

PRACTICE EXAM 59: 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.

People came to the English colonies in North America for many reasons. Some came hoping to make money or own land, others came to escape religious persecution, and still others were brought against their will as enslaved laborers.

— Description of reasons for colonization

1. According to this passage, one reason people came to the English colonies was to
 - A. spread the official church of England to new lands
 - B. avoid all contact with Native American nations
 - C. serve in the armies of the European powers
 - D. make money or own land in the colonies
2. The passage states that some colonists came to North America in order to
 - A. escape religious persecution
 - B. expand the British monarchy's power
 - C. avoid paying any taxes at all
 - D. join the Native American nations
3. The reference to people "brought against their will as enslaved laborers" describes the
 - A. arrival of indentured servants from England
 - B. forced migration of enslaved Africans
 - C. movement of Puritans seeking religious freedom
 - D. journey of merchants seeking new trade routes

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

The United States is a representative democracy, also called a republic. In this system, citizens do not vote directly on every issue. Instead, they elect representatives to make laws and decisions on their behalf.

— Description of representative democracy

4. In a representative democracy, citizens mainly take part in government by

- A. voting directly on every law themselves
- B. allowing a single ruler to make all decisions
- C. electing representatives to act on their behalf
- D. leaving all decisions to the federal courts

5. Another name for a representative democracy, as used in this passage, is a

- A. republic
- B. monarchy
- C. dictatorship
- D. colony

6. The power of citizens to elect their representatives reflects the principle of

- A. judicial review
- B. separation of church and state
- C. federal control over the states
- D. government by the consent of the governed

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

The Constitution divides the federal government into three branches. The legislative branch makes the laws, the executive branch carries out the laws, and the judicial branch interprets the laws.

— Description of the three branches of government

7. According to this passage, the branch of government that makes the laws is the

- A. judicial branch
- B. legislative branch
- C. executive branch
- D. state branch

8. The executive branch of the federal government is responsible for

- A. making the nation's laws
- B. interpreting the nation's laws

- C. carrying out the nation's laws
- D. electing the nation's leaders

9. Dividing the government into three branches is an example of the principle of

- A. separation of powers
- B. popular sovereignty
- C. federalism
- D. limited suffrage

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

During the presidency of Andrew Jackson in the 1820s and 1830s, more white men gained the right to vote as states removed property requirements. This expansion of voting rights and political participation became known as Jacksonian democracy.

— Description of Jacksonian democracy

10. A major development during the era of Jacksonian democracy was the

- A. granting of voting rights to all women
- B. removal of all citizens' right to vote
- C. return of voting power to wealthy landowners only
- D. expansion of voting rights to more white men

11. States expanded voting rights during this period mainly by

- A. requiring voters to pass difficult examinations
- B. limiting the vote to government officials
- C. removing requirements that voters own property
- D. ending all elections in the United States

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

During the 1800s, the temperance movement urged Americans to reduce or stop drinking alcohol. Supporters argued that alcohol caused poverty, crime, and the breakdown of families, and they called for laws to limit its use.

— Description of the temperance movement

12. The main goal of the temperance movement was to

- A. expand the right of women to vote
- B. reduce or end the use of alcohol

- C. improve conditions in factories
- D. abolish the institution of slavery

13. Supporters of the temperance movement argued that alcohol was a cause of

- A. the growth of large business monopolies
- B. the expansion of the nation's territory
- C. the rise of new political parties
- D. poverty, crime, and family problems

14. The temperance movement of the 1800s eventually contributed to the later

- A. national ban on alcohol under Prohibition
- B. expansion of the nation's overseas empire
- C. movement to grant women the right to vote
- D. growth of large industrial corporations

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

In April 1865, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at Appomattox Court House in Virginia. This surrender effectively brought the Civil War to an end.

— Description of the end of the Civil War

15. The surrender at Appomattox Court House in 1865 marked the

- A. beginning of the Civil War
- B. start of the period of Reconstruction
- C. effective end of the Civil War
- D. opening of the western territories

16. At Appomattox, the Confederate forces were led by General

- A. Ulysses S. Grant
- B. Robert E. Lee
- C. Abraham Lincoln
- D. William Sherman

17. The end of the Civil War resulted in

- A. the independence of the southern Confederate states
- B. the expansion of slavery into the western territories
- C. the division of the United States into two nations
- D. the preservation of the Union and the end of slavery

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

As millions of immigrants from many different countries settled in the United States, some people described the nation as a "melting pot," a place where people of different cultures came together and blended into a single American society.

— Description of the "melting pot"

18. The term "melting pot" was used to describe the idea that

- A. immigrants kept their cultures completely separate
- B. the United States closed its borders to immigrants
- C. people of different cultures blended into one society
- D. immigrants returned to their home countries

19. The "melting pot" idea developed largely because of the

- A. arrival of immigrants from many different countries
- B. movement of Americans back to farms
- C. decline of immigration into the United States
- D. growth of the nation's overseas empire

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

During the Progressive Era, reformers believed the federal government should take a more active role in protecting the public. The government passed new laws to regulate businesses, ensure the safety of food and drugs, and protect workers and consumers.

— Description of Progressive Era reforms

20. During the Progressive Era, reformers believed the federal government should

- A. reduce its involvement in business and the economy
- B. take a more active role in protecting the public
- C. return all power to the individual states
- D. stop passing laws to regulate businesses

21. One example of Progressive Era reform described in this passage was the passage of laws to

- A. expand the nation's overseas colonies
- B. limit the right of citizens to vote
- C. reduce government oversight of industry
- D. ensure the safety of food and drugs

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

By the end of World War I, the United States had become one of the most powerful nations in the world. It had a strong economy and military, and other nations now owed it large amounts of money, making it a leading world power.

— Description of the United States after World War I

22. According to this passage, by the end of World War I the United States had become

- A. one of the most powerful nations in the world
- B. a weak nation dependent on Europe
- C. a colony of the European powers
- D. a nation with no involvement in world affairs

23. The passage indicates that after World War I, other nations

- A. refused to trade with the United States
- B. owed the United States large amounts of money
- C. took control of the United States economy
- D. provided large loans to the United States

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

During World War II, many African Americans supported the "Double V" campaign, calling for victory against enemies abroad and victory against racial discrimination at home. The war helped lay the groundwork for the later civil rights movement.

— Description of the "Double V" campaign

24. The "Double V" campaign during World War II called for victory against enemies abroad and victory against

- A. the expansion of the nation's empire
- B. the growth of labor unions at home
- C. racial discrimination at home
- D. immigration into the United States

25. The experiences of African Americans during World War II helped to

- A. lay the groundwork for the later civil rights movement
- B. end all forms of discrimination immediately
- C. reduce African American participation in society
- D. discourage future demands for equal rights

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

After the Vietnam War, Congress passed the War Powers Act of 1973. This law required the president to consult with Congress before sending troops into combat and to withdraw them within a set time unless Congress approved.

— Description of the War Powers Act

26. The main purpose of the War Powers Act was to

- A. give the president unlimited power to make war
- B. remove Congress from all decisions about war
- C. end the United States military entirely
- D. limit the president's power to send troops into combat

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

The Twenty-fifth Amendment, ratified in 1967, set clear rules for what happens if the president dies, resigns, or becomes unable to serve. It explains how the vice president takes over and how a new vice president is chosen.

— Description of the Twenty-fifth Amendment

27. The main purpose of the Twenty-fifth Amendment was to

- A. limit the president to two terms in office
- B. lower the voting age to eighteen years
- C. set clear rules for presidential succession
- D. ban the use of the poll tax in elections

28. According to the Twenty-fifth Amendment, if the president dies or resigns, the office is taken over by the

- A. Speaker of the House of Representatives
- B. vice president
- C. Chief Justice of the Supreme Court
- D. Secretary of State

ANSWER KEY WITH EXPLANATIONS

1. D — People came to the English colonies to make money or own land. Economic opportunity drew many colonists. Land ownership was difficult to obtain in Europe.

- 2. A** — Some colonists came to escape religious persecution. Groups sought freedom to practice their faith. Religious freedom was a major motive for settlement.
- 3. B** — The phrase describes the forced migration of enslaved Africans. They were brought to the colonies against their will. This became a central part of the colonial labor system.
- 4. C** — In a representative democracy, citizens take part by electing representatives to act on their behalf. They choose leaders to make laws for them. This is the defining feature of the system.
- 5. A** — Another name for a representative democracy is a republic. Both terms describe rule through elected representatives. The United States is built on this model.
- 6. D** — Electing representatives reflects government by the consent of the governed. Authority comes from the people's choices. This is a foundation of American democracy.
- 7. B** — The branch that makes the laws is the legislative branch. Congress writes and passes legislation. This is its central constitutional role.
- 8. C** — The executive branch is responsible for carrying out the nation's laws. The president enforces legislation. This distinguishes it from the lawmaking branch.
- 9. A** — Dividing government into three branches is an example of separation of powers. Each branch holds distinct authority. This prevents any one branch from gaining too much power.
- 10. D** — A major development of Jacksonian democracy was the expansion of voting rights to more white men. States lowered barriers to voting. This widened political participation.
- 11. C** — States expanded voting rights mainly by removing requirements that voters own property. This allowed more men to vote. It marked a shift toward broader democracy.
- 12. B** — The main goal of the temperance movement was to reduce or end the use of alcohol. Reformers saw alcohol as a social evil. They sought to limit its consumption.
- 13. D** — Supporters argued that alcohol caused poverty, crime, and family problems. They linked drinking to many social ills. This drove their call for reform.
- 14. A** — The temperance movement contributed to the later national ban on alcohol under Prohibition. Its efforts laid the groundwork for the Eighteenth Amendment. The movement's goals were eventually written into law.
- 15. C** — The surrender at Appomattox in 1865 marked the effective end of the Civil War. Lee's surrender ended major fighting. It brought the conflict to a close.
- 16. B** — At Appomattox, the Confederate forces were led by General Robert E. Lee. He surrendered to Grant. This ended the Confederacy's main resistance.

- 17. D** — The end of the Civil War resulted in the preservation of the Union and the end of slavery. The nation remained united. Slavery was abolished as a result of the war.
- 18. C** — The term "melting pot" described people of different cultures blending into one society. Immigrants were seen as merging into American life. The phrase captured this idea of assimilation.
- 19. A** — The "melting pot" idea developed because of the arrival of immigrants from many different countries. Diverse groups settled in the United States. Their mixing inspired the image.
- 20. B** — Progressive reformers believed the federal government should take a more active role in protecting the public. They wanted government to address social problems. This expanded its responsibilities.
- 21. D** — One Progressive reform was passing laws to ensure the safety of food and drugs. These protected consumers from harm. Such laws reflected the era's reform spirit.
- 22. A** — By the end of World War I, the United States had become one of the most powerful nations in the world. It had a strong economy and military. The war raised its global standing.
- 23. B** — After World War I, other nations owed the United States large amounts of money. The U.S. had lent heavily during the war. This made it a leading creditor nation.
- 24. C** — The "Double V" campaign called for victory against enemies abroad and victory against racial discrimination at home. It linked the war effort to civil rights. African Americans sought freedom on both fronts.
- 25. A** — The experiences of African Americans in World War II helped lay the groundwork for the later civil rights movement. Wartime service strengthened demands for equality. This momentum carried into the postwar years.
- 26. D** — The main purpose of the War Powers Act was to limit the president's power to send troops into combat. It required consultation with Congress. This restored some congressional control over war.
- 27. C** — The main purpose of the Twenty-fifth Amendment was to set clear rules for presidential succession. It addressed gaps in the Constitution. This ensured orderly transfers of power.
- 28. B** — Under the Twenty-fifth Amendment, if the president dies or resigns, the office is taken over by the vice president. The vice president becomes president. This provides a clear line of succession.