

# PRACTICE EXAM 28: 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.

"For we must consider that we shall be as a city upon a hill, the eyes of all people are upon us; so that if we shall deal falsely with our God in this work we have undertaken... we shall be made a story and a by-word through the world."

— John Winthrop, sermon aboard the *Arbella*, 1630

- John Winthrop's vision of a "city upon a hill" expressed the Puritan belief that their colony should
  - become wealthy through extensive overseas trade
  - remain completely separate from the nation of England
  - expand its territory across the North American continent
  - serve as a moral example for others to follow
- This sermon reflects the strong influence of which factor on the founding of the New England colonies?
  - the search for valuable gold and silver deposits
  - the desire to establish trade with Native nations
  - religious beliefs and the goal of building a model community
  - the wish to escape service in the English military

3. The Puritans who settled New England came to North America primarily to
- A. practice their religion freely according to their own beliefs
  - B. establish large plantations worked by enslaved laborers
  - C. search for a northwest passage to the continent of Asia
  - D. expand the power of the English monarchy overseas

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

Under the Constitution, the president can veto a bill passed by Congress. Congress, in turn, can override that veto with a two-thirds vote in both houses. The Supreme Court can declare laws passed by Congress unconstitutional.

— Description of the federal system of government

4. The system described in this passage is known as
- A. federalism dividing power between the nation and the states
  - B. checks and balances among the three branches of government
  - C. popular sovereignty based on the consent of the governed
  - D. judicial review exercised only by the federal courts
5. The main purpose of the system described in this passage is to
- A. give the president complete control over the government
  - B. allow the states to overrule acts of the federal government
  - C. prevent any one branch from gaining too much power

D. ensure that Congress holds power over the other branches

6. The power of the Supreme Court to declare laws unconstitutional, mentioned in this passage, is called

A. judicial review

B. executive privilege

C. popular sovereignty

D. states' rights

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

"That man over there says that women need to be helped into carriages, and lifted over ditches... Nobody ever helps me into carriages, or over mud-puddles... And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted... and ain't I a woman?"

— Sojourner Truth, speech at a women's rights convention, 1851

7. In this speech, Sojourner Truth was arguing for

A. the right of states to permit slavery within their borders

B. the removal of Native Americans from their lands

C. higher wages for workers in the nation's factories

D. the rights and equality of women, including Black women

8. Sojourner Truth was a leading figure in two reform movements of the nineteenth century, which were

A. the temperance and public education movements

B. the abolitionist and women's rights movements

C. the labor union and immigration reform movements

D. the prison reform and asylum reform movements

9. This speech is connected to a period of widespread reform in the United States that was inspired in part by the

A. rise of large industrial corporations and trusts

B. settlement of the western frontier territories

C. religious revival known as the Second Great Awakening

D. expansion of the nation's overseas empire

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

"Provided, that... neither slavery nor involuntary servitude shall ever exist in any part of [the] territory [acquired from Mexico], except for crime, whereof the party shall first be duly convicted."

— The Wilmot Proviso, proposed 1846

10. The main purpose of the Wilmot Proviso was to

A. ban slavery in territory gained from the war with Mexico

B. extend slavery into all of the western territories

C. abolish slavery in the southern states immediately

D. give the federal government control over the territories

11. Although it never became law, the Wilmot Proviso was significant because it

A. ended the national debate over the issue of slavery

B. brought northern and southern states closer together

C. abolished slavery throughout the western territories

D. intensified the sectional conflict over slavery's expansion

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

By using a moving assembly line, Henry Ford was able to produce automobiles more quickly and at a lower cost. This allowed him to lower prices, so that many ordinary Americans could afford to buy a car for the first time.

— Description of Henry Ford's production methods, early 1900s

12. Henry Ford's use of the moving assembly line allowed him to

A. produce a small number of expensive, handmade cars

B. produce automobiles faster and at a lower cost

C. eliminate the need for workers in his factories

D. reduce the number of cars available to the public

13. A major social effect of Ford's production methods was that

A. automobiles became affordable for many ordinary Americans

B. the use of automobiles declined across the United States

C. most Americans returned to traveling by horse and wagon

D. only the wealthiest Americans were able to own cars

14. Ford's methods are an example of the rise of which feature of the American economy in the early twentieth century?

A. the growth of small family farms in rural areas

B. the decline of factory production in the cities

C. mass production of consumer goods in large factories

D. the return to handmade craftsmanship in workshops

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

In many cities during the late 1800s, political "machines" controlled local government. Leaders like Boss Tweed of New York's Tammany Hall provided jobs and services to immigrants and the poor in exchange for their votes, while often using their power for corruption and personal gain.

— Description of urban political machines

15. According to this passage, political machines gained the support of immigrants and the poor by

A. ending all forms of corruption in city government

B. lowering taxes on businesses and wealthy citizens

C. reducing the size of city governments

D. providing them with jobs and services in exchange for votes

16. A major problem associated with political machines was

A. their refusal to help any immigrant communities

B. widespread corruption and dishonest use of public funds

C. their support for the expansion of voting rights

D. their opposition to providing any city services

17. Efforts to clean up corruption in government like that described in this passage were part of the broader

A. Progressive movement to reform government and society

- B. abolitionist movement to end the system of slavery
- C. nativist movement to restrict immigration into cities
- D. populist movement representing the interests of farmers

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

"The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty... We have no selfish ends to serve. We desire no conquest, no dominion."

— President Woodrow Wilson, war message to Congress, 1917

18. In this passage, Wilson justified the United States entry into World War I by claiming that the nation was fighting to

- A. acquire new overseas colonies and territory
- B. expand American trade with the nations of Europe
- C. defend democracy and political freedom in the world
- D. punish Germany for its past actions toward the United States

19. Wilson's idealistic goals for the postwar world were later expressed in his

- A. decision to keep the United States out of European affairs
- B. support for a return to the policy of isolationism
- C. plan to acquire German colonies for the United States
- D. Fourteen Points and his call for a League of Nations

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

The Supreme Court ruled that a person accused of a serious crime who cannot afford a lawyer must be provided one by the state. The Court held that the right to a fair trial requires legal representation for the accused.

— Description of *Gideon v. Wainwright*, 1963

20. The Supreme Court's decision in this case protects the right of an accused person to

- A. remain silent during questioning by the police
- B. be provided a lawyer even if he or she cannot afford one
- C. refuse to be searched without a proper warrant
- D. a speedy trial held within a fixed period of time

21. This decision is an example of how the Supreme Court has acted to

- A. expand the power of the states over the federal government
- B. limit the rights guaranteed to persons accused of crimes
- C. protect the constitutional rights of individuals
- D. reduce the role of the courts in the legal system

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

When communist North Korea invaded South Korea in 1950, the United States, acting under the United Nations, sent troops to defend the South. After three years of fighting, the war ended with the country still divided near the 38th parallel.

— Description of the Korean War, 1950–1953

22. The United States entered the Korean War mainly to

- A. stop the spread of communism in Asia
- B. acquire new territory on the Korean peninsula

C. support the communist government of North Korea

D. end its involvement in the affairs of Asia

23. The United States involvement in the Korean War is an example of the Cold War policy of

A. isolationism, avoiding involvement in foreign conflicts

B. appeasement, giving in to the demands of an enemy

C. imperialism, building an overseas colonial empire

D. containment, resisting the spread of communism

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

Cesar Chavez organized Mexican American farm workers to demand better pay and working conditions. Using nonviolent methods such as strikes and boycotts, he founded the United Farm Workers union and brought national attention to the struggles of migrant laborers.

— Description of the work of Cesar Chavez

24. Cesar Chavez worked mainly to improve conditions for

A. factory workers in the cities of the Northeast

B. Mexican American farm and migrant workers

C. coal miners in the Appalachian Mountains

D. railroad workers in the western states

25. Chavez is best known for using which strategy to achieve his goals?

A. nonviolent methods such as strikes and boycotts

B. armed resistance against landowners and police

C. legal challenges argued before the Supreme Court

D. withdrawal from participation in American society

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

"Mr. Gorbachev, tear down this wall! ... General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization: Come here to this gate."

— President Ronald Reagan, speech at the Berlin Wall, 1987

26. The Berlin Wall, referred to in this speech, had long stood as a symbol of

A. cooperation between the United States and the Soviet Union

B. the unity of the nations of Western Europe

C. the division between the communist East and the democratic West

D. the economic strength of the Soviet Union

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

During the 1960s and 1970s, a renewed women's movement worked to expand opportunities for women in education, employment, and politics. Leaders such as Betty Friedan helped found the National Organization for Women (NOW) to fight for equal rights and an end to discrimination.

— Description of the modern women's movement

27. A major goal of the women's movement described in this passage was to

A. return women to traditional roles within the home

B. limit women's participation in the workforce

C. reduce women's involvement in national politics

- D. achieve equal rights and end discrimination against women
28. The National Organization for Women (NOW) was founded mainly to
- A. oppose the passage of new civil rights laws
- B. promote equal rights and opportunities for women
- C. restrict immigration into the United States
- D. support a return to earlier social customs

## **PRACTICE EXAM 28: USHG FRAMEWORK SIMULATION – ANSWER KEY WITH EXPLANATIONS**

- 1. D** — Winthrop's "city upon a hill" expressed the Puritan belief that their colony should serve as a moral example to the world. He warned that the eyes of all people were upon them. This sense of mission shaped New England's identity.
- 2. C** — The sermon reflects how strongly religious beliefs influenced New England's founding. The Puritans sought to build a model community based on their faith. Religion guided their settlement and government.
- 3. A** — The Puritans came to North America mainly to practice their religion freely. They sought to worship according to their own beliefs without persecution. This religious motive defined the New England colonies.
- 4. B** — The passage describes checks and balances among the three branches of government. Each branch can limit the actions of the others. This system prevents the concentration of power.
- 5. C** — The system's main purpose is to prevent any one branch from gaining too much power. By balancing authority, it guards against tyranny. This protects the liberty of the people.
- 6. A** — The Supreme Court's power to declare laws unconstitutional is called judicial review. It allows the Court to check the other branches. This power was established in *Marbury v. Madison*.
- 7. D** — Sojourner Truth argued for the rights and equality of women, including Black women. She challenged ideas that women were weak or inferior. Her speech linked the causes of race and gender equality.

- 8. B** — Sojourner Truth was a leading figure in both the abolitionist and women's rights movements. She fought against slavery and for women's equality. Her activism bridged these two reform causes.
- 9. C** — The speech connects to a reform era inspired in part by the Second Great Awakening. This religious revival encouraged efforts to improve society. It fueled movements for abolition and women's rights.
- 10. A** — The Wilmot Proviso sought to ban slavery in territory gained from the war with Mexico. It aimed to keep the new lands free. The proposal sparked intense sectional debate.
- 11. D** — Although it never became law, the Wilmot Proviso intensified the sectional conflict over slavery's expansion. It hardened divisions between North and South. This deepened tensions leading toward the Civil War.
- 12. B** — Ford's moving assembly line allowed him to produce automobiles faster and at lower cost. Greater efficiency made cars cheaper to manufacture. This transformed the automobile industry.
- 13. A** — A major social effect was that automobiles became affordable for many ordinary Americans. Lower prices put car ownership within reach of the middle class. This changed daily life and transportation.
- 14. C** — Ford's methods exemplified the rise of mass production of consumer goods in large factories. Standardized, efficient production defined the era. This reshaped the American economy.
- 15. D** — Political machines won support by providing jobs and services to immigrants and the poor in exchange for votes. They offered practical help in return for loyalty. This exchange sustained their power.
- 16. B** — A major problem with political machines was widespread corruption and dishonest use of public funds. Leaders often enriched themselves at public expense. This corruption drew demands for reform.
- 17. A** — Efforts to clean up such corruption were part of the broader Progressive movement. Progressives sought to reform government and reduce machine influence. They pushed for honest, efficient governance.
- 18. C** — Wilson justified entry into World War I by claiming the nation fought to defend democracy and political freedom. He framed the war in idealistic terms. This shaped American purpose in the conflict.
- 19. D** — Wilson's idealistic postwar goals were expressed in his Fourteen Points and call for a League of Nations. He sought a lasting, just peace and international cooperation. These aims defined his vision for the world.
- 20. B** — *Gideon v. Wainwright* protects the right of an accused person to be provided a lawyer even if unable to afford one. The Court held this essential to a fair trial. It guaranteed legal counsel for the poor.
- 21. C** — The decision shows the Supreme Court acting to protect the constitutional rights of individuals. It expanded protections for the accused. This reflected the Warren Court's emphasis on civil liberties.

- 22. A** — The United States entered the Korean War mainly to stop the spread of communism in Asia. It defended South Korea against communist invasion. This reflected a key Cold War goal.
- 23. D** — U.S. involvement in Korea exemplified the policy of containment, resisting the spread of communism. By defending South Korea, the U.S. sought to halt communist expansion. This was central to Cold War strategy.
- 24. B** — Cesar Chavez worked to improve conditions for Mexican American farm and migrant workers. He organized them to demand fair pay and treatment. His efforts highlighted their hardships.
- 25. A** — Chavez is best known for using nonviolent methods such as strikes and boycotts. He drew inspiration from peaceful protest traditions. These tactics brought national attention to his cause.
- 26. C** — The Berlin Wall symbolized the division between the communist East and the democratic West. It separated East and West Berlin during the Cold War. Its fall marked the easing of that divide.
- 27. D** — A major goal of the women's movement was to achieve equal rights and end discrimination against women. Activists sought greater opportunity in many areas of life. This drove the movement's agenda.
- 28. B** — NOW was founded mainly to promote equal rights and opportunities for women. It campaigned against discrimination in work, education, and politics. The organization became central to the women's movement.