

# PRACTICE EXAM 10: USHG FRAMEWORK SIMULATION

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## PART I — STIMULUS-BASED MULTIPLE-CHOICE QUESTIONS

Directions (1–28): For each statement or question, record on your separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 through 3 on the passage below and on your knowledge of social studies.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed..."

— Declaration of Independence, July 4, 1776

1. The primary purpose of this passage was to
  - A. establish the structure of the new federal government and its three branches
  - B. propose a peaceful settlement with the British government over colonial taxation
  - C. create a permanent alliance with France against the British Empire in Europe
  - D. justify the colonies' separation from Britain on the basis of natural rights
2. The philosophical ideas expressed in this passage were most directly influenced by
  - A. the mercantilist economic theories of the European seaborne trading powers

- B. the divine right of kings as defended by traditional European monarchies
- C. the writings of Enlightenment thinkers such as John Locke on natural rights
- D. the medieval feudal traditions of hereditary landholding and political obligation

3. An immediate consequence of the principles set forth in this passage was

- A. the formal commitment of the United States to a war of independence against Britain
- B. the immediate drafting of the United States Constitution as the framework of government
- C. the formal abolition of slavery throughout all of the original thirteen colonies
- D. the establishment of universal suffrage for all adult residents of the new nation

Base your answers to questions 4 through 6 on the passage below and on your knowledge of social studies.

"It is our true policy to steer clear of permanent alliances with any portion of the foreign world... Taking care always to keep ourselves by suitable establishments on a respectable defensive posture, we may safely trust to temporary alliances for extraordinary emergencies."

— President George Washington, Farewell Address, September 1796

4. Washington's principal advice to the nation in this passage was to
- A. expand American territory westward through immediate military conquest of native lands
  - B. avoid permanent alliances that could entangle the United States in foreign conflicts
  - C. establish a large standing army to project American power across the Atlantic Ocean
  - D. create a national bank to centralize federal economic and monetary policy nationwide

5. This advice was most directly reflected in the early American policy of  
A. active intervention in European wars to secure favorable terms of overseas trade

B. neutrality during the wars between revolutionary France and Great Britain

C. military expansion into the Caribbean and Latin American republics by force

D. immediate recognition of all newly independent governments emerging in Europe

6. A later United States foreign policy decision that departed from Washington's advice was the

A. issuance of the Monroe Doctrine warning European powers against intervention in the Americas

B. purchase of the Louisiana Territory from France during Thomas Jefferson's presidency

C. negotiation of the Treaty of Ghent ending the War of 1812 with Great Britain

D. entry of the United States into the North Atlantic Treaty Organization after 1949

Base your answers to questions 7 through 9 on the passage below and on your knowledge of social studies.

"We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness..."

— Declaration of Sentiments, Seneca Falls Convention, 1848

7. The primary purpose of this declaration was to

A. demand equal political and legal rights for women in the United States

B. defend the institution of slavery within the southern agricultural economy

- C. call for the immediate annexation of Texas and the territories of the Southwest
  - D. promote the temperance movement against the manufacture and sale of alcohol
8. The language and structure of the Declaration of Sentiments were modeled most directly on the
- A. Federalist Papers written during the Constitution's state ratification debates
  - B. Mayflower Compact signed at the beginning of the Plymouth colonial settlement
  - C. Declaration of Independence adopted by the Second Continental Congress
  - D. Articles of Confederation that governed the United States before the year 1789
9. A long-term result of the movement begun at Seneca Falls was the
- A. immediate granting of voting rights to women throughout the United States
  - B. abolition of slavery in the states north of the Mason–Dixon line by statute
  - C. passage of the federal Civil Rights Act of 1875 securing public accommodations
  - D. ratification of the Nineteenth Amendment guaranteeing women the right to vote

Base your answers to questions 10 through 12 on the passage below and on your knowledge of social studies.

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation... can long endure..."

— President Abraham Lincoln, Gettysburg Address, November 1863

10. Lincoln's central message in this address was that

- A. the Civil War was a test of whether a nation founded on equality could survive
- B. the southern states had a constitutional right to secede from the federal Union
- C. the federal government should compensate slaveholders for emancipated workers
- D. the United States should withdraw from foreign trade to focus on internal recovery

11. Lincoln delivered this address at the dedication of a cemetery for soldiers who had fought in the

- A. final surrender at Appomattox Court House between Generals Lee and Grant
- B. Battle of Gettysburg, a major turning point during the American Civil War
- C. Battle of Bunker Hill at the start of the American Revolutionary War in 1775
- D. naval engagement between the ironclad warships Monitor and Merrimack in 1862

12. Lincoln's reference to "a new birth of freedom" was most directly connected to the

- A. relocation of Native American nations to territory west of the Mississippi River
- B. expansion of voting rights to immigrants arriving from southern and eastern Europe
- C. emancipation of enslaved African Americans through federal wartime policy
- D. economic recovery of the southern plantation economy after the end of the war

Base your answers to questions 13 and 14 on the passage below and on your knowledge of social studies.

"The great corporations which we have grown to speak of rather loosely as trusts are the creatures of the State, and the State not only has the right to control them, but it is duty bound to control them wherever the need of such control is shown."

— President Theodore Roosevelt, First Annual Message to Congress, December 1901

13. This passage reflects which Progressive Era policy of President Theodore Roosevelt?

- A. federal regulation of large corporations through the use of antitrust authority
- B. complete federal ownership of railroads and large industrial manufacturing companies
- C. removal of federal tariffs on imported goods from the European industrial powers
- D. expansion of the gold standard to support a stable national currency for industry

14. A direct outcome of Roosevelt's policies described in this passage was the

- A. repeal of the Sherman Antitrust Act under congressional Republican pressure
- B. establishment of the Federal Reserve System to regulate national banking activity
- C. ratification of the Sixteenth Amendment permitting a federal income tax on individuals
- D. federal lawsuit that broke up the Northern Securities railroad holding company

Base your answers to questions 15 through 17 on the passage below and on your knowledge of social studies.

"There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it..."

— Upton Sinclair, *The Jungle*, 1906

15. Sinclair's primary purpose in writing this passage was to

- A. promote vegetarianism as the preferred personal dietary choice for American workers

- B. defend the existing meatpacking industry from charges of corruption by social reformers
  - C. expose unsanitary conditions in the meatpacking industry to demand public reform
  - D. encourage new immigrants to seek employment opportunities within the meatpacking trade
16. Sinclair's work is most closely associated with which Progressive Era group of writers?
- A. transcendentalists who sought spiritual renewal through American nature writing
  - B. muckrakers who investigated and publicized corruption and abuses of the era
  - C. romanticists who emphasized emotion and individualism in American literature
  - D. nativists who urged sharp restriction of immigration into the United States

17. A direct legislative response to Sinclair's exposé was the
- A. passage of the Pure Food and Drug Act and the Meat Inspection Act in 1906
  - B. ratification of the Eighteenth Amendment establishing nationwide alcohol prohibition
  - C. passage of the Smoot–Hawley Tariff raising duties on imported foreign goods
  - D. creation of the Federal Trade Commission to oversee unfair commercial practices

Base your answers to questions 18 and 19 on the passage below and on your knowledge of social studies.

"What we demand in this war... is that the world be made fit and safe to live in... A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike."

— President Woodrow Wilson, Fourteen Points address, January 1918

18. The principal goal Wilson set forth in this passage was to
- A. impose harsh financial penalties and major territorial losses on the defeated Central Powers
  - B. annex the German colonial possessions in Africa for the benefit of the United States
  - C. establish a permanent American military occupation of Germany following its surrender
  - D. create an international organization to preserve peace and protect national sovereignty
19. A major obstacle to the implementation of Wilson's vision was the
- A. immediate ratification of the Treaty of Versailles by the United States Senate
  - B. United States Senate's refusal to ratify the treaty creating the League of Nations
  - C. unwillingness of European allies to participate in any postwar international body
  - D. military victory of Germany during the closing months of the First World War in Europe

Base your answers to questions 20 and 21 on the passage below and on your knowledge of social studies.

"In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military–industrial complex. The potential for the disastrous rise of misplaced power exists and will persist."

— President Dwight D. Eisenhower, Farewell Address, January 1961

20. Eisenhower's warning in this passage concerned the
- A. growing economic competition between American and Japanese export industries
  - B. increasing federal regulation of private corporations by independent national agencies
  - C. excessive influence of the defense industry and military establishment on policy

- D. expansion of consumer credit and personal indebtedness during the postwar era
21. The historical context for Eisenhower's warning was the
- A. American demobilization that followed the end of the First World War in Europe
  - B. economic crisis that followed the stock market collapse of October 1929
  - C. social and political upheaval associated with the civil rights movement of the 1950s
  - D. sustained military buildup of the Cold War rivalry between the United States and the Soviet Union

Base your answers to questions 22 and 23 on the passage below and on your knowledge of social studies.

"And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man."

— President John F. Kennedy, Inaugural Address, January 1961

22. Kennedy's central appeal in this passage was for
- A. active civic participation and personal service by citizens for the public good
  - B. immediate reductions in federal taxation to expand individual consumer spending
  - C. withdrawal of the United States from its existing international defense alliances
  - D. relocation of American manufacturing operations to lower-wage foreign markets
23. A direct policy outgrowth of the spirit Kennedy expressed in this passage was the
- A. establishment of the Federal Reserve System to oversee the national banking system
  - B. creation of the Tennessee Valley Authority to develop the Tennessee River basin

- C. founding of the Peace Corps to send American volunteers to developing nations
- D. enactment of the Social Security Act providing pensions for retired American workers

Base your answers to questions 24 and 25 on the passage below and on your knowledge of social studies.

"General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!"

— President Ronald Reagan, speech at the Brandenburg Gate, June 1987

24. Reagan delivered this speech in the context of

- A. early American efforts to contain Japanese expansion across the Pacific Ocean
- B. the late Cold War contest between the United States and the Soviet Union over Europe
- C. the early postwar partition of the Korean peninsula into northern and southern zones
- D. American military intervention against revolutionary movements in Central America

25. A subsequent event that gave symbolic effect to Reagan's demand was the

- A. fall of the Berlin Wall in November 1989 and the reunification of Germany
- B. signing of the Treaty of Versailles ending the First World War in the year 1919
- C. successful launch of the Soviet Sputnik satellite into Earth orbit during 1957
- D. American withdrawal of its military forces from South Vietnam during 1973

Base your answers to questions 26 through 28 on the passage below and on your knowledge of social studies.

"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated... are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment."

— Chief Justice Earl Warren, opinion of the Court in *Brown v. Board of Education*, 1954

26. This decision is most significant because it

- A. expanded congressional authority to regulate interstate commercial transportation
- B. permitted state legislatures to determine the standards for racially separate schooling
- C. limited the federal income tax authority granted by the Sixteenth Amendment
- D. overturned the "separate but equal" doctrine established in *Plessy v. Ferguson*

27. The constitutional basis cited by the Court for its ruling in this case was the

- A. commerce clause granting Congress authority over interstate economic activity
- B. equal protection clause of the Fourteenth Amendment to the United States Constitution
- C. supremacy clause establishing the priority of federal law over conflicting state law
- D. due process clause of the Fifth Amendment limiting federal government action

28. A direct consequence of this decision during the years that followed was the

- A. immediate compliance of all southern school districts with full integration plans
- B. ratification of a new constitutional amendment guaranteeing educational equality
- C. emergence of organized resistance to school desegregation across the southern states

D. abolition of all state-administered public school systems south of the Mason–Dixon line

## PRACTICE EXAM 10 –ANSWER KEY WITH EXPLANATIONS

**1. D** — The Declaration's central purpose was to justify the colonies' break from Britain by appealing to natural rights and the principle that legitimate government rests on the consent of the governed. By framing independence as a defense of universal Enlightenment principles rather than a mere political grievance, the document gave the Revolution moral and philosophical weight at home and abroad.

**2. C** — Jefferson drew directly on John Locke's *Second Treatise of Government*, which held that individuals possess inherent natural rights and that governments exist to protect those rights. The phrasing of "life, liberty, and the pursuit of happiness" and the doctrine of consent of the governed are direct echoes of Lockean Enlightenment thought, making the Declaration a landmark expression of that intellectual tradition.

**3. A** — The Declaration formally committed the thirteen colonies to a war of independence already underway since Lexington and Concord in April 1775. By publicly renouncing allegiance to King George III, the document transformed an internal colonial rebellion into a recognized struggle for sovereignty, opening the door to foreign recognition and the eventual French alliance of 1778.

**4. B** — Washington warned that permanent alliances would drag the young, militarily weak republic into the recurring cycles of European war and rivalry. He urged reliance on temporary alliances only for emergencies, arguing that geographic distance and a strong defensive posture would best preserve American independence. The warning shaped a tradition of avoiding entangling commitments that lasted well into the twentieth century.

**5. B** — Washington's Proclamation of Neutrality in 1793, and the broader American refusal to take sides in the wars between revolutionary France and Great Britain, reflected this principle in practice. Despite the 1778 alliance with France, Washington judged the United States too weak to risk involvement, making neutrality the operational application of "no permanent alliances" during the 1790s.

**6. D** — Joining NATO in 1949 marked the first peacetime, permanent military alliance the United States ever entered, a clear break with Washington's counsel. The Cold War threat from the Soviet Union persuaded American leaders that collective security in Europe outweighed the dangers Washington had feared, signaling a fundamental shift in American foreign policy posture.

**7. A** — The Seneca Falls Convention launched the organized women's rights movement in the United States, demanding political, legal, and social equality, including the right to vote. The Declaration of Sentiments catalogued the legal and civic disabilities imposed on women and called for their removal, establishing the document as the foundational text of American women's rights activism.

**8. C** — Elizabeth Cady Stanton deliberately modeled the Declaration of Sentiments on the Declaration of Independence, adapting its preamble, listing grievances, and asserting universal rights. The parallel

structure was a rhetorical strategy: by mirroring a revered founding document, the convention framed women's rights as the unfinished business of the American Revolution.

**9. D** — The Nineteenth Amendment, ratified in 1920, guaranteed that the right to vote could not be denied on the basis of sex, fulfilling a core demand first articulated at Seneca Falls more than seventy years earlier. Though many of the movement's founders did not live to see ratification, the amendment is regarded as the long-term political achievement of the suffrage cause.

**10. A** — Lincoln framed the Civil War as a test of whether a republic dedicated to the proposition that "all men are created equal" could endure under the strain of internal conflict. By rooting the Union cause in the Declaration of Independence's principle of equality, he gave the war a higher moral purpose beyond merely preserving the Union and reshaped the meaning of American nationhood.

**11. B** — The Battle of Gettysburg (July 1–3, 1863) ended General Lee's invasion of the North and is generally regarded as a major turning point in the Civil War. Lincoln spoke at the dedication of the Soldiers' National Cemetery established to bury Union dead from that battle, and the address transformed the site into a lasting national symbol of sacrifice and renewed commitment.

**12. C** — The phrase "new birth of freedom" refers to the broader emancipation of enslaved African Americans, then being accomplished through the Emancipation Proclamation (January 1863) and ultimately secured by the Thirteenth Amendment. Lincoln linked Union victory to ending slavery, recasting the war as a struggle that would extend the promise of liberty to all Americans.

**13. A** — Theodore Roosevelt's "Square Deal" included aggressive federal regulation of corporate trusts under the Sherman Antitrust Act of 1890. He distinguished between "good" and "bad" trusts but insisted the federal government had both the right and the duty to police corporate behavior, marking a major expansion of federal authority over the industrial economy.

**14. D** — In *Northern Securities Co. v. United States* (1904), the Supreme Court upheld Roosevelt's antitrust suit and dissolved the railroad holding company combining Northern Pacific, Great Northern, and Chicago, Burlington & Quincy lines. The victory cemented Roosevelt's reputation as a "trust-buster" and demonstrated that the federal government could effectively wield the Sherman Act against major industrial combinations.

**15. C** — *The Jungle* was intended as an exposé of working conditions and corporate abuse in Chicago's meatpacking industry, though its graphic depiction of contaminated food shocked the public most. Sinclair famously remarked that he had aimed at the public's heart but hit its stomach, making the work one of the most influential examples of investigative reform writing of the Progressive Era.

**16. B** — Sinclair belongs to the muckrakers, a group of Progressive Era journalists and writers who investigated political corruption, corporate abuses, and social injustice. Theodore Roosevelt coined the label, and figures such as Ida Tarbell, Lincoln Steffens, and Jacob Riis worked in the same investigative tradition, fueling the broader Progressive reform agenda.

**17. A** — Public outrage over *The Jungle* pushed Congress to enact the Pure Food and Drug Act and the Meat Inspection Act in 1906. These laws established federal inspection of meatpacking plants and

prohibited the manufacture and sale of adulterated or mislabeled food and drugs, representing a landmark expansion of federal consumer-protection authority.

**18. D** — Wilson's Fourteen Points called for a "general association of nations" — the future League of Nations — to provide collective security through mutual guarantees of political independence and territorial integrity. Wilson believed only such an international body could break the cycle of great-power conflict that had produced the First World War.

**19. B** — Although Wilson championed the League at the Paris Peace Conference, the United States Senate twice rejected the Treaty of Versailles, in large part over Article X of the League Covenant. Without American membership, the League lacked the political and military weight to enforce collective security, undermining Wilson's vision from the start.

**20. C** — Eisenhower warned that the permanent, large-scale alignment of the armed forces and a massive defense industry could acquire "unwarranted influence" over national policy. As a former five-star general and two-term president, his caution carried unusual authority, and the phrase "military-industrial complex" entered the American political vocabulary as a result.

**21. D** — Eisenhower spoke at the height of the Cold War, after more than a decade of sustained American military spending and weapons development driven by competition with the Soviet Union. The combination of permanent peacetime mobilization and a booming defense sector was historically new, and he feared it could distort democratic priorities and policymaking.

**22. A** — Kennedy's appeal was for renewed civic engagement: citizens should ask what they could contribute to the public good rather than expect benefits from government. The line became a touchstone for the New Frontier's emphasis on service, sacrifice, and active citizenship at home and abroad.

**23. C** — The Peace Corps, established by executive order in March 1961, directly embodied Kennedy's call to service by sending American volunteers overseas to assist with education, health, and development work in poorer nations. The program became one of the most enduring symbols of the Kennedy administration's idealism and its expanded role for citizen service.

**24. B** — Reagan delivered the speech at the Brandenburg Gate during the late phase of the Cold War contest between the United States and a reform-era Soviet Union under Mikhail Gorbachev. The Berlin Wall had symbolized the division of Europe since 1961, and the speech challenged the Soviet leader to match his liberalization rhetoric with concrete action.

**25. A** — The Berlin Wall fell on November 9, 1989, followed by the formal reunification of Germany in October 1990. While many factors contributed to the wall's collapse, Reagan's challenge is widely remembered as the rhetorical bookend to the division of Europe, with the fall symbolizing the broader end of the Cold War.

**26. D** — The Court's holding that "separate educational facilities are inherently unequal" directly repudiated the "separate but equal" doctrine adopted in *Plessy v. Ferguson* (1896). By striking down de jure segregation in public schools, *Brown* laid the constitutional foundation for the eventual dismantling of Jim Crow across American public life.

**27. B** — Chief Justice Warren grounded the decision in the Fourteenth Amendment's guarantee that no state shall deny any person the equal protection of the laws. The Court reasoned that segregated schooling generated a sense of inferiority that undermined equal educational opportunity, making it a constitutional violation regardless of the physical facilities involved.

**28. C** — *Brown* produced widespread "Massive Resistance" across the South, including state legislative defiance, the closing of some public school systems, and confrontations such as the 1957 crisis at Little Rock Central High School. Implementation of integration proved slow and contested, prompting further federal court orders and the civil rights legislation of the following decade.