

PRACTICE EXAM 30: 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 hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.— That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it..."

— Declaration of Independence, 1776

1. The fundamental idea expressed in this passage is that

A. governments derive their authority from hereditary monarchs and noble families

B. only property-owning citizens are entitled to natural and political rights

C. governments exist to protect natural rights and rule by the consent of the governed

D. the colonies should remain loyal to Britain while petitioning for gradual reform

2. The concept of "unalienable Rights" in this passage was most directly influenced by the Enlightenment ideas of

A. John Locke regarding natural rights to life, liberty, and property

B. Karl Marx regarding the class struggle between workers and owners

C. Adam Smith regarding free markets and the division of labor

- D. Thomas Hobbes regarding the absolute authority of a sovereign ruler
3. According to this passage, the people have the right to "alter or to abolish" a government when
- A. a majority of citizens wish to expand the nation's territorial boundaries
 - B. the government becomes destructive of the people's fundamental rights
 - C. the economic interests of merchants come into conflict with those of farmers
 - D. foreign nations request changes to existing trade and tariff policies

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

"We hold these truths to be self-evident: that all men and women are created equal... The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world."

— Declaration of Sentiments, Seneca Falls Convention, 1848

4. The document from which this passage is taken was modeled most directly on the
- A. United States Constitution and its accompanying Bill of Rights
 - B. Emancipation Proclamation issued during the Civil War
 - C. Mayflower Compact signed by the Plymouth colony settlers
 - D. Declaration of Independence of 1776
5. The primary goal of the convention that produced this document was to
- A. secure the abolition of slavery throughout the United States
 - B. restrict the sale and consumption of alcoholic beverages

C. expand free public education to children in every state

D. advance the rights and equality of women in American society

6. A major reform later achieved by the movement associated with this document was the

A. ratification of the Nineteenth Amendment granting women the right to vote

B. passage of the Sherman Antitrust Act regulating large business monopolies

C. creation of the Interstate Commerce Commission to oversee the railroads

D. adoption of the Thirteenth Amendment abolishing the institution of slavery

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

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal... that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth."

— President Abraham Lincoln, Gettysburg Address, 1863

7. When Lincoln referred to a nation "conceived in Liberty," he was connecting the Civil War to the principles of the

A. Constitutional Convention that met in Philadelphia in 1787

B. Compromise of 1850 that addressed the expansion of slavery

C. Declaration of Independence and its ideals of liberty and equality

D. Monroe Doctrine governing relations with the European powers

8. In this address, Lincoln defined the purpose of the Union war effort as

A. expanding the territory of the United States toward the Pacific coast

B. preserving a government based on the principles of democratic self-rule

C. securing new foreign markets for American manufactured goods

D. removing all federal restrictions on interstate commerce and trade

9. The "new birth of freedom" Lincoln anticipated was most directly advanced by the

A. ratification of the Thirteenth Amendment abolishing slavery

B. passage of the Pendleton Civil Service Reform Act

C. signing of the Treaty of Paris that ended the war with Spain

D. adoption of the Sixteenth Amendment permitting a federal income tax

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

"...the President of the United States be, and he hereby is, authorized... to allot the lands in said reservation in severalty to any Indian located thereon... to each head of a family, one-quarter of a section... And every Indian born within the territorial limits of the United States to whom allotments shall have been made... is hereby declared to be a citizen of the United States."

— Dawes Severalty Act, 1887

10. A primary goal of the policy described in this passage was to

A. preserve traditional tribal landholding and communal forms of governance

B. relocate eastern Native American nations to lands west of the Mississippi River

C. guarantee Native American nations permanent control over the Great Plains

D. encourage American Indians to adopt individual farming and assimilate into society

11. A major effect of the Dawes Act on Native American nations was the

- A. expansion of tribal sovereignty and self-government on the reservations
- B. restoration of ancestral hunting grounds taken during earlier removals
- C. loss of much tribal land and the weakening of traditional tribal structures
- D. immediate granting of full voting rights in state and national elections

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

"What we demand in this war... is that the world be made fit and safe to live in... A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike."

— President Woodrow Wilson, Fourteen Points, 1918

12. The "general association of nations" Wilson called for in this passage became the basis for the

- A. North Atlantic Treaty Organization formed after the Second World War
- B. United Nations established at the close of the Second World War
- C. League of Nations proposed in the peace settlement after World War I
- D. Warsaw Pact alliance organized among the communist states of Europe

13. A major obstacle Wilson faced regarding the goals expressed in this passage was

- A. the refusal of France and Britain to attend the Paris Peace Conference
- B. the United States Senate's rejection of the Treaty of Versailles
- C. the continuation of fighting on the Western Front after the armistice

- D. the unwillingness of Germany to sign any postwar peace agreement
14. Wilson's approach in this passage best reflects the foreign policy concept of
- A. idealism, seeking to reshape international relations around moral principles
- B. isolationism, avoiding all American involvement in European affairs
- C. imperialism, expanding American territory through overseas conquest
- D. containment, limiting the spread of communism beyond its existing borders

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

"The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic... The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent."

— Justice Oliver Wendell Holmes, *Schenck v. United States*, 1919

15. The constitutional issue addressed in this Supreme Court decision concerned the
- A. power of the federal government to regulate interstate commercial activity
- B. authority of states to maintain racially segregated public facilities
- C. right of the accused to legal counsel in state criminal proceedings
- D. limits that may be placed on freedom of speech under the First Amendment
16. The "clear and present danger" standard established in this case held that
- A. all forms of political speech are absolutely protected during peacetime
- B. speech may be restricted when it poses a serious and immediate threat

- C. the federal government may never limit expression for any reason
- D. only written publications, not spoken words, fall under constitutional protection

17. This decision arose from wartime restrictions associated with the

- A. Espionage and Sedition Acts passed during the First World War
- B. Alien and Sedition Acts passed during the administration of John Adams
- C. internment of Japanese Americans during the Second World War
- D. loyalty review programs conducted during the early years of the Cold War

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

"It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos."

— Secretary of State George C. Marshall, 1947

18. The primary purpose of the program described in this passage was to

- A. provide military weapons to nations resisting communist insurgencies
- B. establish a permanent system of American military bases across Europe
- C. provide economic aid to help rebuild the war-torn nations of Western Europe
- D. create a free-trade zone linking the economies of North and South America

19. A major goal of this program was to

- A. encourage European nations to adopt isolationist trade policies
- B. transfer control of European industry to the United States government

C. promote the spread of communism into the nations of Eastern Europe

D. strengthen Western European economies and limit the appeal of communism

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

"We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal... To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community."

— Chief Justice Earl Warren, *Brown v. Board of Education*, 1954

20. This Supreme Court decision directly overturned the precedent established in

A. *Marbury v. Madison*, which established the principle of judicial review

B. *Plessy v. Ferguson*, which had permitted "separate but equal" facilities

C. *Dred Scott v. Sandford*, which denied citizenship to enslaved persons

D. *McCulloch v. Maryland*, which upheld the implied powers of the federal government

21. A direct result of this decision was the

A. beginning of court-ordered desegregation of public schools in the United States

B. immediate end to all forms of racial discrimination in American employment

C. ratification of a constitutional amendment guaranteeing equal voting rights

D. creation of federal programs providing direct funding to private academies

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

"In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced

power exists and will persist. We must never let the weight of this combination endanger our liberties or democratic processes."

— President Dwight D. Eisenhower, Farewell Address, 1961

22. In this passage, Eisenhower warned the American people about the

- A. growing influence of organized labor unions on national elections
- B. expansion of federal regulatory power over private business enterprise
- C. increasing dependence of the United States on foreign sources of oil
- D. dangers posed by a powerful alliance of the military and defense industries

23. Eisenhower's concern in this passage reflected conditions created largely by the

- A. American economic recovery programs following the Great Depression
- B. westward expansion and settlement of the American frontier
- C. arms buildup and heavy military spending of the Cold War era
- D. rapid industrialization of the United States during the Gilded Age

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

"We welcome change and openness; for we believe that freedom and security go together... 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! Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!"

— President Ronald Reagan, Berlin, 1987

24. The "wall" Reagan referred to in this speech was a symbol of the

- A. economic cooperation between the United States and Western Europe
- B. division between the communist East and the democratic West

C. military alliance formed among the nations of Western Europe

D. trade barriers separating the developed and the developing nations

25. The events that followed within a few years of this speech included the

A. fall of the Berlin Wall and the collapse of the Soviet Union

B. construction of new fortified borders across Central Europe

C. expansion of the Soviet Union into additional Eastern territories

D. outbreak of direct military conflict between the two superpowers

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

"Chronic wrongdoing... may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, to the exercise of an international police power."

— President Theodore Roosevelt, Annual Message to Congress, 1904

26. This passage, known as the Roosevelt Corollary, asserted that the United States had the right to

A. acquire new overseas colonies in the Pacific and the Caribbean by force

B. withdraw entirely from political involvement in Latin American affairs

C. annex the independent republics of Central America into the United States

D. intervene in the affairs of Latin American nations to maintain regional order

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

"...the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore, Be it enacted... that from and after the expiration of ninety days... the coming

of Chinese laborers to the United States be... suspended; and during such suspension it shall not be lawful for any Chinese laborer to come... to remain within the United States."

— Chinese Exclusion Act, 1882

27. This act is significant in United States history as the first federal law to

- A. establish literacy tests as a requirement for naturalized citizenship
- B. restrict immigration to the United States based on a specific nationality
- C. grant automatic citizenship to all immigrants arriving at American ports
- D. require all newly arrived immigrants to register with the federal government

28. The passage of this law reflected the rising nativist sentiment that was largely a reaction to

- A. the migration of formerly enslaved African Americans to northern cities
- B. the arrival of political refugees fleeing revolutions in Western Europe
- C. competition for jobs and wages between immigrant and native-born workers
- D. the settlement of European immigrants on farmland in the Great Plains

ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 30

1. C — Governments exist to protect natural rights and rule by the consent of the governed. The passage states that governments are "instituted among Men, deriving their just powers from the consent of the governed" in order to secure unalienable rights. This social-contract principle is the philosophical foundation of American government and justified the colonists' break from monarchical rule.

2. A — The idea of "unalienable Rights" drew directly from John Locke's natural-rights philosophy of life, liberty, and property. Jefferson adapted Locke's framework, substituting "the pursuit of Happiness" for property. Locke's theory that governments exist to protect pre-existing natural rights shaped the Declaration's core argument.

3. B — The people may "alter or to abolish" a government when it becomes destructive of their fundamental rights. The passage explicitly ties the right of revolution to a government that fails its purpose of securing rights. This justified the colonists' decision to overthrow British authority rather than merely reform it.

4. D — The Declaration of Sentiments was modeled on the Declaration of Independence of 1776. Its opening deliberately echoes "all men are created equal," adding "and women," and follows with a list of grievances against male authority. This rhetorical choice tied the women's movement to the nation's founding ideals.

5. D — The Seneca Falls Convention's primary goal was to advance the rights and equality of women in American society. The 1848 gathering launched the organized women's rights movement and produced demands for legal, educational, and political equality. It is regarded as the symbolic beginning of the American suffrage struggle.

6. A — The women's rights movement achieved the ratification of the Nineteenth Amendment granting women the right to vote. Adopted in 1920, it was the culmination of more than seventy years of activism that began at Seneca Falls. The amendment guaranteed that voting could not be denied on the basis of sex.

7. C — Lincoln connected the war to the Declaration of Independence and its ideals of liberty and equality. The phrase "conceived in Liberty, and dedicated to the proposition that all men are created equal" deliberately references 1776 rather than the Constitution. This framed the Union cause as a defense of the nation's founding principles.

8. B — Lincoln defined the war's purpose as preserving a government based on democratic self-rule. The closing line—"government of the people, by the people, for the people"—identifies popular self-government as the cause at stake. The address recast the conflict as a test of whether democracy could survive.

9. A — The "new birth of freedom" was most directly advanced by the Thirteenth Amendment abolishing slavery. Ratified in 1865, it permanently ended slavery throughout the United States. This fulfilled the moral promise of equality that Lincoln invoked at Gettysburg.

10. D — A primary goal of the Dawes Act was to encourage American Indians to adopt individual farming and assimilate into society. By dividing communal reservation land into individual allotments, the law sought to replace tribal landholding with private ownership. Policymakers viewed assimilation into white agricultural culture as the path to "civilizing" Native peoples.

11. C — The Dawes Act caused the loss of much tribal land and the weakening of traditional tribal structures. "Surplus" land left after allotment was sold to white settlers, and individual ownership undermined communal governance. Native nations lost roughly two-thirds of their land base over the following decades.

12. C — Wilson's "general association of nations" became the basis for the League of Nations. The Fourteen Points and the Treaty of Versailles created the League as a body to provide collective security and resolve disputes. It was the first major attempt at a permanent international peacekeeping organization.

13. B — A major obstacle Wilson faced was the United States Senate's rejection of the Treaty of Versailles. Senators led by Henry Cabot Lodge opposed the League's collective-security obligations, and the treaty failed to win the required two-thirds approval. As a result, the United States never joined the organization Wilson had championed.

14. A — Wilson's approach reflects idealism, seeking to reshape international relations around moral principles. The Fourteen Points emphasized self-determination, open diplomacy, and collective security rather than power politics. This idealistic vision distinguished Wilson's diplomacy from the realpolitik of European leaders.

15. D — The case addressed the limits that may be placed on freedom of speech under the First Amendment. Schenck had been convicted for distributing leaflets urging resistance to the draft, and the Court weighed whether this expression was protected. The ruling established that speech is not absolutely protected in all circumstances.

16. B — The "clear and present danger" standard held that speech may be restricted when it poses a serious and immediate threat. Holmes reasoned that words creating such a danger lose constitutional protection, as with falsely shouting fire in a theater. This test governed free-speech limits for decades afterward.

17. A — The decision arose from wartime restrictions associated with the Espionage and Sedition Acts of World War I. Schenck was prosecuted under the Espionage Act for obstructing military recruitment. The case illustrates how wartime fears led to significant restrictions on civil liberties.

18. C — The program's primary purpose was to provide economic aid to help rebuild the war-torn nations of Western Europe. The Marshall Plan delivered billions of dollars to restore industry, agriculture, and trade after World War II. Economic recovery was seen as the foundation for political stability and lasting peace.

19. D — A major goal was to strengthen Western European economies and limit the appeal of communism. By restoring prosperity, the United States aimed to reduce the conditions of "hunger, poverty, desperation and chaos" that communist movements exploited. The plan thus served as a key economic tool of Cold War containment.

20. B — Brown directly overturned the precedent established in *Plessy v. Ferguson*, which had permitted "separate but equal" facilities. The 1896 *Plessy* ruling had legalized racial segregation, while *Brown* declared separate educational facilities inherently unequal. This reversal struck down the legal basis for school segregation.

21. A — A direct result of the decision was the beginning of court-ordered desegregation of public schools. The Court later ordered that desegregation proceed "with all deliberate speed," prompting federal enforcement efforts. The ruling became a cornerstone of the modern civil rights movement.

22. D — Eisenhower warned about the dangers posed by a powerful alliance of the military and defense industries. He cautioned against the "unwarranted influence" of the military-industrial complex on national policy. This reflected concern that permanent defense spending could distort democratic decision-making.

23. C — Eisenhower's concern reflected conditions created largely by the arms buildup and heavy military spending of the Cold War era. The sustained rivalry with the Soviet Union produced a permanent, large-scale defense establishment for the first time in peacetime. Eisenhower feared this combination could endanger liberties and democratic processes.

24. B — The "wall" symbolized the division between the communist East and the democratic West. The Berlin Wall physically separated communist East Berlin from democratic West Berlin and stood as the central emblem of the Cold War divide. Reagan's challenge framed the wall as a barrier to freedom.

25. A — The events that soon followed included the fall of the Berlin Wall and the collapse of the Soviet Union. The wall fell in 1989, and the Soviet Union dissolved in 1991, ending the Cold War. These events marked the triumph of the Western democratic and capitalist model over Soviet communism.

26. D — The Roosevelt Corollary asserted the right to intervene in the affairs of Latin American nations to maintain regional order. It extended the Monroe Doctrine by claiming an "international police power" over the Western Hemisphere. This justified repeated United States interventions in Latin America in the early twentieth century.

27. B — The Chinese Exclusion Act was the first federal law to restrict immigration based on a specific nationality. It suspended the immigration of Chinese laborers and barred them from naturalization. This marked a major shift toward federal regulation of immigration by national origin.

28. C — The law reflected nativist sentiment driven largely by competition for jobs and wages between immigrant and native-born workers. Economic resentment, especially in the West, fueled hostility toward Chinese laborers seen as undercutting wages. This nativism translated into the discriminatory federal restriction.