

PRACTICE EXAM 16: 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.

"The judiciary, on the contrary, has no influence over either the sword or the purse... It may truly be said to have neither FORCE nor WILL, but merely judgment... Whenever a particular statute contravenes the constitution, it will be the duty of the judicial tribunals to adhere to the latter and disregard the former."

— Alexander Hamilton, Federalist No. 78, 1788

1. Hamilton's main argument in this passage was that the federal judiciary
 - A. would be the weakest branch of government but should have the power to interpret the Constitution
 - B. should be subordinate to the legislative branch in all matters of federal law and policy
 - C. would have direct control over the federal treasury and the military forces of the United States
 - D. should be selected through direct popular election by the voters of each individual state

2. The constitutional principle Hamilton defends in this passage is most directly known as
- A. executive privilege, allowing the president to withhold internal communications from Congress
 - B. judicial review, allowing federal courts to declare laws repugnant to the Constitution void
 - C. enumerated powers, listing the specific authorities granted to the federal Congress in Article I
 - D. dual federalism, dividing powers between the federal government and the state governments

3. Hamilton's reasoning in this passage was first formally applied by the Supreme Court in

- A. *Brown v. Board of Education* (1954) ending racial segregation in public schools
- B. *Plessy v. Ferguson* (1896) upholding "separate but equal" facilities under state law
- C. *Korematsu v. United States* (1944) upholding wartime exclusion of Japanese Americans
- D. *Marbury v. Madison* (1803) striking down a section of the Judiciary Act of 1789

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

"There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted... Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

— Northwest Ordinance, July 1787

4. The Northwest Ordinance is significant in United States history because it
- A. authorized the immediate independence of all of the original thirteen American colonies from Britain
 - B. established a permanent boundary line dividing the eastern and western halves of the United States
 - C. set procedures for organizing new territories and admitting new states under federal authority
 - D. permitted slavery throughout all of the lands of the United States acquired west of the Ohio River

5. A significant provision of the Northwest Ordinance was that it
- A. permanently established the institution of slavery throughout the entire Northwest Territory
 - B. prohibited slavery in the territory that would become the states of the Old Northwest
 - C. transferred control of the Northwest Territory from the federal government to the British Crown
 - D. restricted public education in the Northwest Territory to children of property-owning families

6. The Northwest Ordinance was passed by the United States Congress operating under the
- A. Articles of Confederation, the first national framework of government adopted by the states
 - B. Constitution of the United States, the federal framework ratified between 1787 and 1788
 - C. Bill of Rights, the first ten amendments to the original United States Constitution
 - D. Reconstruction Amendments, the constitutional changes adopted after the American Civil War

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

"Be it enacted... That in all that territory ceded by France to the United States, under the name of Louisiana, which lies north of thirty-six degrees and thirty minutes north latitude, not included within the limits of the state contemplated by this act, slavery and involuntary servitude... shall be, and is hereby, forever prohibited..."

— Missouri Compromise, March 1820

7. The Missouri Compromise resolved the immediate national crisis by

- A. immediately abolishing slavery throughout the entire territory of the United States
- B. removing the federal government from any role in the regulation of slavery in the territories
- C. requiring all northern states to enforce the federal Fugitive Slave Act of the previous decade
- D. admitting Missouri as a slave state, Maine as a free state, and drawing a line for future territories

8. The provision regarding latitude $36^{\circ}30'$ was significant because it

- A. extended the institution of slavery into the entire Louisiana Purchase region for all time
- B. permanently ended any further national debate over slavery in the new federal territories
- C. established a geographic boundary intended to balance future free and slave states in the West
- D. transferred federal authority over the territories to the individual state governments of the South

9. The Missouri Compromise was effectively repealed in 1854 by the

- A. Kansas-Nebraska Act, which applied popular sovereignty to those territories north of the line
- B. Compromise of 1850, which had admitted California as a free state to the federal Union

- C. Civil Rights Act of 1866, which extended citizenship to formerly enslaved African Americans
- D. Homestead Act of 1862, which distributed western public lands to private American settlers

Base your answers to questions 10 and 11 on the passage below and on your knowledge of social studies.

"And be it further enacted, That when a person held to service or labor in any State or Territory of the United States, has heretofore or shall hereafter escape into another State or Territory of the United States, the person or persons to whom such service or labor may be due... may pursue and reclaim such fugitive person..."

— Fugitive Slave Act, September 1850

10. The Fugitive Slave Act of 1850 required that

- A. all enslaved persons living in the southern states be immediately set free without any compensation
- B. federal officials and northern citizens assist in the capture and return of escaped enslaved persons
- C. all American states permit the international slave trade to resume operation through their ports
- D. all African Americans living in any northern state be immediately registered with federal authorities

11. The act was part of a broader package of compromise legislation known as the

- A. Reconstruction Acts of the mid-1860s passed after the conclusion of the American Civil War
- B. Indian Removal Acts passed under President Andrew Jackson during the early 1830s
- C. Compromise of 1850, the package of laws addressing slavery and the territories from the Mexican War
- D. Treaty of Guadalupe Hidalgo, the agreement ending the war between the United States and Mexico

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

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace..."

— President Abraham Lincoln, Second Inaugural Address, March 4, 1865

12. Lincoln's central message in this passage was a call for

- A. severe punishment of all southern political and military leaders following the end of the Civil War
- B. the immediate expansion of American territory through new wars of conquest in foreign lands
- C. the formal recognition of the independence of the Confederate States of America after the war
- D. national reconciliation and a generous approach to rebuilding the nation after the Civil War

13. Lincoln delivered this address in the context of

- A. the closing weeks of the Civil War with Union victory approaching but not yet complete
- B. the early stages of the conflict before the firing on Fort Sumter by Confederate forces
- C. the formal ratification of the United States Constitution by the original thirteen states
- D. the early years of the Cold War following the conclusion of the Second World War

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

"After the close of the Civil War, southern legislatures enacted a series of laws known as the Black Codes. These laws... severely restricted the rights of newly freed African Americans, including limits on their freedom to travel, the work they could perform, their right to own property, and their access to the courts and to legal testimony..."

— Description of southern Black Codes, 1865–1866

14. The primary purpose of the Black Codes was to

- A. extend full citizenship and political rights to newly freed African Americans across the South
- B. distribute confiscated southern plantation land to formerly enslaved families as compensation
- C. restrict the freedom of newly freed African Americans and preserve a controlled labor system
- D. transfer formal political authority in the southern states to a coalition of African American leaders

15. The congressional response to the Black Codes included the

- A. immediate withdrawal of all federal troops and federal authority from the southern states
- B. passage of the Civil Rights Act of 1866 and the ratification of the Fourteenth Amendment
- C. ratification of an amendment abolishing the use of poll taxes in federal elections nationwide
- D. creation of the Federal Reserve System to regulate banking across the southern states

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

"Any person who is the head of a family, or who has arrived at the age of twenty-one years, and is a citizen of the United States... shall, from and after the first January, eighteen hundred and sixty-three, be entitled to enter one quarter section or a less quantity of unappropriated public lands..."

— Homestead Act, May 1862

16. The primary purpose of the Homestead Act was to

- A. preserve all federal public lands in the West as permanent national wildlife reservations
- B. transfer the western public lands to large private railroad and mining corporations only
- C. grant western federal public lands to the individual state governments of the western region
- D. encourage westward settlement by granting 160-acre tracts of public land to private settlers

17. A long-term consequence of the Homestead Act was the

- A. accelerated settlement of the Great Plains and the displacement of Plains Native American peoples
- B. immediate ratification of a federal constitutional amendment recognizing Native American land rights
- C. complete restoration of all bison populations on the Great Plains during the late nineteenth century
- D. permanent abandonment of federal involvement in western American land policy until the 1900s

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

"An Act for preventing the manufacture, sale, or transportation of adulterated or misbranded or poisonous or deleterious foods, drugs, medicines, and liquors, and for regulating traffic therein, and for other purposes."

— Pure Food and Drug Act, June 1906

18. The Pure Food and Drug Act was a direct response to

- A. growing American demand for new luxury imports from foreign manufacturing nations of Europe
- B. the steady decline of the federal regulatory authority over food production during the late 1800s
- C. public outrage over unsafe conditions in the food and drug industries exposed by reformers
- D. the gradual privatization of all federal inspection services for food and pharmaceutical products

19. The Pure Food and Drug Act is most closely associated with which broader reform era?

- A. the Jacksonian Era of the 1820s and 1830s, which expanded political participation among voters
- B. the Reconstruction Era of the 1860s and 1870s, which rebuilt the southern states after the war
- C. the New Deal Era of the 1930s, which addressed the Great Depression of that decade
- D. the Progressive Era of the early twentieth century, which sought to regulate industry

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

"The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures."

— Seventeenth Amendment to the United States Constitution, ratified 1913

20. The Seventeenth Amendment changed the United States Constitution by

- A. lowering the legal voting age from twenty-one years to eighteen years across the country
- B. providing for the direct popular election of United States senators in each individual state
- C. extending the right to vote in federal elections to women across the country for the first time
- D. abolishing the use of any literacy tests as a qualification for voting in federal elections

21. A primary purpose of this amendment was to

- A. reduce political corruption associated with the election of senators by state legislatures
- B. weaken the United States Senate by limiting its constitutional authority over federal treaties
- C. restrict the constitutional powers of the individual state governments to enact their own laws
- D. eliminate the use of the federal Electoral College in presidential elections in the United States

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

"The Tariff Act of 1930, popularly known as the Smoot-Hawley Tariff, raised tariff rates on more than 20,000 imported goods to record highs. Despite warnings from over a thousand economists, President Herbert Hoover signed the act into law in June 1930..."

— Description of the Smoot-Hawley Tariff Act, 1930

22. A major economic effect of the Smoot-Hawley Tariff was the

- A. immediate recovery of the American economy from the early years of the Great Depression
- B. permanent reduction in international trade barriers between the United States and Europe
- C. retaliation by foreign nations and the worsening of the international depression of the 1930s
- D. expansion of immigration to the United States from southern and eastern European nations

23. The Smoot-Hawley Tariff is widely viewed by historians as an example of how

- A. the federal government effectively used trade policy to end the Great Depression in the 1930s
- B. protectionist trade policies can worsen rather than improve an economic crisis between nations
- C. the use of high tariffs always produces the long-term economic prosperity of a manufacturing nation
- D. an isolated nation can always insulate itself from the effects of a global economic downturn

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

"To promote the defense of the United States, and for other purposes... The President may, from time to time, when he deems it in the interest of national defense, authorize... the manufacture in the United States

of any defense article for the government of any country whose defense the President deems vital to the defense of the United States..."

— Lend-Lease Act, March 1941

24. The primary purpose of the Lend-Lease Act was to

- A. strictly maintain American neutrality and prevent American economic involvement in the war in Europe
- B. immediately commit American ground combat forces to the war effort in the European theater
- C. transfer the entire United States military industry to direct British and French commercial control
- D. allow the United States to supply Great Britain and other Allied nations with weapons and supplies

25. The Lend-Lease Act represented a significant shift away from the

- A. Atlantic Charter of August 1941 signed by President Roosevelt and Prime Minister Churchill
- B. earlier American policy of unconditional support for the Allied powers during the First World War
- C. American Neutrality Acts of the 1930s that had limited American involvement in foreign conflicts
- D. policy of containment adopted by the United States following the Second World War in Europe

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

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident: that all men are created equal'... I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

— Reverend Dr. Martin Luther King Jr., speech at the March on Washington, August 1963

26. Dr. King delivered this speech as part of the

- A. March on Washington for Jobs and Freedom, organized to demand civil rights legislation
- B. Montgomery bus boycott that followed the arrest of activist Rosa Parks in Alabama
- C. Selma to Montgomery march for voting rights organized by civil rights leaders in 1965
- D. Watts riots that swept through the African American neighborhoods of Los Angeles in 1965

27. The principles King invoked in this passage drew directly on the language of the

- A. United Nations Charter signed by the United States and allied nations in San Francisco
- B. Treaty of Paris that ended the American Revolutionary War between Britain and the colonies
- C. Reconstruction Acts passed by Congress following the conclusion of the American Civil War
- D. Declaration of Independence and its assertion that all men are created equal

28. A direct legislative outcome of the movement King helped to lead was the

- A. ratification of a constitutional amendment lowering the legal voting age to eighteen years
- B. passage of the Civil Rights Act of 1964 banning discrimination in employment and accommodations

- C. passage of the federal Affordable Care Act expanding access to health insurance for Americans
- D. enactment of the federal Pure Food and Drug Act setting standards for food and drug safety

PRACTICE EXAM 16 –ANSWER KEY WITH EXPLANATIONS

1. **A** — Hamilton described the judiciary as the "least dangerous" branch because it controls neither army nor budget, but argued that this very weakness made it the appropriate body to guard the Constitution against legislative overreach. The judiciary's only power, he insisted, was judgment based on the constitutional text.
2. **B** — The passage articulates the doctrine of judicial review: when a statute conflicts with the Constitution, courts must follow the Constitution and treat the statute as void. The doctrine became the constitutional foundation for the Supreme Court's power to invalidate federal and state laws.
3. **D** — Chief Justice Marshall applied Hamilton's reasoning in *Marbury v. Madison* (1803), striking down section 13 of the Judiciary Act of 1789 as inconsistent with Article III of the Constitution. The case is universally regarded as the first formal exercise of judicial review by the Supreme Court.
4. **C** — The Northwest Ordinance laid out a step-by-step process by which territories could organize governments, draft constitutions, and apply for admission as new states on equal footing with the original thirteen. It set the template that governed nearly every subsequent state's admission to the Union.
5. **B** — Article 6 of the ordinance banned slavery and involuntary servitude north of the Ohio River, shaping the future free-state character of Ohio, Indiana, Illinois, Michigan, and Wisconsin. The provision also established a precedent for federal restriction of slavery in the territories.
6. **A** — The ordinance was passed by the Confederation Congress in July 1787, before the Constitutional Convention had finished its work and before the Constitution had been ratified. It is widely regarded as one of the most important achievements of the otherwise weak Confederation government.
7. **D** — The compromise admitted Missouri as a slave state and Maine as a free state, preserving the Senate balance, and barred slavery in the remaining Louisiana Purchase territory north of latitude 36°30'. Henry Clay engineered the package, earning his "Great Compromiser" reputation.
8. **C** — The 36°30' line was meant to function as a long-term territorial settlement, dividing future free and slave states geographically and avoiding repeated congressional crises every time a new state applied for admission. Jefferson nevertheless called it "a firebell in the night," warning of future sectional conflict.
9. **A** — The Kansas-Nebraska Act of 1854 organized two territories north of the 36°30' line on the basis of popular sovereignty, allowing settlers to decide the slavery question and effectively repealing the Missouri Compromise's geographic ban. The act ignited the violent struggle known as "Bleeding Kansas."

10. B — The act required federal commissioners and ordinary northern citizens to assist in capturing alleged runaways and made it a federal crime to aid escapes. Suspected fugitives were denied jury trials and a right to testify on their own behalf.

11. C — The Fugitive Slave Act was one of five measures bundled together in the Compromise of 1850, which also admitted California as a free state, organized Utah and New Mexico territories with popular sovereignty, settled a Texas boundary dispute, and ended the slave trade in the District of Columbia. The package was designed to defuse sectional tensions arising from the Mexican Cession.

12. D — Lincoln urged Americans to approach the postwar settlement "with malice toward none, with charity for all," prioritizing reunion and care for veterans and survivors over vengeance against the defeated South. The address became one of the foundational statements of his reconciliationist vision for Reconstruction.

13. A — The address was delivered on March 4, 1865, with Union victory clearly approaching but the war not yet over: Lee surrendered at Appomattox five weeks later. Lincoln himself was assassinated only six weeks after delivering the speech.

14. C — Southern Black Codes restricted African Americans' freedom of movement, occupation, property ownership, and access to courts in order to recreate as nearly as possible the labor discipline of slavery without its name. Vagrancy statutes were a common tool, allowing African Americans without labor contracts to be arrested and hired out.

15. B — Northern outrage at the Black Codes drove the Republican Congress to enact the Civil Rights Act of 1866 over President Johnson's veto and to draft and pass the Fourteenth Amendment, ratified in 1868. Both measures aimed to constitutionalize national citizenship and equal protection.

16. D — The Homestead Act offered 160 acres of surveyed federal public land at minimal cost to any head of household or adult citizen willing to live on the claim and improve it for five years. It was designed to populate the western public lands with small family farmers rather than large speculators.

17. A — Homesteading drew millions of settlers onto the Great Plains over the decades that followed, displacing the Native American nations whose lives had been built around the bison and the open range. Federal policy paired homesteading with the military campaigns and reservation system that confined Plains peoples.

18. C — Sustained reporting by muckraking journalists exposed dangerous adulterants in food and patent medicines, and Upton Sinclair's *The Jungle* drew particular national attention to filthy practices in the meatpacking industry. The resulting public outcry pushed Congress to act.

19. D — The Pure Food and Drug Act, signed by President Theodore Roosevelt the same day as the Meat Inspection Act, was part of the Progressive Era's broader project of using federal authority to regulate industry and protect consumers. It established the federal forerunner of the modern Food and Drug Administration.

20. B — The Seventeenth Amendment removed the constitutional rule that state legislatures select United States senators and replaced it with direct popular election, making each state's senators answerable to voters rather than to legislators. It transferred final selection of senators to the same electorate that chose state representatives.

21. A — Reformers argued that state-legislature elections of senators had produced bribery, deadlocked legislatures, prolonged vacancies, and the open influence of corporate money, especially during the late Gilded Age. Direct election was promoted as a Progressive cure for this entrenched corruption.

22. C — More than two dozen trading partners retaliated with their own tariffs, and global commerce collapsed by roughly two-thirds between 1929 and 1934. Smoot–Hawley is widely credited with deepening and lengthening the international depression of the 1930s.

23. B — Most modern economists treat Smoot–Hawley as a case study in how raising trade barriers during a downturn can provoke retaliation and worsen the very crisis they are intended to relieve. The lesson shaped American support for trade liberalization and the postwar international trading system.

24. D — Lend-Lease authorized the president to lend, lease, sell, or transfer defense articles to any country whose defense he deemed vital to American security, enabling massive shipments of food, fuel, vehicles, and weapons to Britain, the Soviet Union, China, and other Allies. It made the United States, in Roosevelt's phrase, the "arsenal of democracy."

25. C — The Neutrality Acts of 1935, 1936, 1937, and 1939 had imposed embargoes on arms and loans to belligerents to keep the United States out of foreign wars. Lend-Lease decisively reversed that posture by openly tying American material aid to the survival of Allied governments.

26. A — King delivered the speech on August 28, 1963, at the Lincoln Memorial as part of the March on Washington for Jobs and Freedom, organized by A. Philip Randolph and Bayard Rustin to demand civil rights legislation and economic justice. An estimated 250,000 people attended.

27. D — King grounded his vision in the Declaration of Independence's assertion that "all men are created equal," framing civil rights as the unfulfilled promise of the nation's founding creed rather than as a radical departure from it. The rhetorical move tied African American claims to America's most revered constitutional language.

28. B — Pressure built by the March on Washington and the broader civil rights movement helped push Congress to pass the Civil Rights Act of 1964, which barred segregation in public accommodations and discrimination in employment. President Lyndon Johnson signed the law less than a year after King's speech.