

# PRACTICE EXAM 41: 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.

"Under the theory of mercantilism, England passed the Navigation Acts, which required that goods shipped to and from the colonies be carried on English ships. The colonies were expected to provide raw materials and to buy English manufactured goods."

— Description of the Navigation Acts

1. The Navigation Acts were based on the economic theory of

A. free trade among all nations of the world

B. government ownership of colonial industries

C. mercantilism, which benefited the mother country

D. competition among the colonies for foreign markets

2. Under mercantilism, the American colonies were expected to

A. supply raw materials and buy English manufactured goods

B. trade freely with any nation they chose

C. develop their own large-scale manufacturing industries

D. become economically independent of Great Britain

3. England's loose enforcement of these trade laws before 1763 is known as

- A. strict mercantile control of the colonial economy
- B. the encouragement of colonial manufacturing
- C. the imposition of heavy direct taxes on the colonies
- D. salutary neglect, allowing the colonies relative freedom

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

"The Anti-Federalists opposed ratification of the Constitution unless it included a list of protections for individual rights. Their concerns led to the adoption of the Bill of Rights, the first ten amendments to the Constitution."

— Description of the Anti-Federalists

4. The Anti-Federalists objected to the proposed Constitution mainly because they feared it

- A. gave too much power to the individual state governments
- B. lacked specific protections for individual rights
- C. created a government that was too weak to function
- D. failed to provide for a strong national military

5. The concerns of the Anti-Federalists led directly to the adoption of the

- A. Bill of Rights protecting individual liberties
- B. system of checks and balances among the branches
- C. Electoral College for choosing the president

- D. division of power between the states and the nation
- 6. The debate between the Federalists and Anti-Federalists was primarily over
  - A. whether to declare independence from Great Britain
  - B. the question of slavery in the western territories
  - C. the balance of power between the national and state governments
  - D. the right of states to coin their own money

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

"I have been forced to the conclusion that the present Bank of the United States... is in many respects convenient for the Government and useful to the people... It is not necessary, however, that such a bank should be... subject to the control of a few wealthy men."

— President Andrew Jackson, veto of the Bank, 1832

- 7. In this message, Jackson objected to the national bank because he believed it
  - A. was too weak to manage the nation's money supply
  - B. served the interests of a wealthy few rather than the people
  - C. should be given even greater power over the economy
  - D. failed to provide loans to large business corporations
- 8. Jackson's action against the Bank of the United States reflected his image as a defender of
  - A. the wealthy business interests of the Northeast
  - B. a strong and powerful national government
  - C. the planter aristocracy of the southern states

- D. the common people against concentrated economic power
- 9. Jackson's veto of the bank is an example of a president
  - A. using the powers of his office to shape national economic policy
  - B. allowing Congress to determine all economic decisions
  - C. transferring his powers to the federal courts
  - D. refusing to take any action on economic questions

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

"Harriet Tubman escaped from slavery and then returned to the South many times to lead other enslaved people to freedom. She became one of the most famous 'conductors' on the Underground Railroad."

— Account of Harriet Tubman

- 10. The Underground Railroad was
  - A. a railroad line built to transport goods to the western territories
  - B. a system of laws protecting the rights of enslaved people
  - C. a secret network that helped enslaved people escape to freedom
  - D. a government program to relocate freed African Americans
- 11. Harriet Tubman is best remembered as a leader in the movement to
  - A. expand the voting rights of property-owning men
  - B. restrict immigration from southern and eastern Europe
  - C. promote temperance and the prohibition of alcohol

D. help enslaved people escape and to end slavery

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

"The Battle of Gettysburg, fought in July 1863, was the bloodiest battle of the Civil War. The Union victory stopped the Confederate invasion of the North and is often seen as a turning point in the war."

— Account of the Battle of Gettysburg

12. The Battle of Gettysburg is considered significant because it

A. marked the first major battle of the Civil War

B. was a turning point that halted the Confederate invasion of the North

C. resulted in a major victory for the Confederate army

D. led directly to the immediate end of the Civil War

13. A major result of the Union victory at Gettysburg was that it

A. weakened the Confederacy and boosted northern morale

B. allowed the Confederate army to capture Washington, D.C.

C. forced the Union to surrender to the Confederate forces

D. brought European nations into the war on the southern side

14. The Battle of Gettysburg was later commemorated in a famous speech by

A. President Jefferson Davis of the Confederacy

B. General Robert E. Lee of the Confederate army

C. President Abraham Lincoln of the United States

D. General Ulysses S. Grant of the Union army

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

"During the Gilded Age, political machines such as Tammany Hall controlled many city governments. Bosses like William 'Boss' Tweed traded jobs and favors for votes, often through bribery and corruption."

— Description of urban political machines

15. Political machines such as Tammany Hall gained power mainly by

A. promoting honest and efficient city government

B. trading jobs and favors in exchange for votes

C. reducing the role of government in city life

D. supporting reforms to end political corruption

16. A major problem associated with political machines was

A. the strict enforcement of laws against corruption

B. the absence of any services for city residents

C. the decline of immigration into American cities

D. widespread bribery and corruption in city government

17. Reformers responded to the abuses of political machines by calling for

A. honest government and reforms to reduce corruption

B. greater power for city bosses over local government

C. an end to immigration into the nation's cities

D. the elimination of all city governments

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

"In 1894, workers at the Pullman railroad car company went on strike to protest wage cuts. The strike disrupted rail traffic across the country, and the federal government sent troops to end it, siding with the company."

— Account of the Pullman Strike

18. The Pullman Strike of 1894 was a conflict between

A. two competing railroad companies

B. the federal government and the state governments

C. railroad workers and the company over wages and conditions

D. farmers and the owners of grain elevators

19. The federal government's response to the Pullman Strike showed that during this period it often

A. supported workers in disputes with their employers

B. refused to become involved in labor conflicts

C. encouraged the growth of powerful labor unions

D. sided with business owners against striking workers

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

"In 1915, a German submarine sank the British passenger ship Lusitania, killing nearly 1,200 people, including 128 Americans. The sinking turned American public opinion against Germany."

— Account of the sinking of the Lusitania

20. The sinking of the Lusitania contributed to

A. the immediate withdrawal of the United States from world affairs

B. growing American anger toward Germany before World War I

C. an alliance between the United States and Germany

D. the end of all American trade with Great Britain

21. German submarine attacks on ships like the Lusitania were part of the policy of

A. unrestricted submarine warfare against Atlantic shipping

B. strict neutrality in the conflict in Europe

C. cooperation with the United States and its allies

D. avoiding all attacks on civilian passenger ships

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

"The Wagner Act of 1935, also called the National Labor Relations Act, guaranteed workers the right to form unions and to bargain collectively with their employers. It was a major part of the New Deal."

— Description of the Wagner Act

22. The Wagner Act of 1935 protected the right of workers to

A. work longer hours for higher overtime pay

B. own shares in the companies that employed them

C. receive direct cash payments from the government

D. form labor unions and bargain collectively

23. The Wagner Act is significant because it

- A. weakened the power of labor unions in the United States
- B. ended all strikes and labor conflicts in American industry
- C. strengthened the labor movement and the rights of workers
- D. transferred ownership of industry to the federal government

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

"In 1965, civil rights activists organized a march from Selma to Montgomery, Alabama, to demand voting rights for African Americans. Marchers were beaten by police in an event that became known as 'Bloody Sunday.'"

— Account of the Selma march

24. The Selma march was organized primarily to demand

- A. the desegregation of public schools in the South
- B. voting rights for African Americans
- C. an end to the war in Vietnam
- D. equal pay for women in the workplace

25. The events at Selma helped lead directly to the passage of the

- A. Voting Rights Act of 1965
- B. Civil Rights Act of 1875
- C. Nineteenth Amendment of 1920
- D. Fifteenth Amendment of 1870

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

"In 1991, the United States led an international coalition to drive Iraqi forces out of Kuwait, which Iraq had invaded the previous year. The brief war restored Kuwait's independence."

— Account of the Persian Gulf War

26. The main purpose of the Persian Gulf War of 1991 was to

- A. overthrow the government of Kuwait
- B. expand American territory in the Middle East
- C. defend the United States from a direct invasion
- D. force Iraqi forces out of the nation of Kuwait

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

"The North American Free Trade Agreement, or NAFTA, took effect in 1994. It removed many trade barriers among the United States, Canada, and Mexico, increasing trade among the three nations."

— Description of NAFTA

27. The main purpose of NAFTA was to

- A. raise tariffs on goods traded between the three nations
- B. reduce trade barriers among the United States, Canada, and Mexico
- C. end all trade between the United States and Mexico
- D. create a single shared currency for North America

28. NAFTA is an example of the broader trend of

- A. the United States withdrawing from the global economy
- B. increasing trade barriers between neighboring nations

C. globalization and growing economic ties among nations

D. the decline of international trade in the modern era

## ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 41

**1. C** — The Navigation Acts were based on mercantilism, which benefited the mother country. This theory held that colonies existed to enrich the home nation. England structured colonial trade to serve its own economic interests.

**2. A** — Under mercantilism, the colonies were expected to supply raw materials and buy English manufactured goods. They served as both a source of resources and a market. This arrangement kept the colonies economically dependent on England.

**3. D** — England's loose enforcement before 1763 is known as salutary neglect. For decades, trade laws were rarely strictly enforced. This relative freedom allowed the colonies to develop self-reliance.

**4. B** — The Anti-Federalists objected mainly because the Constitution lacked specific protections for individual rights. They feared a strong central government could threaten liberty. They demanded explicit guarantees before ratification.

**5. A** — Their concerns led directly to the adoption of the Bill of Rights. The first ten amendments were added to protect individual liberties. This addition helped secure ratification of the Constitution.

**6. C** — The debate was primarily over the balance of power between national and state governments. Federalists favored a strong central government, while Anti-Federalists feared it. This tension shaped the founding of the new system.

**7. B** — Jackson objected to the bank because he believed it served a wealthy few rather than the people. He viewed it as a tool of privileged elites. This populist argument justified his veto.

**8. D** — His action reflected his image as a defender of the common people against concentrated economic power. Jackson cast himself as a champion of ordinary citizens. The Bank War reinforced this reputation.

**9. A** — The veto is an example of a president using his office to shape national economic policy. Jackson asserted strong executive influence over the economy. His use of the veto expanded presidential power.

**10. C** — The Underground Railroad was a secret network that helped enslaved people escape to freedom. It used safe houses and guides to aid escapes. The network operated in defiance of slave laws.

**11. D** — Tubman is remembered as a leader in the effort to help enslaved people escape and end slavery. She personally guided many to freedom. Her courage made her a symbol of the antislavery cause.

- 12. B** — Gettysburg is significant because it was a turning point that halted the Confederate invasion of the North. The Union victory blunted Lee's advance. It shifted the momentum of the war toward the Union.
- 13. A** — A major result was that it weakened the Confederacy and boosted northern morale. The heavy Confederate losses were difficult to replace. The victory renewed northern confidence in the war effort.
- 14. C** — The battle was commemorated in a famous speech by President Abraham Lincoln. His Gettysburg Address honored the fallen and redefined the war's purpose. It became one of the most celebrated speeches in American history.
- 15. B** — Political machines gained power mainly by trading jobs and favors for votes. Bosses provided services and patronage in exchange for political support. This system secured their control over city governments.
- 16. D** — A major problem was widespread bribery and corruption in city government. Machine bosses often enriched themselves through graft. This corruption drained public funds and undermined honest governance.
- 17. A** — Reformers responded by calling for honest government and reforms to reduce corruption. They sought to break the machines' grip on cities. Their efforts contributed to the Progressive reform movement.
- 18. C** — The Pullman Strike was a conflict between railroad workers and the company over wages and conditions. Workers protested wage cuts without reduced rents. The dispute escalated into a major national strike.
- 19. D** — The government's response showed it often sided with business owners against striking workers. Federal troops were used to break the strike. This reflected the era's general hostility toward organized labor.
- 20. B** — The sinking contributed to growing American anger toward Germany before World War I. The loss of American lives outraged the public. It helped turn opinion against Germany.
- 21. A** — Such attacks were part of the policy of unrestricted submarine warfare. Germany targeted ships in the Atlantic, including civilian vessels. This policy heightened tensions with the United States.
- 22. D** — The Wagner Act protected the right of workers to form unions and bargain collectively. It guaranteed labor's right to organize. This strengthened workers' bargaining power with employers.
- 23. C** — The act is significant because it strengthened the labor movement and workers' rights. It boosted union membership and collective bargaining. It became a cornerstone of modern labor protections.
- 24. B** — The Selma march was organized primarily to demand voting rights for African Americans. Activists protested barriers to Black voting in the South. The march drew national attention to the issue.
- 25. A** — The events at Selma helped lead directly to the Voting Rights Act of 1965. Public outrage over "Bloody Sunday" pressured Congress to act. The law outlawed many barriers to African American voting.

**26. D** — The war's main purpose was to force Iraqi forces out of Kuwait. A United States–led coalition responded to Iraq's invasion. The brief campaign restored Kuwait's independence.

**27. B** — NAFTA's main purpose was to reduce trade barriers among the United States, Canada, and Mexico. It eliminated many tariffs among the three nations. This was intended to increase regional trade.

**28. C** — NAFTA is an example of globalization and growing economic ties among nations. It reflected the trend toward integrated international markets. Such agreements deepened economic interdependence.