

PRACTICE EXAM 23: 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.

"There are combustibles in every State, which a spark might set fire to... I feel... infinitely more than I can express... for the disorders which have arisen in these States. Good God! Who... could have predicted them?"

— George Washington, letter regarding Shays' Rebellion, 1786

1. The unrest referred to in this passage helped convince many leaders that
 - A. the national government held too much power over the states
 - B. the national government under the Articles of Confederation was too weak
 - C. the individual states should be granted complete independence
 - D. a powerful monarchy should be established in the United States
2. One major weakness of the Articles of Confederation revealed by events like this was that the national government
 - A. held the sole power to coin money for all of the states
 - B. could force the states to provide soldiers for a national army
 - C. controlled all trade between the states and foreign nations

- D. lacked the power to tax or to raise an effective national army
- 3. A direct response to the weaknesses of the Articles of Confederation was the
 - A. issuing of the Declaration of Independence from Great Britain
 - B. passage of the Bill of Rights protecting individual liberties
 - C. calling of the Constitutional Convention to revise the government
 - D. signing of the Treaty of Paris ending the Revolutionary War

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

"The legislative power shall be vested in a Congress of two houses. In the first house, representation shall be based on population; in the second house, each State shall have an equal vote, regardless of its size or population."

— Summary of an agreement reached at the Constitutional Convention, 1787

- 4. The agreement described in this passage is known as the
 - A. Great Compromise, which created a two-house national legislature
 - B. Three-Fifths Compromise, which counted enslaved persons for representation
 - C. Missouri Compromise, which balanced free and slave states
 - D. Compromise of 1850, which admitted California as a free state
- 5. This compromise was reached to resolve a dispute between
 - A. the northern states and the southern states over the issue of slavery
 - B. supporters and opponents of adding a bill of rights to the document
 - C. those favoring a monarchy and those favoring an elected president

D. the larger states and the smaller states over representation in Congress

6. The "first house" described in this passage, based on population, is the

A. United States Senate, with two members from each state

B. House of Representatives, with seats based on state population

C. Supreme Court, with justices appointed by the president

D. Electoral College, which formally elects the president

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

"... the several States... being sovereign and independent, have the unquestionable right to judge of the infraction; and... a nullification, by those sovereignties, of all unauthorized acts done under color of that instrument, is the rightful remedy."

— Kentucky Resolution, 1798

7. The Virginia and Kentucky Resolutions were written primarily in response to the

A. ratification of the United States Constitution by the states

B. creation of the first national bank under Alexander Hamilton

C. passage of the Alien and Sedition Acts by the federal government

D. negotiation of the Louisiana Purchase from the nation of France

8. The resolutions argued that the states had the power to

A. declare acts of the federal government unconstitutional within their borders

B. elect the president directly without the use of the Electoral College

C. tax goods imported from the other states across their borders

- D. negotiate independent treaties with foreign nations on their own
9. The ideas expressed in these resolutions later contributed to the development of the theory of
- A. judicial review exercised by the federal courts
 - B. separation of powers among the three branches of government
 - C. popular sovereignty in deciding the future of the territories
 - D. states' rights and nullification of federal laws by the states

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

"Missouri shall be admitted into the Union as a slave state, but Maine shall be admitted as a free state; and in the remaining territory of the Louisiana Purchase north of the line 36°30', slavery shall be forever prohibited."

— Summary of the Missouri Compromise, 1820

10. The main purpose of the Missouri Compromise was to
- A. abolish the institution of slavery throughout the entire nation
 - B. grant the western territories immediate admission as new states
 - C. maintain a balance between free states and slave states in the Senate
 - D. give the federal government control over all of the western lands
11. The Missouri Compromise temporarily settled the national debate over
- A. the power of the federal courts to review acts of Congress
 - B. the expansion of slavery into the western territories
 - C. the right of states to nullify federal laws within their borders

D. the role of the national bank in the American economy

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

"I will be as harsh as truth, and as uncompromising as justice... I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD."

— William Lloyd Garrison, *The Liberator*, 1831

12. William Lloyd Garrison used his newspaper, *The Liberator*, primarily to

- A. demand the immediate abolition of slavery in the United States
- B. promote the gradual resettlement of freed people in West Africa
- C. defend the right of states to permit slavery within their borders
- D. encourage enslaved people to escape to the northern free states

13. Garrison was a leading figure in the nineteenth-century movement known as

- A. the temperance movement opposing the use of alcohol
- B. the women's suffrage movement seeking the vote for women
- C. the abolitionist movement working to end slavery
- D. the labor movement seeking better conditions for workers

14. The work of abolitionists like Garrison contributed most directly to

- A. the rapid industrialization of the southern plantation economy
- B. the peaceful end of slavery without any national conflict
- C. increased cooperation between the northern and southern states

D. rising sectional tensions that helped lead to the Civil War

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

"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."

— Fifteenth Amendment to the United States Constitution, ratified 1870

15. The primary purpose of this amendment was to

A. abolish the institution of slavery throughout the United States

B. guarantee the right to vote regardless of race or former enslavement

C. grant citizenship to all persons born within the United States

D. extend the right to vote to women in national elections

16. This amendment was one of three amendments added to the Constitution during the period of

A. Reconstruction following the end of the Civil War

B. the Progressive Era reforms of the early twentieth century

C. the New Deal during the Great Depression years

D. the early founding of the nation under the Constitution

17. Despite this amendment, many southern states later prevented African Americans from voting through the use of

A. constitutional amendments banning all forms of voting restrictions

B. federal troops stationed permanently in the southern states

C. literacy tests, poll taxes, and other discriminatory practices

D. direct payments to citizens who chose not to cast a ballot

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

"In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress... The wisest among my race understand that the agitation of questions of social equality is the extremest folly."

— Booker T. Washington, Atlanta Exposition Address, 1895

18. In this passage, Booker T. Washington urged African Americans to

A. demand immediate full social and political equality with whites

B. leave the United States and resettle in the nations of West Africa

C. organize mass protests against the system of racial segregation

D. focus first on economic self-improvement and vocational skills

19. Washington's approach was challenged by W. E. B. Du Bois, who argued that African Americans should

A. demand immediate civil rights and full political equality

B. accept segregation in exchange for economic opportunity

C. avoid higher education in favor of practical job training

D. withdraw entirely from participation in American political life

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

"Remember the Maine! To Hell with Spain! ... The newspapers filled their front pages with dramatic and often exaggerated stories of Spanish cruelty in Cuba, stirring American readers to demand action against Spain."

— Description of newspaper coverage, 1898

20. The exaggerated newspaper reporting described in this passage is known as

A. muckraking journalism exposing corruption in government and business

B. yellow journalism using sensational stories to attract readers

C. investigative reporting based on careful and accurate research

D. editorial writing expressing the opinions of newspaper publishers

21. This kind of reporting helped build public support for the United States entry into the

A. First World War against Germany and its allies

B. War of 1812 against Great Britain over maritime rights

C. Mexican-American War over disputed western territory

D. Spanish-American War, which led to the acquisition of overseas territory

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

"The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic... The question in every case is whether the words... create a clear and present danger."

— Justice Oliver Wendell Holmes, *Schenck v. United States*, 1919

22. The Supreme Court's decision in this case established that

A. freedom of speech is an absolute right that can never be limited

B. the federal government may censor all newspapers during peacetime

C. speech may be limited when it presents a clear and present danger

D. only state governments may place restrictions on free speech

23. This decision shows that the rights protected by the First Amendment

A. may be limited under certain circumstances, such as wartime

B. apply only to spoken words and never to printed materials

C. cannot be restricted by any branch of the federal government

D. protect only speech that supports official government policy

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

"In December 1955, Rosa Parks was arrested for refusing to give up her seat to a white passenger on a city bus in Montgomery, Alabama. In response, African Americans organized a boycott of the city's bus system that lasted more than a year."

— Description of events in Montgomery, Alabama, 1955–1956

24. The events described in this passage are an example of the civil rights strategy of

A. armed resistance against local law enforcement officials

B. nonviolent protest used to challenge unjust laws

C. legal challenges argued only in the federal courts

D. withdrawal from participation in American economic life

25. The Montgomery Bus Boycott helped bring national attention to a leader of the civil rights movement named

A. Booker T. Washington, who promoted vocational education

B. Frederick Douglass, who campaigned against slavery

C. W. E. B. Du Bois, who helped found the NAACP

D. Martin Luther King Jr., who emerged as a leading voice for civil rights

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

"The United States and the People's Republic of China agreed that countries... should conduct their relations on the principles of... mutual respect... and peaceful coexistence... Neither should seek hegemony in the Asia-Pacific region."

— Shanghai Communiqué, 1972

26. President Nixon's visit to China in 1972 is significant because it

A. began the normalization of relations between the United States and China

B. resulted in a formal military alliance between the two nations

C. ended all trade between the United States and the People's Republic

D. led to the immediate withdrawal of American forces from Asia

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

By the late 1920s, the American economy faced serious problems. Many Americans had bought stocks on credit, and farmers and workers struggled with low incomes. In October 1929, the stock market crashed, wiping out the savings of many investors and helping to trigger a severe and lasting economic downturn.

27. According to this passage, one factor that contributed to the economic crisis was

A. an increase in federal regulation of the stock market

B. a sharp rise in wages for both farmers and factory workers

C. widespread buying of stocks on credit, or "on margin"

D. a large reduction in the amount of consumer borrowing

28. The severe economic downturn that followed the events described in this passage became known as the

A. Panic of 1837 during the presidency of Martin Van Buren

B. Great Depression of the 1930s

C. Reconstruction era following the Civil War

D. Gilded Age of rapid industrial expansion

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1. B — Shays' Rebellion exposed how powerless the central government was to maintain order, convincing leaders the Articles of Confederation were too weak. The federal government could not raise a force to suppress the uprising. This fear of disorder spurred calls for a stronger national government.

2. D — Under the Articles, the national government could not tax citizens or compel states to fund an army. This left it unable to respond effectively to crises like Shays' Rebellion. The lack of these powers was a fundamental flaw in the Confederation.

3. C — The weaknesses revealed by the rebellion led directly to the calling of the Constitutional Convention in 1787. Delegates met to revise the Articles but ultimately drafted a new Constitution. This created a stronger framework of national government.

4. A — The agreement describes the Great Compromise, which created a two-house Congress. It combined population-based representation with equal state representation. This resolved a central dispute at the Constitutional Convention.

5. D — The Great Compromise settled a conflict between large and small states over representation in the legislature. Large states wanted representation by population, while small states wanted equality. The two-house solution satisfied both sides.

6. B — The "first house," based on population, is the House of Representatives. Larger states receive more seats, reflecting their greater populations. This gives population-based representation in one chamber of Congress.

- 7. C** — The Virginia and Kentucky Resolutions were written to protest the Alien and Sedition Acts. Jefferson and Madison viewed those acts as unconstitutional infringements on liberty. The resolutions argued states could resist such federal overreach.
- 8. A** — The resolutions claimed states had the authority to judge federal acts unconstitutional within their borders. This idea challenged the supremacy of federal law. It laid groundwork for later states' rights arguments.
- 9. D** — These resolutions helped develop the theory of states' rights and nullification. The doctrine held that states could nullify federal laws they deemed unconstitutional. This theory resurfaced in later sectional conflicts.
- 10. C** — The Missouri Compromise aimed to preserve the balance between free and slave states in the Senate. Admitting Missouri as a slave state and Maine as free kept the count even. This balance was central to the agreement.
- 11. B** — The compromise temporarily settled the debate over slavery's expansion into the western territories. It drew a line across the Louisiana Purchase to limit slavery's spread. The arrangement held for several decades before unraveling.
- 12. A** — Garrison used *The Liberator* to demand the immediate abolition of slavery. He rejected gradual approaches and called for an uncompromising end to the institution. His radical stance energized the abolitionist cause.
- 13. C** — Garrison was a leading figure in the abolitionist movement. He devoted his work to ending slavery in the United States. His newspaper became a powerful voice for the cause.
- 14. D** — The work of abolitionists like Garrison heightened sectional tensions between North and South. Their attacks on slavery deepened divisions over the institution. These tensions contributed to the coming of the Civil War.
- 15. B** — The Fifteenth Amendment guaranteed the right to vote regardless of race or previous enslavement. It aimed to secure suffrage for African American men after the Civil War. It was a key Reconstruction-era protection.
- 16. A** — The Fifteenth Amendment was one of three Reconstruction Amendments passed after the Civil War. Together with the Thirteenth and Fourteenth, it sought to secure freedom and rights for formerly enslaved people. These amendments reshaped citizenship and voting.
- 17. C** — Southern states circumvented the amendment using literacy tests, poll taxes, and similar barriers. These measures effectively disenfranchised many Black voters despite the law. Such practices persisted for decades until later civil rights legislation.
- 18. D** — Washington urged African Americans to pursue economic self-improvement and vocational skills first. He emphasized gradual progress through hard work and education. His accommodationist approach drew both support and criticism.

- 19. A** — Du Bois challenged Washington by demanding immediate civil rights and full political equality. He rejected gradualism in favor of active agitation for justice. He helped found the NAACP to advance these goals.
- 20. B** — The exaggerated, sensational reporting described is yellow journalism. Newspapers used dramatic stories to boost sales and stir public emotion. This style shaped public opinion in the 1890s.
- 21. D** — Yellow journalism helped build support for entering the Spanish-American War. Sensational coverage of events like the sinking of the Maine inflamed public sentiment. The war led to U.S. acquisition of overseas territories.
- 22. C** — *Schenck v. United States* established that speech may be limited when it creates a clear and present danger. Holmes used the example of falsely shouting fire in a theater. The ruling defined limits on First Amendment protections.
- 23. A** — The decision shows that First Amendment rights are not absolute and may be restricted, especially in wartime. The Court allowed limits when speech posed a serious danger. This set an important precedent on free-speech boundaries.
- 24. B** — The bus boycott was an example of nonviolent protest against unjust laws. African Americans peacefully withheld their patronage to challenge segregation. This strategy became central to the civil rights movement.
- 25. D** — The Montgomery Bus Boycott brought national attention to Martin Luther King Jr. His leadership during the boycott established him as a major civil rights figure. He went on to lead the broader movement.
- 26. A** — Nixon's 1972 visit began the normalization of U.S.–China relations after years of hostility. The Shanghai Communiqué laid groundwork for improved ties. It marked a significant shift in Cold War diplomacy.
- 27. C** — The passage identifies widespread buying of stocks on margin as a factor in the crisis. Purchasing on credit left investors vulnerable when prices fell. This contributed to the severity of the crash.
- 28. B** — The downturn that followed the 1929 crash became known as the Great Depression. It brought years of mass unemployment and economic hardship in the 1930s. It was the most severe economic crisis in U.S. history.