

1. The principal motivation for drafting the Bill of Rights was the desire to
 - a) test the new process of amendment described in the Constitution
 - b) protect the rights not specified in the Constitution
 - c) strengthen the power of the federal government
 - d) restore to the states the powers they had enjoyed under the Articles of Confederation
 - e) clarify the federal relationship among the states
2. President Washington's Neutrality Proclamation of 1793 was issued in response to
 - a) Spanish expansion in the Southeast
 - b) Dutch economic activity in the mid-Atlantic states
 - c) Canadian alliance with northern American Indians
 - d) French diplomatic overtures to invoke the Franco-American Alliance
 - e) English boycotts of selected American manufactures
3. As originally ratified, the United States Constitution provided for
 - a) political parties
 - b) a presidential cabinet
 - c) the direct election of senators
 - d) an electoral college
 - e) a two-term presidential limit
4. The financial programs of Alexander Hamilton included all of the following EXCEPT
 - a) funding of the national debt
 - b) redemption of all private debts to the states
 - c) imposition of a tax on distilled liquor
 - d) establishment of the Bank of the United States
 - e) assumption of all state debts
5. The greatest achievements of the government under the Article of Confederation was its establishment of
 - a) a bicameral legislature
 - b) a system for orderly settlement of the West
 - c) general postwar prosperity
 - d) long term section harmony
 - e) a termination date for the international slave trade
6. Which of the following was true of the Continental Congress in its drafting of the Articles of Confederation?
 - a) It was cautious about giving new government powers it had just denied Parliament
 - b) it gave Congress the exclusive right to issue currency
 - c) It gave the national court system the power to review both national and state law
 - d) it gave Congress control of interstate commerce
 - e) It rejected the arguments of men like Samuel Adams and Richard Henry Lee who fear strong governments
7. Which of the following most appropriately characterizes the violence exhibited in such episodes as Bacon's rebellion, the Boston Tea Party, Shays's Rebellion and the Whiskey Rebellion?
 - a) Most violence occurred in urban areas
 - b) Most violence produced no deaths
 - c) the level of violence subsided after American Revolution
 - d) Violence was directed at "outsiders" or representatives of distant authority
 - e) Most violence occurred because of the intervention of foreign powers in American internal affairs
8. Which of the following most accurately describes the attitude of the Founding Fathers toward political parties?
 - a) Parties are vehicles of ambition and selfish interest that threaten the existence of republican government
 - b) Parties are engines of democracy that provide citizens with a voice in government
 - c) Parties are necessary evils in any republic
 - d) In a large republic, parties are the best means of creating effective coalitions of interest groups
 - e) A two-party system is essential to a stable republic
9. The Kentucky and Virginia Resolutions took the position that
 - a) only the United States Supreme Court had the power to restrict freedom of speech and press
 - b) the authority of state governments included the power to decide whether or not an act of Congress was constitutional
 - c) only fiscal measures initiated by state legislatures could be acted on by Congress
 - d) Congress was responsible for maintaining the vitality of a "loyal opposition"
 - e) the "supremacy clause" of the Constitution applied only to foreign
10. To make the new government viable, the first Congress of the United States did all of the following EXCEPT
 - a) organize a federal court system under the Supreme Court
 - b) draft a bill of rights and send it to all the states for ratification
 - c) pass a tariff for the purpose of raising revenue
 - d) grant subsidies to encourage industrial development
 - e) establish the State Department
11. In 1787-1789, which of the following groups was most likely to oppose ratification of the Constitution?
 - a) Farmers in isolated areas
 - b) Exports merchants
 - c) Former officers in the Continental Army
 - d) Southern planters
 - e) Urban artisans

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K Morrison



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and the educational reforms they advocated Chirhart presents a unique perspective on the convergence of voices across the state calling for reform or continuity secularism or theology equality or enforced norms consumption or self reliance Although most teachers black and white shared backgrounds rooted in localism and evangelical Protestantism attitudes about race and gender kept them apart African American teachers individually and collectively redefined traditional beliefs to buttress ideals of racial uplift and to press for equal access to public services White women adapted similar beliefs in different ways to enhance their efforts to train greater numbers of white students for professional and wage labor *Torches of Light* is based on such sources as government archives manuscript collections and interviews with teachers As Chirhart examines the ideas over which Georgians clashed she also shows how those ideas were embodied in New Deal and U S Department of Agriculture programs the political activities of the black Georgia Teachers and Educators Association and the Georgia legislature s 1949 Minimum Foundation Act Through two world wars and the Great Depression teachers sought to reconcile clashing beliefs not only to renegotiate class race and gender roles but also to enhance their own professionalism and authority

Georgia History Final Exam Questions And Answers Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Georgia History Final Exam Questions And Answers**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve to the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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