

# Foundation for Freedom: A Study of the United States Constitution

*We the People*

*of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common Defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this CONSTITUTION for the United States of America.*

*Article I.*

**SECTION 1.** All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

**SECTION 2.** The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty-five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

[Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.] The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

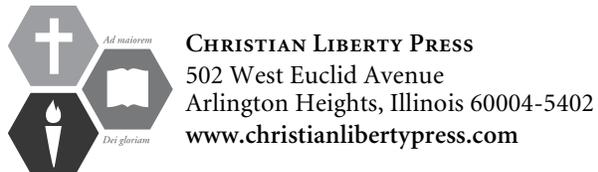
**SECTION 3.** The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have one Vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second Year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one-third may be chosen every second Year; and if Vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies.

## QUIZ & TEST PACKET

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*October 2015 edition*

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**Cover image:** Chris and Kate Knorr; copyright © 2014 DesignPics

**ISBN:** 978-1-935796-39-8 (print)  
978-1-629820-10-1 (eBook PDF)

Printed in the United States of America

# Introduction

This quiz/test packet is provided by Christian Liberty Press to help instructors measure how well their students have understood the material in *Foundation for Freedom: A Study of the United States Constitution*. It includes twelve quizzes and thirteen tests, and an answer key to these materials. The twelve quizzes and first twelve tests cover one or two chapters each. The last test is a final exam on the entire Constitution. Each of the quizzes consists of 10–12 fill-in-the-blank questions. Often, the quiz questions require multiple answers. The tests consist of a mixture of matching, identification, true and false, and multiple choice questions. The first twelve tests each have twenty-five questions, and the final test has fifty questions.

The answer key is separated from the quizzes and tests by a divider. This key is provided to help instructors to evaluate their students' performance. **Students must not have any direct or indirect access to the answer key.** Any student access to the key invalidates the quizzes and tests as a measure of student performance.

## Before You Begin

Place this packet in a location that is not accessible to students. Students should not have access to any quiz or test prior to taking it, and should never have access to the key.

We encourage you to summarize this introduction to your students before starting the course so that they will be adequately prepared for taking these quizzes and tests.

## Testing Schedule

Each quiz and test should be completed at the end of the respective material being tested, following the schedule found below. The quiz (where applicable) should be taken first; administer the test once the student shows adequate mastery of the quiz material.

Quiz & Test	Material Covered *	Quiz & Test	Material Covered *
Quiz & Test 1	Chapters 1 and 2	Quiz & Test 8	Chapter 11
Quiz & Test 2	Chapters 3 and 4	Quiz & Test 9	Chapter 12
Quiz & Test 3	Chapters 5 and 6	Quiz & Test 10	Chapter 13
Quiz & Test 4	Chapter 7	Quiz & Test 11	Chapter 14
Quiz & Test 5	Chapter 8	Quiz & Test 12	Chapter 15
Quiz & Test 6	Chapter 9	Test 13 (Final Exam)	Chapters 8–13
Quiz & Test 7	Chapter 10		

\* Chapters tested are also listed on the first page of each quiz and test.

## Quiz and Test Preparation

We strongly encourage students to be thorough in their study of the course material prior to taking either a quiz or a test, and to be diligent and thoughtful when taking the test itself. Students should carefully review the chapter(s) covered on a quiz and test, and study their answers to the chapter review exercises prior to being tested. Although questions on the quizzes and tests may not come directly from the written daily work

exercises, the comprehension, concepts, and skills required in the daily work will be helpful when taking the testing material.

The teacher's manual includes suggestions on how students can prepare for taking the enclosed tests. The quizzes should be used as part of test preparation. After quizzes are completed and graded, students should do further study in any areas where they had difficulty. If students do well on the quizzes, they should do fine on the tests.

### **Quiz and Test Completion**

When taking the quizzes and tests, students may not have access to the textbook or to their completed written daily work. Also, they may not make use of the answer key. All direct or indirect student access to the key is a violation of accepted academic principles. Quizzes and tests that reflect student access to this information cannot be considered to be a true measure of student performance and understanding of the material.

### **Grading**

To determine student scores on the enclosed quizzes, instructors should determine the number of questions answered correctly by students and compare that number with the total in each quiz to determine the percentage of correct answers. Bear in mind that many quiz questions require multiple answers. Each answer should be counted separately, even if part of one question. Make sure to read any footnotes that may apply to quiz answers.

The tests are based on a 100 point total. Each test question for the first twelve tests is worth 4 points; questions on test thirteen are worth 2 points each. Subtract the points from each wrong answer to determine the student's final score for each test.

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Thank you for your use of *Foundation for Freedom: A Study of the United States Constitution* and its various support materials. May God bless you and your students as they learn the history of our great nation.



Name \_\_\_\_\_

Date \_\_\_\_\_

Grade Level \_\_\_\_\_ Score \_\_\_\_\_

<b>FOUNDATION FOR FREEDOM</b>	<b>FOR USE BY CLP</b>
<b>Quiz 1</b>	<b>CUSTOMERS ONLY</b>
<b>Chapters 1–2</b>	

**WRITE the answer in the space provided.**

1. List the *five* critical documents of English history prior to American independence that contributed to the growth of liberty.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. Who were the *three* authors most often cited by the Founding Fathers between 1760 and 1805? Name the important book each had written and the key idea of each work.

	AUTHOR	BOOK	KEY IDEA
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____

3. What did Parliament state in the Declaratory Act?

\_\_\_\_\_

4. What *two* early precedents for political liberty and representative government were established in New England?

- a. \_\_\_\_\_
- b. \_\_\_\_\_

5. Who was overthrown by the “Glorious Revolution”?

\_\_\_\_\_

6. Name *three* parts of George Grenville’s plan for imperial organization that were viewed as oppressive by the colonists.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

7. How did Parliament react to the Boston Tea Party?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

8. What famous speech did Patrick Henry give on March 3, 1775?

\_\_\_\_\_

9. Which publication helped push the colonists toward independence? Who was its author?

PUBLICATION

AUTHOR

\_\_\_\_\_

10. Name the *three* philosophical influences that helped to develop a pro-independence ideology. Place a check in the box next to the most important influence.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**Do NOT submit this quiz to Christian Liberty for grading.  
CLP customers are responsible for recording and maintaining their own records.**



Name \_\_\_\_\_

Date \_\_\_\_\_

<b>FOUNDATION FOR FREEDOM</b>	<b>FOR USE BY CLP</b>
<b>Test 1</b>	<b>CUSTOMERS ONLY</b>
<b>Chapters 1–2</b>	

Grade Level \_\_\_\_\_ Score \_\_\_\_\_

**MATCH the best answer to the statement and write the corresponding letter in the blank. Each question is worth 4 points.**

- |  |                                      |
|--|--------------------------------------|
| _____ 1. signed the Magna Carta  | A. Alfred the Great                  |
| _____ 2. established the Curia Regis   | B. Charles I                         |
| _____ 3. created a court and jury system   | C. Fundamental Orders of Connecticut |
| _____ 4. first written constitution in America                                   | D. Henry II                          |
| _____ 5. wrote <i>Two Treatises on Government</i>                                | E. James II                          |
| _____ 6. overthrown by the “Glorious Revolution”                                 | F. John I                            |
| _____ 7. written by the Pilgrims, established important principles of government | G. John Locke                        |
| _____ 8. wrote <i>Commentaries on the Laws of England</i>                        | H. Mayflower Compact                 |
| _____ 9. power limited by the Petition of Right of 1628                          | I. Peter Zenger                      |
| _____ 10. established a legal code beginning with the Ten Commandments           | J. Sir Edward Coke                   |
|  | K. Sir William Blackstone            |
|  | L. William I                         |

**CHOOSE the best answer and write the corresponding letter in the blank. Each question is worth 4 points.**

- \_\_\_\_\_ 11. The first representative government in America was established in \_?\_.  
a. Connecticut                      b. Massachusetts                      c. Virginia
- \_\_\_\_\_ 12. \_?\_ believed that freedom and security for citizens were best secured by the separation of power.  
a. Baron de Montesquieu              b. John Locke                      c. Sir William Blackstone
- \_\_\_\_\_ 13. \_?\_ emphasized in his writings that all law was founded upon God—both the law of nature and revealed law.  
a. Baron de Montesquieu              b. John Locke                      c. Sir William Blackstone
- \_\_\_\_\_ 14. The \_?\_ established the principle that no person could be detained in prison unless charged with or convicted of a crime by a court.  
a. Habeas Corpus Act                      b. Petition of Right                      c. Toleration Act
- \_\_\_\_\_ 15. The \_?\_ provided religious forbearance for all Protestants.  
a. Habeas Corpus Act                      b. Petition of Right                      c. Toleration Act

- \_\_\_\_\_ 16. \_\_\_?\_ was the author of *Common Sense*.  
a. John Adams                                      b. John Witherspoon                                      c. Thomas Paine
- \_\_\_\_\_ 17. The chief spiritual architect of the American struggle for independence was \_\_\_?\_.  
a. George Washington                                      b. John Witherspoon                                      c. Samuel Cooke
- \_\_\_\_\_ 18. \_\_\_?\_ gave the “give me liberty or give me death” speech.  
a. Ethan Allen                                      b. Patrick Henry                                      c. Samuel Adams
- \_\_\_\_\_ 19. The \_\_\_?\_ Act stated that the colonies were subordinate to the Crown and Parliament of Great Britain.  
a. Declaratory                                      b. Intolerable                                      c. Stamp
- \_\_\_\_\_ 20. The Coercive Acts were passed by Parliament in response to the \_\_\_?\_.  
a. Boston Massacre                                      b. Boston Tea Party                                      c. boycotts of English goods
- \_\_\_\_\_ 21. The Declaration of Rights and Grievances was issued by the \_\_\_?\_ Congress.  
a. First Continental                                      b. Second Continental                                      c. Stamp Act
- \_\_\_\_\_ 22. The colonies were placed outside the protection of Britain by the \_\_\_?\_.  
a. Declaratory Act                                      b. Coercive Acts                                      c. Prohibitory Act
- \_\_\_\_\_ 23. American independence was declared by the \_\_\_?\_ Congress.  
a. First Continental                                      b. Second Continental                                      c. Stamp Act
- \_\_\_\_\_ 24. The plan of \_\_\_?\_ included two new taxes, the Sugar Act of 1764 and the Stamp Act of 1765.  
a. Edmund Burke                                      b. George Grenville                                      c. William Pitt
- \_\_\_\_\_ 25. The Declaration of Independence stated the old \_\_\_?\_ idea that people did not have to submit to Parliament if its laws were unjust.  
a. Enlightenment                                      b. Puritan                                      c. Whig

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