

PRACTICE EXAM 25: 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.

"That it is inseparably essential to the freedom of a people, and the undoubted right of Englishmen, that no taxes be imposed on them but with their own consent, given personally, or by their representatives... the people of these colonies are not, and... cannot be, represented in the House of Commons in Great Britain."

— Resolutions of the Stamp Act Congress, 1765

1. The colonists in this passage were objecting to

A. the establishment of an official church in the colonies

B. the presence of French forces along the western frontier

C. restrictions on colonial trade with the nations of Europe

D. taxes imposed on them without their consent or representation

2. The phrase "no taxes be imposed on them but with their own consent" expresses the principle of

A. no taxation without representation

B. separation of church and state in government

C. checks and balances among the branches of government

- D. judicial review of laws by the colonial courts
3. Colonial protests like the one described in this passage contributed most directly to
- A. the strengthening of British control over the colonies
 - B. the peaceful acceptance of new British taxes
 - C. growing colonial resistance that led to the Revolution
 - D. the immediate independence of the American colonies

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

"The judiciary... has no influence over either the sword or the purse... It may truly be said to have neither force nor will, but merely judgment... The complete independence of the courts of justice is peculiarly essential in a limited Constitution."

— Alexander Hamilton, Federalist No. 78, 1788

4. In this passage, Hamilton argues that the judicial branch
- A. holds the greatest power among the three branches of government
 - B. is the least dangerous branch because it controls neither force nor money
 - C. should have the power to command the nation's armed forces
 - D. ought to be directly controlled by the legislative branch
5. Hamilton states that the "complete independence" of the courts is essential to
- A. protecting a limited Constitution and the rule of law
 - B. allowing the courts to collect taxes from the citizens
 - C. giving the judiciary command over the national army

- D. permitting judges to be removed by popular vote
- 6. This essay was written as part of a series intended to
 - A. oppose the ratification of the new federal Constitution
 - B. defend the structure of the Articles of Confederation
 - C. argue for the immediate abolition of the federal judiciary
 - D. support the ratification of the United States Constitution

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

"The power to regulate commerce... among the several States... is complete in itself, may be exercised to its utmost extent, and acknowledges no limitations other than are prescribed in the Constitution... This power, like all others vested in Congress, is plenary."

— Chief Justice John Marshall, *Gibbons v. Ogden*, 1824

- 7. The Supreme Court's decision in this case strengthened the power of the federal government to
 - A. impose a national income tax on individual citizens
 - B. regulate commerce that takes place between the states
 - C. declare acts of the state legislatures unconstitutional
 - D. negotiate treaties with foreign nations on its own
- 8. This decision was based on the part of the Constitution known as the
 - A. necessary and proper clause granting implied powers
 - B. supremacy clause concerning conflicts between laws
 - C. commerce clause regulating trade among the states

D. equal protection clause of the Fourteenth Amendment

9. The ruling in this case is significant because it

A. expanded federal authority over the national economy

B. returned control of trade entirely to the individual states

C. limited the power of Congress to regulate business

D. ended all federal involvement in interstate commerce

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

The Kansas-Nebraska Act allowed the settlers of each territory to decide for themselves whether to permit slavery. This led pro-slavery and antislavery settlers to rush into Kansas, where violent conflict broke out between the two groups.

— Description of the Kansas-Nebraska Act, 1854

10. The Kansas-Nebraska Act allowed the question of slavery in the territories to be decided by

A. a ruling issued by the United States Supreme Court

B. an act of the federal Congress banning slavery there

C. the governors appointed to lead each new territory

D. popular sovereignty, a vote of the settlers in each territory

11. The violence that resulted from this act became known as

A. the Trail of Tears across the American Southeast

B. "Bleeding Kansas," a conflict over the spread of slavery

C. Shays' Rebellion against the state government

D. the Whiskey Rebellion against a federal tax

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

"Every contract, combination in the form of trust or otherwise, or conspiracy, in restraint of trade or commerce among the several States... is declared to be illegal... Every person who shall monopolize... any part of the trade or commerce... shall be deemed guilty of a misdemeanor."

— Sherman Antitrust Act, 1890

12. The main purpose of the Sherman Antitrust Act was to

A. protect large corporations from foreign competition

B. guarantee workers the right to form labor unions

C. limit monopolies and restore competition in business

D. provide federal funding for new railroad construction

13. This law was passed in response to public concern about the growing power of

A. large business trusts and monopolies in the economy

B. labor unions organizing strikes against employers

C. immigrants arriving from southern and eastern Europe

D. the federal government over the affairs of the states

14. The Sherman Antitrust Act reflected the early stages of a movement that later expanded during the

A. Reconstruction era following the American Civil War

B. New Deal during the years of the Great Depression

C. period of westward expansion under manifest destiny

D. Progressive Era of early twentieth-century reform

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

"Chronic wrongdoing... may... ultimately require intervention by some civilized nation, and... the United States cannot ignore this duty... [it] may force the United States... to the exercise of an international police power."

— President Theodore Roosevelt, Roosevelt Corollary to the Monroe Doctrine, 1904

15. In this passage, Roosevelt claimed that the United States had the right to

A. avoid all involvement in the affairs of Latin American nations

B. intervene in the affairs of nations in the Western Hemisphere

C. grant immediate independence to all overseas territories

D. form a permanent military alliance with European powers

16. The Roosevelt Corollary was an addition to which earlier United States policy?

A. the Monroe Doctrine opposing European interference in the Americas

B. the Open Door Policy regarding trade with China

C. Washington's warning against permanent foreign alliances

D. the Marshall Plan to provide aid to postwar Europe

17. This policy is most closely associated with Roosevelt's approach to foreign affairs known as

A. dollar diplomacy, using economic investment to gain influence

- B. moral diplomacy, promoting democratic values abroad
- C. "big stick" diplomacy, backing policy with military strength
- D. isolationism, avoiding involvement in foreign conflicts

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

"Whoever, when the United States is at war, shall willfully... cause or attempt to cause insubordination, disloyalty, mutiny, or refusal of duty in the military... or shall willfully obstruct the recruiting or enlistment service... shall be punished."

— Espionage Act, 1917

18. This law, passed during World War I, was intended to

- A. expand the voting rights of American citizens during wartime
- B. provide economic aid to the nations of war-torn Europe
- C. guarantee freedom of the press during times of national crisis
- D. punish actions that interfered with the war effort

19. Critics argued that laws like this one during World War I

- A. gave too much power to the individual state governments
- B. limited the freedom of speech protected by the First Amendment
- C. weakened the ability of the nation to defend itself
- D. expanded the rights of immigrants beyond reasonable limits

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

The National Origins Act set strict limits on the number of immigrants who could enter the United States each year. It established quotas that favored immigrants from northern and western Europe while sharply limiting those from southern and eastern Europe and barring most immigrants from Asia.

— Description of the Immigration Act of 1924

20. The main purpose of the Immigration Act of 1924 was to

A. sharply reduce immigration and favor certain national groups

B. encourage greater immigration from all regions of the world

C. grant immediate citizenship to all newly arriving immigrants

D. provide free transportation for immigrants entering the nation

21. This law reflected a rise during the 1920s in

A. support for greater diversity in American society

B. demand for additional industrial workers from abroad

C. nativism and a desire to restrict foreign immigration

D. cooperation between the United States and foreign nations

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

During the 1930s, severe drought and poor farming practices turned much of the southern Great Plains into a region of blowing dust storms. Thousands of farm families, ruined by the loss of their crops, left their homes and migrated west in search of work.

— Description of the Dust Bowl

22. The conditions described in this passage led many farm families to

A. move into the crowded industrial cities of the Northeast

B. migrate westward, especially toward the state of California

C. return to farming in the states of the southern Great Plains

D. seek factory work in the cities of the upper Midwest

23. The Dust Bowl took place during the same period as the

A. rapid economic growth of the Roaring Twenties

B. industrial expansion of the late nineteenth century

C. wartime mobilization for the Second World War

D. Great Depression and the policies of the New Deal

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

When the Soviet Union blocked all land routes into West Berlin in 1948, the United States and its allies responded by flying in food, fuel, and supplies to the city's residents. For nearly a year, planes landed around the clock to keep West Berlin supplied.

— Description of the Berlin Airlift, 1948–1949

24. The United States organized the Berlin Airlift in order to

A. supply the people of West Berlin despite the Soviet blockade

B. launch a military invasion of Soviet-controlled East Germany

C. provide economic aid to rebuild the nations of Western Europe

D. withdraw all American forces from the city of Berlin

25. The Berlin Airlift is an example of the United States Cold War policy of

A. isolationism, avoiding involvement in European affairs

B. appeasement, giving in to the demands of the Soviet Union

C. containment, resisting the spread of Soviet influence

D. imperialism, acquiring new overseas territory

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

"The person in custody must, prior to interrogation, be clearly informed that he has the right to remain silent, and that anything he says will be used against him in court; he must be clearly informed that he has the right to consult with a lawyer."

— *Miranda v. Arizona*, 1966

26. The Supreme Court's decision in this case protects the rights of

A. citizens seeking to vote in state and national elections

B. students attending the nation's public schools

C. newspaper publishers reporting on the government

D. people accused of crimes during police questioning

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

During the early 1960s, civil rights activists used a variety of nonviolent methods to challenge segregation. Black and white "Freedom Riders" traveled together on buses through the South to test the integration of interstate travel, while students held "sit-ins" at segregated lunch counters.

— Description of civil rights protests, early 1960s

27. The activists described in this passage are best understood as using the strategy of

A. armed resistance against state and local governments

B. nonviolent direct action to challenge segregation

C. withdrawal from participation in American economic life

- D. legal challenges argued only before the Supreme Court
28. The protests described in this passage helped lead most directly to the
- A. ratification of the amendment giving women the right to vote
- B. passage of laws restricting immigration into the United States
- C. passage of federal civil rights laws ending legal segregation
- D. start of the United States involvement in the Vietnam War

PRACTICE EXAM 25: USHG FRAMEWORK SIMULATION – ANSWER KEY WITH EXPLANATIONS

- 1. D** — The Stamp Act Congress objected to taxes imposed by Parliament without colonial consent or representation. Colonists insisted that only their own elected representatives could tax them. This grievance became a rallying cry of the Revolutionary movement.
- 2. A** — The phrase expresses the principle of "no taxation without representation." Colonists argued they could not be justly taxed by a Parliament in which they had no voice. This idea was central to colonial resistance.
- 3. C** — Protests like the Stamp Act Congress fueled growing colonial resistance that eventually led to the Revolution. Such organized opposition built unity among the colonies. This momentum moved them toward independence.
- 4. B** — Hamilton described the judiciary as the least dangerous branch because it controls neither the "sword" nor the "purse." Lacking force or money, it depends on judgment alone. This argument reassured those who feared an overpowerful court.
- 5. A** — Hamilton argued that judicial independence is essential to upholding a limited Constitution and the rule of law. Independent courts can protect constitutional limits without political pressure. This safeguards individual rights and constitutional government.
- 6. D** — Federalist No. 78 was part of a series written to support ratification of the Constitution. The essays aimed to persuade citizens to approve the new framework. This one defended the role of an independent judiciary.

- 7. B** — *Gibbons v. Ogden* strengthened federal power to regulate commerce between the states. Marshall held that interstate commerce fell under Congress's broad authority. This reinforced national control over the economy.
- 8. C** — The decision rested on the commerce clause, which gives Congress power over trade among the states. Marshall interpreted this power broadly. The clause became a key source of federal authority.
- 9. A** — The ruling expanded federal authority over the national economy by affirming Congress's reach over interstate commerce. It limited state interference in such trade. This strengthened the federal role in economic regulation.
- 10. D** — The Kansas-Nebraska Act let settlers decide the slavery question through popular sovereignty. Each territory would vote on whether to permit slavery. This overturned earlier limits set by the Missouri Compromise.
- 11. B** — The resulting violence became known as "Bleeding Kansas." Pro-slavery and antislavery settlers clashed over the territory's future. The conflict deepened sectional tensions before the Civil War.
- 12. C** — The Sherman Antitrust Act aimed to limit monopolies and restore competition in business. It outlawed combinations that restrained trade. This was the first major federal effort to curb corporate power.
- 13. A** — The law responded to public concern over the rising power of business trusts and monopolies. Large combinations were seen as threats to fair competition. This prompted federal action against them.
- 14. D** — The Sherman Antitrust Act foreshadowed the reform efforts that expanded during the Progressive Era. Progressives pushed for stronger regulation of business. The law marked an early step toward that movement.
- 15. B** — The Roosevelt Corollary asserted a U.S. right to intervene in the affairs of Western Hemisphere nations. Roosevelt claimed an "international police power" in the region. This expanded American influence in Latin America.
- 16. A** — The Roosevelt Corollary was an addition to the Monroe Doctrine. While the Monroe Doctrine opposed European interference, the corollary justified U.S. intervention. Together they shaped policy toward the Americas.
- 17. C** — The policy reflects Roosevelt's "big stick" diplomacy, backing policy with military strength. He believed firm power deterred wrongdoing and protected U.S. interests. This approach defined his foreign policy.
- 18. D** — The Espionage Act was intended to punish actions that interfered with the World War I effort. It targeted disloyalty and obstruction of military recruitment. The law expanded government power during wartime.

19. B — Critics charged that such laws limited the freedom of speech protected by the First Amendment. They argued the acts suppressed dissent and criticism of the war. This raised lasting questions about civil liberties in wartime.

20. A — The Immigration Act of 1924 sharply reduced immigration and favored certain national groups. Its quota system privileged northern and western Europeans. The law reshaped the makeup of arriving immigrants.

21. C — The law reflected rising nativism and a desire to restrict foreign immigration during the 1920s. Fears about cultural change drove support for quotas. This sentiment shaped immigration policy for decades.

22. B — The Dust Bowl drove many farm families to migrate westward, especially to California. Ruined by failed crops, they sought work elsewhere. This migration became a defining feature of the era.

23. D — The Dust Bowl coincided with the Great Depression and the New Deal of the 1930s. Economic hardship compounded the environmental disaster. New Deal programs sought to address both crises.

24. A — The Berlin Airlift supplied West Berlin despite the Soviet blockade of land routes. Allied planes delivered food and fuel for nearly a year. This kept the city free of Soviet control.

25. C — The Berlin Airlift exemplified the policy of containment, resisting the spread of Soviet influence. By supporting West Berlin, the U.S. blocked Soviet expansion. This reflected a core Cold War strategy.

26. D — *Miranda v. Arizona* protects the rights of people accused of crimes during police questioning. Suspects must be informed of their rights to silence and counsel. This safeguards against coerced confessions.

27. B — The Freedom Riders and sit-in participants used nonviolent direct action to challenge segregation. They peacefully confronted unjust laws and practices. This strategy was central to the civil rights movement.

28. C — These protests helped lead to the passage of federal civil rights laws ending legal segregation. Public attention pressured the government to act. The result was landmark civil rights legislation.