

# PRACTICE EXAM 55: 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 the 1730s and 1740s, a wave of religious revival known as the Great Awakening swept through the American colonies. Preachers held emotional sermons that encouraged people to think for themselves about religion rather than simply follow established churches.

— Description of the Great Awakening

1. One major effect of the Great Awakening was that it encouraged colonists to
  - A. support the authority of the British king
  - B. give up their religious beliefs entirely
  - C. think more independently about religion and authority
  - D. establish a single official church for all the colonies
2. The Great Awakening contributed to the development of American ideas about
  - A. individual choice and challenging established authority
  - B. the divine right of kings to rule the colonies
  - C. the need for an official colonial church
  - D. complete loyalty to the British government
3. The Great Awakening is significant in American history because it
  - A. ended all religious practice in the colonies
  - B. united the colonies under the rule of one church
  - C. discouraged colonists from questioning their leaders
  - D. helped spread ideas of independent thinking among the colonists

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

"Energy in the Executive is a leading character in the definition of good government... A feeble Executive implies a feeble execution of the government. A feeble execution is but another phrase for a bad execution; and a government ill executed... must be... a bad government."

— Alexander Hamilton, *Federalist No. 70*, 1788

4. In this passage, Hamilton argues that good government requires

- A. a weak executive controlled by the legislature
- B. an energetic and effective executive branch
- C. the elimination of the office of the president
- D. complete control of the government by the states

5. Hamilton wrote this essay in order to

- A. support the creation of a strong presidency under the Constitution
- B. oppose the ratification of the new Constitution
- C. defend the government under the Articles of Confederation
- D. argue against having any executive branch at all

6. According to Hamilton, a "feeble Executive" would most likely lead to

- A. a government that is too powerful and oppressive
- B. greater cooperation among the branches of government
- C. a government that carries out its duties poorly
- D. an increase in the power of the individual states

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

In the American federal system, some powers belong only to the national government, such as coining money and declaring war. Other powers are reserved to the states, such as running schools. Still other powers, like collecting taxes, are shared by both.

— Description of the federal system

7. The system described in this passage, which divides power between the national and state governments, is called

- A. separation of powers
- B. judicial review
- C. popular sovereignty
- D. federalism

8. Powers that belong only to the national government, such as declaring war, are called

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

9. Powers that are shared by both the national and state governments, such as collecting taxes, are called

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

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

As the first president, George Washington set many examples, or precedents, that later presidents followed. He created a group of advisers called the cabinet and chose to serve only two terms in office, a tradition that lasted for nearly 150 years.

— Description of Washington's precedents

10. One precedent set by George Washington as president was the

- A. creation of a permanent national church
- B. formation of a cabinet of advisers
- C. decision to serve as president for life
- D. abolition of the office of vice president

11. Washington's decision to serve only two terms became

- A. a tradition followed by later presidents for many years
- B. a law written directly into the original Constitution
- C. a rule that was immediately ignored by later presidents
- D. a requirement enforced by the Supreme Court

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

Horace Mann was a leading reformer who believed that all children should receive a free public education. He worked to create a system of "common schools" open to all students, supported by taxes paid by the community.

— Description of the work of Horace Mann

12. Horace Mann is best known for his efforts to

- A. end the institution of slavery in the United States
- B. improve the treatment of the mentally ill
- C. expand the right of women to vote
- D. create free public schools open to all children

**13.** The "common schools" promoted by Horace Mann were intended to be

- A. free and open to all children in the community
- B. available only to wealthy families who could pay
- C. controlled entirely by the federal government
- D. limited to training students for factory work

**14.** The work of reformers like Horace Mann was part of a larger period of

- A. westward expansion across the American frontier
- B. rapid industrial growth in the nation's cities
- C. overseas expansion of the United States empire
- D. social reform movements in the early nineteenth century

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

As settlers and railroads moved west, the United States government forced many Native American nations onto reservations. The near destruction of the buffalo herds, on which the Plains nations depended, made it even harder for them to keep their traditional way of life.

— Description of the Plains Indian Wars

**15.** As settlers moved west, the United States government often forced Native American nations to

- A. move into the crowded cities of the East
- B. give up their cultures and join the military
- C. move onto reservations set aside by the government
- D. take over the management of the railroads

**16.** The near destruction of the buffalo herds was especially harmful to the Plains nations because they

- A. used the buffalo only for religious ceremonies
- B. depended on the buffalo for food and other needs
- C. sold the buffalo to settlers for large profits
- D. had no use for the buffalo in their daily lives

**17.** The movement of settlers and railroads into the West generally resulted in

- A. the strengthening of Native American nations
- B. the return of land to the Native American nations

- C. greater cooperation between settlers and Native nations
- D. the loss of land and traditional ways of life for Native nations

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

By the late 1800s, a growing network of railroads connected distant parts of the country. Railroads carried raw materials to factories and finished goods to markets, helping to create a single national economy that linked producers and consumers across the nation.

— Description of the growth of railroads

**18.** According to this passage, the growth of railroads helped to

- A. create a single national economy across the country
- B. separate the different regions of the United States
- C. reduce trade between distant parts of the nation
- D. return the country to a farming-based economy

**19.** The expansion of railroads contributed most directly to

- A. the decline of factories in American cities
- B. the end of immigration into the United States
- C. the rapid growth of American industry
- D. the return of settlers to the eastern states

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

During the Progressive Era, reformers introduced new tools to give voters a greater say in government. The "initiative" let voters propose new laws, the "referendum" let them vote directly on laws, and the "recall" let them remove officials from office before their terms ended.

— Description of Progressive Era reforms

**20.** The main purpose of reforms such as the initiative, referendum, and recall was to

- A. give more power to political party bosses
- B. give voters a more direct role in their government
- C. reduce the number of people allowed to vote
- D. increase the power of the federal courts

**21.** The "recall" described in this passage allowed voters to

- A. remove an official from office before the end of a term
- B. propose entirely new laws for the state

- C. vote directly on laws passed by the legislature
- D. choose the judges who would hear court cases

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

During World War I, the United States government created the Committee on Public Information to build support for the war. It produced posters, films, and speeches designed to encourage patriotism and convince Americans to support the war effort.

— Description of World War I propaganda

**22.** The main purpose of the Committee on Public Information was to

- A. provide medical care for wounded soldiers
- B. raise money to help rebuild war-torn Europe
- C. draft young men into the armed forces
- D. build public support for the war effort

**23.** Posters, films, and speeches used by the government during the war are examples of

- A. military strategy used on the battlefield
- B. propaganda designed to influence public opinion
- C. laws passed to limit the rights of citizens
- D. peace agreements between nations at war

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

During World War II, Americans on the home front supported the war effort in many ways. Factories switched to producing war materials, many women took jobs in industry, and families dealt with the rationing of goods such as gasoline, sugar, and meat.

— Description of the World War II home front

**24.** During World War II, the "rationing" described in this passage meant that

- A. all goods were given to citizens for free
- B. American factories stopped producing goods entirely
- C. the amount of certain goods each family could buy was limited
- D. the prices of goods were allowed to rise without limit

**25.** One major change on the home front during World War II was that

- A. many women took jobs in factories and industry
- B. most factories closed down during the war

- C. Americans stopped supporting the war effort
- D. the federal government reduced war production

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

The Twenty-second Amendment, ratified in 1951, limited presidents to two elected terms in office. The amendment was passed after Franklin D. Roosevelt was elected to four terms, breaking the long tradition of presidents serving only two terms.

— Description of the Twenty-second Amendment

**26.** The main purpose of the Twenty-second Amendment was to

- A. allow presidents to serve as many terms as they wished
- B. require presidents to serve at least two terms in office
- C. give Congress the power to remove the president
- D. limit presidents to two elected terms in office

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

In 1994, the North American Free Trade Agreement (NAFTA) took effect. It reduced trade barriers, such as tariffs, among the United States, Canada, and Mexico, making it easier for the three nations to buy and sell goods with one another.

— Description of NAFTA

**27.** The main goal of NAFTA was to

- A. close the borders between the three nations
- B. increase tariffs on goods traded between nations
- C. reduce trade barriers among the United States, Canada, and Mexico
- D. end all trade between the United States and Mexico

**28.** NAFTA is an example of the growing trend toward

- A. complete isolation of the United States economy
- B. globalization and increased trade among nations
- C. higher taxes on goods imported from abroad
- D. a return to a farming-based national economy

## ANSWER KEY WITH EXPLANATIONS

- 1. C** — A major effect of the Great Awakening was that it encouraged colonists to think more independently about religion and authority. Emotional revival preaching urged personal judgment over established churches. This spirit of independent thought carried into political ideas.
- 2. A** — The Great Awakening fostered ideas of individual choice and challenging established authority. It encouraged people to make their own religious decisions. This questioning attitude influenced later colonial attitudes toward power.
- 3. D** — The Great Awakening helped spread ideas of independent thinking among the colonists. Its emphasis on personal faith weakened deference to traditional authority. This contributed to the colonies' growing independent spirit.
- 4. B** — Hamilton argues that good government requires an energetic and effective executive branch. He saw strong leadership as essential to carrying out the law. A weak executive, he warned, would mean poor government.
- 5. A** — Hamilton wrote this essay to support the creation of a strong presidency under the Constitution. The Federalist Papers urged ratification. This one defended a vigorous executive office.
- 6. C** — According to Hamilton, a "feeble Executive" would lead to a government that carries out its duties poorly. Weak leadership produces weak execution of the laws. He equated this with bad government.
- 7. D** — The system dividing power between national and state governments is called federalism. It assigns some powers to each level. This division is a defining feature of American government.
- 8. B** — Powers belonging only to the national government, such as declaring war, are delegated powers. They are granted specifically to the federal government. These are distinct from powers held by the states.
- 9. C** — Powers shared by both national and state governments, like collecting taxes, are concurrent powers. Both levels may exercise them. This overlap is part of the federal structure.
- 10. B** — One precedent Washington set was the formation of a cabinet of advisers. He created this group to help run the executive branch. Later presidents continued the practice.
- 11. A** — Washington's choice to serve only two terms became a tradition followed by later presidents for many years. It was not law but a respected custom. The tradition lasted until the twentieth century.
- 12. D** — Horace Mann is best known for his efforts to create free public schools open to all children. He championed the common school movement. His work expanded access to education.
- 13. A** — The "common schools" Mann promoted were intended to be free and open to all children in the community. They were funded by local taxes. This made education available beyond the wealthy.

- 14. D** — Mann's work was part of the broad social reform movements of the early nineteenth century. Reformers sought to improve many areas of society. Education reform was a key part of this effort.
- 15. C** — As settlers moved west, the government often forced Native nations onto reservations. This confined them to designated lands. The policy disrupted their traditional ways of life.
- 16. B** — The destruction of the buffalo harmed the Plains nations because they depended on the buffalo for food and other needs. The herds supplied food, clothing, and shelter materials. Their loss undermined Plains survival.
- 17. D** — Westward expansion generally resulted in the loss of land and traditional ways of life for Native nations. Settlement and railroads displaced them. This caused lasting harm to Native peoples.
- 18. A** — The growth of railroads helped create a single national economy across the country. They linked producers and consumers over great distances. This unified previously separate regional markets.
- 19. C** — The expansion of railroads contributed most directly to the rapid growth of American industry. It moved raw materials and finished goods efficiently. This supported large-scale industrial development.
- 20. B** — Reforms like the initiative, referendum, and recall aimed to give voters a more direct role in government. They expanded popular participation. This reflected the Progressive goal of greater democracy.
- 21. A** — The "recall" allowed voters to remove an official from office before the end of a term. It gave citizens a check on elected leaders. This strengthened voter control over government.
- 22. D** — The Committee on Public Information's main purpose was to build public support for the war. It promoted patriotism and rallied the nation behind the effort. This shaped opinion during World War I.
- 23. B** — Posters, films, and speeches used by the government were examples of propaganda designed to influence public opinion. They aimed to stir patriotic feeling. Such material supported the war effort.
- 24. C** — During World War II, "rationing" meant the amount of certain goods each family could buy was limited. Scarce items were carefully distributed. This ensured supplies for the war effort.
- 25. A** — One major home-front change was that many women took jobs in factories and industry. They filled roles left by men who went to war. This shift expanded women's place in the workforce.
- 26. D** — The main purpose of the Twenty-second Amendment was to limit presidents to two elected terms. It was passed after Roosevelt's four terms. This formalized the earlier two-term tradition.
- 27. C** — NAFTA's main goal was to reduce trade barriers among the United States, Canada, and Mexico. It lowered tariffs to ease commerce. This linked the three economies more closely.

**28. B** — NAFTA reflected the growing trend toward globalization and increased trade among nations. It promoted freer movement of goods across borders. This was part of a broader expansion of global commerce.