

# PRACTICE EXAM 31: 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.

"Among the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction... By a faction, I understand a number of citizens... who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community."

— James Madison, Federalist No. 10, 1787

1. Madison's main concern in this passage is

- A. the threat posed by a large standing army to civilian government
- B. the danger that foreign nations will interfere in American elections
- C. the inability of the states to regulate commerce among themselves
- D. the threat that factions pose to the rights of citizens and the public good

2. Madison argues that the proposed Union would help to

- A. eliminate all political disagreement among the American people
- B. concentrate political power within a single national legislature
- C. control the harmful effects of faction in the new republic

- D. transfer most governing authority to the individual state governments
- 3. Madison believed that a large republic would best control faction because
  - A. a greater variety of interests would make it harder for any single faction to dominate
  - B. a small population could be more easily governed by a strong central authority
  - C. citizens in a large nation would naturally agree on most political questions
  - D. the national government could outlaw the formation of political parties entirely

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

"There shall be formed in the said territory, not less than three nor more than five States... Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged... There shall be neither slavery nor involuntary servitude in the said territory..."

— Northwest Ordinance, 1787

- 4. A major significance of the Northwest Ordinance was that it
  - A. granted immediate statehood to all western territories upon settlement
  - B. established an orderly process for new territories to become states
  - C. permitted the expansion of slavery into all of the western territories
  - D. transferred control of western lands to the individual coastal states
- 5. The Northwest Ordinance is notable for
  - A. prohibiting slavery in the territory north of the Ohio River
  - B. requiring all settlers to belong to an established state church

- C. granting voting rights to all residents regardless of property
  - D. reserving the entire region for settlement by Native American nations
6. The provision encouraging "schools and the means of education" reflects the belief that
- A. only the wealthy should receive a formal education in the territories
  - B. religious instruction should be banned from all of the territorial schools
  - C. education was unnecessary for the citizens of an agricultural society
  - D. an educated citizenry was essential to good government and self-rule

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

"It is emphatically the province and duty of the judicial department to say what the law is... So if a law be in opposition to the constitution... the court must determine which of these conflicting rules governs the case. This is of the very essence of judicial duty."

— Chief Justice John Marshall, *Marbury v. Madison*, 1803

7. This decision is most significant for establishing the principle of
- A. federal supremacy over conflicting state laws and constitutions
  - B. the right of states to nullify acts of the national government
  - C. the separation of the national government into three equal branches
  - D. judicial review of laws to determine whether they violate the Constitution
8. According to Marshall, when a law conflicts with the Constitution, the courts must
- A. defer to the judgment of Congress as the elected branch of government
  - B. apply the Constitution and treat the conflicting law as invalid

C. refer the dispute to the state legislatures for a final decision

D. enforce the law until Congress chooses to repeal it formally

9. This case strengthened the power of which branch of the federal government?

A. the executive branch headed by the president

B. the legislative branch represented by Congress

C. the judicial branch represented by the federal courts

D. the state governments acting through their legislatures

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

"The American continents... are henceforth not to be considered as subjects for future colonization by any European powers... We should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety."

— President James Monroe, Annual Message to Congress, 1823

10. A primary purpose of the Monroe Doctrine was to

A. warn European powers against further colonization in the Western Hemisphere

B. establish formal military alliances with the nations of Western Europe

C. open the United States to large-scale colonization by European settlers

D. transfer control of Latin America to the governments of Spain and France

11. The Monroe Doctrine reflected a United States foreign policy of

A. forming permanent entangling alliances with the European monarchies

B. asserting American influence over affairs in the Western Hemisphere

C. acquiring overseas colonies in Asia and the Pacific region

D. withdrawing entirely from all involvement in world affairs

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

"It gives me pleasure to announce to Congress that the benevolent policy of the Government... in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation... It will separate the Indians from immediate contact with settlements of whites..."

— President Andrew Jackson, Annual Message to Congress, 1830

12. This passage was used by Jackson to defend the

A. admission of new free states into the western territories

B. creation of a national bank to regulate the nation's currency

C. forced relocation of Native American nations to lands west of the Mississippi

D. expansion of voting rights to all adult white males in the states

13. The removal policy described in this passage led most directly to the

A. forced westward march of the Cherokee known as the Trail of Tears

B. granting of United States citizenship to all Native American peoples

C. return of ancestral lands to the Native nations of the Southeast

D. establishment of permanent Native American representation in Congress

14. In *Worcester v. Georgia* (1832), the Supreme Court ruled that

A. Native American nations had no legal standing to bring cases in court

- B. the states had full authority to seize Native American tribal lands
- C. the federal government could remove any tribe without its consent
- D. the Cherokee Nation was a distinct community over which Georgia law had no force

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

"That on the first day of January... all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free..."

— President Abraham Lincoln, Emancipation Proclamation, 1863

15. The Emancipation Proclamation declared freedom for enslaved people

- A. throughout every state and territory of the entire United States
- B. only in the loyal border states that remained within the Union
- C. in the states then in rebellion against the United States government
- D. in the western territories not yet admitted to statehood

16. A major effect of the Emancipation Proclamation was that it

- A. immediately ended slavery in every region of the United States
- B. allowed African American men to enlist in the Union army
- C. granted full citizenship and voting rights to formerly enslaved people
- D. brought an immediate end to the fighting of the Civil War

17. The Emancipation Proclamation changed the character of the Civil War by

- A. shifting the conflict away from the issue of preserving the Union
- B. persuading the Confederate states to rejoin the Union peacefully
- C. ending European recognition of the legitimacy of the Union cause
- D. making the abolition of slavery an explicit goal of the Union war effort

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

"Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law... The arbitrary separation of citizens, on the basis of race... is a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the Constitution."

— Justice John Marshall Harlan, dissent in *Plessy v. Ferguson*, 1896

18. In this dissent, Justice Harlan argued that

- A. the Constitution does not permit citizens to be classified or separated by race
- B. states have broad authority to maintain segregated public facilities
- C. only the federal government may pass laws regulating racial matters
- D. equality before the law applies solely to political and not to civil rights

19. The majority decision that Harlan dissented from established the doctrine of

- A. "one person, one vote" in the apportionment of legislative districts
- B. "clear and present danger" as a limit on freedom of speech
- C. "separate but equal" as a justification for racial segregation

D. "judicial review" as a power of the federal courts

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

"There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it... the packers would put poisoned bread out for them; they would die, and then rats, bread, and meat would go into the hoppers together."

— Upton Sinclair, *The Jungle*, 1906

20. The conditions described in this passage most directly contributed to the

A. passage of the Sherman Antitrust Act regulating large corporations

B. passage of the Pure Food and Drug Act and the Meat Inspection Act

C. creation of the Federal Reserve System to regulate the banking industry

D. ratification of the amendment establishing a federal income tax

21. Writers such as Upton Sinclair who exposed corruption and abuses during this era were known as

A. abolitionists who campaigned for an end to slavery

B. populists who organized farmers against the railroads

C. nativists who opposed large-scale immigration

D. muckrakers who investigated social and industrial problems

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

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression... The second is freedom of every person to worship God in his own way... The third is freedom from want... The fourth is freedom from fear..."

— President Franklin D. Roosevelt, Annual Message to Congress, 1941

22. Roosevelt delivered this address in order to

- A. build public support for aiding nations fighting against aggression abroad
- B. announce the formal entry of the United States into the Second World War
- C. propose the creation of the United Nations to maintain world peace
- D. call for the immediate withdrawal of American forces from overseas bases

23. The "Four Freedoms" Roosevelt described were intended to

- A. justify a return to isolationism and strict American neutrality
- B. express the democratic ideals the United States sought to defend
- C. propose new restrictions on freedom of speech during wartime
- D. outline a plan for reducing the overall size of the federal government

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

"Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because... the properly constituted military authorities... decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast."

— Justice Hugo Black, *Korematsu v. United States*, 1944

24. This Supreme Court decision upheld the

- A. desegregation of the United States armed forces during wartime
- B. right of citizens to a speedy and public trial before a jury
- C. wartime internment of Japanese Americans living on the West Coast
- D. authority of states to restrict immigration based on national origin

25. This case is often cited as an example of

- A. the expansion of civil liberties during a time of national crisis
- B. the limits placed on the war powers of the federal government
- C. the protection of minority rights by the federal court system
- D. the restriction of civil liberties on the basis of racial ancestry during wartime

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

"And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country. My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man."

— President John F. Kennedy, Inaugural Address, 1961

26. In this passage, Kennedy called on Americans to

- A. dedicate themselves to public service and civic responsibility
- B. reduce their involvement in the affairs of foreign nations
- C. demand greater economic benefits from the federal government
- D. withdraw their support from international alliances and treaties

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

"Every American citizen must have an equal right to vote... Yet the harsh fact is that in many places in this country men and women are kept from voting simply because they are Negroes... Wednesday I will send to Congress a law designed to eliminate illegal barriers to the right to vote."

— President Lyndon B. Johnson, address to Congress, 1965

27. The legislation Johnson described in this speech became the

- A. Civil Rights Act of 1875 guaranteeing access to public accommodations

- B. Fifteenth Amendment prohibiting the denial of the vote based on race
  - C. Voting Rights Act of 1965 outlawing barriers to African American voting
  - D. Twenty-Fourth Amendment abolishing the poll tax in federal elections
28. A major result of the legislation described in this speech was the
- A. immediate end to all forms of racial discrimination in American life
  - B. large increase in African American voter registration in the South
  - C. removal of all federal oversight of state and local elections
  - D. creation of separate voting districts based on the race of voters

## ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 31

- 1. D** — Factions threaten the rights of citizens and the public good. Madison defines a faction as a group united by a passion or interest "adverse to the rights of other citizens" or to the aggregate interests of the community. Controlling the dangerous effects of such groups is the central problem his proposed Union is designed to solve.
- 2. C** — The Union would control the harmful effects of faction in the new republic. Madison argues that a "well-constructed Union" tends to "break and control the violence of faction." He does not claim faction can be eliminated, only that its effects can be managed within a large republic.
- 3. A** — A greater variety of interests makes it harder for any single faction to dominate. Madison reasoned that an extended republic would contain so many competing factions that no one of them could easily form an oppressive majority. This insight became a key defense of a large national government under the Constitution.
- 4. B** — The ordinance established an orderly process for territories to become states. It set out how territories would be organized and admitted to the Union "not less than three nor more than five States," on equal footing with existing states. This orderly framework guided national expansion for decades.
- 5. A** — The Northwest Ordinance prohibited slavery north of the Ohio River. Its provision that "there shall be neither slavery nor involuntary servitude" kept slavery out of the entire region. This made the Ohio River a key dividing line between free and slave territory.

**6. D** — An educated citizenry was viewed as essential to good government and self-rule. The ordinance declared "religion, morality, and knowledge" necessary to good government and directed that schools be encouraged. This reflected the founding-era belief that a republic depends on informed, capable citizens.

**7. D** — The case established the principle of judicial review. Marshall asserted that it is the "province and duty" of the courts to decide whether a law conflicts with the Constitution. This gave the federal judiciary the power to strike down unconstitutional laws, a cornerstone of American government.

**8. B** — When a law conflicts with the Constitution, courts must apply the Constitution and treat the law as invalid. Marshall reasoned that the Constitution is the supreme law, so a conflicting statute cannot govern a case. This subordinates ordinary legislation to the written constitution.

**9. C** — The decision strengthened the judicial branch represented by the federal courts. By claiming the authority to review and invalidate laws, the Supreme Court secured a coequal role with Congress and the president. *Marbury* is the foundation of the judiciary's checking power.

**10. A** — The Monroe Doctrine warned European powers against further colonization in the Western Hemisphere. Monroe declared the American continents closed to future European colonization and treated interference as a threat to United States security. It asserted a protective American role over the hemisphere.

**11. B** — The doctrine reflected a policy of asserting American influence over the Western Hemisphere. By warning Europe away from the region, the United States claimed a special interest in the affairs of the Americas. This principle shaped United States foreign policy throughout the nineteenth and twentieth centuries.

**12. C** — Jackson used this passage to defend the forced relocation of Native nations west of the Mississippi. He framed removal as a "benevolent policy" separating Native peoples from white settlement. The message supported the Indian Removal Act and the displacement it authorized.

**13. A** — The removal policy led most directly to the Trail of Tears. The forced march of the Cherokee from the Southeast to present-day Oklahoma caused thousands of deaths from disease, exposure, and starvation. It is the most infamous consequence of Jackson's removal program.

**14. D** — The Court ruled that the Cherokee Nation was a distinct community over which Georgia law had no force. Marshall held that the Cherokee were a sovereign nation subject to federal, not state, authority. Despite this ruling, Jackson did not enforce it, and removal proceeded.

**15. C** — The proclamation freed enslaved people in the states then in rebellion. It applied only to areas "in rebellion against the United States," leaving slavery untouched in the loyal border states. This limitation reflected Lincoln's use of his wartime powers as commander in chief.

**16. B** — A major effect was that it allowed African American men to enlist in the Union army. The proclamation opened military service to Black soldiers, who joined the Union forces in large numbers. Their participation strengthened the army and advanced the cause of emancipation.

- 17. D** — The proclamation made the abolition of slavery an explicit goal of the Union war effort. What had begun as a war to preserve the Union now also became a war to end slavery. This shift gave the conflict a moral dimension and discouraged European support for the Confederacy.
- 18. A** — Harlan argued that the Constitution does not permit citizens to be separated by race. He famously declared the Constitution "color-blind" and condemned racial separation as a "badge of servitude." His lone dissent later influenced the reasoning behind *Brown v. Board of Education*.
- 19. C** — The majority decision established the doctrine of "separate but equal." *Plessy v. Ferguson* upheld a Louisiana law segregating railroad cars, ruling such separation constitutional if facilities were equal. This doctrine legalized racial segregation for nearly six decades.
- 20. B** — The conditions described contributed to the Pure Food and Drug Act and the Meat Inspection Act. Sinclair's exposé of filthy meatpacking conditions provoked public outrage and federal action in 1906. Both laws established government inspection and consumer protections.
- 21. D** — Writers who exposed corruption and abuses were known as muckrakers. These Progressive Era journalists investigated industrial, political, and social wrongdoing to spur reform. Sinclair's *The Jungle* is a leading example of muckraking literature.
- 22. A** — Roosevelt delivered this address to build support for aiding nations fighting aggression. Speaking in 1941, before American entry into the war, he sought to rally the public behind assistance to the Allies. The speech helped justify programs such as Lend-Lease.
- 23. B** — The Four Freedoms expressed the democratic ideals the United States sought to defend. Freedom of speech, freedom of worship, freedom from want, and freedom from fear defined the principles at stake in the global conflict. They framed the war as a defense of fundamental human rights.
- 24. C** — The decision upheld the wartime internment of Japanese Americans on the West Coast. The Court accepted the government's claim of military necessity to justify the exclusion order. The ruling allowed the relocation and confinement of citizens based on ancestry.
- 25. D** — The case is cited as an example of restricting civil liberties on the basis of racial ancestry during wartime. It permitted the government to detain citizens solely because of their Japanese heritage. *Korematsu* is now widely condemned as a grave violation of constitutional rights.
- 26. A** — Kennedy called on Americans to dedicate themselves to public service and civic responsibility. His appeal to "ask what you can do for your country" urged citizens to contribute to the common good. The line became a defining expression of civic idealism.
- 27. C** — The legislation became the Voting Rights Act of 1965. It outlawed discriminatory practices such as literacy tests and authorized federal oversight of registration in areas with histories of discrimination. The law dismantled major barriers to African American voting.

**28. B** — A major result was a large increase in African American voter registration in the South. Federal enforcement and the elimination of discriminatory tests dramatically expanded Black political participation. This transformed Southern politics in the years that followed.