

PRACTICE EXAM 36: 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.

"It is proposed that humble application be made for an act of Parliament of Great Britain, by virtue of which one general government may be formed in America, including all the said colonies, within and under which government each colony may retain its present constitution..."

— Benjamin Franklin, Albany Plan of Union, 1754

1. The main purpose of the Albany Plan of Union was to

A. unite the colonies under one general government for their common defense

B. declare the independence of the colonies from Great Britain

C. establish a permanent national capital for the colonies

D. divide the colonies into separate and fully independent nations

2. Franklin's "Join, or Die" cartoon was created to encourage the colonies to

A. break away completely from British rule and authority

B. compete with one another for control of the western lands

C. cooperate for their mutual protection and defense

D. abandon their settlements along the frontier

3. Although the Albany Plan was not adopted, it is significant as an early example of

- A. colonial resistance to taxation imposed by Parliament
- B. an attempt at cooperation and union among the colonies
- C. the establishment of an official colonial church
- D. the expansion of slavery into the western territories

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

"...the very existence of government, and the fundamental principles of social order, are materially involved in the issue... It is the duty of the Executive to take care that the laws be faithfully executed."

— President George Washington, on the Whiskey Rebellion, 1794

4. Washington responded to the Whiskey Rebellion by

- A. repealing the tax that had caused the protest among farmers
- B. allowing the individual states to handle the uprising themselves
- C. ignoring the rebellion until it ended on its own
- D. leading federal troops to enforce the law and restore order

5. The Whiskey Rebellion was significant because it demonstrated that the new federal government

- A. was unable to enforce its laws against armed resistance
- B. would repeal any tax opposed by a group of citizens
- C. had the power and willingness to enforce federal law
- D. intended to abolish all taxes on American farmers

6. Washington's handling of the Whiskey Rebellion stood in contrast to the weakness of the government under the

A. Articles of Confederation, which could not suppress earlier uprisings

B. United States Constitution as written in 1787

C. British colonial system before the Revolution

D. Bill of Rights added to the Constitution in 1791

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

"The enclosed treaty... ceding to the United States the province of Louisiana... will, I trust, be agreeable to the great body of our constituents... It is the most important acquisition since the foundation of our government."

— On the Louisiana Purchase, 1803

7. The Louisiana Purchase of 1803 was significant because it

A. ended American trade and travel along the Mississippi River

B. returned western territory to the control of Spain and France

C. limited the United States to lands east of the Appalachians

D. roughly doubled the size of the United States

8. President Thomas Jefferson hesitated to approve the purchase because he questioned whether

A. the territory was worth the price paid by the United States

B. the Constitution gave the president the power to acquire new territory

C. the western lands could ever be settled by American pioneers

- D. France actually held legal title to the Louisiana Territory
9. A major result of the Louisiana Purchase was that it
- A. opened vast new lands for westward expansion and settlement
 - B. brought an immediate end to conflict with Native American nations
 - C. eliminated the need for any further western exploration
 - D. reduced the size of the United States by ceding land to France

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

"...a genuine American System... the creation of a home market... by the establishment of a protective tariff, a national bank, and a system of internal improvements such as roads and canals to bind the nation together."

— Henry Clay, on the American System

10. The main goal of Henry Clay's "American System" was to
- A. reduce the power of the federal government over the economy
 - B. expand the international slave trade in the southern states
 - C. strengthen the national economy and unite the different regions
 - D. limit westward expansion to protect eastern manufacturing
11. A key part of the American System was the
- A. abolition of all tariffs on imported manufactured goods
 - B. removal of the national bank from the financial system
 - C. sale of public lands to foreign investors and companies

D. building of roads and canals to improve transportation

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

"Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development."

— Frederick Jackson Turner, "The Significance of the Frontier in American History," 1893

12. Turner's "Frontier Thesis" argued that the frontier had

A. prevented the United States from developing a national identity

B. shaped American democracy, character, and national development

C. discouraged settlers from moving toward the western lands

D. had little lasting impact on the growth of the United States

13. Turner presented this thesis at a time when the frontier was widely considered to be

A. closed, as much of the western land had been settled

B. expanding rapidly across new overseas territories

C. completely unsettled and free of American pioneers

D. under the control of foreign colonial powers

14. According to Turner, the experience of the frontier contributed to American

A. dependence on the traditions of European societies

B. rejection of individual self-reliance and independence

C. preference for a strong and centralized monarchy

D. values of individualism, democracy, and self-reliance

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

"The Triangle Shirtwaist factory fire of 1911 killed 146 workers, most of them young immigrant women. The exits had been locked, and the workers were trapped on the upper floors of the building as the fire spread."

— Account of the Triangle Shirtwaist factory fire, 1911

15. The Triangle Shirtwaist factory fire drew public attention to the

A. need to restrict immigration into the United States

B. dangers of organized labor unions to American industry

C. unsafe conditions faced by workers in American factories

D. benefits of allowing businesses to operate without regulation

16. A direct result of the fire was the

A. passage of new laws improving factory safety and working conditions

B. immediate end to the employment of women in American factories

C. closing of all garment factories in the city of New York

D. repeal of existing laws regulating child labor

17. The reforms that followed the fire were part of the broader effort during the

A. Reconstruction era to rebuild the southern states

B. Progressive Era to address the problems of industrial society

C. Cold War era to contain the spread of communism

D. Jacksonian era to expand the rights of the common man

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

"The Immigration Act of 1924 established quotas limiting the number of immigrants who could enter the United States from each country. The quotas were based on the national origins of the existing American population, sharply restricting immigration from southern and eastern Europe."

— Description of the Immigration Act of 1924

18. The main purpose of the Immigration Act of 1924 was to

A. encourage large-scale immigration from all parts of the world

B. grant immediate citizenship to all newly arrived immigrants

C. remove all existing restrictions on entry into the United States

D. limit immigration by setting quotas based on national origin

19. This law reflected the nativist attitudes of the 1920s by

A. welcoming immigrants from southern and eastern Europe

B. ending all distinctions among immigrants by national origin

C. favoring immigrants from northern and western Europe

D. providing equal opportunity for immigrants from Asia

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

"In 1948, the Soviet Union blockaded all land routes into West Berlin, hoping to force the Western powers out of the city. In response, the United States and its allies airlifted food, fuel, and supplies into the city for nearly a year."

— Account of the Berlin Airlift, 1948–1949

20. The Berlin Airlift was a response to the Soviet attempt to

- A. force the Western powers out of the city of West Berlin
- B. unite all of Germany under a single democratic government
- C. withdraw Soviet troops from Eastern Europe
- D. establish free trade between East and West Germany

21. The Berlin Airlift is an example of the Cold War policy of

- A. appeasement of Soviet demands in Europe
- B. containment of the expansion of Soviet influence
- C. isolationism in the affairs of postwar Europe
- D. direct military invasion of Soviet-controlled territory

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

"I have here in my hand a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping the policy of the State Department."

— Senator Joseph McCarthy, 1950

22. Senator McCarthy became known for

- A. defending Americans accused of disloyalty during the Cold War
- B. promoting cooperation between the United States and the Soviet Union

- C. opposing the loyalty programs of the federal government
- D. accusing many Americans of being communists, often without proof

23. The period associated with McCarthy is significant because it

- A. ended the Cold War rivalry with the Soviet Union
- B. expanded the civil liberties of American citizens
- C. raised concerns about threats to civil liberties during the Red Scare
- D. led to the recognition of the communist government of China

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

"All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation... without discrimination or segregation on the ground of race, color, religion, or national origin."

— Civil Rights Act of 1964

24. A major provision of the Civil Rights Act of 1964 was that it
- A. guaranteed the right to vote regardless of race or color
 - B. outlawed discrimination in public accommodations and employment
 - C. provided federal funding for racially segregated schools
 - D. required separate but equal facilities in public places
25. The passage of this law was a major achievement of the
- A. civil rights movement of the 1950s and 1960s
 - B. Populist movement of the late nineteenth century

C. women's suffrage movement of the early twentieth century

D. labor movement of the industrial era

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

"The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age."

— Twenty-Sixth Amendment to the United States Constitution, ratified 1971

26. The primary effect of this amendment was to

A. guarantee the right to vote regardless of a person's race

B. provide for the direct election of United States senators

C. abolish the poll tax in all federal elections

D. lower the national voting age to eighteen years

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

"The President in every possible instance shall consult with Congress before introducing United States Armed Forces into hostilities... and shall report to Congress within 48 hours... troops may not remain longer than 60 days without congressional authorization."

— War Powers Resolution, 1973

27. The War Powers Resolution was passed in response to concerns about the

A. inability of the president to respond quickly to foreign threats

B. refusal of Congress to fund the nation's armed forces

C. expansion of presidential war-making power during the Vietnam War

- D. growing influence of the United Nations over American policy
28. The main purpose of the War Powers Resolution was to
- A. give the president unlimited authority to wage war abroad
 - B. limit the president's ability to commit troops without congressional approval
 - C. transfer control of the military to the United Nations
 - D. require a public vote before the United States could declare war

ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 36

1. **A** — The Albany Plan proposed uniting the colonies under one general government for common defense. Franklin suggested a single government over all the colonies while each kept its own constitution. The plan responded to the threat of conflict with France and Native nations on the frontier.
2. **C** — The "Join, or Die" cartoon urged the colonies to cooperate for mutual protection and defense. Its image of a severed snake warned that disunity left the colonies vulnerable. Franklin used it to promote colonial unity against common threats.
3. **B** — The plan is significant as an early attempt at cooperation and union among the colonies. Though rejected, it foreshadowed later efforts to unite the colonies under a common government. It set a precedent for the idea of intercolonial union.
4. **D** — Washington responded by leading federal troops to enforce the law and restore order. He personally mobilized a militia force to suppress the armed resistance. This show of strength upheld the authority of the new government.
5. **C** — The rebellion showed that the federal government had the power and willingness to enforce its laws. Unlike the previous government, it could compel obedience to federal authority. This demonstrated the strength of the new Constitution.
6. **A** — Washington's response contrasted with the weakness of the Articles of Confederation, which could not suppress earlier uprisings. The Articles government had failed to put down Shays' Rebellion. The Whiskey Rebellion showed the new government's superior capacity to maintain order.

7. D — The Louisiana Purchase roughly doubled the size of the United States. The acquisition added vast lands stretching west of the Mississippi. It dramatically expanded the nation's territory in a single transaction.

8. B — Jefferson hesitated because he questioned whether the Constitution gave the president power to acquire new territory. As a strict constructionist, he found no explicit authority for the purchase. He ultimately approved it despite these constitutional doubts.

9. A — A major result was that it opened vast new lands for westward expansion and settlement. The territory provided room for generations of American migration. It accelerated the nation's growth across the continent.

10. C — The main goal of the American System was to strengthen the national economy and unite the regions. Clay sought to link agriculture, industry, and commerce through coordinated policies. The plan aimed to make the nation economically self-sufficient and unified.

11. D — A key part was the building of roads and canals to improve transportation. These internal improvements were meant to connect markets across the country. Better transportation would bind the regions together economically.

12. B — Turner argued that the frontier shaped American democracy, character, and national development. He saw westward expansion as central to the nation's distinct identity. The frontier experience, in his view, explained American development.

13. A — Turner presented the thesis when the frontier was widely considered closed. The 1890 census had declared the frontier line settled. This prompted reflection on what its closing meant for the nation.

14. D — According to Turner, the frontier fostered American values of individualism, democracy, and self-reliance. He believed frontier life cultivated independence and democratic habits. These traits, he argued, defined the American character.

15. C — The fire drew attention to the unsafe conditions faced by workers in American factories. Locked exits and crowded floors caused the high death toll. The tragedy exposed the dangers of unregulated workplaces.

16. A — A direct result was the passage of new laws improving factory safety and working conditions. Investigations led to fire codes and labor regulations. The reforms aimed to prevent similar disasters.

17. B — The reforms were part of the Progressive Era effort to address industrial society's problems. Progressives pushed for government action to protect workers. The factory safety laws reflected this broader reform movement.

18. D — The act's main purpose was to limit immigration by setting quotas based on national origin. It capped the number of immigrants allowed from each country. The quotas sharply reduced overall immigration.

- 19. C** — The law reflected nativism by favoring immigrants from northern and western Europe. The quota system discriminated against southern and eastern Europeans. It aimed to preserve the existing ethnic composition of the population.
- 20. A** — The airlift responded to the Soviet attempt to force the Western powers out of West Berlin. The Soviets blockaded land routes hoping to starve the city into submission. The Western allies countered by supplying Berlin from the air.
- 21. B** — The Berlin Airlift was an example of containment of Soviet influence. The United States acted to prevent Soviet domination of West Berlin. It reflected the policy of resisting communist expansion without direct war.
- 22. D** — McCarthy became known for accusing many Americans of being communists, often without proof. He claimed to have lists of subversives in the government. His unsupported charges defined the era's anticommunist hysteria.
- 23. C** — The McCarthy era is significant because it raised concerns about threats to civil liberties during the Red Scare. Many people were accused and blacklisted without due process. The period highlighted dangers to freedom posed by anticommunist fervor.
- 24. B** — A major provision outlawed discrimination in public accommodations and employment. The act barred segregation based on race, color, religion, or national origin. It was a landmark measure against discrimination.
- 25. A** — The law was a major achievement of the civil rights movement of the 1950s and 1960s. Years of protest and activism pressured Congress to act. The act fulfilled key goals of the movement.
- 26. D** — The amendment's primary effect was to lower the national voting age to eighteen. It barred denial of the vote to citizens eighteen or older on account of age. The change came amid arguments that those old enough to be drafted should vote.
- 27. C** — The resolution responded to concerns about the expansion of presidential war-making power during the Vietnam War. Presidents had committed troops without a declaration of war. Congress sought to reassert its constitutional role.
- 28. B** — Its main purpose was to limit the president's ability to commit troops without congressional approval. It required consultation, reporting, and a time limit on deployments. The measure aimed to restore the balance of war powers.