

# PRACTICE EXAM 44: 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.*

"In 1676, Nathaniel Bacon led poor farmers and former servants in Virginia in a revolt against the colonial government. They were angry over high taxes, falling tobacco prices, and the government's failure to protect them on the frontier."

— Account of Bacon's Rebellion

1. Bacon's Rebellion was a revolt by Virginia farmers against

- A. the British king and the Parliament in London
- B. the owners of large plantations in the colony
- C. Native American nations living on the frontier
- D. the colonial government over taxes and frontier protection

2. One major cause of Bacon's Rebellion was

- A. discontent over high taxes and falling tobacco prices
- B. the abolition of slavery in the Virginia colony
- C. the establishment of an official colonial church
- D. the loss of the colony's right to self-government

3. Bacon's Rebellion is significant as an early example of

- A. cooperation between the colonists and the British government
- B. conflict between common colonists and the governing elite
- C. colonial unity in support of the British crown
- D. the peaceful settlement of disputes in the colonies

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

"The American victory at the Battle of Saratoga in 1777 was a turning point in the Revolutionary War. The victory convinced France to enter the war on the side of the Americans, providing crucial military and financial support."

— Account of the Battle of Saratoga

4. The Battle of Saratoga is considered a turning point because it
- A. marked the final battle of the Revolutionary War
  - B. resulted in the surrender of the American army
  - C. convinced France to enter the war on the American side
  - D. ended all British military operations in the colonies
5. French support gained after Saratoga was important to the American cause because it provided
- A. crucial military and financial assistance to the Americans
  - B. a new source of soldiers for the British army
  - C. an end to all fighting in the American Revolution
  - D. control of the American colonies to the French government
6. The American victory at Saratoga helped the colonists by
- A. ending colonial support for the war effort
  - B. forcing the Americans to surrender to Britain
  - C. reducing the colonists' chances of winning independence
  - D. boosting morale and gaining a powerful foreign ally

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

"The Constitution created a federal system in which power is divided between the national government and the state governments. Some powers are held by the national government, some by the states, and some are shared by both."

— Description of federalism

7. Under the federal system created by the Constitution, power is
- A. held entirely by the national government
  - B. controlled completely by the state governments
  - C. divided between the national and state governments
  - D. given to the federal courts to distribute as needed
8. An example of a power shared by both the national and state governments is the power to

- A. coin money for the entire nation
- B. collect taxes from citizens
- C. declare war on foreign nations
- D. make treaties with other countries

9. The federal system was designed to

- A. balance power between the national and state governments
- B. give all governing power to a single national leader
- C. eliminate the role of the state governments entirely
- D. transfer all authority to the federal courts

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

"In the mid-nineteenth century, Horace Mann led a movement to improve public education. He believed that free public schools were necessary to prepare citizens for participation in a democracy."

— Account of Horace Mann and education reform

10. Horace Mann is best known for his efforts to

- A. expand the right to vote to all adult citizens
- B. end the practice of slavery in the United States
- C. improve conditions for workers in factories
- D. promote free public education in the United States

11. Mann believed that public education was important because it would

- A. reduce the cost of running the government
- B. prepare citizens to take part in a democracy
- C. limit the role of religion in public life
- D. discourage immigration into the United States

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

"After the Civil War, Radical Republicans in Congress sought to protect the rights of formerly enslaved people and to reshape the South. When President Andrew Johnson resisted their plans, the House of Representatives voted to impeach him."

— Account of Radical Reconstruction

12. The Radical Republicans in Congress sought mainly to

- A. restore the former Confederate leaders to power
- B. reduce the federal government's role in the South
- C. protect the rights of formerly enslaved people
- D. return formerly enslaved people to their former owners

**13.** President Andrew Johnson came into conflict with Congress because he

- A. opposed the Radical Republicans' plans for Reconstruction
- B. supported full equality for formerly enslaved people
- C. demanded harsher punishment for the southern states
- D. refused to allow the southern states back into the Union

**14.** The conflict between Johnson and Congress led to

- A. the immediate end of Reconstruction in the South
- B. the resignation of President Andrew Johnson
- C. the removal of Johnson from the presidency
- D. the impeachment of Johnson by the House of Representatives

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

"Inventors like Thomas Edison developed new technologies during the late nineteenth century. Edison's work on the electric light bulb and other inventions helped transform American homes, businesses, and industry."

— Account of Thomas Edison and innovation

**15.** Thomas Edison is best known for

- A. developing the first transcontinental railroad
- B. building the first American steel factories
- C. inventing the electric light bulb and other devices
- D. organizing the first national labor unions

**16.** Inventions like the electric light bulb contributed to the

- A. decline of American industry in the late nineteenth century
- B. transformation of American homes, businesses, and industry
- C. return of the nation to an agricultural economy
- D. reduction of factory production across the country

**17.** The growth of new technologies during this period was a major part of the

- A. industrialization of the United States
- B. westward movement of American pioneers

- C. abolition of slavery in the South
- D. expansion of overseas colonial empires

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

"The Homestead Strike of 1892 took place at a steel plant owned by Andrew Carnegie. When the company cut wages, workers went on strike. The conflict turned violent, and the strike was eventually broken."

— Account of the Homestead Strike

**18.** The Homestead Strike of 1892 began as a dispute over

- A. the long hours required of factory workers
- B. the use of child labor in the steel industry
- C. the safety conditions inside the steel plant
- D. the company's decision to cut workers' wages

**19.** The outcome of the Homestead Strike showed that during this period

- A. labor unions usually won their disputes with employers
- B. companies were often able to defeat striking workers
- C. the government generally supported the demands of workers
- D. strikes were rare in the American steel industry

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

"President Theodore Roosevelt supported the building of the Panama Canal to connect the Atlantic and Pacific Oceans. His foreign policy, known as 'Big Stick' diplomacy, used the threat of military force to protect American interests."

— Account of the Panama Canal and Big Stick diplomacy

**20.** The main purpose of building the Panama Canal was to

- A. expand American trade with the nations of Europe
- B. provide a defensive barrier against foreign invasion
- C. connect the Atlantic and Pacific Oceans for shipping
- D. return control of Central America to Spain

**21.** Roosevelt's "Big Stick" diplomacy relied on

- A. the threat of military force to protect American interests
- B. complete withdrawal from involvement in Latin America

- C. cooperation with European powers to govern the region
- D. the avoidance of all American influence overseas

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

"In October 1929, the stock market crashed, wiping out the savings of many investors. The crash is often seen as the beginning of the Great Depression, the most severe economic downturn in American history."

— Account of the stock market crash of 1929

- 22.** The stock market crash of 1929 is often seen as
- A. the end of the Great Depression in the United States
  - B. the result of strong government regulation of the economy
  - C. a minor event with little effect on the economy
  - D. the beginning of the Great Depression

- 23.** A major effect of the stock market crash was that
- A. the American economy quickly returned to prosperity
  - B. the federal government took control of all private banks
  - C. many investors lost their savings and the economy declined
  - D. the wealth of most Americans increased significantly

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

"During World War II, large numbers of American women took jobs in factories and shipyards to replace men who had joined the military. The image of 'Rosie the Riveter' came to symbolize these working women."

— Account of women workers during World War II

- 24.** During World War II, many American women
- A. were prevented from working outside the home
  - B. took jobs in factories to replace men in the military
  - C. left their jobs to return to traditional household roles
  - D. were barred from working in wartime industries

- 25.** The image of "Rosie the Riveter" came to symbolize
- A. American women who worked in industry during the war
  - B. women who served as soldiers in combat overseas

- C. the return of women to traditional household roles
- D. the decline of women's participation in the workforce

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

"In 1946, Winston Churchill warned that an 'iron curtain' had descended across Europe, dividing the democratic West from the communist East. The phrase came to describe the division of Europe during the Cold War."

— Account of the Iron Curtain speech

- 26.** The phrase "iron curtain" was used to describe the
- A. military alliance between the United States and Western Europe
  - B. economic cooperation among the nations of Eastern Europe
  - C. trade barriers between the United States and the Soviet Union
  - D. division between the democratic West and the communist East

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

"The Equal Rights Amendment, or ERA, was proposed to guarantee equal rights for women under the law. Although it passed Congress in 1972, it fell short of the number of state ratifications needed to become part of the Constitution."

— Account of the Equal Rights Amendment

- 27.** The main purpose of the Equal Rights Amendment was to

- A. limit the rights of women under the law
- B. guarantee equal rights for women under the law
- C. reduce federal involvement in women's issues
- D. restrict women's participation in the workforce

- 28.** The Equal Rights Amendment is significant because it

- A. became part of the Constitution in the early 1970s
- B. ended all forms of discrimination against women
- C. failed to be ratified by enough states to take effect
- D. removed the right of women to vote in elections

## ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 44

- 1. D** — Bacon's Rebellion was a revolt against the colonial government over taxes and frontier protection. Bacon led discontented farmers against Virginia's leaders. They blamed the government for failing to address their grievances.
- 2. A** — A major cause was discontent over high taxes and falling tobacco prices. Economic hardship angered poor farmers and former servants. These grievances helped spark the uprising.
- 3. B** — The rebellion is significant as an early example of conflict between common colonists and the governing elite. It revealed tensions between ordinary settlers and the wealthy ruling class. This class conflict shaped later colonial society.
- 4. C** — Saratoga is a turning point because it convinced France to enter the war on the American side. The American victory demonstrated that the colonists could win. French support followed and proved decisive.
- 5. A** — French support provided crucial military and financial assistance to the Americans. France contributed troops, ships, money, and supplies. This aid was vital to the eventual American victory.
- 6. D** — The victory helped the colonists by boosting morale and gaining a powerful foreign ally. It renewed American confidence in the war effort. The French alliance strengthened the American cause.
- 7. C** — Under federalism, power is divided between the national and state governments. The Constitution assigns some powers to each level. Certain powers are also shared by both.
- 8. B** — An example of a shared power is the power to collect taxes. Both the national and state governments may levy taxes. Such concurrent powers are exercised by both levels.
- 9. A** — The federal system was designed to balance power between the national and state governments. It prevents any single level from holding all authority. This division guards against the concentration of power.
- 10. D** — Horace Mann is known for his efforts to promote free public education. He championed tax-supported common schools. His work made him a leading figure in education reform.
- 11. B** — Mann believed public education would prepare citizens to take part in a democracy. He saw schooling as essential to informed self-government. Educated citizens, he argued, were vital to a republic.
- 12. C** — The Radical Republicans sought mainly to protect the rights of formerly enslaved people. They aimed to secure civil rights and reshape the South. Their program drove Reconstruction policy in Congress.
- 13. A** — Johnson clashed with Congress because he opposed the Radical Republicans' Reconstruction plans. He resisted their efforts to expand protections for freed people. This conflict produced a bitter power struggle.

- 14. D** — The conflict led to the impeachment of Johnson by the House of Representatives. The House voted to charge him after disputes over Reconstruction. He was acquitted in the Senate by a single vote.
- 15. C** — Edison is best known for inventing the electric light bulb and other devices. His laboratory produced numerous influential inventions. These innovations made him a symbol of American ingenuity.
- 16. B** — Such inventions contributed to the transformation of American homes, businesses, and industry. Electric lighting and new technologies changed daily life. They powered the expansion of industry and cities.
- 17. A** — The growth of new technologies was a major part of the industrialization of the United States. Innovation drove the rise of large-scale industry. This period saw rapid technological and economic change.
- 18. D** — The strike began as a dispute over the company's decision to cut workers' wages. Carnegie's steel plant reduced pay, prompting the walkout. The disagreement over wages triggered the conflict.
- 19. B** — The outcome showed that companies were often able to defeat striking workers. The strike was broken after violence and the use of force. This reflected the weakness of labor against powerful employers.
- 20. C** — The main purpose of the Panama Canal was to connect the Atlantic and Pacific Oceans for shipping. It provided a much shorter sea route. This benefited American trade and naval power.
- 21. A** — "Big Stick" diplomacy relied on the threat of military force to protect American interests. Roosevelt backed negotiation with the possibility of force. This approach asserted United States power, especially in Latin America.
- 22. D** — The crash of 1929 is often seen as the beginning of the Great Depression. It marked the onset of a severe economic collapse. The downturn that followed became the worst in American history.
- 23. C** — A major effect was that many investors lost their savings and the economy declined. The crash wiped out wealth and shook confidence. This contributed to widespread economic hardship.
- 24. B** — During the war, many American women took jobs in factories to replace men in the military. They filled roles in industries vital to the war effort. Their labor supported wartime production.
- 25. A** — "Rosie the Riveter" came to symbolize American women who worked in industry during the war. The image celebrated women's wartime contributions. It became an enduring emblem of female workers.
- 26. D** — The "iron curtain" described the division between the democratic West and the communist East. Churchill used the phrase to depict a divided Europe. It captured the Cold War split across the continent.
- 27. B** — The ERA's main purpose was to guarantee equal rights for women under the law. It sought to enshrine gender equality in the Constitution. Supporters viewed it as a safeguard against discrimination.

**28. C** — The ERA is significant because it failed to be ratified by enough states to take effect. It passed Congress but fell short of the required state approvals. As a result, it never became part of the Constitution.