Student Name _____

Teacher Name _____

School _____

System _____

U.S. History

ITEM SAMPLER

Tennessee End of Course Assessment

U.S. History

U.S. History

PEARSON

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Introduction to U.S. History

Content of tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee Performance Indicators. Subject areas covered by the testing program include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, a staff of writers—composed of both teachers and professional test developers experienced in each of the content areas—researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or near the end of the school year.

This test contains 60 multiple-choice questions.

Students will have ample time to read and answer each of the questions. The U.S. History test has been designed to be administered in one session. You will be given 75 minutes to complete each test, with the first 15 minutes set aside to complete identifying data on the answer sheet.

Tips for Taking the Test

Preparing for the test

- Review this Tennessee End of Course Item Sampler for U.S. History carefully and thoroughly.
- Acquire a Tennessee End of Course Practice Test for U.S. History, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in the Practice Test.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. Answer all questions you are sure of first.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for U.S. History provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped under Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course tests to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test for U.S. History should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located on Page 37. Use it to check your answers. Review items that you get wrong.

Reporting Category: Era 6: 1870–1900
Numbers 1 through 12

Performance Indicator: Identify how the effects of 19th-century warfare promoted the growth of industrialism (i.e., railroads, iron vs. steel industry, textiles, coal, rubber, processed foods).

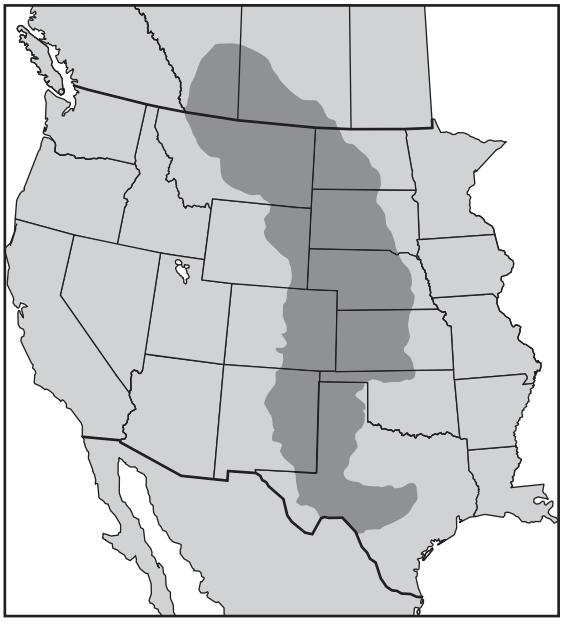
1 **During the Civil War, transporting military supplies and troops focused attention on the need for additional**

A canal passages.
B stagecoach routes.
C railroad lines.
D toll roads.

EH040278

Performance Indicator: Identify major agricultural post–Civil War American geographic areas on a map.

Western United States



Source: U.S. Geologic Survey

2 **During the 1870s, the principal agricultural product of the shaded region on the map was**

F poultry.

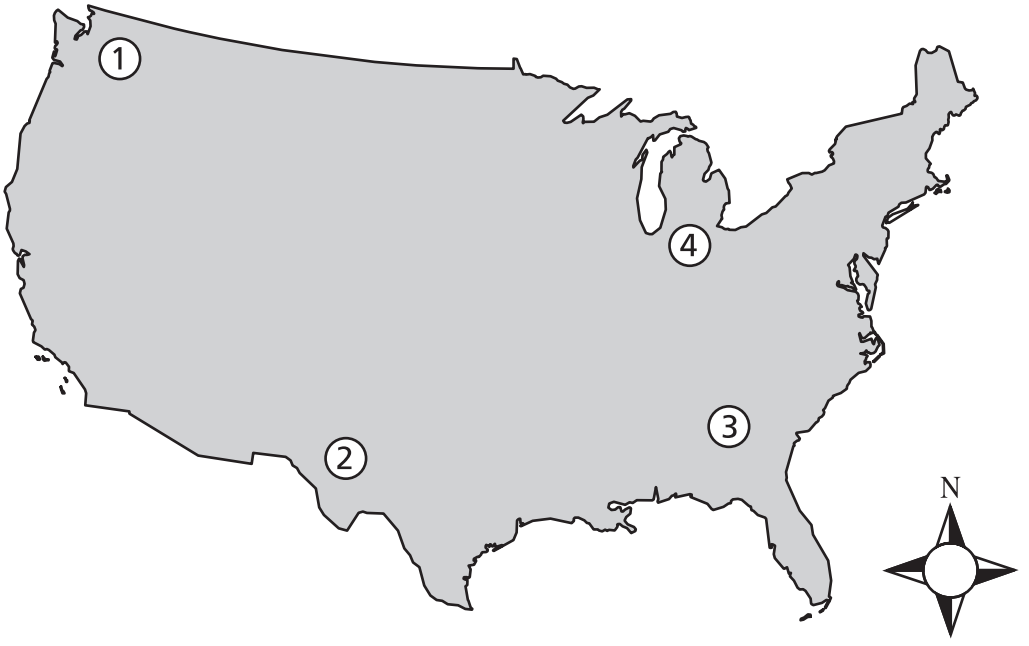
G rice.

H cattle.

J cotton.

EH040164

Performance Indicator: Identify major urban areas of the United States on a map (i.e., Northeast, upper Midwest, Atlantic Coast, California).



3 **Which numbered region on the map was a major center of urban development in the early 20th century?**

A 1
B 2
C 3
D 4

EH040021

Performance Indicator: Identify patterns of immigration and the causal factors that led to immigration to the United States of America (i.e., crop famines, California gold rush, European social and political unrest, religious freedom).

4 **Between 1890 and 1920, Eastern Europeans emigrated from their homeland to the United States primarily in response to which condition?**

F potato famine

G economic prosperity

H political stability

J religious persecution

EH020362.204

Performance Indicator: Distinguish the differences in assimilation of "old" vs. "new" immigration (i.e., languages, settlement patterns, education, employment, housing, Nativist reaction, religion, geographic origin).

5 **In comparison to earlier immigrant groups, the "new" immigrants of the 19th century were more likely to**

A live in urban tenements.

B work in agriculture.

C receive college degrees.

D earn high incomes.

EH020059

Performance Indicator: Read and interpret a primary source document reflecting the dynamics of the Gilded Age American society (e.g., Booker T. Washington's "Atlanta Compromise," Carnegie's "Gospel of Wealth," Sojourner Truth's "Ain't I A Woman," Jane Addams' Hull House accounts, Jacob Riis' photographs and/or writings, a sweatshop worker's personal story).

From Lewis Hine Collection; courtesy Library of Congress

6 **The child laborers in the sweatshop pictured above are examples of a problem common to the United States during the**

F Second World War.

G Roaring Twenties.

H Cold War.

J Gilded Age.

EH010338.091

Performance Indicator: Recognize technological and industrial advancements to the era (i.e., advancements in mining, farming, or ranching).

7 **Which of these groups benefited most in the late 1800s from advances made in windmill technology?**

A coal miners in mountainous areas
B store owners on the East Coast
C cattle and sheep ranchers in dry regions
D steel manufacturers in the Great Lakes region

EH000072

Performance Indicator: Match innovators to their industrial and technological contributions (i.e., Vanderbilt, Westinghouse, Carnegie, Pullman, Hershey, DuPont, Bell, Edison, Rockefeller, Swift, and Armour).

8 **Cornelius Vanderbilt achieved great success because of his ability to consolidate**

F oil refineries.
G steel processes.
H railroad lines.
J telegraph lines.

EH030097

Performance Indicator: Recognize the economic disparity among farmers, wage earners, immigrants, or racial groups when compared to industrial capitalists.

9 **Which of the following issues most contributed to social unrest during the Gilded Age?**

A the failure to employ immigrant workers in industrial jobs
B the lack of tariffs to protect domestic industries against European imports
C the inability of the United States to industrialize rapidly after the Civil War
D the growing income gap between industrial leaders and their workers

EH010026

Go On ▶

Performance Indicator: Interpret a political cartoon which portrays the controversial aspects of the Gilded Age (e.g., Populist reaction to politicians and/or tycoons, railroad development, westward expansion, Dawes Act, urban developments).

Courtesy of Worth Robert Miller

DID YOU DO IT?

10 **Which late 19th-century event is portrayed in this cartoon?**

F economic tariffs on European goods

G the incident leading to war with Spain

H colonial expansion into Latin America

J the capture of the Philippine Islands

EH020324

Performance Indicator: Analyze the impact of different forms of corruption and their consequences in American politics during the later half of the Age (i.e., Grant's Black Friday, Credit Mobilier, Whiskey Ring, Tammany Hall, Boss System, Garfield's assassination, Civil Service Reform, Granger laws, Interstate Commerce Act).

> **Black Friday** — On September 24, 1869, two men attempted to buy all of the available gold in the United States, which drove up gold prices. The federal government then sold part of its gold reserve, which, in turn, greatly lowered the price of gold.

11 **The incident described above resulted in**

A laws against monopolies.

B free-trade restrictions.

C imprisonment of congressmen.

D bankruptcy for many investors.

EH005029

Performance Indicator: Assess the effect of late 19th-century technological innovation on the daily lives of American people (i.e., electricity, indoor plumbing, communication, transportation).

> - 1876 – News of the Battle of the Little Bighorn published in New York newspapers within days
> - 1906 – News of San Francisco earthquake transmitted to the outside world the same day

12 **Which technological innovation made the above events possible?**

F radio

G motion picture

H telegraph

J pony express

EH030300

Go On ▶

Reporting Category: Era 7: 1890–1930
Numbers 13 through 22

Performance Indicator: Identify causes of American imperialism (i.e., raw materials, nationalism, missionaries, militarism, Monroe Doctrine).

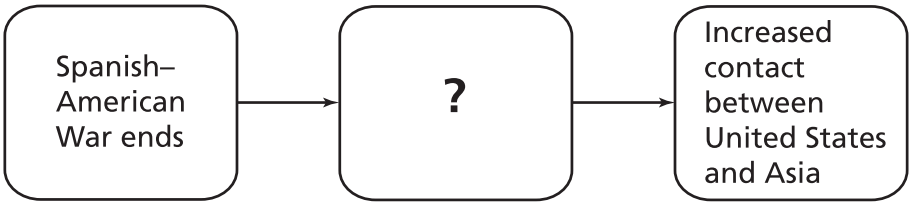
13 **In the late 1800s, American imperialism was supported by industrial corporations because it provided**

A skilled labor.
B raw materials.
C stronger unions.
D governmental control.

EH020182

Performance Indicator: Identify consequences of American imperialism (i.e., Spanish-American War, expanding trade, extractive economies, Panama Canal, the idea of a superior Anglo-Saxon culture, yellow journalism, military occupation).

19th-Century American Imperialism



14 **Which event best completes the diagram?**

F Occupation of the Philippine Islands
G Independence of Cuba from Spain
H Founding of the League of Nations
J Sinking of the USS *Maine* battleship

EH020064

Performance Indicator: Recognize the progress of political and social reform in America during this era (i.e., women's suffrage, regulation of food and drug, initiative, referendum, and recall, protection of workers' rights, antitrust Supreme Court decisions, muckrakers).

15 **The Populist movement of the 1890s is most associated with supporting which government reform?**

A national regulation of railroads

B protective tariffs on foreign imports

C desegregation of public buildings

D adoption of urban building safety regulations

EH010261

Performance Indicator: Identify the causes of American involvement in World War I (i.e., security concerns, economic benefits, Wilsonian diplomacy, propaganda).

16 **Germany helped provoke the United States entry into World War I by**

F arresting foreign diplomats.

G imposing economic sanctions.

H attacking cargo and passenger ships.

J bombing ports and manufacturing centers.

EH030128

Performance Indicator: Recognize the new trends, ideas, and innovations of the 1920's popular culture (i.e., radio, automobile, phonograph, Prohibition, birth control, organized crime, sports).

Section 1

After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

— 18th Amendment

17 **The intended purpose of the above amendment was to**

A protect religion.

B promote morality.

C establish a federal whiskey tax.

D develop a new building code.

EH020283

Performance Indicator: Recognize the role of Tennessee in the women's suffrage movement (i.e., "the perfect 36," Anne Dallas Dudley, Harry Burn, Governor Albert Roberts).

18 **How did Tennessee contribute to the success of the women's suffrage movement?**

F It was the first state to legalize women's suffrage for state elections.

G It had the least number of local laws that prohibited women's suffrage.

H It had the most voters who supported the 19th Amendment.

J It was the last state needed to ratify the 19th Amendment.

EH010158

Go On ▶

Performance Indicator: Determine the possible factors that led to the economic collapse of 1929 (i.e., overproduction of agriculture and industry, expansion of credit, financial speculation, agricultural crop failures, tariff barriers, laissez-faire).

19 **Overproduction of agriculture contributed to the Great Depression by**

A encouraging foreign competition.

B decreasing farm income.

C promoting rural development.

D increasing personal spending.

EH040218

Performance Indicator: Read and interpret a primary source document reflecting the social dynamics of the 1920s (e.g., Harlem Renaissance, Lost Generation).

> Once you wake up thought in a man, you can never put it to sleep again.
>
> — Zora Neale Hurston, African-American author

20 **The above quotation is most associated with which early-20th century development in the United States?**

F the Lost Generation

G the Harlem Renaissance

H the Red Scare

J the Progressive Era

EH050072

Performance Indicator: Compare and contrast the philosophies of Du Bois, Washington, and Garvey.

21 **Which Civil Rights leader established the National Association for the Advancement of Colored People (NAACP) and campaigned for greater political rights for African Americans?**

A W.E.B. Du Bois
B Marcus Garvey
C Booker T. Washington
D George Washington Carver

EH010138

Performance Indicator: Analyze the American isolationist position versus interventionist arguments.

22 **In 1918 and 1919, what was the main issue that divided American isolationists and interventionists?**

F continued trade with other countries
G participation in the League of Nations
H racial desegregation in the South
J government regulation of monopolies

EH010205

Go On ▶

Reporting Category: Era 8: 1929–1945
Numbers 23 through 33

Performance Indicator: Identify the causes of World War II (i.e., Treaty of Versailles, fascism, failure of the League of Nations, Japanese imperialism, economic worldwide difficulties).

1931 — Japanese army seizes Manchuria

1937 — Japan invades China
- U.S. businesses start to boycott Japanese goods
- Japanese soldiers commit atrocities in occupied lands

1940 — Japan, Germany, and Italy form the Axis
- Japan seizes control of Indochina
- U.S. stops exports of scrap metal, oil, and aviation fuel to Japan

1941 — U.S. demands Japanese withdrawal from China and Indochina

23 **Based on the information above, one direct cause of World War II was**

A Japanese protectionism.
B U.S. militarism.
C Japanese imperialism.
D U.S. industrialism.

EH020007

Performance Indicator: Recognize the negative patterns of an economic cycle (i.e., increase of unemployment, decrease of price level, excess inventory, decrease of production, repossession, increase of business failure, and bankruptcy).

24 **During a period of economic decline, which of the following most often occurs?**

F an increase in industrial production
G a decrease in business failures
H an increase in unemployment
J a decrease in inventory

EH010178

Go On ▶

Performance Indicator: Recognize the definitions of totalitarianism, fascism, communism, nationalism, and anti-Semitism.

> All within the state, nothing outside the state, nothing against the state.
>
> —Benito Mussolini

25 **Benito Mussolini made the above statement to define which form of government?**

A democracy
B communism
C monarchy
D fascism

EH020121

Performance Indicator: Identify the changes in social and cultural life caused by the Great Depression and the Dust Bowl (i.e., Hoovervilles, Bonus Army, migrations, worldwide economic depression, Democrat victory in 1932, widespread poverty, unemployment, religious revivalism).

26 **During the Great Depression, Hoovervilles became symbolic of the**

F federal government's failure to provide relief.
G growth of ethnic neighborhoods in major cities.
H collapse of industrial enterprise zones.
J federal funding of defense contractors.

EH030341

Go On ▶

Performance Indicator: Interpret a timeline of major events from World War II.

Events of World War II

1 Unconditional surrender of all German forces to Allies

2 Allies divide up Germany and Berlin

3 Atomic bombs dropped on Hiroshima and Nagasaki

4 Japanese offer unconditional surrender

5 The United Nations is established

27 **The timeline above shows events that took place in**

A 1939.
B 1941.
C 1945.
D 1950.

EH020291.205

Performance Indicator: Identify New Deal programs/initiatives (i.e., Social Security, WPA, TVA, Indian Reorganization Act, FDIC, CCC, Wagner/Fair Labor Standards Act).

- Employed young men
- Focused on outdoor activities
- Improved national park system
- Built dams and flood control systems

28 **Which New Deal program does the list above describe?**

F Agricultural Adjustment Administration
G Civilian Conservation Corps
H Federal Emergency Relief Act
J National Recovery Administration

EH010233

Go On ▶

Performance Indicator: Recognize World War II alliances.

- Germany
- Italy
- Japan

29 **The countries listed above were members of which World War II alliance?**

A the Allies
B the Warsaw Pact
C the Axis Powers
D the North Atlantic Treaty Organization

EH030277

Performance Indicator: Analyze how World War II affected the American economy (i.e., women in the workforce, movement to urban centers, minority employment, post–war GI Bill, rationing, childcare).

30 **After World War II, the large-scale development of suburban communities was influenced by the**

F Marshall Plan.
G Office of Price Controls.
H Manhattan Project.
J GI Bill of Rights.

EH020127

Go On ▶

Performance Indicator: Recognize the effect of the New Deal and World War II on Tennessee (i.e., the creation of Fort Campbell, the Clarksville Base, Tennessee Valley Authority, Secretary of State Cordell Hull, Oak Ridge).

Accomplishments of Cordell Hull

- Elected Senator from Tennessee
- Appointed Secretary of State
- ?

31 **Which accomplishment completes the above list?**

A Developed the Domino Theory

B Helped Form the United Nations

C Ran for Vice President

D Established the National Labor Relations Board

EH020233

Performance Indicator: Evaluate the impact of the Manhattan Project (i.e., the creation of Oak Ridge, Tennessee, nuclear proliferation, espionage, ethical debate, medical experimentation, Nagasaki, Hiroshima).

32 **Which government program was directly responsible for creating the community of Oak Ridge?**

F Tennessee Valley Authority

G Social Security Administration

H Manhattan Project

J Great Society

EH020317

Go On ▶

Performance Indicator: Interpret a political cartoon involving the New Deal.

Blessing a New Deal Farm Policy

FDR Library ID# 33032901

33 **This cartoon refers to New Deal programs designed to**

A establish government prices for farmland.

B make it easier for farmers to pay debts.

C reduce farm surpluses.

D eliminate tenant farming.

EH030283

Reporting Category: Era 9: 1945–1970s
Numbers 34 through 46

Performance Indicator: Recognize differences among the victorious Allied Powers after World War II (i.e., capitalist, communist, military structure, individual differences).

Post-World War II Foreign Policy Differences Between Allied Powers

United States	?
Wanted to rebuild Europe	Wanted to control Europe
Ruled by democracy	Ruled by totalitarian government
Allowed private ownership of business	Government controlled business
Allowed free speech	Used censorship

34 **Which country completes the above table?**

F Great Britain
G Soviet Union
H France
J Netherlands

EH030087

Performance Indicator: Distinguish social inequities in America in the post–World War II era (i.e., racial segregation, generation conflict, gender equity, ethnic identification).

35 **In 1947, President Truman issued an executive order ending segregation in**

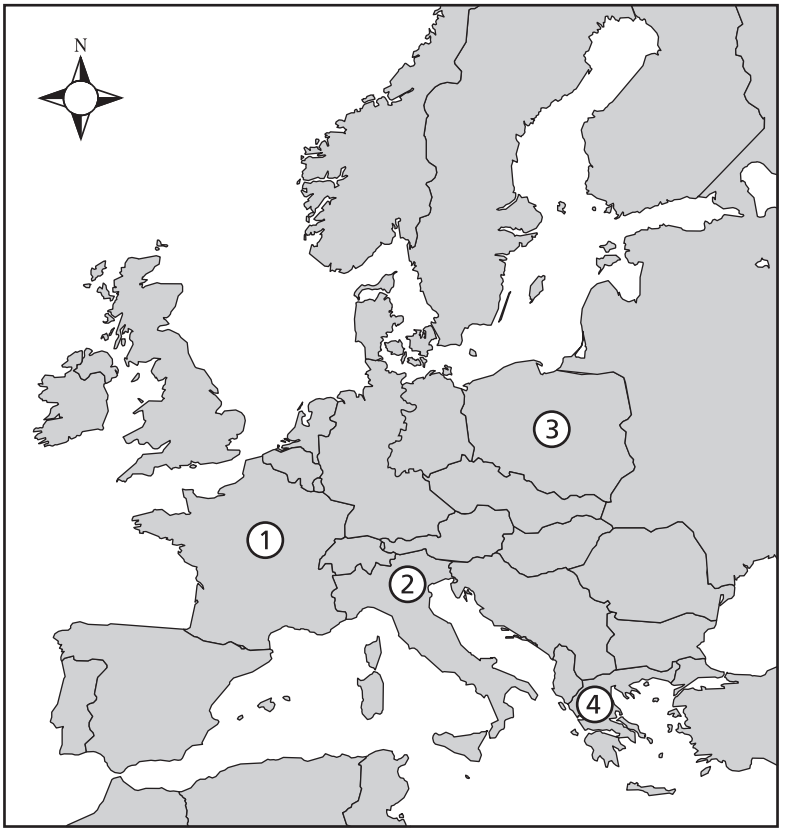
A public transportation.
B private business.
C the state governments.
D the armed forces.

EH010050

Go On ▶

Performance Indicator: Locate and label countries, using a map, dominated or threatened by Communism.

Europe During the Cold War



36 **Which numbered country on this map was under communist control during the Cold War?**

F 1
G 2
H 3
J 4

EH030010

Performance Indicator: Recognize the impact of technological and cultural changes on American society (i.e., Space Race, Hollywood, communication networks, mass media, medical advances, interstate highway system).

37 **The vaccine developed by Dr. Jonas Salk in 1954 helped to stop the spread of**

A malaria.
B polio.
C measles.
D smallpox.

EH020266

Performance Indicator: Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).

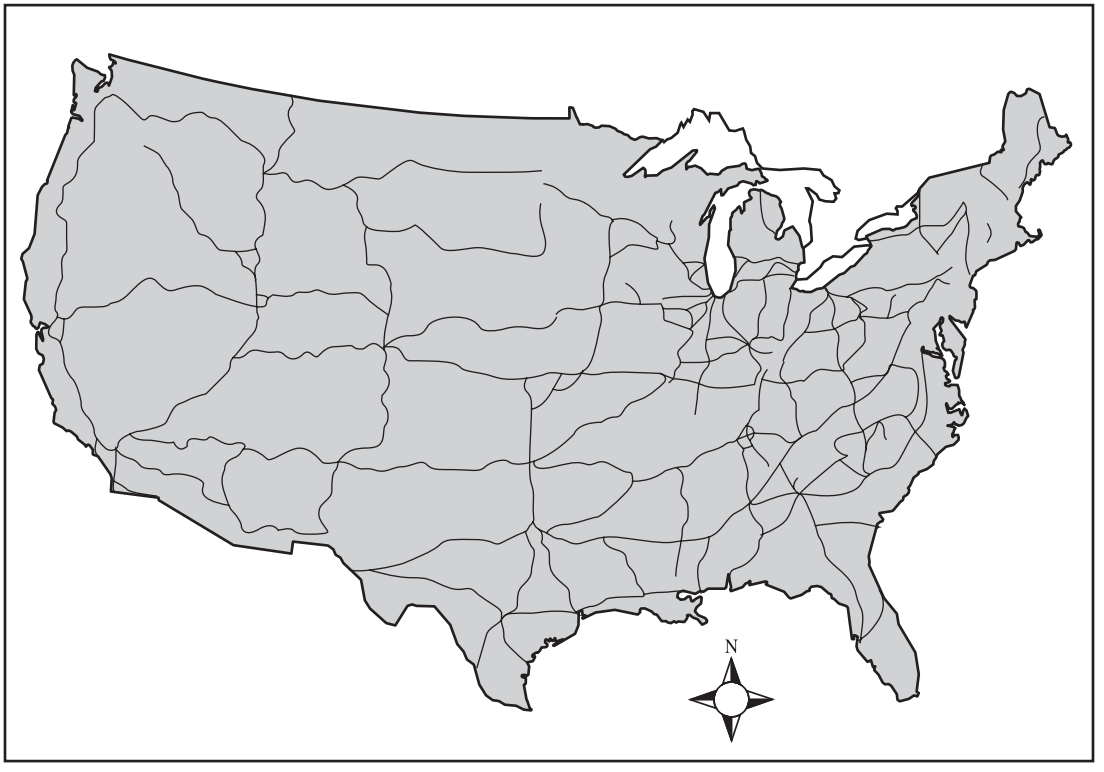
38 **The Berlin Airlift (1948–1949) was a direct reaction by the United States against**

F a Soviet blockade of West Berlin.
G the construction of the Berlin Wall.
H a rebellion by Nazi sympathizers in West Berlin.
J the decision after World War II to divide Berlin.

EH010215

Performance Indicator: Recognize domestic impact of the Cold War on American society (i.e., McCarthyism, fear, conformity, counterculture, generation gap, highway system, consumerism).

U.S. Interstate Highway System, 1960s



39 **The system shown on this map was originally designed to**

A encourage rail travel.

B establish political influence.

C expand the manufacturing economy.

D improve the national defense.

EH020021

Performance Indicator: Determine the effects of the Supreme Court's decisions on Civil Rights (i.e., Plessy v. Ferguson, Brown v. Board, Miranda v. Arizona, Gideon v. Wainwright).

40 **Which Supreme Court decision stated that people accused of a crime must be allowed access to an attorney?**

F *United States* v. *Nixon*

G *Plessy* v. *Ferguson*

H *Gideon* v. *Wainwright*

J *Brown* v. *Board of Education*

EH010173

Performance Indicator: Identify significant events in the struggle for Civil Rights (i.e., Little Rock Central High, Montgomery Bus Boycott, Freedom Rider's route, Birmingham bombings, Nashville lunch counters, James Meredith, Martin Luther King's "I Have a Dream" speech, Civil Rights acts of 1964 and 1968, Great Society).

41 **In 1961, student activists began the Freedom Rides to**

A join the counterculture movement.

B challenge segregation in bus terminals.

C avoid the military draft.

D demand free speech on college campuses.

EH040309

Performance Indicator: Recognize the altered American approach to foreign policy (i.e., Bay of Pigs, brinkmanship, Cuban Missile Crisis, peaceful coexistence).

New York Times
Oct. 23, 1962

U.S. Imposes Arms Blockade of Cuba on Finding Missile Sites; Kennedy Ready for Soviet Showdown

42 **Which term best describes the event depicted above?**

F brinkmanship
G appeasement
H détente
J isolationism

EH040310

Performance Indicator: Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Bull Conner, George Wallace, Diane Nash, Betty Friedan, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr.).

43 **Which change in Nashville, Tennessee, resulted from a movement led by Diane Nash in 1960?**

A Lunch counters were desegregated.
B Inner city areas were restored.
C Zoning laws were updated.
D City council seats were won by women.

EH030070

Go On ▶

Performance Indicator: Read and interpret Cold War documents (e.g., Truman's announcement of the dropping of atomic bombs, the contrast between Eisenhower's farewell speech and Kennedy's inaugural speech, Goldwater's 1964 party nomination acceptance speech, Johnson's Gulf of Tonkin declaration).

President Eisenhower's Farewell Address	President Kennedy's Inaugural Address
A vital element in keeping the peace is our military establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction. — January 17, 1961	We dare not tempt them [our enemies] with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed. — January 20, 1961

44 **According to the above excerpts, Presidents Eisenhower and Kennedy agreed that the United States should maintain a foreign policy strategy that**

F emphasized military alliances with other nations.

G replaced military power with diplomacy.

H relied on increasing military strength.

J neutralized military threats worldwide.

EH040312

Performance Indicator: Identify the changes in the music industry brought about by Tennessee's influence (i.e., Grand Ole Opry, WSM, Nashville music publishing, Memphis Sun Studio & Stax Records, Elvis Presley).

45 **The Grand Ole Opry played a significant role in the promotion of**

A country music.

B rock 'n' roll music.

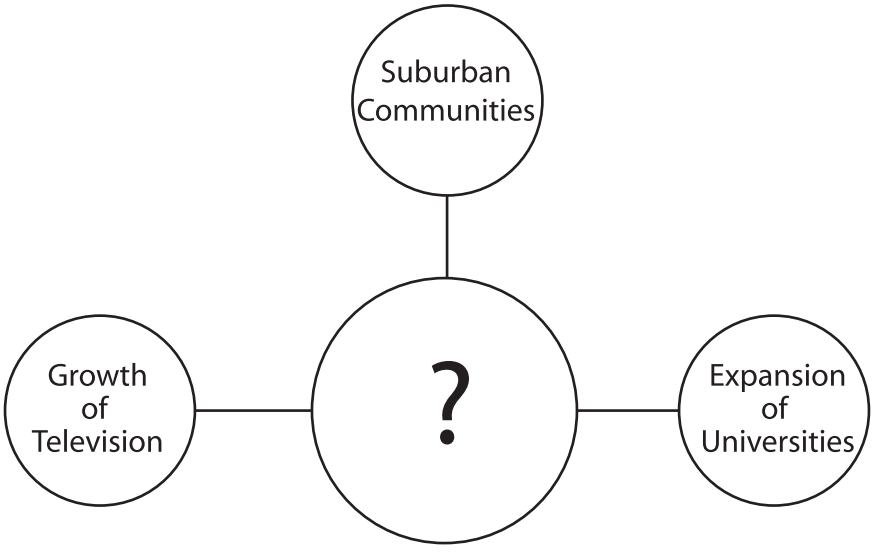
C classical music.

D rhythm and blues music.

EH020305

Go On ▶

Performance Indicator: Evaluate socio-economic impact of the post–World War II Baby Boomer generation (i.e., media, entertainment, sports, suburbia, education, and counterculture).



46 **Which term best completes the above diagram?**

F Jazz Age

G World War I

H Great Depression

J Baby Boom

EH020140

Reporting Category: Era 10: 1968–Present
Numbers 47 through 51

Performance Indicator: Match innovators or entrepreneurs in the "new economy" (i.e., Sam Walton, Michael Dell, Ray Kroc, Lee Iacocca, Donald Trump, Bill Gates, Steve Jobs, Jeff Bezos).

47 **Bill Gates contributed to the "new economy" by developing**

A software programs.
B textile manufacturing.
C automobile production.
D satellite systems.

EH020162

Performance Indicator: Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media).

48 **What was the effect of *The Washington Post's* coverage of the Watergate break-in of 1972?**

F It inspired legislation to require more balanced news coverage of politics.
G It increased national pressure to end American military involvement in Vietnam.
H It led most people to assume that Cuba was a threat to U.S. security.
J It demonstrated a connection between the burglary and the executive branch.

EH030075

Go On ▶

Performance Indicator: Use a timeline to identify America's interest and participation in Southeast Asia since World War II.

United States Involvement in Southeast Asia

1954 — Vietnam divided into north and south

1961 — 400 American advisors sent to South Vietnam

1964 — Gulf of Tonkin incident; Congress authorizes military force

1965 — U.S. air raids on North Vietnam; 50,000 U.S. troops in South Vietnam

1968 — Tet offensive; peace talks begin

1973 — Cease fire

49 **Which sentence best summarizes U.S. participation in Southeast Asia as shown on the above timeline?**

A Ground troops replaced naval bombardment after 1968.

B Broad involvement focused on the south after 1954.

C Full military involvement began after 1964.

D The heaviest military involvement occurred before 1961.

EH030078

Performance Indicator: Compare and contrast the Reagan and George H. Bush administrations with the Clinton administration and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values).

50 **Compared to President Bill Clinton, President Ronald Reagan was more in favor of**

F government regulation.

G military spending.

H public education.

J tax increases.

EH030037

Go On ▶

Performance Indicator: Analyze the advantages and disadvantages of increased global trade and competition on the U.S. economy (i.e., NAFTA treaty, import quotas, free trade agreements).

51 **Which example best describes one of the disadvantages of increased global trade in the U.S.?**

A A U.S. clothing factory relocates to Mexico.

B U.S. fast-food franchises open in China.

C A Japanese business invests in a U.S. computer company.

D Chinese silk products are available in U.S. stores.

EH030350

STOP

Reporting Category: Era 6: 1870–1900

Item Number	Correct Answer	Performance Indicator
1	C	6.1.1 Identify how the effects of 19th-century warfare promoted the growth of industrialism (i.e., railroads, iron vs. steel industry, textiles, coal, rubber, processed foods).
2	H	6.2.1 Identify major agricultural post–Civil War American geographic areas on a map.
3	D	6.3.1 Identify major urban areas of the United States on a map (i.e., Northeast, upper Midwest, Atlantic Coast, California).
4	J	6.4.1 Identify patterns of immigration and the causal factors that led to immigration to the United States of America (i.e., crop famines, California gold rush, European social and political unrest, religious freedom).
5	A	6.5.2 Distinguish the differences in assimilation of "old" vs. "new" immigration (i.e., languages, settlement patterns, education, employment, housing, Nativist reaction, religion, geographic origin).
6	J	6.6.2 Read and interpret a primary source document reflecting the dynamics of the Gilded Age American society (e.g., Booker T. Washington's "Atlanta Compromise," Carnegie's "Gospel of Wealth," Sojourner Truth's "Ain't I A Woman," Jane Addams' Hull House accounts, Jacob Riis' photographs and/or writings, a sweatshop worker's personal story).
7	C	6.7.2 Recognize technological and industrial advancements to the era (i.e., advancements in mining, farming, or ranching).
8	H	6.8.2 Match innovators to their industrial and technological contributions (i.e., Vanderbilt, Westinghouse, Carnegie, Pullman, Hershey, DuPont, Bell, Edison, Rockefeller, Swift, and Armour).
9	D	6.9.2 Recognize the economic disparity among farmers, wage earners, immigrants, or racial groups when compared to industrial capitalists.
10	G	6.10.2 Interpret a political cartoon which portrays the controversial aspects of the Gilded Age (e.g., Populist reaction to politicians and/or tycoons, railroad development, westward expansion, Dawes Act, urban developments).
11	D	6.11.3 Analyze the impact of different forms of corruption and their consequences in American politics during the later half of the Age (i.e., Grant's Black Friday, Credit Mobilier, Whiskey Ring, Tammany Hall, Boss System, Garfield's assassination, Civil Service Reform, Granger laws, Interstate Commerce Act).
12	H	6.12.3 Assess the effect of late 19th-century technological innovation on the daily lives of American people (i.e., electricity, indoor plumbing, communication, transportation).

Reporting Category: Era 7: 1890–1930

Item Number	Correct Answer	Performance Indicator
13	B	7.1.1 Identify causes of American imperialism (i.e., raw materials, nationalism, missionaries, militarism, Monroe Doctrine).
14	F	7.2.1 Identify consequences of American imperialism (i.e., Spanish-American War, expanding trade, extractive economies, Panama Canal, the idea of a superior Anglo-Saxon culture, yellow journalism, military occupation).
15	A	7.3.1 Recognize the progress of political and social reform in America during this era (i.e., women's suffrage, regulation of food and drug, initiative, referendum, and recall, protection of workers' rights, antitrust Supreme Court decisions, muckrakers).
16	H	7.4.2 Identify the causes of American involvement in World War I (i.e., security concerns, economic benefits, Wilsonian diplomacy, propaganda).
17	B	7.5.2 Recognize the new trends, ideas, and innovations of the 1920's popular culture (i.e., radio, automobile, phonograph, Prohibition, birth control, organized crime, sports).
18	J	7.6.2 Recognize the role of Tennessee in the women's suffrage movement (i.e., "the perfect 36," Anne Dallas Dudley, Harry Burn, Governor Albert Roberts).
19	B	7.7.2 Determine the possible factors that led to the economic collapse of 1929 (i.e., overproduction of agriculture and industry, expansion of credit, financial speculation, agricultural crop failures, tariff barriers, laissez-faire).
20	G	7.8.2 Read and interpret a primary source document reflecting the social dynamics of the 1920s (e.g., Harlem Renaissance, Lost Generation).
21	A	7.9.3 Compare and contrast the philosophies of Du Bois, Washington, and Garvey.
22	G	7.10.3 Analyze the American isolationist position versus interventionist arguments.

Reporting Category: Era 8: 1929–1945

Item Number	Correct Answer	Performance Indicator
23	C	8.1.1 Identify the causes of World War II (i.e., Treaty of Versailles, fascism, failure of the League of Nations, Japanese imperialism, economic worldwide difficulties).
24	H	8.2.1 Recognize the negative patterns of an economic cycle (i.e., increase of unemployment, decrease of price level, excess inventory, decrease of production, repossession, increase of business failure, and bankruptcy).
25	D	8.3.1 Recognize the definitions of totalitarianism, fascism, communism, nationalism, and anti-Semitism.
26	F	8.4.1 Identify the changes in social and cultural life caused by the Great Depression and the Dust Bowl (i.e., Hoovervilles, Bonus Army, migrations, worldwide economic depression, Democrat victory in 1932, widespread poverty, unemployment, religious revivalism).
27	C	8.5.2 Interpret a timeline of major events from World War II.
28	G	8.6.2 Identify New Deal programs/initiatives (i.e., Social Security, WPA, TVA, Indian Reorganization Act, FDIC, CCC, Wagner/Fair Labor Standards Act).
29	C	8.7.2 Recognize World War II alliances.
30	J	8.8.2 Analyze how World War II affected the American economy (i.e., women in the workforce, movement to urban centers, minority employment, post–war GI Bill, rationing, childcare).
31	B	8.9.2 Recognize the effect of the New Deal and World War II on Tennessee (i.e., the creation of Fort Campbell, the Clarksville Base, Tennessee Valley Authority, Secretary of State Cordell Hull, Oak Ridge).
32	H	8.10.3 Evaluate the impact of the Manhattan Project (i.e., the creation of Oak Ridge, Tennessee, nuclear proliferation, espionage, ethical debate, medical experimentation, Nagasaki, Hiroshima).
33	B	8.11.3 Interpret a political cartoon involving the New Deal.

Reporting Category: Era 9: 1945–1970s

Item Number	Correct Answer	Performance Indicator
34	G	9.1.1 Recognize differences among the victorious Allied Powers after World War II (i.e., capitalist, communist, military structure, individual differences).
35	D	9.2.1 Distinguish social inequities in America in the post–World War II era (i.e., racial segregation, generation conflict, gender equity, ethnic identification).
36	H	9.3.1 Locate and label countries, using a map, dominated or threatened by Communism.
37	B	9.4.1 Recognize the impact of technological and cultural changes on American society (i.e., Space Race, Hollywood, communication networks, mass media, medical advances, interstate highway system).
38	F	9.5.2 Identify areas associated with American containment policies (i.e., Korea, Vietnam, Cuba, East and West Germany).
39	D	9.6.2 Recognize domestic impact of the Cold War on American society (i.e., McCarthyism, fear, conformity, counterculture, generation gap, highway system, consumerism).
40	H	9.7.2 Determine the effects of the Supreme Court's decisions on Civil Rights (i.e., Plessy v. Ferguson, Brown v. Board, Miranda v. Arizona, Gideon v. Wainwright).
41	B	9.8.2 Identify significant events in the struggle for Civil Rights (i.e., Little Rock Central High, Montgomery Bus Boycott, Freedom Rider's route, Birmingham bombings, Nashville lunch counters, James Meredith, Martin Luther King's "I Have a Dream" speech, Civil Rights acts of 1964 and 1968, Great Society).
42	F	9.9.2 Recognize the altered American approach to foreign policy (i.e., Bay of Pigs, brinkmanship, Cuban Missile Crisis, peaceful coexistence).
43	A	9.10.2 Match leading figures of the Civil Rights era with their respective groups and goals (i.e., Strom Thurmond, Bull Conner, George Wallace, Diane Nash, Betty Friedan, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Albert Gore, Sr.).
44	H	9.11.2 Read and interpret Cold War documents (e.g., Truman's announcement of the dropping of atomic bombs, the contrast between Eisenhower's farewell speech and Kennedy's inaugural speech, Goldwater's 1964 party nomination acceptance speech, Johnson's Gulf of Tonkin declaration).
45	A	9.12.2 Identify the changes in the music industry brought about by Tennessee's influence (i.e., Grand Ole Opry, WSM, Nashville music publishing, Memphis Sun Studio & Stax Records, Elvis Presley).
46	J	9.13.3 Evaluate socio-economic impact of the post–World War II Baby Boomer generation (i.e., media, entertainment, sports, suburbia, education, and counterculture).

Reporting Category: Era 10: 1968–Present

Item Number	Correct Answer	Performance Indicator
47	A	10.1.1 Match innovators or entrepreneurs in the "new economy" (i.e., Sam Walton, Michael Dell, Ray Kroc, Lee Iacocca, Donald Trump, Bill Gates, Steve Jobs, Jeff Bezos).
48	J	10.2.2 Recognize the roles of the key figures of Watergate (i.e., administration, investigators, media).
49	C	10.3.2 Use a timeline to identify America's interest and participation in Southeast Asia since World War II.
50	G	10.4.3 Compare and contrast the Reagan and George H. Bush administrations with the Clinton administration and the nature of their respective political opposition (i.e., economic, domestic, budgets, foreign policy, ethics, and generational values).
51	A	10.5.3 Analyze the advantages and disadvantages of increased global trade and competition on the U.S. economy (i.e., NAFTA treaty, import quotas, free trade agreements).