

## Chapter 7 practice test

### Multiple Choice

Identify the choice that best completes the statement or answers the question.

- \_\_\_ 1. Many Americans wanted George Washington to be president because he
- was seen as an honest leader.
  - urged them to vote for him.
  - passed the Judiciary Act of 1789.
  - had a popular wife named Martha.
- \_\_\_ 2. Republican Motherhood was the belief that
- First Ladies must take an active role in politics.
  - presidential households should be run with style.
  - women should teach their children to be good citizens.
  - women did not need time or money to get an education.
- \_\_\_ 3. The electoral college is a
- body of delegates from each state that casts the deciding votes for president.
  - school for the advanced study of voting practices and political campaigning.
  - group of voters hand-picked for cabinet positions by the president-elect.
  - name given to all voters who cast ballots in presidential elections.
- \_\_\_ 4. The new federal government in America took actions that would set an example for the future. In George Washington's words, these exemplary actions "will serve to establish a
- procedure."
  - precursor."
  - policy."
  - precedent."
- \_\_\_ 5. The Judiciary Act of 1789 was passed by Congress to set up a system of federal courts because he believed that the
- stability and success of the national government depended on the interpretation and execution of its laws.
  - problems of crime and violence could be prevented by extending the reach of the judicial branch.
  - judicial branch was more important than the executive and legislative branches.
  - executive and legislative branches would not have time to make good judgments.
- \_\_\_ 6. In general, Congress created departments in the executive branch to address what type of policy?
- national policy
  - foreign policy
  - economic policy
  - tax policy
- \_\_\_ 7. In 1790, how did Americans feel about the future of their new government?
- Their expectations were high because they trusted their leaders to protect their economic and security interests.
  - They were uncertain because they didn't know whether the democratic experiment would succeed.
  - Their expectations were low because they questioned the president's honesty and

disliked the First Lady.

- d. They worried because they knew the nation was deep in debt from the Revolutionary War.

- \_\_\_ 8. Which statement best characterizes American farmers in 1790?
  - a. They didn't want government interfering in their daily lives.
  - b. They took every opportunity to organize and participate in community events.
  - c. They wanted to have their tax money distributed to those less fortunate.
  - d. They refused to accept any law designed to protect them from foreign rivals.
  
- \_\_\_ 9. How did New York City represent the spirit of the nation in 1790?
  - a. New York was a quiet city with a small population.
  - b. The city recovered after being damaged during the revolution.
  - c. New York was primarily a rural area covered with farms.
  - d. The city was dependent on British rule.
  
- \_\_\_ 10. The national debt can best be defined as the amount of money owed
  - a. to the nation by the nation's citizens and by foreign countries.
  - b. by the nation to foreign countries and the nation's citizens.
  - c. to the federal government by individual states.
  - d. by the federal government to domestic debtors.
  
- \_\_\_ 11. Which of the following actions was part of Alexander Hamilton's economic plan?
  - a. replacing interest-bearing bonds with low-value bonds
  - b. taxing domestic goods and adding tariffs to foreign imports
  - c. eliminating the national mint to add more cash to the economy
  - d. requiring states to pay their Revolutionary War debts
  
- \_\_\_ 12. People who buy items at low prices and hope to sell them for a profit are called
  - a. investors
  - b. representatives
  - c. bondholders
  - d. speculators
  
- \_\_\_ 13. A "protective tariff" adds a tax to the price of imported goods to protect domestic products from foreign
  - a. contamination.
  - b. competition.
  - c. theft.
  - d. boycott.
  
- \_\_\_ 14. On which of the following issues did Alexander Hamilton and Thomas Jefferson agree?
  - a. how to address the national debt
  - b. how to repay the value of bonds
  - c. whether or not to move the capital
  - d. whether or not to limit the federal government
  
- \_\_\_ 15. Alexander Hamilton's vision of a robust economy depended on the contributions of business people and manufacturers, but Thomas Jefferson's vision placed greater emphasis on
  - a. teachers.
  - b. farmers.
  - c. merchants.

d. doctors.

- \_\_\_ 16. Alexander Hamilton believed in a flexible interpretation of the Constitution while Thomas Jefferson believed in a
- loose construction.
  - soft construction.
  - strict construction.
  - tight construction.
- \_\_\_ 17. According to Thomas Jefferson and James Madison, what was a serious flaw in Alexander Hamilton's plan for a national bank?
- The federal government lacked the authority to create a national bank, making it unconstitutional.
  - Keeping the nation's money in one place would create unnecessary risk, endangering the economy in case of foreign attack or natural disaster.
  - A national bank would put private lenders out of business, giving the federal government an unfair monopoly on granting loans.
  - A national bank would not help the United States economy grow.
- \_\_\_ 18. "Loose construction" is best defined as the idea that the
- Constitution need not be interpreted in the context of the whole.
  - federal government can take reasonable actions in special cases as long as they are not specifically forbidden by the Constitution.
  - Constitution is flexible, enabling politicians to stretch it in order to deal with new situations.
  - Constitution allows only necessary means to deal with new situations and should not be stretched merely because politicians find it convenient.
- \_\_\_ 19. Alexander Hamilton asked each state to start its own bank because he
- believed in strict construction.
  - did not want to allow a monopoly.
  - was not a Federalist.
  - believed in states' rights.
- \_\_\_ 20. George Washington's statement that America would not take sides in disputes between warring European countries was called the
- Swiss Pact.
  - Neutrality Proclamation.
  - Peace Treaty of 1793.
  - Treaty of Greenville.
- \_\_\_ 21. Some members of Congress criticized George Washington's pronouncement about staying out of disputes between European countries because they felt
- the president was overstepping the bounds of his authority.
  - there was a clear favorite in the dispute between France and Great Britain.
  - it would be best for national security if the United States forged clear alliances with foreign nations.
  - that the president was not knowledgeable enough to make decisions on foreign affairs.
- \_\_\_ 22. As secretary of state Thomas Jefferson criticized U.S. policy toward France because he
- disagreed with George Washington's stance on foreign alliances because he was

- sympathetic toward France.
  - b. believed the United States owed France support since France backed it during the Revolutionary War.
  - c. wanted to undermine Alexander Hamilton's pro-British stance and reduce his rival's influence on the president's foreign policy.
  - d. was eager to quit his position in George Washington's cabinet and saw the French issue as a convenient excuse.
- \_\_\_ 23. Pinckney's Treaty addressed settlers' disputes over the Florida border with which country?
- a. France
  - b. Britain
  - c. Spain
  - d. Mexico
- \_\_\_ 24. Which statement best expresses George Washington's attitude toward Jay's Treaty?
- a. He did not like it but believed it was the best that could be done.
  - b. He urged the Senate not to approve it in hopes of a better compromise.
  - c. He felt it was the best possible solution to the British threat to U.S. neutrality.
  - d. He was glad to pay off the country's pre-Revolutionary debts to the British.
- \_\_\_ 25. In the 1790s, the United States signed a number of treaties that would outline its boundaries and expand its territories. Which of the following is such a treaty?
- a. the Treaty of Little Turtle
  - b. the Treaty of the Northwest Territories
  - c. the Treaty of Greenville
  - d. the Treaty of Bastille
- \_\_\_ 26. The main threat faced by Americans in the Northwest Territory was
- a. tornadoes that destroyed much of the farmland.
  - b. Native American tribes supplied with guns and ammunition by the British.
  - c. Native American attacks on supply lines into the territories.
  - d. harsh winter conditions and inadequate forts.
- \_\_\_ 27. Which general led the United States to victory in the Northwest Territory?
- a. Anthony Wayne
  - b. Josiah Harmar
  - c. Arthur St. Clair
  - d. George Washington
- \_\_\_ 28. How did the Whiskey Rebellion end?
- a. Tax collectors tarred and feathered the rebels before Washington's army arrived.
  - b. The rebels hid their stores of whiskey before Washington's army arrived.
  - c. Most of the rebels fled before Washington's army arrived.
  - d. Most of the rebels formed a militia and battled Washington's army.
- \_\_\_ 29. Which of the following contributed to the Whiskey Rebellion?
- a. The federal government was overprotective of the settlers.
  - b. Spain was blocking trade along the Mississippi River.
  - c. Farmers could not afford the tax on whiskey.
  - d. Farmers found whiskey difficult to transport.

- \_\_\_ 30. President Washington personally led the militia against the westerners in the Whiskey Rebellion because he believed
- individual farmers should have to pay off the national debt through taxes.
  - the federal government was owed taxes for providing settlers with protection and opportunities for trade.
  - people needed to understand the constitutional right of Congress to institute tax laws.
  - the rebellion might spark similar incidents of violence.
- \_\_\_ 31. In his farewell address George Washington warned against
- observing good faith and justice towards all nations.
  - burdening future generations with debt.
  - establishing political unity within the nation.
  - maintaining the institution of slavery.
- \_\_\_ 32. “The duty of holding a neutral conduct may be inferred ... from the obligation which justice and humanity impose on every nation ... to maintain inviolate [unchanging] the relations of peace and amity [friendship] towards other nations.”

—George Washington, from his Farewell Address

Which statement accurately paraphrases George Washington’s views?

- Washington believed his plan was safest for the long run.
  - Washington believed that the United States would be torn apart by political parties.
  - Washington felt any just and humane nation would practice neutrality.
  - Washington felt the United States would lose its freedom if it tolerated unfriendly neighbors.
- \_\_\_ 33. According to George Washington in his Farewell Address, what was the key to national success?
- political unity
  - neutrality in foreign policy
  - economic security
  - checks and balances
- \_\_\_ 34. Which of these slogans might a Federalist have shouted at a party rally?
- Central Government over All!
  - States Rule!
  - Power to the People!
  - Jefferson for President!
- \_\_\_ 35. The presidential election of 1796 differed from prior American elections because there were
- conventions.
  - debates.
  - multiple candidates.
  - Democrats and Republicans.
- \_\_\_ 36. The first political party division in the United States was between
- Democrats and Republicans.
  - Liberals and Conservatives.
  - Democratic-Republicans and Federalists.
  - Federalists and Royalists.

- \_\_\_\_\_ 37. How was a vice president chosen in 1796?
- He ran alongside the presidential candidate.
  - He was elected by popular vote.
  - He was the presidential candidate who came in second.
  - He was appointed by the president-elect.
- \_\_\_\_\_ 38. Who became vice president as a result of the 1796 election?
- Thomas Jefferson
  - John Adams
  - James Madison
  - Alexander Hamilton
- \_\_\_\_\_ 39. During the presidency of John Adams, three French agents would discuss a treaty with the United States only in exchange for a bribe. The incident came to be known as the
- ABC Talks
  - ABC Incident
  - XYZ Event
  - XYZ Affair
- \_\_\_\_\_ 40. Which best describes President John Adams's attitude toward going to war with France?
- He was eager to go to war despite the cost.
  - He wanted war, but would not declare it without congressional approval.
  - He thought war might be unavoidable and gave up on hopes for a treaty.
  - He refused to declare war despite protests by members of his own party.
- \_\_\_\_\_ 41. Why did John Adams face a challenging task as president?
- He was not perceived as being honest or hard-working.
  - People were angry because Adams declared war on France.
  - He did not win the presidential election fairly.
  - Adams replaced George Washington whom people loved..
- \_\_\_\_\_ 42. The Alien and Sedition Acts were passed by the Federalists to
- protect the government from its critics.
  - increase government power.
  - imprison foreigners.
  - punish French speakers.
- \_\_\_\_\_ 43. Republicans' main criticism of the Alien and Sedition Acts was that they
- gave too much power to the government.
  - took too many rights from foreigners.
  - went against the American policy of neutrality.
  - forced the press to publish falsehoods.

## Chapter 7 practice test Answer Section

### MULTIPLE CHOICE

1. ANS: A                   PTS: 1                   DIF: 2                   OBJ: 7.1.1  
NAT: 7.1.1               STA: Academic: 8.1.6 | Academic: 8.1.9 | Core: 8.1A
2. ANS: C                   PTS: 1                   DIF: 2                   OBJ: 7.1.1  
NAT: 7.1.1               STA: Academic: 8.1.6 | Academic: 8.1.9 | Core: 8.1A
3. ANS: A                   PTS: 1                   DIF: 1                   OBJ: 7.1.1  
NAT: 7.1.1               STA: Academic: 8.1.6 | Academic: 8.1.9 | Core: 8.1A
4. ANS: D                   PTS: 1                   DIF: 2                   OBJ: 7.1.2  
NAT: 7.1.2               STA: Academic: 8.1.6 | Academic: 8.1.9 | Core: 8.1A
5. ANS: A                   PTS: 1                   DIF: 3                   OBJ: 7.1.2  
NAT: 7.1.2               STA: Academic: 8.1.6 | Academic: 8.1.9 | Core: 8.1A
6. ANS: A                   PTS: 1                   DIF: 1                   OBJ: 7.1.2  
NAT: 7.1.2               STA: Academic: 8.1.6 | Academic: 8.1.9 | Core: 8.1A
7. ANS: A                   PTS: 1                   DIF: 2                   OBJ: 7.1.3  
NAT: 7.1.3
8. ANS: A                   PTS: 1                   DIF: 3                   OBJ: 7.1.3  
NAT: 7.1.3
9. ANS: B                   PTS: 1                   DIF: 2                   OBJ: 7.1.3  
NAT: 7.1.3
10. ANS: B                  PTS: 1                  DIF: 2                  OBJ: 7.2.1  
NAT: 7.2.1  
STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Academic: 8.4.4 | Academic: 8.4.5 | Core: 8.1A  
| Core: 8.4B
11. ANS: B                  PTS: 1                  DIF: 2                  OBJ: 7.2.1  
NAT: 7.2.1  
STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Academic: 8.4.4 | Academic: 8.4.5 | Core: 8.1A  
| Core: 8.4B
12. ANS: D                  PTS: 1                  DIF: 1                  OBJ: 7.2.1  
NAT: 7.2.1  
STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Academic: 8.4.4 | Academic: 8.4.5 | Core: 8.1A  
| Core: 8.4B
13. ANS: B                  PTS: 1                  DIF: 1                  OBJ: 7.2.2  
NAT: 7.2.1  
STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Academic: 8.4.4 | Academic: 8.4.5 | Core: 8.1A  
| Core: 8.4B
14. ANS: C                  PTS: 1                  DIF: 2                  OBJ: 7.2.2  
NAT: 7.2.2               STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
15. ANS: B                  PTS: 1                  DIF: 2                  OBJ: 7.2.2  
NAT: 7.2.2               STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
16. ANS: C                  PTS: 1                  DIF: 1                  OBJ: 7.2.3  
NAT: 7.2.2               STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
17. ANS: A                  PTS: 1                  DIF: 3                  OBJ: 7.2.3  
NAT: 7.2.3  
STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Academic: 8.4.5 | Academic: 8.4.8 | Core: 8.1A

- | Core: 8.4A
18. ANS: B                   PTS: 1                   DIF: 3                   OBJ: 7.2.2  
 NAT: 7.2.2               STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
19. ANS: B                   PTS: 1                   DIF: 3                   OBJ: 7.2.3  
 NAT: 7.2.3  
 STA: Academic: 8.1.6 | Academic: 8.1.9 | Academic: 8.2.9 | Academic: 8.4.5 | Academic: 8.4.8 | Core: 8.1A  
 | Core: 8.4A
20. ANS: B                   PTS: 1                   DIF: 1                   OBJ: 7.3.1  
 NAT: 7.3.1               STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
21. ANS: A                   PTS: 1                   DIF: 2                   OBJ: 7.3.1  
 NAT: 7.3.1               STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
22. ANS: B                   PTS: 1                   DIF: 2                   OBJ: 7.3.1  
 NAT: 7.3.1               STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
23. ANS: C                   PTS: 1                   DIF: 1                   OBJ: 7.3.1  
 NAT: 7.3.1               STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
24. ANS: A                   PTS: 1                   DIF: 2                   OBJ: 7.3.1  
 NAT: 7.3.1               STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
25. ANS: C                   PTS: 1                   DIF: 1                   OBJ: 7.3.2  
 NAT: 7.3.2               STA: Academic: 8.1.9 | Academic: 8.1.20 | Academic: 8.2.9 | Core: 8.1A
26. ANS: B                   PTS: 1                   DIF: 2                   OBJ: 7.3.2  
 NAT: 7.3.2               STA: Academic: 8.1.9 | Academic: 8.1.20 | Academic: 8.2.9 | Core: 8.1A
27. ANS: A                   PTS: 1                   DIF: 2                   OBJ: 7.3.2  
 NAT: 7.3.2               STA: Academic: 8.1.9 | Academic: 8.1.20 | Academic: 8.2.9 | Core: 8.1A
28. ANS: C                   PTS: 1                   DIF: 2                   OBJ: 7.3.2  
 NAT: 7.3.3               STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
29. ANS: C                   PTS: 1                   DIF: 2                   OBJ: 7.3.3  
 NAT: 7.3.3               STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
30. ANS: C                   PTS: 1                   DIF: 2                   OBJ: 7.3.3  
 NAT: 7.3.3               STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
31. ANS: B                   PTS: 1                   DIF: 2                   OBJ: 7.3.4  
 NAT: 7.3.4               STA: Academic: 8.1.9 | Academic: 8.2.1 | Core: 8.1A
32. ANS: C                   PTS: 1                   DIF: 2                   OBJ: 7.3.4  
 NAT: 7.3.4               STA: Academic: 8.1.9 | Academic: 8.2.1 | Core: 8.1A
33. ANS: A                   PTS: 1                   DIF: 2                   OBJ: 7.3.4  
 NAT: 7.3.4               STA: Academic: 8.1.9 | Academic: 8.2.1 | Core: 8.1A
34. ANS: A                   PTS: 1                   DIF: 3                   OBJ: 7.4.1  
 NAT: 7.4.1  
 STA: Academic: 8.1.6 | Academic: 8.1.7 | Academic: 8.1.9 | Academic: 8.2.10 | Core: 8.1A
35. ANS: C                   PTS: 1                   DIF: 1                   OBJ: 7.4.1  
 NAT: 7.4.1  
 STA: Academic: 8.1.6 | Academic: 8.1.7 | Academic: 8.1.9 | Academic: 8.2.10 | Core: 8.1A
36. ANS: C                   PTS: 1                   DIF: 2                   OBJ: 7.4.1  
 NAT: 7.4.1  
 STA: Academic: 8.1.6 | Academic: 8.1.7 | Academic: 8.1.9 | Academic: 8.2.10 | Core: 8.1A
37. ANS: C                   PTS: 1                   DIF: 1                   OBJ: 7.4.1  
 NAT: 7.4.1  
 STA: Academic: 8.1.6 | Academic: 8.1.7 | Academic: 8.1.9 | Academic: 8.2.10 | Core: 8.1A
38. ANS: A                   PTS: 1                   DIF: 2                   OBJ: 7.4.1  
 NAT: 7.4.1

- STA: Academic: 8.1.6 | Academic: 8.1.7 | Academic: 8.1.9 | Academic: 8.2.10 | Core: 8.1A
39. ANS: D           PTS: 1           DIF: 1           OBJ: 7.4.2  
NAT: 7.4.2        STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
40. ANS: D           PTS: 1           DIF: 2           OBJ: 7.4.2  
NAT: 7.4.2        STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
41. ANS: D           PTS: 1           DIF: 2           OBJ: 7.4.2  
NAT: 7.4.2        STA: Academic: 8.1.9 | Academic: 8.2.9 | Core: 8.1A
42. ANS: A           PTS: 1           DIF: 1           OBJ: 7.4.3  
NAT: 7.4.3        STA: Academic: 8.1.9 | Core: 8.1A
43. ANS: A           PTS: 1           DIF: 2           OBJ: 7.4.3  
NAT: 7.4.3        STA: Academic: 8.1.9 | Core: 8.1A