Directions to the Student

Today you will be taking the Missouri Government Test. This is a test of how well you understand the course level expectations for Government.

There are several important things to remember:

1. Read each question carefully and think about the answer. Then choose the answer that you think is best.
3. If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.
4. If you finish the test early, you may check over your work.
1. Currently, a road sign exam is required for the renewal of a driver’s license in the state of Missouri. Jeff would like to have the exam removed. What could Jeff do to eliminate this requirement?

A. issue a recall
B. start a petition
C. perform a filibuster
D. make a motion in a state court

2. Study the graph showing the differences in actual tax rates between income brackets.

**Income Taxes in the United States, 2016**

Based on the graph, what can be inferred about taxation in the United States?

A. Twenty-one percent is the tax rate for all Americans.
B. All Americans pay an equal percentage of tax based on their income.
C. Thirty-four percent of Americans are considered wealthy enough to pay $1 million in taxes.
D. Americans who make more money pay a larger percentage of their income to the government.
3. **Indicate the correct level of government by selecting the letter of each event that may occur if citizens fail to exercise their right to vote.**

   **A.** Legislation is passed by Congress that the majority of the people do not support.
   
   **B.** Property tax levies will be used in a way that the majority of the people do not support.
   
   **C.** A governor is elected whom the majority of the people do not support.

   ![Options]

4. **Choose the powers given to the executive branch of the United States government.**

   Select all that apply.

   **A.** make laws
   **B.** declare war
   **C.** interpret laws
   **D.** grant pardons
   **E.** veto legislation
   **F.** issue drivers' licenses
According to over 20 surveys conducted by Gallup and other institutions since 1989, a majority of Americans say there was more crime in the United States in the current year compared to the prior year. Data shows, however, that there is a generally downward trend in both violent and property crime rates. One 2016 survey showed that 57% of registered voters said crime had gotten worse since 2008, despite data from the Federal Bureau of investigation (FBI) showing that crime rates declined by double-digit percentages during that span.

Based on the information, which central question might a researcher ask in order to conduct further research on the topic?

A. Why has property crime worsened since 2008?
B. What can Americans do to decrease violent crime rates?
C. Why is there a difference between data and public perception?
D. What could the FBI have done to prevent property crime in 2016?
6. Read the scenario.

Jessica is a student at the local high school. She wants to lead a protest to address the quality of school lunches. Jessica feels passionate about the issue, and after much thought, she makes the decision to lead a cafeteria boycott.

Which of these First Amendment rights protects Jessica and the other students’ actions?

A. freedom of speech
B. freedom of religion
C. freedom to peaceably assemble
D. freedom to petition the government
According to the graph, which statement is the most accurate description of the opportunity cost of education?

A. More time spent in school results in higher median earnings.

B. Less education results in more benefits than additional education.

C. Failing to receive a high school diploma results in a loss of free time.

D. Higher education levels result in fewer employment options, but higher pay.
8. Writings from Enlightenment thinkers Locke, Rousseau, and Montesquieu were the basis for what concepts reflected in government principles of the United States?

Select all that apply.

A. due process
B. judicial review
C. social contract
D. equal protection
E. separation of powers
F. consent of the governed
Define the term self-rule as it applied to England’s American colonies from 1750 to 1776. Then use information from the map to explain one way geography affected that self-rule.

Enter the answer in the box.
10. Select the boxes to indicate whether each activity is a civic responsibility or a civic duty.

<table>
<thead>
<tr>
<th></th>
<th>Civic Responsibility</th>
<th>Civic Duty</th>
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</thead>
<tbody>
<tr>
<td>Voting</td>
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<tr>
<td>Paying taxes</td>
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<td>Serving on a jury</td>
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<td>Registering for Selective Service</td>
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</table>
11. **Read Section 1 of the Fourteenth Amendment of the United States Constitution.**

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”

—Fourteenth Amendment

Based on the information, what conclusion can be drawn about the relationship between the states and the federal government in relation to the addition of the Fourteenth Amendment?

A. The amendment limited the states' ability to deny equal protection of the law.
B. The amendment granted states the power to deny equal protection of the laws.
C. The amendment limited the ability of states to interfere with congressional powers.
D. The amendment expanded the powers of state governments in contrast with national government.

12. **Which weaknesses of the Articles of Confederation were addressed in the United States Constitution?**

Select all that apply.

A. a limited power to tax
B. a strong judicial branch
C. the lack of a chief executive
D. the emphasis on foreign trade
E. the emphasis on state sovereignty
13. **Read the excerpt.**

“To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States. . . .”

—Article I, Section 8 of the United States Constitution (Elastic Clause)

**How has the clause been used to impact the relationship between federal and state governments?**

A. It has limited the expansion of state power.

B. It has increased the role of the federal government.

C. It has restricted the ability of Congress to respond to the needs of the people.

D. It has been used to justify the interference of government into international affairs.
Part A

Which of these was a characteristic of the New Jersey Plan?

A. a single house of Congress in which each state received one vote
B. a two-house legislature in which the number of votes per state was based on population
C. an upper house and lower house of Congress with all representatives elected by the citizens
D. a two-house legislature with the upper house elected by citizens and the lower house chosen by electors

Part B

Explain how the Connecticut Compromise resolved the differences between the New Jersey Plan and the Virginia Plan.

Enter the answer in the box.
15. Read the scenario.

A police officer searches a home without probable cause or a warrant.

Which principle from the Constitution of the United States is being violated in this scenario?

A. social contract  
B. due process of law  
C. popular sovereignty  
D. checks and balances
16. Read the quotation.

“Whenever the government tries to take away the property of the people or to reduce them to slavery, they [governmen] put themselves into a state of war with the people who are then free from any further obedience.”

—John Locke, Second Treatise of Civil Government, 1690

Which phrase from the Declaration of Independence was directly influenced by the quotation?

A. “We hold these truths to be self-evident, that all men are created equal. . . .”

B. “. . . they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. . . .”

C. “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. . . .”

D. “That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it. . . .”
17. **Study the map.**

### Results of the 1876 Presidential Election

Rutherford B. Hayes: 185 Electoral Votes 4,034,311 Popular Votes  
Samuel J. Tilden: 184 Electoral Votes 4,288,576 Popular Votes

**In 1876, a majority of the people voted for Samuel Tilden, yet the Electoral College selected Rutherford B. Hayes. Hayes became president. How can presidential elections end this way?**

**A.** People in the rural areas of states voted, but people in the larger urban areas did not vote.

**B.** A candidate can win some states by a large majority of popular votes, but lose other states by a slim margin.

**C.** When the electoral votes and the popular votes are split, the tiebreaker goes to the candidate that wins the most states.

**D.** Many people chose to vote in the popular elections in some states, but they did not choose to vote in the Electoral College.
18. Study the maps.

Which problem is shown in these maps of congressional districts?

A. corruption  
B. compromise  
C. partisanship  
D. gerrymandering
19. Study the graph.

Voter Turnout, by age

Source: U.S. Census Bureau data

According to the graph, which age group is the **most** likely to vote in the next election?

A. 18–29  
B. 30–44  
C. 45–59  
D. 60+
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<td>• Legislation is passed – federal&lt;br&gt;• Property tax levies – local&lt;br&gt;• Governor is elected - state</td>
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<td>• 1 point for 3 correct answers</td>
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**Sample 2-point response:**
Self-rule means that many government decisions were made in the colonies rather than by England. Because the English colonies in North America were separated from England by the Atlantic Ocean, it was difficult for England to control the details of trade and taxation in the colonies.

**Sample 1-point response:**
Self-rule means that the American colonies made many decisions themselves without always referring back to England first.

• 2 points Student defines the term "self-rule" and explains how geographic circumstances affected self-rule.
• 1 point Student defines self-rule OR explains how geography affected self-rule. OR Student defines self-rule only OR explains how geography affected self-rule.
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| 1       | 10   | TE   | 9-12.GV.2.GS.B | • Voting – Responsibility  
• Paying Taxes – Duty  
• Serving on Jury – Duty  
• Registering for Selective Service - Duty | 2        | • 2 points for 4 correct answers  
• 1 point for 3 correct answers                                                  |
| 1       | 11   | MC   | 9-12.GV.3.CC.D | A                                                                      | 1        |                                                                                  |
| 1       | 12   | MS   | 9-12.GV.2.GS.C | A, C                                                                   | 1        | • 1 point for 2 correct answers                                                  |
| 1       | 13   | MC   | 9-12.GV.3.CC.C | B                                                                      | 1        |                                                                                  |
| 1       | 14   | MC|SA | 9-12.GV.3.CC.A | A | The compromise used ideas from both plans. It created a two- house legislature whereby the Senate had two senators per state regardless of population, and the number of members of the House of Representatives was based on each state's population. | 2        | • 2 points Student selects A in Part A and correctly explains how the Connecticut Compromise resolved the differences between the NJ Plan and the Virginia Plan.  
• 1 point Student selects A in Part. |
| 1       | 15   | MC   | 9-12.GV.3.GS.E | B                                                                      | 1        |                                                                                  |
| 1       | 16   | MC   | 9-12.GV.2.CC.B | D                                                                      | 1        |                                                                                  |
| 1       | 17   | MC   | 9-12.GV.4.GS.C | B                                                                      | 1        |                                                                                  |
| 1       | 18   | MC   | 9-12.GV.4.GS.A | D                                                                      | 1        |                                                                                  |
| 1       | 19   | MC   | 9-12.GV.4.G.A  | D                                                                      | 1        |                                                                                  |