

# PRACTICE EXAM 50: 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 1639, the settlers of Connecticut adopted the Fundamental Orders, a set of laws that set up a government and described how it would operate. Many historians consider it the first written constitution in the American colonies.

— Description of the Fundamental Orders of Connecticut

1. The Fundamental Orders of Connecticut are significant because they are considered

- A. the first written constitution in the American colonies
- B. the first law to abolish slavery in the colonies
- C. the first treaty signed with a Native American nation
- D. the first tax law passed by the English Parliament

2. A document like the Fundamental Orders helped establish the American tradition of

- A. rule by a single powerful colonial governor
- B. written plans of government that limit and define power
- C. complete control of the colonies by the English king
- D. an official church supported by the colonial government

3. The Fundamental Orders reflected the colonists' growing belief in

- A. the divine right of kings to rule without limits
- B. the supreme authority of the English Parliament
- C. the importance of expanding colonial territory
- D. self-government based on agreed-upon written laws

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

"The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause..."

— Fourth Amendment to the United States Constitution, 1791

**4.** This amendment protects citizens against

- A. being forced to testify against themselves in court
- B. cruel and unusual forms of criminal punishment
- C. unreasonable searches and seizures by the government
- D. being tried twice for the very same criminal offense

**5.** Under this amendment, before officials may search a person's home, they generally must

- A. receive permission from the state legislature
- B. obtain a warrant based on probable cause
- C. notify the person at least thirty days in advance
- D. hold a public trial before a jury of citizens

**6.** The Fourth Amendment is one of the protections found in the

- A. Bill of Rights, the first ten amendments to the Constitution
- B. Preamble describing the goals of the government
- C. Reconstruction Amendments passed after the Civil War
- D. Articles establishing the three branches of government

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

Henry Clay's "American System" called for a protective tariff to support American manufacturing, a national bank to provide a stable currency, and federal funding for roads and canals to improve transportation and tie the country together.

— Description of Henry Clay's American System

**7.** The main goal of Henry Clay's American System was to

- A. reduce the power of the federal government over the economy
- B. expand the institution of slavery into the western territories
- C. return the nation to a system based mainly on farming
- D. strengthen and unify the national economy of the United States

**8.** One part of the American System was a protective tariff, which was intended to

- A. lower the prices of goods imported from foreign nations
- B. provide free trade between the United States and Europe

- C. protect American industries from foreign competition
- D. end all taxes on goods brought into the United States

**9.** The American System's call for federal funding of roads and canals reflected a desire to

- A. limit the movement of people across the country
- B. improve transportation and connect the regions of the nation
- C. reduce the role of the federal government in the economy
- D. keep the western territories separate from the eastern states

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

In 1832, South Carolina declared that it had the right to nullify, or refuse to enforce, a federal tariff it considered unfair. President Andrew Jackson rejected this claim and threatened to use force to make the state obey federal law.

— Description of the Nullification Crisis, 1832–1833

**10.** The Nullification Crisis was a conflict over the question of whether a state could

- A. refuse to obey a federal law it considered unconstitutional
- B. secede peacefully from the United States at any time
- C. make its own treaties with foreign nations
- D. print and issue its own separate paper currency

**11.** President Jackson's response to the Nullification Crisis showed his belief in

- A. the right of states to overrule the federal government
- B. the need to abolish the federal tariff entirely
- C. the supremacy of federal law over the actions of the states
- D. the immediate end of the system of federal taxation

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

As factories grew during the late 1800s, workers faced long hours, low pay, and dangerous conditions. To improve their situation, many workers joined labor unions, such as the American Federation of Labor (AFL), led by Samuel Gompers.

— Description of the early labor movement

**12.** Workers joined labor unions like the AFL mainly in order to

- A. reduce the number of workers in the factories
- B. support the owners of the large factories

- C. lower the wages paid to all factory workers
- D. gain better wages, hours, and working conditions

**13.** A common method used by labor unions to pressure employers was the

- A. purchase of the factories where they worked
- B. strike, in which workers refused to work
- C. payment of higher taxes to the government
- D. movement of all workers to the western frontier

**14.** The growth of labor unions during this period was a response to the conditions created by

- A. rapid industrialization in the United States
- B. the decline of factories in American cities
- C. the end of immigration into the country
- D. the return of the nation to a farming economy

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

In 1893, American business interests in Hawaii, with the support of U.S. Marines, helped overthrow Queen Liliuokalani. A few years later, in 1898, the United States annexed the Hawaiian Islands, making them an American territory.

— Description of the annexation of Hawaii

**15.** The overthrow of Queen Liliuokalani and the annexation of Hawaii were examples of

- A. American support for the independence of foreign nations
- B. the policy of avoiding involvement in overseas affairs
- C. American imperialism and expansion of overseas power
- D. cooperation between the United States and European powers

**16.** American business interests supported the annexation of Hawaii mainly because the islands offered

- A. a place to relocate immigrants from American cities
- B. an opportunity to grant independence to native Hawaiians
- C. a way to reduce American trade in the Pacific region
- D. valuable land for agriculture and a strategic Pacific location

**17.** The annexation of Hawaii was part of a larger period in which the United States

- A. withdrew from all involvement in world affairs
- B. expanded its influence and territory beyond its borders
- C. returned overseas territories to their former rulers
- D. focused only on settling its western frontier

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

In 1899 and 1900, the United States announced the Open Door Policy, calling for all nations to have equal trading rights in China and for China's territory to be respected. The policy aimed to protect American trade interests in Asia.

— Description of the Open Door Policy

**18.** The main purpose of the Open Door Policy was to

- A. protect equal trading rights for all nations in China
- B. close Chinese ports to all foreign trade
- C. give the United States complete control over China
- D. end all trade between the United States and Asia

**19.** The Open Door Policy reflected the growing United States interest in

- A. avoiding all involvement in the affairs of Asia
- B. returning its overseas territories to local control
- C. reducing American trade with foreign nations
- D. expanding American economic influence in Asia

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

After the Supreme Court struck down several New Deal programs, President Roosevelt proposed a plan in 1937 to add more justices to the Court. Critics accused him of trying to "pack" the Court to gain favorable rulings, and the plan was defeated.

— Description of Roosevelt's court-reform plan, 1937

**20.** President Roosevelt proposed adding justices to the Supreme Court mainly because the Court had

- A. refused to hold sessions during the Great Depression
- B. demanded that Roosevelt expand the New Deal programs
- C. struck down several of his New Deal programs
- D. supported all of his New Deal legislation

**21.** The defeat of Roosevelt's plan is best understood as an example of the system of

- A. checks and balances limiting the power of the president
- B. federalism dividing power between the nation and states
- C. judicial review of laws by the federal courts
- D. popular sovereignty in the election of officials

*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 country in Southeast Asia fell to communism, neighboring countries would soon follow, like a row of falling dominoes. This "domino theory" was used to justify United States involvement in Vietnam.

— Description of the domino theory

**22.** The domino theory was used mainly to justify

- A. the withdrawal of all American troops from Asia
- B. an alliance between the United States and communist nations
- C. a reduction in American military spending
- D. United States military involvement in Vietnam

**23.** The domino theory was based on the broader Cold War goal of

- A. expanding communism throughout the world
- B. containing the spread of communism
- C. ending the United States role in world affairs
- D. returning to a policy of strict isolationism

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

In 1972, Congress passed Title IX, a law banning discrimination based on sex in any education program that received federal funding. The law greatly expanded opportunities for women and girls, including in school athletics.

— Description of Title IX, 1972

**24.** The main purpose of Title IX was to

- A. require all schools to provide free lunches
- B. lower the cost of attending college
- C. ban discrimination based on sex in education
- D. increase funding for science and math classes

**25.** Title IX is most closely associated with the broader goals of the

- A. civil rights movement for African Americans
- B. labor union movement for factory workers
- C. environmental movement to protect natural resources
- D. women's rights movement for equal opportunity

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

Following the terrorist attacks of September 11, 2001, the United States launched a "War on Terror." The government took new steps to improve national security, including the passage of the USA PATRIOT Act, which expanded the government's powers to investigate suspected terrorists.

— Description of the response to the September 11 attacks

**26.** A major government response to the September 11 attacks was the

- A. passage of new laws expanding the government's security powers
- B. immediate withdrawal of all American forces from overseas
- C. end of cooperation with other nations against terrorism
- D. reduction of funding for national defense and security

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

After the Civil War, the federal government created the Freedmen's Bureau to help formerly enslaved people by providing food, schools, and assistance. However, many freed people ended up working as sharecroppers, farming land owned by others in exchange for a share of the crops.

— Description of Reconstruction

**27.** The Freedmen's Bureau was created mainly to

- A. return formerly enslaved people to the plantations
- B. provide military protection for the southern states
- C. help formerly enslaved people with food, schools, and aid
- D. give large amounts of land to wealthy plantation owners

**28.** The system of sharecropping that developed after the war often left freed people

- A. owning large amounts of profitable farmland
- B. trapped in debt and poverty on land owned by others
- C. employed in high-paying factory jobs in the North
- D. holding powerful positions in southern state governments

## **ANSWER KEY WITH EXPLANATIONS**

**1. A** — The Fundamental Orders of Connecticut are considered the first written constitution in the American colonies. Adopted in 1639, they set up a framework of government in writing. This made them a landmark in the development of self-rule.

- 2. B** — A document like the Fundamental Orders helped establish the tradition of written plans of government that limit and define power. Putting rules in writing constrained those who governed. This practice shaped later American constitutions.
- 3. D** — The Fundamental Orders reflected a growing belief in self-government based on agreed-upon written laws. Colonists chose to organize their own government by mutual consent. This idea became central to American political tradition.
- 4. C** — The Fourth Amendment protects citizens against unreasonable searches and seizures. It limits the government's ability to intrude on persons and property. This safeguards individual privacy from arbitrary action.
- 5. B** — Before searching a home, officials generally must obtain a warrant based on probable cause. This requirement guards against arbitrary searches. It ensures that intrusions are justified and reviewed.
- 6. A** — The Fourth Amendment is part of the Bill of Rights, the first ten amendments. These amendments protect individual liberties against government power. They were added to secure ratification of the Constitution.
- 7. D** — The American System aimed to strengthen and unify the national economy. Through tariffs, a bank, and internal improvements, Clay sought economic growth and unity. It promoted a stronger, more connected nation.
- 8. C** — A protective tariff was intended to shield American industries from foreign competition. By raising the price of imports, it encouraged buying domestic goods. This helped American manufacturing grow.
- 9. B** — Federal funding for roads and canals aimed to improve transportation and connect the regions. Better infrastructure would tie the country together economically. This was a key goal of the American System.
- 10. A** — The Nullification Crisis centered on whether a state could refuse to obey a federal law it deemed unconstitutional. South Carolina claimed the right to nullify the tariff. This challenged federal authority.
- 11. C** — Jackson's response showed his belief in the supremacy of federal law over the states. He rejected nullification and threatened force to enforce the law. This affirmed national authority over state defiance.
- 12. D** — Workers joined unions like the AFL to gain better wages, hours, and working conditions. Collective action gave them greater bargaining power. This was the central aim of the labor movement.
- 13. B** — A common union tactic was the strike, in which workers refused to work. By halting production, workers pressured employers to meet their demands. Strikes became a key weapon of organized labor.
- 14. A** — The growth of unions responded to conditions created by rapid industrialization. Factory expansion brought long hours, low pay, and danger. Workers organized to address these hardships.

**15. C** — The overthrow of Queen Liliuokalani and annexation of Hawaii were examples of American imperialism. The United States expanded its power into the Pacific. This reflected the era's drive for overseas influence.

**16. D** — Business interests backed annexation because Hawaii offered valuable agricultural land and a strategic Pacific location. Sugar plantations and naval bases made the islands attractive. These advantages drove support for annexation.

**17. B** — The annexation of Hawaii was part of a period when the United States expanded its influence and territory beyond its borders. The nation became increasingly active overseas. This marked the rise of American imperialism.

**18. A** — The Open Door Policy aimed to protect equal trading rights for all nations in China. It sought to keep China open to commerce rather than divided into exclusive zones. This protected American trade interests.

**19. D** — The policy reflected growing U.S. interest in expanding economic influence in Asia. America sought access to Chinese markets. This signaled the nation's broader push into world affairs.

**20. C** — Roosevelt proposed adding justices because the Court had struck down several New Deal programs. He hoped a larger Court would uphold his measures. Critics saw the plan as an attempt to "pack" the Court.

**21. A** — The plan's defeat illustrates checks and balances limiting presidential power. Congress and public opinion blocked Roosevelt's effort. This preserved the independence of the judiciary.

**22. D** — The domino theory was used to justify U.S. military involvement in Vietnam. Leaders feared that losing one nation would topple others to communism. This reasoning shaped American policy in Southeast Asia.

**23. B** — The domino theory rested on the broader Cold War goal of containing communism. Preventing its spread was central to U.S. strategy. This belief guided intervention in Vietnam.

**24. C** — Title IX's main purpose was to ban discrimination based on sex in education programs receiving federal funds. It opened opportunities long denied to women and girls. Its effects were especially visible in school athletics.

**25. D** — Title IX is closely tied to the women's rights movement for equal opportunity. It advanced the goal of ending sex discrimination. The law became a major achievement of that movement.

**26. A** — A major response to the September 11 attacks was the passage of new laws expanding government security powers. The USA PATRIOT Act broadened investigative authority. These measures aimed to prevent future attacks.

**27. C** — The Freedmen's Bureau was created mainly to help formerly enslaved people with food, schools, and assistance. It aimed to ease their transition to freedom. The Bureau provided vital support during Reconstruction.

**28. B** — Sharecropping often left freed people trapped in debt and poverty on land owned by others. They farmed for a share of the crop but rarely escaped dependence. This system limited the economic freedom of formerly enslaved people.