

# PRACTICE EXAM 53: 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.*

After the French and Indian War, the British government issued the Proclamation of 1763, which forbade colonists from settling west of the Appalachian Mountains. The British hoped to avoid further conflict with Native American nations in the region.

— Description of the Proclamation of 1763

1. The main purpose of the Proclamation of 1763 was to
  - A. prevent colonists from settling west of the Appalachian Mountains
  - B. encourage colonists to move into the western territories
  - C. establish an official church for all of the colonies
  - D. grant the colonies greater control over their own affairs
  
2. Many colonists reacted to the Proclamation of 1763 with
  - A. strong support for the new British policy
  - B. gratitude toward the British government
  - C. an immediate move to the western lands
  - D. anger at the limits placed on their westward movement
  
3. The Proclamation of 1763 is significant because it was one of several British policies that
  - A. brought the colonies closer to the British king
  - B. ended all conflict between Britain and the colonies
  - C. increased colonial resentment toward British rule
  - D. expanded the trading rights of the colonies

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

The Constitution gives Congress the power "to make all Laws which shall be necessary and proper" for carrying out its listed powers. This part of the Constitution, sometimes called the "elastic clause," has allowed the federal government to expand its powers over time.

— Description of the elastic clause

**4.** The "elastic clause" of the Constitution allows Congress to

- A. ignore the powers listed in the Constitution
- B. pass laws needed to carry out its listed powers
- C. overrule decisions made by the Supreme Court
- D. give all of its powers to the state governments

**5.** The elastic clause is significant because it has allowed the federal government to

- A. limit its powers strictly to those listed in the Constitution
- B. transfer most of its powers to the individual states
- C. eliminate the system of checks and balances
- D. expand its powers to meet new needs over time

**6.** The powers that Congress gains through the elastic clause are known as

- A. implied powers
- B. reserved powers
- C. delegated powers
- D. concurrent powers

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

"Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted."

— Eighth Amendment to the United States Constitution, 1791

**7.** This amendment protects people accused or convicted of crimes from

- A. being forced to testify against themselves in court
- B. being searched by the police without a warrant
- C. cruel and unusual punishments and excessive bail
- D. being denied the right to a trial by jury

**8.** The ban on "excessive bail" in this amendment is meant to

- A. guarantee that all accused persons are released from jail
- B. prevent unfairly high amounts from being set for release

- C. require all accused persons to remain in jail until trial
- D. allow judges to set any amount of bail they choose

**9.** The Eighth 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. Articles establishing the three branches of government
- D. Reconstruction Amendments passed after the Civil War

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

Invented by Eli Whitney in 1793, the cotton gin made it much faster to separate cotton fibers from their seeds. This greatly increased cotton production in the South and, in turn, increased the demand for enslaved labor on plantations.

— Description of the cotton gin

**10.** A major effect of the invention of the cotton gin was that it

- A. reduced the amount of cotton grown in the South
- B. ended the use of enslaved labor on plantations
- C. decreased the demand for cotton in the North
- D. increased cotton production and the demand for enslaved labor

**11.** The cotton gin helped make the southern economy more dependent on

- A. the manufacturing of finished goods in factories
- B. the growing of cotton using enslaved labor
- C. trade with the nations of Western Europe
- D. the mining of gold and other valuable metals

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

Harriet Tubman escaped from slavery and then returned to the South many times to help other enslaved people reach freedom in the North. She became one of the most famous "conductors" on the Underground Railroad.

— Description of Harriet Tubman and the Underground Railroad

**12.** The Underground Railroad described in this passage was

- A. a railroad line built to carry goods to the West
- B. a system of factories that employed freed people

- C. a network that helped enslaved people escape to freedom
- D. a law that required the return of escaped enslaved people

**13.** Harriet Tubman is best known for her work in the

- A. women's suffrage movement for the right to vote
- B. temperance movement against the use of alcohol
- C. labor movement for better working conditions
- D. abolitionist movement to help people escape slavery

**14.** The activities of people like Harriet Tubman increased tensions between the North and South because they

- A. helped enslaved people escape, angering southern slaveholders
- B. supported the expansion of slavery into new territories
- C. encouraged the southern states to end slavery peacefully
- D. reduced the disagreements between the two regions

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

The Compromise of 1877 settled the disputed presidential election of 1876. As part of the agreement, federal troops were removed from the South, bringing an end to the period of Reconstruction.

— Description of the Compromise of 1877

**15.** A major result of the Compromise of 1877 was the

- A. extension of full voting rights to all freed people
- B. removal of federal troops from the southern states
- C. start of the Civil War between the North and South
- D. immediate end of racial segregation in the South

**16.** The Compromise of 1877 is significant because it marked the end of

- A. the system of slavery in the United States
- B. the westward expansion of the United States
- C. the period of Reconstruction after the Civil War
- D. the involvement of the federal government in the economy

**17.** After the end of Reconstruction, many African Americans in the South

- A. lost rights as states passed laws to enforce segregation
- B. gained full equality with white citizens
- C. moved into powerful positions in the federal government
- D. received large amounts of free farmland

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

Under President Taft, the United States followed a policy known as "dollar diplomacy." Instead of using military force, the United States used American investments and loans to increase its influence in Latin America and Asia.

— Description of dollar diplomacy

**18.** The policy of "dollar diplomacy" relied mainly on

- A. the use of military force to control other nations
- B. forming permanent alliances with European powers
- C. granting independence to overseas territories
- D. American investments and loans to gain influence

**19.** Dollar diplomacy is an example of how the United States sought to

- A. withdraw completely from involvement in world affairs
- B. expand its influence in Latin America and Asia
- C. return its overseas territories to local control
- D. reduce trade with other nations around the world

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

Before 1913, United States senators were chosen by state legislatures. The Seventeenth Amendment changed this by providing for the direct election of senators by the voters of each state.

— Description of the Seventeenth Amendment

**20.** The Seventeenth Amendment changed the way that

- A. the president of the United States is elected
- B. members of the Supreme Court are appointed
- C. United States senators are chosen
- D. members of the House of Representatives are chosen

**21.** The Seventeenth Amendment is an example of a Progressive Era reform intended to

- A. give voters a more direct voice in their government
- B. reduce the number of people allowed to vote
- C. increase the power of state legislatures
- D. limit the role of voters in choosing officials

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

The Treaty of Versailles, which ended World War I, placed full blame for the war on Germany and required it to pay heavy payments and give up territory. Many Americans, however, opposed the treaty, and the United States Senate refused to approve it.

— Description of the Treaty of Versailles

**22.** One major term of the Treaty of Versailles was that it

- A. gave Germany new territory in Eastern Europe
- B. rewarded Germany for its role in the war
- C. created a permanent military alliance with Germany
- D. placed blame for the war on Germany and required payments

**23.** The United States Senate refused to approve the Treaty of Versailles mainly because many senators

- A. believed the treaty was too easy on Germany
- B. wanted the United States to take German territory
- C. feared it would draw the nation into future foreign conflicts
- D. supported the immediate entry of the United States into another war

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

During the 1970s, the United States and the Soviet Union sought to ease Cold War tensions through a policy called détente. As part of this effort, the two nations signed agreements such as the SALT treaties to limit the growth of nuclear weapons.

— Description of détente and the SALT treaties

**24.** The main goal of the SALT treaties was to

- A. increase the number of nuclear weapons held by each side
- B. limit the growth of nuclear weapons by both nations
- C. end all trade between the United States and the Soviet Union
- D. begin a direct war between the two superpowers

**25.** The policy of détente was an effort to

- A. expand the Cold War conflict around the world
- B. end all communication between the two nations
- C. return to a policy of strict American isolationism
- D. ease tensions between the United States and the Soviet Union

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

In 1960, four African American college students sat down at a segregated lunch counter in Greensboro, North Carolina, and refused to leave when they were denied service. Their peaceful protest inspired similar "sit-ins" across the South.

— Description of the Greensboro sit-ins, 1960

**26.** The Greensboro sit-ins are an example of the civil rights strategy of

- A. nonviolent protest to challenge segregation
- B. armed resistance against local authorities
- C. withdrawal from American economic life
- D. legal action argued only in the federal courts

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

During the 1960s and 1970s, growing concern about pollution led to a modern environmental movement. In 1970, the first Earth Day was celebrated, and the federal government created the Environmental Protection Agency (EPA) to set and enforce rules to protect the environment.

— Description of the environmental movement

**27.** The Environmental Protection Agency (EPA) was created mainly to

- A. increase the amount of pollution produced by industry
- B. provide jobs for unemployed American workers
- C. set and enforce rules to protect the environment
- D. expand the use of natural resources by businesses

**28.** The first Earth Day and the creation of the EPA were part of a growing public concern about

- A. the spread of communism around the world
- B. pollution and the protection of the environment
- C. the rights of workers in American factories
- D. the cost of housing in American cities

## **PRACTICE EXAM 53: USHG FRAMEWORK SIMULATION ANSWER KEY WITH EXPLANATIONS**

**1. A** — The Proclamation of 1763 forbade colonists from settling west of the Appalachian Mountains. Britain hoped to avoid costly conflict with Native nations. It restricted colonial expansion into the interior.

- 2. D** — Many colonists reacted with anger at the limits placed on their westward movement. They resented being barred from lands they hoped to settle. This fueled growing discontent with British rule.
- 3. C** — The Proclamation was one of several British policies that increased colonial resentment. Restrictions on settlement frustrated colonists' ambitions. Such measures helped push the colonies toward revolution.
- 4. B** — The elastic clause allows Congress to pass laws needed to carry out its listed powers. It grants flexibility beyond the strictly enumerated powers. This expands what Congress can do.
- 5. D** — The elastic clause has allowed the federal government to expand its powers to meet new needs over time. Its flexible language adapts to changing circumstances. This has broadened federal authority.
- 6. A** — Powers gained through the elastic clause are known as implied powers. They are not listed directly but are necessary to carry out listed powers. This concept stretches Congress's reach.
- 7. C** — The Eighth Amendment protects people from cruel and unusual punishments and excessive bail. It also bars excessive fines. These limits safeguard the rights of the accused and convicted.
- 8. B** — The ban on excessive bail prevents unfairly high amounts from being set for release. This keeps bail from being used to unjustly keep people jailed. It protects fairness in the legal process.
- 9. A** — The Eighth Amendment is part of the Bill of Rights, the first ten amendments. These protect individual liberties against government power. They were added to secure ratification of the Constitution.
- 10. D** — The cotton gin increased cotton production and the demand for enslaved labor. Faster processing made cotton far more profitable. This deepened the South's reliance on slavery.
- 11. B** — The cotton gin made the southern economy more dependent on growing cotton with enslaved labor. Expanding cotton cultivation required more workers. This tied the South's economy to slavery.
- 12. C** — The Underground Railroad was a network that helped enslaved people escape to freedom. Guides and safe houses aided their journey north. It was not an actual railroad.
- 13. D** — Harriet Tubman is best known for her work in the abolitionist movement, helping people escape slavery. She made many dangerous trips south to lead others to freedom. Her courage made her a legendary figure.
- 14. A** — Tubman's actions increased North-South tensions by helping enslaved people escape, angering slaveholders. Losses of enslaved labor inflamed southern resentment. This deepened the sectional divide.
- 15. B** — A major result of the Compromise of 1877 was the removal of federal troops from the South. This ended military enforcement of Reconstruction policies. It left freed people more vulnerable.
- 16. C** — The Compromise of 1877 marked the end of Reconstruction. The withdrawal of troops concluded the postwar effort to remake the South. This shifted control back to white southern leaders.

- 17. A** — After Reconstruction ended, many African Americans in the South lost rights as states passed segregation laws. Jim Crow restrictions spread across the region. This rolled back earlier gains.
- 18. D** — Dollar diplomacy relied mainly on American investments and loans to gain influence. It used economic power rather than military force. This extended U.S. reach in Latin America and Asia.
- 19. B** — Dollar diplomacy reflected U.S. efforts to expand its influence in Latin America and Asia. Economic ties increased American leverage abroad. This was part of the nation's growing global role.
- 20. C** — The Seventeenth Amendment changed the way United States senators are chosen. It provided for their direct election by voters. Previously, state legislatures had selected them.
- 21. A** — The Seventeenth Amendment was a Progressive reform meant to give voters a more direct voice. It expanded democratic participation. This reflected the era's push for reform.
- 22. D** — The Treaty of Versailles placed blame for the war on Germany and required heavy payments. It also forced Germany to give up territory. These harsh terms shaped the postwar peace.
- 23. C** — The Senate refused to approve the treaty mainly because many senators feared it would draw the nation into future foreign conflicts. They objected to commitments tied to the League of Nations. This kept the U.S. out of the treaty.
- 24. B** — The main goal of the SALT treaties was to limit the growth of nuclear weapons. Both nations agreed to restrict their arsenals. This aimed to slow the arms race.
- 25. D** — Détente was an effort to ease tensions between the United States and the Soviet Union. It sought greater cooperation and reduced hostility. The SALT treaties were part of this approach.
- 26. A** — The Greensboro sit-ins exemplified the strategy of nonviolent protest to challenge segregation. Students peacefully resisted unjust practices. This tactic spread across the South.
- 27. C** — The EPA was created mainly to set and enforce rules to protect the environment. It regulated pollution and safeguarded natural resources. This expanded the federal role in environmental protection.
- 28. B** — Earth Day and the EPA reflected growing public concern about pollution and protecting the environment. Awareness of environmental harm spurred action. This shaped the modern environmental movement.