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?
- The Emancipation Proclamation
- The Sons of Liberty meetings led by Samuel Adams
- The threat of Native American attacks on Boston
- The Tea Act

**aba1-Q2:** What was the response of the people to the dumping of the tea in Boston Harbor?
- Uncertainty
- Fear
- Support
- Anger

**aba1-Q3:** Based on what is known about the Boston Tea Party, which fact is not true?
- The tea chests were dumped into the harbor.
- The event took place at night.
- The event took place on land.
- The participants were wearing disguises.

**aba2-Q1:** The 16th Amendment, establishing an income tax:
- is not currently in effect.
- was repealed.
- is a state-based tax.
- is a tax on individual income.

**aba2-Q2:** To propose an amendment, the Constitution requires what approval from Congress?
- 2/3 of the House
- 2/3 of the Senate
- 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?
   a. 12th  
   b. 13th 
   c. 14th  
   d. 15th 

vevo1-Q3: The years immediately after the Civil War, when government worked to bring the country back together, were called?
   a. Antebellum 
   b. Healing Era 
   c. Progressive Era  
   d. Reconstruction 

vevo2-Q1: Grant’s “All Men Free and Equal” Proclamation was made:
   a. prior to the Civil War. 
   b. at the request of President Lincoln. 
   c. during the Civil War.  
   d. after the Civil War. 

vevo2-Q2: Which amendment to the Constitution was President Grant referring to in his Proclamation?
   a. 2nd 
   b. 15th  
   c. 17th  
   d. 22nd 

vevo2-Q3: Grant’s Proclamation references the decision of the highest court in the land which maintained that ________ had no rights.
   a. black men 
   b. white men 
   c. white women  
   d. 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