

# PRACTICE EXAM 11: 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.

"Society in every state is a blessing, but Government, even in its best state, is but a necessary evil; in its worst state an intolerable one... There is something absurd in supposing a Continent to be perpetually governed by an island."

— Thomas Paine, *Common Sense*, January 1776

1. Paine's central argument in this passage was that
  - A. the colonies should remain loyal subjects under the authority of the British Crown
  - B. monarchy was the only practical form of government for a large diverse nation
  - C. it was unreasonable for the colonies to continue to be ruled by Britain
  - D. the colonies should form a confederation under the authority of King George III
  
2. The Enlightenment idea most clearly reflected in this passage is that
  - A. governments derive their authority from divine right rather than from the people
  - B. government is a human creation that should be judged by the welfare of the governed

- C. hereditary aristocracy is the most stable foundation for ordered civil society
- D. religious authority must guide all major decisions made by political leaders

3. A direct effect of this pamphlet on the American colonies was that

- A. public opinion shifted in favor of declaring independence from Great Britain
- B. the colonial assemblies immediately drafted the United States Constitution
- C. Parliament repealed the Stamp Act and the Townshend duties on colonial imports
- D. the British government granted full self-government to the American colonies

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

"The American continents... are henceforth not to be considered as subjects for future colonization by any European powers... We should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety."

— President James Monroe, Annual Message to Congress, December 1823

4. The primary purpose of this declaration was to

- A. promote new commercial trade agreements with the European colonial powers
- B. authorize American military intervention in the ongoing European wars of the era
- C. abandon American interest in the political affairs of the Latin American republics
- D. warn European powers against further colonization in the Western Hemisphere

5. The historical context for Monroe's statement included

- A. the recent independence of several former Spanish colonies in Latin America

- B. the ongoing American Civil War between the Union and the Confederate States
- C. the negotiation of the Treaty of Versailles ending the First World War in Europe
- D. the rise of fascist governments across central and southern Europe in the 1930s

6. In the late nineteenth and early twentieth centuries, the Monroe Doctrine was used to justify

- A. American withdrawal from political affairs of the Caribbean and Central America
- B. complete American neutrality during disputes among the Latin American republics
- C. United States intervention in the affairs of nations in Latin America and the Caribbean
- D. the joint occupation of Mexico by American and European military forces

Base your answers to questions 7 and 8 on the passage below and on your knowledge of social studies.

"It is to be regretted that the rich and powerful too often bend the acts of government to their selfish purposes... When the laws undertake... to grant titles, gratuities, and exclusive privileges, to make the rich richer and the potent more powerful, the humble members of society... have a right to complain of the injustice of their Government."

— President Andrew Jackson, Bank Veto Message, July 1832

7. Jackson's central objection in this passage was that the Second Bank of the United States

- A. failed to issue enough paper currency to meet the needs of western farmers
- B. operated without any federal charter or proper congressional authorization
- C. cooperated too closely with state-chartered banks across the southern states
- D. served the interests of a wealthy elite at the expense of the common citizens

8. This passage reflects which political philosophy of the Jacksonian era?

- A. support for federally chartered corporations and strong central economic planning
- B. expansion of the political voice of the common man in American democracy
- C. defense of property qualifications for voting in state and federal elections
- D. preservation of an aristocratic political class through restricted suffrage rules

Base your answers to questions 9 through 11 on the passage below and on your knowledge of social studies.

"All persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free."

— President Abraham Lincoln, Emancipation Proclamation, January 1, 1863

9. The Emancipation Proclamation applied directly to

- A. enslaved persons living in the loyal border states such as Kentucky and Maryland
- B. all enslaved persons throughout the entire territory of the United States
- C. enslaved persons in areas still in rebellion against the federal government
- D. only those enslaved persons working on federal property or in federal employment

10. A significant effect of the Emancipation Proclamation during the Civil War was that

- A. it transformed the war into a conflict explicitly aimed at ending slavery
- B. it ended all hostilities between the Union army and the Confederate forces
- C. it returned full authority over slavery to the individual state governments
- D. it formally recognized the Confederate States as an independent foreign nation

11. A long-term constitutional outcome of the Emancipation Proclamation was the
- A. passage of the federal Indian Removal Act under President Andrew Jackson
  - B. ratification of the Twelfth Amendment governing the federal Electoral College
  - C. extension of voting rights to all women through a federal constitutional amendment
  - D. ratification of the Thirteenth Amendment ending slavery throughout the United States

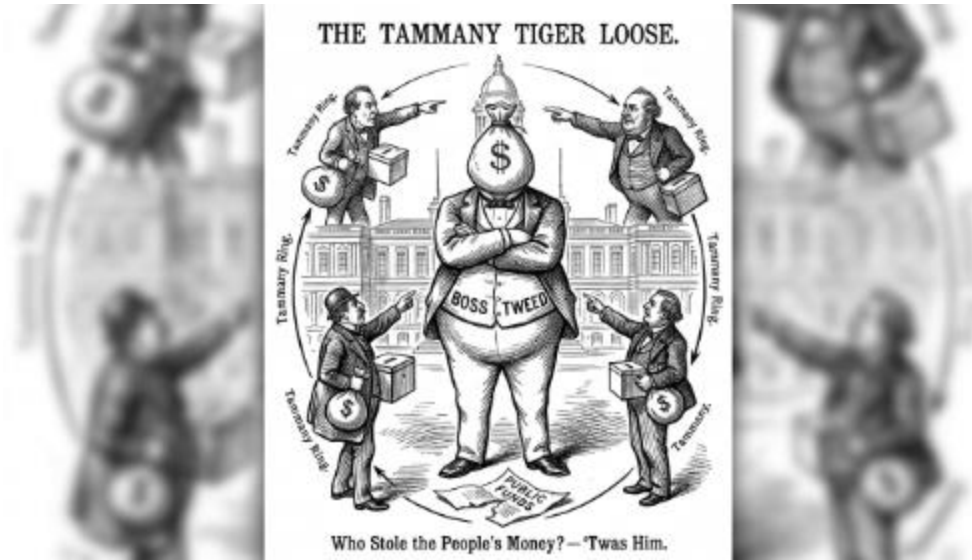
Base your answers to questions 12 and 13 on the passage below and on your knowledge of social studies.

"You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold."

— William Jennings Bryan, speech at the Democratic National Convention, July 1896

12. Bryan's central demand in this speech was for
- A. the adoption of a strict national gold standard for the United States currency
  - B. the free and unlimited coinage of silver to expand the national money supply
  - C. the establishment of a federal income tax to fund the operations of government
  - D. the abolition of the protective tariff on imported manufactured foreign products
13. This passage reflects the main concerns of which late nineteenth-century movement?
- A. the temperance movement seeking nationwide prohibition of alcohol consumption
  - B. the abolitionist movement seeking the immediate end of southern plantation slavery
  - C. the Populist movement representing farmers and indebted western workers
  - D. the Progressive movement seeking civil service reform of federal employment

Base your answers to questions 14 and 15 on the political cartoon below and on your knowledge of social studies.



14. The cartoonist's main point in this image is that

- A. New York City political bosses were corruptly enriching themselves at public expense
- B. the Tammany Hall organization was a vital defender of immigrant communities
- C. federal officials were responsible for the rise of corruption in New York City politics
- D. the public should support political machines as a means of organizing city government

15. A direct consequence of public outrage exposed by cartoons of this kind was the

- A. ratification of a new amendment to the United States Constitution regulating cities
- B. arrest and conviction of Boss Tweed and the breakup of the Tweed Ring in New York
- C. federal takeover of the entire municipal government of New York City by Congress
- D. immediate adoption of a national civil service merit system for all federal employees

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Base your answers to questions 16 and 17 on the passage below and on your knowledge of social studies.

"The Settlement, then, is an experimental effort to aid in the solution of the social and industrial problems which are engendered by the modern conditions of life in a great city. It insists that these problems are not confined to any one portion of a city..."

— Jane Addams, *Twenty Years at Hull-House*, 1910

16. The settlement house movement described in this passage was created primarily to

- A. encourage the immediate restriction of immigration from southern and eastern Europe
- B. provide privately funded financial loans to large American industrial corporations
- C. operate religious missions for the conversion of immigrant Roman Catholics in cities
- D. assist immigrants and the urban poor by providing services and community programs

17. The settlement house movement was part of the broader reform effort of which era?

- A. the Progressive Era, which sought to address the social problems of industrial society
- B. the Reconstruction Era, which sought to reintegrate the southern states after the war
- C. the Jacksonian Era, which sought to expand the political rights of the common man
- D. the Cold War Era, which sought to contain the global expansion of communist influence

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

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression... The second is freedom of every person to worship God in his own way... The third is freedom from want... The fourth is freedom from fear..."

— President Franklin D. Roosevelt, *Annual Message to Congress*, January 6, 1941

18. Roosevelt delivered this address in the context of

- A. the early American debate over how to respond to the rise of Soviet communism
- B. the closing months of the First World War and the negotiation of the postwar peace
- C. the ongoing war in Europe and Asia before American entry into World War II
- D. the postwar economic recovery following the collapse of the New Deal programs

19. Roosevelt's purpose in articulating these freedoms was to

- A. justify the continued American policy of strict isolation from all foreign affairs
- B. build public support for greater American assistance to nations fighting the Axis
- C. announce the immediate withdrawal of all American military aid to Great Britain
- D. propose the formal political union of the United States and the British Empire

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

"It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos."

— Secretary of State George C. Marshall, address at Harvard University, June 1947

20. The primary purpose of the program Marshall proposed in this speech was to

- A. rebuild the military forces of the defeated Axis powers in central Europe
- B. assist newly independent nations of Asia and Africa with industrial development
- C. enforce reparations payments against Germany following the end of World War II

D. provide economic aid to rebuild Western Europe after the Second World War

21. A major political effect of the Marshall Plan was that it

- A. strengthened the economies of Western Europe and reduced the appeal of communism
- B. prompted the immediate withdrawal of all American military forces from European territory
- C. expanded American participation in the British colonial possessions across Africa
- D. ended diplomatic relations between the United States and all Western European nations

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

"The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice... But that is just the beginning. The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents."

— President Lyndon B. Johnson, address at the University of Michigan, May 1964

22. The central goal of the program described in this passage was to

- A. reduce the size of the federal government and limit its role in social policy areas
- B. shift responsibility for poverty relief from the federal government back to the states
- C. use federal authority to eliminate poverty and address racial injustice nationwide
- D. balance the federal budget through significant reductions in federal social spending

23. Federal legislation enacted in support of the goals described in this passage included the

- A. Sherman Antitrust Act and Clayton Antitrust Act regulating large industrial combinations
- B. Smoot–Hawley Tariff Act and Fordney–McCumber Act raising rates on foreign imports

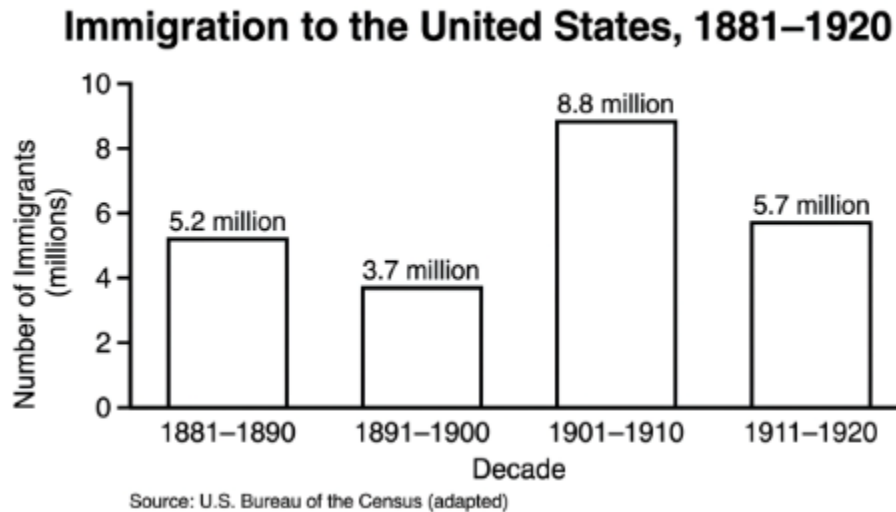
- C. Pure Food and Drug Act and Meat Inspection Act establishing federal product inspection
- D. Civil Rights Act of 1964 and the Voting Rights Act of 1965 protecting civil rights

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



24. The territorial acquisition shown on this map was completed during the presidency of
- A. President George Washington, the first chief executive of the United States
  - B. President Thomas Jefferson, who completed the purchase from France in 1803
  - C. President James K. Polk, who acquired the Mexican Cession after the war of 1848
  - D. President Andrew Johnson, who oversaw the federal purchase of Alaska from Russia
25. The most significant long-term effect of the acquisition shown on this map was that it
- A. ended American disputes with Native American nations of the trans-Mississippi region
  - B. eliminated the institution of slavery throughout all of the new western American territories
  - C. doubled the size of the United States and opened the trans-Mississippi West to settlement
  - D. established the present-day southern boundary between the United States and Mexico

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



26. Based on the information in the chart, which decade saw the largest number of immigrants enter the United States?

- A. the decade 1901 through 1910, with about 8.8 million immigrants
- B. the decade 1881 through 1890, with about 5.2 million immigrants
- C. the decade 1911 through 1920, with about 5.7 million immigrants
- D. the decade 1891 through 1900, with about 3.7 million immigrants

27. A major source of the immigration shown on this chart was the

- A. forced migration of enslaved persons from western and central Africa to the colonies
- B. movement of large numbers of immigrants from southern and eastern European nations
- C. immigration of refugees from communist nations during the early Cold War period
- D. relocation of indigenous peoples from western lands to reservations in Oklahoma

28. A direct policy response to the high levels of immigration shown on this chart was the

- A. ratification of the Fifteenth Amendment securing voting rights for African American men
- B. enactment of the Civil Rights Act of 1964 prohibiting employment discrimination nationwide
- C. passage of the Homestead Act granting western public lands to American settlers
- D. passage of federal immigration laws in 1921 and 1924 establishing national quotas

## PRACTICE EXAM 11 —ANSWER KEY WITH EXPLANATIONS

- 1. C** — Paine argued that it defied common sense for a vast continent to be permanently governed by a small distant island. By framing the colonial relationship with Britain as inherently absurd, he shifted colonial debate from reform within the empire to outright separation, providing a clear philosophical rationale for independence.
- 2. B** — Paine echoes the Enlightenment view, drawn especially from John Locke, that government is a human institution created to serve the welfare of the governed rather than the interests of a monarch. By calling government a "necessary evil" to be judged by its results, he rejected divine right and grounded political legitimacy in popular benefit.
- 3. A** — *Common Sense* sold more than 100,000 copies within months of publication and was read or heard by a substantial portion of the colonial population. Its plain language and direct argument helped convert moderates who had hoped for reconciliation, shifting public opinion decisively toward independence by July 1776.
- 4. D** — The Monroe Doctrine declared the Western Hemisphere closed to further European colonization and warned that any attempt to extend European political systems into the Americas would be regarded as a threat to United States peace and safety. It was a unilateral declaration that defined a sphere of American interest in the hemisphere.
- 5. A** — The doctrine was issued shortly after the wars of independence in Latin America, in which Spain lost most of its mainland colonies, including Mexico, Colombia, Argentina, and Peru. American leaders feared that European powers, especially through the Holy Alliance, might assist Spain in reconquering these new republics or expand their own holdings in the region.
- 6. C** — Later presidents, notably Theodore Roosevelt through his 1904 Corollary, used the Monroe Doctrine to justify direct American intervention in Latin America and the Caribbean to maintain regional order and protect American interests. Interventions in the Dominican Republic, Haiti, Nicaragua, and Cuba flowed from this expanded reading of the doctrine.
- 7. D** — Jackson framed the Second Bank as an instrument by which a wealthy and politically connected elite secured "exclusive privileges" at the expense of ordinary Americans. His veto cast the Bank as fundamentally undemocratic, arguing that government should not be used to make the rich richer at the public's expense.

- 8. B** — The veto reflected the core Jacksonian belief that government policy should serve the common citizen rather than entrenched wealth and privilege. This conviction, paired with the expansion of white male suffrage during the 1820s and 1830s, defined the era as the rise of mass democratic politics in the United States.
- 9. C** — The proclamation was issued under Lincoln's war powers and applied only to areas in active rebellion against the United States, exempting the loyal border states (Delaware, Maryland, Kentucky, Missouri) and Union-occupied portions of the Confederacy. This limited legal reach reflected the constitutional constraints under which Lincoln acted.
- 10. A** — By declaring emancipation a war aim, the proclamation redefined the Union cause as a fight against slavery as well as a fight to preserve the nation. It also discouraged European powers, especially Britain and France, from recognizing the Confederacy and authorized the enlistment of African American soldiers in the Union army.
- 11. D** — Because the proclamation was a wartime executive measure of uncertain postwar standing, Lincoln and his allies pushed for a constitutional amendment to abolish slavery permanently. The Thirteenth Amendment, ratified in December 1865, completed the work the proclamation had begun by ending slavery throughout the United States.
- 12. B** — Bryan demanded the free and unlimited coinage of silver at a fixed ratio to gold, which would have expanded the money supply and produced inflation favorable to debtors. The proposal was aimed at relieving farmers and small producers crushed by deflation and tight credit during the long depression of the 1890s.
- 13. C** — Bryan's speech captured the central economic grievance of the Populist movement, which represented farmers and indebted westerners struggling against railroads, banks, and the gold standard. After the 1896 election the Democratic Party absorbed much of the Populist platform, though Bryan's defeat ended the silver crusade as a national force.
- 14. A** — Nast's cartoons portrayed William M. Tweed and his Tammany Hall associates as a self-dealing ring stealing public funds and pointing fingers at one another to evade blame. The image's central message was that municipal political bosses were corruptly enriching themselves while controlling city government for their own benefit.
- 15. B** — Nast's relentless visual exposure, combined with reporting by the *New York Times*, generated public outrage that brought down the Tweed Ring. Boss Tweed was indicted, tried, and convicted on fraud and corruption charges, and members of the Ring were prosecuted, removed from office, or fled the city.
- 16. D** — Settlement houses such as Hull House in Chicago and the Henry Street Settlement in New York placed reformers among the urban poor to offer education, child care, English language instruction, health services, and recreational programs. They were a direct response to the social problems created by rapid industrialization and mass immigration.
- 17. A** — Settlement houses, along with muckraking journalism, antitrust prosecution, civil service reform, and constitutional amendments such as the Sixteenth and Seventeenth, formed part of the broader

Progressive reform effort. Progressives believed that organized expert action and government intervention were necessary to address the harms of industrial society.

**18. C** — Roosevelt delivered the Four Freedoms address in January 1941, with World War II raging in Europe and Asia and the United States not yet a combatant. The speech framed the war as a struggle for universal democratic values and prepared the American public for a more active role on behalf of the nations fighting the Axis.

**19. B** — By defining American war aims in terms of universal freedoms, Roosevelt sought to build public and congressional support for greater aid to Britain and other Axis opponents. Within two months Congress passed the Lend-Lease Act, allowing the United States to supply allied nations with arms and matériel.

**20. D** — The European Recovery Program, popularly called the Marshall Plan, provided roughly thirteen billion dollars in American aid to rebuild the war-shattered economies of Western Europe between 1948 and 1952. Marshall framed the program as an attack on the conditions of hunger and chaos in which extremist movements could grow.

**21. A** — Marshall Plan aid restored industrial production, currencies, and trade across Western Europe, raising living standards and stabilizing democratic governments. Strong recovering economies reduced the appeal of communist parties in nations such as France and Italy, advancing the broader American policy of containment.

**22. C** — Johnson's Great Society combined the War on Poverty with a sweeping civil rights agenda, using federal authority to attack economic deprivation and racial discrimination simultaneously. The program represented the most ambitious expansion of federal social policy since the New Deal of the 1930s.

**23. D** — Among the most enduring Great Society achievements were the Civil Rights Act of 1964, which barred discrimination in employment and public accommodations, and the Voting Rights Act of 1965, which authorized federal protection of voting rights in the southern states. Both laws transformed civil rights enforcement and African American political participation.

**24. B** — President Thomas Jefferson concluded the Louisiana Purchase with Napoleonic France in 1803 for roughly fifteen million dollars. Although Jefferson held narrow constitutional views, he treated control of New Orleans and the Mississippi River trade as a national necessity and submitted the treaty for Senate ratification.

**25. C** — The Louisiana Purchase roughly doubled the territorial size of the United States and gave it undisputed control of the Mississippi River and the port of New Orleans. The acquisition opened vast lands for settlement, set the stage for westward expansion, and intensified later national debates over slavery in the new territories.

**26. A** — The chart shows that the decade 1901 through 1910 recorded approximately 8.8 million immigrants to the United States, the highest of the four decades displayed. This peak coincided with the height of the so-called "new immigration" from southern and eastern Europe.

**27. B** — The decades shown were dominated by immigrants from Italy, the Russian Empire, Poland, Austria-Hungary, Greece, and the Balkans, often called the "new immigrants." Push factors included poverty, pogroms, and political instability, while pull factors included industrial jobs and family connections in American cities.

**28. D** — Public anxiety about the volume and origin of new immigrants led Congress to enact the Emergency Quota Act of 1921 and the National Origins Act of 1924, which set national quotas heavily favoring northern and western Europe. These laws sharply reduced overall immigration and ended the era of mass European arrival until after World War II.