

# PRACTICE EXAM 20: 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.

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed..."

— The Declaration of Independence, 1776

1. The ideas expressed in this passage most directly reflect the Enlightenment philosophy of
  - A. Thomas Hobbes regarding the need for an all-powerful sovereign ruler
  - B. Karl Marx regarding the inevitable conflict between economic classes
  - C. John Locke regarding natural rights and government by popular consent
  - D. Niccolò Machiavelli regarding the practical exercise of political power
2. According to this passage, governments derive their legitimate authority from

- A. the consent of the people who are being governed
- B. the hereditary right of long-established royal families
- C. the military strength of a large standing national army
- D. the wealth held by property-owning male citizens of the state

3. This document was written primarily to

- A. establish the structure of the new national government under law
- B. justify the decision of the colonies to separate from Great Britain
- C. outline the specific powers reserved to the individual state governments
- D. negotiate a peace settlement to bring an end to the Revolutionary War

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

"Society in every state is a blessing, but government even in its best state is but a necessary evil... Of more worth is one honest man to society, and in the sight of God, than all the crowned ruffians that ever lived... a government of our own is our natural right."

— Thomas Paine, *Common Sense*, 1776

4. Paine's main purpose in this pamphlet was to

- A. defend the authority of the British Parliament over the colonies
- B. encourage the colonies to seek a peaceful reconciliation with the king
- C. promote the establishment of a constitutional monarchy in America
- D. persuade ordinary colonists to support independence from Britain

5. The phrase "crowned ruffians" reflects Paine's criticism of

- A. hereditary monarchy as a corrupt and illegitimate form of rule
- B. elected legislatures that failed to represent the common people
- C. colonial assemblies that cooperated with British tax collection
- D. wealthy merchants who profited from continued trade with Britain

6. One major effect of this pamphlet was that it

- A. convinced Parliament to repeal the taxes imposed on the colonies
- B. delayed the colonial movement toward a formal break with Britain
- C. helped build popular colonial support for declaring independence
- D. established the framework of government used under the Constitution

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

"It is our true policy to steer clear of permanent alliances with any portion of the foreign world... Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition...?"

— President George Washington, Farewell Address, 1796

7. In this passage, Washington advised the nation to

- A. form lasting military alliances with the major European powers
- B. join European conflicts in order to expand American influence abroad
- C. abandon all trade and commercial relationships with European nations
- D. avoid permanent alliances that could entangle the United States in Europe

8. Washington's advice in this address most strongly shaped the early American foreign policy of

- A. imperial expansion across overseas colonial territories
- B. neutrality and noninvolvement in European political conflicts
- C. collective security through binding international organizations
- D. open military intervention to support republican revolutions abroad

9. A twentieth-century foreign policy decision that departed from the advice in this passage was the

- A. United States entry into the North Atlantic Treaty Organization
- B. American policy of strict neutrality during the early 1930s
- C. refusal of the Senate to ratify the Treaty of Versailles in 1919
- D. rejection of membership in the League of Nations after World War I

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

"We hold these truths to be self-evident: that all men and women are created equal... The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her."

— Declaration of Sentiments, Seneca Falls Convention, 1848

10. The authors of this declaration deliberately modeled its language on the

- A. United States Constitution and its accompanying Bill of Rights
- B. Mayflower Compact written by the early Plymouth settlers
- C. Emancipation Proclamation issued during the American Civil War
- D. Declaration of Independence written by Thomas Jefferson

11. This document is most closely associated with the early movement for

- A. the abolition of slavery throughout the United States
- B. temperance and the prohibition of alcoholic beverages
- C. women's rights and the expansion of equality for women
- D. improved conditions and shorter hours for industrial laborers

Base your answers to questions 12 through 14 on the passage below and on your knowledge of social studies.

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State... in rebellion against the United States, shall be then, thenceforward, and forever free..."

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

12. The Emancipation Proclamation declared freedom for enslaved people located in

- A. every state and territory throughout the entire United States
- B. the states that were in rebellion against the federal government
- C. the border states that remained loyal to the Union during the war
- D. the western territories not yet admitted to the Union as states

13. One important effect of the Emancipation Proclamation was that it

- A. immediately ended the institution of slavery everywhere in the nation
- B. brought a quick negotiated settlement that ended the Civil War
- C. caused the loyal border states to secede and join the Confederacy

D. made the abolition of slavery an explicit goal of the Union war effort

14. Slavery was permanently abolished throughout the entire United States by the

- A. ratification of the Thirteenth Amendment to the Constitution
- B. passage of the Compromise of 1850 by the federal Congress
- C. Supreme Court ruling in the case of Dred Scott v. Sandford
- D. terms of the Kansas-Nebraska Act regarding popular sovereignty

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

"There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it... A man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats."

— Upton Sinclair, *The Jungle*, 1906

15. Upton Sinclair wrote this novel primarily to

- A. celebrate the efficiency of modern American industrial production
- B. expose unsafe and unsanitary conditions within the meatpacking industry
- C. defend the business practices of the large meatpacking corporations
- D. encourage recent immigrants to seek factory employment in the cities

16. The public reaction to works like this contributed most directly to the

- A. breakup of the Standard Oil Company under federal antitrust law

- B. founding of the American Federation of Labor as a national union
- C. passage of the Pure Food and Drug Act and federal meat inspection laws
- D. ratification of the amendment authorizing a federal income tax

17. Writers such as Sinclair, who exposed corruption and abuses during the Progressive Era, were known as

- A. muckrakers who investigated and publicized social and industrial problems
- B. populists who organized farmers against railroad and banking interests
- C. abolitionists who campaigned for the immediate end of slavery
- D. nativists who opposed continued immigration into the United States

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

"A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike."

— President Woodrow Wilson, Fourteen Points, January 1918

18. The "general association of nations" Wilson called for in this passage became the proposal for the

- A. United Nations established at the close of the Second World War
- B. North Atlantic Treaty Organization formed during the early Cold War
- C. Warsaw Pact created to coordinate Eastern European defense planning
- D. League of Nations proposed in the settlement after the First World War

19. The United States ultimately did not join the organization Wilson proposed because

- A. the President refused to submit the treaty to the Senate for approval

- B. the Senate rejected the Treaty of Versailles over concerns about alliances
- C. the organization disbanded before the United States could apply for entry
- D. the other Allied powers blocked American membership in the new body

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

"In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist."

— President Dwight D. Eisenhower, Farewell Address, January 1961

20. In this passage, Eisenhower warned the nation about the

- A. growing economic competition from rebuilt industrial nations abroad
- B. expansion of federal social welfare programs across the United States
- C. influence of a combined military establishment and defense industry
- D. spread of communist ideology among the major American labor unions

21. This warning reflected concerns that had developed during the

- A. Cold War, when defense spending grew to large peacetime levels
- B. Great Depression, when federal spending expanded under the New Deal
- C. Progressive Era, when the federal government began regulating big business
- D. Reconstruction, when federal troops occupied the southern states

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

"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal... Such segregation is a denial of the equal protection of the laws."

— Chief Justice Earl Warren, *Brown v. Board of Education*, 1954

22. This Supreme Court decision directly overturned the precedent established in

- A. *Marbury v. Madison*, which established the power of judicial review
- B. *Gibbons v. Ogden*, which addressed federal authority over commerce
- C. *McCulloch v. Maryland*, which upheld the creation of a national bank
- D. *Plessy v. Ferguson*, which had permitted "separate but equal" facilities

23. The constitutional basis for the Court's decision in this case was the

- A. commerce clause granting Congress power over interstate trade
- B. supremacy clause establishing federal law over conflicting state law
- C. equal protection clause of the Fourteenth Amendment to the Constitution
- D. due process clause of the Fifth Amendment limiting federal power

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

"And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man."

— President John F. Kennedy, Inaugural Address, January 1961

24. In this passage, Kennedy called on American citizens to

- A. demand expanded benefits and services from the federal government
- B. contribute actively to public service and the good of the nation
- C. withdraw from involvement in the political affairs of foreign nations
- D. lower their expectations of national leadership during the Cold War

25. Kennedy's call to service was reflected in the creation of the

- A. Social Security system providing retirement income to older Americans
- B. Tennessee Valley Authority bringing electric power to rural regions
- C. Interstate Highway System connecting major cities across the nation
- D. Peace Corps sending American volunteers to serve in developing nations

Base your answer to question 26 on the passage below and on your knowledge of social studies.

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

— President James Monroe, annual message to Congress, December 1823

26. The foreign policy established in this passage declared that the United States would

- A. oppose further European colonization or intervention in the Western Hemisphere
- B. form permanent military alliances with the nations of South America
- C. annex the remaining European colonies located in North America
- D. remain entirely neutral in all disputes occurring anywhere in the world

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

Between 1880 and 1920, more than twenty million immigrants arrived in the United States. During the 1880s, the largest numbers came from northern and western Europe, including Germany, Ireland, and Great Britain. By the early 1900s, the majority of arrivals came instead from southern and eastern Europe, including Italy, Poland, Russia, and the lands of the Austro-Hungarian Empire. Most entered through East Coast ports, with large numbers processed at the Ellis Island immigration station in New York Harbor.

27. The information describes a shift in immigration after 1900 toward arrivals from

- A. the nations of East Asia, including China and Japan
- B. the countries of Latin America and the Caribbean region
- C. southern and eastern Europe, including Italy and Russia
- D. the nations of northern and western Europe such as Germany

28. A common response to the large wave of immigration described above was the

- A. federal guarantee of free transatlantic passage for European migrants
- B. rise of nativist sentiment and demands to restrict immigration
- C. immediate granting of full citizenship to all arriving immigrants
- D. elimination of all existing limits on immigration into the country

## **PRACTICE EXAM 20: USHG FRAMEWORK SIMULATION ANSWER KEY WITH EXPLANATIONS**

**1. C** — The passage's appeal to natural rights and government by consent reflects John Locke's social contract theory. Locke argued that people possess inherent rights to life, liberty, and property, and that governments exist to protect them. Jefferson drew directly on Lockean philosophy when drafting the Declaration's opening principles.

- 2. A** — Governments derive "their just powers from the consent of the governed." This establishes popular sovereignty as the foundation of legitimate authority, rejecting hereditary or monarchical claims to rule. It became a defining principle of American republican government.
- 3. B** — The Declaration's purpose was to justify separation from Britain by listing grievances against the king and asserting the colonies' right to self-government. It announced and explained independence rather than structuring a new government, which came later under the Articles and Constitution.
- 4. D** — Paine wrote *Common Sense* to persuade ordinary colonists that independence, not reconciliation, was the only sensible course. Written in plain language, it reached a mass audience and reframed the conflict as a fight against monarchy itself. It moved public opinion decisively toward a break with Britain.
- 5. A** — "Crowned ruffians" expresses Paine's contempt for hereditary monarchy as a corrupt and illegitimate institution. He argued that no person deserved political power simply by birth. This attack on monarchy was central to his case for an American republic.
- 6. C** — *Common Sense* built widespread popular support for declaring independence in the months before July 1776. Its mass circulation shifted colonial sentiment from grievance against Parliament to outright rejection of British rule. This momentum helped pave the way for the Declaration of Independence.
- 7. D** — Washington urged the nation to avoid permanent alliances that could entangle it in European conflicts. He warned that linking American interests to European ambitions would endanger the young nation's peace and prosperity. This advice shaped American foreign policy for over a century.
- 8. B** — Washington's counsel reinforced a policy of neutrality and noninvolvement in European political disputes. The United States generally sought to remain free of binding commitments to foreign powers throughout the 1800s. This tradition guided early American diplomacy.
- 9. A** — Joining NATO in 1949 marked a clear break from Washington's warning, as it created a binding permanent military alliance. The other choices reflect continued adherence to neutrality and avoidance of entanglement. NATO committed the United States to the collective defense of its allies.
- 10. D** — The Declaration of Sentiments deliberately echoed the Declaration of Independence, including the phrase "all men and women are created equal." Modeling it on the 1776 document linked women's rights to the nation's founding ideals. This gave the movement powerful rhetorical authority.
- 11. C** — The Seneca Falls Convention and its Declaration of Sentiments launched the organized women's rights movement in the United States. It called for expanded legal, social, and political equality, including suffrage. It remains a foundational document of the movement.
- 12. B** — The Emancipation Proclamation freed enslaved persons only in states then in rebellion against the Union. Because it relied on Lincoln's wartime powers, it did not apply to loyal border states. Its reach was therefore limited by military and constitutional considerations.

**13. D** — The Proclamation made ending slavery an explicit Union war aim, transforming the conflict's moral purpose. It did not immediately free all enslaved people but redefined what Union victory would mean. It also encouraged enslaved people to flee and join Union forces.

**14. A** — The Thirteenth Amendment, ratified in 1865, permanently abolished slavery throughout the entire United States. Unlike the Emancipation Proclamation, it was a constitutional change applying everywhere. It made emancipation complete and irreversible.

**15. B** — Sinclair wrote *The Jungle* to expose the dangerous and filthy conditions of the meatpacking industry. Though he aimed to highlight worker exploitation, readers reacted most strongly to the unsanitary food described. His graphic account fueled demands for reform.

**16. C** — Public outrage over *The Jungle* helped drive passage of the Pure Food and Drug Act and the Meat Inspection Act of 1906. These laws established federal oversight of food safety and labeling. They reflected the Progressive Era's push to regulate industry in the public interest.

**17. A** — Writers who exposed corruption and social problems during the Progressive Era were called muckrakers. Through investigative journalism and fiction, they pressured government and business to reform. Their work helped generate support for Progressive legislation.

**18. D** — Wilson's call for a "general association of nations" became the proposal for the League of Nations. He envisioned an international body to preserve peace and guarantee member states' security. It was central to his postwar vision after World War I.

**19. B** — The United States did not join the League because the Senate rejected the Treaty of Versailles, partly over fears it would commit the nation to foreign entanglements. Opposition led by senators such as Henry Cabot Lodge blocked ratification. The League proceeded without American membership.

**20. C** — Eisenhower warned against the growing influence of the "military-industrial complex," the alliance of the armed forces and the defense industry. He feared its unchecked power could distort national priorities. This warning came at the height of Cold War defense spending.

**21. A** — The warning reflected concerns rooted in the Cold War, when permanent high levels of military spending became routine. The arms race with the Soviet Union sustained a large defense establishment. Eisenhower feared this would give the complex undue political influence.

**22. D** — *Brown v. Board of Education* overturned *Plessy v. Ferguson*, which had upheld "separate but equal" facilities. The Court ruled that segregation in public education was inherently unequal. This reversed the legal foundation for racial segregation.

**23. C** — The decision rested on the equal protection clause of the Fourteenth Amendment. The Court held that segregated schools denied Black children equal protection under the law. This clause became the constitutional basis for dismantling legal segregation.

**24. B** — Kennedy urged citizens to contribute to public service and the broader good of the nation rather than seek personal benefit. His famous line called Americans to active civic responsibility. It set an idealistic tone for his administration.

**25. D** — Kennedy's call to service was embodied in the Peace Corps, which sent American volunteers to assist developing nations. It channeled the spirit of civic engagement he promoted in his inaugural address. The program became a lasting symbol of his presidency.

**26. A** — The Monroe Doctrine declared U.S. opposition to further European colonization or intervention in the Western Hemisphere. Monroe warned that such actions would be viewed as threats to American security. It became a cornerstone of U.S. policy toward the Americas.

**27. C** — After 1900, the majority of immigrants came from southern and eastern Europe, such as Italy and Russia, rather than northern and western Europe. This "new immigration" shifted the cultural and ethnic makeup of arriving populations. Most still entered through East Coast ports like Ellis Island.

**28. B** — The wave of new immigration prompted a rise in nativist sentiment and demands to restrict entry. Nativists feared economic competition and cultural change, leading eventually to quota laws in the 1920s. This reaction shaped early twentieth-century immigration policy.