know?

35. (a) What is the message of the cartoon? (b) In your opinion, is this cartoon an effective means of persuasion? Why or why not?

Critical Thinking Skills

30. Answers will vary; students’ decisions on whether they would or would not join should be explained with examples and clear reasoning for supporting the group or for not being interested in it.

31. (a) The Congress was not authorized by the British government or any constitution. (b) Answers will vary, but should point out that giving the colonists a greater voice in the government and taking their concerns seriously might have eased the situation.

32. Questions will vary. Sample questions: If the new country went to war, how could taxes be raised to support it? If one State had a trade dispute with another, who settles that dispute? If an Article was found to be insufficient, how could it be changed?

33. Answers will vary. Students might observe that the growing colonial dissatisfaction that ultimately led to revolution grew out of increased involvement by the British in the colonial economies. Much of the conflict during the Critical Period that led to the Constitutional Convention grew out of the economic competition between the States.

Analyzing Political Cartoons

34. (a) The thirteen colonies. (b) Each segment is labeled with the initials of a colony or region.

35. (a) That the colonies must unite or die. (b) Answers will vary, but should be persuasive.

You Can Make a Difference

Letters should state the issue clearly and offer constructive suggestions.

Participation Activities

36. Current Events Watch The Framers drew on their skills, knowledge, and experience in creating the Constitution. What kinds of experience and training do political leaders draw on today? Select a current political leader—a member of Congress or the governor of your State, for example—and write a brief biography of this person. Your biographical sketch should identify the skills, knowledge, and experience that person draws upon in his or her current position.

37. Time Line Activity Using information from the chapter, create a time line showing the steps that led to the ratification of the Constitution. Include at least eight entries in your time line. You might begin with the First Continental Congress of 1774. What, in your opinion, was the most important step in the process? Why?

38. It’s Your Turn It is 1788. Write a letter to the editor of your local paper in which you express your opinion on whether or not the Constitution should be ratified. First, create a list of what you see as the positive aspects of the document. Then, list the negative features. Note any suggestions you have for improvements. Next, write a draft of the letter in which you politely offer your ideas. Revise your letter, making certain that each idea is clearly explained. Proofread your letter and draft a final copy. (Writing a Letter)

Progress Monitoring Online

For: Chapter 2 Self-Test Visit: PHSchool.com
Web Code: mqa-1026

As a final review, take the Magruder’s Chapter 2 Self-Test and receive immediate feedback on your answers. The test consists of 20 multiple-choice questions designed to test your understanding of the chapter content.

Point-of-Use Resources

Guide to the Essentials of American Government Chapter 2 Test, page 23 provides multiple-choice questions to test students’ knowledge of the chapter.

ExamView® Test Bank CD-ROM
Chapter 2 Test

Chapter Tests booklet