

# PRACTICE EXAM 45: 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 April 1775, British troops marched to Concord, Massachusetts, to seize colonial weapons. They were met by colonial militia at Lexington and Concord, where the first shots of the American Revolution were fired."

— Account of Lexington and Concord

1. The battles of Lexington and Concord are significant because they
  - A. marked the end of the American Revolution
  - B. led to the signing of the Declaration of Independence
  - C. were the first battles of the American Revolution
  - D. resulted in a final British victory over the colonists
  
2. British troops marched to Concord in 1775 in order to
  - A. arrest the members of the Continental Congress
  - B. seize weapons stored by the colonial militia
  - C. enforce new taxes on the colonists
  - D. establish a permanent fort in Massachusetts
  
3. The fighting at Lexington and Concord showed that the conflict between the colonies and Britain had
  - A. been peacefully resolved through negotiation
  - B. ended with a return to British control
  - C. been limited to political debate alone
  - D. turned into open armed conflict

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

"The Constitution created a system of checks and balances in which each branch of government can limit the powers of the others. For example, the president can veto laws, Congress can override vetoes, and the courts can declare laws unconstitutional."

— Description of checks and balances

4. The system of checks and balances was designed to
  - A. prevent any one branch of government from becoming too powerful
  - B. give the president complete control over the government
  - C. eliminate the role of the federal courts in government
  - D. transfer most government power to the state legislatures
  
5. An example of a check on the power of Congress is the president's power to
  - A. appoint members of Congress to office
  - B. veto laws passed by Congress
  - C. remove judges from the federal courts
  - D. raise taxes without the approval of Congress
  
6. The power of the courts to declare laws unconstitutional is an example of
  - A. the separation of the states from the federal government
  - B. the president's authority over the military
  - C. one branch checking the power of another
  - D. the direct election of federal judges by voters

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

"In the mid-nineteenth century, Dorothea Dix worked to improve the treatment of the mentally ill and prisoners. She exposed the harsh conditions in jails and asylums and pushed for the creation of better institutions."

— Account of Dorothea Dix

7. Dorothea Dix is best known for her efforts to
  - A. improve the treatment of the mentally ill and prisoners
  - B. expand the right to vote to all adult citizens
  - C. promote free public education for children
  - D. bring about the abolition of slavery
  
8. Dix worked to reform conditions by

- A. opposing the creation of any new public institutions
- B. encouraging the harsh punishment of prisoners
- C. reducing government involvement in social problems
- D. exposing harsh conditions in jails and asylums

**9.** The work of Dorothea Dix was part of the broader

- A. movement to expand American territory westward
- B. reform movements of the early nineteenth century
- C. effort to industrialize the American economy
- D. campaign to restrict immigration into the country

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

"In April 1865, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at Appomattox Court House in Virginia. The surrender effectively brought the Civil War to an end."

— Account of the surrender at Appomattox

**10.** The surrender at Appomattox Court House in 1865 marked the

- A. beginning of the Civil War between the states
- B. start of the period known as Reconstruction
- C. effective end of the Civil War
- D. secession of the southern states from the Union

**11.** The surrender at Appomattox was between

- A. Confederate General Lee and Union General Grant
- B. President Lincoln and President Jefferson Davis
- C. the United States and the nation of Great Britain
- D. the northern states and the western territories

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

"After the Civil War, southern states passed laws called Black Codes that limited the rights of formerly enslaved people. Many freed people became sharecroppers, farming land owned by others in exchange for a share of the crop, which often kept them in debt."

— Description of the postwar South

**12.** The Black Codes passed in the southern states were designed to

- A. guarantee full equality for formerly enslaved people
- B. provide land and education to freed people
- C. grant African Americans the right to vote
- D. limit the rights and freedom of formerly enslaved people

**13.** Under the system of sharecropping, freed people

- A. were given land of their own to farm freely
- B. received wages for working in southern factories
- C. farmed land owned by others for a share of the crop
- D. were guaranteed a steady and reliable income

**14.** A major effect of sharecropping was that it

- A. allowed most freed people to become wealthy landowners
- B. often kept freed people trapped in poverty and debt
- C. ended racial discrimination in the southern states
- D. gave African Americans full economic independence

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

"In 1896, William Jennings Bryan gave a famous speech supporting the free coinage of silver. He argued that increasing the money supply with silver would help struggling farmers and ordinary working people."

— Account of the Cross of Gold speech

**15.** William Jennings Bryan argued in favor of

- A. the free coinage of silver to increase the money supply
- B. the gold standard to stabilize the nation's currency
- C. higher tariffs on imported manufactured goods
- D. the elimination of all federal taxes on income

**16.** Bryan claimed that his policy would mainly benefit

- A. wealthy bankers and large business owners
- B. owners of large industrial corporations
- C. foreign investors in the American economy
- D. struggling farmers and ordinary working people

**17.** Bryan's speech reflected the goals of which political movement?

- A. the abolitionist movement against slavery
- B. the women's suffrage movement

- C. the Populist movement of farmers and workers
- D. the temperance movement against alcohol

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

"President Theodore Roosevelt was a strong supporter of conservation. He set aside millions of acres of public land for national parks and forests in order to protect natural resources for future generations."

— Account of the conservation movement

**18.** President Theodore Roosevelt supported conservation in order to

- A. open public lands to unlimited development
- B. protect natural resources for future generations
- C. sell public lands to private business interests
- D. reduce the size of the national park system

**19.** Roosevelt's conservation efforts included the

- A. removal of all federal protections for public land
- B. sale of national forests to logging companies
- C. opening of national parks to private industry
- D. setting aside of public land for national parks and forests

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

"In 1917, the Zimmermann Telegram revealed that Germany had secretly proposed an alliance with Mexico against the United States. The discovery of the telegram helped push the United States toward entering World War I."

— Account of the Zimmermann Telegram

**20.** The Zimmermann Telegram revealed that Germany had

- A. secretly proposed an alliance with Mexico against the United States
- B. agreed to end its submarine attacks on American ships
- C. offered to negotiate a peace settlement with the Allies
- D. formed an alliance with the United States and Britain

**21.** The discovery of the Zimmermann Telegram contributed to the

- A. American decision to remain neutral in the war
- B. signing of a peace treaty with Germany

- C. American decision to enter World War I
- D. withdrawal of the United States from European affairs

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

"The Scopes Trial of 1925 put a Tennessee teacher on trial for teaching the theory of evolution, which was against state law. The trial reflected the clash between traditional religious beliefs and modern science in the 1920s."

— Account of the Scopes Trial

**22.** The Scopes Trial of 1925 centered on the issue of

- A. the right of workers to form labor unions
- B. the restriction of immigration into the United States
- C. the prohibition of the sale of alcohol
- D. the teaching of evolution in public schools

**23.** The Scopes Trial reflected a larger conflict in the 1920s between

- A. business owners and organized labor unions
- B. traditional religious beliefs and modern science
- C. the federal government and the state governments
- D. immigrants and native-born Americans

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

"On June 6, 1944, Allied forces launched a massive invasion of German-occupied France at Normandy. Known as D-Day, the invasion opened a major new front in the war and began the liberation of Western Europe."

— Account of the D-Day invasion

**24.** The D-Day invasion of June 1944 was significant because it

- A. opened a major new front against Germany in Western Europe
- B. marked the end of the Second World War in Europe
- C. began the American war against the Empire of Japan
- D. led to the surrender of the United States to Germany

**25.** The D-Day invasion took place at

- A. the islands of the Pacific Ocean
- B. the coast of North Africa

- C. the beaches of Normandy in France
- D. the city of Berlin in Germany

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

"In 1949, the United States and its allies formed the North Atlantic Treaty Organization, or NATO. The members agreed that an attack on one would be considered an attack on all, creating a military alliance against the Soviet Union."

— Description of NATO

- 26.** The main purpose of NATO was to
- A. promote free trade among the nations of Europe
  - B. provide economic aid to rebuild postwar Europe
  - C. govern the divided city of Berlin after the war
  - D. form a military alliance against the Soviet Union

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

"The Immigration and Nationality Act of 1965 ended the national-origins quota system that had favored immigrants from northern and western Europe. It opened the door to greater immigration from Asia, Latin America, and other regions."

— Description of the Immigration Act of 1965

- 27.** The Immigration and Nationality Act of 1965 was significant because it
- A. ended the national-origins quota system in immigration law
  - B. banned all immigration into the United States
  - C. restored the quota system favoring northern Europeans
  - D. limited immigration to people from Western Europe

- 28.** A major effect of the 1965 law was that it
- A. reduced the total number of immigrants entering the country
  - B. increased immigration from Asia, Latin America, and other regions
  - C. ended immigration from outside of Western Europe
  - D. returned the nation to the policies of the 1920s

## **ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 45**

**1. C** — Lexington and Concord were the first battles of the American Revolution. The clashes in April 1775 marked the start of armed conflict. They opened the war between the colonies and Britain.

- 2. B** — British troops marched to Concord to seize weapons stored by the colonial militia. They aimed to disarm the resisting colonists. The militia confronted them, sparking the fighting.
- 3. D** — The fighting showed that the conflict had turned into open armed conflict. Words and protests had given way to battle. The Revolution had begun in earnest.
- 4. A** — Checks and balances were designed to prevent any one branch from becoming too powerful. Each branch can limit the others' actions. This guards against the concentration of power.
- 5. B** — An example of a check on Congress is the president's power to veto laws. The veto allows the executive to block legislation. Congress can in turn override a veto.
- 6. C** — Judicial review of laws is an example of one branch checking another. The courts can strike down acts that violate the Constitution. This limits the power of Congress and the president.
- 7. A** — Dix is known for her efforts to improve the treatment of the mentally ill and prisoners. She campaigned for humane care and better institutions. Her work brought attention to neglected populations.
- 8. D** — Dix worked to reform conditions by exposing harsh conditions in jails and asylums. She documented abuses to spur public action. Her reports pressured governments to make reforms.
- 9. B** — Her work was part of the broader reform movements of the early nineteenth century. This era produced many efforts to improve society. Dix's reforms reflected that spirit of change.
- 10. C** — The surrender at Appomattox marked the effective end of the Civil War. Lee's surrender ended major Confederate resistance. The war drew to a close shortly afterward.
- 11. A** — The surrender was between Confederate General Lee and Union General Grant. Lee yielded his army to Grant in Virginia. This brought the main fighting to an end.
- 12. D** — The Black Codes were designed to limit the rights and freedom of formerly enslaved people. They restricted the movement, work, and rights of freed people. The codes aimed to preserve white control.
- 13. C** — Under sharecropping, freed people farmed land owned by others for a share of the crop. They worked land they did not own in exchange for part of the harvest. This system replaced slavery as a form of labor.
- 14. B** — A major effect was that it often kept freed people trapped in poverty and debt. Sharecroppers frequently owed more than they earned. This cycle of debt bound them to the land.
- 15. A** — Bryan argued in favor of the free coinage of silver to increase the money supply. He believed expanding currency would ease farmers' burdens. The free-silver issue was central to his campaign.
- 16. D** — Bryan claimed his policy would mainly benefit struggling farmers and ordinary working people. He cast it as relief for debtors and laborers. This appeal defined his populist message.

- 17. C** — The speech reflected the goals of the Populist movement of farmers and workers. Populists supported free silver to aid the struggling classes. Bryan became their champion in 1896.
- 18. B** — Roosevelt supported conservation to protect natural resources for future generations. He sought to preserve land and wildlife from exploitation. Conservation became a hallmark of his presidency.
- 19. D** — His efforts included setting aside public land for national parks and forests. He protected millions of acres from development. This expanded the nation's system of public lands.
- 20. A** — The telegram revealed that Germany had secretly proposed an alliance with Mexico against the United States. It offered Mexico territory in exchange for joining Germany. Its exposure outraged the American public.
- 21. C** — The discovery contributed to the American decision to enter World War I. The telegram inflamed anti-German feeling. It helped push the United States toward war.
- 22. D** — The Scopes Trial centered on the teaching of evolution in public schools. A teacher was prosecuted for violating a state ban. The case became a national spectacle.
- 23. B** — The trial reflected a larger conflict between traditional religious beliefs and modern science. It pitted fundamentalists against supporters of evolution. This clash defined a cultural divide of the 1920s.
- 24. A** — D-Day was significant because it opened a major new front against Germany in Western Europe. The Allied landings began the liberation of occupied France. It marked a turning point in the war.
- 25. C** — The invasion took place at the beaches of Normandy in France. Allied forces landed along the French coast. This site became the launching point for the advance into Europe.
- 26. D** — NATO's main purpose was to form a military alliance against the Soviet Union. Members pledged mutual defense against attack. The alliance aimed to deter Soviet aggression in Europe.
- 27. A** — The 1965 act was significant because it ended the national-origins quota system. It removed the preferences for northern and western Europeans. This transformed American immigration policy.
- 28. B** — A major effect was that it increased immigration from Asia, Latin America, and other regions. The new system opened the door to more diverse arrivals. This reshaped the makeup of the American population.