

PRACTICE EXAM 24: 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.

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

— Preamble to the United States Constitution, 1787

1. The phrase "We the People" in this passage reflects the principle of
 - A. federalism dividing power between the nation and the states
 - B. judicial review exercised by the federal court system
 - C. popular sovereignty, that government derives its power from the people
 - D. checks and balances among the three branches of government
2. According to the Preamble, one purpose of the United States government is to
 - A. establish an official national religion for all citizens
 - B. guarantee equal incomes for every American family
 - C. expand the territory of the nation across the continent

D. provide for the common defense and promote the general welfare

3. The Preamble serves as the part of the Constitution that

A. states the broad goals and purposes of the new government

B. lists the specific powers granted to the federal Congress

C. describes the process for amending the Constitution

D. guarantees specific individual liberties to all citizens

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

"This government is to possess absolute and uncontrollable power... The powers of the general legislature extend to every case that is of the least importance... In so extensive a republic, the great officers of government would soon become above the control of the people."

— Brutus, Anti-Federalist essay, 1787

4. The author of this passage is expressing a viewpoint associated with the

A. Federalists, who supported ratification of the Constitution

B. Anti-Federalists, who opposed ratification of the Constitution

C. Loyalists, who supported continued rule by Great Britain

D. Abolitionists, who sought the immediate end of slavery

5. A major concern expressed in this passage is that the proposed national government would

A. be too weak to defend the nation against foreign threats

B. give too much authority to the individual state governments

C. fail to provide for a national system of public education

- D. become too powerful and threaten the liberties of the people
- 6. To address concerns like those raised in this passage, supporters of the Constitution agreed to
 - A. add a bill of rights to protect individual liberties
 - B. abolish the office of the president of the United States
 - C. give each state the power to veto acts of Congress
 - D. return to the system used under the Articles of Confederation

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

"The Constitution has made no provision for our holding foreign territory, still less for incorporating foreign nations into our Union... but the good sense of our country will correct the evil... and the less we say about constitutional difficulties the better."

— President Thomas Jefferson, letter regarding the Louisiana Purchase, 1803

- 7. Jefferson's hesitation expressed in this passage concerned whether the
 - A. United States could afford the cost of purchasing the territory
 - B. people of the territory would agree to join the United States
 - C. Constitution gave the president the power to acquire new territory
 - D. France would actually agree to sell the territory to the nation
- 8. Jefferson's decision to complete the purchase despite his doubts is an example of
 - A. strict construction, following the exact wording of the Constitution
 - B. loose construction, interpreting the Constitution broadly to allow action
 - C. nullification of a federal law by the government of a state

- D. judicial review of a law by the federal court system
- 9. A major result of the Louisiana Purchase was that it
 - A. roughly doubled the size of the United States
 - B. ended all conflict with Native nations in the West
 - C. gave the United States control of the nation of Mexico
 - D. created an immediate crisis over the issue of slavery

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

"The bank is trying to kill me, but I will kill it... It is not our own citizens only who are to receive the bounty of our government. More than eight millions of the stock of this bank are held by foreigners... Is there no danger to our liberty and independence?"

— President Andrew Jackson, veto message on the Bank of the United States, 1832

- 10. In this passage, Andrew Jackson is expressing his opposition to the
 - A. creation of a national system of public roads and canals
 - B. expansion of slavery into the western territories
 - C. removal of Native American nations from their lands
 - D. continued existence of the Second Bank of the United States
- 11. Jackson's actions in this conflict reflected his belief that the bank
 - A. did not have enough power to regulate the national economy
 - B. should be expanded to include branches in every state
 - C. served the interests of the wealthy rather than ordinary people

D. was necessary to protect the nation from foreign influence

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

The novel told the story of enslaved people and the cruelties they suffered. It moved many readers in the North to oppose slavery and deepened the divide between the North and the South. President Lincoln is said to have called its author "the little lady who made this big war."

— Description of Uncle Tom's Cabin by Harriet Beecher Stowe, 1852

12. The main effect of the novel described in this passage was to

A. convince the southern states to end the practice of slavery

B. strengthen antislavery feeling among many people in the North

C. reduce tensions between the northern and southern regions

D. encourage enslaved people to flee to the western territories

13. This novel is most closely associated with which nineteenth-century movement?

A. the temperance movement against the use of alcohol

B. the women's suffrage movement for the right to vote

C. the labor movement for better working conditions

D. the abolitionist movement to end the institution of slavery

14. Lincoln's comment about "the little lady who made this big war" suggests that the novel

A. helped influence public opinion in the years before the Civil War

B. directly caused the southern states to secede from the Union

C. was written to defend the institution of slavery in the South

D. had little effect on the nation's growing sectional divisions

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

"I do not believe it [the Union] will fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it... or its advocates will push it forward, till it shall become alike lawful in all the States."

— Abraham Lincoln, "House Divided" speech, 1858

15. In this passage, Lincoln argued that the nation could not continue to

A. expand its territory across the western frontier

B. depend on the federal courts to settle political disputes

C. remain permanently divided between slave and free states

D. allow the states to nullify the laws of the federal government

16. Lincoln delivered this speech during his campaign against Stephen Douglas, who supported the idea of

A. the immediate abolition of slavery in all states

B. popular sovereignty, letting territories decide on slavery by vote

C. federal laws banning slavery in all of the territories

D. the secession of the southern states from the Union

17. The growing conflict reflected in this speech contributed directly to the

A. outbreak of the Civil War a few years later

B. peaceful and gradual end of slavery in the South

C. ratification of the Bill of Rights by the states

D. purchase of new western territory from France

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

Hull House was opened in Chicago to serve the needs of the immigrant poor. It offered education, child care, and other services to help newcomers adjust to life in the United States. Settlement houses like it spread to cities across the nation during this period.

— Description of the settlement house movement, late 1800s

18. The settlement houses described in this passage were established mainly to

A. provide low-cost housing for wealthy industrialists

B. train immigrants for service in the United States military

C. relocate immigrants from the cities to the western frontier

D. help poor immigrants adjust to life in American cities

19. The settlement house movement was part of a broader effort during this era to

A. restrict immigration from southern and eastern Europe

B. expand the power of large industrial corporations

C. reform society and improve conditions for the poor

D. return control of cities to political party machines

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

"We have become great in a material sense because of the lavish use of our resources, and we have just reason to be proud of our growth. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil... are exhausted."

— President Theodore Roosevelt, 1908

20. In this passage, Theodore Roosevelt expressed support for the policy of

A. conservation, the careful management and protection of natural resources

B. immediate use of all natural resources to support industrial growth

C. transfer of all public lands to private business ownership

D. ending federal involvement in the management of natural resources

21. As president, Roosevelt promoted these ideas by

A. selling national forest lands to private logging companies

B. setting aside millions of acres as national parks and forests

C. ending all federal regulation of mining and drilling

D. encouraging the rapid clearing of the nation's forests

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

"The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration."

— Sixteenth Amendment to the United States Constitution, ratified 1913

22. This amendment gave the federal government the power to

A. regulate trade between the states and foreign nations

B. control the value of the nation's paper currency

C. set tariff rates on goods imported from abroad

D. collect a tax based on the incomes of individuals

23. The Sixteenth Amendment was adopted during the

A. Reconstruction era following the American Civil War

B. New Deal response to the Great Depression

C. Progressive Era of early twentieth-century reforms

D. early years of the nation under the new Constitution

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

"We have used [the atomic bomb] against those who attacked us without warning at Pearl Harbor... We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans."

— President Harry S. Truman, radio address, August 1945

24. In this passage, Truman defended his decision to

A. use atomic weapons against Japan to bring a faster end to the war

B. enter the war in Europe against Germany and its allies

C. provide military aid to the nations of Western Europe

D. place restrictions on Japanese Americans living on the West Coast

25. A major long-term result of the development and use of the atomic bomb was the

A. immediate creation of a lasting world peace after the war

B. beginning of a nuclear arms race during the Cold War

C. end of all future use of military force between nations

D. decision to disband the United States armed forces

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

"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... Let freedom ring."

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

26. Dr. King delivered this speech at an event held primarily to

A. protest the United States involvement in the war in Vietnam

B. demand the immediate impeachment of the president

C. support civil rights and economic opportunity for African Americans

D. oppose the use of nonviolent methods in the civil rights movement

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

During the 1930s, as conflicts grew in Europe and Asia, Congress passed a series of Neutrality Acts. These laws were intended to keep the United States out of foreign wars by banning the sale of weapons to nations at war and warning Americans against traveling on the ships of warring countries.

27. The Neutrality Acts described in this passage reflected a national mood of

A. eagerness to join the conflicts developing in Europe and Asia

B. support for forming military alliances with European nations

C. willingness to send American troops to fight overseas

- D. isolationism and a desire to avoid involvement in foreign wars
28. This policy of neutrality came to an end after the
- A. signing of the Treaty of Versailles ending the First World War
- B. Japanese attack on Pearl Harbor brought the United States into World War II
- C. creation of the United Nations following the Second World War
- D. announcement of the Marshall Plan to rebuild postwar Europe

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- 1. C** — "We the People" reflects popular sovereignty, the principle that government derives its authority from the people. The Constitution opens by grounding its legitimacy in the consent of the governed. This idea is foundational to American republican government.
- 2. D** — The Preamble lists providing for the common defense and promoting the general welfare among the government's purposes. These goals describe the broad responsibilities the new government was meant to fulfill. They guide the aims of federal action under the Constitution.
- 3. A** — The Preamble functions as an introduction that states the broad goals and purposes of the government. It does not grant specific powers or list rights. Instead, it explains why the Constitution was established.
- 4. B** — The passage expresses Anti-Federalist views opposing ratification of the Constitution. Anti-Federalists feared that a strong central government would endanger liberty. Their concerns shaped the debate over ratification.
- 5. D** — The central concern is that the national government would grow too powerful and threaten the people's liberties. The author warns that officials could escape popular control. This fear of centralized power defined Anti-Federalist arguments.
- 6. A** — To ease these concerns, supporters agreed to add a bill of rights protecting individual liberties. The promise of these protections helped secure ratification. The Bill of Rights became the first ten amendments.

- 7. C** — Jefferson's doubt centered on whether the Constitution granted the president power to acquire new territory. The document made no explicit provision for such purchases. This raised a constitutional question for the strict-construction Jefferson.
- 8. B** — Completing the purchase despite his doubts shows loose construction, interpreting the Constitution broadly. Jefferson set aside strict limits to seize a valuable opportunity. This flexible reading expanded federal power.
- 9. A** — The Louisiana Purchase roughly doubled the size of the United States. It opened vast new lands west of the Mississippi for future settlement. This dramatically expanded the young nation's territory.
- 10. D** — Jackson's veto message expressed his opposition to the Second Bank of the United States. He viewed the bank as a dangerous concentration of power. His attack led to the bank's eventual demise.
- 11. C** — Jackson believed the bank served the wealthy elite rather than ordinary Americans. He portrayed it as benefiting privileged and foreign interests. This populist stance shaped his war against the bank.
- 12. B** — The novel strengthened antislavery sentiment among many northern readers. Its emotional portrayal of slavery's cruelties moved public opinion. This deepened the sectional divide before the Civil War.
- 13. D** — *Uncle Tom's Cabin* is closely tied to the abolitionist movement. It powerfully advanced the cause of ending slavery. The book became one of the movement's most influential works.
- 14. A** — Lincoln's remark suggests the novel helped shape public opinion in the years before the Civil War. Its influence on northern attitudes was significant. This shows the power of literature in the sectional crisis.
- 15. C** — Lincoln argued the nation could not remain permanently divided between slave and free states. He believed it must eventually become all one or all the other. This warning captured the deepening sectional conflict.
- 16. B** — Stephen Douglas supported popular sovereignty, letting territories vote on whether to allow slavery. This put him at odds with Lincoln's stance on limiting slavery's spread. Their debates highlighted the divide over the issue.
- 17. A** — The growing conflict over slavery reflected in this speech helped lead to the Civil War. Sectional tensions continued to rise in the following years. The war erupted just a few years later.
- 18. D** — Settlement houses like Hull House were created to help poor immigrants adjust to life in American cities. They offered education, child care, and social services. This support eased newcomers' transition into urban life.
- 19. C** — The settlement house movement was part of a broader reform effort to improve conditions for the poor. Reformers sought to address the problems of industrial cities. This reflected the Progressive impulse for social betterment.

- 20. A** — Roosevelt expressed support for conservation, the careful management and protection of natural resources. He warned against exhausting the nation's forests and minerals. Conservation became a hallmark of his presidency.
- 21. B** — Roosevelt advanced conservation by setting aside millions of acres as national parks and forests. He used federal power to protect natural resources for the future. This expanded the government's role in conservation.
- 22. D** — The Sixteenth Amendment gave Congress the power to tax individual incomes. It allowed an income tax without apportionment among the states. This became a major source of federal revenue.
- 23. C** — The amendment was adopted in 1913 during the Progressive Era. Progressive reformers favored the income tax as a fairer way to raise revenue. It reflected the era's push for economic reform.
- 24. A** — Truman defended his decision to use atomic weapons against Japan to end the war more quickly. He argued it would save American lives. This justification framed one of history's most consequential decisions.
- 25. B** — The atomic bomb's development sparked a nuclear arms race during the Cold War. The United States and Soviet Union competed to build powerful arsenals. This shaped global tensions for decades.
- 26. C** — King delivered this speech at the March on Washington to support civil rights and economic opportunity for African Americans. The event drew enormous crowds to the nation's capital. It became a defining moment of the civil rights movement.
- 27. D** — The Neutrality Acts reflected a mood of isolationism and a desire to avoid foreign wars. Many Americans wanted to stay out of conflicts overseas. These laws aimed to keep the nation neutral.
- 28. B** — American neutrality ended after the Japanese attack on Pearl Harbor brought the U.S. into World War II. The surprise attack united the nation behind entering the war. It marked the end of the isolationist policy.