

PRACTICE EXAM 71: 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 1765, the British Parliament passed the Stamp Act, which placed a tax on printed materials such as newspapers and legal documents in the colonies. Many colonists protested by boycotting British goods and forming groups such as the Sons of Liberty.

— Description of the Stamp Act

1. The Stamp Act of 1765 placed a tax on
 - A. tea imported into the colonies
 - B. printed materials such as newspapers and documents
 - C. land owned by colonists
 - D. ships built in the colonies

2. According to this passage, many colonists protested the Stamp Act by
 - A. paying the tax without complaint
 - B. moving back to England
 - C. asking for higher taxes
 - D. boycotting British goods

3. The "Sons of Liberty" mentioned in this passage were
 - A. a group of colonists who protested British policies
 - B. soldiers in the British army
 - C. officials appointed by the king
 - D. judges in the colonial courts

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

During the American Revolution, George Washington served as commander of the Continental Army. Despite many hardships and few resources, he kept the army together and led it to final victory over the British.

— Description of George Washington as commander

4. During the American Revolution, George Washington served as

- A. the king of the colonies
- B. a member of the British Parliament
- C. commander of the Continental Army
- D. a judge in the colonial courts

5. According to this passage, Washington led the Continental Army despite

- A. having more resources than the British
- B. facing no real challenges
- C. the support of the British king
- D. many hardships and few resources

6. Washington's leadership during the Revolution helped the Americans to

- A. lose the war to the British
- B. win their independence
- C. return to British rule
- D. give up the fight entirely

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

Over time, the right to vote in the United States expanded through several amendments to the Constitution. The Fifteenth Amendment allowed African American men to vote, the Nineteenth gave women the vote, and the Twenty-sixth lowered the voting age to eighteen.

— Description of the expansion of voting rights

7. The Fifteenth Amendment expanded voting rights by allowing

- A. women to vote
- B. citizens aged eighteen to vote
- C. African American men to vote
- D. only landowners to vote

8. The Nineteenth Amendment expanded voting rights by giving the vote to

- A. women
- B. African American men
- C. people under eighteen
- D. immigrants

9. The Twenty-sixth Amendment expanded voting rights by

- A. requiring voters to own property
- B. limiting the vote to men only
- C. lowering the voting age to eighteen
- D. ending all elections

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

In the 1840s and 1850s, some Americans formed the Free-Soil movement. They opposed the spread of slavery into the new western territories, arguing that these lands should be open to free workers rather than enslaved labor.

— Description of the Free-Soil movement

10. The main goal of the Free-Soil movement was to

- A. expand slavery into all the states
- B. end all farming in the West
- C. return enslaved people to the South
- D. oppose the spread of slavery into the territories

11. Supporters of the Free-Soil movement argued that the western territories should be open to

- A. enslaved labor only
- B. free workers
- C. foreign nations
- D. plantation owners only

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

During the Civil War, the "border states" were slave states that did not leave the Union, such as Maryland, Kentucky, and Missouri. President Lincoln worked carefully to keep these states loyal, because losing them could have weakened the Union.

— Description of the border states

12. The "border states" during the Civil War were

- A. slave states that remained in the Union
- B. free states that joined the Confederacy
- C. states that were created after the war
- D. territories with no government

13. According to this passage, President Lincoln worked carefully to keep the border states

- A. out of the Union entirely
- B. under Confederate control
- C. divided from one another
- D. loyal to the Union

14. Keeping the border states in the Union was important because losing them could have

- A. ended slavery immediately
- B. helped the Union win the war
- C. weakened the Union
- D. had no effect on the war

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

In the 1870s, many farmers joined an organization called the Grange. Angry about the high prices that railroads charged to ship their crops, Grange members worked together to demand fairer treatment and laws to regulate the railroads.

— Description of the Grange movement

15. Farmers joined the Grange in the 1870s mainly because they were angry about

- A. the high prices railroads charged to ship crops
- B. the low prices of farmland
- C. the lack of available crops
- D. the closing of farms in the East

16. According to this passage, Grange members worked together to demand

- A. higher prices for shipping crops
- B. laws to regulate the railroads
- C. an end to all farming
- D. control of the railroads by farmers alone

17. The Grange movement is an example of

- A. farmers organizing to protect their interests
- B. business owners forming a monopoly

- C. workers giving up their rights
- D. the government taking over farms

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

In the 1890s, farmers and workers formed the Populist movement and the People's Party. They called for reforms such as government regulation of railroads, a graduated income tax, and the free coinage of silver to help struggling farmers.

— Description of the Populist movement

18. The Populist movement of the 1890s was made up mainly of

- A. wealthy business owners
- B. members of Congress
- C. owners of large railroads
- D. farmers and workers

19. According to this passage, one reform demanded by the Populists was

- A. an end to all taxes
- B. the closing of the railroads
- C. government regulation of railroads
- D. the removal of all farmers from the West

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

As immigrants from many lands settled in the United States, they brought their own foods, languages, music, and traditions. These contributions enriched American culture and helped shape the diverse society of the nation.

— Description of the cultural contributions of immigrants

20. According to this passage, immigrants contributed to American culture by bringing their own

- A. governments and armies
- B. foods, languages, music, and traditions
- C. systems of taxation
- D. factories and railroads

21. The passage suggests that the contributions of immigrants helped to

- A. weaken American society
- B. end immigration into the country

- C. separate Americans from one another
- D. enrich American culture

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

After the United States took control of the Philippines following the Spanish-American War, many Filipinos fought for their independence. The resulting Philippine-American War lasted for several years before the United States gained control of the islands.

— Description of the Philippine-American War

22. The Philippine-American War was fought mainly because many Filipinos

- A. wanted independence rather than U.S. control
- B. supported Spanish rule of the islands
- C. wished to join the United States
- D. refused to fight at all

23. The United States gained control of the Philippines as a result of the

- A. American Revolution
- B. Spanish-American War
- C. War of 1812
- D. Civil War

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

During the 1920s, the Teapot Dome scandal revealed corruption in the government of President Warren Harding. A government official was found to have secretly accepted money in exchange for control of government oil reserves.

— Description of the Teapot Dome scandal

24. The Teapot Dome scandal of the 1920s revealed

- A. a foreign invasion of the United States
- B. a war between two political parties
- C. corruption in the government
- D. a new system of taxation

25. In the Teapot Dome scandal, a government official secretly accepted money in exchange for control of government

- A. oil reserves
- B. railroads
- C. farmland
- D. factories

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

The National Recovery Administration, or NRA, was a New Deal program created to help the economy recover. It set up codes for businesses that established fair wages, prices, and working hours, hoping to bring order to industry during the Great Depression.

— Description of the NRA

26. The main purpose of the National Recovery Administration (NRA) was to

- A. provide jobs building national parks
- B. insure money kept in banks
- C. help the economy recover by setting business codes
- D. pay farmers to grow fewer crops

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

During the 1960s, the United States sent troops to fight in the Vietnam War to stop the spread of communism in Southeast Asia. As the war dragged on with heavy casualties, it became increasingly unpopular, leading to widespread protests at home.

— Description of the Vietnam War

27. According to this passage, the United States sent troops to fight in the Vietnam War mainly to

- A. gain new colonies in Asia
- B. stop the spread of communism in Southeast Asia
- C. defend the United States from invasion
- D. support the spread of communism

28. As the Vietnam War continued with heavy casualties, it

- A. became more popular with Americans
- B. ended quickly in an American victory
- C. had little effect on the United States
- D. led to widespread protests at home

ANSWER KEY WITH EXPLANATIONS

- 1. B** — The Stamp Act placed a tax on printed materials such as newspapers and documents. It taxed many everyday items. This angered a wide range of colonists.
- 2. D** — Many colonists protested the Stamp Act by boycotting British goods. They refused to buy British products. This economic pressure opposed the tax.
- 3. A** — The "Sons of Liberty" were a group of colonists who protested British policies. They organized resistance to British rule. They led demonstrations and boycotts.
- 4. C** — George Washington served as commander of the Continental Army. He led the colonial forces. His command was central to the war effort.
- 5. D** — Washington led the army despite many hardships and few resources. Supplies and money were scarce. He held the army together through difficulty.
- 6. B** — Washington's leadership helped the Americans win their independence. His persistence brought final victory. The colonies broke free from Britain.
- 7. C** — The Fifteenth Amendment allowed African American men to vote. It barred denial of the vote based on race. This expanded suffrage after the Civil War.
- 8. A** — The Nineteenth Amendment gave the vote to women. It ended their exclusion from elections. This was a major expansion of voting rights.
- 9. C** — The Twenty-sixth Amendment lowered the voting age to eighteen. Younger citizens gained the right to vote. This widened the electorate.
- 10. D** — The main goal of the Free-Soil movement was to oppose the spread of slavery into the territories. It sought to keep new lands free. This put it at odds with slavery's expansion.
- 11. B** — Free-Soil supporters argued the territories should be open to free workers. They wanted land for free labor. They opposed enslaved labor in the West.
- 12. A** — The "border states" were slave states that remained in the Union. They did not join the Confederacy. Their loyalty was important to the North.
- 13. D** — Lincoln worked carefully to keep the border states loyal to the Union. He avoided pushing them toward the Confederacy. Their support strengthened the North.
- 14. C** — Losing the border states could have weakened the Union. They held resources and strategic positions. Keeping them helped preserve Union strength.
- 15. A** — Farmers joined the Grange mainly because they were angry about the high prices railroads charged to ship crops. These costs cut into their earnings. They sought relief.

- 16. B** — Grange members worked together to demand laws to regulate the railroads. They wanted fair shipping rates. Their efforts pushed for government action.
- 17. A** — The Grange is an example of farmers organizing to protect their interests. They united for common goals. Collective action gave them more power.
- 18. D** — The Populist movement was made up mainly of farmers and workers. They sought reforms to ease their struggles. The movement spoke for common people.
- 19. C** — One Populist reform was government regulation of railroads. They wanted fairer treatment. Regulation aimed to curb railroad power.
- 20. B** — Immigrants contributed to American culture by bringing their own foods, languages, music, and traditions. These enriched daily life. They added to the nation's diversity.
- 21. D** — The contributions of immigrants helped to enrich American culture. They broadened the nation's traditions. Immigrant influences shaped a diverse society.
- 22. A** — The Philippine-American War was fought mainly because many Filipinos wanted independence rather than U.S. control. They resisted American rule. They fought for self-government.
- 23. B** — The United States gained control of the Philippines as a result of the Spanish-American War. Victory over Spain transferred the islands. This made the Philippines a U.S. possession.
- 24. C** — The Teapot Dome scandal revealed corruption in the government. Officials abused their power for profit. It damaged the Harding administration's reputation.
- 25. A** — In the scandal, an official secretly accepted money in exchange for control of government oil reserves. Bribes were paid for access to the oil. This was the heart of the corruption.
- 26. C** — The main purpose of the NRA was to help the economy recover by setting business codes. These codes regulated wages, prices, and hours. The goal was to stabilize industry.
- 27. B** — The United States sent troops to Vietnam mainly to stop the spread of communism in Southeast Asia. This reflected Cold War policy. Containing communism was the goal.
- 28. D** — As the war continued with heavy casualties, it led to widespread protests at home. Public opposition grew. Many Americans demanded an end to the war.