

PRACTICE EXAM 63: 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.

In the early English colonies, many poor people came to America as indentured servants. In exchange for the cost of their voyage, they agreed to work for a master for a set number of years, after which they would be free to live and work on their own.

— Description of indentured servitude

1. An indentured servant in the colonies agreed to
 - A. work for the colony for the rest of their life
 - B. pay for their own voyage before leaving England
 - C. work for a master for a set number of years
 - D. serve in the colonial army during wartime

2. In exchange for their labor, indentured servants usually received
 - A. payment of the cost of their voyage to America
 - B. ownership of a large colonial plantation
 - C. a position in the colonial government
 - D. the right to return immediately to England

3. After completing their term of service, indentured servants were
 - A. required to remain servants permanently
 - B. sent back to their home countries
 - C. forced to repay their masters again
 - D. free to live and work on their own

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

In 1770, a crowd of colonists in Boston taunted and threw objects at British soldiers, who fired into the crowd and killed five people. Colonial leaders called the event the "Boston Massacre" and used it to stir up anger against British rule.

— Description of the Boston Massacre

4. The event known as the "Boston Massacre" occurred when British soldiers

- A. burned several buildings in the city of Boston
- B. fired into a crowd of colonists, killing five people
- C. arrested the leaders of the colonial assembly
- D. placed a new tax on the city of Boston

5. Colonial leaders responded to the Boston Massacre by

- A. using it to stir up anger against British rule
- B. apologizing to the British soldiers involved
- C. ignoring the event entirely
- D. inviting more British troops into Boston

6. The Boston Massacre is significant because it helped to

- A. strengthen colonial loyalty to Great Britain
- B. end all conflict between colonists and Britain
- C. increase colonial resentment toward British rule
- D. lower the taxes placed on the colonies

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

After the Constitution was written, the states had to decide whether to approve it. To build support, Alexander Hamilton, James Madison, and John Jay wrote a series of essays called the Federalist Papers, which explained and defended the new plan of government.

— Description of the Federalist Papers

7. The Federalist Papers were written mainly to

- A. oppose the ratification of the Constitution
- B. explain and defend the new Constitution
- C. describe the weaknesses of the new government
- D. call for a return to British rule

8. The Federalist Papers were written by Alexander Hamilton, John Jay, and

- A. George Washington
- B. Thomas Jefferson
- C. Patrick Henry
- D. James Madison

9. The Federalist Papers were part of the larger debate over whether the states should

- A. ratify, or approve, the Constitution
- B. declare independence from Britain
- C. abolish the national government
- D. write a completely new declaration

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

During the early 1800s, new forms of transportation changed the United States. Canals such as the Erie Canal, along with steamboats and improved roads, made it faster and cheaper to move people and goods across long distances.

— Description of the transportation revolution

10. According to this passage, new forms of transportation in the early 1800s mainly

- A. made travel slower and more expensive
- B. reduced trade between different regions
- C. made it faster and cheaper to move people and goods
- D. ended the building of canals and roads

11. One important new form of transportation during this period was the

- A. railroad locomotive crossing the continent
- B. automobile traveling on paved highways
- C. airplane carrying passengers
- D. steamboat traveling along rivers

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

In July 1863, Union and Confederate armies fought a huge battle at Gettysburg, Pennsylvania. After three days of fighting, the Confederate army was forced to retreat. The Battle of Gettysburg is often seen as a turning point of the Civil War.

— Description of the Battle of Gettysburg

12. The Battle of Gettysburg in 1863 ended when the

- A. Union army surrendered to the Confederates
- B. Confederate army was forced to retreat
- C. two sides agreed to end the war
- D. battle was called off due to bad weather

13. The Battle of Gettysburg is often described as a "turning point" of the Civil War because it

- A. marked the very beginning of the war
- B. led to the immediate surrender of the Union
- C. shifted the advantage toward the Union
- D. caused the South to win the war

14. The Battle of Gettysburg was fought in the state of

- A. Pennsylvania
- B. Virginia
- C. Georgia
- D. South Carolina

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

After the Civil War, the United States experienced rapid industrial growth. This growth was made possible by plentiful natural resources such as coal and iron, a growing supply of workers, and new inventions that improved manufacturing.

— Description of the reasons for industrial growth

15. According to this passage, one reason for the rapid industrial growth after the Civil War was the

- A. shortage of workers in the nation
- B. supply of natural resources such as coal and iron
- C. decline of new inventions
- D. lack of factories in the country

16. A growing supply of workers contributed to industrial growth by

- A. reducing the number of goods produced
- B. forcing factories to close down
- C. ending the need for new inventions
- D. providing the labor needed for factories

17. New inventions contributed to industrial growth mainly by

- A. slowing down the production of goods
- B. ending the use of natural resources

- C. improving the way goods were manufactured
- D. reducing the number of factories

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

In the 1896 case Plessy v. Ferguson, the Supreme Court ruled that "separate but equal" facilities for African Americans and white people were legal. This decision was used to support segregation laws for many years.

— Description of Plessy v. Ferguson

18. In Plessy v. Ferguson (1896), the Supreme Court ruled that

- A. "separate but equal" facilities were legal
- B. segregation was unconstitutional
- C. African Americans could not be citizens
- D. all public facilities must be integrated

19. The decision in Plessy v. Ferguson was used for many years to

- A. end racial discrimination in the South
- B. guarantee equal treatment for all citizens
- C. give African Americans the right to vote
- D. support segregation laws

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

When World War I began in Europe in 1914, the United States declared its neutrality and tried to stay out of the conflict. However, German attacks on ships carrying Americans eventually led the United States to enter the war in 1917.

— Description of American neutrality and entry into WWI

20. When World War I began in 1914, the United States at first

- A. immediately declared war on Germany
- B. declared its neutrality and tried to stay out
- C. sent its entire army to fight in Europe
- D. joined the side of Germany

21. The United States eventually entered World War I in 1917 largely because of

- A. German attacks on ships carrying Americans
- B. an invasion of the United States by Germany

- C. a request from Germany for assistance
- D. the end of all trade with Europe

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

During the 1920s, Prohibition made it illegal to make or sell alcohol in the United States. Instead of ending drinking, Prohibition led to illegal businesses and organized crime, and it was eventually repealed in 1933.

— Description of the effects of Prohibition

22. According to this passage, one major effect of Prohibition was the

- A. complete end of all drinking in the nation
- B. lowering of crime across the country
- C. strengthening of respect for the law
- D. growth of illegal businesses and organized crime

23. Prohibition in the United States eventually came to an end when it was

- A. expanded to include more products
- B. repealed in 1933
- C. made part of the Constitution permanently
- D. enforced more strictly than before

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

The Great Depression brought severe hardship to millions of Americans. Many people lost their jobs and homes, and some were forced to live in shantytowns made of scrap materials. Long lines formed at soup kitchens where the hungry could get free food.

— Description of the human impact of the Great Depression

24. According to this passage, one effect of the Great Depression on ordinary Americans was that many

- A. found high-paying jobs in factories
- B. moved into newly built suburban homes
- C. lost their jobs and homes
- D. became wealthy through investments

25. The "soup kitchens" mentioned in this passage were places where

- A. workers were hired for new jobs
- B. families could buy expensive meals

- C. people invested money in the stock market
- D. hungry people could get free food

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

During World War II, with many men serving in the military, large numbers of American women took jobs in factories and shipyards. Symbolized by the figure of "Rosie the Riveter," these women helped produce the weapons and supplies needed for the war.

— Description of women in the WWII workforce

26. During World War II, large numbers of American women

- A. took jobs in factories and shipyards
- B. were forbidden from working at all
- C. left the United States to avoid the war
- D. served only in combat on the front lines

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

During the Cold War, the United States and the Soviet Union each built large numbers of nuclear weapons. This competition, known as the arms race, created fear that a war between the two superpowers could destroy much of the world.

— Description of the nuclear arms race

27. The "arms race" during the Cold War refers to the competition between the United States and the Soviet Union to

- A. explore outer space
- B. expand their overseas colonies
- C. build large numbers of nuclear weapons
- D. increase trade with other nations

28. According to this passage, the nuclear arms race created fear that

- A. the two nations would stop trading with each other
- B. a war between the superpowers could destroy much of the world
- C. neither nation would ever build weapons
- D. the Cold War would end too quickly

PRACTICE EXAM 63: USHG FRAMEWORK SIMULATION ANSWER KEY WITH EXPLANATIONS

- 1. C** — An indentured servant agreed to work for a master for a set number of years. The contract bound them for a fixed term. This was a common form of colonial labor.
- 2. A** — In exchange for their labor, indentured servants received payment of the cost of their voyage. Their passage to America was covered. This let poor people afford the journey.
- 3. D** — After completing their term, indentured servants were free to live and work on their own. Their service ended at the agreed time. Many then sought land or work as free people.
- 4. B** — The Boston Massacre occurred when British soldiers fired into a crowd, killing five people. Tensions boiled over into violence. The deaths shocked the colonies.
- 5. A** — Colonial leaders responded by using the event to stir up anger against British rule. They publicized it as propaganda. This fueled resistance to Britain.
- 6. C** — The Boston Massacre is significant because it helped increase colonial resentment toward British rule. It deepened distrust of British troops. This pushed the colonies toward revolution.
- 7. B** — The Federalist Papers were written mainly to explain and defend the new Constitution. They argued for its adoption. The essays addressed concerns about the plan.
- 8. D** — The Federalist Papers were written by Hamilton, Jay, and James Madison. These three authors collaborated. Their essays became influential founding texts.
- 9. A** — The Federalist Papers were part of the debate over whether the states should ratify the Constitution. Ratification meant approval by the states. The essays helped win support.
- 10. C** — New forms of transportation made it faster and cheaper to move people and goods. Canals, steamboats, and roads improved travel. This boosted trade and connection between regions.
- 11. D** — One important new form of transportation was the steamboat traveling along rivers. It moved goods upstream and down. This transformed river commerce.
- 12. B** — The Battle of Gettysburg ended when the Confederate army was forced to retreat. The South's advance was stopped. This marked a major Union success.
- 13. C** — Gettysburg is called a "turning point" because it shifted the advantage toward the Union. The Confederacy never fully recovered. Momentum moved to the North.
- 14. A** — The Battle of Gettysburg was fought in Pennsylvania. The fighting took place in that state. It was the war's farthest northern major battle.

- 15. B** — One reason for rapid industrial growth was the supply of natural resources such as coal and iron. These fueled factories and machines. Abundant resources powered industry.
- 16. D** — A growing supply of workers contributed by providing the labor needed for factories. More workers meant more production. Immigration and migration swelled the workforce.
- 17. C** — New inventions contributed mainly by improving the way goods were manufactured. They increased efficiency and output. Innovation drove industrial expansion.
- 18. A** — In *Plessy v. Ferguson*, the Supreme Court ruled that "separate but equal" facilities were legal. The decision upheld segregation. It gave legal cover to discrimination.
- 19. D** — The decision was used for many years to support segregation laws. It justified separating the races. Jim Crow practices relied on this ruling.
- 20. B** — When World War I began, the United States at first declared its neutrality and tried to stay out. It avoided taking sides. Americans hoped to remain uninvolved.
- 21. A** — The United States entered the war largely because of German attacks on ships carrying Americans. Submarine warfare killed American passengers. These attacks pushed the nation into war.
- 22. D** — One major effect of Prohibition was the growth of illegal businesses and organized crime. Bootlegging flourished. Criminal networks profited from banned alcohol.
- 23. B** — Prohibition came to an end when it was repealed in 1933. The ban proved unworkable. Its repeal ended the prohibition of alcohol.
- 24. C** — One effect of the Great Depression was that many people lost their jobs and homes. Unemployment soared. Families faced severe hardship.
- 25. D** — The "soup kitchens" were places where hungry people could get free food. They served the desperate and unemployed. Such kitchens helped many survive.
- 26. A** — During World War II, large numbers of American women took jobs in factories and shipyards. They filled roles left by men at war. "Rosie the Riveter" symbolized this effort.
- 27. C** — The "arms race" refers to the competition to build large numbers of nuclear weapons. Both superpowers stockpiled arms. Each sought to match or exceed the other.
- 28. B** — The nuclear arms race created fear that a war between the superpowers could destroy much of the world. The weapons threatened mass destruction. This danger shaped Cold War tensions.