

PRACTICE EXAM 42: 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 Great Awakening of the 1730s and 1740s was a religious revival that swept through the American colonies. Preachers urged people to seek a personal relationship with God, and the movement encouraged individuals to question established authority."

— Description of the First Great Awakening

1. The Great Awakening of the 1730s and 1740s was
 - A. a movement to establish a single official colonial church
 - B. a religious revival that spread through the American colonies
 - C. a political effort to gain independence from Great Britain
 - D. an economic plan to expand colonial trade with England
2. One important effect of the Great Awakening was that it
 - A. ended all religious worship in the American colonies
 - B. united the colonies under the authority of the king
 - C. encouraged colonists to question established authority
 - D. strengthened the power of the official colonial churches
3. The Great Awakening is significant because it
 - A. fostered ideas of independence that later influenced the Revolution
 - B. discouraged the growth of new religious denominations
 - C. reduced the importance of religion in colonial life
 - D. established royal control over colonial religious practices

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

"In 1770, British soldiers in Boston fired into a crowd of colonists, killing five people. Colonial leaders used the event, which they called the Boston Massacre, as propaganda to build opposition to British rule."

— Account of the Boston Massacre

4. Colonial leaders used the Boston Massacre primarily to

- A. encourage colonists to remain loyal to Great Britain
- B. support the stationing of more British troops in Boston
- C. reduce tensions between the colonies and Britain
- D. build colonial opposition to British rule

5. The Boston Massacre is an example of how colonial leaders used

- A. peaceful negotiation to resolve disputes with Britain
- B. military force to drive British troops from the colonies
- C. propaganda to stir up anti-British feeling
- D. trade boycotts to pressure the British government

6. Events like the Boston Massacre contributed to the

- A. strengthening of British control over the colonies
- B. growth of revolutionary sentiment in the colonies
- C. expansion of colonial trade with Great Britain
- D. settlement of the colonists' disputes with Parliament

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

"At the Constitutional Convention, delegates disagreed over whether enslaved people should be counted in a state's population. The Three-Fifths Compromise settled the dispute by counting each enslaved person as three-fifths of a person for representation and taxation."

— Description of the Three-Fifths Compromise

7. The Three-Fifths Compromise settled a dispute over

- A. how senators would be chosen by the states
- B. whether the federal courts could review laws

- C. the powers of the president as commander in chief
- D. how enslaved people would be counted for representation

8. Under the Three-Fifths Compromise, each enslaved person was counted as

- A. three-fifths of a person for representation and taxation
- B. a full person for purposes of representation
- C. a full citizen with the right to vote
- D. having no role in determining a state's representation

9. The Three-Fifths Compromise reflected the deep divisions at the convention over the issue of

- A. the regulation of trade between the states
- B. the creation of a national bank and currency
- C. slavery and its place in the new nation
- D. the establishment of an official national religion

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

"Liberty and Union, now and forever, one and inseparable! In a famous Senate debate, Daniel Webster defended the supremacy of the federal government against the argument that a state could reject federal laws."

— Daniel Webster, Senate debate, 1830

10. In this debate, Daniel Webster argued in favor of

- A. the right of a state to reject federal laws
- B. the supremacy of the federal government and national unity
- C. the immediate abolition of slavery in the South
- D. the expansion of slavery into the western territories

11. The debate between Webster and Hayne was part of the larger national conflict over

- A. the regulation of trade with foreign nations
- B. the creation of a national system of public education
- C. the acquisition of new overseas territories
- D. states' rights versus the authority of the federal government

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

"In 1864, Union General William Tecumseh Sherman led his troops on a destructive march through Georgia. His forces destroyed railroads, farms, and supplies in a strategy known as 'total war' aimed at breaking the South's will to fight."

— Account of Sherman's March to the Sea

12. The strategy used by General Sherman in Georgia is known as

- A. total war, aimed at destroying the enemy's will and ability to fight
- B. guerrilla warfare conducted by small bands of soldiers
- C. trench warfare fought from fixed defensive positions
- D. a strategy of avoiding all contact with the enemy

13. Sherman's March was intended to

- A. capture the city of Washington, D.C.
- B. defend the southern states from invasion
- C. break the South's ability and will to continue the war
- D. protect southern farms and railroads from destruction

14. Sherman's March contributed to the

- A. Confederate victory in the Civil War
- B. weakening of the Confederacy and the eventual Union victory
- C. expansion of slavery into the western territories
- D. peaceful negotiated settlement of the Civil War

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

"Henry Ford used the assembly line to mass-produce automobiles. By breaking production into small steps, he lowered costs and made cars affordable for many ordinary Americans."

— Description of Henry Ford and mass production

15. Henry Ford is best known for using the assembly line to

- A. reduce the number of automobiles produced each year
- B. raise the price of cars beyond the reach of most Americans
- C. eliminate the need for factory workers in production
- D. mass-produce automobiles at a lower cost

16. A major effect of Ford's use of mass production was that it

- A. made automobiles affordable for many ordinary Americans
- B. limited car ownership to the wealthiest Americans
- C. reduced the demand for automobiles in the United States
- D. slowed the growth of American industry

17. The assembly line method developed by Ford

- A. increased the time and cost required to build each product
- B. discouraged other industries from adopting new methods
- C. allowed goods to be produced more quickly and cheaply
- D. reduced the overall output of American factories

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

"The Knights of Labor was an early national labor union that sought better wages and working conditions. After a bombing at a labor rally in Chicago's Haymarket Square in 1886, public opinion turned against the union and the labor movement."

— Account of the Knights of Labor and the Haymarket Affair

18. The Knights of Labor was an organization that sought to

- A. limit immigration into the United States
- B. improve wages and working conditions for workers
- C. reduce the role of government in the economy
- D. expand the power of large business corporations

19. A major effect of the Haymarket Affair of 1886 was that it

- A. turned public opinion against the labor movement
- B. led to immediate improvements in working conditions
- C. strengthened public support for labor unions
- D. ended all conflict between workers and employers

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

"After the Spanish-American War, the United States took control of the Philippines. Some Americans formed the Anti-Imperialist League, arguing that ruling other peoples without their consent violated American principles."

— Account of the debate over the Philippines

20. Members of the Anti-Imperialist League opposed American control of the Philippines because they believed it

- A. would weaken the American military in the Pacific
- B. cost too little money to be worthwhile for the nation
- C. would reduce American trade in Asia
- D. violated the American principle of government by consent

21. The debate over the Philippines reflected a larger disagreement over whether the United States should

- A. withdraw entirely from trade with Asian nations
- B. return all of its territory to Spain
- C. acquire and govern overseas territories
- D. reduce the size of its armed forces

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

"During the Great Depression, President Franklin Roosevelt spoke to Americans over the radio in informal talks known as 'fireside chats.' He used them to explain his policies and to restore public confidence."

— Description of Roosevelt's fireside chats

22. Roosevelt used his "fireside chats" mainly to

- A. announce the entry of the United States into World War II
- B. explain his policies and restore public confidence
- C. criticize the policies of the previous administration
- D. encourage Americans to oppose the New Deal

23. The fireside chats are significant because they showed how a president could

- A. use the media to communicate directly with the American people
- B. avoid all communication with the public during a crisis
- C. transfer his powers to the Congress and the courts
- D. rely entirely on newspapers to share his message

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

"In 1961, groups of black and white civil rights activists called Freedom Riders rode buses into the South to challenge segregation on interstate travel. They faced violence but drew national attention to their cause."

— Account of the Freedom Riders

24. The Freedom Riders of 1961 rode buses into the South to

- A. register African American voters in southern states
- B. support the desegregation of public schools
- C. protest the war in Vietnam
- D. challenge segregation on interstate bus travel

25. The Freedom Rides were significant because they

- A. ended all forms of racial segregation in the South
- B. drew national attention to segregation and the civil rights cause
- C. discouraged further civil rights protests in the South
- D. led to the immediate passage of voting rights laws

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

"The United Nations was founded in 1945 after World War II. Its goals were to maintain international peace and security, promote cooperation among nations, and help prevent future world wars."

— Description of the United Nations

26. A primary goal of the United Nations was to

- A. expand the colonial empires of the major world powers
- B. promote the spread of communism throughout the world
- C. maintain international peace and prevent future wars
- D. eliminate trade between the nations of the world

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

"In the 1920s, Marcus Garvey led a movement that encouraged African Americans to take pride in their heritage and to build their own businesses and institutions. His organization promoted black self-reliance and unity."

— Account of Marcus Garvey

27. Marcus Garvey's movement of the 1920s emphasized

- A. the gradual acceptance of racial segregation
- B. cooperation with white political leaders for reform
- C. the migration of African Americans to the rural South
- D. black pride, self-reliance, and unity

28. Garvey's ideas are significant because they

- A. inspired later movements emphasizing black pride and identity
- B. discouraged African Americans from building their own institutions
- C. ended the migration of African Americans to northern cities
- D. reduced interest in African American culture and heritage

ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 42

1. **B** — The Great Awakening was a religious revival that spread through the American colonies. Traveling preachers urged a personal, emotional faith. The movement drew large crowds across the colonies in the 1730s and 1740s.

2. **C** — One important effect was that it encouraged colonists to question established authority. By stressing personal faith over official churches, it weakened traditional hierarchies. This spirit of questioning extended beyond religion.

3. **A** — The Great Awakening is significant because it fostered ideas of independence that later influenced the Revolution. Its challenge to authority encouraged independent thinking. This helped prepare colonists to question British rule.

4. **D** — Colonial leaders used the Boston Massacre primarily to build opposition to British rule. They portrayed the event as British brutality. This propaganda stirred anti-British feeling among the colonists.

5. **C** — The Boston Massacre is an example of how leaders used propaganda to stir up anti-British feeling. Patriots exaggerated the incident to inflame public anger. Images and accounts spread to rally opposition.

6. **B** — Events like the Boston Massacre contributed to the growth of revolutionary sentiment. They deepened colonial resentment of British authority. Such incidents pushed the colonies toward rebellion.

7. **D** — The compromise settled a dispute over how enslaved people would be counted for representation. Northern and southern delegates disagreed over including them in population counts. The agreement counted each as three-fifths of a person.

8. **A** — Each enslaved person was counted as three-fifths of a person for representation and taxation. This formula determined a state's seats in the House and its tax burden. It was a bargain between free and slave states.

- 9. C** — The compromise reflected deep divisions over slavery and its place in the new nation. The dispute revealed the sectional tensions present at the founding. These tensions would grow in later decades.
- 10. B** — Webster argued in favor of the supremacy of the federal government and national unity. He defended the Union against the claim that states could reject federal laws. His phrase celebrated "Liberty and Union."
- 11. D** — The debate was part of the larger conflict over states' rights versus federal authority. It tested whether states could override national law. This dispute foreshadowed later sectional conflict.
- 12. A** — Sherman's strategy is known as total war, aimed at destroying the enemy's will and ability to fight. His forces targeted civilian and economic resources. This approach sought to break Southern resistance.
- 13. C** — Sherman's March was intended to break the South's ability and will to continue the war. By destroying supplies and infrastructure, he undermined the Confederate war effort. The campaign devastated Georgia's resources.
- 14. B** — The march contributed to the weakening of the Confederacy and the eventual Union victory. It crippled the South's capacity to wage war. The destruction helped hasten the war's end.
- 15. D** — Ford is known for using the assembly line to mass-produce automobiles at a lower cost. Breaking work into small steps sped production. This made manufacturing far more efficient.
- 16. A** — A major effect was that mass production made automobiles affordable for many ordinary Americans. Lower costs brought car ownership within reach of the middle class. This transformed daily life and the economy.
- 17. C** — The assembly line allowed goods to be produced more quickly and cheaply. Standardized steps increased output and lowered costs. This method spread to many other industries.
- 18. B** — The Knights of Labor sought to improve wages and working conditions for workers. It was one of the first large national unions. The organization aimed to unite workers across many trades.
- 19. A** — A major effect of the Haymarket Affair was that it turned public opinion against the labor movement. The bombing was blamed on radical labor activists. This damaged the reputation of unions like the Knights of Labor.
- 20. D** — League members opposed control of the Philippines because it violated the principle of government by consent. They argued that ruling another people without their agreement contradicted American ideals. This made imperialism seem hypocritical to them.
- 21. C** — The debate reflected disagreement over whether the United States should acquire and govern overseas territories. Imperialists favored expansion, while anti-imperialists opposed it. The Philippines became the focus of this larger argument.

- 22. B** — Roosevelt used fireside chats mainly to explain his policies and restore public confidence. He spoke directly to citizens in a reassuring tone. This helped calm fears during the Depression.
- 23. A** — The chats showed how a president could use the media to communicate directly with the people. Radio allowed Roosevelt to reach millions in their homes. This created a personal connection with the public.
- 24. D** — The Freedom Riders rode buses into the South to challenge segregation on interstate travel. They tested compliance with desegregation rulings. Their rides directly confronted segregated facilities.
- 25. B** — The Freedom Rides drew national attention to segregation and the civil rights cause. The violence they faced shocked the nation. This publicity pressured the government to act against segregation.
- 26. C** — A primary goal of the United Nations was to maintain international peace and prevent future wars. Founded after World War II, it promoted cooperation among nations. The organization aimed to resolve conflicts peacefully.
- 27. D** — Garvey's movement emphasized black pride, self-reliance, and unity. He urged African Americans to value their heritage and build their own institutions. His message inspired a sense of collective identity.
- 28. A** — Garvey's ideas are significant because they inspired later movements emphasizing black pride and identity. His message of self-determination influenced future activists. It helped lay groundwork for later expressions of black pride.