

PRACTICE EXAM 49: 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.

"In 1845, the United States annexed Texas, which had won its independence from Mexico. The annexation increased tensions between the United States and Mexico and helped lead to the Mexican-American War."

— Account of the annexation of Texas

1. The annexation of Texas in 1845 helped lead to the
 - A. peaceful settlement of disputes with Mexico
 - B. return of Texas to the control of Mexico
 - C. outbreak of the Mexican-American War
 - D. end of westward expansion in the United States

2. Before its annexation, Texas had
 - A. always been a part of the United States
 - B. remained a colony of the nation of Spain
 - C. been settled mainly by British colonists
 - D. won its independence from Mexico

3. The annexation of Texas reflected the American belief in
 - A. Manifest Destiny and the expansion of the nation westward
 - B. the strict avoidance of new territorial expansion
 - C. the return of western lands to foreign control
 - D. the abolition of slavery in the western territories

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

"During Reconstruction, northerners who moved to the South were called 'carpetbaggers,' while southerners who supported Reconstruction were called 'scalawags.' Both groups took part in the new Reconstruction governments."

— Description of carpetbaggers and scalawags

4. The term "carpetbaggers" referred to

- A. former Confederate soldiers who opposed Reconstruction
- B. northerners who moved to the South during Reconstruction
- C. southern planters who had owned enslaved people
- D. African Americans elected to office in the South

5. The term "scalawags" referred to

- A. northern soldiers stationed in the southern states
- B. African Americans who held office during Reconstruction
- C. immigrants who arrived in the South after the war
- D. southern whites who supported Reconstruction

6. Many white southerners used these terms to

- A. praise those who took part in Reconstruction governments
- B. describe African Americans who left the South
- C. express their opposition to Reconstruction and its supporters
- D. welcome northerners who moved into the region

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

"In the colonial era, the triangular trade linked the American colonies, Europe, and Africa. Ships carried goods from the colonies to Europe, manufactured products to Africa, and enslaved Africans to the Americas."

— Description of the triangular trade

7. The triangular trade involved the exchange of goods among the colonies, Europe, and

- A. the nations of East Asia
- B. the continent of Africa
- C. the countries of South America
- D. the islands of the Pacific

8. A central part of the triangular trade was the

- A. transport of enslaved Africans to the Americas
- B. movement of European settlers to Asia
- C. trade of manufactured goods between colonies
- D. exchange of gold between Europe and Africa

9. The triangular trade contributed to the

- A. decline of the colonial economy
- B. end of slavery in the American colonies
- C. independence of the African nations
- D. growth of slavery in the American colonies

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

"In 1907, the United States and Japan reached the Gentlemen's Agreement. Under it, Japan agreed to limit the emigration of its workers to the United States, while the United States agreed to end the segregation of Japanese students in California schools."

— Account of the Gentlemen's Agreement

10. The Gentlemen's Agreement of 1907 dealt mainly with the issue of

- A. trade between the United States and Japan
- B. military alliances in the Pacific region
- C. Japanese immigration to the United States
- D. the annexation of territory by Japan

11. The Gentlemen's Agreement reflected the

- A. welcoming of all immigrants to the United States
- B. nativist concerns about immigration during this period
- C. end of all restrictions on immigration to the country
- D. cooperation of the United States with Japanese expansion

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

"During the 1920s, new products like automobiles, radios, and household appliances became widely available. Advertising and installment buying encouraged Americans to purchase these goods, creating a new consumer culture."

— Description of 1920s consumer culture

12. A major feature of American life during the 1920s was the

- A. growth of a new consumer culture
- B. decline in the production of consumer goods
- C. return to a mainly agricultural way of life
- D. end of advertising in the United States

13. "Installment buying" during the 1920s allowed Americans to

- A. pay for goods only with cash
- B. avoid purchasing new products
- C. buy goods by paying for them over time
- D. trade goods without the use of money

14. The spread of products like the automobile and radio in the 1920s

- A. reduced the connections between different regions
- B. discouraged Americans from buying new goods
- C. slowed the growth of American industry
- D. changed the way many Americans lived and spent their leisure time

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

"As part of the New Deal, the government created the Federal Deposit Insurance Corporation, or FDIC, in 1933. The FDIC insured bank deposits so that people would not lose their savings if a bank failed."

— Description of the FDIC

15. The main purpose of the FDIC was to

- A. provide loans to large business corporations
- B. protect people's bank deposits from being lost
- C. take control of all private banks in the country
- D. reduce the number of banks in the United States

16. The creation of the FDIC was a response to the

- A. failure of many banks during the Great Depression
- B. rapid growth of the American economy in the 1920s
- C. shortage of banks in the United States
- D. decline of government involvement in the economy

17. The FDIC is an example of a New Deal program aimed at

- A. providing relief to the unemployed
- B. expanding American territory overseas

- C. reforming the banking system to prevent future crises
- D. reducing the federal government's role in the economy

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

"The Treaty of Versailles, which ended World War I, placed harsh penalties on Germany. Germany was forced to accept blame for the war, give up territory, and pay large reparations to the Allies."

— Description of the Treaty of Versailles

18. The Treaty of Versailles placed harsh penalties on

- A. the United States and its allies
- B. all of the nations that fought in the war
- C. the major Allied powers in Europe
- D. Germany, which was blamed for the war

19. Under the Treaty of Versailles, Germany was required to

- A. expand its military forces
- B. pay large reparations to the Allies
- C. take control of new colonies overseas
- D. join an alliance with the Soviet Union

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

"During the 1920s, some young women known as 'flappers' challenged traditional roles by wearing new styles of clothing, cutting their hair short, and adopting more independent behavior."

— Account of flappers in the 1920s

20. The "flappers" of the 1920s were known for

- A. challenging traditional roles and expectations for women
- B. supporting traditional values and customs
- C. opposing the right of women to vote
- D. returning to older styles of dress and behavior

21. The flappers reflected a broader change in the 1920s involving the

- A. decline of interest in women's rights
- B. return of women to traditional household roles
- C. end of women's participation in public life
- D. changing roles and greater independence of some women

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

"In the 1970s, the United States and the Soviet Union pursued a policy of détente, or the easing of tensions. The two nations signed arms control agreements known as SALT to limit the number of nuclear weapons."

— Description of détente

22. The policy of détente in the 1970s involved

- A. an increase in tensions between the superpowers
- B. the start of direct military conflict between the nations
- C. the easing of tensions between the United States and the Soviet Union
- D. the end of all communication between the two nations

23. The SALT agreements between the United States and the Soviet Union were intended to

- A. increase the production of nuclear weapons
- B. limit the number of nuclear weapons
- C. end all trade between the two nations
- D. expand the military alliances of each nation

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

"In 1961, the communist government of East Germany built the Berlin Wall to stop people from fleeing from East Berlin to West Berlin. The wall became a powerful symbol of the divisions of the Cold War."

— Account of the construction of the Berlin Wall

24. The Berlin Wall was built in 1961 mainly to

- A. stop people from fleeing from East Berlin to West Berlin
- B. defend West Berlin from a Soviet attack
- C. promote trade between East and West Germany
- D. unite the city of Berlin under one government

25. The Berlin Wall became a powerful symbol of the

- A. cooperation between the United States and the Soviet Union
- B. economic recovery of postwar Germany
- C. end of the Cold War in Europe
- D. divisions of the Cold War

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

"In 1961, the United States supported an invasion of Cuba by Cuban exiles who hoped to overthrow the communist government of Fidel Castro. The invasion at the Bay of Pigs failed and embarrassed the United States."

— Account of the Bay of Pigs invasion

26. The Bay of Pigs invasion of 1961 was an attempt to

- A. defend Cuba from an attack by the Soviet Union
- B. establish a permanent American military base in Cuba
- C. overthrow the communist government of Fidel Castro
- D. provide economic aid to the people of Cuba

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

"As part of his Great Society, President Lyndon Johnson launched the War on Poverty. The program created job training, education, and other efforts aimed at reducing poverty in the United States."

— Description of the War on Poverty

27. The War on Poverty launched by President Johnson aimed mainly to

- A. expand American military involvement overseas
- B. reduce poverty in the United States
- C. cut government spending on social programs
- D. reduce the federal government's role in the economy

28. The War on Poverty was part of President Johnson's broader program known as the

- A. Great Society
- B. New Deal
- C. Square Deal
- D. Fair Deal

ANSWER KEY WITH EXPLANATIONS – PRACTICE EXAM 49

1. C — The annexation of Texas helped lead to the outbreak of the Mexican-American War. Mexico had never accepted Texan independence and viewed annexation as an act of aggression. Border disputes soon escalated into war.

2. D — Before annexation, Texas had won its independence from Mexico. Texan settlers fought a successful revolution in 1836. It existed as an independent republic before joining the United States.

3. A — The annexation reflected the American belief in Manifest Destiny. Many believed the nation was destined to expand across the continent. This idea drove westward expansion in the era.

- 4. B** — "Carpetbaggers" referred to northerners who moved to the South during Reconstruction. Many came seeking opportunity or to aid the rebuilding effort. White southerners used the term with scorn.
- 5. D** — "Scalawags" referred to southern whites who supported Reconstruction. They cooperated with Reconstruction governments and Republican policies. Other white southerners viewed them as traitors.
- 6. C** — Many white southerners used these terms to express their opposition to Reconstruction and its supporters. Both labels carried strong negative meaning. They reflected resentment of the new governments.
- 7. B** — The triangular trade linked the colonies, Europe, and the continent of Africa. The three regions formed the points of the trade. Goods and people moved among them across the Atlantic.
- 8. A** — A central part of the triangular trade was the transport of enslaved Africans to the Americas. This brutal leg was known as the Middle Passage. Enslaved labor was central to the system.
- 9. D** — The triangular trade contributed to the growth of slavery in the American colonies. It supplied enslaved Africans to colonial plantations. This deepened the colonies' reliance on slave labor.
- 10. C** — The Gentlemen's Agreement dealt mainly with the issue of Japanese immigration. Japan agreed to limit emigration of its workers. In return, the United States eased discrimination against Japanese students.
- 11. B** — The agreement reflected nativist concerns about immigration during this period. Many Americans wanted to restrict newcomers, especially from Asia. The deal limited Japanese immigration in response.
- 12. A** — A major feature of the 1920s was the growth of a new consumer culture. New goods and advertising fueled spending. Americans bought cars, radios, and appliances in large numbers.
- 13. C** — "Installment buying" allowed Americans to buy goods by paying for them over time. Consumers made small payments rather than paying in full. This encouraged the purchase of expensive products.
- 14. D** — The spread of products like the automobile and radio changed the way many Americans lived and spent their leisure time. Cars increased mobility, and radio brought shared entertainment. These goods reshaped daily life.
- 15. B** — The main purpose of the FDIC was to protect people's bank deposits from being lost. It insured deposits against bank failure. This restored public confidence in the banking system.
- 16. A** — The creation of the FDIC was a response to the failure of many banks during the Great Depression. Bank collapses had wiped out people's savings. The FDIC aimed to prevent such losses.
- 17. C** — The FDIC is an example of a New Deal program aimed at reforming the banking system to prevent future crises. It addressed weaknesses that had caused bank failures. Reform measures sought lasting stability.

- 18. D** — The Treaty of Versailles placed harsh penalties on Germany, which was blamed for the war. The treaty assigned Germany war guilt. It imposed heavy burdens as a result.
- 19. B** — Under the treaty, Germany was required to pay large reparations to the Allies. These payments were meant to compensate for war damages. The heavy reparations strained the German economy.
- 20. A** — The "flappers" were known for challenging traditional roles and expectations for women. They adopted new fashions and more independent behavior. They symbolized changing attitudes in the 1920s.
- 21. D** — The flappers reflected a broader change involving the changing roles and greater independence of some women. Women gained more freedom in dress and behavior. This signaled shifting social norms.
- 22. C** — The policy of détente involved the easing of tensions between the United States and the Soviet Union. The superpowers sought to reduce the risk of conflict. This marked a thaw in the Cold War.
- 23. B** — The SALT agreements were intended to limit the number of nuclear weapons. They placed caps on certain arms. This arms control aimed to slow the nuclear arms race.
- 24. A** — The Berlin Wall was built mainly to stop people from fleeing from East Berlin to West Berlin. Large numbers had been escaping communist rule. The wall sealed off that route.
- 25. D** — The Berlin Wall became a powerful symbol of the divisions of the Cold War. It physically separated communist East from democratic West. The wall represented the broader East-West divide.
- 26. C** — The Bay of Pigs invasion was an attempt to overthrow the communist government of Fidel Castro. Cuban exiles, backed by the United States, led the assault. The failed invasion embarrassed the United States.
- 27. B** — The War on Poverty aimed mainly to reduce poverty in the United States. It funded job training, education, and other programs. The effort targeted the causes and effects of poverty.
- 28. A** — The War on Poverty was part of President Johnson's broader program known as the Great Society. The Great Society sought to expand opportunity and reduce inequality. The War on Poverty was one of its central efforts.