

PRACTICE EXAM 64: 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 1620, a group of English settlers known as the Pilgrims sailed to America on the Mayflower seeking religious freedom. They founded Plymouth Colony in present-day Massachusetts and, with the help of nearby Native Americans, survived their difficult first winter.

— Description of the Pilgrims and Plymouth Colony

1. The Pilgrims who sailed to America in 1620 were seeking
 - A. gold and other riches
 - B. land to build large plantations
 - C. control of the fur trade
 - D. freedom to practice their religion
2. The Pilgrims established their settlement, known as Plymouth Colony, in present-day
 - A. Virginia
 - B. Massachusetts
 - C. New York
 - D. Pennsylvania
3. According to this passage, the Pilgrims survived their difficult first winter partly because of
 - A. supplies sent regularly from England
 - B. the mild weather of the region
 - C. help from nearby Native Americans
 - D. the large size of their colony

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

In April 1775, fighting broke out between British soldiers and colonial militiamen at Lexington and Concord in Massachusetts. These battles, sometimes called "the shot heard round the world," marked the beginning of the American Revolution.

— Description of Lexington and Concord

4. The battles of Lexington and Concord in 1775 are significant because they
 - A. marked the beginning of the American Revolution
 - B. ended the American Revolution
 - C. began the writing of the Constitution
 - D. settled the dispute over taxes peacefully

5. The fighting at Lexington and Concord took place between British soldiers and
 - A. soldiers from France
 - B. colonial militiamen
 - C. Native American warriors
 - D. members of Parliament

6. The phrase "the shot heard round the world" was used to describe Lexington and Concord because the battles
 - A. were fought entirely at sea
 - B. caused little lasting change
 - C. ended British rule immediately
 - D. began a revolution that influenced the world

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

The Constitution created a "bicameral," or two-house, Congress. The House of Representatives gives each state a number of members based on its population, while the Senate gives each state two members regardless of its size.

— Description of the bicameral Congress

7. A "bicameral" Congress is one that
 - A. is controlled by a single leader
 - B. meets only once every four years
 - C. is made up of two separate houses
 - D. includes members from only the largest states

8. In the House of Representatives, the number of members each state has is based on its

- A. population
- B. land area
- C. wealth
- D. year of statehood

9. In the Senate, each state is represented by

- A. a number of members based on population
- B. a single member chosen by the president
- C. members based on the state's wealth
- D. two members, regardless of its size

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

After winning independence from Mexico, Texas existed for several years as an independent republic. In 1845, the United States annexed, or added, Texas as a new state, a step that increased tensions between the United States and Mexico.

— Description of the annexation of Texas

10. Before joining the United States, Texas existed for several years as

- A. a territory ruled by Spain
- B. an independent republic
- C. a colony of Great Britain
- D. part of the state of California

11. The annexation of Texas by the United States in 1845

- A. ended all conflict with Mexico
- B. returned Texas to Mexican control
- C. increased tensions between the United States and Mexico
- D. had no effect on relations with Mexico

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

During the Civil War, the Union navy set up a blockade of southern ports. By stopping ships from entering or leaving, the blockade prevented the South from selling its cotton and from importing the supplies it needed to fight the war.

— Description of the Union naval blockade

12. The main purpose of the Union naval blockade was to

- A. cut off the South's trade and supplies
- B. increase trade between the North and South
- C. protect southern ports from attack
- D. transport Union soldiers to Europe

13. The blockade hurt the southern economy mainly by preventing the South from

- A. growing cotton on its plantations
- B. recruiting new soldiers for its army
- C. building railroads across its territory
- D. selling its cotton to other nations

14. By cutting off needed supplies, the Union blockade helped the North by

- A. strengthening the South's ability to fight
- B. weakening the South's ability to fight the war
- C. ending the fighting immediately
- D. increasing the South's foreign trade

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

After Reconstruction, many southern states used methods such as poll taxes, which charged a fee to vote, and literacy tests, which required voters to read and explain difficult passages. These methods were designed to keep African Americans from voting.

— Description of voting restrictions

15. A "poll tax" was a method of restricting voting that required a person to

- A. pay a fee in order to vote
- B. own land in order to vote
- C. serve in the military to vote
- D. be born in the United States to vote

16. A "literacy test" used to restrict voting required a person to

- A. prove they owned property
- B. show they had paid all their taxes
- C. read and explain difficult passages
- D. have served in public office

17. Methods such as poll taxes and literacy tests were mainly designed to

- A. increase the number of people who could vote
- B. make voting easier for all citizens

- C. encourage African Americans to vote
- D. keep African Americans from voting

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

During the Gilded Age, many factory workers labored long hours for low pay in dangerous conditions. Workers, including women and children, often worked twelve-hour days, and accidents were common because of unsafe machinery.

— Description of factory working conditions

18. According to this passage, factory workers during the Gilded Age often

- A. worked long hours for low pay in dangerous conditions
- B. worked short hours for high pay in safe conditions
- C. were given many days of rest each week
- D. were protected by strong safety laws

19. Accidents were common in Gilded Age factories mainly because of

- A. the small number of workers in each factory
- B. the short hours that workers labored
- C. unsafe machinery in the workplace
- D. strict government safety inspections

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

As a result of its victory in the Spanish-American War of 1898, the United States gained control of several overseas territories, including Puerto Rico, Guam, and the Philippines. This marked the United States as a growing imperial power.

— Description of territories gained from the Spanish-American War

20. As a result of the Spanish-American War, the United States gained control of territories including

- A. Canada, Mexico, and Cuba
- B. Puerto Rico, Guam, and the Philippines
- C. Alaska, Hawaii, and Texas
- D. Florida, Oregon, and California

21. The territories gained from the Spanish-American War are significant because they marked the United States as

- A. a nation that avoided overseas involvement
- B. a colony of the Spanish empire
- C. a weak power in world affairs
- D. a growing imperial power

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

During the Progressive Era, several amendments were added to the Constitution. The Sixteenth Amendment created a federal income tax, the Seventeenth allowed voters to elect senators directly, and the Nineteenth gave women the right to vote.

— Description of the Progressive Era amendments

22. According to this passage, the Sixteenth Amendment created a

- A. federal income tax
- B. ban on the sale of alcohol
- C. direct election of senators
- D. limit on presidential terms

23. The Nineteenth Amendment, added during the Progressive Era, gave

- A. senators the power to tax
- B. women the right to vote
- C. the president more power
- D. states control over elections

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

In the 1920s, two Italian immigrants named Sacco and Vanzetti were convicted of murder and executed. Many people believed they had not received a fair trial because of prejudice against immigrants, reflecting the strong nativism of the period.

— Description of the Sacco and Vanzetti case

24. Many people criticized the trial of Sacco and Vanzetti because they believed it was influenced by

- A. support for labor unions
- B. sympathy for immigrants
- C. prejudice against immigrants
- D. the wealth of the two men

25. The Sacco and Vanzetti case is often used as an example of the 1920s attitude of

- A. support for open immigration
- B. tolerance toward all groups
- C. opposition to the death penalty
- D. nativism and distrust of immigrants

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

After the attack on Pearl Harbor, the United States government forced more than 100,000 Japanese Americans, many of them citizens, to leave their homes and live in guarded camps. This policy of internment was later seen as a violation of their rights.

— Description of Japanese American internment

26. During World War II, the United States government responded to fears after Pearl Harbor by

- A. forcing Japanese Americans into guarded internment camps
- B. giving Japanese Americans new rights and freedoms
- C. sending all Japanese Americans to fight in Europe
- D. allowing Japanese Americans to govern themselves

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

In 1963, more than 200,000 people gathered for the March on Washington to demand equal rights and jobs for African Americans. At the march, Dr. Martin Luther King Jr. delivered a famous speech calling for an end to racism.

— Description of the March on Washington

27. The main purpose of the 1963 March on Washington was to

- A. oppose the end of segregation
- B. protest against the right to vote
- C. demand equal rights and jobs for African Americans
- D. support laws that enforced segregation

28. The 1963 March on Washington is especially remembered for a famous speech delivered by

- A. Rosa Parks
- B. Dr. Martin Luther King Jr.
- C. Booker T. Washington
- D. Frederick Douglass

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- 1. D** — The Pilgrims sailed to America in 1620 seeking freedom to practice their religion. They wanted to worship as they chose. Religious liberty drove their voyage.
- 2. B** — The Pilgrims established Plymouth Colony in present-day Massachusetts. They settled on the New England coast. This became one of the earliest English colonies.
- 3. C** — The Pilgrims survived their first winter partly because of help from nearby Native Americans. The Native Americans shared food and farming knowledge. This aid was vital to their survival.
- 4. A** — Lexington and Concord are significant because they marked the beginning of the American Revolution. The first shots were fired there. War with Britain had begun.
- 5. B** — The fighting took place between British soldiers and colonial militiamen. Local volunteers confronted the British troops. This clash started the armed conflict.
- 6. D** — The phrase "the shot heard round the world" reflected that the battles began a revolution that influenced the world. The American struggle inspired others. Its impact reached far beyond the colonies.
- 7. C** — A "bicameral" Congress is made up of two separate houses. The legislature is divided in two. This structure balances different interests.
- 8. A** — In the House of Representatives, each state's members are based on its population. Larger states get more seats. This gives weight to population size.
- 9. D** — In the Senate, each state is represented by two members, regardless of size. Every state has equal Senate representation. This protects smaller states.
- 10. B** — Before joining the United States, Texas existed for several years as an independent republic. It governed itself after winning independence from Mexico. It later sought to join the Union.
- 11. C** — The annexation of Texas in 1845 increased tensions between the United States and Mexico. Mexico resented the loss of Texas. This helped lead to war.
- 12. A** — The main purpose of the Union naval blockade was to cut off the South's trade and supplies. It sealed off southern ports. This weakened the Confederate war effort.
- 13. D** — The blockade hurt the southern economy mainly by preventing the South from selling its cotton to other nations. Cotton exports were the South's lifeblood. Cutting them off drained its resources.
- 14. B** — By cutting off supplies, the blockade helped the North by weakening the South's ability to fight the war. The South could not import needed goods. This strained the Confederacy.

- 15. A** — A "poll tax" required a person to pay a fee in order to vote. Many could not afford it. This kept poorer citizens, especially African Americans, from voting.
- 16. C** — A "literacy test" required a person to read and explain difficult passages. Officials applied these unfairly. This blocked many African Americans from voting.
- 17. D** — Poll taxes and literacy tests were mainly designed to keep African Americans from voting. They were tools of disenfranchisement. These methods undermined the Fifteenth Amendment.
- 18. A** — Factory workers during the Gilded Age often worked long hours for low pay in dangerous conditions. Labor was hard and poorly compensated. These conditions spurred the labor movement.
- 19. C** — Accidents were common mainly because of unsafe machinery in the workplace. Equipment lacked safety features. Workers were frequently injured.
- 20. B** — As a result of the Spanish-American War, the United States gained Puerto Rico, Guam, and the Philippines. These became American possessions. Victory expanded U.S. territory overseas.
- 21. D** — These territories marked the United States as a growing imperial power. The nation now held lands abroad. This signaled its rise on the world stage.
- 22. A** — The Sixteenth Amendment created a federal income tax. It allowed the government to tax incomes. This gave the federal government a new revenue source.
- 23. B** — The Nineteenth Amendment gave women the right to vote. It ended the exclusion of women from the ballot. This was a major Progressive Era achievement.
- 24. C** — Critics believed the Sacco and Vanzetti trial was influenced by prejudice against immigrants. The men's backgrounds drew hostility. Many doubted they received a fair trial.
- 25. D** — The case is an example of the 1920s attitude of nativism and distrust of immigrants. Suspicion of foreigners ran high. The trial reflected this climate.
- 26. A** — After Pearl Harbor, the government forced Japanese Americans into guarded internment camps. Many were U.S. citizens. The policy is now seen as a violation of their rights.
- 27. C** — The main purpose of the 1963 March on Washington was to demand equal rights and jobs for African Americans. Hundreds of thousands gathered. It pressed for civil rights progress.
- 28. B** — The march is remembered for a famous speech delivered by Dr. Martin Luther King Jr. He called for an end to racism. His "I Have a Dream" speech became iconic.