

PRACTICE EXAM 35: 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.

"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, "A Model of Christian Charity," 1630

1. When Winthrop described the colony as "a city upon a hill," he meant that it should

A. become a powerful military and trading empire in the New World

B. remain completely separate from the affairs of all other colonies

C. expand rapidly across the entire North American continent

D. serve as a moral example that the rest of the world would watch

2. This passage reflects the religious motivation of the

A. Puritans who settled the Massachusetts Bay Colony

B. Quakers who founded the colony of Pennsylvania

C. Catholics who established the colony of Maryland

D. Anglican planters who settled the Virginia colony

3. The idea expressed in this passage influenced a long-standing American belief in
- A. the strict separation of the colonies from all European trade
 - B. the superiority of agricultural life over commerce and industry
 - C. the nation's special mission and moral example to the world
 - D. the need for a powerful central government over the colonies

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

"That it is inseparably essential to the freedom of a people... that no taxes be imposed on them, but with their own consent, given personally, or by their representatives... That the people of these colonies are not, and from their local circumstances cannot be, represented in the House of Commons in Great Britain."

— Resolutions of the Stamp Act Congress, 1765

4. The main argument expressed in these resolutions was that
- A. the colonies should be granted full independence from Great Britain
 - B. the colonists should not be taxed without their own consent or representation
 - C. Parliament had the unlimited right to tax the American colonies
 - D. the colonies should pay higher taxes to support the British army
5. The phrase "no taxation without representation" expressed the colonists' objection to
- A. being taxed by a Parliament in which they had no elected representatives
 - B. the presence of British troops stationed in the colonial cities
 - C. the establishment of an official church in the colonies

- D. restrictions on settlement west of the Appalachian Mountains
- 6. Colonial opposition to measures like the Stamp Act contributed to the
 - A. strengthening of colonial loyalty to the British crown
 - B. expansion of colonial trade with the nations of Europe
 - C. weakening of the movement toward colonial unity
 - D. growth of resistance that led toward the American Revolution

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

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

— First Amendment to the United States Constitution, 1791

- 7. This amendment protects all of the following freedoms EXCEPT the
 - A. freedom of speech and of the press
 - B. right of the people to peaceably assemble
 - C. right to a trial by an impartial jury
 - D. free exercise of religion
- 8. The clause prohibiting "an establishment of religion" was intended to
 - A. prevent the government from creating an official national religion
 - B. require all citizens to belong to a recognized church
 - C. ban the practice of religion in private American life

- D. give Congress the power to regulate religious worship
- 9. The First Amendment is part of the group of amendments known as the
 - A. Reconstruction Amendments adopted after the Civil War
 - B. Bill of Rights, added to protect individual liberties
 - C. Progressive Amendments of the early twentieth century
 - D. Civil War Amendments ending slavery and granting citizenship

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

"...it being the true intent and meaning of this act not to legislate slavery into any Territory or State, nor to exclude it therefrom, but to leave the people thereof perfectly free to form and regulate their domestic institutions in their own way..."

— Kansas-Nebraska Act, 1854

- 10. This act allowed the question of slavery in the territories to be decided by
 - A. a vote of the United States Congress in Washington
 - B. the rulings of the federal Supreme Court
 - C. the president acting as commander in chief
 - D. the settlers of each territory through popular sovereignty
- 11. A major result of the Kansas-Nebraska Act was that it
 - A. permanently settled the dispute over slavery in the territories
 - B. abolished slavery throughout the western territories
 - C. led to violent conflict between pro- and antislavery settlers in Kansas

D. restored the boundary line set by the Missouri Compromise

Base your answers to questions 12 through 14 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 to have the best place everywhere. 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, "Ain't I a Woman?", 1851

12. In this speech, Sojourner Truth argued for

A. the rights of women and the equality of African American women

B. the immediate reopening of the international slave trade

C. the removal of women from all forms of paid labor

D. the right of states to determine their own voting laws

13. Sojourner Truth was associated with two major reform movements of the era, namely

A. temperance and public education reform

B. abolitionism and the women's rights movement

C. prison reform and the care of the mentally ill

D. labor unionism and the rights of factory workers

14. This speech reflected the connection between the antislavery movement and the

A. movement to expand the powers of the federal government

B. effort to acquire new territory in the West

C. campaign to restrict immigration into the United States

D. early struggle for women's rights and equality

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

"We demand that big business give the people a square deal; in return we must insist that when anyone engaged in big business honestly endeavors to do right, he shall himself be given a square deal... The great corporations... should be managed with due regard to the interest of the public as a whole."

— Theodore Roosevelt, on the Square Deal

15. Theodore Roosevelt's "Square Deal" was aimed primarily at

A. expanding American colonies in Asia and the Pacific

B. reducing the role of the federal government in the economy

C. ensuring fair treatment for consumers, workers, and businesses

D. eliminating all government regulation of large corporations

16. As part of this policy, Roosevelt became known as a "trustbuster" for his efforts to

A. break up labor unions that disrupted American industry

B. regulate or break up monopolies that harmed the public interest

C. eliminate federal taxes on large business corporations

D. transfer ownership of the railroads to the individual states

17. Roosevelt's Square Deal was part of the broader reform effort known as

A. the Progressive movement of the early twentieth century

B. the New Deal response to the Great Depression

C. the Reconstruction of the southern states after the Civil War

D. the Great Society programs of the 1960s

Base your answers to questions 18 and 19 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 sex."

— Nineteenth Amendment to the United States Constitution, ratified 1920

18. The primary effect of this amendment was to

A. lower the national voting age to eighteen years

B. abolish the poll tax in federal elections

C. provide for the direct election of United States senators

D. guarantee women the right to vote throughout the United States

19. The ratification of this amendment was the major achievement of the

A. abolitionist movement to end slavery

B. women's suffrage movement

C. labor movement to improve working conditions

D. Populist movement of western farmers

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

"We have used [the atomic bomb] against those who attacked us without warning at Pearl Harbor... We have used it in order to shorten the agony of war, in order to save the lives of thousands and thousands of young Americans."

— President Harry S. Truman, 1945

20. In this statement, Truman defended his decision to

- A. enter the United States into the war against Germany
- B. establish the United Nations to maintain world peace
- C. use atomic weapons against Japan to end the Second World War
- D. begin the policy of containment against the Soviet Union

21. Truman justified his decision primarily on the grounds that it would

- A. shorten the war and save the lives of American soldiers
- B. demonstrate American power to the Soviet Union
- C. punish Japan for refusing to adopt a democratic government
- D. prevent the spread of communism into East Asia

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

"It shall be the policy of this nation to regard any nuclear missile launched from Cuba against any nation in the Western Hemisphere as an attack by the Soviet Union on the United States, requiring a full retaliatory response... I call upon Chairman Khrushchev to halt and eliminate this... threat to world peace."

— President John F. Kennedy, 1962

22. Kennedy delivered this address during the

- A. Korean War between North and South Korea

B. negotiations to create the North Atlantic Treaty Organization

C. Berlin blockade and airlift in postwar Germany

D. Cuban Missile Crisis between the United States and the Soviet Union

23. The crisis Kennedy described was significant because it

A. resulted in a direct military invasion of the Soviet Union

B. brought the United States and the Soviet Union close to nuclear war

C. ended the Cold War rivalry between the two superpowers

D. led to the immediate reunification of the divided city of Berlin

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

"The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice... The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents."

— President Lyndon B. Johnson, 1964

24. Johnson's Great Society programs were designed primarily to

A. expand American military involvement in Southeast Asia

B. reduce the federal government's role in domestic affairs

C. reduce poverty and expand social welfare and civil rights

D. balance the federal budget through cuts in social spending

25. A major program created as part of the Great Society was

A. the Social Security system for retired workers

B. the Tennessee Valley Authority for regional development

C. the Federal Deposit Insurance Corporation for banks

D. Medicare, providing health insurance for the elderly

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

"Any system of prior restraints of expression comes to this Court bearing a heavy presumption against its constitutional validity... The Government thus carries a heavy burden of showing justification for the imposition of such a restraint."

— New York Times Co. v. United States, 1971

26. This Supreme Court decision, involving the Pentagon Papers, upheld the

A. freedom of the press against government attempts at prior restraint

B. power of the president to censor newspapers during wartime

C. right of the government to classify all military documents

D. authority of Congress to regulate the content of newspapers

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

"We declare our right on this earth... to be a human being, to be respected as a human being, to be given the rights of a human being in this society, on this earth, in this day, which we intend to bring into existence by any means necessary."

— Malcolm X, 1964

27. Malcolm X differed from leaders such as Dr. Martin Luther King Jr. in that he

A. rejected the goal of equality for African Americans

B. supported the gradual approach of accommodation

- C. emphasized Black pride, self-reliance, and self-defense
 - D. opposed all efforts to organize the African American community
28. The ideas expressed by Malcolm X helped inspire the
- A. early abolitionist movement against slavery
 - B. Black Power movement of the 1960s and 1970s
 - C. settlement house movement in the industrial cities
 - D. women's suffrage movement of the early twentieth century

ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 35

- 1. D** — Winthrop meant the colony should serve as a moral example watched by the world. He told the Puritans that "the eyes of all people" were upon them and their success or failure would be seen everywhere. The phrase framed the settlement as a model community held to a high standard.
- 2. A** — The passage reflects the religious motivation of the Puritans of Massachusetts Bay. Winthrop led the Puritan migration that founded the colony in 1630. Their goal was to build a godly society as an example of true Christian living.
- 3. C** — The idea influenced a lasting American belief in the nation's special mission and moral example. The "city upon a hill" image has been invoked throughout American history to express a sense of exceptional purpose. It shaped the notion that the country has a unique role in the world.
- 4. B** — The resolutions argued that colonists should not be taxed without their consent or representation. The Stamp Act Congress objected that taxes required consent given through elected representatives. Since the colonies had none in Parliament, such taxation was deemed illegitimate.
- 5. A** — The phrase expressed objection to being taxed by a Parliament with no colonial representatives. Colonists insisted that only bodies in which they were represented could tax them. This principle became a rallying cry against British policy.
- 6. D** — Opposition to measures like the Stamp Act contributed to growing resistance leading toward revolution. Protests, boycotts, and organized opposition strengthened colonial unity against Britain. These tensions built toward the break that became the American Revolution.

- 7. C** — The First Amendment does not protect the right to a trial by an impartial jury. It guarantees religion, speech, press, assembly, and petition rights. Jury-trial protections come from the Sixth and Seventh Amendments instead.
- 8. A** — The establishment clause was intended to prevent the government from creating an official national religion. It barred Congress from establishing a state church. This protected religious freedom by keeping government out of religion.
- 9. B** — The First Amendment is part of the Bill of Rights. These first ten amendments were added in 1791 to protect individual liberties. They responded to demands for explicit guarantees against government power.
- 10. D** — The act allowed slavery in the territories to be decided by the settlers through popular sovereignty. It left residents "perfectly free" to permit or prohibit slavery. This overturned the earlier restriction set by the Missouri Compromise.
- 11. C** — A major result was violent conflict between pro- and antislavery settlers in Kansas. The contest to control the territory erupted into bloodshed known as "Bleeding Kansas." This violence deepened the national crisis over slavery.
- 12. A** — Truth argued for the rights of women and the equality of African American women. She challenged claims of female weakness by pointing to her own labor and strength. Her speech asserted that Black women deserved equal recognition.
- 13. B** — Truth was associated with abolitionism and the women's rights movement. She campaigned both to end slavery and to secure rights for women. Her work linked the two great reform causes of the era.
- 14. D** — The speech reflected the connection between antislavery and the early struggle for women's rights. Many abolitionists, including Truth, also advocated for women's equality. The two movements often shared activists and arguments.
- 15. C** — The Square Deal aimed to ensure fair treatment for consumers, workers, and businesses. Roosevelt sought a balance among competing interests rather than favoring any one. The policy reflected his belief in active but evenhanded government.
- 16. B** — Roosevelt became a "trustbuster" by regulating or breaking up monopolies that harmed the public. He used federal power against abusive corporate combinations. This effort aimed to restore fair competition in the economy.
- 17. A** — The Square Deal was part of the Progressive movement of the early twentieth century. Progressives sought reforms to curb corporate power and protect the public. Roosevelt's program embodied this reform spirit.
- 18. D** — The amendment's primary effect was to guarantee women the right to vote nationwide. It barred denial of the vote on account of sex. This extended suffrage to women across the United States.

19. B — Ratification was the major achievement of the women's suffrage movement. Decades of activism culminated in the amendment's adoption in 1920. It marked the realization of the movement's central goal.

20. C — Truman defended his decision to use atomic weapons against Japan to end World War II. He justified dropping the bombs as a way to bring the war to a swift close. The decision led to Japan's surrender shortly afterward.

21. A — Truman justified the decision on the grounds that it would shorten the war and save American lives. He argued the bombs spared thousands of soldiers from a costly invasion. This rationale remains central to debates over the decision.

22. D — Kennedy delivered this address during the Cuban Missile Crisis. The discovery of Soviet missiles in Cuba prompted his warning to Khrushchev. The confrontation was a defining moment of the Cold War.

23. B — The crisis was significant because it brought the superpowers close to nuclear war. The tense standoff raised the real danger of nuclear conflict. Its peaceful resolution led to efforts to ease Cold War tensions.

24. C — The Great Society programs aimed to reduce poverty and expand social welfare and civil rights. Johnson sought to end poverty and racial injustice through federal action. The initiative greatly expanded the government's domestic role.

25. D — A major Great Society program was Medicare, providing health insurance for the elderly. Created in 1965, it guaranteed medical coverage for older Americans. It became one of the era's most enduring achievements.

26. A — The decision upheld freedom of the press against government attempts at prior restraint. The Court refused to block publication of the Pentagon Papers. It affirmed a strong presumption against government censorship.

27. C — Malcolm X emphasized Black pride, self-reliance, and self-defense. He differed from King by rejecting a strictly nonviolent, integrationist approach. His message stressed empowerment "by any means necessary."

28. B — His ideas helped inspire the Black Power movement of the 1960s and 1970s. The movement embraced racial pride, self-determination, and self-defense. Malcolm X's philosophy became a major influence on its leaders.