

# PRACTICE EXAM 15: 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.

"Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!"

— Patrick Henry, speech at the Second Virginia Convention, March 23, 1775

1. Patrick Henry's primary purpose in this speech was to
  - A. urge the Virginia colony to seek a peaceful diplomatic settlement with King George III
  - B. demand the immediate ratification of the United States Constitution by all the states
  - C. persuade Virginia to arm itself militarily and prepare for war against Great Britain
  - D. propose the formation of a permanent military alliance with the French Empire in Europe
2. This speech was delivered in the context of
  - A. the negotiations preceding the formal ratification of the United States Constitution

- B. the late nineteenth-century debates over American imperialism after the war with Spain
- C. the early Cold War debates over the United States response to Soviet expansion in Europe
- D. the rising tensions between the American colonies and Great Britain leading to the Revolution

3. The speech contributed directly to the

- A. Virginia decision to organize colonial militias for armed resistance against Britain
- B. immediate signing of the Treaty of Paris ending the American Revolutionary War
- C. ratification of the United States Bill of Rights as the first ten federal amendments
- D. organization of the Continental Congress's plan for the orderly evacuation of Boston

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

"The members of the Senate shall be chosen in such a manner as shall be provided by the legislatures of the several States, two senators from each State... The number of representatives in the House shall be apportioned according to the population of each State..."

— Description of the Connecticut (Great) Compromise, Constitutional Convention, 1787

4. The Great Compromise resolved the conflict at the Constitutional Convention between

- A. northern industrial states and southern agricultural states over the issue of slavery
- B. large-population states and small-population states over representation in Congress
- C. Federalists and Anti-Federalists over the inclusion of a federal bill of rights
- D. eastern coastal states and interior frontier states over admission of western territories

5. The compromise established which structure for the United States Congress?

- A. a single legislative chamber with representation based solely on each state's total population
- B. a single legislative chamber with each state having equal representation regardless of population
- C. a system of indirect election in which state governors chose all members of the national Congress
- D. a two-chamber Congress, with proportional representation in the House and equal representation in the Senate

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

"Let the end be legitimate, let it be within the scope of the constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the constitution, are constitutional."

— Chief Justice John Marshall, *McCulloch v. Maryland*, 1819

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

- A. state governments retained complete authority to tax all federal institutions within their borders
- B. the federal government had no constitutional authority to charter any national banking institution
- C. the federal government's implied powers extended to chartering a national bank under the necessary and proper clause
- D. state laws always took precedence over federal laws when the two came into direct conflict

7. This decision is most significant because it

- A. established the principle of judicial review of all acts passed by the federal Congress
- B. reinforced a broad construction of the federal Constitution and the supremacy of federal law
- C. permitted state legislatures to nullify any federal law they considered to be unconstitutional
- D. required the Senate to ratify all rulings issued by the United States Supreme Court

8. The principle of broad federal authority articulated in this decision was rooted in the

- A. necessary and proper clause of Article I, Section 8 of the United States Constitution
- B. Second Amendment guarantee of the right of the people to keep and to bear arms
- C. Tenth Amendment reservation of all unenumerated powers to the states and the people
- D. Article V provisions describing the formal process for amending the federal Constitution

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

"The slave is entirely the property of his master, to all intents and purposes. He is a 'chattel personal,' to all intents, constructions and purposes whatever..."

— Harriet Beecher Stowe, *Uncle Tom's Cabin*, 1852

9. Stowe's primary purpose in publishing this novel was to

- A. defend the southern plantation economy against attacks by northern industrial reformers
- B. promote the immediate colonization of formerly enslaved African Americans in West Africa
- C. expose the moral horrors of slavery to a broad northern reading public in the United States
- D. provide a factual historical record of southern plantation life for academic use by scholars

10. A significant effect of this novel was that it

- A. led to the immediate ratification of a constitutional amendment abolishing slavery
- B. produced a national agreement to peacefully end the institution of slavery by 1860
- C. caused most southern slaveholders to immediately free those they held as slaves
- D. intensified northern antislavery sentiment and deepened the sectional divide before the Civil War

Base your answers to questions 11 and 12 on the passage below and on your knowledge of social studies.

"In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to 'preserve, protect, and defend it.'"

— President Abraham Lincoln, First Inaugural Address, March 4, 1861

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

- A. southern states had a constitutional right to leave the Union by the simple act of seceding
- B. responsibility for any civil war between North and South rested with the seceding states
- C. the federal government would immediately use military force to abolish slavery in the South
- D. the federal government would acknowledge the independence of the Confederate States of America

12. Lincoln delivered this address in the context of

- A. the secession of southern states following his election to the presidency in 1860
- B. the formal ratification of the United States Constitution by the original states
- C. the closing months of the American Civil War and the surrender of the Confederacy
- D. the early years of Reconstruction following the formal end of the Civil War in 1865

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

"Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

— Thirteenth Amendment to the United States Constitution, ratified 1865

13. The primary purpose of this amendment was to

- A. extend the right to vote to all African American men in the former southern states
- B. grant United States citizenship to all persons born in the United States regardless of race
- C. abolish the institution of slavery throughout the entire territory of the United States
- D. require the federal government to compensate former slaveholders for the loss of their workers

14. This amendment completed the work begun by

- A. the Compromise of 1850, which had admitted California as a free state to the Union
- B. the Emancipation Proclamation, which had freed enslaved persons only in areas in rebellion
- C. the Missouri Compromise, which had restricted slavery north of the line of latitude 36°30'
- D. the Wilmot Proviso, which had attempted to ban slavery in territory acquired from Mexico

Base your answers to questions 15 and 16 on the passage below and on your knowledge of social studies.

"In all cases where any tribe or band of Indians has been, or shall hereafter be, located upon any reservation... the President of the United States be, and he hereby is, authorized... to allot the lands in said reservation in severalty to any Indian located thereon..."

— Dawes Severalty Act, February 1887

15. The primary purpose of this act was to

- A. immediately restore tribal sovereignty and recognize Native American nations as independent states
- B. relocate all remaining Native American nations to permanent reservations west of the Mississippi
- C. provide federal financial compensation for treaty violations committed by the United States government
- D. break up tribal landholdings by distributing reservation lands to individual Native American families

16. A long-term consequence of this act was the

- A. substantial loss of Native American land and the weakening of traditional tribal social structures
- B. permanent restoration of Native American economic self-sufficiency on the western reservations
- C. complete restoration of full citizenship rights to Native Americans before the start of the 1900s
- D. immediate reversal of all federal policies that had been directed against Native American culture

Base your answers to questions 17 and 18 on the passage below and on your knowledge of social studies.

"On March 25, 1911, a fire on the upper floors of the Triangle Shirtwaist Company in New York City swept through the workrooms with terrible speed. Locked exits and inadequate fire escapes trapped many of the workers... When the fire ended, 146 workers, most of them young immigrant women, were dead."

— Description of the Triangle Shirtwaist Factory fire, March 1911

17. The Triangle Shirtwaist Factory fire is significant in American history because it

- A. led to the immediate ratification of the Nineteenth Amendment granting women the right to vote
- B. resulted in the closure of all garment-industry factories operating in the New York City area
- C. dramatized the dangers of unregulated industrial workplaces and helped spur labor reform laws
- D. produced the immediate creation of a national federal department of labor for the United States

18. A direct legislative response to this disaster was the

- A. ratification of the Eighteenth Amendment establishing the nationwide prohibition of alcohol
- B. enactment of New York State factory safety laws regulating fire exits, sprinklers, and inspections
- C. immediate passage of the federal Civil Rights Act of 1964 banning workplace discrimination
- D. creation of the federal Tennessee Valley Authority to develop the Tennessee River basin

Base your answers to questions 19 and 20 on the passage below and on your knowledge of social studies.

"The Senate, having debated the President's treaty for many months, voted... to reject the Treaty of Versailles, with its accompanying covenant of the League of Nations, and the United States therefore remained outside the League..."

— Description of the Senate's rejection of the Treaty of Versailles, 1919–1920

19. A primary reason for the Senate's rejection of the Treaty of Versailles was concern that

- A. the United States might be drawn into future European conflicts under League of Nations obligations
- B. the treaty's reparations imposed on Germany were too lenient on the defeated Central Powers
- C. the treaty failed to provide any framework for international peacekeeping after the First World War
- D. the treaty contained insufficient American territorial gains from the defeated nations of Europe

20. The Senate's rejection of the treaty resulted in the

- A. immediate American ratification of every other major international agreement of the period
- B. complete dismantling of the United States military in the years following the First World War
- C. American participation in the League of Nations as a non-voting observer in Geneva
- D. American refusal to join the League of Nations, weakening the new international organization

Base your answers to questions 21 and 22 on the passage below and on your knowledge of social studies.

"In a series of raids in 1919 and 1920, federal agents under the direction of Attorney General A. Mitchell Palmer arrested thousands of suspected radicals, anarchists, and immigrant labor organizers... Many were detained without warrants, and several hundred foreign-born radicals were deported."

— Description of the Palmer Raids during the First Red Scare, 1919–1920

21. The events described in this passage reflected the impact of

- A. the long American debate over the integration of the United States armed forces in the 1940s
- B. the early Progressive Era campaign for the federal regulation of large industrial trusts
- C. fears of communist and anarchist subversion following the Russian Revolution of 1917
- D. the early stages of the New Deal response to the economic crisis of the Great Depression

22. A serious civil-liberties concern raised by the Palmer Raids was the

- A. complete prohibition of the federal government from regulating any form of public protest activity
- B. arrest and deportation of suspects without traditional constitutional due process protections
- C. unauthorized appointment of federal judges by the executive branch without Senate approval
- D. dismantling of the Department of Justice as the federal agency in charge of enforcing the law

Base your answers to questions 23 and 24 on the passage below and on your knowledge of social studies.

"To provide for the general welfare by establishing a system of Federal old-age benefits, and by enabling the several States to make more adequate provision for aged persons, blind persons, dependent and crippled children, maternal and child welfare, public health, and the administration of their unemployment compensation laws..."

— Social Security Act, August 1935

23. The Social Security Act represented a major expansion of the federal government's role in

- A. the immediate elimination of all federal regulation of large American industrial corporations
- B. the privatization of all federally administered programs of public health insurance for citizens
- C. the management of foreign trade with the major industrial nations of Europe and Asia

D. providing economic security to elderly, unemployed, and other vulnerable groups of Americans

24. This act was part of which broader package of federal reforms?

A. the New Deal programs adopted under President Franklin D. Roosevelt during the 1930s

B. the Square Deal reforms championed by President Theodore Roosevelt in the early 1900s

C. the Great Society programs adopted under President Lyndon B. Johnson during the 1960s

D. the New Freedom reforms enacted under President Woodrow Wilson before the First World War

Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

"Between June 1948 and May 1949, American and British aircraft delivered millions of tons of food, fuel, and supplies to the people of West Berlin after Soviet authorities cut off all land and water routes into the city from western Germany..."

— Description of the Berlin Airlift, 1948–1949

25. The Berlin Airlift was a direct response to

A. the Soviet launch of the Sputnik satellite into low Earth orbit during October 1957

B. the construction of the Berlin Wall dividing the eastern and western halves of the city

C. the Soviet blockade of land and water access to the western sectors of the divided city of Berlin

D. the formal reunification of East and West Germany at the conclusion of the Cold War in 1990

26. The Berlin Airlift is most closely associated with which broader American Cold War policy?

A. the policy of strict American neutrality between the Soviet Union and the nations of the West

B. the policy of containment of the further expansion of Soviet political and military influence

- C. the policy of recognizing permanent Soviet political control over the divided continent of Europe
- D. the policy of returning German territorial possessions to the conquered Axis power of Germany

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

"It shall be the policy of this nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full retaliatory response upon the Soviet Union."

— President John F. Kennedy, address to the nation on the Cuban Missile Crisis, October 22, 1962

27. Kennedy's response to the placement of Soviet nuclear missiles in Cuba included the

- A. naval quarantine of Cuba to prevent further delivery of Soviet weapons to the island
- B. immediate American invasion of Cuba by United States ground and naval combat forces
- C. permanent withdrawal of American military forces from all bases around the world
- D. immediate severance of all diplomatic relations between the United States and Western Europe

28. The resolution of the Cuban Missile Crisis is significant in Cold War history because it

- A. resulted in the immediate collapse of communist political authority on the island of Cuba
- B. produced a permanent worldwide American military alliance with the government of the USSR
- C. ended the long history of all American foreign policy involvement in the Caribbean and Latin America
- D. brought the world to the brink of nuclear war and led to new arms-control measures between the superpowers

## PRACTICE EXAM 15 –ANSWER KEY WITH EXPLANATIONS

- 1. C** — Henry delivered the speech to push Virginia's convention to put the colony on a war footing, specifically to authorize organizing armed militias to resist British policy. His dramatic peroration was meant to overcome moderate hesitation and commit Virginia to military preparation rather than further petitioning.
- 2. D** — The speech came in March 1775, weeks before Lexington and Concord, amid spiraling tensions over the Coercive Acts, the closing of Boston harbor, and the buildup of British forces in the colonies. Virginia's convention was meeting to decide how the colony should respond to the deepening crisis with Britain.
- 3. A** — The convention passed Henry's resolutions directing Virginia to "embody, arm, and discipline" militia companies for defense of the colony. That action helped commit Virginia to armed resistance and contributed to the network of mobilization that supported the outbreak of war in April 1775.
- 4. B** — The Virginia (large-state) Plan called for representation in both houses based on population, while the New Jersey (small-state) Plan called for equal representation regardless of size. Roger Sherman's Connecticut Compromise split the difference and broke the deadlock that threatened to end the Convention.
- 5. D** — The Great Compromise produced a bicameral Congress: a House of Representatives apportioned by state population and a Senate giving every state two senators regardless of size. This dual structure has remained the basic shape of the federal legislature ever since.
- 6. C** — Marshall held that although the Constitution does not list "charter a bank" among Congress's express powers, the necessary and proper clause authorizes Congress to choose appropriate means to carry out its enumerated powers, including a national bank. The Court also ruled that Maryland could not tax the bank because the power to tax involves the power to destroy.
- 7. B** — *McCulloch* cemented a loose-construction reading of federal power through the doctrine of implied powers and affirmed federal supremacy over conflicting state action. Together those holdings established constitutional principles that have supported the expansion of federal authority ever since.
- 8. A** — Marshall anchored Congress's power to charter the bank in the necessary and proper clause of Article I, Section 8, reasoning that any means rationally related to a legitimate constitutional end is itself constitutional. The clause has since served as the textual foundation for most arguments about implied federal powers.
- 9. C** — Stowe wrote *Uncle Tom's Cabin* in direct response to the Fugitive Slave Act of 1850, intending to make northern readers feel the moral weight of slavery and recognize their complicity in its enforcement. The novel sold hundreds of thousands of copies and reshaped popular opinion across the free states.
- 10. D** — The novel intensified northern revulsion at slavery, energized the abolitionist movement, and infuriated southern defenders of the institution, who attacked the book as slanderous. Its political effect

was so substantial that Lincoln reportedly greeted Stowe as the "little woman who wrote the book that made this great war."

**11. B** — Lincoln told seceding states that the federal government would not initiate hostilities, but that any armed conflict would result from their own decision to attack federal authority. The framing placed the moral and political burden for war squarely on the secessionists.

**12. A** — Lincoln took office on March 4, 1861, after seven southern states had already seceded and formed the Confederate States of America in response to his November 1860 election. The address sought to defuse the crisis without abandoning the principle that the Union was perpetual.

**13. C** — The Thirteenth Amendment permanently outlawed slavery and involuntary servitude (except as criminal punishment) everywhere within United States jurisdiction. It transformed wartime emancipation into a settled constitutional rule that no state could undo.

**14. B** — The Emancipation Proclamation had freed only those enslaved within Confederate-held territory, leaving slavery legally intact in the loyal border states and in Union-occupied areas. The Thirteenth Amendment closed those gaps by abolishing slavery nationwide.

**15. D** — The Dawes Act authorized the president to divide tribal reservations into individual allotments — typically 160 acres for heads of household — and to sell "surplus" land to non-Indian buyers. Its underlying aim was to break up communal landholding and force assimilation into Euro-American patterns of private property and family farming.

**16. A** — Between 1887 and 1934, allotment and the sale of "surplus" lands reduced Native American landholdings from roughly 138 million acres to about 48 million, and the policy disrupted tribal governance, kinship-based land use, and cultural practices. The losses were so severe that Congress reversed course with the Indian Reorganization Act of 1934.

**17. C** — The fire killed 146 garment workers and exposed in shocking detail the unsafe conditions — locked doors, single fire escapes, no sprinklers — that prevailed in early twentieth-century industrial workplaces. Public outrage and union activism transformed it into a turning point for the workplace-safety movement.

**18. B** — In response, New York established the Factory Investigating Commission, whose recommendations led to a wave of state laws regulating fire exits, sprinklers, child labor, working hours, and factory inspections. The reforms made New York a model for industrial safety regulation across the United States.

**19. A** — Opponents led by Senator Henry Cabot Lodge worried that Article X of the League Covenant could obligate the United States to defend other member states militarily, eroding congressional control over war and entangling the country in distant conflicts. Wilson's refusal to compromise on reservations contributed to the treaty's defeat.

**20. D** — Without United States membership, the League of Nations operated without its principal champion and largest potential power, leaving it weakened in confronting later crises in Manchuria, Ethiopia, and Europe. The rejection also marked a turn toward American interwar isolationism.

**21. C** — The 1917 Bolshevik Revolution, the wave of postwar strikes in 1919, and a series of anarchist bombings — including one targeting Palmer himself — fed an intense fear that radical revolution might spread to the United States. The Justice Department exploited that fear to launch mass arrests of suspected radicals.

**22. B** — Federal agents conducted thousands of arrests without warrants, held many detainees incommunicado, and deported hundreds of immigrants after summary administrative proceedings. The raids drew sharp criticism from legal observers, including the future Supreme Court Justice Felix Frankfurter, for trampling basic due-process rights.

**23. D** — The Social Security Act created the first federal old-age pension system, federal-state unemployment insurance, and federal assistance for dependent children, the blind, and other vulnerable groups. It made the federal government a permanent provider of economic security in ways unprecedented in American history.

**24. A** — The act was a centerpiece of the so-called "Second New Deal" of 1935, alongside the National Labor Relations Act and the Works Progress Administration. The New Deal's overall pattern of expanded federal authority and social-welfare commitment is reflected directly in this law.

**25. C** — On June 24, 1948, Soviet forces cut all surface routes between the western occupation zones of Germany and West Berlin, attempting to force the Western Allies out of the city. The United States and Britain responded with a sustained air-supply operation that defeated the blockade by May 1949.

**26. B** — The airlift demonstrated American resolve to resist further Soviet political expansion in Europe and to defend allied positions even at great cost, embodying the policy of containment articulated by George Kennan and formalized in the Truman Doctrine. Its success helped pave the way for the creation of NATO that same year.

**27. A** — Kennedy imposed a naval "quarantine" — chosen over the more provocative word "blockade" — to stop Soviet ships carrying additional missile components from reaching Cuba while negotiations proceeded. The quarantine pressured Moscow to negotiate without triggering immediate hostilities.

**28. D** — The crisis brought the superpowers closer to nuclear war than at any other moment of the Cold War, and the shock of that experience produced the 1963 Limited Test Ban Treaty and the Washington–Moscow "hot line." It also laid the groundwork for later strategic arms-control agreements between the United States and the Soviet Union.