

PRACTICE EXAM 13: 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.

"A national bank... is the necessary auxiliary in collecting and distributing the public revenues; in extending the credit of the nation; in providing a medium of exchange for the demands of commerce; in obviating the inconveniences of a fluctuating value in the public paper..."

— Alexander Hamilton, Report on the Subject of a National Bank, December 1790

1. Hamilton's main argument in this passage was that a national bank would
 - A. eliminate all federal taxes on personal incomes and on imports from foreign nations
 - B. strengthen the financial credit and commercial economy of the new United States
 - C. distribute federal public lands directly to small farmers in the western territories
 - D. replace state governments as the primary regulators of all commercial economic activity

2. Opposition to Hamilton's bank proposal came primarily from
 - A. Federalists who feared the loss of state authority to a strong central government

- B. New England merchants who opposed any expansion of federal commercial regulation
- C. Jeffersonian Republicans who believed the Constitution did not authorize a national bank
- D. southern slaveholders who objected to federal restrictions on the international slave trade

3. The constitutional debate over Hamilton's proposal centered on the

- A. limits placed on the office of the president by the Twenty-Second Amendment
- B. authority of state legislatures to choose United States senators by direct vote
- C. division of the country into separate congressional and senatorial electoral districts
- D. distinction between strict and loose construction of federal powers in the Constitution

Base your answers to questions 4 and 5 on the passage below and on your knowledge of social studies.

"It is emphatically the province and duty of the judicial department to say what the law is... If, then, the courts are to regard the Constitution, and the Constitution is superior to any ordinary act of the Legislature, the Constitution, and not such ordinary act, must govern the case to which they both apply."

— Chief Justice John Marshall, *Marbury v. Madison*, 1803

4. The principle established by this Supreme Court decision was

- A. judicial review, the power of the federal courts to declare laws unconstitutional
- B. executive privilege, the right of the president to withhold certain documents from Congress
- C. dual sovereignty, the equal authority of federal and state governments within their spheres
- D. popular sovereignty, the right of voters to decide major issues by direct national election

5. This principle has been significant in American constitutional history because it

- A. permits Congress to remove federal judges by majority vote rather than by impeachment
- B. requires the Senate to ratify all federal court rulings on cases of constitutional dispute
- C. establishes the Supreme Court as a coequal interpreter of the meaning of the Constitution
- D. allows state supreme courts to overturn rulings issued by the United States Supreme Court

Base your answers to questions 6 through 8 on the passage below and on your knowledge of social studies.

"I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD... I shall strenuously contend for the immediate enfranchisement of our slave population."

— William Lloyd Garrison, *The Liberator*, January 1, 1831

6. Garrison's central demand in this passage was for the
- A. gradual emancipation of enslaved persons over the course of the nineteenth century
 - B. immediate abolition of slavery throughout the entire territory of the United States
 - C. compensation of slaveholders by the federal government for emancipated workers
 - D. resettlement of formerly enslaved African Americans on the West African continent
7. Garrison's position represented which approach within the antebellum reform movement?
- A. radical abolitionism that demanded the immediate end of slavery without compromise
 - B. moderate colonization that sought voluntary emigration of African Americans abroad
 - C. proslavery argumentation defending slavery as a positive good in southern society
 - D. nativist restrictionism opposing the further immigration of foreigners to the country
8. Reactions to writings such as Garrison's contributed to the
- A. immediate ratification of the Thirteenth Amendment ending slavery in the United States

- B. peaceful resolution of all sectional disputes by congressional legislative compromise
- C. expansion of the international slave trade between western Africa and the southern states
- D. growing sectional tensions between northern and southern states leading toward civil war

Base your answers to questions 9 and 10 on the passage below and on your knowledge of social studies.

"They are not included, and were not intended to be included, under the word 'citizens' in the Constitution, and can therefore claim none of the rights and privileges which that instrument provides for and secures to citizens of the United States."

— Chief Justice Roger Taney, *Dred Scott v. Sandford*, 1857

9. The Supreme Court's ruling in this case held that

- A. enslaved persons taken into a free territory became free under federal constitutional protection
- B. the federal Congress had the constitutional authority to prohibit slavery in any federal territory
- C. African Americans were not citizens of the United States and could not sue in federal court
- D. each state had the exclusive right to determine the citizenship status of its own residents

10. An immediate political effect of this decision was that it

- A. resolved national sectional tensions over slavery and prevented the outbreak of civil war
- B. deepened sectional division and contributed to the breakup of the Democratic Party
- C. led to the immediate end of slavery throughout the southern states by federal action
- D. produced unified national support for the Republican Party's antislavery political platform

Base your answers to questions 11 through 13 on the passage below and on your knowledge of social studies.

"We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put that construction upon it."

— Justice Henry Brown, *Plessy v. Ferguson*, 1896

11. The doctrine established by this decision was

- A. "separate but equal," allowing racially segregated public facilities under state law
- B. "one person, one vote," requiring equal population among legislative election districts
- C. "clear and present danger," limiting wartime speech that threatened public safety
- D. "strict scrutiny," requiring close judicial review of racial classifications by state action

12. The case involved a challenge to a state law that required

- A. literacy testing of voters in elections for federal congressional offices
- B. payment of a poll tax as a condition of voting in federal and state elections
- C. separate public school facilities for African American and white students
- D. racially separated seating on railroad passenger trains operating within Louisiana

13. The constitutional protection cited by the plaintiff in this case came from the

- A. First Amendment guarantees of freedom of religion, speech, press, and assembly
- B. Fourteenth Amendment guarantee of equal protection of the laws to all persons
- C. Tenth Amendment reservation of unenumerated powers to the states and the people
- D. Second Amendment protection of the right of citizens to keep and bear arms

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

"The conservation of natural resources is the fundamental problem. Unless we solve that problem, it will avail us little to solve all others... We have become great because of the lavish use of our resources... but the time has come to inquire seriously what will happen when our forests are gone..."

— President Theodore Roosevelt, Address to the Conference on the Conservation of Natural Resources, May 1908

14. Roosevelt's main argument in this passage was that

- A. the United States must conserve its natural resources to ensure its future strength
- B. the federal government should give all unused public lands directly to state authorities
- C. American forests should be developed for commercial use without federal involvement
- D. the United States should rely entirely on imported raw materials from foreign nations

15. A direct outcome of the conservation policies championed by Roosevelt was the

- A. immediate prohibition of all commercial timber harvesting on the territory of the United States
- B. abolition of the Department of the Interior and its replacement with private land managers
- C. creation of national forests, monuments, and parks under expanded federal protection
- D. transfer of all federal public lands to private corporations for industrial development

Base your answers to questions 16 and 17 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 sex. Congress shall have power to enforce this article by appropriate legislation."

— Nineteenth Amendment to the United States Constitution, ratified 1920

16. The primary purpose of this amendment was to

- A. lower the legal voting age from twenty-one years to eighteen years across the nation
- B. abolish racial barriers to voting that had been imposed by state governments in the South
- C. require the direct popular election of members of the United States Senate by voters
- D. guarantee that women would not be denied the right to vote in federal or state elections

17. The ratification of this amendment was the culmination of a long movement that included

- A. the Niagara Movement led by W.E.B. Du Bois and the early founding of the NAACP
- B. the suffrage activism of leaders such as Susan B. Anthony and Elizabeth Cady Stanton
- C. the temperance crusade led by Carrie Nation against the consumption of alcohol
- D. the populist farmer protests led by Mary Elizabeth Lease and William Jennings Bryan

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

"My friends, I want to talk for a few minutes with the people of the United States about banking... I can assure you, my friends, that it is safer to keep your money in a reopened bank than under the mattress."

— President Franklin D. Roosevelt, First Fireside Chat, March 12, 1933

18. Roosevelt's primary purpose in this radio address was to

- A. restore public confidence in the American banking system during the Great Depression
- B. announce the immediate American entry into the war against Nazi Germany in Europe
- C. propose a complete and permanent federal takeover of the entire American banking industry

D. defend the conservative economic policies of the Hoover administration that preceded him

19. This address reflected a broader New Deal approach that featured

- A. the immediate elimination of all federal involvement in the regulation of the economy
- B. a sharp reduction in federal spending and the immediate balancing of the federal budget
- C. expanded federal action and direct presidential communication to address the national emergency
- D. complete federal ownership of all major industries and commercial enterprises in the country

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

"We uphold the exclusion order as of the time it was made and when the petitioner violated it... Compulsory exclusion of large groups of citizens from their homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental institutions. But when... our shores are threatened by hostile forces... the power to protect must be commensurate with the threatened danger."

— Justice Hugo Black, *Korematsu v. United States*, 1944

20. The Supreme Court's decision in this case upheld the

- A. integration of the United States armed forces ordered by President Harry S. Truman in 1948
- B. wartime censorship of newspapers through federal restrictions on the press in wartime
- C. internment of suspected German spies caught in the territorial United States during the war
- D. wartime exclusion and internment of Japanese Americans from the West Coast of the country

21. A later official response to the policy upheld in this case was the

- A. apology and payment of monetary reparations by the federal government in 1988

- B. constitutional amendment expressly prohibiting all racial discrimination in federal action
- C. immediate creation of the Japanese American Citizens League by community leaders
- D. dismantling of the Supreme Court as a final interpreter of the United States Constitution

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

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day... No, the only tired I was, was tired of giving in."

— Rosa Parks, reflecting on her arrest in Montgomery, Alabama, December 1955

22. Rosa Parks's refusal to give up her seat to a white passenger directly sparked the

- A. integration of the United States armed forces by executive order of President Harry S. Truman
- B. founding of the Student Nonviolent Coordinating Committee at Shaw University in Raleigh
- C. Montgomery bus boycott led by the Montgomery Improvement Association and Dr. King
- D. enactment of the Voting Rights Act by Congress at the request of President Lyndon Johnson

23. A direct legal outcome of the movement Parks helped spark was the

- A. ratification of the Twenty-Fourth Amendment abolishing the use of poll taxes in elections
- B. Supreme Court ruling in *Browder v. Gayle* striking down Alabama bus segregation as unconstitutional
- C. founding of the Black Panther Party in Oakland, California, for community self-defense work
- D. passage of the federal Affordable Care Act expanding access to health insurance nationwide

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

"In your discussions of the nuclear freeze proposals, I urge you to beware the temptation of pride... to ignore the facts of history and the aggressive impulses of an evil empire, to simply call the arms race a giant misunderstanding..."

— President Ronald Reagan, address to the National Association of Evangelicals, March 1983

24. Reagan referred to which nation as an "evil empire" in this address?

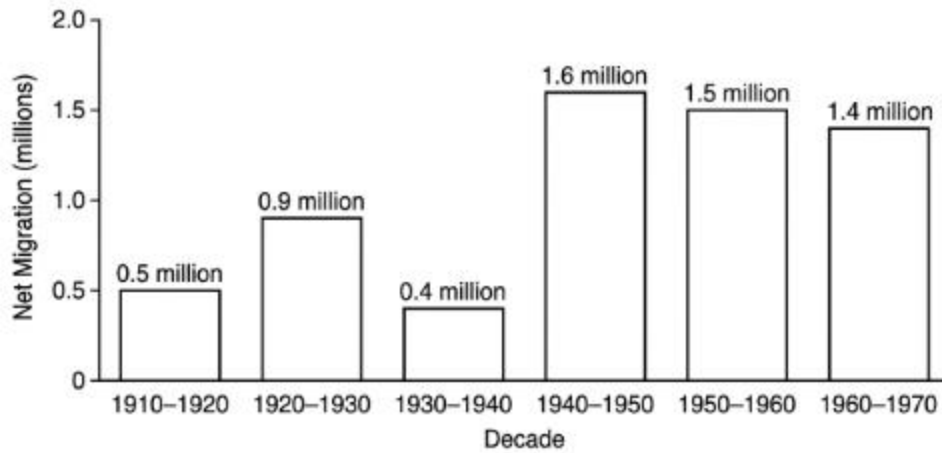
- A. the People's Republic of China under Communist Party Chairman Deng Xiaoping
- B. the Republic of Cuba under the long government of President Fidel Castro in Havana
- C. the Islamic Republic of Iran following the revolution led by Ayatollah Khomeini
- D. the Union of Soviet Socialist Republics, the United States Cold War rival

25. Reagan's broader foreign policy associated with this speech included the

- A. immediate American withdrawal from the North Atlantic Treaty Organization in Europe
- B. recognition of permanent Soviet control over the nations of Eastern Europe under Moscow
- C. major military buildup and the proposed Strategic Defense Initiative against missile attack
- D. permanent transfer of nuclear weapons to United Nations command in Asia and Europe

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

Net African American Migration from the South, 1910–1970



Source: U.S. Census Bureau (adapted).

26. Based on the chart, which decade saw the largest net migration of African Americans out of the South?

- A. the decade 1940 through 1950, with about 1.6 million migrants
- B. the decade 1910 through 1920, with about 0.5 million migrants
- C. the decade 1930 through 1940, with about 0.4 million migrants
- D. the decade 1920 through 1930, with about 0.9 million migrants

27. A major economic factor that drove the migration shown on this chart was the

- A. complete elimination of southern agricultural production after the American Civil War
- B. enactment of federal civil rights legislation guaranteeing equal treatment of all workers
- C. mass immigration of European factory workers into the southern industrial cities
- D. demand for industrial labor in northern cities, especially during the two world wars

28. A long-term cultural consequence of the migration shown on this chart was the

- A. immediate collapse of African American institutions in cities throughout the urban North
- B. growth of African American communities in northern cities and the flowering of the Harlem Renaissance

- C. complete return of African American migrants to rural southern agricultural employment
- D. abolition of all racially discriminatory laws in southern states by federal court order

PRACTICE EXAM 13 – PART I ANSWER KEY WITH EXPLANATIONS

- 1. B** — Hamilton argued that a national bank would establish federal credit, provide a stable currency, facilitate revenue collection, and stimulate commerce. By tying public finance to a strong federal financial institution, he aimed to make the new republic credible to creditors at home and abroad and to lay the foundation for an industrial, commercial economy.
- 2. C** — The strongest opposition came from Thomas Jefferson, James Madison, and their Republican allies, who argued that the Constitution gave Congress no express power to charter a corporation. Their strict-construction position held that any power not explicitly enumerated was reserved to the states under the Tenth Amendment.
- 3. D** — Hamilton defended the bank on a loose-construction reading of the necessary and proper clause, arguing that Congress could employ any means rationally related to its enumerated powers. Jefferson countered with a strict-construction view, framing the central constitutional question that would recur in *McCulloch v. Maryland* and beyond.
- 4. A** — Marshall declared that an act of Congress repugnant to the Constitution could not be law, asserting the federal courts' authority to strike down unconstitutional statutes. The case established judicial review as one of the cornerstones of American constitutional government.
- 5. C** — By placing constitutional interpretation in the hands of the judiciary, Marshall positioned the Supreme Court as a coequal branch with Congress and the president in defining the law's meaning. The doctrine has since been used to test thousands of state and federal laws against the Constitution.
- 6. B** — Garrison broke decisively with the gradualist and colonizationist wings of the antislavery movement, insisting on immediate emancipation without delay, compensation, or removal. His opening editorial in *The Liberator* set the tone for a new, uncompromising phase of antislavery activism.
- 7. A** — Garrison's stance defined the radical abolitionist position, refusing any accommodation with slavery on moral grounds and treating immediate emancipation as a non-negotiable demand. The American Anti-Slavery Society, which he co-founded in 1833, organized around this principle.
- 8. D** — Radical abolitionist publications and speeches provoked fierce southern reaction, including censorship of antislavery mail, "gag rules" in Congress, and harsh defenses of slavery as a positive good. These responses, combined with intensifying northern moral opposition, deepened the sectional divide that would erupt in civil war.

9. C — Taney's majority opinion held that people of African descent, free or enslaved, were not and could not be citizens of the United States and therefore had no standing to sue in federal court. The ruling also struck down the Missouri Compromise's restriction on slavery in federal territories.

10. B — *Dred Scott* outraged the North, energized the new Republican Party, and split the Democratic Party along sectional lines over the future of slavery in the territories. The decision is widely regarded as one of the immediate precursors to the breakdown of the political system in 1860.

11. A — The Court upheld Louisiana's segregation statute under the "separate but equal" doctrine, ruling that mandated racial separation did not by itself violate the Constitution if facilities for the two races were equal. The doctrine legitimized state-imposed segregation for nearly six decades.

12. D — Homer Plessy was arrested for sitting in a "whites only" railway car in violation of Louisiana's Separate Car Act, which required separate accommodations for white and African American passengers on intrastate trains. His prearranged test case challenged the constitutionality of that statute.

13. B — Plessy's attorneys argued that mandated racial separation violated the Fourteenth Amendment's guarantee that no state shall deny any person the equal protection of the laws. The Court rejected the argument, but the same clause later became the constitutional foundation for *Brown v. Board of Education* in 1954.

14. A — Roosevelt argued that the long-term strength of the nation depended on protecting forests, soils, minerals, and waterways from reckless exploitation. He framed conservation as a matter of national survival and prosperity rather than mere aesthetic preservation.

15. C — Working with Gifford Pinchot at the U.S. Forest Service, Roosevelt set aside roughly 230 million acres of public land, including 150 national forests, 51 federal bird reservations, 18 national monuments, and 5 national parks. His tenure dramatically expanded federal stewardship of natural resources.

16. D — The Nineteenth Amendment explicitly prohibits both federal and state governments from denying the right to vote on the basis of sex, extending the franchise to women nationally. Before 1920, women had voted only in certain states, mostly in the West.

17. B — The amendment was the culmination of more than seventy years of organized suffrage activism that began at Seneca Falls in 1848 and was led across generations by figures including Susan B. Anthony, Elizabeth Cady Stanton, Carrie Chapman Catt, and Alice Paul. Their tactics ranged from petition drives and lobbying to picketing and hunger strikes.

18. A — With banks closed under a national holiday and depositor panic widespread, Roosevelt used the address to explain the federal bank inspection process and persuade Americans that reopened banks were safe. The chat helped halt the run on banks and stabilized the financial system within days.

19. C — The First Fireside Chat exemplified the New Deal pattern of vigorous federal action paired with direct presidential communication to the public, treating economic crisis as a national emergency requiring active government intervention. Programs such as the Emergency Banking Act, CCC, AAA, and TVA followed the same approach.

20. D — Justice Black's majority opinion upheld Executive Order 9066 and the wartime exclusion of Japanese Americans from designated military zones along the West Coast, leading to the internment of roughly 120,000 people, most of them American citizens. The decision is now widely viewed as a serious failure of constitutional protection.

21. A — The Civil Liberties Act of 1988, signed by President Ronald Reagan, formally apologized for the internment, acknowledged it was caused by "race prejudice, war hysteria, and a failure of political leadership," and provided \$20,000 in reparations to each surviving internee. The act became a landmark federal acknowledgment of past constitutional wrong.

22. C — Parks's arrest galvanized African American leaders in Montgomery to launch a coordinated boycott of the city's segregated bus system, organized through the newly formed Montgomery Improvement Association and led by a young pastor, Dr. Martin Luther King Jr. The boycott lasted 381 days and made King a national civil rights figure.

23. B — In *Browder v. Gayle* (1956), a federal district court ruled Alabama's bus segregation laws unconstitutional under the Fourteenth Amendment, and the Supreme Court summarily affirmed. The ruling forced the desegregation of Montgomery's buses and brought the boycott to a successful end.

24. D — Reagan applied the phrase "evil empire" to the Soviet Union, framing the Cold War as a moral as well as strategic contest and rejecting calls for a nuclear freeze that he believed would lock in Soviet advantages. The rhetoric marked a sharpening of American Cold War posture in the early 1980s.

25. C — Reagan paired moral confrontation with a massive defense buildup, including new strategic weapons systems, and proposed the Strategic Defense Initiative, popularly nicknamed "Star Wars," to develop space-based missile defenses. The combination was designed to pressure the Soviet Union economically and strategically.

26. A — The chart shows that 1940 through 1950 saw approximately 1.6 million African Americans leave the South, the largest of any decade displayed. That peak coincided with wartime and immediate postwar industrial expansion in northern cities.

27. D — The Great Migration was powered by labor shortages in northern factories, especially during World War I, which cut off European immigration, and World War II, which expanded defense production, drawing African American workers away from southern agriculture. Jim Crow segregation and rural poverty provided additional push factors.

28. B — The arrival of millions of African Americans transformed northern cities such as New York, Chicago, Detroit, and Philadelphia and helped produce the Harlem Renaissance of the 1920s, a flowering of African American literature, music, and visual art. The migration also reshaped American politics and laid groundwork for the mid-twentieth-century Civil Rights Movement.