

PRACTICE EXAM 12: USHG FRAMEWORK SIMULATION

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.

"By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community."

— James Madison, Federalist No. 10, 1787

1. Madison's central concern in this passage was
 - A. the dangers that factions pose to the rights of citizens and the public interest
 - B. the immediate establishment of an American national bank to manage federal finances
 - C. the elimination of the office of the president from the federal government's structure
 - D. the creation of a single national religious establishment for all of the American states
2. To control the dangers Madison identifies, he ultimately argued for
 - A. eliminating differences of opinion through strict laws restricting political speech in public
 - B. concentrating most government powers in the hands of a single unitary chief executive

- C. abandoning representative institutions in favor of a system of pure direct democracy
- D. extending the size of the republic so that no single faction could dominate the whole

3. The principle Madison expresses in this passage was reflected in the federal Constitution by the

- A. exclusive authority of state legislatures to choose United States representatives directly
- B. creation of a large extended republic with a federal structure dividing power between levels
- C. requirement that all federal laws be approved by a popular nationwide referendum vote
- D. concentration of all national legislative authority in a single unicameral assembly chamber

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

"The Cherokee nation, then, is a distinct community, occupying its own territory, with boundaries accurately described, in which the laws of Georgia can have no force, and which the citizens of Georgia have no right to enter, but with the assent of the Cherokees themselves, or in conformity with treaties..."

— Chief Justice John Marshall, *Worcester v. Georgia*, 1832

4. The principle established by the Supreme Court in this decision was that

- A. state governments could regulate Native American territory within their own state borders
- B. Native American tribes had no standing to sue in the federal courts of the United States
- C. Native American nations were distinct communities under federal, not state, authority
- D. Native American treaties signed before the Constitution were no longer legally binding

5. Despite this decision, the federal government soon afterward proceeded with the

- A. complete restoration of Cherokee tribal lands by federal military authority in Georgia

- B. formal recognition of Cherokee independence as a separate sovereign nation by Congress
- C. immediate withdrawal of all white settlers from the Cherokee territory of northern Georgia
- D. forced removal of the Cherokee and other southeastern nations along the Trail of Tears

6. A key constitutional issue raised by Indian removal during this period was the

- A. tension between federal authority over Native American affairs and the claims of states
- B. extent of presidential authority to declare wars against foreign sovereign nations
- C. power of the Senate to ratify amendments to the federal Constitution by simple majority
- D. authority of the federal government to regulate banking institutions in the western territories

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

"'A house divided against itself cannot stand.' I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided."

— Abraham Lincoln, speech at the Illinois Republican Convention, June 1858

7. Lincoln's central message in this passage was that

- A. each state should be allowed to choose its own policy on slavery without federal interference
- B. the nation could not continue indefinitely as half free and half slave under one government
- C. the institution of slavery should be expanded into the new western territories of the United States
- D. the federal government should pay slaveholders for emancipating all enslaved African Americans

8. Lincoln delivered this address in the context of the

- A. negotiations preceding the formal ratification of the United States Constitution

- B. nationwide debates that followed the Spanish-American War over American imperialism
- C. growing sectional crisis over the expansion of slavery into the western territories
- D. early Cold War debates over the United States response to postwar Soviet expansion

9. The sectional conflict described in this passage was a direct cause of the

- A. outbreak of the American Civil War between the Union and the Confederate States
- B. ratification of the Bill of Rights as the first ten amendments to the federal Constitution
- C. acquisition of the Louisiana Territory from the Napoleonic government of France
- D. construction of the federal interstate highway system across the United States

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

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude. The Congress shall have power to enforce this article by appropriate legislation."

— Fifteenth Amendment to the United States Constitution, ratified 1870

10. A primary purpose of this amendment was to

- A. abolish the institution of slavery throughout the entire territory of the United States
- B. guarantee equal protection of the laws to all citizens of the United States nationwide
- C. secure the right to vote for African American men in the years following the Civil War
- D. extend the right to vote to all American women in both federal and state elections

11. This amendment was ratified during which period of United States history?

- A. the early years of the American Republic, soon after the adoption of the Constitution
- B. the years immediately following the conclusion of the Spanish-American War in 1898
- C. the decade following the New Deal of President Franklin D. Roosevelt's administration
- D. the Reconstruction Era that followed the conclusion of the American Civil War

12. In the decades following ratification, the protections of this amendment were undermined in the southern states through the use of

- A. federal court rulings extending its scope to include all American adult women voters
- B. literacy tests, poll taxes, and grandfather clauses that effectively disenfranchised voters
- C. federal civil rights commissioners appointed by the United States Department of Justice
- D. constitutional amendments that explicitly repealed the voting rights of African Americans

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

"In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress... The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing."

— Booker T. Washington, Atlanta Exposition Address, 1895

13. Washington's central argument in this passage was that African Americans should

- A. focus on economic self-improvement and vocational training before pursuing full social equality
- B. immediately demand full and equal political rights through organized national political agitation
- C. leave the United States permanently and establish a new African American homeland in Africa
- D. accept the permanent legal segregation of all public facilities throughout the United States

14. Washington's approach was directly challenged by

- A. southern senators who supported the immediate end of all racial segregation laws in their states
- B. President Theodore Roosevelt through executive orders ending all workplace discrimination
- C. W.E.B. Du Bois, who called for immediate civil rights and higher education for the "talented tenth"
- D. members of the Ku Klux Klan, who endorsed full equality between the races in public education

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

"It is a fearful thing to lead this great peaceful people into war... But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own government... The world must be made safe for democracy."

— President Woodrow Wilson, War Message to Congress, April 2, 1917

15. The primary purpose of this address was to
- A. propose the formation of a permanent alliance with the Russian Empire against Germany
 - B. announce the immediate withdrawal of American forces from all foreign military engagements
 - C. defend the continued American neutrality in the ongoing European war between great powers
 - D. request a formal declaration of war by Congress against the German Empire
16. Wilson framed United States entry into the war primarily as
- A. a campaign to acquire German colonial territories in Africa for the benefit of the United States
 - B. a struggle to defend democratic government and the right of self-determination
 - C. a war for the immediate restoration of the prewar boundaries of every European nation
 - D. an effort to enforce American claims to commercial trade routes in the Pacific Ocean

17. A major domestic consequence of United States entry into the First World War was the
- A. immediate granting of voting rights to women through new state legislative action nationwide
 - B. permanent decline of federal regulatory authority over the American national economy
 - C. passage of the Espionage and Sedition Acts limiting wartime dissent against the government
 - D. abolition of the federal income tax adopted under the Sixteenth Amendment in 1913

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

"After all, the chief business of the American people is business. They are profoundly concerned with producing, buying, selling, investing and prospering in the world..."

— President Calvin Coolidge, address to the American Society of Newspaper Editors, January 1925

18. This statement reflects which view of the role of the federal government during the 1920s?
- A. the federal government should support business growth and limit regulation of industry
 - B. the federal government should nationalize major industries to ensure stable national employment
 - C. the federal government should redistribute corporate profits directly to American workers
 - D. the federal government should impose strict price controls on essential consumer goods
19. The economic policies associated with this view contributed to the
- A. immediate election of a Democratic president in the presidential election of 1920
 - B. ratification of the Twenty-Sixth Amendment lowering the national voting age to eighteen
 - C. dismantling of the Federal Reserve System established by the Wilson administration
 - D. period of consumer prosperity, stock market speculation, and rising inequality of the 1920s

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

"The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic... The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent."

— Justice Oliver Wendell Holmes, *Schenck v. United States*, 1919

20. The constitutional principle established by this decision was that

- A. the federal government may never restrict any form of speech under any wartime circumstances
- B. speech may be restricted by Congress if it poses a clear and present danger of serious harm
- C. only state governments, not the federal government, have authority to limit the speech of citizens
- D. all forms of political speech are entirely protected by the First Amendment without exception

21. The case arose from the prosecution of an individual who had

- A. published a newspaper article criticizing the personal conduct of the United States president
- B. organized a religious gathering on federal property without obtaining the required permit
- C. distributed leaflets opposing the military draft during the First World War to draft-age men
- D. delivered a public lecture criticizing the constitutional powers of the United States Supreme Court

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

"Having found the bomb we have used it. We have used it against those who attacked us without warning at Pearl Harbor, against those who have starved and beaten and executed American prisoners of war, against those who have abandoned all pretense of obeying international laws of warfare."

— President Harry S. Truman, radio address, August 9, 1945

22. Truman's primary justification in this address for the use of atomic weapons was that
- A. their use would shorten the war against Japan and save the lives of Allied troops
 - B. the bombs were necessary to demonstrate American power against the Soviet Union
 - C. their use was required to acquire Japanese colonial territories for the benefit of the United States
 - D. the bombs offered the only available means of testing newly developed nuclear technology

23. The use of atomic weapons described in this address was directly followed by the
- A. Japanese declaration of war against the United States and renewed combat in the Pacific theater
 - B. Japanese surrender and the formal end of the Second World War in the Pacific
 - C. immediate withdrawal of all American military forces from postwar East Asia
 - D. signing of a long-term Japanese-American military alliance against the Soviet Union

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

"I therefore directed that air and sea forces give the Korean Government troops cover and support... The attack upon Korea makes it plain beyond all doubt that communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war."

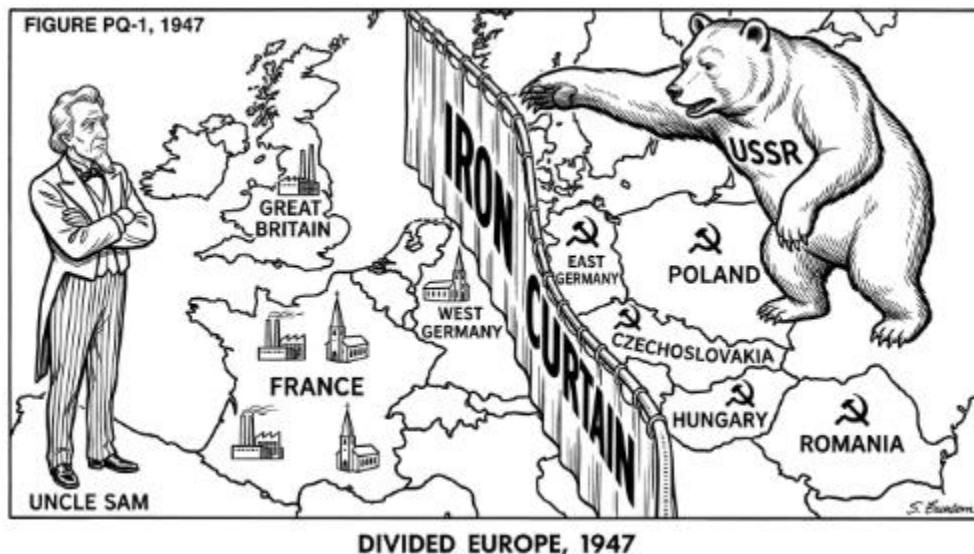
— President Harry S. Truman, statement on the Korean conflict, June 27, 1950

24. Truman's response described in this passage reflected the foreign policy of
- A. American isolation from international military commitments after the Second World War
 - B. economic cooperation between the United States and the major powers of Eastern Europe
 - C. open American support for the establishment of communist governments throughout East Asia
 - D. containment of the further global expansion of communist political and military influence

25. A direct consequence of the policy described in this passage was the

- A. dispatch of American military forces to fight under a United Nations command in Korea
- B. immediate withdrawal of all American forces from their occupation duties in postwar Japan
- C. United States recognition of the People's Republic of China by the United States State Department
- D. American refusal to take part in any military operations during the entire Cold War period

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



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

- A. the United States and the Soviet Union had agreed to share joint authority over postwar Europe
- B. the nations of Western Europe had voluntarily formed a permanent alliance with the Soviet Union
- C. postwar Europe had been divided by Soviet influence into communist and non-communist spheres
- D. Great Britain and France had agreed to withdraw from Europe and surrender their colonial empires

27. The image reflects the historical division of Europe following the

- A. defeat of the Confederate States of America at the conclusion of the American Civil War
- B. end of the Second World War and the establishment of Soviet control over Eastern Europe
- C. negotiation of the Treaty of Versailles at the conclusion of the First World War in 1919
- D. unification of Germany under the leadership of Otto von Bismarck during the late 1800s

28. A direct American policy response to the situation depicted in this cartoon was the

- A. immediate withdrawal of American military forces from the entire European continent
- B. recognition of the formal Soviet sphere of influence over the nations of Western Europe
- C. unilateral American announcement of permanent military neutrality in European affairs
- D. formation of the North Atlantic Treaty Organization to provide collective security in Europe

PRACTICE EXAM 12 –ANSWER KEY WITH EXPLANATIONS

1. A — Madison defined factions as groups motivated by passion or interest hostile to the rights of others or the common good, calling them the central threat in a republic. By framing factions as a permanent feature of human nature that endangers both individual rights and the public interest, he set the stage for the constitutional design he would defend.

2. D — Madison argued that a large extended republic — with many diverse interests spread over a wide area — would prevent any single faction from forming a stable majority. The remedy was therefore institutional rather than ideological: enlarge the political community so that competing factions check one another rather than dominate.

3. B — The Constitution adopted Madison's solution by creating a large federal republic that divided sovereignty between the national government and the states. This combination of an extended national arena with multiple state arenas embodied his argument that geographic size and divided power would dilute the influence of any single faction.

4. C — Marshall held that the Cherokee Nation was a distinct political community whose relations with the federal government were governed by treaty, leaving Georgia's laws without force inside Cherokee territory. The ruling treated tribal nations as occupying their own sphere under exclusive federal jurisdiction.

5. D — President Andrew Jackson refused to enforce the *Worcester* ruling, and his administration pressed forward with the Indian Removal Act of 1830, culminating in the forced relocation of the Cherokee and other southeastern nations along the Trail of Tears in 1838–1839. Thousands died on the march to lands west of the Mississippi River.

6. A — Indian removal exposed a sharp conflict between federal treaty authority — which the Constitution and Supreme Court placed over tribal relations — and state claims to control land and people within their borders. The crisis foreshadowed broader nineteenth-century battles over the boundary between federal and state power.

7. B — Lincoln argued that the country could not survive permanently half slave and half free; one system or the other would eventually become national. The speech crystallized his Republican position that slavery's expansion had to be stopped because long-term coexistence was impossible.

8. C — The address came amid the late-1850s sectional crisis driven by the Kansas-Nebraska Act, the *Dred Scott* decision, and violence in "Bleeding Kansas," all of which pushed slavery in the territories to the center of national politics. Lincoln's speech was a direct response to that crisis.

9. A — The deepening sectional conflict over slavery's expansion led to Lincoln's 1860 election, the secession of southern states, and the outbreak of the Civil War in April 1861. The "house divided" diagnosis was vindicated when the Union and Confederacy went to war over the very question Lincoln had described.

10. C — Ratified in 1870, the Fifteenth Amendment was the Reconstruction-era guarantee that voting rights could not be denied on the basis of race, color, or previous condition of servitude. Its immediate purpose was to secure the ballot for African American men, especially newly freed men in the former Confederacy.

11. D — The Fifteenth Amendment was the third of the Reconstruction Amendments, joining the Thirteenth (1865) and Fourteenth (1868) in remaking the constitutional status of African Americans after the Civil War. Together they aimed to end slavery and establish national citizenship and political rights for the freed people.

12. B — Beginning in the late 1870s and accelerating after Reconstruction ended, southern states used literacy tests, poll taxes, grandfather clauses, white primaries, and intimidation to disenfranchise African American voters without explicitly violating the amendment's text. These devices effectively nullified Fifteenth Amendment protections until the Voting Rights Act of 1965.

13. A — Washington urged African Americans to focus on industrial training, economic self-help, and patient progress rather than confronting segregation directly, arguing that economic strength would eventually produce broader rights. His "Atlanta Compromise" accepted social separation in the short term in exchange for vocational opportunity and white support.

14. C — W.E.B. Du Bois rejected Washington's accommodationist program in *The Souls of Black Folk* (1903) and through the Niagara Movement and the NAACP, demanding immediate civil rights, political

equality, and higher education for what he called the "talented tenth." The dispute defined African American strategy debates at the turn of the century.

15. D — Wilson delivered the address on April 2, 1917, to ask Congress for a declaration of war against Germany following the resumption of unrestricted submarine warfare and the Zimmermann Telegram. Congress voted for war four days later, ending more than two years of formal American neutrality.

16. B — Wilson cast the war as a defense of democratic government and the right of peoples to a voice in their own governance, summed up in the phrase that the world must be made safe for democracy. This idealistic framing reflected his broader vision of self-determination and a postwar peace built on liberal principles.

17. C — In 1917 and 1918, Congress passed the Espionage Act and the Sedition Act, criminalizing many forms of dissent against the war effort, including criticism of the government, the military, and the draft. These laws produced thousands of prosecutions and underlay the Supreme Court's later ruling in *Schenck v. United States*.

18. A — Coolidge's statement captured the pro-business, low-regulation philosophy that defined the Republican-led 1920s, in which the federal government cut taxes, raised tariffs, and largely deferred to private industry. The administration treated government's main task as protecting and promoting commercial enterprise rather than regulating it.

19. D — The combination of pro-business policy, easy credit, and weak regulation contributed to the consumer boom, stock market speculation, and widening wealth gap of the 1920s. The same conditions also masked structural weaknesses that helped produce the crash of 1929 and the Great Depression.

20. B — The Court ruled unanimously that speech could be punished when, taken in context, it created a clear and present danger of bringing about evils Congress had authority to prevent. The decision opened a long line of cases defining when wartime and political speech could be restricted under the First Amendment.

21. C — Charles Schenck, a Socialist Party officer, had mailed leaflets to draft-age men urging them to resist conscription during World War I and was prosecuted under the Espionage Act of 1917. The Supreme Court upheld his conviction, holding that his speech created a clear and present danger to the war effort.

22. A — Truman justified the bombings as a means to end the war quickly and avoid the casualties projected for an invasion of the Japanese home islands. His public framing emphasized retribution for Japanese aggression and the goal of saving American and Allied lives by forcing rapid surrender.

23. B — Japan announced its surrender on August 15, 1945, days after the second atomic bomb was dropped on Nagasaki and the Soviet Union declared war, and the formal surrender was signed aboard the USS *Missouri* on September 2, 1945. The atomic bombings are widely identified as the final blow that ended the Pacific war.

24. D — Truman's commitment of American forces to defend South Korea exemplified the containment doctrine first articulated by George Kennan and adopted as official policy through the Truman Doctrine

and NSC-68. The aim was to prevent any further communist expansion beyond the boundaries reached by 1949.

25. A — Truman ordered American air, sea, and ground forces into Korea under the umbrella of a United Nations command authorized by the Security Council during a Soviet boycott of that body. American troops, alongside other UN forces, formed the bulk of the international military response to the North Korean invasion.

26. C — The cartoon depicts postwar Europe split by an "Iron Curtain" — a phrase popularized by Winston Churchill in 1946 — separating Western democracies from Eastern nations under Soviet domination. The artist's point is that the Soviet Union had drawn a sharp line of influence across the continent.

27. B — After Nazi Germany's defeat in 1945, the Soviet Union installed or backed communist governments in Poland, Hungary, Romania, Czechoslovakia, East Germany, and other Eastern European states, consolidating a bloc under Moscow's control. The image reflects this postwar division between the Soviet sphere and the West.

28. D — In 1949, the United States, Canada, and ten Western European nations signed the North Atlantic Treaty, creating NATO as a permanent collective-security alliance against the threat of Soviet expansion. NATO became the central institutional response to the divided Europe shown in the cartoon.