

A BALANCING ACT (aba)

Essay Questions

- To provide for the common good, how should our nation generate revenue in a way that is fair to all?
- How do we equitably collect the revenues needed to run our government?
- How do we most fairly distribute the great wealth of our nation?
- What are the challenges to establishing a federal budget?
- How do we fairly share the cost of running our government?
- How do we fairly set priorities for the federal budget?

Multiple-Choice Questions

aba1-Q1: The Boston Tea Party was a protest in response to what event?

- a. The Emancipation Proclamation
- b. The Sons of Liberty meetings led by Samuel Adams
- c. The threat of Native American attacks on Boston
- d. The Tea Act

aba1-Q2: What was the response of the people to the dumping of the tea in Boston Harbor?

- a. Uncertainty
- b. Fear
- c. Support
- d. Anger

aba1-Q3: Based on what is known about the Boston Tea Party, which fact is not true?

- a. The tea chests were dumped into the harbor.
- b. The event took place at night.
- c. The event took place on land.
- d. The participants were wearing disguises.

aba2-Q1: The 16th Amendment, establishing an income tax:

- a. is not currently in effect.
- b. was repealed.
- c. is a state-based tax.
- d. is a tax on individual income.

aba2-Q2: To propose an amendment, the Constitution requires what approval from Congress?

- a. 2/3 of the House
- b. 2/3 of the Senate
- c. 2/3 of both the House and Senate

d. 3/4 of both the House and Senate

aba2-Q3: The 16th Amendment became the law of the land:

- a. after being signed by the Speaker of the House and the vice president.
- b. after ratification by the legislatures of 3/4 of the states.
- c. as each state ratified it.
- d. after surviving a presidential veto.

aba3-Q3: Why was the Revenue Act of 1913 viewed as positive for the working class?

- a. The income tax would help pay for government expenses.
- b. The wealthy would be the sole source of government income.
- c. Lowering tariffs would result in cheaper goods to purchase.
- d. The income tax would enable the federal budget to become balanced.

aba4-Q1: What does it mean to have a balanced budget?

- a. A balanced budget cannot be torn up.
- b. All budgetary special interests are treated the same.
- c. Budget revenues equal budget expenditures.
- d. Both sides of the budget weigh the same.

aba4-Q2: Constitutionally speaking, who is responsible for creating the federal budget?

- a. The president, the Congress, and the Supreme Court
- b. The Congress
- c. State legislatures and the Congress
- d. The IRS

aba4-Q3: Which of the following statements is correct?

- a. It is easy to balance a budget.
- b. The government had a surplus under President Clinton.
- c. The U.S. Constitution requires a balanced budget.
- d. The president is responsible for balancing the budget.

aba5-Q1: In 2015, did the government raise enough revenue to cover its spending?

- a. Yes, there was a surplus.
- b. No, there was a deficit.
- c. Yes, revenue and spending were about even.
- d. The government doesn't have to worry about staying within a budget.

aba5-Q2: What kind of tax led to the 1791 Whiskey Rebellion?

- a. Excise tax
- b. Income tax
- c. Retirement tax
- d. Tariff

aba5-Q3: What government agency is responsible for collecting income taxes?

- a. The Treasury Department
- b. The Internal Revenue Service
- c. The Ministry of Magic
- d. The Library of Congress

aba6-Q1: Constitutionally speaking, who is responsible for creating the federal budget?

- a. The Congress
- b. The president
- c. The Supreme Court
- d. The Internal Revenue Service

aba6-Q2: Currently, what type of government programs make up the largest % of government spending?

- a. Education
- b. Interest on the debt
- c. Military
- d. Social Security and unemployment type benefits

aba6-Q3: According to the Office of Management and Budget, approximately how much did the federal government spend in 2015?

- a. \$1 Trillion
- b. \$2 Trillion
- c. \$3 Trillion
- d. \$4 Trillion

FAIR IS NOT ALWAYS EQUAL (fnae)

Essay Questions

- How do we balance the rights of individual states with the rights of the nation?
- How do we fairly divide power between the federal government and the states?
- How can we best balance “fairness” with “equality?”
- How do we ensure an individual’s freedom of choice granted by the Constitution?
- In a nation of great diversity, how do we decide what is “fair” for all citizens?
- How can we guarantee equal rights for all citizens?

Multiple-Choice Questions

fnae1-Q1: The “Supremacy Clause” of the Constitution refers to:

- a. setting the Constitution above state laws and constitutions.
- b. establishing the Supreme Court.

- c. putting states' rights on an equal footing with the Constitution.
- d. establishing the Supreme Ruler of the Galaxy.

fnae1-Q2: The Constitution is the "supreme" law of the land in:

- a. every state that ratifies the Constitution.
- b. every state and every case.
- c. every case except those involving state sovereignty.
- d. every state which was one of the original 13 colonies.

fnae1-Q3: The body of the Constitution is divided into:

- a. amendments.
- b. articles.
- c. preambles.
- d. paragraphs.

fnae2-Q1: The 10th Amendment is primarily about:

- a. presidential power.
- b. congressional rights.
- c. states' rights.
- d. federalism.

fnae2-Q2: Federalists supported:

- a. a stronger federal government.
- b. stronger rights for states and individuals.
- c. equal power for national and state governments.
- d. a weak president.

fnae2-Q3: The issue of federalism:

- a. remains a key issue in our democracy.
- b. was settled in 1789.
- c. was settled after the Civil War.
- d. is a subject important only to historians.

fnae3-Q1: "Stand in the schoolhouse door" refers to:

- a. the podium used by Gov. Wallace.
- b. Gov. Wallace's refusal to admit African American students.
- c. an integrated food truck.
- d. a celebration of school desegregation.

fnae3-Q2: The U.S. Supreme Court case *Brown v Board of Education* was about:

- a. affirming states' rights.
- b. making American schools separate but equal.
- c. the president's ability to use the National Guard.
- d. desegregating America's schools

fnae3-Q3: The president who forced Gov. Wallace to accept school desegregation in Alabama was:

- a. President Kennedy.
- b. President Johnson.
- c. President Nixon.
- d. President Obama.

fnae4-Q1: The Fourteenth Amendment addresses:

- a. the right to bear arms.
- b. freedom of religion.
- c. equal protection under the law.
- d. freedom of speech.

fnae4-Q2: Anti-miscegenation laws made what kind of marriages illegal?

- a. Marriage between different races
- b. Marriage between different nations
- c. Marriage between same-sex partners
- d. Marriage between different religious groups

fnae4-Q3: Marriage between white and black people after the *Loving v. Virginia* decision:

- a. is still illegal in some states.
- b. was illegal until the Civil War.
- c. is legal in the United States.
- d. is legal except in cases of religious exemption.

fnae5-Q1: *Brown v. Board of Education* is about:

- a. slavery.
- b. creating separate schools.
- c. polling places in schools.
- d. ending school segregation.

fnae5-Q2: The desegregation of U.S. schools began:

- a. after the Civil War.
- b. after a Supreme Court decision.
- c. after Dr. Martin Luther King's "I Have a Dream" speech.
- d. after a special session of Congress.

fnae5-Q3: Once school integration became the law of the land:

- a. all schools welcomed African American students.
- b. it took years for all educational institutions to comply.
- c. some schools were exempt because they were private.
- d. all schools were assigned federal marshals.

fnae6-Q1: What state passed the first DOMA law?

- a. Indiana
- b. Georgia
- c. Maine
- d. Utah

fnae6-Q2: Before the Supreme Court ruled on DOMA, many states passed laws:

- a. against same-sex marriage.
- b. making same-sex marriage illegal nationwide.
- c. voiding any Supreme Court decision on same sex-marriage.
- d. making same-sex marriage illegal on television.

fnae6-Q3: Since 2015, same-sex marriage has been legal in:

- a. all states with judiciaries that passed legalization laws.
- b. every state in the Union.
- c. every state not exempted by the Supreme Court decision.
- d. all states that did not vote for religious exemptions.

LAWS & SAUSAGES (las)

Essay Questions

- How do we fairly divide power among the three branches of government?
- How do we ensure that money does not influence public policy?
- How is the legislative process like making sausage?
- How do we maintain the separation of powers guaranteed by our Constitution?
- How do we guarantee the integrity of our democracy?
- How can we prevent one branch of government from becoming too powerful?

Multiple-Choice Questions

las1-Q1: Currently, how many states have a unicameral legislative branch?

- a. 0
- b. 1
- c. 2
- d. 3

las1-Q2: The American constitutional system has how many branches of government?

- a. 1
- b. 2
- c. 3
- d. 4

las1-Q3: The president is the head of which branch of government?

- a. The House of Representatives
- b. The legislative
- c. The judicial
- d. The executive

las2-Q1: Which branch of government has the power of the veto?

- a. Executive
- b. Judicial
- c. Legislative
- d. Supreme Court

las2-Q2: When it came to the idea of corruption in government, the Framers:

- a. made it illegal in the Bill of Rights.
- b. stated that only monarchies suffered from corruption.
- c. tried to guard against it by creating three separate branches of government.
- d. did not worry because George Washington supposedly never told a lie.

las2-Q3: Which part of government plays no role in the veto process?

- a. House of Representatives
- b. President
- c. Senate
- d. Supreme Court

las3-Q1: Mark Twain compared lawmaking to making sausage because both:

- a. are unpleasant to watch being made.
- b. are humorous processes.
- c. are entertaining and profitable.
- d. involve getting your hands dirty.

las3-Q2: Within our three branches of government, the balance of power:

- a. never changes.
- b. is settled law.
- c. is ordered by the Supreme Court.
- d. changes often.

las3-Q3: When there is conflict in a democratic government:

- a. the whole system is in danger.
- b. the government is operating normally.
- c. the vice president casts the deciding vote.
- d. the Congress calls for new elections.

las4-Q1: The Nixon administration ended with:

- a. the impeachment of President Nixon.
- b. President Nixon stating: "I am not a crook."
- c. the resignation of President Nixon.
- d. the second term of President Nixon.

las4-Q2: The Supreme Court Case *U.S. v. Nixon* set an important precedent about:

- a. Congress' impeachment powers.
- b. the Watergate scandal.
- c. the Constitution.
- d. the limits of presidential power.

las4-Q3: The Supreme Court order for Nixon to turn over the recordings:

- a. affirmed that the president is not above the law.
- b. showed that all the Supreme Court justices were Democrats.
- c. affirmed that the president had a constitutional right to privacy.
- d. proved that even presidents cannot download music for free.

las5-Q1: President Nixon resigned as president:

- a. to make way for the next president, Henry Kissinger.
- b. to protest his impeachment.
- c. to avoid removal from office by Congress.
- d. to allow Congress to select the next president.

las5-Q2: Congress began impeachment proceedings against President Nixon because he:

- a. broke into the Watergate office complex.
- b. bribed elected officials.
- c. conspired with Vice President Gerald Ford.
- d. committed high crimes and misdemeanors.

las5-Q3: Richard Nixon was the first president in U.S. history to:

- a. be impeached.
- b. resign from office.
- c. be convicted in the House and Senate.
- d. be removed from office.

las6-Q1: Which president vetoed the most bills?

- a. Franklin Roosevelt
- b. Abraham Lincoln
- c. Donald Trump
- d. George Washington

las6-Q2: Who has the Constitutional power to override a presidential veto?

- a. Vice President
- b. Congress
- c. Supreme Court
- d. House of Representatives

las6-Q3: The U.S. Constitution gives veto power to which branch of government?

- a. Executive branch

- b. Legislative branch
- c. Judicial branch
- d. Constitutional branch

More Equal than Others (meto)

Essay Questions

- How can we guarantee equal access to the political process?
- How do we adhere to our democratic principle of “one person, one vote?”
- How do we protect the integrity of our elections?
- How do we create a system in which every citizen’s vote has equal weight?
- How do we guarantee each individual’s right of “free speech” while guarding against unlimited money in elections?
- How do we provide equal representation to all our citizens?

Multiple-Choice Questions

meto1-Q1: The term “Gerrymander” originally referred to:

- a. the state lizard of Massachusetts.
- b. Governor Elbridge Gerry.
- c. a famous journalist named “Gerry.”
- d. a dragon from ancient mythology.

meto1-Q2: The term “Gerrymander” has what connotation?

- a. Depriving people of equal representation
- b. Depicting salamanders in a negative way
- c. Indicating equal representation
- d. Depicting monsters in a positive way

meto1-Q3: What was the purpose of drawing voting district lines in such strange shapes?

- a. To create districts that would be fair
- b. To create advantages for one political party over another
- c. To create a popular cartoon character
- d. To indicate that lawmakers were fond of salamanders

meto2-Q1: How many presidents have been elected despite losing the popular vote?

- a. 0
- b. 4
- c. 5
- d. 10

meto2-Q2: The Electoral College was established by:

- a. the Declaration of Independence.
- b. the Articles of Confederation.
- c. the Constitution.
- d. the Bill of Rights.

meto2-Q3: The first efforts to abolish the Electoral College started:

- a. after the Constitution went into effect.
- b. after the 2016 election.
- c. after the Civil War.
- d. after World War II.

meto3-Q1: To become part of the Constitution, an amendment requires:

- a. ratification by the House and Senate only.
- b. ratification by the executive branch.
- c. ratification by legislatures of three-quarters of the states.
- d. ratification by the Supreme Court.

meto3-Q2: The Citizens United case and related decisions allowed:

- a. corporations and unions to vote in presidential elections.
- b. unlimited money in politics.
- c. the Supreme Court to raise their own salaries.
- d. amendments to the Constitution.

meto3-Q3: In Citizens United, the Supreme Court ruled that:

- a. corporations are people.
- b. corporations are evil.
- c. corporations are taxed too much.
- d. corporations are above the law.

meto4-Q1: What was the original intent of the Electoral College?

- a. To take the decision-making process completely away from voters
- b. To create a special college just for presidents
- c. Historically, to ensure a qualified president
- d. To make sure someone from a big state is always president

meto4-Q2: How are the votes allotted to each state? By:

- a. the number of registered voters in the state.
- b. the date of the state's admission to the Union.
- c. the population of the state.
- d. the combined total of senators and representatives for the state.

meto4-Q3: Electors are recalculated every:

- a. 2 years.
- b. 4 years.
- c. 6 years.
- d. 10 years.

meto5-Q1: What 2010 Supreme Court case dealt with campaign spending?

- a. *Brown v. Board of Education*
- b. *Citizens United v. FEC*
- c. *Marbury v. Madison*
- d. *Miranda v. Arizona*

meto5-Q2: How did Granny Haddock draw national attention to the issue of excessive campaign spending?

- a. She held a march in her home state of New Hampshire.
- b. She encouraged everyone to email their representatives and senators.
- c. She burned dollar bills on the steps of the Capitol.
- d. She walked across the country.

meto5-Q3: What issue prompted 90-year old Granny Haddock to walk from Los Angeles to Washington, D. C.?

- a. The amount of money spent on elections
- b. Flag burnings around the country
- c. Global warming and rising sea levels
- d. Childhood obesity and diabetes

meto6-Q1: The District of Columbia was created in 1791 as a:

- a. federal district.
- b. state.
- c. colony.
- d. trading post.

meto6-Q2: In Congress, the District of Columbia has the following representation:

- a. 1 representative, 2 senators.
- b. no representation.
- c. 3 Electoral College votes.
- d. Washington Nationals.

meto6-Q3: "Taxation Without Representation" means:

- a. citizens are taxed but have no say in their government.
- b. all taxation is unconstitutional.
- c. citizens do not have the right to vote on their taxes.
- d. all taxation is tyranny.

Vote Early, Vote Often (vevo)

Essay Questions

- How do we create an inclusive nation and ensure that there are no ongoing obstacles to voting?

- How should we develop the informed citizenry that is necessary to sustain democracy?
- How do we safeguard the right to vote guaranteed by the 15th Amendment?
- Who should have the right to vote in a representative democracy?
- The Voting Rights Act of 1965 removed many obstacles to voting, but how do we prevent new obstacles from challenging voters' rights?
- How do we, as a nation, protect the rights we grant?

Multiple-Choice Questions

vevo1-Q2: Which Amendment to the Constitution gave suffrage to African American men?

- 12th
- 13th
- 14th
- 15th

vevo1-Q3: The years immediately after the Civil War, when government worked to bring the country back together, were called?

- Antebellum
- Healing Era
- Progressive Era
- Reconstruction

vevo2-Q1: Grant's "All Men Free and Equal" Proclamation was made:

- prior to the Civil War.
- at the request of President Lincoln.
- during the Civil War.
- after the Civil War.

vevo2-Q2: Which amendment to the Constitution was President Grant referring to in his Proclamation?

- 2nd
- 15th
- 17th
- 22nd

vevo2-Q3: Grant's Proclamation references the decision of the highest court in the land which maintained that _____ had no rights.

- black men
- white men
- white women
- Native American men

vevo3-Q3: What term is defined as "the right to vote"?

- a. Apartheid
- b. Disenfranchisement
- c. Literacy
- d. Suffrage

vevo4-Q2: Which group led protests at the White House in 1917?

- a. The NAACP
- b. The NCAA
- c. The American Association of University Women
- d. The National Woman's Party

vevo4-Q3: What event led to universal suffrage for U.S. women?

- a. The last state admitted to the Union finally passed a voting rights bill.
- b. The Supreme Court ruled that voting rights for women were constitutional.
- c. Tennessee ratified the 19th Amendment in 1920.
- d. The "Night of Terror" led men to change their minds about women voting.

vevo5-Q1: The Voting Rights Act was:

- a. a part of the 15th Amendment.
- b. signed into law at the same time as the 15th Amendment.
- c. signed into law by President Lyndon B. Johnson.
- d. signed into law in 2013.

vevo5-Q2: The Voting Rights Act mandates that when it comes to federal elections:

- a. state and local laws always take precedence.
- b. the federal government can intervene if states block suffrage.
- c. the federal government is responsible for running all polling places.
- d. each state has the right to vote on accepting or rejecting court supervision.

vevo5-Q3: The Voting Rights Act:

- a. was partially overturned by the Supreme Court in 2013.
- b. was signed into law by President Obama.
- c. was passed to address discrimination against women.
- d. gave an unfair advantage to African American voters.

vevo6-Q1: Which U.S. president signed the Voting Rights Act into law?

- a. Lyndon B. Johnson
- b. Dwight D. Eisenhower
- c. Andrew Johnson
- d. John F. Kennedy

vevo6-Q2: Which amendment granted suffrage for African American men?

- a. 10th
- b. 13th
- c. 15th
- d. 21st

vevo6-Q3: The turning-point in national support of the VRA was a bloody march in which state?

- a. Alabama
- b. Florida
- c. Mississippi
- d. Tennessee

MULTIPLE-CHOICE QUESTIONS ANSWER KEY

A BALANCING ACT (aba)

aba1-Q1: d. The Tea Act

aba1-Q2: c. Support

aba1-Q3: c. The event took place on land.

aba2-Q1: d. is a tax on individual income.

aba2-Q2: c. 2/3 of both the House and Senate

aba2-Q3: b. after ratification by the legislatures of 3/4 of the states.

aba3-Q3: c. Lowering tariffs would result in cheaper goods to purchase.

aba4-Q1: c. Budget revenues equal budget expenditures.

aba4-Q2: b. The Congress

aba4-Q3: b. The government had a surplus under President Clinton.

aba5-Q1: b. No, there was a deficit.

aba5-Q2: a. Excise tax

aba5-Q3: b. The Internal Revenue Service

aba6-Q1: a. The Congress

aba6-Q2: d. Social Security and unemployment type benefits

aba6-Q3: d. \$4 Trillion

FAIR IS NOT ALWAYS EQUAL

fnae1-Q1: a. setting the Constitution above state laws and constitutions.

fnae1-Q2: b. every state and every case.

fnae1-Q3: b. articles.

fnae2-Q1: d. federalism.

fnae2-Q2: a. a stronger federal government.

fnae2-Q3: a. remains a key issue in our democracy.

fnae3-Q1: b. Gov. Wallace's refusal to admit African American students.

fnae3-Q2: d. desegregating America's schools

fnae3-Q3: a. President Kennedy.

fnae4-Q1: c. equal protection under the law.

fnae4-Q2: a. Marriage between different races

fnae4-Q3: c. is legal in the United States.

fnae5-Q1: d. ending school segregation.

fnae5-Q2: b. after a Supreme Court decision.

fnae5-Q3: b. it took years for all educational institutions to comply.

fnae6-Q1: d. Utah

fnae6-Q2: a. against same-sex marriage.

fnae6-Q3: b. every state in the Union.

LAWS & SAUSAGES (las)

las1-Q1: b. 1

las1-Q2: c. 3

las1-Q3: d. The executive

las2-Q1: a. Executive

las2-Q2: c. tried to guard against it by creating three separate branches of government.

las2-Q3: d. Supreme Court

las3-Q1: a. are unpleasant to watch being made.

las3-Q2: d. changes often.

las3-Q3: b. the government is operating normally.

las4-Q1: c. the resignation of President Nixon.

las4-Q2: d. the limits of presidential power.

las4-Q3: a. affirmed that the president is not above the law.

las5-Q1: c. to avoid removal from office by Congress.

las5-Q2: d. committed high crimes and misdemeanors.

las5-Q3: b. resign from office.

las6-Q1: a. Franklin Roosevelt

las6-Q2: b. Congress

las6-Q3: a. Executive branch

More Equal than Others (meto)

meto1-Q1: b. Governor Elbridge Gerry.

meto1-Q2: a. Depriving people of equal representation

meto1-Q3: b. To create advantages for one political party over another

meto2-Q1: c. 5

meto2-Q2: c. the Constitution.

meto2-Q3: a. after the Constitution went into effect.

meto3-Q1: c. ratification by legislatures of three-quarters of the states.

meto3-Q2: b. unlimited money in politics.

meto3-Q3: a. corporations are people.

meto4-Q1: c. Historically, to ensure a qualified president

meto4-Q2: d. the combined total of senators and representatives for the state.

meto4-Q3: d. 10 years.

meto5-Q1: b. *Citizens United v. FEC*

meto5-Q2: d. She walked across the country.

meto5-Q3: a. The amount of money spent on elections

meto6-Q1: a. federal district.

meto6-Q2: b. no representation.

meto6-Q3: a. citizens are taxed but have no say in their government.

Vote Early, Vote Often (vevo)

vevo1-Q2: d. 15th

vevo1-Q3: d. Reconstruction

vevo2-Q1: d. after the Civil War.

vevo2-Q2: b. 15th

vevo2-Q3: a. black men

vevo3-Q3: d. Suffrage

vevo4-Q2: d. The National Woman's Party

vevo4-Q3: c. Tennessee ratified the 19th Amendment in 1920.

vevo5-Q1: c. signed into law by President Lyndon B. Johnson.

vevo5-Q2: b. the federal government can intervene if states block suffrage.

vevo5-Q3: a. was partially overturned by the Supreme Court in 2013.

vevo6-Q1: a. Lyndon B. Johnson

vevo6-Q2: c. 15th

vevo6-Q3: a. Alabama