

PRACTICE EXAM 39: 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.

"The Proclamation of 1763 forbade American colonists from settling west of the Appalachian Mountains. The British government issued it to reduce conflict with Native American nations following the French and Indian War."

— Description of the Proclamation of 1763

1. The main purpose of the Proclamation of 1763 was to
 - A. open the western lands to immediate settlement by the colonists
 - B. grant the colonies greater self-government in local affairs
 - C. lower the taxes the colonists paid on imported goods
 - D. prevent colonial settlement west of the Appalachian Mountains
2. The British issued this proclamation primarily to
 - A. punish the colonists for resisting British taxes
 - B. reduce conflict between colonists and Native American nations
 - C. encourage colonists to move into the Ohio River Valley
 - D. establish an official church in the western territories

3. Many colonists reacted to the Proclamation of 1763 with
- A. gratitude for the protection it offered against attack
 - B. support because it lowered the cost of western land
 - C. resentment because it limited their westward expansion
 - D. indifference because few colonists wished to move west

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

"The Great Compromise resolved a major dispute at the Constitutional Convention by creating a two-house legislature. The House of Representatives would be based on population, while in the Senate each state would have equal representation."

— Description of the Great Compromise

4. The Great Compromise settled the dispute over
- A. how the states would be represented in the national legislature
 - B. whether enslaved people would be counted in the population
 - C. how the president would be chosen by the states
 - D. whether the federal courts could review acts of Congress
5. Under the Great Compromise, representation in the House of Representatives was based on
- A. equal representation for each of the states
 - B. the population of each individual state
 - C. the amount of land within each state

- D. the wealth and tax revenue of each state
- 6. The Great Compromise is significant because it
 - A. ended the practice of slavery in the new nation
 - B. created a single national legislative chamber
 - C. gave the largest states complete control of Congress
 - D. allowed the Constitutional Convention to move forward

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

"The Missouri Compromise of 1820 admitted Missouri as a slave state and Maine as a free state, keeping the balance in the Senate. It also banned slavery in the rest of the Louisiana Territory north of a fixed line."

— Description of the Missouri Compromise

- 7. The main goal of the Missouri Compromise was to
 - A. maintain a balance between free states and slave states
 - B. abolish slavery throughout the Louisiana Territory
 - C. expand slavery into all of the western territories
 - D. end the representation of the southern states in Congress
- 8. Under the Missouri Compromise, slavery was prohibited in the Louisiana Territory
 - A. in all areas south of the established line
 - B. in the states of Missouri and Maine only
 - C. north of a fixed line drawn across the territory

- D. throughout the entire Louisiana Territory
- 9. The Missouri Compromise is significant because it
 - A. permanently ended the national conflict over slavery
 - B. temporarily eased sectional tensions over the spread of slavery
 - C. immediately led to the outbreak of the Civil War
 - D. removed the issue of slavery from national politics

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

"In their 1858 debates, Abraham Lincoln and Stephen Douglas argued over the expansion of slavery into the western territories. Lincoln opposed its expansion, while Douglas defended popular sovereignty, the right of settlers to decide the issue."

— Account of the Lincoln-Douglas Debates

- 10. The central issue debated by Lincoln and Douglas was
 - A. the right of states to leave the federal Union
 - B. the power of the federal courts to interpret the Constitution
 - C. the regulation of trade between the North and the South
 - D. the expansion of slavery into the western territories
- 11. Stephen Douglas defended the idea of popular sovereignty, which held that
 - A. the settlers of a territory should decide whether to allow slavery
 - B. Congress alone should decide the issue of slavery in the territories
 - C. the federal courts should rule on the legality of slavery

D. slavery should be banned immediately in all the territories

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

"The Compromise of 1877 settled the disputed presidential election of 1876. In exchange for the presidency, the federal government agreed to withdraw the remaining federal troops from the South, bringing Reconstruction to an end."

— Description of the Compromise of 1877

12. A major result of the Compromise of 1877 was the

A. continued military occupation of the southern states

B. immediate granting of full equality to African Americans

C. end of Reconstruction and the withdrawal of federal troops from the South

D. expansion of federal protection for the rights of formerly enslaved people

13. The end of Reconstruction led most directly to the

A. strengthening of African American political power in the South

B. enforcement of the Fourteenth and Fifteenth Amendments

C. integration of southern public schools and facilities

D. rise of segregation and restrictions on African American rights

14. The Compromise of 1877 resolved a dispute over the

A. admission of new states into the Union

B. outcome of the contested presidential election of 1876

C. boundary line between free and slave territory

D. ratification of the Reconstruction Amendments

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

"Industrialists such as Andrew Carnegie and John D. Rockefeller built enormous corporations during the late nineteenth century. Critics called them 'robber barons' for their ruthless business practices, while supporters praised them as 'captains of industry.'"

— Description of Gilded Age industrialists

15. The terms "robber baron" and "captain of industry" reflect

A. differing views of the powerful industrialists of the Gilded Age

B. the names of two major labor unions of the period

C. government agencies created to regulate big business

D. political parties that competed during the Gilded Age

16. Industrialists like Rockefeller built large corporations partly by

A. dividing their companies into many small competing firms

B. sharing control of their industries with labor unions

C. forming monopolies that controlled entire industries

D. turning their companies over to government ownership

17. Supporters who called these men "captains of industry" argued that they

A. exploited workers and eliminated all business competition

- B. contributed to economic growth and national prosperity
- C. relied entirely on government subsidies for their success
- D. weakened the American economy through their business practices

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

"In 1898, the United States annexed the Hawaiian Islands. American business interests, especially sugar planters, had earlier helped overthrow the Hawaiian monarchy. Hawaii's location made it valuable as a naval base and trading post in the Pacific."

— Account of the annexation of Hawaii

18. A major reason the United States annexed Hawaii was its

- A. lack of any economic or strategic value to the United States
- B. desire to grant the islands complete political independence
- C. distance from American trade routes in the Pacific Ocean
- D. value as a naval base and trading post in the Pacific

19. The annexation of Hawaii was part of the broader American policy of

- A. isolationism from world affairs in the late nineteenth century
- B. withdrawal from involvement in the Pacific region
- C. imperialism and overseas expansion around 1900
- D. opposition to the acquisition of any overseas territory

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

"After World War I, fear of communism and radicalism spread across the United States. During the Red Scare, the government arrested and deported many suspected radicals in what became known as the Palmer Raids."

— Account of the Red Scare of 1919–1920

20. The Red Scare of 1919–1920 was driven mainly by

A. fear of communism and radicalism following World War I

B. concern over the rise of fascism in Western Europe

C. anger over the high cost of consumer goods after the war

D. opposition to the immigration restrictions of the 1920s

21. During the Palmer Raids, the federal government

A. expanded the civil liberties of suspected radicals

B. protected immigrants from unfair arrest and deportation

C. encouraged the spread of communist ideas in the United States

D. arrested and deported many people suspected of radical beliefs

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

"In 1957, nine African American students attempted to enroll at Central High School in Little Rock, Arkansas. The governor used the National Guard to block them, and President Eisenhower sent federal troops to enforce their admission."

— Account of the Little Rock crisis

22. The Little Rock crisis arose from efforts to

A. maintain racial segregation in the public schools

B. carry out the desegregation of public schools ordered by the courts

C. prevent African American students from voting in elections

D. establish separate but equal public school facilities

23. President Eisenhower responded to the crisis by

A. supporting the governor's effort to block the students

B. allowing the state to handle the situation on its own

C. sending federal troops to enforce the students' admission

D. closing the school to avoid further conflict

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

"The Tet Offensive of 1968 was a massive series of attacks by communist forces throughout South Vietnam. Although the attacks were eventually repelled, they shocked the American public and increased opposition to the Vietnam War."

— Account of the Tet Offensive

24. A major effect of the Tet Offensive was that it

A. increased American public opposition to the Vietnam War

B. brought about an immediate end to the fighting in Vietnam

C. led to a quick and decisive American victory in the war

D. united the American public in support of the war effort

25. The growing opposition to the Vietnam War in the United States was expressed largely through

A. support for an immediate expansion of the war

B. increased enlistment in the United States armed forces

C. demands for the United States to declare war on China

D. protests and demonstrations by the antiwar movement

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

"After World War II, the Nuremberg Trials were held to prosecute leaders of Nazi Germany for war crimes and crimes against humanity. The trials established that individuals could be held responsible for such acts under international law."

— Account of the Nuremberg Trials

26. A major significance of the Nuremberg Trials was that they

A. ended all future conflicts among the nations of Europe

B. established that individuals could be held accountable for crimes against humanity

C. granted amnesty to the leaders of Nazi Germany

D. transferred control of Germany to the United Nations

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

"President Ronald Reagan's economic policies, sometimes called 'Reaganomics,' were based on cutting taxes and reducing government regulation. Supporters believed lower taxes would encourage investment and stimulate economic growth."

— Description of Reagan's economic policies

27. A key feature of President Reagan's economic policy was

A. cutting taxes to encourage investment and economic growth

B. raising taxes to expand federal social programs

C. increasing government regulation of private business

D. nationalizing major American industries

28. The economic approach known as "supply-side economics" was based on the belief that

A. heavy government spending was the best way to grow the economy

B. raising taxes on businesses would create more jobs

C. lower taxes and less regulation would stimulate economic growth

D. government should take direct control of the national economy

ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 39

1. D — The proclamation's main purpose was to prevent colonial settlement west of the Appalachians. Britain drew a boundary line closing the western lands to settlers. This aimed to limit costly conflicts on the frontier.

2. B — Britain issued it primarily to reduce conflict between colonists and Native American nations. Following the French and Indian War, frontier clashes were a growing concern. Keeping settlers east of the mountains was meant to ease tensions.

3. C — Many colonists reacted with resentment because it limited their westward expansion. They felt entitled to settle lands won in the recent war. The restriction became one of the grievances fueling colonial discontent.

4. A — The Great Compromise settled the dispute over how states would be represented in the legislature. It balanced the interests of large and small states. The solution created a two-house Congress.

5. B — Representation in the House was based on the population of each state. Larger states received more seats accordingly. This satisfied states seeking influence proportional to their population.

6. D — The compromise is significant because it allowed the Constitutional Convention to move forward. By resolving the representation dispute, it kept the convention from collapsing. This made the rest of the Constitution possible.

7. A — The main goal was to maintain a balance between free and slave states. Admitting Missouri and Maine together preserved the Senate balance. This kept neither section dominant in the upper chamber.

- 8. C** — Slavery was prohibited north of a fixed line drawn across the territory. The compromise barred slavery in the Louisiana Territory above that boundary. This established a clear geographic division over the issue.
- 9. B** — The compromise temporarily eased sectional tensions over the spread of slavery. It postponed but did not resolve the underlying conflict. Tensions would resurface in later decades.
- 10. D** — The central issue was the expansion of slavery into the western territories. Lincoln and Douglas clashed over whether slavery should spread. This question dominated their famous debates.
- 11. A** — Popular sovereignty held that the settlers of a territory should decide whether to allow slavery. Douglas argued that residents, not Congress, should make the choice. This idea sought to leave the decision to local voters.
- 12. C** — A major result was the end of Reconstruction and withdrawal of federal troops from the South. The deal removed the forces that had protected Reconstruction governments. This left southern affairs to local white-controlled governments.
- 13. D** — The end of Reconstruction led to the rise of segregation and restrictions on African American rights. Without federal protection, southern states imposed Jim Crow laws. African Americans lost many of the gains of Reconstruction.
- 14. B** — The compromise resolved a dispute over the contested presidential election of 1876. The election's disputed electoral votes threatened a crisis. The bargain awarded the presidency in exchange for ending Reconstruction.
- 15. A** — The terms reflect differing views of the powerful industrialists of the Gilded Age. Critics saw them as ruthless exploiters, while supporters saw builders of prosperity. The contrasting labels captured the debate over their impact.
- 16. C** — Industrialists built large corporations partly by forming monopolies that controlled entire industries. Rockefeller, for example, dominated the oil business. Such control allowed them to limit competition and set prices.
- 17. B** — Supporters argued that these men contributed to economic growth and national prosperity. They credited the industrialists with expanding industry and creating wealth. This positive view underlay the "captain of industry" label.
- 18. D** — A major reason for annexation was Hawaii's value as a naval base and trading post in the Pacific. Its strategic location served American military and commercial interests. This made the islands attractive to expansionists.
- 19. C** — The annexation was part of the broader policy of imperialism and overseas expansion around 1900. The United States was acquiring territory and influence abroad. Hawaii fit this pattern of expanding American power.

20. A — The Red Scare was driven mainly by fear of communism and radicalism after World War I. The Russian Revolution heightened anxieties about subversion. This fear fueled a campaign against suspected radicals.

21. D — During the Palmer Raids, the government arrested and deported many suspected radicals. Authorities targeted immigrants and political dissidents. These actions raised serious concerns about civil liberties.

22. B — The crisis arose from efforts to carry out court-ordered school desegregation. The students sought to integrate Central High School. Their enrollment tested the enforcement of the *Brown* decision.

23. C — Eisenhower responded by sending federal troops to enforce the students' admission. He acted to uphold the federal court order. This demonstrated federal authority over state resistance to integration.

24. A — A major effect was that it increased American public opposition to the war. The scale of the attacks contradicted claims of imminent victory. This shook public confidence and deepened antiwar sentiment.

25. D — Opposition was expressed largely through protests and demonstrations by the antiwar movement. Marches and rallies spread across the country. This activism pressured leaders to reconsider the war.

26. B — The trials established that individuals could be held accountable for crimes against humanity. Nazi leaders were prosecuted under international law. This set an important precedent for international justice.

27. A — A key feature of Reagan's policy was cutting taxes to encourage investment and growth. He sought to stimulate the economy through lower taxes and deregulation. Supporters believed this would spur private enterprise.

28. C — Supply-side economics held that lower taxes and less regulation would stimulate growth. The theory argued that freeing businesses and investors would expand the economy. This reasoning underpinned Reagan's economic agenda.