

# PRACTICE EXAM 52: 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 1754, Benjamin Franklin proposed the Albany Plan of Union, which called for the colonies to unite under a single government for their common defense. Although the colonies rejected the plan, it was an early attempt at colonial cooperation.

— Description of the Albany Plan of Union, 1754

1. The main purpose of the Albany Plan of Union was to
  - A. declare the colonies independent from Great Britain
  - B. establish an official church for all the colonies
  - C. unite the colonies for their common defense
  - D. give the British king greater control over the colonies
  
2. The Albany Plan of Union is significant because it was
  - A. the first written constitution adopted by the colonies
  - B. a successful union of all of the American colonies
  - C. the document that declared American independence
  - D. an early attempt at cooperation among the colonies
  
3. The idea of colonial unity reflected in the Albany Plan later influenced the
  - A. decision of the colonies to remain loyal to Britain
  - B. movement of the colonies to work together against Britain
  - C. establishment of separate governments in each colony
  - D. expansion of British trade with the American colonies

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

The Enlightenment thinker Baron de Montesquieu argued that the powers of government should be divided among separate branches. He believed that dividing power in this way would prevent any one person or group from becoming too powerful.

— Description of the ideas of Montesquieu

4. The ideas of Montesquieu described in this passage most directly influenced the American principle of

- A. separation of powers among branches of government
- B. an official religion supported by the government
- C. the divine right of rulers to govern without limits
- D. complete control of the government by one leader

5. According to Montesquieu, dividing the powers of government would help to

- A. give all power to the legislative branch
- B. eliminate the need for written laws
- C. increase the power of a single ruler
- D. prevent any one group from becoming too powerful

6. The framers of the United States Constitution applied this idea by

- A. placing all power in the hands of the president
- B. giving each state complete control over the nation
- C. dividing power among the legislative, executive, and judicial branches
- D. allowing the people to vote directly on every law

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

"No person shall... be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law..."

— Fifth Amendment to the United States Constitution, 1791

7. This amendment protects a person from

- A. being denied the right to vote in elections
- B. being forced to testify against himself or herself
- C. being searched without a proper warrant
- D. having to pay taxes to the federal government

8. The phrase "without due process of law" means that the government must

- A. follow fair legal procedures before taking a person's rights
- B. provide free legal services to every citizen
- C. allow citizens to ignore laws they disagree with
- D. hold a public vote before passing any new law

9. The Fifth Amendment is part of the section of the Constitution that protects

- A. the powers reserved to the individual states
- B. the structure of the three branches of government
- C. the rights of individuals against government power
- D. the right of Congress to collect taxes on incomes

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

The War of 1812 was fought between the United States and Great Britain. Although the war ended without major territorial changes, it increased American feelings of national pride and unity and proved that the young nation could defend itself.

— Description of the War of 1812

10. One major result of the War of 1812 was

- A. the loss of large amounts of American territory
- B. the return of the colonies to British control
- C. the immediate end of trade with Great Britain
- D. an increase in American national pride and unity

11. The period of national pride and growth that followed the War of 1812 is sometimes called the

- A. Era of Good Feelings
- B. Gilded Age
- C. Progressive Era
- D. Great Depression

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

In the early 1800s, textile factories in Lowell, Massachusetts, hired many young women to operate the machines. These workers, known as the "Lowell girls," often worked long hours for low pay in the growing factory system.

— Description of the Lowell textile mills

12. The Lowell mills are an example of the early growth of

- A. large plantations worked by enslaved laborers
- B. the factory system in the United States
- C. small family farms in the western territories
- D. overseas trade with the nations of Asia

**13.** The "Lowell girls" described in this passage were mainly

- A. wealthy women who owned the textile factories
- B. enslaved women working on southern plantations
- C. immigrants who had recently arrived from Europe
- D. young women hired to work in the textile mills

**14.** The growth of factories like those in Lowell was part of a larger change in the American economy known as the

- A. agricultural revolution that ended factory work
- B. westward movement of settlers to the frontier
- C. Industrial Revolution that brought machine production
- D. return of the nation to a farming-based economy

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

The Homestead Act, passed in 1862, offered 160 acres of free land in the West to any settler who agreed to live on and farm the land for five years. The law encouraged thousands of families to move west and settle the frontier.

— Description of the Homestead Act

**15.** The main purpose of the Homestead Act was to

- A. encourage settlers to move to and farm the western lands
- B. give large amounts of land to wealthy railroad companies
- C. return western lands to Native American nations
- D. prevent settlers from moving into the western territories

**16.** To receive land under the Homestead Act, a settler had to agree to

- A. pay the federal government a large sum of money
- B. live on and farm the land for a period of years
- C. serve in the United States military for five years
- D. give half of the land to the state government

**17.** The Homestead Act contributed most directly to

- A. the decline of agriculture in the United States
- B. the return of settlers to the eastern cities
- C. the rapid settlement of the western frontier
- D. the end of westward expansion in the nation

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

After the Spanish-American War, the United States forced Cuba to include the Platt Amendment in its constitution. This gave the United States the right to intervene in Cuban affairs and to maintain a naval base on the island.

— Description of the Platt Amendment

**18.** The Platt Amendment gave the United States the right to

- A. intervene in the affairs of Cuba
- B. grant complete independence to Cuba immediately
- C. return control of Cuba to the nation of Spain
- D. withdraw entirely from the Caribbean region

**19.** The Platt Amendment is an example of the United States policy of

- A. avoiding all involvement in Latin American affairs
- B. granting full independence to its overseas territories
- C. returning to a strict policy of isolationism
- D. expanding its influence over nations in the Caribbean

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

In the 1908 case *Muller v. Oregon*, the Supreme Court upheld a state law that limited the number of hours women could work. The Court accepted evidence about the effects of long working hours on the health of women workers.

— Description of *Muller v. Oregon*

**20.** The Supreme Court's decision in this case

- A. struck down all laws regulating working hours
- B. upheld a state law limiting women's working hours
- C. banned women from working in factories entirely
- D. required all workers to join a labor union

**21.** This decision reflected the goals of which movement of the early twentieth century?

- A. the Progressive movement to reform working conditions
- B. the abolitionist movement to end slavery
- C. the populist movement representing farmers
- D. the temperance movement against alcohol

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

The Eighteenth Amendment, which had banned the manufacture and sale of alcohol, proved difficult to enforce and led to a rise in organized crime. In 1933, the Twenty-first Amendment was ratified, repealing Prohibition.

— Description of the Twenty-first Amendment

**22.** The Twenty-first Amendment is significant because it

- A. first established Prohibition across the United States
- B. extended the right to vote to women in elections
- C. repealed an earlier amendment that had banned alcohol
- D. lowered the national voting age to eighteen years

**23.** One reason Prohibition was repealed was that it had

- A. successfully ended the use of alcohol in the nation
- B. proved difficult to enforce and encouraged organized crime
- C. increased the public's respect for the law
- D. greatly reduced crime throughout the country

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

In 1941, before the United States entered World War II, President Roosevelt and British Prime Minister Churchill issued the Atlantic Charter. It outlined their shared goals for the postwar world, including self-government for all peoples and greater cooperation among nations.

— Description of the Atlantic Charter

**24.** The Atlantic Charter outlined the shared goals of the United States and Britain for

- A. the immediate surrender of Japan in the Pacific
- B. the division of Germany after the war
- C. the creation of a permanent military alliance
- D. the kind of world they hoped to build after the war

**25.** One goal expressed in the Atlantic Charter was

- A. the right of all peoples to choose their own government
- B. the expansion of colonial empires after the war
- C. the reduction of cooperation among the world's nations
- D. the return of all overseas territories to Britain

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

After World War II, the GI Bill provided returning soldiers with benefits such as money for college education, job training, and low-cost loans to buy homes. The law helped millions of veterans build new lives.

— Description of the GI Bill

- 26.** A major effect of the GI Bill was that it
- A. forced returning soldiers to remain in the military
  - B. reduced the number of Americans attending college
  - C. helped many veterans get an education and buy homes
  - D. prevented veterans from finding jobs after the war

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

Some states had used a "poll tax," a fee required to vote, to keep poor people and African Americans from voting. In 1964, the Twenty-fourth Amendment was ratified, banning the poll tax in federal elections.

— Description of the Twenty-fourth Amendment

- 27.** The main purpose of the Twenty-fourth Amendment was to
- A. require all citizens to pay a fee in order to vote
  - B. lower the voting age in national elections
  - C. give the states control over all elections
  - D. ban the poll tax in federal elections
- 28.** The Twenty-fourth Amendment was part of a broader effort during this period to
- A. limit the number of citizens who could vote
  - B. expand voting rights and remove barriers to voting
  - C. return control of elections entirely to the states
  - D. reduce the participation of citizens in elections

## PRACTICE EXAM 52: USHG FRAMEWORK SIMULATION — ANSWER KEY WITH EXPLANATIONS

- 1. C** — The Albany Plan of Union aimed to unite the colonies for their common defense. Franklin proposed a single government to coordinate against threats. It sought cooperation among the separate colonies.
- 2. D** — The Albany Plan is significant as an early attempt at cooperation among the colonies. Though rejected, it introduced the idea of colonial union. This concept influenced later unity efforts.
- 3. B** — The idea of colonial unity later influenced the movement of the colonies to work together against Britain. Cooperation became essential in resisting British policies. The Albany Plan planted an early seed of that unity.
- 4. A** — Montesquieu's ideas most directly influenced the principle of separation of powers. He argued for dividing government authority among branches. The framers adopted this concept in the Constitution.
- 5. D** — Montesquieu believed dividing power would prevent any one group from becoming too powerful. Spreading authority guarded against tyranny. This reasoning shaped American constitutional design.
- 6. C** — The framers applied this idea by dividing power among the legislative, executive, and judicial branches. Each branch holds distinct responsibilities. This structure reflects Montesquieu's influence.
- 7. B** — The Fifth Amendment protects a person from being forced to testify against himself or herself. This guards against self-incrimination. It is a key protection for the accused.
- 8. A** — "Without due process of law" means the government must follow fair legal procedures before taking a person's rights. This ensures fairness in legal actions. It protects individuals from arbitrary treatment.
- 9. C** — The Fifth Amendment is part of the Bill of Rights, which protects the rights of individuals against government power. These amendments safeguard personal liberties. They limit how the government may act.
- 10. D** — A major result of the War of 1812 was an increase in American national pride and unity. The young nation showed it could defend itself. This boosted patriotic feeling at home.
- 11. A** — The period of pride and growth after the war is called the Era of Good Feelings. It featured national unity and reduced party conflict. This name captures the optimistic mood of the time.
- 12. B** — The Lowell mills are an example of the early growth of the factory system. They used machines and wage workers to produce textiles. This marked a shift toward industrial production.
- 13. D** — The "Lowell girls" were young women hired to work in the textile mills. They operated the machines for long hours and low pay. They became a defining feature of the early factory system.

- 14. C** — The growth of such factories was part of the Industrial Revolution, which brought machine production. New technology transformed how goods were made. This reshaped the American economy.
- 15. A** — The Homestead Act aimed to encourage settlers to move to and farm the western lands. It offered free land to those who would settle it. This promoted westward migration.
- 16. B** — To receive land, a settler had to agree to live on and farm it for a period of years. This requirement ensured genuine settlement. Meeting it allowed the settler to gain ownership.
- 17. C** — The Homestead Act contributed most directly to the rapid settlement of the western frontier. The offer of free land drew thousands of families west. This accelerated frontier development.
- 18. A** — The Platt Amendment gave the United States the right to intervene in the affairs of Cuba. It also allowed a U.S. naval base on the island. This limited Cuban independence.
- 19. D** — The Platt Amendment exemplified U.S. policy of expanding influence over Caribbean nations. It extended American control in the region after the war. This reflected the era's imperial reach.
- 20. B** — The Supreme Court upheld a state law limiting women's working hours. It accepted evidence about the health effects of long hours. This allowed protective labor regulation.
- 21. A** — The decision reflected the goals of the Progressive movement to reform working conditions. Progressives sought laws to protect workers. The case supported such reform efforts.
- 22. C** — The Twenty-first Amendment repealed an earlier amendment that had banned alcohol. It ended national Prohibition in 1933. This made it the only amendment to repeal another.
- 23. B** — Prohibition was repealed partly because it proved difficult to enforce and encouraged organized crime. Illegal alcohol trade flourished under the ban. These problems led to its repeal.
- 24. D** — The Atlantic Charter outlined the kind of world Roosevelt and Churchill hoped to build after the war. It set out shared principles for the postwar order. This guided Allied goals.
- 25. A** — One goal expressed in the charter was the right of all peoples to choose their own government. It promoted self-determination. This principle shaped postwar aspirations.
- 26. C** — The GI Bill helped many veterans get an education and buy homes. It offered college funding, training, and low-cost loans. This eased veterans' return to civilian life and boosted the economy.
- 27. D** — The Twenty-fourth Amendment banned the poll tax in federal elections. Poll taxes had been used to block poor and Black citizens from voting. The amendment removed this barrier.
- 28. B** — The amendment was part of a broader effort to expand voting rights and remove barriers to voting. It advanced the goal of equal access to the ballot. This reflected the civil rights movement's aims.

