

# PRACTICE EXAM 38: 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.

"The House of Burgesses, established in Virginia in 1619, was the first elected legislative assembly in the English colonies. Its members were chosen by the colonists to help make laws for the colony."

— Description of the Virginia House of Burgesses

1. The Virginia House of Burgesses is significant as
  - A. the first written constitution adopted in the English colonies
  - B. an early example of an official church established by a colony
  - C. the first elected representative assembly in the English colonies
  - D. a council appointed entirely by the king of England
2. The creation of the House of Burgesses reflected the colonial development of
  - A. complete independence from English royal authority
  - B. a system of government controlled by appointed governors
  - C. an economy based on the labor of indentured servants
  - D. self-government through elected representatives

3. Institutions like the House of Burgesses helped lay the foundation for the later American principle of
- A. the separation of religion from colonial government
  - B. representative government and consent of the governed
  - C. royal control over the laws of the colonies
  - D. economic cooperation among all of the colonies

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

"In 1735, the printer John Peter Zenger was tried for libel after his newspaper criticized the colonial governor of New York. His lawyer argued that the criticism was based on truth, and the jury found Zenger not guilty."

— Account of the Zenger trial

4. The Zenger trial is significant as an early step toward establishing
- A. freedom of the press in the American colonies
  - B. the right of the accused to a speedy trial
  - C. the separation of church and state
  - D. the right to bear arms in colonial society
5. The argument made in Zenger's defense was that
- A. newspapers should be banned from criticizing the government
  - B. the governor had no authority to bring charges of libel
  - C. only the king could decide cases involving the press

D. printing the truth should not be considered libel

6. The principle established by the Zenger case later influenced the protection of free expression in the

A. Articles of Confederation governing the new nation

B. Declaration of Independence from Great Britain

C. First Amendment to the United States Constitution

D. Northwest Ordinance organizing the western territories

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

"The War of 1812 between the United States and Great Britain ended without a clear victory for either side. However, it produced a new sense of national pride and confidence in the United States and is sometimes called the 'Second War for Independence.'"

— Description of the War of 1812

7. One major result of the War of 1812 was

A. a rise in American nationalism and patriotic feeling

B. the loss of large amounts of American territory to Britain

C. the breakup of the United States into separate regions

D. the immediate end of all trade with Great Britain

8. The War of 1812 is sometimes called the "Second War for Independence" because it

A. resulted in the United States gaining independence from France

B. confirmed American independence and strengthened national unity

C. led to the return of the colonies to British control

- D. ended the system of representative government in the states
9. The period of national pride that followed the War of 1812 is often known as the
- A. Reconstruction era of the postwar South
  - B. Progressive Era of social reform
  - C. Gilded Age of industrial growth
  - D. Era of Good Feelings

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

"In 1859, the abolitionist John Brown led a raid on the federal arsenal at Harpers Ferry, Virginia. He hoped to seize weapons and start an uprising of enslaved people. The raid failed, and Brown was captured and executed."

— Account of John Brown's raid at Harpers Ferry

10. John Brown's goal in the raid at Harpers Ferry was to
- A. capture the city of Washington from the federal government
  - B. defend the institution of slavery in the southern states
  - C. arm enslaved people and start an uprising against slavery
  - D. negotiate a peaceful end to slavery with the slaveholders
11. A major effect of John Brown's raid was that it
- A. increased fear and tension between the North and the South
  - B. brought about the peaceful abolition of slavery
  - C. united the North and South against the abolitionists

D. ended the national debate over the issue of slavery

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

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds... to do all which may achieve and cherish a just and lasting peace among ourselves..."

— President Abraham Lincoln, Second Inaugural Address, 1865

12. In this passage, Lincoln expressed his hope for

A. harsh punishment of the southern states after the war

B. a peaceful reunion and healing of the divided nation

C. the continuation of the war until the South was destroyed

D. the permanent division of the United States into two nations

13. Lincoln delivered this address near the end of the

A. American Revolution against Great Britain

B. War of 1812 against the British

C. Civil War between the North and the South

D. First World War in Europe

14. The spirit of "malice toward none" expressed in this address was later set aside as

A. the southern states were granted immediate independence

B. the nation abandoned all efforts to rebuild the South

C. Congress reduced its involvement in southern affairs

D. Reconstruction brought conflict between Congress and the South

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

"Every contract, combination in the form of trust or otherwise, or conspiracy, in restraint of trade or commerce among the several States, or with foreign nations, is hereby declared to be illegal."

— Sherman Antitrust Act, 1890

15. The Sherman Antitrust Act was passed to

A. limit the power of monopolies and trusts that restrained trade

B. encourage the growth of large business monopolies

C. provide federal subsidies to the railroad companies

D. eliminate all government regulation of private business

16. The law was a response to public concern about the

A. shortage of available workers in American factories

B. growing power of large corporations and trusts

C. decline of industrial production in the United States

D. lack of competition from foreign manufacturers

17. The passage of the Sherman Antitrust Act reflected an early effort by the federal government to

A. withdraw entirely from involvement in the national economy

B. transfer control of business to the individual states

C. guarantee profits for the largest American corporations

D. regulate big business in the public interest

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

"The Interstate Commerce Act of 1887 created the Interstate Commerce Commission to regulate the railroads. It required that railroad rates be 'reasonable and just' and prohibited unfair practices such as charging different rates to different customers."

— Description of the Interstate Commerce Act

18. The main purpose of the Interstate Commerce Act was to

A. provide federal land grants to the railroad companies

B. encourage railroads to charge higher rates to farmers

C. regulate the railroads and prevent unfair business practices

D. transfer ownership of the railroads to the federal government

19. The Interstate Commerce Act is significant as one of the first federal laws to

A. regulate a major private industry in the public interest

B. provide direct relief payments to American farmers

C. break up a large industrial monopoly into smaller firms

D. eliminate all government oversight of private business

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

"During the early twentieth century, large numbers of African Americans moved from the rural South to the cities of the North. They sought jobs in northern factories and hoped to escape racial discrimination and violence in the South."

— Description of the Great Migration

20. A major reason for the Great Migration was the

A. desire of African Americans to return to farming in the rural South

B. availability of free western land under the Homestead Act

C. forced relocation of African Americans by the federal government

D. search for jobs and escape from discrimination in the South

21. The Great Migration contributed to the

A. decline of African American populations in northern cities

B. growth of African American communities in northern cities

C. return of most African Americans to the southern states

D. end of all racial discrimination in the northern states

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

"The GI Bill of 1944 provided returning World War II veterans with benefits including money for college education, job training, and low-interest loans to buy homes and start businesses."

— Description of the GI Bill

22. The main purpose of the GI Bill was to

A. draft additional soldiers into the armed forces

B. provide pensions to soldiers wounded in combat

C. help returning veterans adjust to civilian life

- D. reduce the number of veterans attending college
23. A major long-term effect of the GI Bill was that it
- A. expanded access to higher education and home ownership for many Americans
  - B. discouraged veterans from attending college after the war
  - C. reduced the size of the American middle class
  - D. limited opportunities for returning veterans to buy homes

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

"In *Regents of the University of California v. Bakke* (1978), the Supreme Court ruled that the use of strict racial quotas in college admissions was unconstitutional, but that race could be considered as one factor among many in admissions decisions."

— Account of the Bakke decision

24. The Supreme Court in this case ruled that colleges
- A. could use fixed racial quotas to determine admissions
  - B. must ignore race entirely in all admissions decisions
  - C. could no longer consider any applicant's qualifications
  - D. could consider race as one factor but not use strict quotas
25. This case addressed the constitutional debate over
- A. the regulation of large business corporations
  - B. affirmative action programs in education
  - C. freedom of speech for college students

D. the separation of religion and public education

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

"In case of the removal of the President from office or of his death or resignation, the Vice President shall become President... Whenever the President... is unable to discharge the powers and duties of his office... the Vice President... shall immediately assume the powers and duties of the office as Acting President."

— Twenty-Fifth Amendment, ratified 1967

26. The primary purpose of this amendment was to

A. clarify the procedures for presidential succession and disability

B. limit the president to a maximum of two terms in office

C. lower the voting age for federal elections to eighteen

D. provide for the direct election of the vice president

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

"In 1978, President Jimmy Carter brought together the leaders of Egypt and Israel at Camp David. The negotiations produced a framework for peace and led to a peace treaty between the two nations the following year."

— Account of the Camp David Accords

27. The Camp David Accords were significant because they

A. ended the Cold War rivalry between the superpowers

B. created a permanent military alliance in the Middle East

C. led to a peace agreement between Egypt and Israel

D. resulted in the unification of the nations of the Middle East

28. President Carter's role in the Camp David Accords is an example of the United States acting as a

- A. military ally fighting alongside the nations involved
- B. mediator helping to negotiate peace between nations
- C. colonial power governing territory in the region
- D. neutral nation refusing to become involved in the conflict

## ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 38

- 1. C** — The House of Burgesses was the first elected representative assembly in the English colonies. Established in Virginia in 1619, its members were chosen by colonists to help make laws. It marked the beginning of representative government in the colonies.
- 2. D** — Its creation reflected the colonial development of self-government through elected representatives. Colonists gained a voice in making their own laws. This early practice of representation shaped American political traditions.
- 3. B** — Such institutions laid the foundation for representative government and consent of the governed. They established the idea that the governed should help make their own laws. This principle later became central to American democracy.
- 4. A** — The Zenger trial was an early step toward establishing freedom of the press. The jury's acquittal supported the right to criticize officials in print. It became a landmark for press freedom in the colonies.
- 5. D** — Zenger's defense argued that printing the truth should not be considered libel. His lawyer claimed that truthful criticism could not be punished as defamation. This argument persuaded the jury to acquit.
- 6. C** — The principle later influenced the protection of free expression in the First Amendment. The case helped establish freedom of the press as a basic right. That freedom was enshrined in the Bill of Rights.
- 7. A** — A major result of the War of 1812 was a rise in American nationalism. The conflict fostered new pride and confidence in the young nation. This patriotic spirit shaped the years that followed.
- 8. B** — It is called the "Second War for Independence" because it confirmed American independence and strengthened unity. The United States successfully defended itself against Britain. This reinforced national sovereignty and identity.
- 9. D** — The period that followed is known as the Era of Good Feelings. National pride and reduced partisan conflict characterized these years. It reflected the unity that emerged after the war.

- 10. C** — Brown's goal was to arm enslaved people and start an uprising against slavery. He seized the arsenal hoping to spark a slave rebellion. The plan failed, and he was captured and executed.
- 11. A** — A major effect was that it increased fear and tension between North and South. Southerners saw it as proof of northern hostility, while some northerners hailed Brown as a martyr. The raid deepened sectional distrust before the Civil War.
- 12. B** — Lincoln expressed his hope for a peaceful reunion and healing of the divided nation. His words "with malice toward none" called for reconciliation. He sought to bind the nation's wounds after the war.
- 13. C** — Lincoln delivered this address near the end of the Civil War. Given in March 1865, it came as Union victory neared. He looked ahead to restoring the divided nation.
- 14. D** — The spirit of "malice toward none" was set aside as Reconstruction brought conflict between Congress and the South. Disputes over how to rebuild the South produced harsh measures and resistance. Lincoln's conciliatory vision was not fully realized after his death.
- 15. A** — The Sherman Antitrust Act was passed to limit the power of monopolies and trusts that restrained trade. It declared illegal combinations that restricted commerce. The law aimed to restore competition.
- 16. B** — The law responded to public concern about the growing power of large corporations and trusts. Many feared that giant combinations harmed consumers and small businesses. This pressure led Congress to act.
- 17. D** — Its passage reflected an early federal effort to regulate big business in the public interest. The act asserted government authority over corporate power. It marked a shift toward federal oversight of the economy.
- 18. C** — The act's main purpose was to regulate the railroads and prevent unfair practices. It required reasonable rates and barred discriminatory pricing. The new commission was charged with enforcement.
- 19. A** — It is significant as one of the first federal laws to regulate a major private industry in the public interest. It established federal oversight of the railroads. This set a precedent for later economic regulation.
- 20. D** — A major reason for the Great Migration was the search for jobs and escape from discrimination in the South. African Americans sought factory work and relief from racial violence. These "push" and "pull" factors drove the movement north.
- 21. B** — The Great Migration contributed to the growth of African American communities in northern cities. Large numbers settled in urban centers, reshaping their populations. This fostered new cultural and political life in the North.
- 22. C** — The main purpose of the GI Bill was to help returning veterans adjust to civilian life. It provided education, training, and loans to ease their transition. These benefits supported veterans after the war.

**23. A** — A major long-term effect was expanded access to higher education and home ownership for many Americans. The benefits helped millions attend college and buy homes. This contributed to the growth of the postwar middle class.

**24. D** — The Court ruled that colleges could consider race as one factor but not use strict quotas. It struck down fixed racial quotas while allowing race as one of several considerations. The decision shaped affirmative action in admissions.

**25. B** — The case addressed the constitutional debate over affirmative action programs in education. It weighed the use of race in college admissions. The ruling defined limits on such programs.

**26. A** — The amendment's primary purpose was to clarify procedures for presidential succession and disability. It set rules for who assumes power if the president dies, resigns, or becomes unable to serve. This addressed gaps in the original Constitution.

**27. C** — The Camp David Accords were significant because they led to a peace agreement between Egypt and Israel. The negotiations produced a framework that resulted in a treaty. It was a landmark in Middle East diplomacy.

**28. B** — Carter's role illustrates the United States acting as a mediator helping to negotiate peace. He brought the two sides together and facilitated agreement. This reflected America's diplomatic role in resolving conflict.