

# PRACTICE EXAM 56: 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.*

During the colonial period, a system of trade known as the "triangular trade" connected the American colonies, Europe, and Africa. Goods from the colonies were shipped to Europe, manufactured goods went to Africa, and enslaved Africans were carried to the Americas.

— Description of the triangular trade

1. The triangular trade described in this passage connected the American colonies, Europe, and
  - A. Asia
  - B. Australia
  - C. South America
  - D. Africa
2. As part of the triangular trade, the journey that carried enslaved Africans across the Atlantic Ocean to the Americas was known as the
  - A. Oregon Trail
  - B. Underground Railroad
  - C. Middle Passage
  - D. Trail of Tears
3. The triangular trade was important to the colonial economy because it
  - A. ended the need for enslaved labor in the colonies
  - B. provided goods, profits, and enslaved labor to the colonies
  - C. reduced trade between the colonies and Europe
  - D. kept the colonies completely separate from Africa

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

Before an idea becomes a federal law, it must be introduced as a bill in Congress. The bill must be passed by both the House of Representatives and the Senate. It is then sent to the president, who may sign it into law or veto it.

— Description of how a bill becomes a law

4. According to this passage, a bill must first be passed by
- A. both houses of Congress
  - B. the Supreme Court
  - C. the state governments
  - D. the president's cabinet
5. After a bill is passed by Congress, it is sent to the president, who may
- A. send it to the Supreme Court for approval
  - B. pass it directly to the state governments
  - C. sign it into law or veto it
  - D. change the wording of the bill
6. The president's power to "veto" a bill is an example of the system of
- A. federalism dividing power between the nation and the states
  - B. popular sovereignty based on the consent of the people
  - C. judicial review of laws by the federal courts
  - D. checks and balances among the branches of government

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

Over time, the United States government has developed many practices that are not written in the Constitution. These include the formation of political parties, the president's cabinet, and the use of committees in Congress. Together, these are called the "unwritten constitution."

— Description of the unwritten constitution

7. The "unwritten constitution" refers to government practices that
- A. are clearly described in the text of the Constitution
  - B. have developed over time but are not written in the Constitution
  - C. were banned by the original Constitution
  - D. only the Supreme Court is allowed to follow

**8.** Which of the following is an example of the unwritten constitution?

- A. the formation of political parties
- B. the election of the president every four years
- C. the requirement that senators be at least thirty years old
- D. the power of Congress to declare war

**9.** The existence of an unwritten constitution shows that the American system of government is

- A. unable to change in any way over time
- B. controlled entirely by the Supreme Court
- C. completely written down in a single document
- D. able to adapt and develop new practices over time

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

In 1807, President Thomas Jefferson convinced Congress to pass the Embargo Act, which stopped American ships from trading with foreign nations. Jefferson hoped to avoid war by using economic pressure, but the act badly hurt the American economy.

— Description of the Embargo Act of 1807

**10.** The main purpose of the Embargo Act was to

- A. increase trade between the United States and Europe
- B. raise money for the United States government
- C. use economic pressure to avoid going to war
- D. expand the territory of the United States

**11.** A major result of the Embargo Act was that it

- A. seriously damaged the American economy
- B. greatly increased American trade with Europe
- C. led to the immediate purchase of new territory
- D. strengthened the United States military

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

In the early 1800s, a religious revival known as the Second Great Awakening swept across the United States. It encouraged people to improve themselves and society, and it inspired many Americans to join reform movements.

— Description of the Second Great Awakening

**12.** The Second Great Awakening is best described as a

- A. period of westward expansion across the frontier
- B. religious revival that swept across the United States
- C. war between the northern and southern states
- D. movement to expand the nation's overseas empire

**13.** One major effect of the Second Great Awakening was that it

- A. discouraged people from improving society
- B. ended all religious practice in the United States
- C. inspired many Americans to join reform movements
- D. encouraged Americans to support slavery

**14.** The reform movements inspired by the Second Great Awakening included efforts to

- A. expand the nation's overseas colonies
- B. increase the power of large corporations
- C. limit the right of citizens to vote
- D. end slavery and improve education

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

President Andrew Johnson clashed with Radical Republicans in Congress over how the South should be treated after the Civil War. In 1868, the House of Representatives impeached Johnson, but the Senate fell one vote short of removing him from office.

— Description of the impeachment of Andrew Johnson

**15.** President Andrew Johnson was impeached largely because of his disagreements with Congress over

- A. how the South should be treated during Reconstruction
- B. whether to declare war on a foreign nation
- C. the building of the transcontinental railroad
- D. the creation of a new national bank

**16.** In the American system, the power to impeach a president belongs to the

- A. Supreme Court
- B. House of Representatives
- C. state governments
- D. president's cabinet

**17.** The result of Johnson's impeachment trial was that he

- A. was immediately removed from office by the House
- B. resigned from the presidency before the trial ended
- C. was removed from office by a unanimous vote
- D. remained in office after the Senate fell one vote short

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

As industry grew in the late 1800s, millions of people moved from farms and from other countries into American cities to find work in factories. This rapid growth of cities, known as urbanization, led to overcrowding and a need for better housing and services.

— Description of urbanization

**18.** According to this passage, the rapid growth of American cities during this period was known as

- A. industrialization
- B. immigration
- C. urbanization
- D. globalization

**19.** One major problem caused by the rapid growth of cities was

- A. overcrowding and a shortage of good housing
- B. a decline in the number of factory jobs
- C. the movement of most people back to farms
- D. the end of immigration into the cities

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

Ida Tarbell was a journalist who investigated and exposed the unfair business practices of the Standard Oil Company. Her widely read writings helped turn public opinion against powerful monopolies and supported efforts to regulate big business.

— Description of the work of Ida Tarbell

**20.** Ida Tarbell is best known as a journalist who

- A. defended the business practices of Standard Oil
- B. exposed the unfair practices of the Standard Oil Company
- C. supported the growth of business monopolies
- D. opposed government regulation of business

**21.** Writers like Ida Tarbell, who exposed problems in business and society, were known as

- A. populists who represented farmers
- B. abolitionists who fought against slavery
- C. nativists who opposed immigration
- D. muckrakers who investigated wrongdoing

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

After World War I, President Warren Harding called for a "return to normalcy." Many Americans wanted to focus on life at home, avoid foreign involvement, and enjoy the prosperity of the 1920s rather than become entangled in world affairs.

— Description of the "return to normalcy"

**22.** President Harding's call for a "return to normalcy" reflected a desire among many Americans to

- A. focus on life at home and avoid foreign involvement
- B. enter into new wars in Europe and Asia
- C. expand the nation's overseas colonial empire
- D. increase American involvement in world affairs

**23.** The "return to normalcy" was part of a broader mood in the 1920s that favored

- A. greater United States involvement in world conflicts
- B. the immediate entry into another world war
- C. isolationism and a focus on American interests
- D. forming permanent alliances with foreign nations

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

During the Great Depression, many people lost their savings when banks failed. As part of the New Deal, the government created the Federal Deposit Insurance Corporation (FDIC), which protected the money people deposited in banks.

— Description of the FDIC

**24.** The main purpose of the Federal Deposit Insurance Corporation (FDIC) was to

- A. lend money to large businesses and corporations
- B. protect the money that people deposited in banks
- C. provide jobs to unemployed bank workers
- D. close down all of the nation's failing banks

**25.** The creation of the FDIC was intended to

- A. restore public confidence in the nation's banks
- B. reduce the role of the federal government in the economy
- C. encourage people to withdraw money from banks
- D. end all government regulation of banking

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

In 1961, the communist government of East Germany built the Berlin Wall to stop people from fleeing from East Berlin to West Berlin. The wall became a powerful symbol of the divide between the communist East and the democratic West during the Cold War.

— Description of the Berlin Wall

**26.** The main reason the East German government built the Berlin Wall was to

- A. increase trade between East and West Berlin
- B. protect West Berlin from a military attack
- C. unite the city of Berlin under one government
- D. stop people from fleeing from East to West Berlin

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

The Civil Rights Act of 1964 was a landmark law that banned discrimination based on race, color, religion, sex, or national origin. It outlawed segregation in public places, such as restaurants and hotels, and banned discrimination in employment.

— Description of the Civil Rights Act of 1964

**27.** The main purpose of the Civil Rights Act of 1964 was to

- A. expand the right to vote to citizens eighteen and older
- B. provide health care to elderly Americans
- C. ban discrimination and segregation in public life
- D. limit immigration into the United States

**28.** The Civil Rights Act of 1964 was a major achievement of the

- A. women's suffrage movement of the early 1900s
- B. civil rights movement of the 1950s and 1960s
- C. labor union movement of the late 1800s
- D. Populist movement of farmers in the 1890s

## ANSWER KEY WITH EXPLANATIONS

- 1. D** — The triangular trade connected the American colonies, Europe, and Africa. Goods and people moved among the three regions in a roughly triangular pattern. Africa was the source of enslaved laborers in this system.
- 2. C** — The journey carrying enslaved Africans across the Atlantic was known as the Middle Passage. It was a brutal voyage marked by terrible conditions. It formed one leg of the triangular trade.
- 3. B** — The triangular trade was important because it provided goods, profits, and enslaved labor to the colonies. This commerce fueled the colonial economy. It tied colonial prosperity to the slave trade.
- 4. A** — A bill must first be passed by both houses of Congress. Approval by the House and Senate is required before it advances. Only then is it sent to the president.
- 5. C** — After Congress passes a bill, the president may sign it into law or veto it. This gives the executive a role in lawmaking. A veto can block the bill unless Congress overrides it.
- 6. D** — The president's veto power is an example of checks and balances. It allows one branch to limit another. This system prevents any branch from acting without restraint.
- 7. B** — The "unwritten constitution" refers to government practices that have developed over time but are not written in the Constitution. They arose through custom and need. They shape how government actually operates.
- 8. A** — The formation of political parties is an example of the unwritten constitution. Parties are not mentioned in the Constitution. Yet they became central to American politics.
- 9. D** — The unwritten constitution shows that the system can adapt and develop new practices over time. Government evolves beyond the written text. This flexibility helps it meet changing needs.
- 10. C** — The main purpose of the Embargo Act was to use economic pressure to avoid going to war. Jefferson hoped halting trade would force concessions. He sought peace through economic means.
- 11. A** — A major result of the Embargo Act was that it seriously damaged the American economy. Halting trade hurt merchants and farmers. The harm led to the act's eventual repeal.
- 12. B** — The Second Great Awakening was a religious revival that swept across the United States. It stirred renewed religious enthusiasm. Its energy spread widely in the early 1800s.
- 13. C** — One major effect was that it inspired many Americans to join reform movements. The revival encouraged efforts to improve society. This fueled a wave of social activism.
- 14. D** — The reform movements it inspired included efforts to end slavery and improve education. Reformers worked on many social causes. These movements reshaped American society.

- 15. A** — Johnson was impeached largely because of disagreements with Congress over how the South should be treated during Reconstruction. He clashed with Radical Republicans. These conflicts led to his impeachment.
- 16. B** — The power to impeach a president belongs to the House of Representatives. The House brings the charges. The Senate then holds the trial.
- 17. D** — Johnson remained in office after the Senate fell one vote short of removing him. The trial ended without conviction. He served out the remainder of his term.
- 18. C** — The rapid growth of American cities during this period was known as urbanization. People moved to cities for factory work. This swelled urban populations dramatically.
- 19. A** — One major problem caused by rapid city growth was overcrowding and a shortage of good housing. Cities struggled to accommodate the influx. This strained living conditions and services.
- 20. B** — Ida Tarbell is best known for exposing the unfair practices of the Standard Oil Company. Her investigative writing revealed its tactics. This turned public opinion against the monopoly.
- 21. D** — Writers like Tarbell who exposed wrongdoing were known as muckrakers. They investigated corruption in business and society. Their work supported Progressive reforms.
- 22. A** — Harding's "return to normalcy" reflected a desire to focus on life at home and avoid foreign involvement. Many Americans were weary of war and world affairs. They sought calm and stability.
- 23. C** — The "return to normalcy" was part of a broader 1920s mood favoring isolationism and a focus on American interests. The nation pulled back from global commitments. This shaped foreign policy in the decade.
- 24. B** — The FDIC's main purpose was to protect the money people deposited in banks. It insured deposits against bank failures. This safeguarded savings during uncertain times.
- 25. A** — The FDIC was created to restore public confidence in the nation's banks. Insured deposits reassured worried savers. This helped stabilize the banking system.
- 26. D** — The East German government built the Berlin Wall to stop people from fleeing from East to West Berlin. Many had been escaping communist rule. The wall sealed off that route.
- 27. C** — The main purpose of the Civil Rights Act of 1964 was to ban discrimination and segregation in public life. It outlawed unequal treatment in many areas. This was a landmark advance for civil rights.
- 28. B** — The Civil Rights Act of 1964 was a major achievement of the civil rights movement of the 1950s and 1960s. Years of activism built pressure for the law. Its passage marked a turning point in the struggle.