

Study Quest

Civics & Language Lab

Thirty-eight practice questions. Nine language tools. Video missions and a visual review.

MON 19 OCT	Civics: start here. Use the Articles, constitutional fixes, and ratification debate. Check your class Review too.
TUE 20 OCT	Chapters 5-6: reread the assigned novel. Explain events and language using text evidence.
THU 22 OCT	Language tools: review every class term. Finish both sides of both assigned worksheets.

Nine tools to recognize

Hyperbole - An obvious exaggeration for emphasis.

Personification - A human action or quality given to something nonhuman.

Simile - A comparison of unlike things using like or as.

Metaphor - A direct comparison of unlike things without like or as.

Idiom - A familiar expression with a meaning different from its literal words.

Alliteration - Repeated beginning consonant sounds in nearby words.

Allusion - A reference to a known story, person, event, or place.

Imagery - Details that help you imagine a sight, sound, smell, taste, or touch.

Paradox - An apparent contradiction that can reveal a truth.

How to play on paper

Try a short round, then check the answer key at the back. For every missed item, explain the clue before trying it again.

Scope: the class Review packet and novel text are not included. These original questions follow confirmed lesson topics. They do not establish the full test scope. Assessment dates refer to October 2026.

Build a stronger system

Circle one answer. Then explain one choice aloud. Use the answer key only after you finish the round.

C1. Under the Articles of Confederation, who kept most governing power?

- | | |
|----------------------|---------------|
| A. The president | B. The states |
| C. The Supreme Court | D. The king |

C2. Congress needed money under the Articles. What was a major problem?

- | | |
|---|--------------------------------|
| A. It could not collect national taxes. | B. It had no debts. |
| C. States could not collect taxes. | D. It could not request money. |

C3. States set conflicting trade rules. Which weakness of the Articles did this reveal?

- | | |
|--|-----------------------------------|
| A. Congress controlled all local businesses. | B. The king controlled trade. |
| C. Congress lacked power to regulate interstate trade. | D. The Constitution banned trade. |

C4. Which constitutional power helped solve the national government's money problem?

- | | |
|--|---|
| A. The president could ignore Congress. | B. States could end every national law. |
| C. The courts could print unlimited money. | D. Congress could levy and collect taxes. |

One-sentence challenge

Name one weakness under the Articles and explain how the Constitution addressed it.

Build a stronger system

Circle one answer. Then explain one choice aloud. Use the answer key only after you finish the round.

C5. The Constitution assigns executive power to whom?

- | | |
|------------------|---------------------------------------|
| A. The president | B. A British monarch |
| C. Every judge | D. State governors acting as Congress |
-

C6. During ratification, which position was Federalist?

- | | |
|---------------------------------------|------------------------------------|
| A. Keep the Articles unchanged. | B. Reject any national government. |
| C. Support the proposed Constitution. | D. Bring back a king. |
-

C7. Which concern was important to many Anti-Federalists?

- | | |
|--------------------------------------|---|
| A. States had no governments. | B. National power could threaten individual rights. |
| C. The Constitution required a king. | D. Congress could not make any laws. |
-

C8. Why did promising a Bill of Rights help win support for the Constitution?

- | | |
|--|--|
| A. It removed every state government. | B. It restored the Articles. |
| C. It gave one person unlimited power. | D. It addressed concerns about protecting individual rights. |
-

One-sentence challenge

Name one weakness under the Articles and explain how the Constitution addressed it.

Spot it. Then explain it.

For S1-S8, write hyperbole, personification, simile, or metaphor. For M1-M4, explain the meaning or clue in your own words.

S1. I have reminded you a million times. _____

S2. The wind whispered through the trees. _____

S3. The hallway was like a maze. _____

S4. Her explanation was a flashlight in the dark. _____

S5. The classroom was a zoo during lunch. _____

S6. This backpack weighs a thousand tons. _____

S7. The alarm clock scolded me for sleeping late. _____

S8. She was as quiet as a mouse. _____

M1. What does this hyperbole mean?

I waited a thousand years for the bus.

M2. Which clue makes this personification?

The stars winked at us.

M3. Which explanation best fits this simile?

His hands were as cold as ice.

M4. What does this metaphor suggest?

Maya supported her nervous teammates. During the debate, she was a rock.

Five more language tools

Word bank: idiom, alliteration, allusion, imagery, paradox. Some questions ask for a meaning or a reason instead of a label.

B1. Before a performance, someone says "Break a leg!" Which device is this?

Answer: _____

B2. What does the idiom "spilled the beans" usually mean?

Answer: _____

B3. Which sound device stands out?

Six sleepy seals slid south.

Answer: _____

B4. Which line has the clearest alliteration?

A. The sea was blue.

B. We waited for lunch.

C. The bell rang once.

D. Ten tall trees towered nearby.

B5. Narnia is a fictional world from another book. What is the reference to Narnia here?

She opened the wardrobe and joked, "Next stop, Narnia!"

Answer: _____

B6. Why is calling a strong player "Hercules" an allusion?

Answer: _____

B7. Which language tool creates a sensory experience?

Warm bread smelled of cinnamon; the crust crackled under my fingers.

Answer: _____

B8. Which sense does this imagery mainly use?

The icy rail felt rough against my palm.

Answer: _____

B9. Which device appears in this statement?

The more I learn, the more I realize I do not know.

Answer: _____

B10. Why can "Less can be more" be a paradox?

Answer: _____

Bring evidence from your book

Use your assigned novel and classwork. The title and chapter text are not supplied here; these tasks are self-checked.

1. Retell

Retell Chapters 5-6 in 3-4 sentences, in the correct order.

Check: Check the chapter headings and events. Include the important changes; leave out small details.

2. Explain a choice

Choose one decision a character makes. Why does the character make it?

Check: Point to a line or event that supports your explanation. Do not rely only on a guess.

3. Find the clue

Find a figurative expression in Chapters 5-6, if one appears. Identify its type and explain its meaning.

Check: Record the page, the exact words, the device, and the meaning in context. If you cannot find one, check your class notes rather than inventing an example.

4. Use evidence

Explain one challenge or change in these chapters. Use a specific detail from the text.

Check: Your detail must come from Chapters 5-6 and connect clearly to your explanation.

5. Finish classwork

Complete both sides of the two assigned figurative-language worksheets.

Check: Check every answer. For each example, explain which words reveal the device.

Public reference shelf

National Archives | Articles of Confederation

<https://www.archives.gov/milestone-documents/articles-of-confederation>

National Archives | U.S. Constitution

<https://www.archives.gov/founding-docs/constitution-transcript>

National Archives | Constitutional debates

<https://www.archives.gov/founding-docs/more-perfect-union>

Library of Congress | Bill of Rights

<https://www.loc.gov/exhibits/creating-the-united-states/creating-the-bill-of-rights.html>

Academy of American Poets | Glossary

<https://poets.org/glossary>

Civics & the core four

On the multiple-choice pages, letters refer to this booklet. The game shuffles answer positions, so use the answer text when checking the game.

Civics Quest

C1. B. The states - States kept broad powers.

C2. A. It could not collect national taxes - Congress depended on state funds.

C3. C. Congress lacked power to regulate interstate trade - Congress could not set effective rules for trade between states.

C4. D. Congress could levy and collect taxes - Article I gives Congress taxing power.

C5. A. The president - The president leads the executive branch.

C6. C. Support the proposed Constitution - Federalists argued for ratification.

C7. B. National power could threaten individual rights - They feared overly powerful national authority.

C8. D. It addressed concerns about protecting individual rights - Explicit rights helped answer Anti-Federalist objections.

Spot the device

S1. Hyperbole - A million times is an obvious exaggeration.

S2. Personification - Whispering is a human action given to the wind.

S3. Simile - Like compares the hallway to a maze.

S4. Metaphor - The explanation is directly compared to a flashlight because it helps someone understand.

S5. Metaphor - The classroom is directly compared to a zoo to suggest noise and disorder.

S6. Hyperbole - A thousand tons exaggerates how heavy the backpack feels.

S7. Personification - Scolding is a human action given to an alarm clock.

S8. Simile - As quiet as compares her quietness to a mouse's.

Checking the one-sentence challenge

A supported response may pair the lack of national taxing power with Congress's constitutional taxing power. It may also pair weak national trade authority with the constitutional power to regulate interstate commerce. Explain the link, not just the names.

Meaning & Bonus Lab

An explanation can use different words and still be correct. It must fit the example and identify the clue.

Meaning detective

M1. The wait felt very long - The speaker feels impatient after a long wait.

M2. Winking is a human action given to stars - Winked gives the stars human behavior.

M3. As ... as compares the temperature of his hands to ice - The comparison emphasizes how cold his hands felt.

M4. Maya stayed calm and dependable - Rock suggests steadiness and strength.

Bonus Lab

B1. Idiom - The familiar expression means good luck, not an instruction to get hurt.

B2. Revealed a secret - Its common meaning is revealed a secret. The words are not about actual beans.

B3. Alliteration - The repeated beginning /s/ sound creates alliteration.

B4. Ten tall trees towered nearby - Ten, tall, trees, and towered repeat the beginning /t/ sound.

B5. Allusion - The line refers to a known fictional world outside this sentence.

B6. It refers to a strong hero from Greek myth - It connects the player with a known mythological hero. A sentence can use more than one device.

B7. Imagery - Smell, sound, and touch help the reader imagine the bread.

B8. Touch - Icy, rough, and palm describe a physical feeling.

B9. Paradox - It seems contradictory, but learning can reveal how much more there is to discover.

B10. It seems contradictory, but fewer words can make a clearer message - The apparent contradiction expresses a possible truth about clear communication.

Next move

For every missed question: name the clue, explain why the correct answer fits, and create one new example. Check your class materials for any additional test topics.

Watch. Spot. Repair.

Open the two video links, then explain the ideas in your own words. The videos were identified from the supplied screenshots; the practice questions are original.

The Articles of Confederation

Mr. Raymond | Topic 1.7 | 16:29

<https://www.youtube.com/watch?v=NC52DF2uzQo>

- Why did the states fear a strong central government?
- Which powers did Congress have, and which did it lack?
- How could the weaknesses cause problems?

Federalists v. Anti-Federalists

Mr. Raymond | Topic 1.10 | 10:09

https://www.youtube.com/watch?v=9dG-gUT_ftw

- Who supported ratification, and who had objections?
- How did arguments and written essays influence the debate?
- Why did a promise to add a Bill of Rights matter?

Repair the system

ARTICLES: THE PROBLEM	CONSTITUTION: A FIX
Under the Articles, Congress depends on states for funds.	Article I gives Congress taxing power.
Different state trade rules make interstate commerce difficult.	Article I lets Congress regulate commerce among the states.
The Articles do not establish a separate national executive branch.	Article II places executive power in the president.

Who would say it?

A. A stronger national system can help solve the problems under the Articles.

B. I worry that a powerful national government could threaten individual liberty.

Check: A fits the Federalist position; B fits the Anti-Federalist position. These are practice statements, not historical quotations.

The HTML game has clickable repairs and debate cards. Video viewing requires internet; all practice works offline.

Follow the argument

Circle one answer. Distinguish rules for changing the Articles from rules for ratifying the Constitution.

C9. What does ratify mean?

- | | |
|-----------------------|----------------------|
| A. Formally approve | B. Rewrite in secret |
| C. Reject permanently | D. Collect a tax |
-

C10. After Congress agreed to change the Articles, how many state legislatures had to confirm the change?

- | | |
|-----------------|-------------|
| A. Nine | B. Seven |
| C. All thirteen | D. Only two |
-

C11. Why did Shays' Rebellion worry many national leaders?

- | | |
|--------------------------------------|---|
| A. It gave Congress unlimited power. | B. It increased fears that the weak national system could not provide enough stability. |
| C. It ended all state governments. | D. It happened after the Bill of Rights. |
-

C12. What was a main purpose of the Federalist Papers?

- | | |
|---|--|
| A. Restore British rule | B. End every state government |
| C. Replace the Constitution with the Articles | D. Persuade people to support the Constitution |
-

Explain the connection

Choose a fact from this page. Explain how it connects to the need for reform or the debate over ratification.

Follow the argument

Circle one answer. Distinguish rules for changing the Articles from rules for ratifying the Constitution.

C13. Who wrote the Federalist Papers?

- | | |
|--|--------------------------------------|
| A. Alexander Hamilton, James Madison, and John Jay | B. George III and British Parliament |
| C. Daniel Shays alone | D. The Supreme Court |
-

C14. Under Article VII, how many states had to ratify the Constitution to establish it among the ratifying states?

- | | |
|-----------------|---------|
| A. All thirteen | B. Nine |
| C. Five | D. One |
-

C15. Under the Articles, how many votes did each state have in Congress?

- | | |
|---------------------------------|----------------|
| A. A number based on population | B. Two hundred |
| C. One | D. No votes |
-

C16. Which power did Congress have under the Articles?

- | | |
|--|--|
| A. Collect national taxes directly | B. Control all interstate trade |
| C. Give a national president unlimited power | D. Conduct foreign affairs, including treaties |
-

Explain the connection

Choose a fact from this page. Explain how it connects to the need for reform or the debate over ratification.

Check the reason, too

Use the answer text when checking the game because its answer positions are shuffled.

C9. A. Formally approve - Ratification is formal approval.

C10. C. All thirteen - Article XIII required every state to confirm an alteration. One state could block it.

C11. B. It increased fears that the weak national system could not provide enough stability - The uprising intensified fears about disorder and helped strengthen calls for a stronger national system.

C12. D. Persuade people to support the Constitution - The essays defended the proposed Constitution during the ratification debate.

C13. A. Alexander Hamilton, James Madison, and John Jay - Hamilton, Madison, and Jay wrote the essays supporting ratification.

C14. B. Nine - Nine states were required. Do not confuse this with the rule for altering the Articles.

C15. C. One - Each state had one vote, regardless of its population.

C16. D. Conduct foreign affairs, including treaties - Congress had some real powers, including treaty-making, even though it lacked important taxing and trade powers.

Four more memory cards

Ratify - To formally approve.

Unanimous approval - Approval by every member of a group.

Federalist Papers - Essays supporting ratification of the Constitution.

Shays' Rebellion - An uprising that intensified concerns about disorder under the Articles.

Source check

Answers were checked against National Archives transcripts of the Articles and Constitution, and its history of the constitutional debates. Full video captions could not be retrieved. The class Review packet is still needed to confirm the complete exam scope.