

PRACTICE EXAM 43: 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.

"As tensions with Britain grew, the colonists formed Committees of Correspondence to share information and coordinate resistance. In 1774, delegates from twelve colonies met at the First Continental Congress to respond to British policies."

— Description of colonial resistance

1. The Committees of Correspondence helped the colonists by
 - A. establishing trade agreements with European nations
 - B. organizing the new federal government after independence
 - C. settling disputes between rival colonial governments
 - D. sharing information and coordinating resistance to Britain

2. The First Continental Congress met in 1774 mainly to
 - A. write a new constitution for the independent colonies
 - B. declare the immediate independence of the colonies
 - C. respond to British policies the colonists opposed
 - D. negotiate an alliance with the government of France

3. The formation of these groups is significant because it reflected the growing
 - A. loyalty of the colonies to the British crown
 - B. cooperation and unity among the colonies
 - C. economic competition between the colonies
 - D. dependence of the colonies on British protection

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

"In April 1861, Confederate forces fired on Fort Sumter, a federal fort in South Carolina. The attack marked the beginning of the Civil War between the North and the South."

— Account of the attack on Fort Sumter

- 4.** The attack on Fort Sumter in 1861 is significant because it
- A. marked the beginning of the Civil War
 - B. ended the conflict between the North and the South
 - C. led to the abolition of slavery in the United States
 - D. resulted in the secession of the northern states
- 5.** The attack on Fort Sumter followed the decision of several southern states to
- A. abolish slavery within their borders
 - B. rejoin the Union after a period of separation
 - C. secede from the United States and form the Confederacy
 - D. give up their representation in the federal Congress
- 6.** A major cause of the conflict that began at Fort Sumter was the
- A. dispute over trade between the United States and Britain
 - B. competition for territory with the nation of Mexico
 - C. disagreement over the powers of the federal courts
 - D. long-standing dispute between North and South over slavery

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

"The Wilmot Proviso, proposed in 1846, called for banning slavery in any territory the United States gained from Mexico. Although it did not become law, it intensified the debate over the spread of slavery."

— Description of the Wilmot Proviso

- 7.** The Wilmot Proviso proposed to
- A. ban slavery in any territory gained from Mexico
 - B. extend slavery into all of the western territories
 - C. abolish slavery throughout the entire United States
 - D. return escaped enslaved people to their owners
- 8.** Although it never became law, the Wilmot Proviso was significant because it

- A. ended the national debate over slavery
- B. intensified the conflict over the spread of slavery
- C. united the North and South over the slavery issue
- D. expanded slavery into the new western territories

9. The debate over the Wilmot Proviso reflected growing tensions over

- A. the regulation of trade between the states
- B. the creation of a national banking system
- C. the rights of immigrants arriving from Europe
- D. whether slavery should expand into new territory

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

"After the Civil War, Congress created the Freedmen's Bureau to help formerly enslaved people. It provided food, medical care, and education, and helped many African Americans find work and start schools."

— Description of the Freedmen's Bureau

10. The Freedmen's Bureau was created mainly to

- A. relocate formerly enslaved people to the western territories
- B. provide military protection to the former Confederate states
- C. assist formerly enslaved people after the Civil War
- D. return formerly enslaved people to their former owners

11. One important contribution of the Freedmen's Bureau was that it

- A. helped establish schools to educate African Americans
- B. guaranteed African Americans the right to vote
- C. provided large grants of land to all freed people
- D. ended racial discrimination throughout the South

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

"Completed in 1869, the transcontinental railroad connected the eastern United States to the West Coast. It allowed people and goods to travel across the country much more quickly and helped spur western settlement and economic growth."

— Description of the transcontinental railroad

12. A major effect of the transcontinental railroad was that it

- A. slowed the settlement of the western United States
- B. allowed faster movement of people and goods across the country
- C. ended trade between the eastern and western regions
- D. reduced economic growth in the western territories

13. The completion of the transcontinental railroad contributed to the

- A. decline of American industry in the late nineteenth century
- B. return of western lands to Native American nations
- C. isolation of the western states from the rest of the country
- D. settlement of the West and the growth of the national economy

14. The building of the transcontinental railroad relied heavily on the labor of

- A. workers brought from the nations of South America
- B. enslaved people from the southern plantation states
- C. immigrant workers, including many from China and Ireland
- D. soldiers serving in the United States military

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

"Some business leaders of the late nineteenth century used the idea of Social Darwinism, or 'survival of the fittest,' to justify their success. They argued that the strongest businesses and individuals naturally rose to the top."

— Description of Social Darwinism

15. Supporters of Social Darwinism used the idea to

- A. argue for greater government regulation of business
- B. justify the success of the wealthiest businesses and individuals
- C. demand higher wages and better conditions for workers
- D. support the redistribution of wealth among all citizens

16. Social Darwinism was often used to argue against

- A. government regulation of business and aid to the poor
- B. the growth of large corporations and trusts
- C. the accumulation of wealth by successful businesses
- D. the expansion of American industry and commerce

17. The idea of "survival of the fittest" applied to society reflected the belief that

- A. the government should guarantee equal outcomes for all
- B. wealthy individuals had a duty to share their fortunes

- C. all citizens were entitled to the same opportunities
- D. success was the natural result of individual competition

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

"During the late nineteenth and early twentieth centuries, many children worked long hours in factories and mines. Reformers worked to pass laws limiting child labor and requiring children to attend school."

— Description of child labor reform

18. Reformers who opposed child labor sought to

- A. increase the number of hours children could work
- B. lower the age at which children could begin working
- C. pass laws limiting child labor and requiring school attendance
- D. remove all restrictions on the employment of children

19. The movement against child labor was part of the broader effort during the

- A. Reconstruction era to rebuild the southern states
- B. Progressive Era to address the problems of industrial society
- C. Cold War era to contain the spread of communism
- D. Jacksonian era to expand political democracy

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

"The Federal Reserve Act of 1913 created the Federal Reserve System, a central banking system for the United States. It was designed to regulate the money supply and to bring greater stability to the nation's banking system."

— Description of the Federal Reserve Act

20. The main purpose of the Federal Reserve System was to

- A. regulate the money supply and stabilize the banking system
- B. provide direct loans to small farmers and businesses
- C. eliminate all private banks in the United States
- D. transfer control of the economy to the state governments

21. The creation of the Federal Reserve System reflected the Progressive Era belief that

- A. the federal government should withdraw from the economy
- B. private banks should operate without any oversight

- C. economic problems could not be solved by reform
- D. government action could help stabilize the national economy

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

"American leaders feared that if one nation in Southeast Asia fell to communism, neighboring nations would follow, like a row of falling dominoes. This 'domino theory' was used to justify American involvement in Vietnam."

— Description of the domino theory

22. The "domino theory" held that

- A. communism could never spread beyond its existing borders
- B. the United States should withdraw from world affairs
- C. if one nation fell to communism, neighboring nations would follow
- D. communism would collapse on its own without intervention

23. The domino theory was used to justify

- A. American military involvement in Vietnam
- B. the United States' withdrawal from Asia
- C. an alliance between the United States and communist nations
- D. the end of the policy of containment

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

"In 1962, Rachel Carson published *Silent Spring*, a book warning of the dangers of pesticides to the environment. Her work helped inspire the modern environmental movement in the United States."

— Account of Rachel Carson and *Silent Spring*

24. Rachel Carson's book *Silent Spring* warned about the

- A. dangers of nuclear weapons testing in the atmosphere
- B. harmful effects of pesticides on the environment
- C. risks of overpopulation in the United States
- D. depletion of the nation's supply of fresh water

25. Rachel Carson's work is significant because it

- A. ended the use of all chemicals in American agriculture
- B. discouraged public interest in protecting the environment

- C. reduced government involvement in environmental issues
- D. helped inspire the modern environmental movement

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

"In the 1920s, Italian immigrants Nicola Sacco and Bartolomeo Vanzetti were convicted of robbery and murder in a trial that many believed was unfair. Their case reflected the anti-immigrant and anti-radical feelings of the period."

— Account of the Sacco and Vanzetti case

26. The Sacco and Vanzetti case is often cited as an example of

- A. fair treatment of immigrants in the American court system
- B. the decline of nativist feeling during the 1920s
- C. anti-immigrant and anti-radical attitudes of the 1920s
- D. growing public support for radical political movements

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

"Title IX, passed in 1972, prohibited discrimination based on sex in education programs that received federal funding. It had a major impact by expanding opportunities for women, including in school athletics."

— Description of Title IX

27. The main purpose of Title IX was to

- A. prohibit discrimination based on sex in federally funded education
- B. require schools to admit only male students
- C. reduce funding for women's programs in education
- D. limit the participation of women in school athletics

28. Title IX was part of the broader movement to

- A. restrict the role of women in American society
- B. expand equal rights and opportunities for women
- C. reduce federal involvement in public education
- D. end government funding for public schools

ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 43

- 1. D** — The Committees of Correspondence helped colonists by sharing information and coordinating resistance to Britain. They linked the colonies through a network of communication. This cooperation built unity against British policies.
- 2. C** — The First Continental Congress met in 1774 mainly to respond to British policies the colonists opposed. Delegates gathered to protest measures like the Intolerable Acts. They sought a unified colonial response rather than independence.
- 3. B** — The formation of these groups reflected the growing cooperation and unity among the colonies. Colonists increasingly acted together against shared grievances. This unity laid the groundwork for revolution.
- 4. A** — The attack on Fort Sumter marked the beginning of the Civil War. Confederate forces fired on the federal fort in April 1861. This opening clash launched the conflict between North and South.
- 5. C** — The attack followed the decision of several southern states to secede and form the Confederacy. Their withdrawal from the Union created the crisis at the fort. The federal presence at Sumter triggered the Confederate assault.
- 6. D** — A major cause of the conflict was the long-standing dispute between North and South over slavery. Disagreements over slavery had divided the nation for decades. This tension ultimately erupted into war.
- 7. A** — The Wilmot Proviso proposed to ban slavery in any territory gained from Mexico. It sought to keep slavery out of newly acquired lands. Southern opposition prevented it from becoming law.
- 8. B** — Though it never passed, the proviso was significant because it intensified the conflict over the spread of slavery. The debate it sparked deepened sectional divisions. It highlighted the growing dispute over slavery's expansion.
- 9. D** — The debate reflected growing tensions over whether slavery should expand into new territory. This question increasingly divided North and South. It became a central issue leading toward the Civil War.
- 10. C** — The Freedmen's Bureau was created mainly to assist formerly enslaved people after the Civil War. It provided food, medical care, and education. The agency aimed to ease the transition to freedom.
- 11. A** — One important contribution was that it helped establish schools to educate African Americans. The bureau founded schools across the South. This expanded educational opportunities for freed people.
- 12. B** — A major effect was that it allowed faster movement of people and goods across the country. The railroad linked the East and West Coasts. This greatly improved travel and commerce.

- 13. D** — The railroad contributed to the settlement of the West and the growth of the national economy. It opened western lands to migration and trade. This accelerated economic development across the country.
- 14. C** — The railroad relied heavily on immigrant workers, including many from China and Ireland. These laborers performed the difficult and dangerous construction work. Their labor made the project possible.
- 15. B** — Supporters used Social Darwinism to justify the success of the wealthiest businesses and individuals. They claimed that the "fittest" naturally rose to the top. This reasoning defended great concentrations of wealth.
- 16. A** — Social Darwinism was often used to argue against government regulation of business and aid to the poor. It held that intervention interfered with natural competition. This view supported laissez-faire policies.
- 17. D** — The idea reflected the belief that success was the natural result of individual competition. It applied "survival of the fittest" to economic life. This justified inequality as a natural outcome.
- 18. C** — Reformers sought to pass laws limiting child labor and requiring school attendance. They aimed to protect children from harsh factory conditions. Compulsory schooling was part of their goal.
- 19. B** — The movement was part of the Progressive Era effort to address industrial society's problems. Reformers targeted abuses created by industrialization. Child labor laws reflected this broader push for reform.
- 20. A** — The main purpose of the Federal Reserve System was to regulate the money supply and stabilize banking. It served as a central bank for the nation. This aimed to prevent financial panics.
- 21. D** — Its creation reflected the Progressive belief that government action could help stabilize the economy. Reformers sought oversight of the banking system. The Federal Reserve embodied this faith in active government.
- 22. C** — The domino theory held that if one nation fell to communism, neighboring nations would follow. It compared the spread of communism to falling dominoes. This fear shaped Cold War foreign policy.
- 23. A** — The domino theory was used to justify American military involvement in Vietnam. Leaders argued that losing Vietnam would endanger the region. This reasoning supported intervention to contain communism.
- 24. B** — *Silent Spring* warned about the harmful effects of pesticides on the environment. Carson documented the damage chemicals caused to wildlife. Her work raised alarm about environmental pollution.
- 25. D** — Carson's work is significant because it helped inspire the modern environmental movement. It raised public awareness of environmental dangers. This contributed to new conservation efforts and regulations.

26. C — The case is cited as an example of anti-immigrant and anti-radical attitudes of the 1920s. Many believed the men were convicted for their backgrounds and beliefs. The trial reflected the era's nativism and fear of radicals.

27. A — The main purpose of Title IX was to prohibit discrimination based on sex in federally funded education. It barred unequal treatment in schools receiving federal money. This greatly expanded opportunities for women and girls.

28. B — Title IX was part of the broader movement to expand equal rights and opportunities for women. It advanced gender equality in education and athletics. The law reflected the goals of the women's rights movement.