

PRACTICE EXAM 54: 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.

As tensions with Britain grew, colonists formed Committees of Correspondence to share news and coordinate their actions among the colonies. These networks helped the colonies communicate quickly and unite in their resistance to British policies.

— Description of the Committees of Correspondence

1. The main purpose of the Committees of Correspondence was to
 - A. establish an official church for all the colonies
 - B. share information and coordinate colonial resistance to Britain
 - C. expand colonial trade with the nations of Europe
 - D. strengthen the authority of the British king over the colonies

2. The Committees of Correspondence helped the colonies by
 - A. ending all communication between the separate colonies
 - B. encouraging the colonists to support British tax policies
 - C. reducing cooperation among the thirteen colonies
 - D. allowing the colonies to communicate and work together

3. The Committees of Correspondence are an example of the growing colonial
 - A. unity and cooperation in opposing British rule
 - B. loyalty to the policies of the British government
 - C. desire to remain separate from one another
 - D. support for an official colonial church

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

The Constitution can be changed through a process described in Article V. An amendment must first be proposed, usually by a two-thirds vote of both houses of Congress, and then ratified, or approved, by three-fourths of the states.

— Description of the amendment process

4. According to this passage, the process described in Article V allows the Constitution to be

- A. ignored by the individual state governments
- B. interpreted only by the Supreme Court
- C. changed or amended over time
- D. replaced entirely every twenty years

5. An amendment to the Constitution must be approved, or ratified, by

- A. a majority vote of the United States Supreme Court
- B. the president and his cabinet of advisers
- C. a simple majority of the voters in a national election
- D. three-fourths of the states

6. The amendment process described in Article V shows that the framers wanted the Constitution to be

- A. impossible to change under any circumstances
- B. able to change while still remaining stable
- C. controlled entirely by the president alone
- D. rewritten completely by each new generation

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

"A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed."

— Second Amendment to the United States Constitution, 1791

7. This amendment is concerned mainly with the right of the people to

- A. keep and bear arms
- B. practice their religion freely
- C. receive a fair and speedy trial
- D. assemble peacefully in public

8. The Second Amendment connects the right described to the need for

- A. a national income tax to support the government
- B. an official church established by the government

- C. a federal court system to interpret the laws
- D. a "well regulated Militia" for the security of the state

9. The Second Amendment is part of the section of the Constitution that protects individual rights, known as the

- A. Preamble describing the goals of the government
- B. Articles establishing the three branches of government
- C. Bill of Rights, the first ten amendments
- 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.

The Mexican-American War (1846–1848) ended with the Treaty of Guadalupe Hidalgo. As a result, Mexico gave up a large area of land in the Southwest, including present-day California, to the United States. This region became known as the Mexican Cession.

— Description of the Mexican-American War

10. A major result of the Mexican-American War was that the United States

- A. gained a large area of land in the Southwest
- B. lost much of its western territory to Mexico
- C. returned control of Texas to the nation of Mexico
- D. gave up its claims to the Pacific coast

11. The new lands gained from the Mexican Cession increased tensions in the United States over

- A. the right of states to elect their own senators
- B. the power of the federal courts to review laws
- C. whether slavery would be allowed in the new territories
- D. the role of the national bank in the economy

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

After Abraham Lincoln was elected president in 1860, several southern states seceded, or withdrew, from the Union and formed the Confederacy. The Civil War began in 1861 when Confederate forces fired on Fort Sumter, a federal fort in South Carolina.

— Description of the start of the Civil War

12. The southern states decided to secede from the Union mainly because they

- A. wanted to expand trade with the nations of Europe
- B. hoped to gain new territory in the western states
- C. supported the policies of the new president
- D. feared the new president would threaten the institution of slavery

13. The Civil War officially began with the

- A. signing of the Emancipation Proclamation by Lincoln
- B. Confederate attack on Fort Sumter in South Carolina
- C. surrender of Confederate forces at Appomattox
- D. election of Abraham Lincoln as president

14. The act of secession by the southern states reflected their belief in

- A. the supremacy of the federal government over the states
- B. the immediate abolition of slavery in the South
- C. the right of a state to leave the Union
- D. the need for a stronger national government

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

In 1894, workers at the Pullman railroad car company went on strike to protest wage cuts. The strike spread and disrupted rail traffic across the country. The federal government sent troops to end the strike, siding with the company against the workers.

— Description of the Pullman Strike, 1894

15. The workers in the Pullman Strike were protesting against

- A. cuts to their wages by the company
- B. the closing of all of the nation's railroads
- C. an increase in the prices they were paid
- D. the hiring of additional railroad workers

16. The federal government's response to the Pullman Strike showed that, during this period, the government often

- A. supported the demands of striking workers
- B. sided with business owners against labor unions
- C. refused to become involved in labor disputes
- D. forced companies to raise the wages of workers

17. Events like the Pullman Strike were part of the broader struggle during this era between

- A. the northern states and the southern states
- B. the federal government and the individual states
- C. immigrants and native-born American citizens
- D. workers seeking better conditions and business owners

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

As president, Theodore Roosevelt promised Americans a "Square Deal." He used the power of the federal government to break up trusts that limited competition, to regulate the railroads, and to protect consumers.

— Description of Theodore Roosevelt's Square Deal

18. A major goal of Theodore Roosevelt's Square Deal was to

- A. use government power to regulate large businesses
- B. eliminate all government involvement in the economy
- C. give complete control of the economy to big business
- D. return the nation to a farming-based economy

19. Roosevelt's actions against trusts that limited competition earned him the nickname

- A. "the Great Compromiser"
- B. "the Father of the Constitution"
- C. "the Trust Buster"
- D. "the Great Communicator"

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

After World War I and the Russian Revolution, many Americans feared that communists might try to overthrow the United States government. During this "Red Scare" of 1919–1920, the government arrested and deported many suspected radicals.

— Description of the first Red Scare

20. The "Red Scare" of 1919–1920 was caused mainly by a fear of

- A. immigration from northern and western Europe
- B. communism and radical movements in the United States
- C. economic depression and widespread unemployment
- D. attacks by foreign nations on the United States

21. During the Red Scare, the government's arrest and deportation of suspected radicals raised concerns about

- A. the violation of the civil liberties of those accused
- B. the strength of the United States military forces
- C. the level of trade with foreign nations
- D. the power of the individual state governments

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

During World War II, Nazi Germany carried out the Holocaust, the systematic murder of about six million Jews and millions of others. After the war, Allied nations held the Nuremberg Trials, where Nazi leaders were tried for crimes against humanity.

— Description of the Holocaust and the Nuremberg Trials

22. The Holocaust refers to the

- A. bombing of cities during the Second World War
- B. forced relocation of Japanese Americans during the war
- C. rebuilding of Europe after the war ended
- D. systematic murder of millions of Jews and others by Nazi Germany

23. The Nuremberg Trials are significant because they

- A. ended the fighting in the Second World War
- B. created a permanent alliance among the Allied nations
- C. held individuals responsible for crimes against humanity
- D. provided economic aid to rebuild the nations of Europe

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

In the case *Tinker v. Des Moines* (1969), the Supreme Court ruled that students who wore black armbands to school to protest the Vietnam War were protected by the First Amendment. The Court said students do not lose their constitutional rights at school.

— Description of *Tinker v. Des Moines*, 1969

24. The Supreme Court's decision in this case protected the right of students to

- A. refuse to attend their public school classes
- B. express their opinions through peaceful protest at school
- C. choose which subjects they would study in school
- D. avoid any punishment for breaking school rules

25. The constitutional right protected in this case was the

- A. right to a fair and speedy trial by a jury
- B. protection against unreasonable searches
- C. right to keep and bear arms for protection
- D. freedom of speech and expression

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

By the late 1980s and early 1990s, the Cold War came to an end. Communist governments fell across Eastern Europe, the Berlin Wall was torn down, and in 1991 the Soviet Union itself broke apart into separate independent nations.

— Description of the end of the Cold War

26. A major result of the end of the Cold War was the

- A. start of a new conflict between the United States and China
- B. spread of communism throughout Western Europe
- C. breakup of the Soviet Union into separate nations
- D. construction of new walls dividing the nations of Europe

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 earlier system of quotas that favored immigrants from northern and western Europe. The new law opened the door to greater immigration from Asia, Latin America, and other regions of the world.

— Description of the Immigration Act of 1965

27. A major effect of the Immigration Act of 1965 was that it

- A. allowed greater immigration from a wider variety of nations
- B. completely ended all immigration into the United States
- C. favored immigrants only from northern and western Europe
- D. required all immigrants to return to their home countries

28. The Immigration Act of 1965 changed earlier immigration policy by

- A. keeping the system of national-origin quotas in place
- B. ending the quota system that had favored European immigrants
- C. banning all immigration from Asia and Latin America
- D. reducing the total number of immigrants to nearly zero

PRACTICE EXAM 54: USHG FRAMEWORK SIMULATION – ANSWER KEY WITH EXPLANATIONS

- 1. B** — The Committees of Correspondence were formed to share information and coordinate colonial resistance to Britain. They linked the colonies through ongoing communication. This helped unify opposition to British policies.
- 2. D** — The committees helped the colonies by allowing them to communicate and work together. Networks of correspondence spread news quickly. This cooperation strengthened collective action.
- 3. A** — The committees reflected the growing colonial unity and cooperation in opposing British rule. Colonies increasingly acted in concert. This shared resistance pointed toward eventual independence.
- 4. C** — Article V allows the Constitution to be changed or amended over time. It provides a formal process for revision. This makes the document adaptable to new circumstances.
- 5. D** — An amendment must be ratified by three-fourths of the states. This high threshold requires broad national agreement. It ensures changes reflect widespread support.
- 6. B** — The amendment process shows the framers wanted the Constitution to be able to change while remaining stable. The difficult procedure allows revision but resists hasty change. This balance has helped the document endure.
- 7. A** — The Second Amendment concerns mainly the right of the people to keep and bear arms. It addresses gun ownership in connection with state security. This is its central subject.
- 8. D** — The amendment connects the right to the need for a "well regulated Militia" for the security of the state. The militia clause frames the right's stated purpose. This links arms-bearing to defense.
- 9. C** — The Second 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. A** — A major result of the Mexican-American War was that the United States gained a large area in the Southwest. The Mexican Cession added vast new territory, including California. This greatly expanded the nation.
- 11. C** — The new lands increased tensions over whether slavery would be allowed in the territories. Debates over expansion deepened sectional conflict. This pushed the nation closer to civil war.
- 12. D** — The southern states seceded mainly because they feared the new president would threaten slavery. Lincoln's election alarmed slaveholding states. This drove them to leave the Union.
- 13. B** — The Civil War began with the Confederate attack on Fort Sumter in South Carolina. This assault on a federal fort opened the conflict. It marked the start of open warfare.

- 14. C** — Secession reflected the southern belief in the right of a state to leave the Union. They held that states could withdraw if they chose. This idea underpinned the Confederacy.
- 15. A** — The Pullman workers struck to protest cuts to their wages. Reduced pay sparked their walkout. The dispute soon spread across the rail system.
- 16. B** — The government's response showed it often sided with business owners against labor unions. Federal troops broke the strike in favor of the company. This reflected the era's tilt toward business.
- 17. D** — Events like the Pullman Strike were part of the struggle between workers seeking better conditions and business owners. Labor and management clashed over pay and power. Such conflicts marked the era.
- 18. A** — A major goal of the Square Deal was to use government power to regulate large businesses. Roosevelt sought fairer treatment for consumers and competition. This expanded the federal role in the economy.
- 19. C** — Roosevelt's actions against trusts earned him the nickname "the Trust Buster." He used federal power to break up monopolies. This reputation defined part of his presidency.
- 20. B** — The Red Scare of 1919–1920 was caused mainly by fear of communism and radical movements. Events abroad heightened anxiety at home. This fear drove a wave of crackdowns.
- 21. A** — The arrest and deportation of suspected radicals raised concerns about violating the civil liberties of the accused. Many were targeted with little evidence. This sparked debate over rights during the scare.
- 22. D** — The Holocaust refers to the systematic murder of millions of Jews and others by Nazi Germany. It was a campaign of mass genocide during the war. Its scale made it one of history's gravest crimes.
- 23. C** — The Nuremberg Trials are significant because they held individuals responsible for crimes against humanity. Nazi leaders were tried for their actions. This established important precedents in international law.
- 24. B** — *Tinker v. Des Moines* protected the right of students to express their opinions through peaceful protest at school. The Court upheld their symbolic armband protest. It affirmed students' constitutional rights.
- 25. D** — The right protected in this case was the freedom of speech and expression. The Court treated the armbands as protected symbolic speech. This extended First Amendment protections to students.
- 26. C** — A major result of the end of the Cold War was the breakup of the Soviet Union into separate nations. Communist control collapsed across the region. This reshaped the global political order.
- 27. A** — A major effect of the Immigration Act of 1965 was that it allowed greater immigration from a wider variety of nations. It opened the door to more arrivals from Asia and Latin America. This diversified American immigration.

28. B — The act changed earlier policy by ending the quota system that had favored European immigrants. It replaced national-origin quotas with new criteria. This transformed the makeup of immigration.