

# PRACTICE EXAM 26: 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.

"Representatives and direct Taxes shall be apportioned among the several States... according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons... three fifths of all other Persons."

— United States Constitution, Article I, 1787

1. The "three fifths of all other Persons" referred to in this passage were

- A. enslaved persons living in the states
- B. immigrants who had not yet become citizens
- C. women who could not vote in elections
- D. Native Americans living on tribal lands

2. This part of the Constitution resulted from a disagreement at the Constitutional Convention over

- A. whether the president should be elected directly by the people
- B. how to divide power between the nation and the states
- C. whether to include a bill of rights in the new document
- D. how enslaved persons would be counted for representation and taxation

3. This provision benefited the southern states by
- A. ending the importation of enslaved people immediately
  - B. increasing their representation in the House of Representatives
  - C. giving them complete control over the federal government
  - D. exempting them from paying any federal taxes

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

The plan proposed that the new federal government pay off the debts owed by the nation and assume the debts of the individual states. It also called for the creation of a national bank to manage the country's finances and strengthen the economy.

— Description of Alexander Hamilton's financial program, 1790s

4. A major goal of Hamilton's financial plan was to
- A. eliminate all taxes collected by the federal government
  - B. return control of the economy to the individual states
  - C. strengthen the national economy and build public credit
  - D. reduce the power of the federal government over money
5. Hamilton's proposal for a national bank was controversial because critics argued that it
- A. would make the United States dependent on foreign nations
  - B. gave too little power to the federal government over money
  - C. would weaken the financial strength of the new nation

- D. was not specifically authorized by the Constitution
- 6. The debate over Hamilton's plan contributed to the development of
  - A. the nation's first political parties
  - B. the system of judicial review by the courts
  - C. the policy of westward territorial expansion
  - D. the immediate abolition of slavery in the North

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

"With malice toward none, with charity for all... let us strive on to finish the work we are in, to bind up the nation's wounds... to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations."

— President Abraham Lincoln, Second Inaugural Address, 1865

- 7. In this passage, Lincoln expressed his hope for
  - A. harsh punishment of the leaders of the southern states
  - B. continued warfare until the South was completely destroyed
  - C. a peaceful and forgiving reunion of the divided nation
  - D. the immediate removal of all federal troops from the South
- 8. Lincoln delivered this address near the end of the
  - A. American Revolution against Great Britain
  - B. Civil War between the North and the South
  - C. War of 1812 against the British navy

D. Spanish-American War over the island of Cuba

9. The spirit of reconciliation expressed in this speech was tested during the period that followed, known as

A. Reconstruction, the rebuilding of the nation after the war

B. the Gilded Age of rapid industrial growth

C. the Progressive Era of social and political reform

D. the period of westward expansion across the frontier

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

As part of the Compromise of 1850, Congress passed a strict Fugitive Slave Act. This law required citizens, even in free states, to help capture escaped enslaved people and return them to their owners, and it denied accused runaways a trial by jury.

— Description of the Compromise of 1850

10. A major effect of the Fugitive Slave Act was that it

A. ended the practice of slavery in the southern states

B. reduced tensions between the North and the South

C. gave enslaved people new legal protections in court

D. angered many northerners and increased opposition to slavery

11. The Compromise of 1850 was an attempt to

A. abolish slavery throughout the western territories

B. give the federal government control over the economy

C. settle disputes between free states and slave states

D. expand the power of the Supreme Court over slavery

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

"Millionaires are a product of natural selection... It is because they are thus selected that wealth... aggregates under their hands... They may fairly be regarded as the naturally selected agents of society for certain work. They get high wages and live in luxury, but the bargain is a good one for society."

— William Graham Sumner, 1883

12. The ideas expressed in this passage are an example of

A. the Social Gospel calling for help to the poor

B. Social Darwinism applied to wealth and society

C. socialism promoting equal distribution of wealth

D. populism representing the interests of farmers

13. Supporters of these ideas during the Gilded Age generally believed that

A. the government should regulate large corporations closely

B. workers should receive a guaranteed share of all profits

C. wealth should be distributed equally among all citizens

D. success and wealth resulted from natural ability and competition

14. Ideas like these were often used to justify

A. limited government regulation of business and the economy

- B. high taxes on the fortunes of wealthy industrialists
- C. strong labor unions and the right of workers to strike
- D. government ownership of major industries and railroads

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

The photographs and writings revealed the dark, overcrowded tenements of New York City, where immigrant families lived in poverty and disease. The work shocked many middle-class Americans and helped build support for reforms to improve housing and public health.

— Description of Jacob Riis's *How the Other Half Lives*, 1890

15. The work described in this passage was intended primarily to

- A. celebrate the success of wealthy American industrialists
- B. encourage immigrants to return to their home countries
- C. expose the harsh living conditions of the urban poor
- D. defend the business practices of city landlords

16. Writers and reporters like Jacob Riis, who exposed social problems, were known as

- A. populists who organized farmers against the railroads
- B. muckrakers who investigated and publicized injustice
- C. abolitionists who worked to end the system of slavery
- D. nativists who opposed immigration into the country

17. The work of reformers like Riis was part of a broader movement during this period to

- A. address the problems caused by rapid industrialization and urban growth
- B. expand the overseas empire of the United States
- C. restore the power of state governments over the nation
- D. reduce the role of government in American society

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

In 1917, the British intercepted a secret message from Germany to Mexico. In it, Germany proposed that if the United States entered the war, Mexico should join Germany and, in return, would regain territory it had lost to the United States.

— Description of the Zimmermann Telegram

18. The release of the Zimmermann Telegram helped lead to the

- A. signing of a peace treaty ending the First World War
- B. neutrality of the United States during the conflict
- C. alliance between the United States and Germany
- D. United States entry into the First World War

19. The Zimmermann Telegram angered Americans because it revealed that Germany

- A. had agreed to end its submarine warfare in the Atlantic
- B. planned to invade the eastern coast of the United States
- C. encouraged Mexico to go to war against the United States
- D. intended to surrender to the Allied powers in Europe

Base your answers to questions 20 and 21 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 sex."

— Nineteenth Amendment to the United States Constitution, ratified 1920

20. This amendment guaranteed

A. equal pay for women and men in the workplace

B. women the right to vote in all elections

C. the right of all citizens to a trial by jury

D. citizenship to all persons born in the United States

21. The ratification of this amendment was the result of decades of work by the

A. women's suffrage movement

B. labor union movement

C. abolitionist movement

D. immigration reform movement

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

In February 1945, the leaders of the United States, Great Britain, and the Soviet Union met at Yalta to plan for the end of World War II. They agreed on the postwar division of Germany and the creation of a new international peacekeeping organization.

— Description of the Yalta Conference, 1945

22. One agreement reached at the Yalta Conference was the

A. immediate surrender of the nation of Japan

B. permanent alliance between the United States and the Soviet Union

C. creation of a new international peacekeeping organization

D. withdrawal of all Allied forces from the continent of Europe

23. The new international organization planned at this conference became the

A. League of Nations formed after the First World War

B. North Atlantic Treaty Organization for Western defense

C. Warsaw Pact created by the nations of Eastern Europe

D. United Nations established after the Second World War

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

During the early 1950s, Senator Joseph McCarthy claimed that communists had secretly infiltrated the United States government. He made many accusations, often without evidence, and many Americans were accused of disloyalty and lost their jobs.

— Description of McCarthyism, early 1950s

24. The actions described in this passage took place during a period of intense fear of

A. immigration from southern and eastern Europe

B. communism and Soviet influence in the United States

C. economic collapse and widespread unemployment

D. attacks on the United States by foreign terrorists

25. A major criticism of McCarthy's methods was that they

A. violated the civil liberties of those who were accused

- B. were too weak to identify any real security threats
- C. gave too much power to the individual state governments
- D. focused only on members of the United States military

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

In October 1962, the United States discovered that the Soviet Union was building missile bases in Cuba, just ninety miles from American shores. President Kennedy responded by ordering a naval blockade of the island and demanding the removal of the missiles.

— Description of the Cuban Missile Crisis, 1962

26. The Cuban Missile Crisis is significant because it

- A. ended the Cold War between the United States and the Soviet Union
- B. led to a direct invasion of the Soviet Union by the United States
- C. resulted in the spread of communism throughout Latin America
- D. brought the United States and the Soviet Union close to nuclear war

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

In 1957, the Soviet Union launched Sputnik, the first artificial satellite to orbit the Earth. The event shocked many Americans, who feared the United States had fallen behind in science and technology. In response, the government increased funding for science education and space research.

— Description of the launch of Sputnik

27. A major United States response to the launch of Sputnik was to

- A. end all government funding for scientific research
- B. form a permanent alliance with the Soviet Union in space

C. increase funding for science education and space research

D. withdraw from competition with the Soviet Union in technology

28. The competition that followed the launch of Sputnik became known as the

A. arms race to build the largest nuclear arsenals

B. space race between the United States and the Soviet Union

C. Cold War alliance among the nations of Western Europe

D. Great Migration of populations to the nation's cities

## **PRACTICE EXAM 26: USHG FRAMEWORK SIMULATION – ANSWER KEY WITH EXPLANATIONS**

**1. A** — The "other Persons" counted as three-fifths were enslaved people in the states. The framers used this euphemism to avoid naming slavery directly in the Constitution. The clause determined how the enslaved population would factor into representation.

**2. D** — The Three-Fifths Compromise resolved a dispute over how enslaved persons would be counted for representation and taxation. Southern states wanted them counted fully for representation; northern states objected. The compromise counted each as three-fifths of a person.

**3. B** — Counting enslaved people boosted southern population totals, increasing their seats in the House of Representatives. This gave slaveholding states greater influence in Congress. The provision strengthened southern political power for decades.

**4. C** — Hamilton's plan aimed to strengthen the national economy and establish public credit. By paying debts and creating a bank, he sought to build financial stability. A sound economy would bolster the new government's legitimacy.

**5. D** — Critics, led by Jefferson, argued the national bank was not specifically authorized by the Constitution. They favored strict construction of federal powers. This dispute raised lasting questions about constitutional interpretation.

- 6. A** — The clash over Hamilton's plan helped give rise to the nation's first political parties. Supporters became Federalists and opponents formed the Democratic-Republicans. These divisions shaped early American politics.
- 7. C** — Lincoln expressed hope for a peaceful, forgiving reunion of the divided nation. His words "with malice toward none" called for healing rather than vengeance. He sought to bind the nation's wounds after the war.
- 8. B** — Lincoln delivered this address near the end of the Civil War in early 1865. The conflict between North and South was nearing its conclusion. He looked ahead to reuniting the country.
- 9. A** — The spirit of reconciliation was tested during Reconstruction, the rebuilding of the nation after the war. This era grappled with restoring the southern states and securing rights for freed people. It proved difficult and contentious.
- 10. D** — The Fugitive Slave Act angered many northerners and intensified opposition to slavery. Forcing free-state citizens to aid in capturing escapees outraged abolitionists. This deepened sectional divisions.
- 11. C** — The Compromise of 1850 attempted to settle disputes between free and slave states. It balanced concessions to each side to preserve the Union. The arrangement only temporarily eased tensions.
- 12. B** — The passage reflects Social Darwinism applied to wealth and society. It portrayed the rich as naturally selected for success. This idea justified great inequality during the Gilded Age.
- 13. D** — Supporters believed success and wealth resulted from natural ability and competition. They saw the wealthy as the fittest members of society. This reasoning excused vast disparities in fortune.
- 14. A** — Such ideas were used to justify limited government regulation of business. If success reflected natural law, intervention seemed unwise. This supported a hands-off, laissez-faire approach.
- 15. C** — Riis's work aimed to expose the harsh living conditions of the urban poor. His photographs revealed the misery of crowded tenements. This spurred public support for reform.
- 16. B** — Reporters like Riis who exposed social problems were known as muckrakers. They used investigative work to publicize injustice and corruption. Their efforts fueled Progressive reform.
- 17. A** — Riis's work was part of a movement to address the problems of rapid industrialization and urban growth. Reformers sought to improve housing, health, and working conditions. This reflected the Progressive impulse.
- 18. D** — The Zimmermann Telegram helped lead to U.S. entry into World War I. Its revelation inflamed American public opinion against Germany. This pushed the nation toward joining the Allies.
- 19. C** — The telegram angered Americans because it showed Germany urging Mexico to wage war on the United States. The proposed alliance threatened American territory. This betrayal hardened sentiment for war.

- 20. B** — The Nineteenth Amendment guaranteed women the right to vote in all elections. It prohibited denying suffrage on account of sex. This marked a major expansion of democracy.
- 21. A** — The amendment resulted from decades of effort by the women's suffrage movement. Activists campaigned for generations to secure voting rights. Their persistence achieved ratification in 1920.
- 22. C** — At Yalta, the leaders agreed to create a new international peacekeeping organization. They also planned the postwar division of Germany. These decisions shaped the postwar order.
- 23. D** — The organization planned at Yalta became the United Nations. It was established after World War II to promote peace and cooperation. The UN replaced the earlier, weaker League of Nations.
- 24. B** — McCarthy's actions arose during intense fear of communism and Soviet influence. This Red Scare gripped the nation in the early 1950s. Suspicion of disloyalty spread widely.
- 25. A** — Critics charged that McCarthy's methods violated the civil liberties of the accused. He made reckless accusations without evidence, damaging reputations. This reliance on fear and innuendo drew strong condemnation.
- 26. D** — The Cuban Missile Crisis brought the United States and the Soviet Union close to nuclear war. The standoff over missiles in Cuba was a peak of Cold War tension. Its peaceful resolution averted catastrophe.
- 27. C** — A major U.S. response to Sputnik was to increase funding for science education and space research. Leaders feared falling behind in technology. This investment aimed to close the perceived gap.
- 28. B** — The resulting competition became known as the space race between the United States and the Soviet Union. Each sought to lead in space exploration. It became a defining contest of the Cold War.