

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

# Georgia History Final Exam Questions And Answers

**Ed Bowker Staff,Staff Bowker, Ed**

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across many states This book includes verbatim transcriptions of those documents the subsequent hospital histories surgeon biographies and thousands of names in hundreds of regiments *Annual Report of the State of Georgia, Department of Education* Georgia. Department of Education,1908 **Access to History for the IB Diploma: United States Civil War: Causes, Course and Effects 1840-77** Alan Farmer,2012-08-03 This series has taken the clarity accessibility reliability and in depth analysis of our best selling Access to History series and tailor made it for the History IB Diploma Each title in the series supports a specific topic in the IB History guide through thorough content coverage and examination guidance helping students develop a good knowledge and understanding of the required content alongside the skills they need to do well United States Civil War causes course and effects 1840 77 is an IB specific edition of Access to History The American Civil War Causes Courses and Consequences 1803 1877 It has been revised to fully support the section of the same name in HL option 3 Aspects of the History of the Americas and includes authoritative clear and engaging narrative which combines depth of content with accessibility of approach up to date historiography with clear analysis and associated TOK activities guidance on answering exam style questions with model answers and practice questions Check out this sample chapter to see what you re missing [Report of the State School Commissioner of Georgia to the General Assembly](#) Georgia. Department of Education,1903 **Infantry** ,1985 *Resources in Education* ,2001-04 **Torches of Light** Ann Short Chirhart,2005 As turbulent social and economic changes swept the South in the first half of the twentieth century education became the flashpoint Ann Short Chirhart s study is the first to analyze such modernizing events in Georgia She shows how these changes affected the creation of the state s public school system and cast its teachers in a crucial role as mediators between transformation and tradition Depicting Georgia s steps toward modernity through teachers professional and cultural work 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 **Arkansas History for Young People (Teacher's Edition)** Shay E. Hopper,T. Harri Baker,Jane

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