

PRACTICE EXAM 58: 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.

Long before Europeans arrived, several Native American nations in the Northeast formed the Iroquois Confederacy. Member nations governed their own affairs but met in a council to make decisions about issues that affected them all.

— Description of the Iroquois Confederacy

1. The Iroquois Confederacy is an example of

- A. a single nation ruled by one powerful king
- B. several nations working together under a shared government
- C. a colony established by European settlers
- D. an empire that conquered all of its neighbors

2. In the Iroquois Confederacy, the member nations

- A. governed their own affairs but met in a shared council
- B. gave up all of their independence to a single ruler
- C. refused to cooperate with one another in any way
- D. were controlled entirely by European governments

3. Some historians believe that the Iroquois Confederacy may have influenced later American ideas about

- A. the divine right of kings to rule
- B. an official church for the new nation
- C. uniting separate governments under a shared system
- D. the expansion of slavery into new territories

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

Article III of the Constitution created the judicial branch of the federal government. This branch includes the Supreme Court and lower federal courts. Their job is to interpret the laws and to decide whether laws follow the Constitution.

— Description of the judicial branch

4. According to this passage, the main job of the judicial branch is to

- A. make new laws for the nation
- B. carry out and enforce the laws
- C. command the nation's armed forces
- D. interpret the laws and apply the Constitution

5. The highest court in the federal judicial branch is the

- A. Supreme Court
- B. House of Representatives
- C. president's cabinet
- D. Electoral College

6. The power of the courts to decide whether laws follow the Constitution is known as

- A. executive privilege
- B. judicial review
- C. popular sovereignty
- D. states' rights

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

When the Constitution was first written, some Americans worried that it did not do enough to protect individual freedoms. To address these concerns, the first ten amendments, known as the Bill of Rights, were added in 1791.

— Description of the Bill of Rights

7. The Bill of Rights was added to the Constitution mainly to

- A. increase the powers of the federal government
- B. give more authority to the president
- C. protect the individual freedoms of citizens
- D. reduce the number of people allowed to vote

8. The Bill of Rights refers to the

- A. Preamble of the Constitution
- B. powers given to the states
- C. structure of the three branches
- D. first ten amendments to the Constitution

9. The addition of the Bill of Rights helped to

- A. give the federal government unlimited power
- B. ease the concerns of those who feared a strong government
- C. abolish the office of the president
- D. return control of the nation to Great Britain

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

Soon after the new government began, Americans disagreed about how powerful the federal government should be. These disagreements led to the formation of the nation's first political parties, the Federalists and the Democratic-Republicans.

— Description of the first political parties

10. The nation's first political parties formed mainly because Americans disagreed about

- A. how powerful the federal government should be
- B. whether to declare independence from Britain
- C. how to win the American Revolution
- D. whether to write a constitution at all

11. The two early political parties described in this passage were the

- A. Whigs and the Tories
- B. Republicans and the Populists
- C. Democrats and the Progressives
- D. Federalists and the Democratic-Republicans

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

By the mid-1800s, cotton had become the most important crop in the South. Grown on large plantations using enslaved labor, cotton was so central to the southern economy that people spoke of "King Cotton."

— Description of the southern cotton economy

12. The phrase "King Cotton" reflected the fact that cotton was

- A. grown mainly in the northern states
- B. produced without the use of enslaved labor
- C. the most important crop in the southern economy
- D. unimportant to the economy of the South

13. The growth of the cotton economy made the South increasingly dependent on

- A. the manufacturing of finished goods in factories
- B. trade with the nations of Asia and Africa
- C. the mining of gold and silver in the mountains
- D. the use of enslaved labor on plantations

14. The importance of cotton helped to deepen the differences between the South and the

- A. North, whose economy was based more on industry
- B. western territories, which had no economy at all
- C. nations of Europe, which produced no goods
- D. federal government, which produced cotton itself

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

By the mid-1800s, the North and the South had developed very different economies and ways of life. They disagreed sharply over issues such as slavery, states' rights, and whether slavery should be allowed in new territories. These differences are known as sectionalism.

— Description of the causes of the Civil War

15. The growing differences between the North and the South described in this passage are known as

- A. nationalism
- B. imperialism
- C. sectionalism
- D. federalism

16. One major issue that divided the North and the South was

- A. whether to build a transcontinental railroad
- B. whether slavery should be allowed in new territories
- C. whether to declare war on a foreign nation
- D. whether to create a national bank

17. The disagreements described in this passage eventually led to the

- A. outbreak of the Civil War
- B. peaceful end of slavery in the South

- C. purchase of new western territory
- D. union of the North and South into one party

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

During the Gilded Age, government jobs were often given to political supporters through the "spoils system." To reform this, Congress passed the Pendleton Civil Service Act in 1883, which required that some government jobs be given based on merit and examinations.

— Description of the Pendleton Civil Service Act

18. The main purpose of the Pendleton Civil Service Act was to

- A. give more government jobs to political supporters
- B. base some government jobs on merit and examinations
- C. eliminate all jobs in the federal government
- D. increase the power of political party bosses

19. The Pendleton Act was a reform aimed at ending problems caused by the

- A. growth of large business monopolies
- B. rapid immigration into American cities
- C. expansion of the nation's overseas empire
- D. spoils system of awarding government jobs

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

On the West Coast, many immigrants, especially those arriving from Asia, were processed at the Angel Island immigration station near San Francisco. There, immigrants often faced long detentions and harsh questioning before being allowed to enter the country.

— Description of Angel Island

20. Angel Island served as an immigration station mainly for immigrants arriving from

- A. the nations of Western Europe
- B. Latin America and the Caribbean
- C. the nations of Asia
- D. the continent of Africa

21. Compared with many immigrants who arrived on the East Coast, those processed at Angel Island often

- A. faced long detentions and harsh questioning
- B. were welcomed without any inspection
- C. were given immediate citizenship
- D. arrived without crossing any ocean

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

During the late 1800s and early 1900s, many children worked long hours in factories and mines for very low pay. Reformers worked to pass laws that would limit child labor and require children to attend school instead.

— Description of child labor reform

22. Reformers who worked against child labor wanted to

- A. increase the number of hours children worked
- B. lower the pay given to child workers
- C. require children to work in factories and mines
- D. limit child labor and require children to attend school

23. The movement to end child labor was part of a broader effort during this period to

- A. expand the nation's overseas empire
- B. reform society and protect workers
- C. reduce the power of the federal government
- D. limit the right of citizens to vote

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

In 1867, Secretary of State William Seward arranged for the United States to buy Alaska from Russia. At the time, some people criticized the purchase as "Seward's Folly," but Alaska later proved rich in natural resources.

— Description of the purchase of Alaska

24. The United States gained the territory of Alaska in 1867 by

- A. winning it in a war against Russia
- B. receiving it as a gift from Great Britain
- C. purchasing it from Russia
- D. claiming it as unsettled land

25. Although some called the purchase "Seward's Folly," Alaska later proved valuable because it was

- A. rich in natural resources
- B. already home to large factories
- C. located close to Western Europe
- D. unable to support any settlement

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

On June 6, 1944, known as D-Day, Allied forces launched a massive invasion of German-occupied France by landing on the beaches of Normandy. The invasion was a turning point that helped lead to the defeat of Nazi Germany.

— Description of D-Day

26. The D-Day invasion of 1944 is significant because it

- A. marked the entry of the United States into World War II
- B. ended the war in the Pacific against Japan
- C. began the rebuilding of Europe after the war
- D. helped lead to the defeat of Nazi Germany

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

Beginning in the late twentieth century, advances in computers and the internet greatly changed American life. New technology transformed the way people worked, communicated, and shared information, and helped connect the United States to the wider world.

— Description of the technology revolution

27. According to this passage, advances in computers and the internet mainly

- A. reduced communication among people
- B. changed the way people worked and communicated
- C. ended the use of technology in the United States
- D. isolated the United States from the rest of the world

28. The spread of new technology, such as the internet, has contributed most directly to

- A. a return to a farming-based national economy
- B. the end of trade between nations
- C. greater connection between the United States and the world
- D. a decline in the sharing of information

ANSWER KEY WITH EXPLANATIONS

- 1. B** — The Iroquois Confederacy was several nations working together under a shared government. Member nations cooperated on common concerns. This union joined separate groups into one system.
- 2. A** — In the Confederacy, member nations governed their own affairs but met in a shared council. They kept local independence while cooperating on broader matters. This balanced self-rule with unity.
- 3. C** — Some historians believe the Confederacy may have influenced American ideas about uniting separate governments under a shared system. Its model of cooperation resembled federalism. This may have shaped later political thinking.
- 4. D** — The main job of the judicial branch is to interpret the laws and apply the Constitution. Courts decide what laws mean and whether they are valid. This is the core judicial function.
- 5. A** — The highest court in the federal judicial branch is the Supreme Court. It sits atop the federal court system. Its rulings are final on questions of federal law.
- 6. B** — The power of courts to decide whether laws follow the Constitution is judicial review. It lets courts strike down unconstitutional laws. This power checks the other branches.
- 7. C** — The Bill of Rights was added mainly to protect the individual freedoms of citizens. It guarded against government overreach. These protections reassured Americans wary of federal power.
- 8. D** — The Bill of Rights refers to the first ten amendments to the Constitution. They were added together in 1791. These amendments safeguard basic liberties.
- 9. B** — Adding the Bill of Rights eased the concerns of those who feared a strong government. It promised explicit protections for individual rights. This helped win support for the Constitution.
- 10. A** — The first political parties formed mainly because Americans disagreed about how powerful the federal government should be. This dispute split early leaders. It gave rise to organized parties.
- 11. D** — The two early parties were the Federalists and the Democratic-Republicans. They differed over the scope of federal power. Their rivalry shaped early American politics.
- 12. C** — "King Cotton" reflected that cotton was the most important crop in the southern economy. It dominated southern agriculture and trade. The phrase captured its central role.
- 13. D** — The cotton economy made the South increasingly dependent on the use of enslaved labor. Expanding cotton production required many workers. This deepened the South's reliance on slavery.
- 14. A** — Cotton's importance deepened the differences between the South and the North, whose economy was based more on industry. The two regions developed distinct economies. This contrast fueled sectional tension.

- 15. C** — The growing differences between North and South are known as sectionalism. Each region developed distinct interests and ways of life. These divisions strained national unity.
- 16. B** — One major dividing issue was whether slavery should be allowed in new territories. This question repeatedly inflamed national debate. It was central to the sectional conflict.
- 17. A** — The disagreements eventually led to the outbreak of the Civil War. Sectional tensions could not be resolved peacefully. The conflict erupted into war.
- 18. B** — The Pendleton Civil Service Act's main purpose was to base some government jobs on merit and examinations. It introduced hiring by qualification. This reformed the patronage system.
- 19. D** — The act aimed to end problems caused by the spoils system of awarding government jobs. Jobs had gone to political supporters regardless of ability. The reform promoted competence in government.
- 20. C** — Angel Island served mainly immigrants arriving from the nations of Asia. It was the West Coast's main immigration station. Many Asian immigrants passed through there.
- 21. A** — Compared with East Coast arrivals, those at Angel Island often faced long detentions and harsh questioning. Treatment there was frequently severe. This reflected discrimination against Asian immigrants.
- 22. D** — Reformers wanted to limit child labor and require children to attend school. They sought to protect children from harsh working conditions. Education was promoted as a better alternative.
- 23. B** — The movement against child labor was part of a broader effort to reform society and protect workers. Progressive reformers targeted many social problems. Child labor laws were among their goals.
- 24. C** — The United States gained Alaska in 1867 by purchasing it from Russia. Seward arranged the deal. This added a vast new territory to the nation.
- 25. A** — Though mocked as "Seward's Folly," Alaska proved valuable because it was rich in natural resources. It held gold, oil, and other wealth. The purchase later seemed a bargain.
- 26. D** — The D-Day invasion is significant because it helped lead to the defeat of Nazi Germany. The Normandy landings opened a major front in Europe. This turning point hastened the Allied victory.
- 27. B** — Advances in computers and the internet mainly changed the way people worked and communicated. New technology transformed daily life. It reshaped how information was shared.
- 28. C** — The spread of technology like the internet has contributed to greater connection between the United States and the world. It linked people across distances. This deepened global ties.