

# PRACTICE EXAM 27: 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.

"Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!"

— Patrick Henry, speech to the Virginia Convention, 1775

1. In this speech, Patrick Henry was urging the colonists to
  - A. seek a peaceful compromise with the British government
  - B. accept new taxes imposed by the British Parliament
  - C. prepare to fight for their freedom from Great Britain
  - D. remain loyal subjects of the British king
2. Henry delivered this speech during the period leading up to the
  - A. War of 1812 against Great Britain
  - B. American Revolution against British rule
  - C. Civil War between the North and the South

- D. Spanish-American War over the island of Cuba
- 3. The ideas expressed in this speech reflect the colonists' growing belief in their right to
  - A. establish an official church for all the colonies
  - B. expand their territory across the western frontier
  - C. trade freely with all of the nations of Europe
  - D. govern themselves free from British control

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

"The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

— Tenth Amendment to the United States Constitution, 1791

- 4. This amendment supports the principle of
  - A. federalism, the division of power between the nation and the states
  - B. judicial review, the power of courts to interpret the Constitution
  - C. separation of powers among the three branches of government
  - D. popular sovereignty, government based on the consent of the people
- 5. The Tenth Amendment is mainly concerned with
  - A. protecting the freedom of speech and the press
  - B. reserving certain powers to the states and the people
  - C. guaranteeing a fair trial to persons accused of crimes

- D. granting the federal government the power to tax incomes
- 6. The powers "reserved to the States" under this amendment are often called
  - A. delegated powers belonging only to the federal government
  - B. implied powers based on the necessary and proper clause
  - C. concurrent powers shared by the nation and the states
  - D. reserved powers held by the individual state governments

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

When farmers in western Pennsylvania refused to pay a federal tax on whiskey and attacked tax collectors, President Washington led an army of militia to put down the uprising. The rebellion ended without major violence.

— Description of the Whiskey Rebellion, 1794

- 7. President Washington's response to the Whiskey Rebellion demonstrated that the new federal government
  - A. lacked the power to collect taxes from its citizens
  - B. was unable to maintain order within the states
  - C. had the strength to enforce its laws and authority
  - D. would not interfere in the affairs of the states
- 8. The Whiskey Rebellion arose in response to
  - A. a federal tax placed on the production of whiskey
  - B. the removal of Native Americans from western lands

C. the creation of a new national banking system

D. restrictions on trade with the nations of Europe

9. Washington's handling of this event is often contrasted with the government's response to Shays' Rebellion, which had shown that the government under the Articles of Confederation

A. was too powerful in its dealings with the states

B. was too weak to put down internal disorder

C. relied too heavily on a large standing army

D. had complete control over the national economy

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

"Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

— Thirteenth Amendment to the United States Constitution, ratified 1865

10. The primary purpose of this amendment was to

A. guarantee the right to vote regardless of race

B. grant citizenship to all persons born in the nation

C. extend equal protection of the laws to all citizens

D. abolish slavery throughout the entire United States

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

A. Reconstruction following the end of the Civil War

B. the Progressive Era of early twentieth-century reform

C. the New Deal during the Great Depression

D. the founding of the nation under the Constitution

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

"You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold."

— William Jennings Bryan, "Cross of Gold" speech, 1896

12. In this famous speech, Bryan was arguing in favor of

A. a strict gold standard for the nation's money supply

B. higher tariffs to protect American manufacturing

C. the free coinage of silver to expand the money supply

D. reducing the power of the federal government over banks

13. Bryan's position in this speech was most strongly supported by

A. eastern bankers and wealthy industrialists

B. farmers and debtors in the South and West

C. factory owners in the cities of the Northeast

D. railroad companies seeking higher shipping rates

14. This speech reflected the goals of which political movement of the late nineteenth century?

A. the abolitionist movement to end slavery

B. the progressive movement to reform city government

C. the temperance movement to ban alcohol

D. the Populist movement representing farmers

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

After defeating Spain in 1898, the United States took control of the Philippines. Some Americans supported keeping the islands, but others, who formed the Anti-Imperialist League, argued that ruling another people without their consent violated American ideals.

— Description of the debate over the Philippines, 1899

15. The members of the Anti-Imperialist League opposed control of the Philippines because they believed it

A. violated the American principle of government by consent

B. would weaken the nation's military and naval strength

C. cost too little to be worth the nation's attention

D. would prevent the United States from expanding its trade

16. Supporters of keeping the Philippines often argued that doing so would

A. immediately grant full citizenship to all Filipinos

B. reduce the role of the United States in world affairs

C. expand American trade and influence in Asia

D. return the islands to the control of Spain

17. The acquisition of the Philippines was part of a broader period in which the United States adopted a policy of

A. strict neutrality in conflicts among foreign nations

B. isolation from involvement in world affairs

C. opposition to the acquisition of overseas territory

D. imperialism and expansion of its overseas power

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

In 1911, a fire broke out at the Triangle Shirtwaist Factory in New York City. Locked doors and inadequate fire escapes trapped many workers, most of them young immigrant women, and 146 people died. The tragedy shocked the public.

— Description of the Triangle Shirtwaist Factory fire, 1911

18. A major result of the Triangle Shirtwaist Factory fire was the

A. closing of all factories in New York City

B. passage of new workplace safety and labor laws

C. end of immigration into the United States

D. elimination of all labor unions in the garment industry

19. The reforms that followed this tragedy were part of a broader effort during the

A. Progressive Era to improve conditions for workers

B. Reconstruction era to rebuild the southern states

C. New Deal to recover from the Great Depression

D. Gilded Age to expand the power of big business

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

"I can assure you that it is safer to keep your money in a reopened bank than under the mattress... Let us unite in banishing fear. We have provided the machinery to restore our financial system; it is up to you to support and make it work."

— President Franklin D. Roosevelt, fireside chat on the banking crisis, 1933

20. In this radio address, Roosevelt was trying to

- A. announce the entry of the United States into World War II
- B. explain why the federal government would seize private banks
- C. restore public confidence in the nation's banking system
- D. encourage Americans to withdraw their savings from banks

21. Roosevelt's radio addresses, like this one, were significant because they

- A. replaced the need for Congress to pass new laws
- B. were used to declare war on foreign nations
- C. allowed the president to overrule the Supreme Court
- D. helped the president communicate directly with the public

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

In 1949, the United States and its allies formed the North Atlantic Treaty Organization (NATO). Under this agreement, an armed attack against one member nation would be considered an attack against all, and members pledged to defend one another.

— Description of the formation of NATO, 1949

22. The main purpose of NATO was to

- A. provide economic aid to the nations of Western Europe
- B. defend member nations against the threat of Soviet expansion

C. promote free trade among the nations of the world

D. establish a permanent world government after the war

23. The creation of NATO marked a major change in United States foreign policy because it

A. committed the nation to a permanent peacetime military alliance

B. ended all involvement of the United States in European affairs

C. returned the nation to its earlier policy of isolationism

D. eliminated the need for the United States to maintain an army

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

In 1957, nine African American students attempted to enter Central High School in Little Rock, Arkansas, following a court order to desegregate. When the governor used the National Guard to block them, President Eisenhower sent federal troops to protect the students and enforce the order.

— Description of events in Little Rock, Arkansas, 1957

24. The events in Little Rock were a direct result of the Supreme Court decision in

A. Plessy v. Ferguson, which upheld racial segregation

B. Marbury v. Madison, which established judicial review

C. Brown v. Board of Education, which ordered school desegregation

D. Dred Scott v. Sandford, which denied citizenship to Black Americans

25. President Eisenhower's decision to send federal troops showed that the federal government would

A. allow the states to ignore the rulings of the federal courts

B. leave the issue of segregation entirely to the states

C. delay the enforcement of civil rights for many years

D. use its power to enforce the orders of the federal courts

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

"The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age."

— Twenty-sixth Amendment to the United States Constitution, ratified 1971

26. This amendment, adopted during the Vietnam War era, lowered the national voting age in response to the argument that

A. citizens old enough to be drafted to fight should be old enough to vote

B. older voters were no longer participating in national elections

C. the states should have no role in setting voting requirements

D. voting should be limited to citizens who owned property

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

As United States involvement in the Vietnam War grew during the 1960s, many Americans protested. College students, civil rights leaders, and others held demonstrations and marches questioning the war. The conflict deeply divided the nation.

— Description of opposition to the Vietnam War

27. The protests described in this passage are an example of

A. support for expanding the war in Vietnam

B. a growing antiwar movement among the American public

C. agreement among Americans about the nation's foreign policy

D. opposition to the civil rights movement

28. One major long-term effect of the Vietnam War on American society was

A. a sharp increase in public trust in the federal government

B. the end of all future United States involvement overseas

C. a growing distrust of government among many Americans

D. the immediate expansion of the nation's armed forces

## **PRACTICE EXAM 27: USHG FRAMEWORK SIMULATION – ANSWER KEY WITH EXPLANATIONS**

**1. C** — Patrick Henry urged the colonists to prepare to fight for freedom from Great Britain. His stirring words rejected submission in favor of armed resistance. The speech helped rally support for revolution.

**2. B** — Henry delivered this speech in 1775, in the period leading up to the American Revolution. Tensions with Britain were rapidly building toward war. His call to arms reflected the coming break.

**3. D** — The speech reflects the colonists' growing belief in their right to govern themselves free of British control. Henry framed liberty as worth any sacrifice. This idea fueled the independence movement.

**4. A** — The Tenth Amendment supports federalism by dividing power between the national and state governments. It reserves to the states powers not granted to the federal government. This balance is a core feature of the constitutional system.

**5. B** — The amendment is mainly concerned with reserving certain powers to the states and the people. It limits the reach of the federal government to its delegated powers. This protects state authority within the federal structure.

**6. D** — Powers held by the states under this amendment are called reserved powers. They include matters not assigned to the federal government. These powers form the basis of much state governance.

**7. C** — Washington's response showed the new federal government had the strength to enforce its laws. By suppressing the rebellion, he demonstrated federal authority. This contrasted sharply with the weakness of the prior government.

**8. A** — The Whiskey Rebellion arose in response to a federal excise tax on whiskey. Western farmers resented the tax and resisted its collection. Their defiance prompted Washington's forceful response.

- 9. B** — Shays' Rebellion had revealed that the government under the Articles of Confederation was too weak to suppress internal disorder. The contrast highlighted the strength of the new Constitution. Washington's success underscored that improvement.
- 10. D** — The Thirteenth Amendment abolished slavery throughout the entire United States. It permanently ended the institution nationwide. This made emancipation complete and constitutional.
- 11. A** — The Thirteenth Amendment was one of three Reconstruction Amendments added after the Civil War. Together with the Fourteenth and Fifteenth, it reshaped freedom and rights. These amendments defined the postwar constitutional order.
- 12. C** — Bryan argued for the free coinage of silver to expand the money supply. He opposed the gold standard, which he blamed for hardship. His position championed inflationary "easy money" policies.
- 13. B** — Bryan's stance drew strong support from farmers and debtors in the South and West. Expanding the money supply would ease their debts. These groups formed the backbone of his support.
- 14. D** — The speech reflected the goals of the Populist movement representing farmers. Populists sought currency reform and relief from economic hardship. Bryan became their standard-bearer in 1896.
- 15. A** — The Anti-Imperialist League argued that ruling the Philippines without consent violated the American principle of government by consent. They saw imperialism as contrary to the nation's founding ideals. This was their central objection.
- 16. C** — Supporters argued that keeping the Philippines would expand American trade and influence in Asia. The islands offered strategic and commercial advantages. This reasoning drove pro-imperialist sentiment.
- 17. D** — Acquiring the Philippines was part of a broader period of American imperialism. The United States expanded its overseas power and territory. This marked a major shift in the nation's role abroad.
- 18. B** — The Triangle Shirtwaist fire led to the passage of new workplace safety and labor laws. The tragedy exposed dangerous conditions in factories. Reformers pushed for stronger protections for workers.
- 19. A** — These reforms were part of the Progressive Era effort to improve conditions for workers. Progressives sought to address the dangers of industrial labor. The fire became a catalyst for such reforms.
- 20. C** — Roosevelt used this fireside chat to restore public confidence in the banking system. He reassured Americans that reopened banks were safe. This helped calm the panic during the banking crisis.
- 21. D** — Roosevelt's radio addresses allowed him to communicate directly with the public. The fireside chats built trust and reassurance during hard times. This direct connection was a powerful political tool.
- 22. B** — NATO's main purpose was to defend member nations against Soviet expansion. Its collective-defense pledge united the Western allies. It became a cornerstone of Cold War security.

**23. A** — NATO marked a major change by committing the United States to a permanent peacetime military alliance. This broke from the long tradition of avoiding entangling alliances. It reflected the nation's expanded global role.

**24. C** — The Little Rock crisis resulted from *Brown v. Board of Education*, which ordered school desegregation. The students sought to enter under that ruling. Resistance to it triggered the federal intervention.

**25. D** — Eisenhower's deployment of troops showed the federal government would enforce the orders of the federal courts. It demonstrated federal supremacy over state defiance. This was a significant moment in civil rights enforcement.

**26. A** — The Twenty-sixth Amendment lowered the voting age to eighteen, reflecting the argument that those old enough to be drafted should be able to vote. The Vietnam War gave this reasoning force. It expanded the electorate to younger citizens.

**27. B** — The demonstrations represented a growing antiwar movement among the public. Opposition to the Vietnam War spread across many groups. This protest deeply divided the nation.

**28. C** — A major long-term effect of the Vietnam War was growing distrust of government among many Americans. The war's conduct and credibility gaps fueled skepticism. This legacy shaped public attitudes for years.