

PRACTICE EXAM 33: 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.

"Society in every state is a blessing, but Government, even in its best state, is but a necessary evil... A government of our own is our natural right... everything that is right or reasonable pleads for separation. 'TIS TIME TO PART."

— Thomas Paine, *Common Sense*, 1776

1. The primary purpose of this pamphlet was to

A. urge the colonies to seek reconciliation and compromise with Great Britain

B. persuade the American colonists to support independence from Britain

C. defend the authority of the British monarchy over the colonies

D. encourage the colonies to remain neutral in the conflict with Britain

2. Paine's argument that "'TIS TIME TO PART" was a call for

A. the creation of a stronger colonial union under continued British rule

B. the negotiation of new trade agreements with the British Parliament

C. the establishment of a constitutional monarchy within the colonies

D. a complete break from British rule and the founding of an independent nation

3. Common Sense was significant because it
- A. helped build popular support for the cause of American independence
 - B. outlined the structure of the new federal government under the Constitution
 - C. established the principle of judicial review in the American legal system
 - D. described the economic policies the new nation should follow after the war

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

"A national debt, if it is not excessive, will be to us a national blessing... The proper funding of the present debt will render it a national blessing... Banks have proved to be the happiest engines that ever were invented for advancing trade."

— Alexander Hamilton, on national finance, 1790s

4. Hamilton's financial program was designed primarily to
- A. reduce the power of the federal government over the national economy
 - B. shift control of the nation's finances to the individual states
 - C. strengthen the national government and establish public credit
 - D. eliminate all forms of national debt as quickly as possible
5. A key part of Hamilton's plan was the
- A. abolition of all tariffs on imported foreign manufactured goods
 - B. distribution of federal land grants to small western farmers
 - C. creation of a national bank to manage the country's finances

D. transfer of all war debts to the European allies of the United States

6. Hamilton's economic policies were generally opposed by

A. Thomas Jefferson and those who favored limited federal power

B. northern merchants who benefited from a strong national bank

C. manufacturers seeking federal protection from foreign competition

D. bankers and financiers in the major commercial cities

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

"The right of a State to interpose, in the last resort, in order to arrest the unconstitutional acts of the General Government... is a fundamental principle of our system... The General Government is the creature of the States; it is the result of a compact between the States..."

— John C. Calhoun, on nullification, 1830s

7. The doctrine of nullification described in this passage held that

A. the federal courts have the final authority to interpret the Constitution

B. the national government may overrule any law passed by a state

C. only Congress can decide whether a federal law is constitutional

D. a state may refuse to enforce a federal law it considers unconstitutional

8. Calhoun based his argument on the theory that the federal government was

A. supreme over the states in all matters of national policy

B. created by a compact among the states that retained ultimate authority

C. established directly by the people without any state involvement

- D. designed to gradually absorb all powers of the state governments
- 9. The nullification controversy of the 1830s was an early example of the conflict over
 - A. the expansion of voting rights to all adult white males
 - B. the creation of a national system of public education
 - C. states' rights versus the authority of the federal government
 - D. the regulation of trade between the United States and Europe

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

"...the right of our manifest destiny to overspread and to possess the whole of the continent which Providence has given us for the development of the great experiment of liberty and federated self-government entrusted to us."

— John O'Sullivan, 1845

- 10. The idea of Manifest Destiny expressed in this passage held that the United States
 - A. was destined to expand its territory across the North American continent
 - B. should avoid acquiring any new territory beyond its original borders
 - C. had a duty to acquire colonies in Asia and the Pacific region
 - D. should return its western lands to the control of Mexico and Spain
- 11. Manifest Destiny was used to justify the
 - A. abolition of slavery in the newly acquired western territories
 - B. granting of full citizenship to the Native American nations
 - C. withdrawal of American settlers from the Oregon Country

D. westward expansion of the United States, including the war with Mexico

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

"A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided."

— Abraham Lincoln, "House Divided" speech, 1858

12. In this speech, Lincoln argued that the nation

- A. could continue indefinitely as a mix of free and slave states
- B. could not survive permanently while divided over the issue of slavery
- C. should immediately abolish slavery throughout the entire country
- D. should allow each new territory to permit slavery without restriction

13. The "house divided" Lincoln referred to was the division between

- A. the federal government and the individual state governments
- B. the eastern industrial states and the western agricultural states
- C. the free states of the North and the slave states of the South
- D. the Whig Party and the newly formed Republican Party

14. The sectional conflict Lincoln described in this speech ultimately led to the

- A. outbreak of the Civil War between the North and the South
- B. peaceful abolition of slavery through a constitutional amendment

C. expansion of slavery into all of the western territories

D. secession of the northern states from the federal Union

Base your answers to questions 15 through 17 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 race, color, or previous condition of servitude."

— Fifteenth Amendment to the United States Constitution, ratified 1870

15. The primary purpose of this amendment was to

A. abolish slavery throughout the territory of the United States

B. guarantee the right to vote regardless of race or previous enslavement

C. provide citizenship to all persons born in the United States

D. grant women the right to vote in state and national elections

16. Despite this amendment, southern states later restricted African American voting through

A. the immediate granting of full political equality to all citizens

B. federal programs that protected the voting rights of all citizens

C. the elimination of all qualifications for registering to vote

D. devices such as poll taxes, literacy tests, and grandfather clauses

17. This amendment was one of three added to the Constitution during the period known as

A. the Progressive Era of social and political reform

B. the Jacksonian era of expanding political democracy

C. Reconstruction following the end of the Civil War

D. the New Deal response to the Great Depression

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

"In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress... The wisest among my race understand that the agitation of questions of social equality is the extremest folly..."

— Booker T. Washington, Atlanta Exposition Address, 1895

18. In this address, Booker T. Washington argued that African Americans should

A. focus on economic self-improvement and vocational skills before social equality

B. demand immediate full political and social equality through mass protest

C. leave the South and resettle in the cities of the industrial North

D. reject all cooperation with white employers and business owners

19. Washington's approach in this address was later challenged by leaders such as W.E.B. Du Bois, who

A. urged African Americans to accept segregation as a permanent condition

B. supported the gradual approach of vocational training over higher education

C. encouraged African Americans to abandon efforts to gain civil rights

D. demanded immediate civil rights and higher education for talented Black Americans

Base your answers to questions 20 and 21 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. We seek no indemnities for ourselves..."

— President Woodrow Wilson, war message to Congress, 1917

20. In this message, Wilson asked Congress to

- A. maintain American neutrality in the ongoing conflict in Europe
- B. declare war and enter the First World War on the side of the Allies
- C. negotiate an immediate peace settlement with the German government
- D. withdraw all American forces from involvement in European affairs

21. Wilson justified American entry into the war by framing it as a struggle to

- A. make the world "safe for democracy" and defend political liberty
- B. acquire new overseas colonies for the United States
- C. secure financial repayment of debts owed by European nations
- D. expand American territory onto the European continent

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

"...the President may... sell, transfer title to, exchange, lease, lend, or otherwise dispose of... any defense article [to] the government of any country whose defense the President deems vital to the defense of the United States."

— Lend-Lease Act, 1941

22. The Lend-Lease Act allowed the United States to

- A. send American combat troops directly into the fighting in Europe
- B. remain completely neutral by refusing all aid to the warring nations
- C. declare war on Germany and its allies in the Second World War

D. provide military supplies to nations fighting against the Axis powers

23. The Lend-Lease Act marked a shift in American policy away from

A. cooperation with the Allied powers against Germany

B. strict neutrality and isolationism in foreign affairs

C. military alliance with the nations of Western Europe

D. economic aid to the recovering nations of Europe

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

"...the person in custody must, prior to interrogation, be clearly informed that he has the right to remain silent... he must be clearly informed that he has the right to consult with a lawyer and to have the lawyer with him during interrogation..."

— *Miranda v. Arizona*, 1966

24. This Supreme Court decision required that criminal suspects be

A. tried within a fixed number of days following their arrest

B. provided with bail in all cases regardless of the charges

C. informed of their rights before being questioned by police

D. granted a jury trial for all criminal offenses, however minor

25. This decision was based primarily on the protection against

A. self-incrimination guaranteed by the Fifth Amendment

B. unreasonable searches guaranteed by the Fourth Amendment

C. cruel and unusual punishment under the Eighth Amendment

D. the quartering of soldiers under the Third Amendment

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

"The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction... As she made the beds, shopped for groceries... she was afraid to ask even of herself the silent question—'Is this all?'"

— Betty Friedan, *The Feminine Mystique*, 1963

26. This book is most associated with the

A. movement to abolish racial segregation in the public schools

B. revival of the women's rights movement in the 1960s

C. effort to organize migrant farm workers into labor unions

D. campaign to lower the national voting age to eighteen

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

"We do not want the rich to get richer and the poor to get poorer... The strike and the boycott are weapons of the poor... We are confident in the justice of our cause... Our cause is the cause of the farm worker, and we shall overcome."

— Cesar Chavez, on the farm workers' movement

27. Cesar Chavez is best known for his efforts to

A. desegregate the public schools in the American Southwest

B. expand voting rights for all citizens of Mexican descent

C. provide free legal services to recent immigrant families

D. organize migrant farm workers and improve their wages and conditions

28. A major tactic used by Chavez and the farm workers' movement was the

- A. armed resistance against the owners of large commercial farms
- B. lobbying for higher tariffs on imported agricultural goods
- C. use of nonviolent strikes and consumer boycotts
- D. relocation of farm workers to jobs in northern factories

ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 33

1. **B** — The pamphlet's purpose was to persuade colonists to support independence from Britain. Paine argued plainly that the colonies had a natural right to self-government and that the time to separate had come. His direct, accessible style made the case for independence to ordinary readers.
2. **D** — "TIS TIME TO PART" was a call for a complete break from British rule and an independent nation. Paine rejected reconciliation and urged the colonies to form a government of their own. The phrase captured his demand for full separation rather than reform.
3. **A** — *Common Sense* was significant because it helped build popular support for independence. Selling widely throughout the colonies, it shifted public opinion toward separation in early 1776. Its influence helped pave the way for the Declaration of Independence months later.
4. **C** — Hamilton's program was designed to strengthen the national government and establish public credit. By funding the debt and creating financial institutions, he sought to secure the new government's economic foundation. A strong national credit would attract investment and bind creditors to the federal government.
5. **C** — A key part of Hamilton's plan was the creation of a national bank. The bank would manage government funds, issue currency, and promote commerce. Hamilton viewed it as essential to a stable and growing national economy.
6. **A** — Hamilton's policies were generally opposed by Thomas Jefferson and supporters of limited federal power. They feared the plan concentrated too much authority in the national government and favored commercial interests. This dispute helped give rise to the first political parties.
7. **D** — Nullification held that a state may refuse to enforce a federal law it considers unconstitutional. Calhoun argued that states could "interpose" to block federal acts they judged invalid. This doctrine directly challenged the supremacy of national law.

8. B — Calhoun based his argument on the theory that the federal government was created by a compact among the states. He claimed the states formed the Union and therefore retained ultimate authority over it. This compact theory underpinned the case for nullification and later secession.

9. C — The nullification controversy was an early example of conflict over states' rights versus federal authority. It tested whether a state could defy the national government, foreshadowing later sectional disputes. The crisis previewed the constitutional struggle that culminated in the Civil War.

10. A — Manifest Destiny held that the United States was destined to expand across the continent. O'Sullivan framed continental expansion as a providential mission. This belief encouraged Americans to settle and claim western lands.

11. D — Manifest Destiny was used to justify westward expansion, including the war with Mexico. The idea provided moral cover for acquiring territory across the continent. It helped fuel the conflict that added vast southwestern lands to the United States.

12. B — Lincoln argued that the nation could not survive permanently while divided over slavery. He warned that a "house divided" could not stand half slave and half free. The speech predicted that the slavery question would have to be resolved one way or the other.

13. C — The "house divided" referred to the division between the free North and the slave South. Lincoln pointed to the deepening sectional split over slavery. This divide defined the central crisis of the era.

14. A — The sectional conflict Lincoln described ultimately led to the outbreak of the Civil War. The irreconcilable dispute over slavery erupted into armed conflict in 1861. Lincoln's warning proved prophetic within a few years.

15. B — The Fifteenth Amendment guaranteed the right to vote regardless of race or previous enslavement. It barred denial of the vote based on race, color, or prior servitude. The amendment aimed to secure political rights for formerly enslaved men.

16. D — Southern states restricted Black voting through poll taxes, literacy tests, and grandfather clauses. These devices evaded the amendment's guarantee while appearing race-neutral. They effectively disenfranchised African Americans for generations.

17. C — The amendment was added during Reconstruction following the Civil War. It was one of the three Reconstruction amendments, along with the Thirteenth and Fourteenth. These amendments sought to remake the legal status of formerly enslaved people.

18. A — Washington argued that African Americans should focus on economic self-improvement and vocational skills before social equality. He counseled patience and accommodation, emphasizing work and education over agitation. His approach prioritized economic progress as the path to advancement.

19. D — Du Bois challenged Washington by demanding immediate civil rights and higher education for talented Black Americans. He rejected accommodation and called for full equality and the cultivation of a "Talented Tenth." This marked a major split in Black leadership strategy.

20. B — Wilson asked Congress to declare war and enter World War I on the side of the Allies. The 1917 message requested a war declaration against Germany. It ended American neutrality in the European conflict.

21. A — Wilson framed the war as a struggle to make the world "safe for democracy." He cast American entry as a defense of political liberty rather than a quest for gain. This idealistic justification shaped how the nation understood its war aims.

22. D — The Lend-Lease Act allowed the United States to provide military supplies to nations fighting the Axis. It empowered the president to lend or lease defense materials to countries vital to American security. This aided Britain and later other Allies before American entry into the war.

23. B — The act marked a shift away from strict neutrality and isolationism. By openly supplying the Allies, the United States abandoned its earlier stance of non-involvement. It moved the country toward active support of the anti-Axis cause.

24. C — The decision required that suspects be informed of their rights before police questioning. Suspects must be told of their right to silence and to an attorney. These "Miranda warnings" protect against coerced confessions.

25. A — The decision rested primarily on the Fifth Amendment protection against self-incrimination. The Court held that custodial interrogation is inherently coercive without safeguards. Informing suspects of their rights preserves the privilege against self-incrimination.

26. B — The book is associated with the revival of the women's rights movement in the 1960s. Friedan described the dissatisfaction of women confined to domestic roles. Her work helped spark a renewed push for gender equality.

27. D — Chavez is best known for organizing migrant farm workers and improving their wages and conditions. He co-founded the United Farm Workers to fight for fair treatment. His leadership gave a national voice to agricultural laborers.

28. C — A major tactic was the use of nonviolent strikes and consumer boycotts. Chavez led actions such as the grape boycott to pressure growers. These peaceful methods drew public support and won concessions for workers.