

# PRACTICE EXAM 37: 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.

"...no person... who shall confess and acknowledge one Almighty God... shall be in any case molested or prejudiced in his or her person or estate because of his or her conscientious persuasion or practice, nor be compelled to frequent or maintain any religious worship, place or ministry whatever..."

— William Penn, Pennsylvania Charter of Privileges, 1701

1. A major principle established by this document was

- A. the creation of an official church supported by colonial taxes
- B. religious freedom and toleration for those who believed in God
- C. the requirement that all colonists attend a single church
- D. the exclusion of all religious groups from colonial government

2. The colony of Pennsylvania, founded by William Penn, was established as a refuge primarily for

- A. Puritans seeking to build a model Christian community
- B. Catholics fleeing persecution in Protestant England
- C. Quakers and others seeking freedom of religious practice
- D. Anglican planters loyal to the Church of England

3. The religious toleration of colonial Pennsylvania helped establish an early tradition of
- A. unity of church and state under the colonial governors
  - B. economic cooperation among the New England colonies
  - C. royal control over the religious life of the colonies
  - D. religious diversity and freedom in the American colonies

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

"...the several States composing the United States of America... by compact... constituted a general government for special purposes... and that whensoever the general government assumes undelegated powers, its acts are unauthoritative, void, and of no force."

— Kentucky and Virginia Resolutions, 1798

4. These resolutions were written in response to the
- A. Alien and Sedition Acts passed during the presidency of John Adams
  - B. creation of the national bank under Alexander Hamilton
  - C. ratification of the United States Constitution in 1788
  - D. outbreak of the War of 1812 against Great Britain
5. The resolutions argued that the states had the right to
- A. secede immediately from the federal Union
  - B. elect the president directly through a popular vote
  - C. declare federal laws void if they exceeded delegated powers

- D. impose tariffs on goods from the other states
- 6. The ideas expressed in these resolutions later influenced arguments in favor of
  - A. a stronger and more centralized national government
  - B. states' rights and the doctrine of nullification
  - C. the expansion of the powers of the federal courts
  - D. the abolition of slavery in the southern states

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

"...all good citizens are hereby commanded to aid and assist in the prompt and efficient execution of this law... any person who shall knowingly and willingly obstruct... the arrest of such fugitive... shall be subject to a fine not exceeding one thousand dollars..."

— Fugitive Slave Act, part of the Compromise of 1850

- 7. The Fugitive Slave Act required citizens in free states to
  - A. assist in the capture and return of people who had escaped slavery
  - B. provide shelter and protection to escaped enslaved people
  - C. ignore the presence of escaped slaves within their borders
  - D. pay a tax to support the abolition of slavery
- 8. A major effect of the Fugitive Slave Act was that it
  - A. ended the conflict between the North and the South over slavery
  - B. brought about the immediate abolition of slavery in the territories
  - C. reduced tensions between northern and southern states

D. angered many northerners and strengthened the antislavery movement

9. The Fugitive Slave Act was part of a larger agreement known as the

A. Missouri Compromise of 1820

B. Kansas-Nebraska Act of 1854

C. Compromise of 1850

D. Three-Fifths Compromise of 1787

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

"Harriet Beecher Stowe's novel portrayed the cruelty of slavery and the suffering of enslaved families. It became one of the best-selling books of the nineteenth century and stirred strong antislavery feeling in the North."

— Description of Uncle Tom's Cabin, 1852

10. The novel Uncle Tom's Cabin is significant because it

A. defended the institution of slavery in the southern states

B. increased antislavery sentiment in the North

C. ended the practice of slavery in the United States

D. encouraged enslaved people to settle in the western territories

11. Works such as Uncle Tom's Cabin contributed to the growing sectional conflict by

A. deepening the divide between the North and the South over slavery

B. uniting the North and South in support of slavery

C. ending the national debate over the issue of slavery

D. reducing public interest in the question of slavery

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

"The Pendleton Civil Service Reform Act of 1883 required that certain government jobs be awarded on the basis of merit, determined by competitive examinations, rather than on political connections or party loyalty."

— Description of the Pendleton Act, 1883

12. The Pendleton Act was passed to reform the system by which

A. members of Congress were elected to office

B. the president was chosen by the Electoral College

C. federal taxes were collected from American citizens

D. government jobs were awarded to applicants

13. Before the Pendleton Act, many government jobs were given out through the

A. competitive examination of all qualified applicants

B. spoils system, which rewarded political supporters with jobs

C. appointment of officials by the federal courts

D. direct election of officeholders by the voters

14. The main goal of the Pendleton Act was to

A. increase the number of political appointments in government

B. give political parties greater control over federal jobs

C. reduce corruption by awarding jobs based on merit

D. eliminate all examinations for government employment

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

"American newspapers printed sensational and exaggerated stories about Spanish cruelty in Cuba. When the U.S.S. Maine exploded in Havana harbor in 1898, these newspapers blamed Spain and helped push the United States toward war."

— Account of the events leading to the Spanish-American War

15. The sensational and exaggerated newspaper reporting described in this passage is known as

A. yellow journalism

B. muckraking journalism

C. investigative reporting

D. editorial commentary

16. The explosion of the U.S.S. Maine contributed directly to the

A. signing of a peace treaty between the United States and Spain

B. withdrawal of American forces from the Caribbean region

C. end of American interest in overseas expansion

D. outbreak of the Spanish-American War in 1898

17. A major result of the Spanish-American War was that the United States

A. lost its existing territories in the Western Hemisphere

- B. withdrew completely from involvement in foreign affairs
- C. gained overseas territories and emerged as a world power
- D. returned Cuba and the Philippines to Spanish control

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

"The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration."

— Sixteenth Amendment to the United States Constitution, ratified 1913

18. This amendment gave the federal government the power to

- A. regulate trade between the individual states
- B. collect a tax on the incomes of individuals
- C. coin money and regulate the national currency
- D. establish a national system of public banks

19. The Sixteenth Amendment was significant because it

- A. reduced the federal government's sources of revenue
- B. transferred the power to tax entirely to the states
- C. abolished all tariffs on imported foreign goods
- D. provided the federal government with a major new source of revenue

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

"The Civilian Conservation Corps put young men to work on conservation projects. The Tennessee Valley Authority built dams to provide electricity and control flooding. The Works Progress Administration created jobs by funding public construction projects."

— Description of New Deal programs

20. These programs were created during the New Deal primarily to

A. provide jobs and relief to Americans during the Great Depression

B. prepare the United States for entry into the Second World War

C. reduce the size and spending of the federal government

D. expand American territory in the Western Hemisphere

21. The New Deal programs described in this passage reflected a major change in which

A. the federal government withdrew from involvement in the economy

B. control over the economy was transferred to the individual states

C. the federal government took an active role in the national economy

D. private businesses assumed full responsibility for relief efforts

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

"In 1950, communist North Korea invaded South Korea. The United States, acting under the United Nations, sent troops to defend South Korea and to halt the spread of communism in Asia."

— Account of the Korean War

22. The United States entered the Korean War primarily to

A. acquire new territory on the continent of Asia

B. stop the spread of communism in line with the policy of containment

C. support the communist government of North Korea

D. end its military alliance with the nations of Western Europe

23. The Korean War is significant as an example of

A. a declared war approved by a vote of the United States Congress

B. the United States acting alone without any international support

C. a conflict that resulted in the reunification of Korea

D. a Cold War conflict fought to contain the spread of communism

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

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

— Reverend Dr. Martin Luther King Jr., March on Washington, 1963

24. Dr. King delivered this speech during the

A. March on Washington for Jobs and Freedom in 1963

B. Montgomery bus boycott of 1955 and 1956

C. Selma to Montgomery march for voting rights in 1965

D. sit-in protests at segregated lunch counters

25. The civil rights movement of which this speech was a part contributed directly to the

A. ratification of the Nineteenth Amendment granting women the vote

B. passage of major civil rights and voting rights legislation in the 1960s

C. desegregation of the United States armed forces in 1948

D. establishment of the "separate but equal" doctrine

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 to vote in any primary or other election... shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax."

— Twenty-Fourth Amendment to the United States Constitution, ratified 1964

26. The primary effect of this amendment was to

A. lower the national voting age to eighteen years

B. guarantee women the right to vote in all elections

C. abolish the poll tax as a requirement for voting in federal elections

D. provide for the direct election of United States senators

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

"The Americans with Disabilities Act of 1990 prohibited discrimination against people with disabilities in employment, public services, and public accommodations, and required reasonable accommodations to ensure equal access."

— Description of the Americans with Disabilities Act

27. The main purpose of the Americans with Disabilities Act was to

A. protect people with disabilities from discrimination and ensure equal access

B. provide direct cash payments to all people with disabilities

C. limit the employment of people with disabilities in public jobs

- D. remove existing protections for workers with disabilities
28. The Americans with Disabilities Act is an example of the continued expansion of
- A. the powers of the states over the federal government
- B. restrictions on the civil rights of American citizens
- C. limits on the role of the federal government in society
- D. civil rights protections to additional groups of Americans

## ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 37

- 1. B** — The document established religious freedom and toleration for those who believed in God. Penn's charter guaranteed that no believer would be punished or compelled in matters of worship. This protected freedom of conscience in colonial Pennsylvania.
- 2. C** — Pennsylvania was founded as a refuge for Quakers and others seeking religious freedom. Penn, a Quaker, established the colony as a haven for his persecuted faith and others. It became known for its religious openness.
- 3. D** — The colony's toleration helped establish an early tradition of religious diversity and freedom. Pennsylvania welcomed many faiths and ethnic groups. This pluralism foreshadowed later American principles of religious liberty.
- 4. A** — The resolutions were written in response to the Alien and Sedition Acts. These laws restricted immigrants and limited criticism of the government under Adams. Jefferson and Madison drafted the resolutions to oppose them.
- 5. C** — The resolutions argued that states could declare federal laws void if they exceeded delegated powers. They asserted that acts beyond the government's granted authority had no force. This was an early statement of state power against federal overreach.
- 6. B** — The ideas later influenced arguments for states' rights and nullification. The compact theory they advanced was revived in the nullification crisis. These principles fed later challenges to federal authority.
- 7. A** — The act required citizens in free states to assist in capturing and returning escaped slaves. It commanded cooperation in enforcing slaveholders' claims. Refusal could bring heavy fines under the law.

- 8. D** — A major effect was that it angered many northerners and strengthened the antislavery movement. Forcing free-state residents to aid slave catchers provoked widespread resentment. This deepened sectional hostility rather than easing it.
- 9. C** — The Fugitive Slave Act was part of the Compromise of 1850. This package of measures sought to balance free and slave-state interests. The strengthened fugitive law was the South's main gain in the bargain.
- 10. B** — The novel is significant because it increased antislavery sentiment in the North. Stowe's depiction of slavery's cruelty moved many readers against the institution. Its popularity spread abolitionist feeling widely.
- 11. A** — Such works deepened the divide between North and South over slavery. The novel hardened northern opposition while angering southerners. This intensified the sectional conflict leading toward war.
- 12. D** — The Pendleton Act reformed the system by which government jobs were awarded. It required that many positions be filled through merit-based exams. The law targeted patronage in federal hiring.
- 13. B** — Before the act, many jobs were given through the spoils system. Winning politicians rewarded loyal supporters with government posts. This practice bred corruption and incompetence.
- 14. C** — The act's main goal was to reduce corruption by awarding jobs based on merit. Competitive examinations replaced political favoritism for covered positions. This aimed to professionalize the federal workforce.
- 15. A** — The sensational reporting described is known as yellow journalism. Newspapers exaggerated events to boost sales and stir public emotion. This style helped inflame American opinion toward war with Spain.
- 16. D** — The explosion of the Maine contributed directly to the outbreak of the Spanish-American War. Sensational papers blamed Spain, fueling demands for war. The incident became a rallying cry for intervention.
- 17. C** — A major result was that the United States gained overseas territories and emerged as a world power. It acquired possessions such as the Philippines, Guam, and Puerto Rico. The war marked America's rise as an imperial power.
- 18. B** — The amendment gave the federal government power to collect a tax on incomes. It allowed income taxation without apportionment among the states. This authorized the modern federal income tax.
- 19. D** — It was significant because it provided a major new source of federal revenue. Income taxes gave the government substantial and flexible funding. This revenue supported the expansion of federal programs.

**20. A** — These programs were created to provide jobs and relief during the Great Depression. Agencies like the CCC, TVA, and WPA put people to work. They aimed to ease unemployment and economic hardship.

**21. C** — The programs reflected the federal government taking an active role in the economy. The New Deal greatly expanded government intervention. This marked a lasting shift in federal economic responsibility.

**22. B** — The United States entered the Korean War to stop the spread of communism through containment. It acted to defend South Korea from communist invasion. The war applied the containment policy to Asia.

**23. D** — The Korean War is significant as a Cold War conflict fought to contain communism. It pitted American-led forces against communist aggression. The war exemplified the era's policy of resisting communist expansion.

**24. A** — King delivered this speech during the March on Washington for Jobs and Freedom in 1963. The massive gathering pressed for civil rights and economic justice. His "I Have a Dream" speech became its defining moment.

**25. B** — The movement contributed directly to major civil rights and voting rights legislation in the 1960s. Activism pressured Congress to pass landmark laws. The Civil Rights Act and Voting Rights Act followed.

**26. C** — The amendment abolished the poll tax as a requirement for voting in federal elections. Poll taxes had been used to keep poor and Black citizens from voting. Its removal expanded access to the ballot.

**27. A** — The act's main purpose was to protect people with disabilities from discrimination and ensure equal access. It barred discrimination in employment, services, and public spaces. It required reasonable accommodations for equal participation.

**28. D** — The ADA exemplified the continued expansion of civil rights protections to additional groups. It extended antidiscrimination principles to people with disabilities. This broadened the reach of civil rights law.