

PRACTICE EXAM 21: USHG FRAMEWORK SIMULATION

PART I — STIMULUS-BASED MULTIPLE-CHOICE QUESTIONS

Directions (1–28): For each statement or question, record on your separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 through 3 on the passage below and on your knowledge of social studies.

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

— James Madison, *Federalist No. 10*, 1787

1. In this passage, Madison defines a "faction" as a group that
 - A. always represents the will of the majority of all citizens
 - B. works to strengthen the powers of the national government
 - C. seeks to expand individual liberty for every member of society
 - D. pursues interests opposed to the rights of others or the common good

2. Madison argued that the best way to control the dangers of faction was to
 - A. ban all political parties and organized interest groups by law
 - B. establish a large republic in which many competing interests check one another
 - C. concentrate political authority in a single powerful national leader
 - D. limit voting rights to a small group of property-owning citizens

3. Madison's argument in this essay was written primarily to
 - A. support ratification of the proposed United States Constitution
 - B. defend the structure of government under the Articles of Confederation
 - C. oppose the creation of a strong federal government for the states
 - D. promote the immediate addition of a bill of rights to the Constitution

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

"There shall be formed in the said territory not less than three nor more than five States... whenever any of the said States shall have sixty thousand free inhabitants therein, such State shall be admitted... on an equal footing with the original States... There shall be neither slavery nor involuntary servitude in the said territory."

— Northwest Ordinance, 1787

4. A major achievement of the Northwest Ordinance was that it
 - A. created a permanent national bank to manage federal finances
 - B. gave Congress the power to tax citizens of the individual states
 - C. established an orderly process for admitting new states to the Union
 - D. authorized the federal government to maintain a standing army

5. The Northwest Ordinance is notable for
 - A. extending the institution of slavery into all of the western territories
 - B. prohibiting slavery in the territory north of the Ohio River
 - C. granting full voting rights to all residents of the new territories
 - D. returning control of western lands to the original thirteen states

6. The Northwest Ordinance was passed by the national government operating under the
 - A. Constitution of the United States, ratified in 1788
 - B. Bill of Rights added to the Constitution in 1791
 - C. Declaration of Independence adopted in 1776
 - D. Articles of Confederation, the nation's first written framework

Base your answers to questions 7 through 9 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 two laws conflict with each other, the courts must decide on the operation of each... a law repugnant to the Constitution is void."

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

7. This decision established the principle of
 - A. judicial review, the power of courts to declare laws unconstitutional
 - B. executive privilege, the right of the president to withhold information

- C. popular sovereignty, the right of voters to decide territorial issues
- D. states' rights, the authority of states to nullify federal legislation

8. The power described in this passage allows the Supreme Court to

- A. propose and draft new amendments to the federal Constitution
- B. negotiate treaties with foreign governments on behalf of the nation
- C. strike down acts of Congress that conflict with the Constitution
- D. select the members of the president's executive cabinet departments

9. This case is significant because it strengthened the

- A. authority of the states over the actions of the federal government
- B. power of the president to act independently of the other branches
- C. control of Congress over the decisions of the federal court system
- D. role of the judicial branch within the federal system of government

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

"... the right of our manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federated self-government entrusted to us."

— John L. O'Sullivan, 1845

10. The idea of "manifest destiny" expressed in this passage was used to justify

- A. the abolition of slavery throughout the western territories
- B. the expansion of the United States across the North American continent
- C. the protection of Native American lands from white settlement
- D. the reduction of federal authority over the western territories

11. The belief in manifest destiny contributed most directly to

- A. westward expansion and conflicts such as the war with Mexico
- B. the growth of industry and factories in the northeastern states
- C. the strengthening of ties between the United States and Britain
- D. the early movement to grant women the right to vote nationwide

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

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal... that government of the people, by the people, for the people, shall not perish from the earth."

— President Abraham Lincoln, Gettysburg Address, 1863

12. In this address, Lincoln connected the purpose of the Civil War to the

- A. economic rebuilding of the war-torn southern plantation states
- B. expansion of American territory across the western frontier
- C. preservation of a nation founded on liberty and human equality
- D. removal of federal authority over the governments of the states

13. The phrase "government of the people, by the people, for the people" expresses the principle of

- A. judicial review exercised by the federal court system
- B. democratic self-government based on popular participation
- C. federal supremacy over the laws of the individual states
- D. separation of powers among the three branches of government

14. Lincoln delivered this address to

- A. announce the end of the institution of slavery in the United States
- B. propose terms for the readmission of the southern states to the Union
- C. declare the formal conclusion of the American Civil War
- D. honor those who died and rededicate the nation to its founding ideals

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

"We seek to restore the government of the Republic to the hands of 'the plain people'... We believe that the power of government — in other words, of the people — should be expanded... to the end that oppression, injustice, and poverty shall eventually cease in the land."

— People's (Populist) Party, Omaha Platform, 1892

15. The Populist Party platform primarily represented the interests of

- A. farmers who faced falling crop prices and heavy debts
- B. industrial bankers seeking to expand their financial influence
- C. railroad owners seeking higher rates for shipping goods
- D. factory owners opposed to the regulation of their businesses

16. A major goal of the Populist movement was to

- A. reduce the role of government in regulating the economy
- B. restrict the voting rights of recently arrived immigrants
- C. increase government action to address economic injustice
- D. return the nation to a strict gold-only monetary standard

17. Several reforms first proposed by the Populists were later adopted during the

- A. Reconstruction era following the end of the Civil War
- B. period of westward expansion in the early nineteenth century
- C. Gilded Age expansion of large industrial corporations
- D. Progressive Era, including the direct election of senators

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

"It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union... to secure them; not to the half of ourselves... but to the whole people — women as well as men."

— Susan B. Anthony, 1873

18. In this passage, Anthony argued that

- A. only male citizens were intended to hold the right to vote
- B. the rights of citizenship in the Constitution belonged to women as well as men
- C. women should be granted rights only at the level of the individual states
- D. the federal government had no authority to define the rights of citizens

19. Anthony's efforts were part of the movement that achieved its central goal with the

- A. ratification of the Nineteenth Amendment guaranteeing women's suffrage
- B. passage of the Pure Food and Drug Act regulating consumer products
- C. ratification of the Eighteenth Amendment prohibiting alcoholic beverages
- D. passage of the Sherman Antitrust Act limiting business monopolies

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

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech... The second is freedom of every person to worship God in his own way... The third is freedom from want... The fourth is freedom from fear."

— President Franklin D. Roosevelt, Annual Message to Congress, January 1941

20. Roosevelt delivered this speech in order to

- A. announce the formal entry of the United States into World War II
- B. defend a continued policy of strict American neutrality in the war
- C. build support for aiding nations fighting against aggression abroad
- D. propose a postwar plan to rebuild the economies of European nations

21. The policy most directly connected to the goals of this speech was the

- A. Marshall Plan to provide economic aid to postwar Europe
- B. Monroe Doctrine opposing European involvement in the Americas
- C. Open Door Policy regarding trade with China in Asia
- D. Lend-Lease program supplying war materials to the Allied powers

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

"The Act provides for a system of Federal old-age benefits, and... to enable the several States to make more adequate provision for aged persons, blind persons, dependent and crippled children... and the administration of their unemployment compensation laws."

— Preamble, Social Security Act, 1935

22. The Social Security Act was passed as part of the

- A. New Deal program designed to provide economic security during the Depression
- B. wartime mobilization effort during the Second World War
- C. Great Society reforms enacted during the 1960s
- D. Reconstruction policies following the American Civil War

23. A major purpose of this law was to

- A. provide free public housing to all unemployed American workers
- B. guarantee government jobs for every citizen who could not find work
- C. create a system of old-age pensions and assistance for the needy
- D. nationalize private banks and major industries across the country

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

"It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed... against hunger, poverty, desperation and chaos."

— Secretary of State George C. Marshall, 1947

24. The primary purpose of the program described in this passage was to

- A. provide military forces to defend the nations of Western Europe
- B. provide economic aid to help rebuild war-damaged European nations
- C. establish a permanent military alliance among the Western democracies
- D. supply weapons directly to nations fighting in ongoing wars

25. A major goal of this policy was to

- A. strengthen European economies and limit the spread of communism
- B. reopen colonial trade between Europe and its overseas empires
- C. encourage the United States to withdraw from European affairs
- D. promote free trade by eliminating all tariffs among the Allied nations

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

"Congress approves and supports the determination of the President... to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression... in southeast Asia."

— Gulf of Tonkin Resolution, 1964

26. This resolution is significant because it

- A. formally declared war on the government of North Vietnam
- B. ended American military involvement in the conflict in Vietnam
- C. required the president to seek congressional approval for each troop deployment
- D. gave the president broad authority to expand U.S. military action in Vietnam

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

"No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color."

— Voting Rights Act, 1965

27. A major effect of this law was to

- A. extend the right to vote to citizens eighteen years of age
- B. require all states to adopt identical voter registration procedures
- C. eliminate barriers such as literacy tests that kept Black citizens from voting
- D. transfer control of all national elections to the federal government

28. This law was a direct result of the

- A. labor union movement of the early twentieth century
- B. civil rights movement and protests such as the march in Selma, Alabama
- C. Populist movement of farmers in the late nineteenth century
- D. women's suffrage movement of the early twentieth century

PRACTICE EXAM 21: USHG FRAMEWORK SIMULATION – ANSWER KEY WITH EXPLANATIONS

1. **D** — Madison defines a faction as any group, majority or minority, whose aims run counter to the rights of other citizens or the broader public interest. He saw factions as rooted in human nature and unequal property, making them impossible to eliminate. Understanding this definition is key to his argument for controlling, rather than abolishing, their effects.

2. **B** — Madison argued that a large republic with many diverse interests would prevent any single faction from dominating. The greater the variety of competing groups, the harder it becomes for one to oppress the rest. This "extended republic" theory was central to his defense of the new Constitution.

3. **A** — *Federalist No. 10* was one of the essays written to urge ratification of the proposed Constitution. Madison sought to reassure skeptics that a large federal republic could safely control the dangers of faction. The Federalist Papers as a whole were persuasive pieces supporting ratification.

4. **C** — The Northwest Ordinance created a clear procedure for organizing territories and admitting them as new states on equal footing with the original thirteen. This orderly system guided national expansion for decades. It stands as one of the major accomplishments of the Confederation government.

5. **B** — The ordinance banned slavery in the territory north of the Ohio River, setting an important precedent for limiting slavery's spread. This made the Northwest Territory free soil as it developed into new states. It marked an early federal stance on the institution of slavery.

6. **D** — The Northwest Ordinance was enacted in 1787 under the Articles of Confederation, before the Constitution took effect. Despite the Articles' many weaknesses, this law was a lasting success. It demonstrated the Confederation government's ability to manage western lands.

7. A — *Marbury v. Madison* established judicial review, the power of courts to strike down laws that conflict with the Constitution. Marshall reasoned that interpreting the law is the proper role of the judiciary. This principle became a cornerstone of American constitutional government.

8. C — Judicial review allows the Supreme Court to declare acts of Congress unconstitutional and therefore void. This gives the judiciary a check on the legislative branch. It ensures that laws remain consistent with the Constitution.

9. D — The decision strengthened the judicial branch by establishing it as a coequal check within the federal system. By claiming the power of judicial review, the Court enhanced its authority over constitutional questions. This balanced the powers of the three branches of government.

10. B — Manifest destiny was the belief that the United States was destined to expand across the entire continent. O'Sullivan's words framed expansion as a providential mission. The idea was used to justify acquiring new western territory.

11. A — Belief in manifest destiny drove westward settlement and helped lead to the Mexican-American War, which gained vast new lands. Expansionist sentiment increased tensions with Mexico over territory such as Texas. These conflicts reshaped the nation's western boundaries.

12. C — Lincoln tied the war's purpose to preserving a nation founded on liberty and the principle that all are created equal. He framed the conflict as a test of whether such a government could endure. This gave the war a deeper moral and democratic meaning.

13. B — The phrase expresses democratic self-government rooted in the participation and consent of the people. It describes a government answerable to its citizens. This ideal lies at the heart of the American republican tradition.

14. D — Lincoln delivered the address to dedicate a cemetery and honor the soldiers who died at Gettysburg. He used the occasion to rededicate the nation to its founding ideals. The brief speech became one of the most influential in American history.

15. A — The Populist Party arose chiefly from farmers struggling with falling crop prices, debt, and high railroad rates. Its platform aimed to address their economic grievances. The movement represented agrarian discontent in the late nineteenth century.

16. C — A central Populist goal was expanding government action to combat economic injustice affecting ordinary people. They sought reforms such as railroad regulation and currency expansion. This reflected their belief that government should serve "the plain people."

17. D — Many Populist proposals, including the direct election of senators, were later enacted during the Progressive Era. Reformers adopted ideas the Populists had championed earlier. This showed the lasting influence of the Populist movement.

18. B — Anthony argued that the Constitution's protections, framed by "the whole people," extended citizenship rights to women as well as men. She rejected the idea that those rights belonged only to males. Her argument was a foundation of the women's rights cause.

19. A — The suffrage movement Anthony helped lead achieved its central goal with the Nineteenth Amendment, ratified in 1920. It guaranteed women the right to vote nationwide. This marked the culmination of decades of activism.

20. C — Roosevelt used the Four Freedoms speech to build public support for aiding nations resisting aggression, even before the U.S. entered the war. He framed the global conflict in terms of universal human freedoms. This helped shift opinion away from strict neutrality.

21. D — The Lend-Lease program directly carried out the speech's goals by supplying war materials to the Allied powers. It allowed the U.S. to support nations fighting aggression while still officially neutral. The program reflected Roosevelt's commitment to the Allied cause.

22. A — The Social Security Act was a key New Deal measure designed to provide economic security during the Great Depression. It addressed the hardships faced by the elderly, unemployed, and disabled. It became one of the most enduring New Deal reforms.

23. C — The law created a system of old-age pensions along with assistance for the needy, blind, and dependent children. It established a federal role in providing a social safety net. This fundamentally changed the relationship between government and citizens.

24. B — The Marshall Plan provided economic aid to help rebuild war-damaged European nations after World War II. Marshall argued that economic recovery was essential to peace and stability. The program funneled billions of dollars into European reconstruction.

25. A — A major goal of the Marshall Plan was to strengthen European economies and thereby limit the appeal and spread of communism. Prosperous, stable nations were seen as less vulnerable to communist influence. This made the plan a key Cold War policy.

26. D — The Gulf of Tonkin Resolution gave the president broad authority to expand U.S. military involvement in Vietnam without a formal declaration of war. It became the legal basis for escalating American participation in the conflict. Its sweeping grant of power later drew significant criticism.

27. C — The Voting Rights Act eliminated barriers such as literacy tests that had been used to keep Black citizens from voting. It authorized federal oversight of registration in areas with a history of discrimination. The law dramatically increased Black voter participation.

28. B — The Voting Rights Act resulted directly from the civil rights movement, including the Selma to Montgomery marches that exposed voting discrimination. National outrage over events in Selma pressured Congress to act. The law was a landmark achievement of the movement.