

Tennessee Comprehensive Assessment Program

TCAP

TNReady— Item Release
US History



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Tennessee Comprehensive Assessment Program

TCAP

TNReady—U.S. History Item Release





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Metadata Interpretation Guide – Social Studies

Item Information

Item Code: SS90299	Passage Title:
Standard Code: US.96	Passage Code:
Standard Text: Evaluate the impact of Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)	
Reporting Category: The Post-War Years to Contemporary United States (1945-the Present)	
Correct Answer: A	DOK Level: 1

Item Code: Unique letter/number code used to identify the item.	Passage Title: (if listed): Title of the passage(s) associated with this item.
Standard Code: Primary educational standard assessed.	Passage Code: (if listed): Unique letter/number code used to identify the passage(s) that go with this item.
Standard Text: Text of the educational standard assessed.	
Reporting Category: Text of the Reporting Category the standard assesses.	
Correct Answer: Correct answer. This may be blank for constructed response items where students write or type their responses.	DOK Level (if listed): Depth of Knowledge (cognitive complexity) is measured on a three-point scale. 1= Recall or simple reproduction of information; 2= Skills and concepts: comprehension and processing of text; 3= Strategic thinking, prediction, elaboration

Item Information

Item Code:	TU01S0097	Passage Title:	
Standard Code:	US.2	Passage Code:	Position No: 1
Standard Text:	Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African Americans to the General Assembly.		
Reporting Category:	The Rise of Industrial America and the Progressive Era		
SEP:		CCC:	
Correct Answer:	A	DOK Level:	1
		Item Type:	O

Read the sources and answer the question.

Source 1

Articles from Tennessee State Constitutions of 1834 and 1870

1834:

Article IV; Section 1. Every free white man of the age of twenty-one years, being a citizen of the United States, and a citizen of the county wherein he may offer his vote, six months next preceding the day of election, shall be entitled to vote for Members of the general Assembly, and other civil officers, for the county or district in which he resides: provided, that no person shall be disqualified from voting in any election on account of color, who is now by the laws of this State, a competent witness in a court of Justice against a white man. All free men of color, shall be exempt from military duty in time of peace, and also from paying a free poll tax. . . . Section 4. In all elections to be made by the general Assembly, the Members thereof shall vote Viva voce [aloud]; and their votes shall be entered on the Journal. All other elections shall be by ballot.

(This item continues on the next page.)

(Item 1, continued from the previous page)

Source 2

1870:

Article IV; Section 1. Every male person of the age of twenty-one years, being a citizen of the United States, and a resident of this State for twelve months, and of the county wherein he may offer his vote for six months, next preceding the day of election, shall be entitled to vote for members of the General Assembly and other civil officers for the county or district in which he resides; and there shall be no qualification attached to the right of suffrage, except that each voter shall give to the judges of election where he offers to vote, satisfactory evidence that he has paid the poll taxes assessed against him for such preceding period as the Legislature shall prescribe, and at such time as may be prescribed by law; without which his vote cannot be received. And all male citizens of the State shall be subject to the payment of poll taxes, and to the performance of military duty, within such ages as may be prescribed by law. The General Assembly shall have power to enact laws requiring voters to vote in the election precincts in which they may reside, and laws to secure the freedom of elections and the purity of the ballot-box.

Based on these sources, which statement best explains why the Tennessee Constitution changed between 1834 and 1870?

- A.** Voting provisions were altered in response to previous federal legislation.
- B.** African Americans refused to participate in the political process.
- C.** African Americans migrated to northern cities to find economic opportunities.
- D.** Poll taxes were instituted in order to fund political campaigns.

Item Information

Item Code: TU01S0122 Passage Title:

Standard Code: US.2 Passage Code: Position No: 2

Standard Text: Summarize the major developments in Tennessee during the Reconstruction era, including the Constitutional Convention of 1870, the yellow fever epidemic of 1878, and the election of African Americans to the General Assembly.

Reporting Category: The Rise of Industrial America and the Progressive Era

SEP: CCC:

Correct Answer: C DOK Level: 1 Item Type: O

What event caused most residents of Memphis to leave the city in 1878?

- A.** the flooding of the Mississippi River
- B.** riots caused by a lack of food
- C.** the outbreak of yellow fever
- D.** overcrowding due to industrialization

Item Information

Item Code: TU01S0223 Passage Title:

Standard Code: US.3 Passage Code: Position No: 3

Standard Text: Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, efforts of Pap Singleton and the Exodusters.

Reporting Category: The Rise of Industrial America and the Progressive Era

SEP: CCC:

Correct Answer: A DOK Level: 2 Item Type: O

Which statement best explains how the Electoral College controversy during the Hayes-Tilden presidential election of 1876 was resolved?

- A.** Hayes promised to end Reconstruction if he received the electoral support of the southern states.
- B.** Tilden obtained the electoral support of the northern states after agreeing to end segregation.
- C.** Hayes obtained the electoral support of the northern states after promoting immigration reform.
- D.** Tilden opposed Jim Crow laws, which gained him the electoral support of the southern states.

Item Information

Item Code:	TU01S0605	Passage Title:	
Standard Code:	US.3	Passage Code:	Position No: 4
Standard Text:	Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including Jim Crow laws, lynching, disenfranchisement methods, efforts of Pap Singleton and the Exodusters.		
Reporting Category:	The Rise of Industrial America and the Progressive Era		
SEP:		CCC:	
Correct Answer:	B	DOK Level:	2
		Item Type:	O

Read the source and answer the question.

In 1870, the 15th Amendment was ratified, which provided specifically that the right to vote shall not be denied or abridged on the basis of race, color or previous condition of servitude. This superseded state laws that had directly prohibited black voting.

— United States Department of Justice

What was one method that states used to bypass this constitutional amendment?

- A.** Voters had to live in an urban area before being allowed to vote.
- B.** Prospective voters were required to pass a literacy test in order to vote.
- C.** Voters were required to join the armed forces in order to vote.
- D.** Prospective voters had to become citizens before being allowed to vote.

Item Information

Item Code: TU01S0148

Passage Title:

Standard Code: US.4

Passage Code:

Position No: 5

Standard Text: Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Boss Tweed; Thomas Nast; Credit Mobilier; Whiskey Ring; Garfield's assassination; Pendleton Act; Interstate Commerce Act.

Reporting Category: The Rise of Industrial America and the Progressive Era

SEP:

CCC:

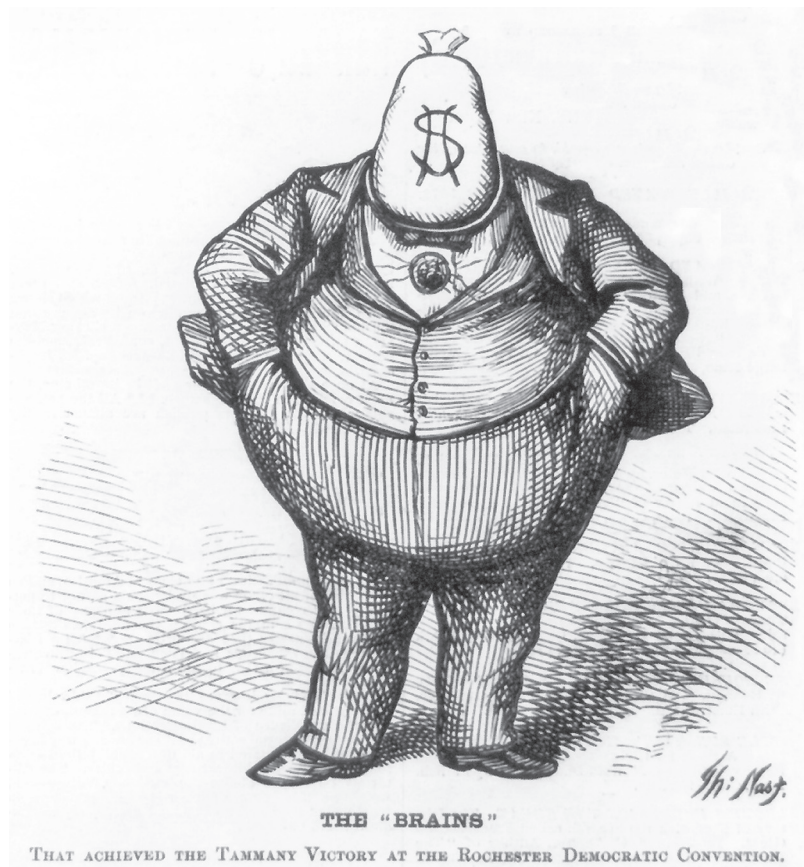
Correct Answer: C

DOK Level: 2

Item Type: O

Study the cartoon and answer the question.

The "Brains"



Source: Library of Congress

(This item continues on the next page.)

(Item 5, continued from the previous page)

What issue was Thomas Nast raising in this cartoon?

- A.** Boss Tweed's inherited wealth
- B.** Boss Tweed's lack of intelligence
- C.** the corrupt influence of money in politics in New York City
- D.** the cost of political campaigns in New York City

Item Information

Item Code: TU01S0609 Passage Title:
Standard Code: US.6 Passage Code: Position No: 6
Standard Text: Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: Henry Bessemer; George Pullman; Alexander Graham Bell; Andrew Carnegie; Thomas Edison; J.P. Morgan; John D. Rockefeller; Swift and Armour; Cornelius Vanderbilt.
Reporting Category: The Rise of Industrial America and the Progressive Era
SEP: CCC:
Correct Answer: B DOK Level: 1 Item Type: O

Which statement best describes how Thomas Edison changed American life?

- A.** The creation of the refrigerated railroad car allowed food to be shipped long distances.
- B.** The invention of the incandescent light bulb made electrical lighting possible.
- C.** The improvement of a process for making steel enabled the construction of skyscrapers.
- D.** The invention of the telephone enabled people to talk over long distances.

Item Information

Item Code: TU01S0099

Passage Title:

Standard Code: US.8

Passage Code:

Position No: 7

Standard Text: Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons of Thomas Nast and others during the Gilded Age.

Reporting Category: The Rise of Industrial America and the Progressive Era

SEP:

CCC:

Correct Answer: D

DOK Level: 2

Item Type: O

Look at the cartoon and answer the question.**“THAT’S WHAT’S THE MATTER.”**

WILLIAM MAGEAR TWEED (1823-1878). American politician.
'That's What's the Matter'. Cartoon, 1871, by Thomas Nast.
Granger, NYC All rights reserved.

(This item continues on the next page.)

(Item 7, continued from the previous page)

Which concern is expressed in this Thomas Nast cartoon?

- A.** Immigrants were prevented from voting in local elections.
- B.** Federal legislation extended suffrage to minorities.
- C.** Industrial leaders refused to fund political campaigns.
- D.** Political machines manipulated elections to maintain power.

Item Information

Item Code: TU01S0318 Passage Title:

Standard Code: US.9

Passage Code:

Position No: 8

Standard Text: Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen’s Agreement.

Reporting Category: The Rise of Industrial America and the Progressive Era

SEP:

CCC:

Correct Answer: A

DOK Level: 2

Item Type: O

Study the image and answer the question.**New York Tenement House, 1910**

Source: Library of Congress

(This item continues on the next page.)

(Item 8, continued from the previous page)

What was the purpose of publishing images such as this one?

- A.** to document the living conditions of immigrants
- B.** to discourage immigration to industrial centers
- C.** to encourage the formation of labor unions for skilled workers
- D.** to bring awareness of the need for public transportation

Item Information

Item Code:	TU01S0125	Passage Title:	
Standard Code:	US.10	Passage Code:	Position No: 9
Standard Text:	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel.		
Reporting Category:	The Rise of Industrial America and the Progressive Era		
SEP:		CCC:	
Correct Answer:	C	DOK Level:	3
		Item Type:	O

Read the sources and answer the question.**Source 1**

The Church was able to offer the most enticing eternal rewards to those who gave to her. Thus she discouraged the giving of aid from man to man and encouraged the concentration of giving on herself. To some extent this systematized charity, . . . and an ever larger percentage of the gifts never reached the poor.

— Walter Rauschenbusch, *Christianity and the Social Crisis*, 1907

Source 2

Anyone who believes that any great enterprise of an industrial character can be started without labor must have little experience of life. Let anyone try to get a railroad built, or to start a factory . . . , or to start a school . . . , or to found a newspaper . . . , and he will find what obstacles must be overcome, what risks must be taken, what perseverance and courage are required, what foresight and sagacity [wisdom] are necessary. . . . Persons who possess the necessary qualifications obtain great rewards. They ought to do so.

— William Graham Sumner, *What Social Classes Owe to Each Other*, 1883

(This item continues on the next page.)

(Item 9, continued from the previous page)

According to the sources, in which major way do the ideas of these two men differ?

- A.** Rauschenbusch suggests that the United States should pursue an imperialist foreign policy, whereas Sumner suggests isolationism.
- B.** Rauschenbusch suggests immigration to the United States should be limited, whereas Sumner suggests increasing immigration.
- C.** Rauschenbusch suggests that wealth should be used to address social ills, whereas Sumner suggests the wealthy have no obligation to do so.
- D.** Rauschenbusch suggests that taxes on the wealthy cause undue strain, whereas Sumner suggests that taxes should be used to help the needy.

Item Information

Item Code:	TU01S0474	Passage Title:	
Standard Code:	US.11	Passage Code:	Position No: 10
Standard Text:	Using textual evidence, compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois.		
Reporting Category:	The Rise of Industrial America and the Progressive Era		
SEP:		CCC:	
Correct Answer:	B	DOK Level:	3
		Item Type:	O

Read the sources and answer the question.**Source 1**

Many contributed to the debates on how best to secure and advance the rights of African Americans, but one of the major contributors was the educator Booker T. Washington. Washington, the leader of Tuskegee Institute, stated his views in a speech at the Cotton States and International Exposition in Atlanta, Georgia, in September 1895.

This speech, which is often called the “Atlanta Compromise,” was the first speech given by an African American man in front of a racially mixed audience in the South. In it, Washington suggested that African Americans should not agitate for social and political equality in return for the opportunity to acquire vocational training and participate in the economic development of the New South. He believed that through hard work and hard-earned respect, African Americans would gain the esteem of white society and eventually full citizenship.

— The Library of Congress

(This item continues on the next page.)

(**Item 10**, continued from the previous page)

Source 2

Many blacks turned for leadership to the historian and social scientist W.E.B. Du Bois (1868 – 1963).

. . . as legal segregation . . . took hold throughout the South, Du Bois gradually concluded that only direct political agitation and protest could advance African-American civil rights. Inevitably Du Bois came into dispute with Booker T. Washington, who quietly built political ties to national Republicans to secure a measure of political patronage even as his priority for American blacks remained economic development.

In 1903, Du Bois published *The Souls of Black Folk*. . . Addressing Booker T. Washington, Du Bois argued that

his doctrine has tended to make the whites, North and South, shift the burden of the Negro problem to the Negro's shoulders and stand aside as critical and rather pessimistic spectators; when in fact the burden belongs to the nation, and the hands of none of us are clean if we bend not our energies to righting these great wrongs.

Du Bois also disagreed with Washington's exclusive emphasis on artisan skills. "The Negro race, like all races," he argued in a 1903 article, "is going to be saved by its exceptional men." . . . For this task, the practical training Booker T. Washington offered at Tuskegee Institute would not suffice:

If we make money the object of man-training, we shall develop money-makers but not necessarily men; if we make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall have only as we make manhood the object of the work of the schools — intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men to it. . . . On this foundation we may build bread winning, skill of hand, and quickness of brain, with never a fear lest the child

(This item continues on the next page.)

(**Item 10**, continued from the previous page)

and man mistake the means of living for the object of life.

— U.S. Department of State

According to this information, Booker T. Washington and W.E.B. Du Bois agreed that _____ but disagreed about _____.

Which two phrases best complete this sentence?

A.

- economic development for African Americans was a secondary goal
- asking for the support of the Republican Party

B.

- African Americans would benefit from education
- the methods of achieving equality

C.

- an organization for African Americans was important
- the type of leader that was needed

D.

- African Americans should actively protest for equality
- the type of protests required

Item Information

Item Code: TU01S0154 Passage Title:

Standard Code: US.12 Passage Code: Position No: 11

Standard Text: Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities.

Reporting Category: The Rise of Industrial America and the Progressive Era

SEP: CCC:

Correct Answer: B DOK Level: 3 Item Type:

Which source explains a change that resulted from the work of the Granger Movement?

A.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that from and after the expiration of ninety days next after the passage of this act, the coming of Chinese laborers to the United States be . . . suspended.

B.

Be it enacted by the Senate and House of Representatives. . . . All charges made for any service rendered or to be rendered in the transportation of passengers or property . . . or for the receiving, delivering, storage, or handling of such property, shall be reasonable and just; and every unjust and unreasonable charge for such service is prohibited and declared to be unlawful.

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(Item 11, continued from the previous page)

C.

An act for preventing the manufacture, sale, or transportation of adulterated or misbranded or poisonous or deleterious foods, drugs, medicines, and liquors, and for regulating traffic therein, and for other purposes.

D.

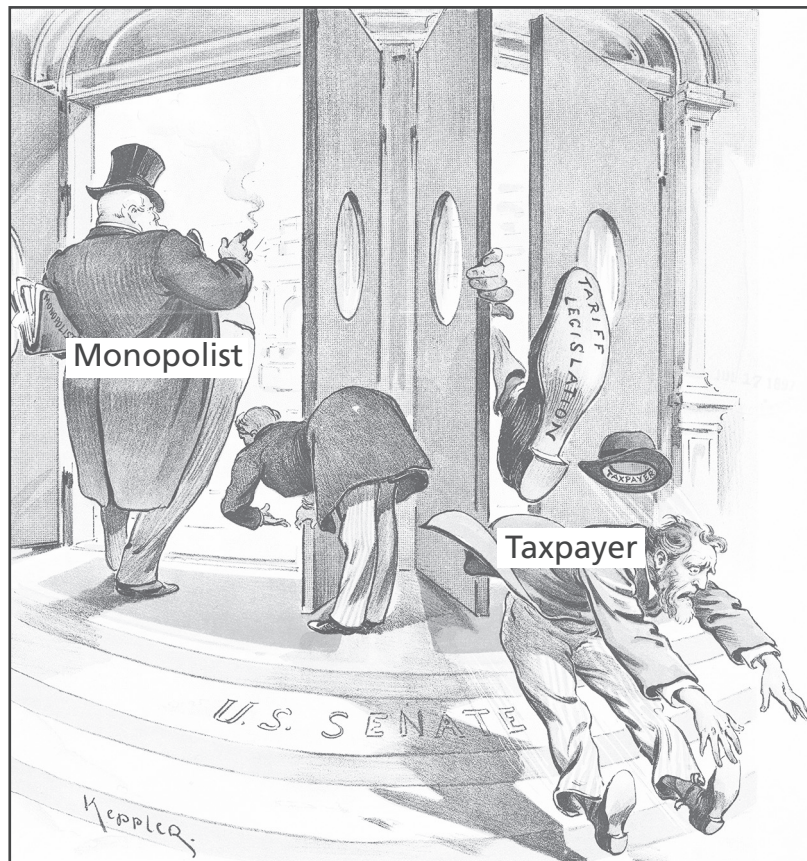
After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Item Information

Item Code: TU01S0024 Passage Title:
Standard Code: US.13 Passage Code: Position No: 12
Standard Text: Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government's response, including the Sherman Anti-Trust Act of 1890.
Reporting Category: The Rise of Industrial America and the Progressive Era
SEP: CCC:
Correct Answer: A DOK Level: 2 Item Type: O

Look at the cartoon and answer the question.

McKinleyism, 1897



Source: Public Domain/Library of Congress

(Item 12, continued from the previous page)

Which statement best describes the meaning of the political cartoon?

- A.** Congress welcomed monopolies at the expense of taxpayers.
- B.** Monopolists were troubled by the misuse of power by Congress.
- C.** Congressional authority was limited by the actions of taxpayers.
- D.** Taxpayers were unwilling to accept legislation created by Congress.

Item Information

Item Code: TU01S0322

Passage Title:

Standard Code: US.13

Passage Code:

Position No: 13

Standard Text: Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government's response, including the Sherman Anti-Trust Act of 1890.

Reporting Category: The Rise of Industrial America and the Progressive Era

SEP:

CCC:

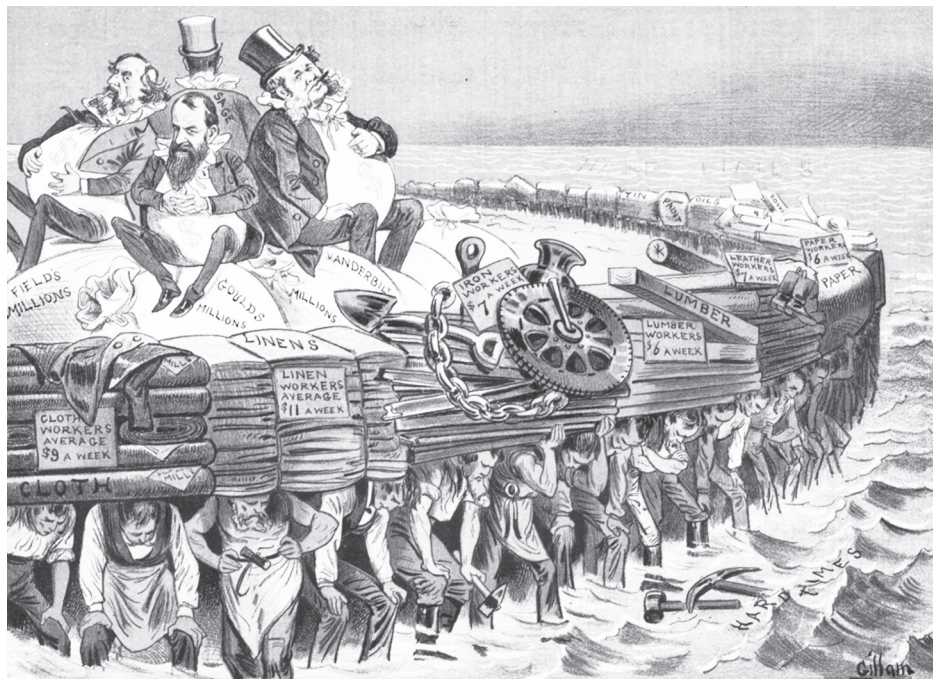
Correct Answer: D

DOK Level: 2

Item Type: O

Study the cartoon and answer the question.

The Protectors of Our Industry, 1883



Source: Library of Congress

Which message is being conveyed by this cartoon?

- A.** Industrialists were experiencing more difficulty than the laborers.
- B.** The government imposed improved labor standards.
- C.** The labor force should have found other employment.
- D.** The wealthy were dependent on the labor of the working class.

Item Information

Item Code: TU01S0497 Passage Title:
Standard Code: US.14 Passage Code: Position No: 14
Standard Text: Describe working conditions in industries, including the use of labor by women and children.
Reporting Category: The Rise of Industrial America and the Progressive Era
SEP: CCC:
Correct Answer: C DOK Level: 2 Item Type: O

In the early twentieth century, what was the main reason for high rates of industrial accidents?

- A.** inefficient methods of factory production
- B.** ineffective efforts at union organization
- C.** inadequate safety measures in factories
- D.** insufficient training for unskilled laborers

Item Information

Item Code: TU01E0300 Passage Title:
Standard Code: US.16 Passage Code: Position No: 15
Standard Text: Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair.
Reporting Category: The Rise of Industrial America and the Progressive Era
SEP: CCC:
Correct Answer: DOK Level: 2 Item Type: O

Explain how the publication of *The Jungle* by Upton Sinclair changed the meatpacking industry in the early 20th century.

- What conditions existed in the meatpacking industry prior to the publication of *The Jungle*?
- What was the reaction of American society to this investigative report?
- How did regulation change the industry?

(This item continues on the next page.)

(**Item 15**, continued from the previous page)

Use evidence from the sources and your knowledge of history to support your answer.

Source 1

There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected, and that was moldy and white — it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption germs. . . . There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage.

— Upton Sinclair, *The Jungle*, 1906

Source 2

Meatpacking in Chicago, c. 1909



Source: Library of Congress

(This item continues on the next page.)

(**Item 15**, continued from the previous page)

Source 3

President Chester Arthur signed the Bureau of Animal Industry Act, which created USDA's Bureau of Animal Industry (BAI) in 1884. . . .

In 1905, the BAI faced its first challenge with the publication of Upton Sinclair's *The Jungle*. The ground breaking book exposed insanitary conditions in the Chicago Meat Packing industry, igniting public outrage, which eventually led to the establishment of continuous governmental inspection. President Theodore Roosevelt commissioned the Neill-Reynolds report, which confirmed many of Sinclair's horrid tales. In response to both *The Jungle* and the Neill-Reynolds report, Congress passed the Federal Meat Inspection Act (FMIA) in June 1906.

The FMIA established four major sanitary requirements for the meat packing industry. The Act required mandatory inspection of livestock before slaughter, mandatory postmortem inspection of every carcass and set explicit sanitary standards for slaughterhouses. Finally, the Act allowed the USDA to issue grants of inspection and monitor slaughter and processing operations, enabling the Department to enforce food safety regulatory requirements. Following passage of the 1906 Act, BAI's Meat Inspection Division hired more than 1,300 inspectors to carry out inspection activities at 163 establishments. In 1907, BAI employed more than 2,200 inspectors at approximately 700 establishments.

— U.S. Department of Agriculture, Celebrating 100 Years of
the Federal Meat Inspection Act

Item Information

Item Code:	TU01S0498	Passage Title:	
Standard Code:	US.16	Passage Code:	Position No: 16
Standard Text:	Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair.		
Reporting Category:	The Rise of Industrial America and the Progressive Era		
SEP:		CCC:	
Correct Answer:	B	DOK Level:	2
		Item Type:	O

Read the source and answer the question.

Under the leadership of U.S. Senator Robert La Follette, Progressive opposition to foreign intervention further increased under the Dollar Diplomacy policies of Republican President William Howard Taft and Secretary of State Philander Knox. However, Progressives remained mostly interested in domestic issues, and Republican Progressives sometimes hesitated to break party lines on foreign policy, hoping to ensure greater influence on domestic matters within the Republican Party.

— U.S. Historian, Department of State

According to the source, which strategy did Robert La Follette use to pursue his vision of progressive change in the U.S. Senate?

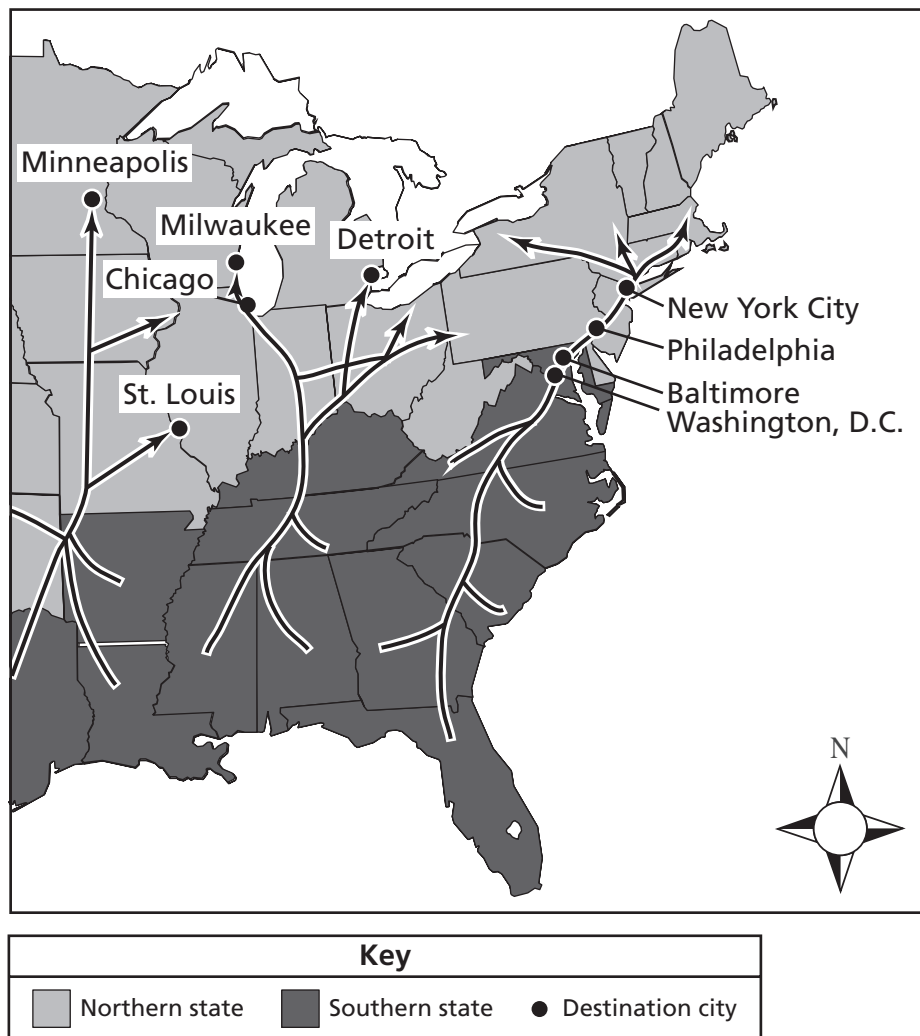
- A.** rejecting economic ideals that were gaining ground in other countries
- B.** focusing on a domestic agenda while supporting the party's foreign policy
- C.** rejecting calls for expanded immigration to support labor growth
- D.** supporting nationalism that would advance overseas American interests

Item Information

Item Code: TU01S0014 Passage Title:
 Standard Code: US.21 Passage Code: Position No: 17
 Standard Text: Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest.
 Reporting Category: The Rise of Industrial America and the Progressive Era
 SEP: CCC:
 Correct Answer: A DOK Level: 2 Item Type: O

Look at the map and answer the question.

The Great Migration, 1916 – 1930



(This item continues on the next page.)

(Item 17, continued from the previous page)

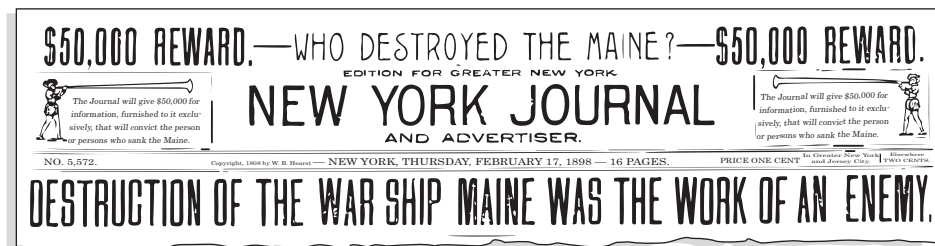
Which statement describes a result of this migration?

- A.** Many African Americans gained economic opportunity in northern states.
- B.** Southern congressional power returned to ex-Confederates due to the loss of African-American politicians.
- C.** African Americans became fully integrated into American life.
- D.** Job competition from recent immigrants forced many African Americans to return to the South.

Item Information

Item Code: TU01S0015 Passage Title:
 Standard Code: US.22 Passage Code: Position No: 18
 Standard Text: Assess the causes of American imperialism in the late 19th and early 20th centuries, including the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals.
 Reporting Category: The Rise of Industrial America and the Progressive Era
 SEP: CCC:
 Correct Answer: B DOK Level: 2 Item Type: O

Look at the picture and answer the question.



Source: Public Domain/Library of Congress

How did this type of article contribute to American imperialism?

- A.** by pressuring the government to cease Asian trade
- B.** by convincing the public to support overseas intervention
- C.** by decreasing a military buildup to protect the mainland
- D.** by encouraging alliances with European nations

Item Information

Item Code: TU01S0016 Passage Title:
Standard Code: US.24 Passage Code: Position No: 19
Standard Text: Describe the consequences of American imperialism of the period, including the following events: annexation of Hawaii; Spanish-American War (Teller, Platt, and Foraker Acts); Philippine Insurrection; Roosevelt Corollary; Panama Canal.
Reporting Category: The Rise of Industrial America and the Progressive Era
SEP: CCC:
Correct Answer: C DOK Level: 2 Item Type: O

Read the source and answer the question.

They ask us how we will govern these new possessions. I answer, out of local conditions and the necessities of the case methods of government will grow. If England can govern foreign lands so can America. If Germany can govern foreign lands so can America. If they can supervise protectorates so can America.

— Albert Beveridge, "March of the Flag," 1898

What was the focus of this speech?

- A.** an increase in muckraking publications
- B.** the ban of imported raw materials
- C.** the annexation of overseas territory
- D.** a decrease in yellow journalism

Item Information

Item Code: TU01S0326 Passage Title:
Standard Code: US.24 Passage Code: Position No: 20

Standard Text: Describe the consequences of American imperialism of the period, including the following events: annexation of Hawaii; Spanish-American War (Teller, Platt, and Foraker Acts); Philippine Insurrection; Roosevelt Corollary; Panama Canal.

Reporting Category: The Rise of Industrial America and the Progressive Era

SEP: CCC:

Correct Answer: A DOK Level: 3 Item Type: O

Read the text and answer the question.

Teller Amendment (1898) —
The United States pledged that it would not annex Cuba once peace was restored.

Foraker Act (1900) — Puerto Ricans were not citizens of the United States and maintained a legislature subject to U.S. authority.

Platt Amendment (1901) —
Cuba would give the United States the right to intervene to maintain peace and independence.

The purpose of these legislative actions during and after the Spanish-American War was to determine the

- A.** legal status of countries that were freed of Spanish domination.
- B.** function of the exclusive trade agreements with newly established territories.
- C.** ability to use local military troops to protect American interests.
- D.** need for new territories to form states.

Item Information

Item Code: SS90661	Passage Title:	
Standard Code: US.26	Passage Code:	Position No: 21
Standard Text: Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States' neutrality.		
Reporting Category: The Rise of Industrial America and the Progressive Era		
SEP:	CCC:	
Correct Answer: D	DOK Level: 2	Item Type: L

The source below is from a 1914 U.S. newspaper.

Vienna, Austria, July 28—The Government has officially notified Serbia that war is declared.

Berlin, Germany, July 28—It is understood that England . . . is seeking a basis on which Germany, France, and England, by action at Vienna and St. Petersburg might prevent a spread of the conflict.

Source: Public Domain/Library of Congress and
National Endowment for the Humanities

Why was England unable to achieve this goal?

- A.** Improvements in the transporting of troops allowed a rapid response to threats.
- B.** An expansion in the theater of operations created a demand to retaliate.
- C.** Improvements in weaponry caused an increase in casualty rates.
- D.** A system of military alliances required other nations to respond.

Item Information

Item Code: TU01S0019 Passage Title:
Standard Code: US.28 Passage Code: Position No: 22

Standard Text: Identify and explain the impact of the following events and people during World War I: Major turning points; Impact of trench warfare; Use of new weapons and technologies; Herbert Hoover; John J. Pershing and the American Expeditionary Force; Doughboys; Alvin C. York.

Reporting Category: The Rise of Industrial America and the Progressive Era

SEP: CCC:

Correct Answer: C DOK Level: 2 Item Type: O

Look at the photograph and answer the question.

United States Soldiers Leaving a Trench, 1918



Source: Public Domain/Library of Congress

Which statement best describes the impact of this type of warfare?

- A.** This type of warfare quickened the pace of battle.
- B.** This was introduced as an offensive tactic during a battle.
- C.** This type of warfare led to the creation of new weapons.
- D.** This was often used to limit the effectiveness of tanks.

Item Information

Item Code: TU01S0020 Passage Title:
Standard Code: US.30 Passage Code: Position No: 23
Standard Text: Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of *Schenck v. United States*.
Reporting Category: The Rise of Industrial America and the Progressive Era
SEP: CCC:
Correct Answer: A DOK Level: 2 Item Type: O

Read the source and answer the question.

The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. It is a question of proximity and degree. When a nation is at war, many things that might be said in time of peace are such a hindrance to its effort that their utterance will not be endured so long as men fight, and that no Court could regard them as protected by any constitutional right.

— U.S. Supreme Court Justice Oliver Holmes, *Schenck v. United States*, 1919

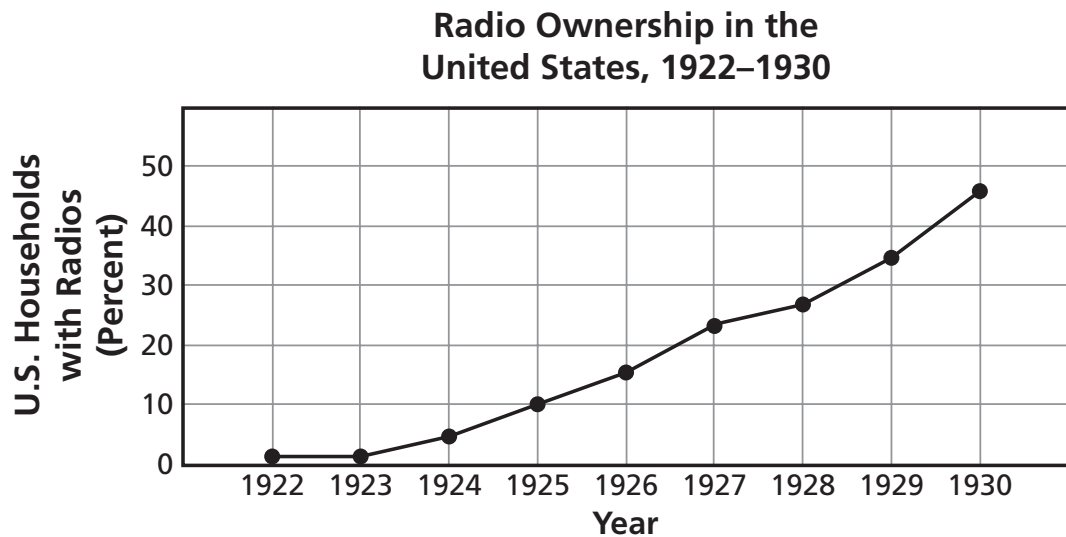
Which statement describes the impact of this case?

- A.** This case established limits on the freedom of speech.
- B.** This case recognized the rights of the individual during a time of war.
- C.** This ruling led to an amendment being created to expand free speech.
- D.** This ruling determined the authorization needed for military mobilization.

Item Information

Item Code: SS90675	Passage Title:	
Standard Code: US.31	Passage Code:	Position No: 24
Standard Text: Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.		
Reporting Category: The 1920s and the Great Depression		
SEP:	CCC:	
Correct Answer: B	DOK Level: 2	Item Type: L

The graph below shows data about radio ownership in the United States during the 1920s.



Source: Public Domain

Which conclusion about the effect of radio in the 1920s does the graph support?

- A.** Radio ownership isolated communities and created opposing political views.
- B.** Radio ownership helped spread ideas and promoted a popular culture.
- C.** Radio ownership caused a decline in the popularity of movies.
- D.** Radio ownership highlighted the rise in income inequality.

Item Information

Item Code: TU01S0152 Passage Title:

Standard Code: US.32

Passage Code:

Position No: 25

Standard Text: Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Saunders).

Reporting Category: The 1920s and the Great Depression

SEP:

CCC:

Correct Answer: B

DOK Level: 2

Item Type: O

Study the photograph and answer the question.

**Woman Using Vacuum Cleaner,
Knox County, Tennessee, c. 1940**



Source: Library of Congress

(This item continues on the next page.)

(Item 25, continued from the previous page)

Which change in American society increased sales of these devices in the 1920s?

- A.** use of the telegraph
- B.** accessibility of electricity
- C.** use of union labor
- D.** ease of transportation

Item Information

Item Code:	TU01S0246	Passage Title:	
Standard Code:	US.32	Passage Code:	Position No: 26
Standard Text:	Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Saunders).		
Reporting Category:	The 1920s and the Great Depression		
SEP:		CCC:	
Correct Answer:	A	DOK Level:	1
		Item Type:	O

Read the source and answer the question.

At the turn of the 20th century, consumers kept food fresh by placing it on a block of ice or, in cold weather, burying it in the yard or storing it on a window sill outside. During the 1920s, refrigerators with freezer compartments became available for household use. Another process that reduced the incidence of disease was invented by Louis Pasteur — pasteurization. . . . In 1924, the Public Health Service created a document to assist Alabama in developing a statewide milk sanitation program. This document evolved into the Grade A Pasteurized Milk Ordinance, a voluntary agreement that established uniform sanitation standards for the interstate shipment of Grade A milk and now serves as the basis of milk safety laws in the 50 states and Puerto Rico.

— Centers for Disease Control and Prevention

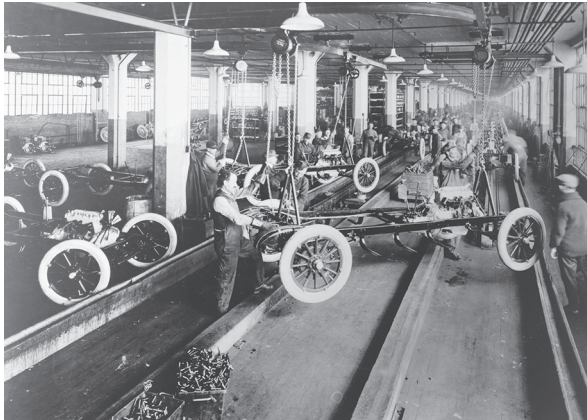
This new technology most affected the life of Americans by

- A.** reducing the number of food-borne illnesses.
- B.** expanding the food consumption of the average family.
- C.** lowering the costs of average food staples.
- D.** increasing the number of available food producers.

Item Information

Item Code: TU01S0104 Passage Title:
Standard Code: US.33 Passage Code: Position No: 27
Standard Text: Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society.
Reporting Category: The 1920s and the Great Depression
SEP: CCC:
Correct Answer: C DOK Level: 2 Item Type: O

Look at the photographs and answer the question.



Source: Public Domain/Library of Congress



Source: National Archives

How do these photographs reflect a change in the U.S. economy?

- A.** The manufacturing of consumer goods depended on one worker making a product from start to finish.
- B.** Production jobs in the United States were sent to foreign countries as a result of a shrinking labor force.
- C.** The use of scientific management and mass production increased the availability of consumer products.
- D.** Production in the United States focused primarily on nonindustrial products and agricultural goods.

Item Information

Item Code: SS90159

Passage Title:

Standard Code: US.34

Passage Code:

Position No: 28

Standard Text: Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation.

Reporting Category: The 1920s and the Great Depression

SEP:

CCC:

Correct Answer: D

DOK Level: 2

Item Type: L

How did installment plans most impact the economy during the 1920s?

- A.** They encouraged the growth of consumer protection laws.
- B.** They supported an increase in the average minimum wage.
- C.** They encouraged the expansion of private farming operations.
- D.** They supported an expansion in consumer goods manufacturing.

Item Information

Item Code: TU01S0511	Passage Title:	
Standard Code: US.34	Passage Code:	Position No: 29
Standard Text: Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation.		
Reporting Category: The 1920s and the Great Depression		
SEP:	CCC:	
Correct Answer: C	DOK Level: 2	Item Type: O

Read the source and answer the question.

In 1925, the Radio Corporation of America (RCA) released statistics indicating that of the 26,000,000 homes in the United States, 5,000,000, or 19.2 percent, had radio receivers, though the number of broadcast listeners was estimated at 20,000,000. . . . It is estimated that by 1929, approximately 35 to 40 percent of American families owned radios, and the number ran considerably higher, in some cases up to 75 percent, in both wealthy suburban and larger metropolitan areas. . . .

In the early 1920s, many radio stations were owned by local businesses (department stores, insurance companies, newspapers and banks) or aired programs “sponsored” by manufacturers of national consumer products. . . . Even before radio advertising or commercials in the form known now were widespread, radio had become a promotional medium through which businesses could make themselves, their products, and their services known to potential consumers.

— Library of Congress

Based on this source, the widespread popularity of radio contributed to which change in American culture?

- A.** a decrease in knowledge of national events
- B.** a decrease in American school attendance
- C.** an increase in American consumerism
- D.** an increase in newspaper circulation

Item Information

Item Code: TU01S0512 Passage Title:
Standard Code: US.35 Passage Code: Position No: 30
Standard Text: Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the “return to normalcy,” Teapot Dome, and laissez faire politics.
Reporting Category: The 1920s and the Great Depression
SEP: CCC:
Correct Answer: C DOK Level: 2 Item Type: O

Read the source and answer the question.

America’s present need is not heroics, but healing; not nostrums, but normalcy; not revolution, but restoration; not agitation, but adjustment; not surgery, but serenity; not the dramatic, but the dispassionate; not experiment, but equipoise; not submergence in internationality, but sustainment in triumphant nationality.

— Presidential Candidate Warren G. Harding, 1920

In this speech, Harding signaled that he endorsed which goal for the United States?

- A.** an initiative to slow industrial progress
- B.** an effort to expand military capacity
- C.** a return to an isolationist foreign policy
- D.** a revival of pro-imperialist efforts

Item Information

Item Code: TU01S0331 Passage Title:
Standard Code: US.36 Passage Code: Position No: 31
Standard Text: Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920's, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism, and the rise of the NAACP.
Reporting Category: The 1920s and the Great Depression
SEP: CCC:
Correct Answer: A DOK Level: 2 Item Type: O

Read the source and answer the question.

Section 2 (a) That the number of aliens of any nationality who may be admitted under the immigration laws to the United States in any fiscal year shall be limited to 3 per cent of the number of foreign-born persons of such nationality resident in the United States as determined by the United States census of 1910. . . .

(d) When the maximum number of aliens of any nationality who may be admitted in any fiscal year under this act shall have been admitted, all other aliens of such nationality . . . who may apply for admission during the same fiscal year shall be excluded.

— The Emergency Quota Law, 1921

Which sentiment was the primary motivation of this legislation?

- A.** fear of communist radicals after World War I
- B.** concern for education of adults and children
- C.** need for laborers to work in skilled professions
- D.** desire to form closer ties with allies after World War I

Item Information

Item Code: SS90690

Passage Title:

Standard Code: US.37

Passage Code:

Position No: 32

Standard Text: Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment.

Reporting Category: The 1920s and the Great Depression

SEP:

CCC:

Correct Answer: C

DOK Level: 2

Item Type: L

Which was one factor that led to the ratification of the 21st Amendment in 1933?

- A.** the growing legalization of alcohol by local governments
- B.** an increase in alcohol use among certain groups
- C.** a surge in crime associated with alcohol sales
- D.** the rising cost of making alcohol purchases

Item Information

Item Code: TU01S0582 Passage Title:

Standard Code: US.37 Passage Code: Position No: 33

Standard Text: Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment.

Reporting Category: The 1920s and the Great Depression

SEP:

CCC:

Correct Answer: A

DOK Level: 2

Item Type: O

Study the photograph and answer the question.

**Prohibition Agents Tasked with
Inspecting Cars for Alcohol, 1930**



Source: Library of Congress

(This item continues on the next page.)

(Item 33, continued from the previous page)

These agents were conducting inspections because the use of alcohol was

- A.** illegal under federal law.
- B.** taxed by state governments.
- C.** restricted below a certain age.
- D.** limited to certain locations.

Item Information

Item Code:	TU01S0134	Passage Title:	
Standard Code:	US.39	Passage Code:	Position No: 34
Standard Text:	Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life.		
Reporting Category:	The 1920s and the Great Depression		
SEP:		CCC:	
Correct Answer:	B	DOK Level:	1
		Item Type:	O

How did U.S. federal policy toward American Indians change in the 1920s?

- A.** American Indian schools concentrated on native culture.
- B.** American Indians were granted citizenship and voting rights.
- C.** The government paid American Indians restitution for broken treaties.
- D.** The government forced American Indians to move to tribal reservations.

Item Information

Item Code:	TU01S0485	Passage Title:	
Standard Code:	US.39	Passage Code:	Position No: 35
Standard Text:	Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life.		
Reporting Category:	The 1920s and the Great Depression		
SEP:		CCC:	
Correct Answer:	C	DOK Level:	2
		Item Type:	O

Read the source and answer the question.

The Dawes Act had a disastrous effect on many tribes, destroying their culture and society as well as causing the loss of as much as two thirds of the tribal land. The failure of the Dawes Act led to changes in U.S. policy toward Native Americans. The drive to assimilate the Indians gave way to a more hands off policy of allowing them the choice of either enfranchisement or self-government.

The Snyder Act of 1924, admitted Native Americans born in the U.S. to full U.S. citizenship. Though the Fifteenth Amendment, passed in 1870, granted all U.S. citizens the right to vote regardless of race, it wasn't until the Snyder Act, signed during the Coolidge Administration, that America's native people could enjoy the rights granted by this amendment. The 1934 Reorganization Act ended land allotments and provided for return to tribal ownership of surplus lands. It also encouraged tribal self-government and tried to improve the economic conditions of Native Americans.

Even with the passing of this citizenship bill Native Americans were still prevented from participating in elections mainly due to the fact that the Constitution left it up to the states to decide who has the right to vote. The state of Maine offers a good example of this illegal disenfranchisement. Maine was one of the last states to comply with the Indian Citizenship Act, even though it had granted tax paying Native Americans the right to vote in its original 1819 state constitution. As reported by Henry Mitchell, a resident of that state, Native Americans were prevented from voting in Maine in the late 1930s.

" . . . [T]he Indians aren't allowed to have a voice in state affairs because they aren't voters. . . . Just why the Indians shouldn't vote is something I

(Item 35, continued from the previous page)

can't understand. One of the Indians went over to Old Town once to see some official in the city hall about voting. I don't know just what position that official had over there, but he said to the Indian, 'We don't want you people over here. You have your own elections over on the island, and if you want to vote, go over there.'"

After the passage of the 1924 citizenship bill, it still took over forty years for all fifty states to allow Native Americans to vote. In 1948, the Arizona Supreme Court struck down a provision of its state constitution that kept Indians from voting. Other states eventually followed suit, concluding with New Mexico in 1962, the last state to enfranchise Native Americans.

Even with the lawful right to vote in every state, Native Americans suffered from the same mechanisms and strategies, such as poll taxes, literacy tests, fraud and intimidation, that kept African Americans from exercising that right. In 1965, with passage of the Voting Rights Act and subsequent legislation in 1970, 1975, and 1982, protections for non-English speakers and other citizen voters were reaffirmed and strengthened.

— Library of Congress

Based on the source, which statement explains why American Indians were not allowed to vote during different periods of the 20th century?

- A.** The federal courts redefined citizenship.
- B.** Most American Indians lived on reservations.
- C.** State laws prohibited participation in elections.
- D.** Few American Indians owned land individually.

Item Information

Item Code: TU01S0136 Passage Title:

Standard Code: US.42

Passage Code:

Position No: 36

Standard Text: Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women's colleges.

Reporting Category: The 1920s and the Great Depression

SEP:

CCC:

Correct Answer: D

DOK Level: 1

Item Type: O

Study the image and answer the question.

**Dancing the "Charleston" at the Capitol,
c. 1925**



Source: Public Domain/Library of Congress

(This item continues on the next page.)

(Item 36, continued from the previous page)

In the 1920s, these kind of actions were an example of women

- A.** demonstrating for suffrage.
- B.** supporting prohibition.
- C.** running for public office.
- D.** challenging traditional roles.

Item Information

Item Code: TU01S0516 Passage Title:

Standard Code: US.42

Passage Code:

Position No: 37

Standard Text: Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women's colleges.

Reporting Category: The 1920s and the Great Depression

SEP:

CCC:

Correct Answer: D

DOK Level: 1

Item Type: O

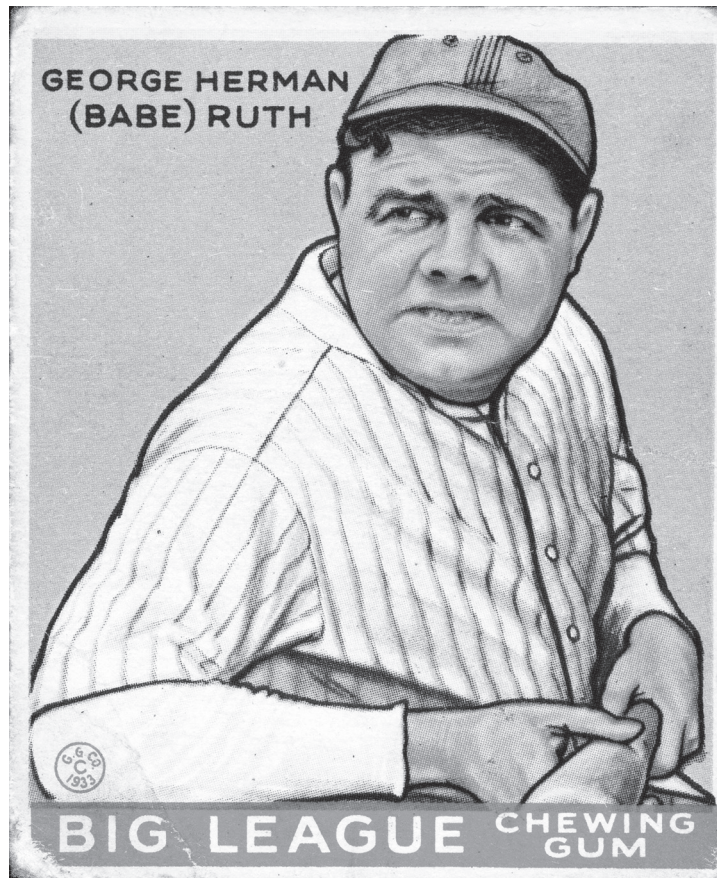
The emergence of “flappers” in the 1920s best represents which major cultural change?

- A.** a fear of rapid modernization
- B.** a desire to adopt isolationist policies
- C.** the adoption of immigrant clothing styles
- D.** the rejection of earlier norms

Item Information

Item Code:	TU01S0334	Passage Title:	
Standard Code:	US.43	Passage Code:	Position No: 38
Standard Text:	Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh.		
Reporting Category:	The 1920s and the Great Depression		
SEP:		CCC:	
Correct Answer:	C	DOK Level:	1
		Item Type:	O

Study the image and answer the question.



Source: Library of Congress

(This item continues on the next page.)

(Item 38, continued from the previous page)

Why were advertisements such as this common in the 1920s?

- A.** Consumers mostly judged products on quality rather than celebrity endorsements.
- B.** Celebrities were thought to be unfamiliar with most consumer goods.
- C.** Sales increased due to endorsement of well-known celebrities.
- D.** The government limited how often celebrities could advertise products.

Item Information

Item Code:	TU01S0487	Passage Title:	
Standard Code:	US.43	Passage Code:	Position No: 39
Standard Text:	Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh.		
Reporting Category:	The 1920s and the Great Depression		
SEP:		CCC:	
Correct Answer:	A	DOK Level:	2
		Item Type:	O

The public became aware of artists such as Bessie Smith as a result of the

- A.** development of African-American musical recordings.
- B.** employment of African-American actors in movies.
- C.** founding of African-American newspapers.
- D.** popularity of African-American poetry.

Item Information

Item Code: TU01S0137 Passage Title:
Standard Code: US.44 Passage Code: Position No: 40
Standard Text: Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy, and WSM.
Reporting Category: The 1920s and the Great Depression
SEP: CCC:
Correct Answer: B DOK Level: 2 Item Type: O

Study the list and answer the question.**WSM**

- Known as "The Legend"
- Broadcasted the Grand Ole Opry
- Reached much of North America

How did this radio station influence American culture?

- A.** It was the primary station for the region's news.
- B.** It led to an increase in popularity of country music.
- C.** It was the first station to carry religious programming.
- D.** It caused a return in popularity of musical plays.

Item Information

Item Code: TU01S0518 Passage Title:
Standard Code: US.45 Passage Code: Position No: 41
Standard Text: Analyze the causes of the Great Depression, including the following: the economic cycle driven by overextension of credit; overproduction in agriculture and manufacturing; laissez faire politics; buying on margin; excess consumerism; rising unemployment; the crash of the stock market; high tariffs.
Reporting Category: The 1920s and the Great Depression
SEP: CCC:
Correct Answer: A DOK Level: 2 Item Type: O

Which factor most intensified the effect of the 1929 stock market crash on the U.S. economy?

- A.** Investors had purchased stock by buying on margin.
- B.** The government had halted stock transactions as an emergency measure.
- C.** The government had enforced restrictions that prevented insider trading.
- D.** Individual investors had been able to buy inexpensive stock.

Item Information

Item Code: TU01S0039 Passage Title:
Standard Code: US.46 Passage Code: Position No: 42
Standard Text: Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of “rugged individualism,” the Reconstruction Finance Corporation, and the response to the “Bonus Army.”
Reporting Category: The 1920s and the Great Depression
SEP: CCC:
Correct Answer: A DOK Level: 2 Item Type: O

Look at the photograph and answer the question.

“Bonus Army” Protesters, Washington, D.C., 1932



Source: Library of Congress

(This item continues on the next page.)

(Item 42, continued from the previous page)

Which statement describes President Herbert Hoover's response to these protesters?

- A.** President Hoover refused to pay the Bonus Army, resulting in a decline in his popularity.
- B.** President Hoover met with members after the Bonus Army leadership rejected a plan to relocate the protesters.
- C.** President Hoover supported meeting veteran demands, but the U.S. Congress refused to authorize payment.
- D.** President Hoover's Reconstruction Finance Corporation paid a small portion of the benefits to the protesters.

Item Information

Item Code: SS90718	Passage Title:	
Standard Code: US.48	Passage Code:	Position No: 43
Standard Text: Analyze the causes and consequences of the Dust Bowl of the 1930's.		
Reporting Category: The 1920s and the Great Depression		
SEP:	CCC:	
Correct Answer: D	DOK Level: 2	Item Type: L

How did cattle ranching worsen the effects of the drought in the Great Plains during the 1930s?

- A.** Home-construction techniques used by ranchers weakened the root system of the region.
- B.** Railroad construction encouraged by ranchers altered the landscape of the region.
- C.** Open-range movement by cattle destroyed crops in the region.
- D.** Grazing by cattle reduced the ground covering in the region.

Item Information

Item Code: TU01S0489	Passage Title:	
Standard Code: US.48	Passage Code:	Position No: 44
Standard Text: Analyze the causes and consequences of the Dust Bowl of the 1930's.		
Reporting Category: The 1920s and the Great Depression		
SEP:	CCC:	
Correct Answer: B	DOK Level: 2	Item Type: O

Read the source and answer the question.

Between 1930 and 1940, the southwestern Great Plains region of the United States suffered a severe drought. Once a semi-arid grassland, the treeless plains became home to thousands of settlers when, in 1862, Congress passed the Homestead Act. Most of the settlers farmed their land or grazed cattle. The farmers plowed the prairie grasses and planted dry land wheat. As the demand for wheat products grew, cattle grazing was reduced, and millions more acres were plowed and planted.

Dry land farming on the Great Plains led to the systematic destruction of the prairie grasses. In the ranching regions, overgrazing also destroyed large areas of grassland. Gradually, the land was laid bare, and significant environmental damage began to occur. Among the natural elements, the strong winds of the region were particularly devastating.

With the onset of drought in 1930, the overfarmed and overgrazed land began to blow away. Winds whipped across the plains, raising billowing clouds of dust. The sky could darken for days, and even well-sealed homes could have a thick layer of dust on the furniture. In some places, the dust drifted like snow, covering farm buildings and houses. Nineteen states in the heartland of the United States became a vast dust bowl. With no chance of making a living, farm families abandoned their homes and land, fleeing westward to become migrant laborers.

In his 1939 book *The Grapes of Wrath*, author John Steinbeck described the flight of families from the Dust Bowl: "And then the dispossessed were drawn west — from Kansas, Oklahoma, Texas, New Mexico; from Nevada and Arkansas, families, tribes, dusted out, tractored out. Car-loads, caravans, homeless and hungry; twenty thousand and fifty thousand and a hundred thousand and two hundred thousand. They streamed over the mountains, hungry and restless — restless as ants, scurrying to find work to do — to lift, to push, to pick, to cut — anything, any burden to bear, for food. The kids

(This item continues on the next page.)

(Item 44, continued from the previous page)

are hungry. We got no place to live. Like ants scurrying for work, for food, and most of all for land." In all, 400,000 people left the Great Plains, victims of the combined action of severe drought and poor soil conservation practices.

— Library of Congress

Based on the source, which factor was the main cause of these events?

- A.** Commodity prices for wheat went into severe decline.
- B.** Decades of poor land management caused severe erosion.
- C.** Migration away from the region resulted in neglected infrastructure.
- D.** Invasive pests destroyed grain crops several years in a row.

Item Information

Item Code:	SS90729	Passage Title:	
Standard Code:	US.51	Passage Code:	Position No: 45
Standard Text:	Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee's rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies.		
Reporting Category:	The 1920s and the Great Depression		
SEP:		CCC:	
Correct Answer:	A	DOK Level:	2
		Item Type:	L

The source below is from a message President Franklin Roosevelt sent to Congress in April 1933.

It is clear that the Muscle Shoals development is but a small part of the potential public usefulness of the entire Tennessee River. Such use, if envisioned in its entirety, transcends mere power development; it enters the wide fields of flood control, soil erosion, afforestation, elimination from agricultural use of marginal lands, and distribution and diversification of industry. In short, this power development of war days leads logically to national planning for a complete river watershed involving many States and the future lives and welfare of millions. It touches and gives life to all forms of human concerns.

I, therefore, suggest to the Congress legislation to create a Tennessee Valley Authority, a corporation clothed with the power of Government but possessed of the flexibility and initiative of a private enterprise. It should be charged with the broadest duty of planning for the proper use, conservation and development of the natural resources of the Tennessee River drainage basin and its adjoining territory for the general social and economic welfare of the Nation.

Source: Public Domain/FDR Library

Based on the source, why did President Roosevelt propose establishment of the Tennessee Valley Authority (TVA)?

- A.** The Tennessee Valley lacked appropriate resource management.
- B.** The Tennessee Valley had strategic military importance.
- C.** The Tennessee Valley had rich mineral deposits.
- D.** The Tennessee Valley lacked fertile land.

Item Information

Item Code: TU01S0112 Passage Title:
Standard Code: US.52 Passage Code: Position No: 46
Standard Text: Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover ("Rugged Individualism"), Franklin Roosevelt ("First Inaugural Address"), and John Steinbeck (*The Grapes of Wrath*).
Reporting Category: The 1920s and the Great Depression
SEP: CCC:
Correct Answer: A DOK Level: 3 Item Type: O

Read the source and answer the question.

They were not farm men any more, but migrant men. And the thought, the planning, the long staring silence that had gone out to the fields, went now to the roads, to the distance, to the West. That man whose mind had been bound with acres lived with narrow concrete miles. And his thought and his worry were not any more with rainfall, with wind and dust, with the thrust of the crops. Eyes watched the tires, ears listened to the clattering motors, and minds struggled with oil, with gasoline, with the thinning rubber between air and road. . . . The wills thrust westward ahead of them, and fears that had once apprehended drought or flood now lingered with anything that might stop the westward crawling.

— John Steinbeck, *The Grapes of Wrath*, 1939

These individuals were affected by the Great Depression because they

- A.** were victims of environmental circumstances beyond their control.
- B.** had saved enough to protect themselves against natural disasters.
- C.** had failed to mechanize the farms to produce greater crop yields.
- D.** were promised work by moving to western agricultural communities.

Item Information

Item Code: TU01S0584	Passage Title:	
Standard Code: US.52	Passage Code:	Position No: 47
Standard Text: Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover ("Rugged Individualism"), Franklin Roosevelt ("First Inaugural Address"), and John Steinbeck (The Grapes of Wrath).		
Reporting Category: The 1920s and the Great Depression		
SEP:	CCC:	
Correct Answer: D	DOK Level: 2	Item Type: O

Read the sources and answer the question.

Source 1

We have decreased the fear of old age, the fear of poverty, the fear of unemployment and these are fears which have always been amongst the greatest calamities of human kind.

— President Herbert Hoover

Source 2

So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself — nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance.

— President Franklin D. Roosevelt

Which statement explains the different views of fear expressed in these sources?

- A.** These speeches describe successful and unsuccessful economic policies.
- B.** These speeches were made before and after World War I.
- C.** These speeches reflect Republican Party platforms in a presidential campaign.
- D.** These speeches were made before and after the stock market crash.

Item Information

Item Code: TU02S0990 Passage Title:
Standard Code: US.52 Passage Code: Position No: 48
Standard Text: Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover ("Rugged Individualism"), Franklin Roosevelt ("First Inaugural Address"), and John Steinbeck (The Grapes of Wrath).
Reporting Category: The 1920s and the Great Depression
SEP: CCC:
Correct Answer: C DOK Level: 3 Item Type:

Read the source and answer the question.

When the war closed the most vital of all issues was whether Governments should continue war ownership and operation of many instrumentalities of production and distribution. We were challenged with the choice of the American system of rugged individualism or the choice of a European system of diametrically opposed doctrines.

— President Herbert Hoover, 1928

Which set of competing ideologies is President Hoover referring to in this source?

- A.** totalitarianism and communism
- B.** individualism and capitalism
- C.** socialism and capitalism
- D.** traditionalism and individualism

Item Information

Item Code:	TU01S0526	Passage Title:	
Standard Code:	US.53	Passage Code:	Position No: 49
Standard Text:	Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal.		
Reporting Category:	The 1920s and the Great Depression		
SEP:		CCC:	
Correct Answer:	C	DOK Level:	2
		Item Type:	O

Study the sources and answer the question.

Source 1

Poster from 1935



Source: Library of Congress

(This item continues on the next page.)

(Item 49, continued from the previous page)

Source 2

President Franklin D. Roosevelt's "New Deal" aimed at promoting economic recovery and putting Americans back to work through Federal activism. New Federal agencies attempted to control agricultural production, stabilize wages and prices, and create a vast public works program for the unemployed. The West saw the heavy use of Works Progress Administration and Civilian Conservation Corps workers in National Forests and National Parks, and on Indian reservations for work on natural resource related projects and a legacy of buildings, roads, bridges, and trails remains in the Pacific Northwest as a result of these many projects.

— National Archives

Which conclusion about the New Deal is supported by these sources?

- A.** The majority of New Deal initiatives were directed toward urban areas.
- B.** The majority of job training programs were unavailable to workers.
- C.** New Deal programs were established to provide direct benefits to communities.
- D.** Cultural preservation was a low priority for public works programs.

Item Information

Item Code: TU01S0529 Passage Title:
Standard Code: US.54 Passage Code: Position No: 50
Standard Text: Examine the impact of American actions in foreign policy in the 1920's, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg- Briand Pact.
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: C DOK Level: 2 Item Type:

What was one of the goals of the United States at the Washington Disarmament Conference of 1921?

- A.** preventing the expansion of British colonial territories
- B.** restricting the westward deployment of the Soviet military
- C.** limiting the construction of large Japanese naval vessels
- D.** preventing the development of German chemical weapons

Item Information

Item Code:	SS90021	Passage Title:	
Standard Code:	US.56	Passage Code:	Position No: 51
Standard Text:	Analyze the reasons for, and the consequences of, the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin. (H, P)		
Reporting Category:	U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)		
SEP:		CCC:	
Correct Answer:	B	DOK Level:	2
		Item Type:	O

The events below occurred during the early decades of the 20th century.

- a revolution in Russia
- reparations from the peace treaty that ended World War I
- the rise of nationalism

Which development was a result of all of these events?

- A.** the passage of socialist policies in the United States
- B.** the establishment of totalitarian governments in Europe
- C.** the passage of a financial relief program in the United States
- D.** the establishment of national reconstruction programs in Europe

Item Information

Item Code:	SS90740	Passage Title:	
Standard Code:	US.56	Passage Code:	Position No: 52
Standard Text:	Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin.		
Reporting Category:	US Policy between the Wars, World War II, and the Cold War		
SEP:		CCC:	
Correct Answer:	A	DOK Level:	2
		Item Type:	L

The timeline below identifies Nazi conquests in Europe.

Nazi Conquests in Europe, 1938–1940



(This item continues on the next page.)

(Item 52, continued from the previous page)

How did the political philosophy of fascism contribute to the results shown on the timeline?

- A.** by glorifying military achievements
- B.** by encouraging communal ownership
- C.** by encouraging international revolution
- D.** by glorifying domestic accomplishments

Item Information

Item Code:	TU01S0049	Passage Title:	
Standard Code:	US.57	Passage Code:	Position No: 53
Standard Text:	Examine President Roosevelt's response to the rise of totalitarianism, including the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease.		
Reporting Category:	US Policy between the Wars, World War II, and the Cold War		
SEP:		CCC:	
Correct Answer:	C	DOK Level:	3
		Item Type:	O

Read the source and answer the question.

Suppose my neighbor's home catches fire. . . . If he can take my garden hose and connect it up with his hydrant, I may help him to put out his fire. . . . I don't say to him before that operation, "Neighbor, my garden hose cost me \$15; you have to pay me \$15 for it." . . . If it goes through the fire all right, intact, without any damage to it, he gives it back to me and thanks me very much for the use of it. But suppose it gets smashed up — holes in it — during the fire. . . . He says, "All right, I will replace it." Now, if I get a nice garden hose back, I am in pretty good shape.

— President Franklin D. Roosevelt, 1940

Based on this source, which action was a response by President Roosevelt to totalitarianism in Europe?

- A.** making additional provisions to the Atlantic Charter
- B.** placing an embargo on arms sales to Germany
- C.** requesting Congress to pass the Lend-Lease Act
- D.** appealing to Congress to declare war against Italy

Item Information

Item Code: SS90744 Passage Title:
Standard Code: US.58 Passage Code: Position No: 54
Standard Text: Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: B DOK Level: 2 Item Type: L

The headlines below refer to events in December 1941.



How did the United States immediately respond to these events?

- A.** by invading Japan
- B.** by joining the Allies
- C.** by attacking the Soviet Union
- D.** by establishing a military base in the Philippines

Item Information

Item Code:	SS90749	Passage Title:	
Standard Code:	US.60	Passage Code:	Position No: 55
Standard Text:	Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, "island hopping," Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge.		
Reporting Category:	US Policy between the Wars, World War II, and the Cold War		
SEP:		CCC:	
Correct Answer:	A	DOK Level:	2
		Item Type:	L

How did "island hopping" advance U.S. military goals in the Pacific during World War II?

- A.** It allowed the United States to acquire strategic islands under Japanese control.
- B.** It ensured that the United States could recapture each island held by the Japanese.
- C.** It enabled the United States to liberate islands from Japanese forces early in the war.
- D.** It guaranteed that the United States could win the war without attacking the Japanese home islands.

Item Information

Item Code:	TU01S0534	Passage Title:	
Standard Code:	US.60	Passage Code:	Position No: 56
Standard Text:	Explain United States and Allied wartime strategy and major events of the war, including the Bataan Death March, Midway, "island hopping," Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge.		
Reporting Category:	US Policy between the Wars, World War II, and the Cold War		
SEP:		CCC:	
Correct Answer:	C	DOK Level:	2
		Item Type:	O

Read the source and answer the question.

With the Gilbert and Marshall Islands and eastern New Guinea in their hands, the American forces in the Pacific moved westward on two lines, converging on the Philippines. . . . Sea, land, and air forces cooperated. The method called at first for a preliminary bombardment by carrier-planes, or if possible, by land-based planes. When the position had been sufficiently "softened," landing an occupation followed, or, if it seemed preferable, the position might be by-passed and left to "wither-on-the-vine," cut-off from . . . assistance from the homeland.

— National Park Service

What was one goal of this Allied strategy during World War II?

- A.** defending friendly military bases against naval attacks
- B.** capturing enemy soldiers to acquire useful information
- C.** isolating enemy military bases from supply lines
- D.** protecting innocent civilians from authoritarian regimes

Item Information

Item Code:	SS90754	Passage Title:	
Standard Code:	US.62	Passage Code:	Position No: 57
Standard Text:	Identify the roles played and significant actions of the following individuals in World War II: Franklin Roosevelt, Winston Churchill, Joseph Stalin, Harry Truman, Adolph Hitler, Benito Mussolini, Hideki Tojo, Dwight Eisenhower, George C. Marshall, Douglas MacArthur. (H, P)		
Reporting Category:	U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)		
SEP:		CCC:	
Correct Answer:	D	DOK Level:	2
		Item Type:	O

The source below is from a 1944 military order.

Soldiers, Sailors, and Airmen of the Allied Expeditionary Force!

You are about to embark upon the Great Crusade, toward which we have striven these many months. The eyes of the world are upon you. The hope and prayers of liberty-loving people everywhere march with you. In company with our brave Allies and brothers-in-arms on other Fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Who issued this order?

- A.** Harry Truman
- B.** George Marshall
- C.** Douglas MacArthur
- D.** Dwight Eisenhower

Item Information

Item Code: TU01S0167 Passage Title:
Standard Code: US.63 Passage Code: Position No: 58
Standard Text: Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America).
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: B DOK Level: 2 Item Type: O

Look at the photograph and answer the question.

**Japanese-American Grocery Store,
Oakland, California, March 1942**



Source: Library of Congress

What was the main reason storeowners placed signs such as this on businesses?

- A.** Japanese-American businesses on the West Coast were expanded.
- B.** After Pearl Harbor, Japanese Americans experienced racial prejudice.
- C.** After Pearl Harbor, Japanese Americans were not granted citizenship.
- D.** Japanese-American entrepreneurs were not relocated to internment camps.

Item Information

Item Code: TU01S0178 Passage Title:
Standard Code: US.63 Passage Code: Position No: 59
Standard Text: Describe the constitutional issues and impact of events on the United States home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America).
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: A DOK Level: 2 Item Type: O

Which constitutional question was raised by the internment of Japanese Americans during World War II?

- A.** Can the federal government violate a citizen's right to due process in the interest of national security?
- B.** Can the federal government undermine the rights of a state government to secure its borders?
- C.** Can the federal government be required to grant noncitizens the same protections as citizens?
- D.** Can the federal government limit the right of free speech in the interest of protecting national security?

Item Information

Item Code: TU01S0083 Passage Title:

Standard Code: US.64

Passage Code:

Position No: 60

Standard Text: Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society (such as at Avco in Tennessee), as well as the service of women in the armed forces, including Cornelia Fort.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

SEP:

CCC:

Correct Answer: C

DOK Level: 2

Item Type: O

Look at the source and answer the question.**U.S. Army Poster, World War II**

Source: Public Domain/Library of Congress

(This item continues on the next page.)

(Item 60, continued from the previous page)

What does this source illustrate about changes on the home front during World War II?

- A.** Women took an active role in demanding worker safety standards.
- B.** Women worked with labor leaders to organize women in unions.
- C.** Women were hired to perform jobs traditionally held by men.
- D.** Women expected to receive equal compensation for jobs.

Item Information

Item Code: TU01S0179

Passage Title:

Standard Code: US.65

Passage Code:

Position No: 61

Standard Text: Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

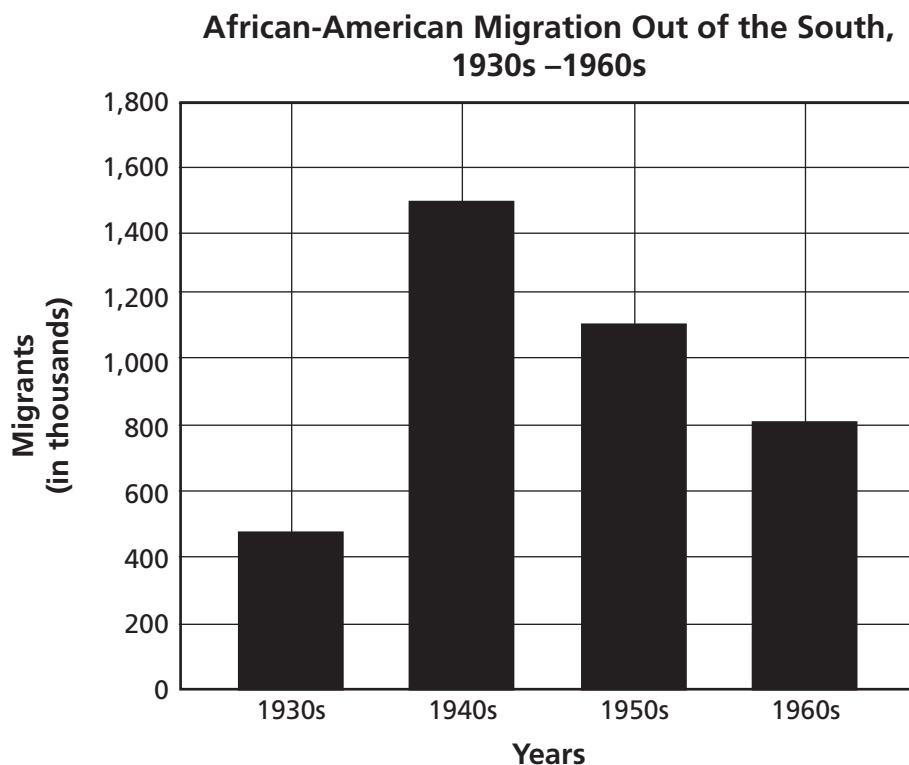
SEP:

CCC:

Correct Answer: D

DOK Level: 2

Item Type: O

Study the graph and answer the question.

Source: public domain

Which conclusion about African-American migration is best supported by the data on the graph?

- A.** Movement to northern locations increased after World War II.
- B.** Agricultural jobs provided economic equality during the 1960s.
- C.** Opportunity for social equality was greatest during the Great Depression.
- D.** Jobs in war production provided incentive for movement during the 1940s.

Item Information

Item Code: TU01S0342 Passage Title:

Standard Code: US.66 Passage Code: Position No: 62

Standard Text: Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

SEP: CCC:

Correct Answer: B DOK Level: 1 Item Type: O

Study the poster and answer the question.



Source: NARA

(This item continues on the next page.)

(Item 62, continued from the previous page)

Which statement best explains the domestic effect of World War II illustrated by this 1942 poster?

- A.** Contributing to the war effort often required women to drive truck routes.
- B.** Conserving essential war commodities required individual sacrifices.
- C.** Purchasing government bonds became more important than purchasing consumer goods.
- D.** Growing victory gardens allowed women to exchange ration stamps for fuel.

Item Information

Item Code: TU01S0114 Passage Title:
Standard Code: US.67 Passage Code: Position No: 63
Standard Text: Describe the major developments in aviation, weaponry, communication, and
medicine (penicillin), and the war's impact on the location of American industry
and use of resources.
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: A DOK Level: 1 Item Type: O

How did the development of radar assist in the defeat of the Axis powers during World War II?

- A.** by locating enemy aircraft before an attack on military bases
- B.** by hiding the tactical movements of infantry units
- C.** by helping Allied aircraft in destroying enemy tanks
- D.** by allowing ships to coordinate attacks on Allied military bases

Item Information

Item Code: TU01S0343 Passage Title:

Standard Code: US.68

Passage Code:

Position No: 64

Standard Text: Explain the importance of the establishment and the impact of the Fort Campbell base, Oak Ridge nuclear facilities, TVA, Alcoa influences, and Camp Forrest as a POW center.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

SEP:

CCC:

Correct Answer: A

DOK Level: 1

Item Type: O

Which event made Oak Ridge significant to the war effort in the 1940s?

- A.** development of the Manhattan Project
- B.** establishment of the Tennessee Valley Authority
- C.** internment of Japanese Americans
- D.** expansion of the U.S. national park system

Item Information

Item Code:	TU01E0308	Passage Title:	
Standard Code:	US.69	Passage Code:	Position No: 65
Standard Text:	Write an opinion piece evaluating the Manhattan Project, including the rationale for using the atomic bomb to end the war.		
Reporting Category:	US Policy between the Wars, World War II, and the Cold War		
SEP:		CCC:	
Correct Answer:	DOK Level: 3	Item Type:	O

Analyze President Harry S. Truman’s decision to use the atomic bomb in World War II.

- How did President Truman justify the use of the bomb?
- What were the results of its use?
- How was this action different from other actions of war?

(This item continues on the next page.)

(**Item 65**, continued from the previous page)

Use evidence from the sources and your knowledge of history to support your answer.

Source 1

There is probably no more controversial issue in 20th-century American history than President Harry S. Truman's decision to drop the atomic bomb on Japan. Many historians argue that it was necessary to end the war and that in fact it saved lives, both Japanese and American, by avoiding a land invasion of Japan that might have cost hundreds of thousands of lives. Other historians argue that Japan would have surrendered even without the use of the atomic bomb and that in fact Truman and his advisors used the bomb only in an effort to intimidate the Soviet Union. The United States did know from intercepted messages between Tokyo and Moscow that the Japanese were seeking a *conditional* surrender. American policy-makers, however, were not inclined to accept a Japanese "surrender" that left its military dictatorship intact and even possibly allowed it to retain some of its wartime conquests. Further, American leaders were anxious to end the war as soon as possible. It is important to remember that July–August 1945 was no bloodless period of negotiation. In fact, there were still no overt negotiations at all. The United States continued to suffer casualties in late July and early August 1945. . . . The people of Japan, however, were suffering far more by this time. Air raids and naval bombardment of Japan were a daily occurrence, and the first signs of starvation were already beginning to show.

Alternatives to dropping the atomic bomb on a Japanese city were many, but few military or political planners thought they would bring about the desired outcome, at least not quickly. They believed the shock of a rapid series of bombings had the best chance of working. . . .

The only alternative to the atomic bomb that Truman and his advisors felt was certain to lead to a Japanese surrender was an invasion of the Japanese home islands. . . . No one knew how many lives would be lost in an invasion, American, Allied, and Japanese, but the recent seizure of the island of Okinawa . . . had taken over ten weeks.

— U.S. Department of Energy

(*This item continues on the next page.*)

(**Item 65**, continued from the previous page)

Source 2

Historian J. Samuel Walker notes five reasons why Truman chose to use the bomb.

Ending the war at the earliest possible moment — The primary objective for the U.S. was to win the war at the lowest possible cost.

To justify the cost of the Manhattan Project

To impress the Soviets — With the end of the war nearing, the Soviets were an important strategic consideration. . . . This idea is thought to be more appropriately understood as an ancillary benefit of dropping the bomb and not so much its sole purpose.

A lack of incentives not to use the bomb

Responding to Pearl Harbor — When a general raised objections to the use of the bombs, Truman responded by noting the atrocities of Pearl Harbor.

— Center for Strategic and International Studies

Source 3

The following are excerpts from President Truman's diary and papers that have relevance to the atomic bombing of Japan.

6/17/45 Diary Entry: I have to decide Japanese strategy — shall we invade Japan proper or shall we bomb and blockade? That is my hardest decision to date. But I'll make it when I have all the facts. . . .

7/18/45 Diary Entry: (at Potsdam) P.M. [Prime Minister Winston Churchill] & I ate alone. Discussed Manhattan [atomic bomb] (it is a success). Decided to tell Stalin about it. Stalin had told P.M. of telegram from [Japanese] Emperor asking for peace. Stalin also read his answer to me. It was satisfactory. Believe [Japanese] will fold up before Russia comes in. I am sure they will when Manhattan appears over their homeland. I shall inform Stalin about it at an opportune time. . . .

7/25/45 Diary Entry: We met at 11 A.M. today. That is Stalin, Churchill and the U.S. President. But I had a most important session with Lord Mountbatten & General Marshall before then. We have discovered the most

(This item continues on the next page.)

(Item 65, continued from the previous page)

terrible bomb in the history of the world. . . .

Anyway we 'think' we have found the way to cause a disintegration of the atom. An experiment in the New Mexican desert was startling — to put it mildly. Thirteen pounds of the explosive caused the complete disintegration of a steel tower 60 feet high, created a crater 6 feet deep and 1,200 feet in diameter, knocked over a steel tower 1/2 mile away and knocked men down 10,000 yards away. The explosion was visible for more than 200 miles and audible for 40 miles and more.

The weapon is to be used against Japan between now and August 10th. I have told the Sec. of War, Mr. Stimson, to use it so that military objectives and soldiers and sailors are the target and not women and children. . . . We as the leader of the world for the common welfare cannot drop this terrible bomb on the old capital or the new [Kyoto or Tokyo]. He [Stimson] and I are in accord. The target will be a purely military one and we will issue a warning statement. . . .

8/9/45 Letter to Senator Richard Russell: I am not going to do it until it is absolutely necessary. . . . My object is to save as many American lives as possible but I also have a humane feeling for the women and children in Japan.

8/10/45 Diary Entry: Ate lunch at my desk and discussed the [Japanese] offer to surrender which came in a couple of hours earlier. They wanted to make a condition precedent to the surrender. Our terms are 'unconditional'. They wanted to keep the Emperor. We told 'em we'd tell 'em how to keep him, but we'd make the terms.

8/11/45 Letter to the Federal Council of Churches: Nobody is more disturbed over the use of Atomic bombs than I am but I was greatly disturbed over the unwarranted attack by the Japanese on Pearl Harbor and their murder of our prisoners of war. The only language they seem to understand is the one we have been using to bombard them.

8/14/45: Japan accepted the surrender terms.

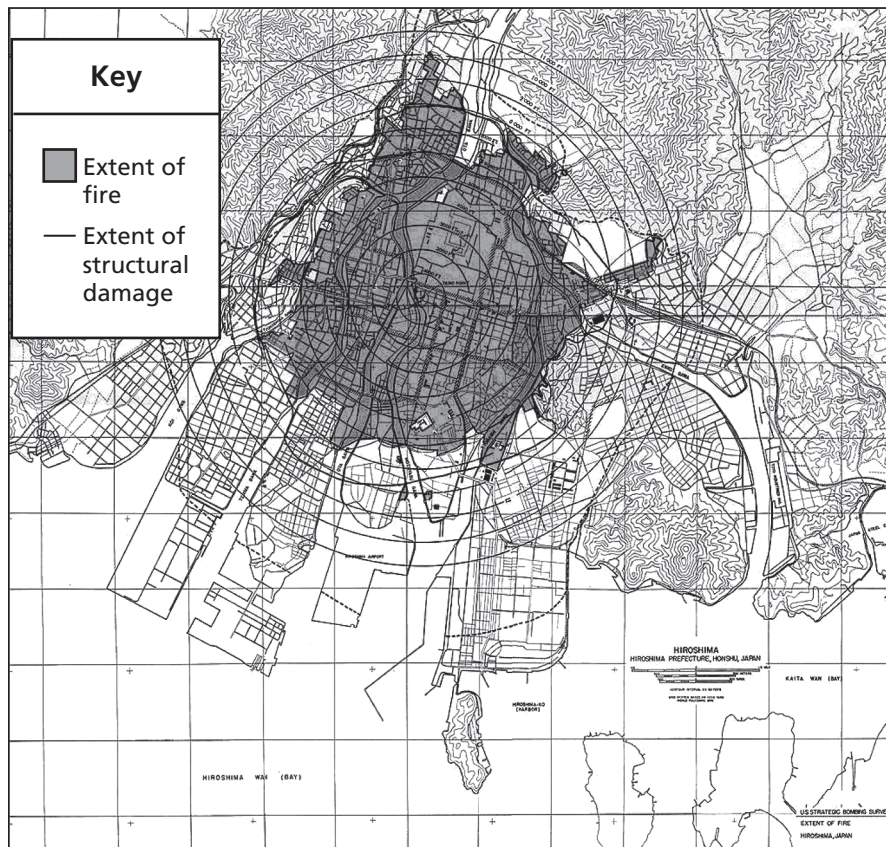
— President Harry S. Truman Library

(This item continues on the next page.)

(Item 65, continued from the previous page)

Source 4

Hiroshima: Extent of the Fire and Blast Damage



Source: Center for Strategic and International Studies

Item Information

Item Code: TU01S0085 Passage Title:
Standard Code: US.70 Passage Code: Position No: 66
Standard Text: Examine the American reaction and response to the Holocaust.
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: D DOK Level: 2 Item Type: O

Read the source and answer the question.

But the most interesting — although horrible — sight that I encountered during the trip was a visit to a German internment camp. . . . The things I saw beggar [were beyond] description. . . . The visual evidence and the verbal testimony of starvation, cruelty . . . were so overpowering as to leave me a bit sick. . . . I made the visit deliberately, in order to be in position to give *first-hand* evidence of these things if ever, in the future, there develops a tendency to charge these allegations merely to 'propaganda.'

— General Dwight D. Eisenhower, letter to General George C. Marshall, 1945

Based on the source, why did General Eisenhower choose to witness the Nazi concentration camps?

- A.** to guarantee free expression in Germany
- B.** to prevent anti-Semitism in the United States
- C.** to ensure the Nuremberg Trials were held in Germany
- D.** to preserve accurate accounts of the Holocaust

Item Information

Item Code: TU01S0601

Passage Title:

Standard Code: US.70

Passage Code:

Position No: 67

Standard Text: Examine the American reaction and response to the Holocaust.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

SEP:

CCC:

Correct Answer: D

DOK Level: 1

Item Type: O

Which action did President Harry S. Truman endorse after receiving reports of the German concentration camps during World War II?

- A.** He proposed a summit to discuss reparations to Jewish Germans.
- B.** He encouraged Jewish refugees to migrate to the Soviet Union.
- C.** He sought to establish a Jewish state inside Germany.
- D.** He sought punishment for Germans who had committed war crimes.

Item Information

Item Code: TU01S0201

Passage Title:

Standard Code: US.71

Passage Code:

Position No: 68

Standard Text: Explain major outcomes of the Yalta and Potsdam Conferences.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

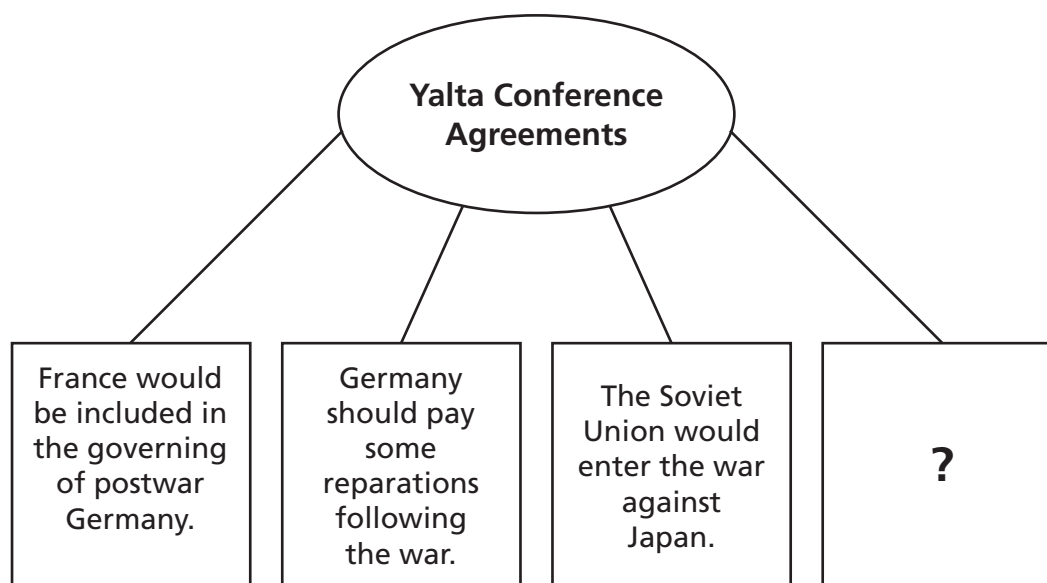
SEP:

CCC:

Correct Answer: D

DOK Level: 2

Item Type: O

Study the diagram and answer the question.**Which statement completes the diagram?**

- A.** Communist forms of government would be banned in Germany.
- B.** The United States would control the terms of German surrender.
- C.** The Soviet Union would free German prisoners of war.
- D.** Free elections would be held in territories liberated from Germany.

Item Information

Item Code: TU01S0182 Passage Title:

Standard Code: US.72 Passage Code: Position No: 69

Standard Text: Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

SEP: CCC:

Correct Answer: D DOK Level: 1 Item Type: O

A major result of the ideals set forth in the Atlantic Charter led to

- A.** the rebuilding of the United Kingdom.
- B.** the establishment of an Israeli nation.
- C.** the formation of the Warsaw Pact.
- D.** the organization of the United Nations.

Item Information

Item Code: TU01S0421 Passage Title:
Standard Code: US.72 Passage Code: Position No: 70
Standard Text: Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: C DOK Level: 2 Item Type: O

Read the source and answer the question.

Article 15

1. The General Assembly shall receive and consider annual and special reports from the Security Council; these reports shall include an account of the measures that the Security Council has decided upon or taken to maintain international peace and security.

— United Nations Charter, 1945

According to the source, what was an important purpose for the establishment of this organization?

- A.** to regulate international trade among member nations
- B.** to form an international defense force that would replace national armies
- C.** to provide a means for nations to communicate about international issues
- D.** to establish a common global currency to replace individual national currencies

Item Information

Item Code: SS90780

Passage Title:

Standard Code: US.73

Passage Code:

Position No: 71

Standard Text: Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

SEP:

CCC:

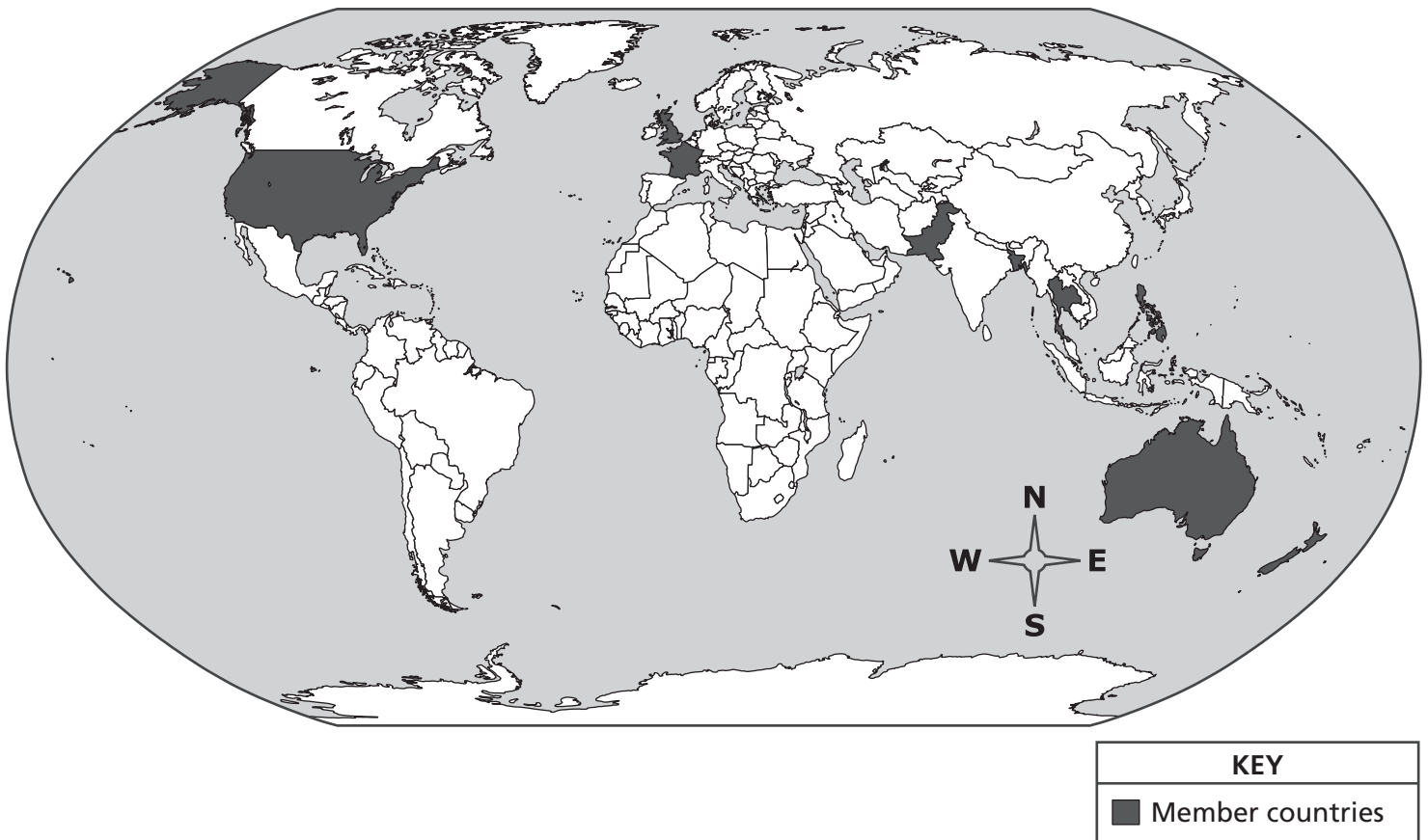
Correct Answer: C

DOK Level: 2

Item Type: L

The map below shows the founding-member countries of an international organization established in 1954.

Southeast Asia Treaty Organization



(Item 71, continued from the previous page)

Why was this organization created?

- A.** to promote equality among social groups
- B.** to supply weapons to resistance fighters
- C.** to prevent the spread of communism
- D.** to create areas of free trade

Item Information

Item Code: TU01S0592 Passage Title:
Standard Code: US.73 Passage Code: Position No: 72
Standard Text: Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact.
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: A DOK Level: 1 Item Type: O

Read the list and answer the question.

- France
 - The United Kingdom
 - The United States
 - Italy
 - Belgium

After World War II, these countries joined together to create

- A.** the North Atlantic Treaty Organization.
- B.** the European Union.
- C.** the Warsaw Pact.
- D.** the Atlantic Charter.

Item Information

Item Code: TU01S0422 Passage Title:

Standard Code: US.74

Passage Code:

Position No: 73

Standard Text: Explain examples of containment policies, including the Marshall Plan, the Berlin Airlift, and the Truman Doctrine.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

SEP:

CCC:

Correct Answer: D

DOK Level: 2

Item Type: O

How did the Marshall Plan reflect a growing interest in containment of communism after World War II?

- A.** by encouraging disarmament in regions threatened with instability
- B.** by creating a system of military alliances to promote regional stability
- C.** by improving the military capabilities of nations threatened by regime change
- D.** by providing economic assistance to promote democratic ideals

Item Information

Item Code: TU01S0589 Passage Title:
Standard Code: US.75 Passage Code: Position No: 74
Standard Text: Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response.
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: C DOK Level: 2 Item Type: O

Read the source and answer the question.

In a meeting between Congressmen and State Department officials, Undersecretary of State Dean Acheson . . . stated that more was at stake than Greece and Turkey, for if those two key states should fall, communism would likely spread south to Iran and as far east as India. . . . Addressing a joint session of Congress . . . President Truman declared, "It must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures."

— National Archives

Which action was an extension of the theory described in President Harry Truman's speech to Congress?

- A.** creation of the Peace Corps to serve developing countries
- B.** implementation of Great Society programs in rural areas
- C.** beginning of military intervention on the Korean peninsula
- D.** formation of a free trade agreement with Mexico

Item Information

Item Code:	TU01S0087	Passage Title:	
Standard Code:	US.76	Passage Code:	Position No: 75
Standard Text:	Analyze the causes and effects of the Red Scare that followed World War II, including Americans' attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs.		
Reporting Category:	US Policy between the Wars, World War II, and the Cold War		
SEP:		CCC:	
Correct Answer:	B	DOK Level:	2
		Item Type:	O

Read the source and answer the question.

Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism:

- The right to criticize;
- The right to hold unpopular beliefs;
- The right to protest;
- The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us doesn't? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

— Senator Margaret Chase Smith, "Declaration of Conscience," U.S. Senate, 1950

(Item 75, continued from the previous page)

How did this declaration reflect the reaction of many Americans to Senator Joseph McCarthy?

- A.** by accusing McCarthy of being a Communist leader
- B.** by disapproving of McCarthy's accusation about Communists in the U.S. government
- C.** by criticizing the deployment of troops to fight Communists in Korea
- D.** by objecting to the removal of General Douglas MacArthur from Communist Korea

Item Information

Item Code: SS90791

Passage Title:

Standard Code: US.77

Passage Code:

Position No: 76

Standard Text: Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreans.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

SEP:

CCC:

Correct Answer: B

DOK Level: 2

Item Type: L

How did the United States contribute to the initial division of the Korean peninsula along the 38th parallel?

- A.** The United States vetoed a United Nations plan to sponsor elections for a unified government.
- B.** The United States occupied the southern part of the peninsula to prevent full Soviet control at the end of World War II.
- C.** The United States negotiated with Japan to allow a continued Japanese presence on the peninsula after World War II.
- D.** The United States rejected a United Nations proposal to recognize a communist government in the northern part of the peninsula.

Item Information

Item Code: TU01S0186 Passage Title:
Standard Code: US.80 Passage Code: Position No: 77
Standard Text: Describe the causes, course, and consequences of the Vietnam War, including the following: Geneva Accords; Gulf of Tonkin Resolution; Tet Offensive; Roles played by Presidents Kennedy, Johnson, and Nixon; Vietnamization; Ho Chi Minh; Bombing of Cambodia; Henry Kissinger; Napalm and Agent Orange.
Reporting Category: US Policy between the Wars, World War II, and the Cold War
SEP: CCC:
Correct Answer: B DOK Level: 1 Item Type: O

What was a direct consequence of the Tet Offensive?

- A.** The North Vietnamese faced internal criticism for expanding the war.
- B.** The United States lost support for a war that many considered unwinnable.
- C.** The North Vietnamese developed new war strategies more suited to the terrain.
- D.** The United States granted war powers to the executive branch during the conflict.

Item Information

Item Code: TU01S0426

Passage Title:

Standard Code: US.82

Passage Code:

Position No: 78

Standard Text: Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil.

Reporting Category: The Post-War Years to Contemporary United States

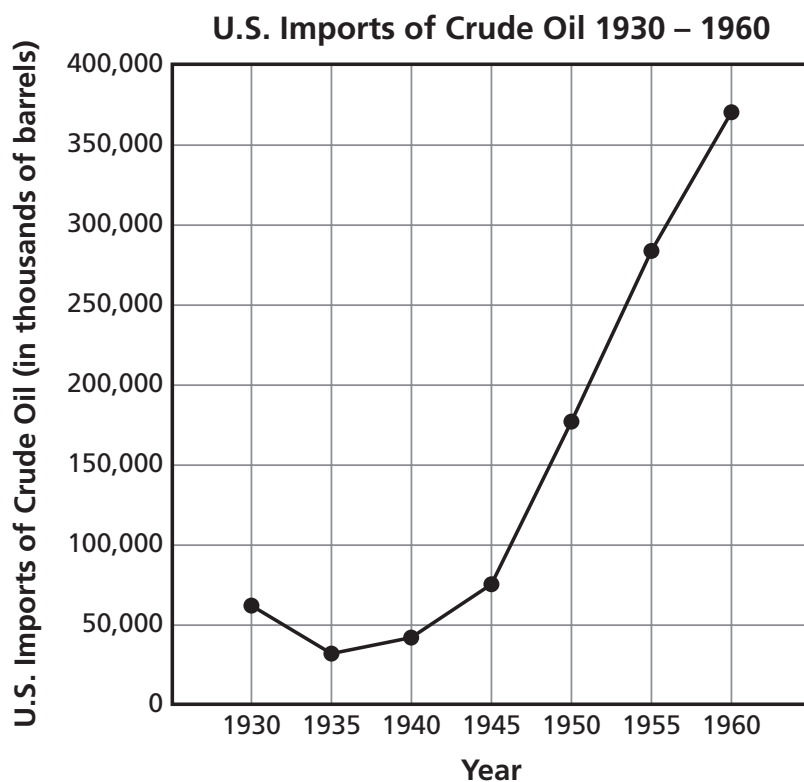
SEP:

CCC:

Correct Answer: A

DOK Level: 1

Item Type: O

Study the graph and answer the question.

Source: U.S. Energy Information Administration

The change in U.S. imports of crude oil during the 1950s was mostly due to

- A.** increased air and road travel.
- B.** growing agricultural output.
- C.** growing reliance on wind and solar energy.
- D.** increased interest in fuel efficiency.

Item Information

Item Code:	TU01S0586	Passage Title:	
Standard Code:	US.83	Passage Code:	Position No: 79
Standard Text:	Examine multiple sources presented in different media and formats to explain the impact of the baby boom generation on the American economy and culture.		
Reporting Category:	The Post-War Years to Contemporary United States		
SEP:		CCC:	
Correct Answer:	C	DOK Level:	1
		Item Type:	O

Study the photographs and answer the question.

Infant Departments in Retail Stores, 1950s



Source: Library of Congress



Source: Library of Congress

Demand for these types of goods expanded after World War II as a result of

- A.** reduced rural migration to urban centers.
- B.** fewer immigration restrictions.
- C.** increased birthrate.
- D.** expanded savings due to uncertainty.

Item Information

Item Code: TU01S0206 Passage Title:
Standard Code: US.84 Passage Code: Position No: 80
Standard Text: Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: B DOK Level: 2 Item Type: O

Study the source and answer the question.

**U.S. Polio Cases
(per year)**

Years	Cases Reported
1950s	15,000
1960s	100
1970s	10

Source: Center for Disease Control

Which statement explains the change in the number of polio cases reported in the United States?

- A.** A media campaign informed people about how to avoid contracting polio.
- B.** Advancements in medicine led to the development of a polio vaccine.
- C.** The government enforced travel restrictions to prevent the spread of polio.
- D.** Quarantines of polio patients were implemented throughout the country.

Item Information

Item Code: TU01S0437 Passage Title:
 Standard Code: US.84 Passage Code: Position No: 81
 Standard Text: Describe the effects of technological developments, including advances in medicine, improvements in agricultural technology such as pesticides and fertilizers, the environmental impact of these advances, and the development of the interstate highway system.
 Reporting Category: The Post-War Years to Contemporary United States
 SEP: CCC:
 Correct Answer: C DOK Level: 2 Item Type: O


Study the sources and answer the question.

Motel, 1950s



Source: Library of Congress

Road Sign, 1950s

Interstate Highway System		
State Funds 10% Tennessee Dept. of Highways	Federal - Aid Funds 90% U.S. Dept. of Commerce Bureau of Public Roads	

The developments shown in these two sources primarily led to

- A.** decreased sales of automobiles.
- B.** increased migration to northern cities.
- C.** increased long-distance automobile travel.
- D.** decreased demand for airline travel.

Item Information

Item Code:	SS90815	Passage Title:	
Standard Code:	US.85	Passage Code:	Position No: 82
Standard Text:	Analyze the increasing impact of television and mass media on the U.S. home, U.S. politics, and the U.S. economy. (C, E, P)		
Reporting Category:	The Post-War Years to Contemporary United States (1945-the Present)		
SEP:		CCC:	
Correct Answer:	B	DOK Level:	3
		Item Type:	O

The source is about the presidential debates in 1960.

The 1960s were a significant changing of the guard in U.S. leadership and also in how Americans chose their leader. During the 1960 debates . . . Americans for the first time could tune in and watch the debates on television, or listen on the radio.

About 70 million people tuned in to watch the Kennedy/Nixon debates. . . .

Kennedy took a leap in the polls after the debate. . . . Kennedy himself said after the election that "it was TV more than anything else that turned the tide" toward his victory.

Source: Public Domain/National Archives and Records Administration

Based on the source and your content knowledge, what does Kennedy's statement reveal about how politics changed in the early 1960s?

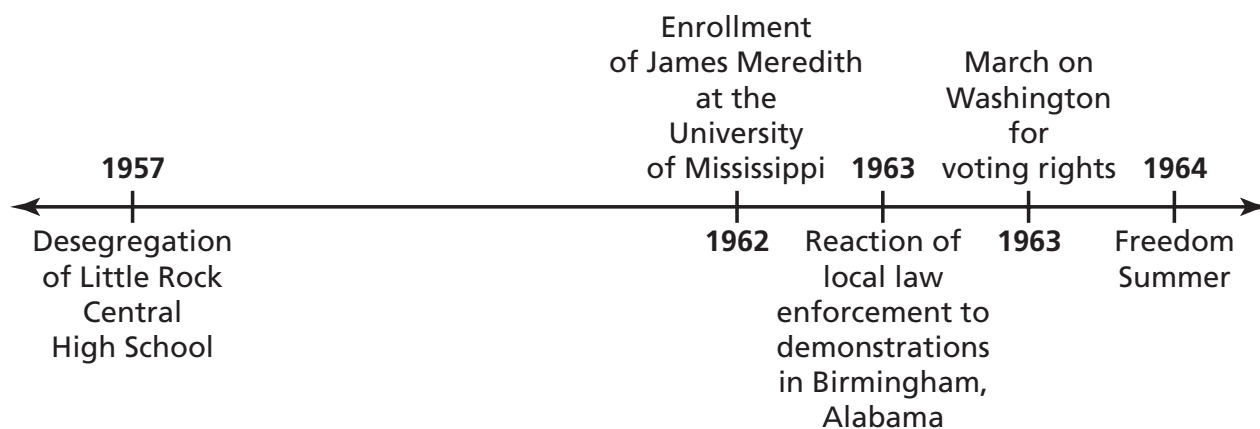
- A.** Media commentators became more effective in swaying public opinion.
- B.** Advances in media made appearance and personality increasingly important.
- C.** The media focus on experience and qualifications increasingly influenced viewers.
- D.** The changes in media formats allowed candidates to reach much larger audiences.

Item Information

Item Code: TU01S0054	Passage Title:	
Standard Code: US.85	Passage Code:	Position No: 83
Standard Text: Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy.		
Reporting Category: The Post-War Years to Contemporary United States		
SEP:	CCC:	
Correct Answer: B	DOK Level: 2	Item Type: O

Read the timeline and answer the question.

Significant Events of the Post-War Years



The national television broadcast of these events led to

- A.** support for federal aid to education.
- B.** increased public support for civil rights legislation.
- C.** growth of the antiwar movement.
- D.** reliance on newspaper coverage of current events.

Item Information

Item Code: TU01S0092 Passage Title:
Standard Code: US.85 Passage Code: Position No: 84
Standard Text: Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: B DOK Level: 2 Item Type: O

Look at the photograph and answer the question.

Entertainment, 1950



Source: Library of Congress

(This item continues on the next page.)

(Item 84, continued from the previous page)

This photograph demonstrates how the introduction of television affected

- A.** the role of women outside the household.
- B.** the dynamics of family interaction.
- C.** food choices for holidays.
- D.** financial decisions for the household.

Item Information

Item Code: TU01S0093 Passage Title:
Standard Code: US.86 Passage Code: Position No: 85
Standard Text: Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock 'n roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: D DOK Level: 2 Item Type: O

Study the chart and answer the question.

Top-Selling Single Recordings of 1956

Position	Song	Artist
1	"Heartbreak Hotel"	Elvis Presley
2	"Don't Be Cruel"	Elvis Presley
8	"Hound Dog"	Elvis Presley
14	"I Want You, I Need You, I Love You"	Elvis Presley
15	"Love Me Tender"	Elvis Presley

The information in this chart is a reflection of the

- A.** beginning of advertising jingles.
- B.** founding of a classical recording studio.
- C.** popularity of military music.
- D.** emergence of a new youth culture.

Item Information

Item Code:	TU02S0663	Passage Title:	
Standard Code:	US.86	Passage Code:	Position No: 86
Standard Text:	Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock 'n roll and the significance of Tennessee, including Sun Studios, Stax Records, and Elvis Presley.		
Reporting Category:	The Post-War Years to Contemporary United States		
SEP:		CCC:	
Correct Answer:	C	DOK Level:	1
		Item Type:	

Stax Records became important to the emergence of youth culture during the 1960s by

- A.** marketing the music of Elvis Presley.
- B.** featuring foreign recording stars.
- C.** popularizing rhythm and blues music.
- D.** broadcasting the Grand Ole Opry.

Item Information

Item Code: TU01S0430 Passage Title:

Standard Code: US.87 Passage Code: Position No: 87

Standard Text: Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa.

Reporting Category: The Post-War Years to Contemporary United States

SEP: CCC:

Correct Answer: C

DOK Level: 2

Item Type:

Which action did Robert Kennedy take as the United States attorney general that affected the labor movement?

- A.** He contributed to the growth in membership of labor unions.
- B.** He increased federal support for unions in labor disputes.
- C.** He increased scrutiny of corruption within organized labor.
- D.** He allowed the merger of the major labor organizations.

Item Information

Item Code: TU01S0579 Passage Title:
Standard Code: US.87 Passage Code: Position No: 88
Standard Text: Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: C DOK Level: 2 Item Type: O

Study the list and answer the question.

Taft-Hartley Act of 1947

- Outlawed the closed shop
- Required a sixty-day "cooling off" period before a strike
- Gave the president the power to issue an injunction to prevent strikes that hurt national security

According to its supporters, why were restrictions imposed by this legislation necessary?

- A.** Migrant workers were seeking representation from unions.
- B.** Employees needed greater freedom in the workplace.
- C.** Labor unions had become too powerful during the New Deal era.
- D.** Costs of production had dropped in price during the war.

Item Information

Item Code: TU01S0615 Passage Title:

Standard Code: US.87

Passage Code:

Position No: 89

Standard Text: Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa.

Reporting Category: The Post-War Years to Contemporary United States

SEP:

CCC:

Correct Answer: A

DOK Level: 2

Item Type: O

What was the result of the merger of the American Federation of Labor (AFL) and the Congress of Industrial Organizations (CIO) in 1955?

- A.** the creation of a union with expanded political influence and bargaining power
- B.** the appointment of high-ranking officials in the U.S. Department of Labor
- C.** the exclusion of any new union applicants to the organization
- D.** the inclusion of workers in Europe and Asia

Item Information

Item Code: TU02S1142 Passage Title:
Standard Code: US.87 Passage Code: Position No: 90
Standard Text: Explain the events related to labor unions, including the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: D DOK Level: 1 Item Type:

Which statement describes a major accomplishment of Tennessean Estes Kefauver?

- A.** He was a member of Congress who established safety regulations for industry.
- B.** He served as attorney general and worked to protect the rights of union members.
- C.** He was a union leader who exposed government officials involved in illegal activities.
- D.** He headed a Senate committee and investigated organized crime in interstate commerce.

Item Information

Item Code:	SS90819	Passage Title:	
Standard Code:	US.88	Passage Code:	Position No: 91
Standard Text:	Describe President Kennedy's New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race.		
Reporting Category:	The Post-War Years to Contemporary United States		
SEP:		CCC:	
Correct Answer:	B	DOK Level:	1
		Item Type:	L

What was President John F. Kennedy's primary goal in establishing the Peace Corps?

- A.** Volunteers would prevent hunger by assisting with harvests abroad.
- B.** Young adults would promote U.S. values by serving around the world.
- C.** Volunteers would promote education by teaching in rural U.S. schools.
- D.** Military personnel would prevent wars by serving in dangerous regions.

Item Information

Item Code:	TU01S0354	Passage Title:	
Standard Code:	US.88	Passage Code:	Position No: 92
Standard Text:	Describe President Kennedy's New Frontier programs to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race.		
Reporting Category:	The Post-War Years to Contemporary United States		
SEP:		CCC:	
Correct Answer:	C	DOK Level:	2
		Item Type:	O

Read the source and answer the question.

But I tell you the New Frontier is here, whether we seek it or not. Beyond that frontier are the uncharted areas of science and space, unsolved problems of peace and war, unconquered pockets of ignorance and prejudice, unanswered questions of poverty and surplus. It would be easier to shrink back from that frontier, to look to the safe mediocrity of the past, to be lulled by good intentions and high rhetoric — and those who prefer that course should not cast their votes for me, regardless of party. But I believe the times demand new invention, innovation, imagination, decision. I am asking each of you to be pioneers on that New Frontier.

— Senator John F. Kennedy, Speech to the 1960 Democratic National Convention

Which action by John F. Kennedy best exemplifies the call to action in this speech?

- A.** approval of the Bay of Pigs invasion
- B.** selection of a southerner as vice president
- C.** support for a national space program
- D.** attendance at the Geneva Conference

Item Information

Item Code: TU01S0432 Passage Title:

Standard Code: US.91 Passage Code: Position No: 93

Standard Text: Examine the roles of civil rights opponents, including Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK.

Reporting Category: The Post-War Years to Contemporary United States

SEP: CCC:

Correct Answer: B

DOK Level: 2

Item Type:

How did U.S. Senator Strom Thurmond oppose the expansion of civil rights?

- A.** by calling for the use of military force to prevent integration
- B.** by conducting a filibuster to delay voting rights legislation
- C.** by exercising the right to close businesses rather than integrate
- D.** by organizing efforts to violently suppress peaceful demonstrations

Item Information

Item Code: TU01S0573 Passage Title:

Standard Code: US.92 Passage Code: Position No: 94

Standard Text: Describe significant events in the struggle to secure civil rights for African Americans, including the following: Columbia Race Riots; Tent Cities of Haywood and Fayette Counties; Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE; Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee; Montgomery Bus Boycott; Birmingham bombings 1963; Freedom Rides, including the opposition of Bull Connor and George Wallace; March on Washington; Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash; Assassination of Martin Luther King, Jr.

Reporting Category: The Post-War Years to Contemporary United States

SEP:

CCC:

Correct Answer: D

DOK Level: 1

Item Type:

Which action most contributed to the Columbia Race Riots?

- A.** A group of individuals sat at a lunch counter in Greensboro, North Carolina.
- B.** A group of farm workers asked citizens to boycott grapes.
- C.** A student attempted to attend classes at the University of Mississippi.
- D.** A military veteran was arrested for seeking fair treatment in a retail store.

Item Information

Item Code: TU02M0647 Passage Title:

Standard Code: US.92 Passage Code: Position No: 95

Standard Text: Describe significant events in the struggle to secure civil rights for African Americans, including the following: Columbia Race Riots; Tent Cities of Haywood and Fayette Counties; Influence of the Highlander Folk School and civil rights advocacy groups, including the SCLC, SNCC, and CORE; Integration of Central High School in Little Rock and Clinton High School in Clinton, Tennessee; Montgomery Bus Boycott; Birmingham bombings 1963; Freedom Rides, including the opposition of Bull Connor and George Wallace; March on Washington; Sit-ins, marches, demonstrations, boycotts, Nashville Sit-ins, Diane Nash; Assassination of Martin Luther King, Jr.

Reporting Category: The Post-War Years to Contemporary United States

SEP:

CCC:

Correct Answer: B,D,F

DOK Level: 2

Item Type:

Which three phrases best describe the 1960 Nashville sit-ins?

- A.** opposition of American Indians to government interference in tribal affairs
- B.** well-organized protests against racial segregation
- C.** peaceful protests against the Vietnam War
- D.** nonviolent events conducted by college students
- E.** strikes against big businesses by labor unions
- F.** large-scale arrests of participants

Item Information

Item Code: TU01S0357	Passage Title:	
Standard Code: US.93	Passage Code:	Position No: 96
Standard Text: Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. ("Letter from a Birmingham Jail" and "I Have a Dream" speech) and Malcolm X ("The Ballot or the Bullet").		
Reporting Category: The Post-War Years to Contemporary United States		
SEP:	CCC:	
Correct Answer: B	DOK Level: 2	Item Type: O

Read the source and answer the question.

The war was doing far more than devastating the hopes of the poor at home. It was sending their sons and their brothers and their husbands to fight and to die in extraordinarily high proportions relative to the rest of the population. We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem. So we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them together in the same schools.

— Dr. Martin Luther King Jr., "Beyond Vietnam," 1967

According to the source, which statement best describes Dr. King's view of the war in Vietnam?

- A.** The leaders of the U.S. military were prolonging the deployment of African Americans.
- B.** African Americans were fighting for the freedom of others while facing discrimination at home.
- C.** Protests against the Vietnam War took away attention from the struggle for civil rights.
- D.** The G.I. Bill would help pay for college for those who served in the Vietnam War.

Item Information

Item Code: SS90834 Passage Title:
Standard Code: US.94 Passage Code: Position No: 97
Standard Text: Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: B DOK Level: 2 Item Type: L

The source below is from the Voting Rights Act of 1965.

SEC. 4. (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device in any State. . . .

(c) The phrase "test or device" shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class.

Source: Public Domain/ourdocuments.gov

Why did the U.S. Congress include these provisions in the law?

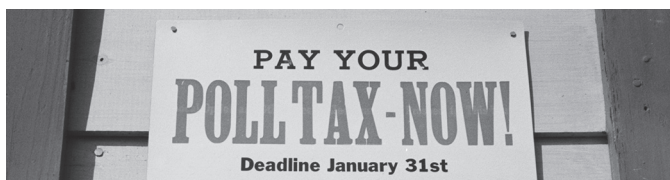
- A.** to prevent the use of poll taxes as a requirement for voting
- B.** to prevent the use of literacy exams as a requirement for voting
- C.** to prevent the use of physical exams as a requirement for voting
- D.** to prevent the use of property ownership as a requirement for voting

Item Information

Item Code: TU01S0443 Passage Title:
Standard Code: US.94 Passage Code: Position No: 98
Standard Text: Analyze the civil rights and voting rights legislation, including the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: B DOK Level: 2 Item Type:

Study the photograph and answer the question.

Sign in Mineola, Texas, 1939



Source: Library of Congress

Which statement is most related to the topic of this photograph?

- A.** The passage of the Civil Rights Act of 1964 effectively ended discrimination in schools.
- B.** The ratification of the 24th Amendment was instrumental in ending a discriminatory practice.
- C.** The passage of the Voting Rights Act of 1965 allowed African Americans to register to vote without any restrictions.
- D.** The ratification of the 26th Amendment lowered the voting age requirement to eighteen.

Item Information

Item Code: TU01S0192 Passage Title:
Standard Code: US.101 Passage Code: Position No: 99
Standard Text: Investigate the life and works of Alex Haley and his influence on American Culture, including The Autobiography of Malcolm X and Roots: The Saga of An American Family.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: B DOK Level: 2 Item Type:

Which statement best describes the influence of Alex Haley's *Roots: The Saga of an American Family* on American society?

- A.** By exposing the impact of racial injustices, his work led to legislative change.
- B.** By showing an alternative view of history, his work spurred a public dialogue on race.
- C.** By exploring the history of racial prejudice, he motivated people to join the civil rights movement.
- D.** By popularizing civil rights activists, he brought public awareness to the issue of racial discrimination.

Item Information

Item Code: TU01S0193 Passage Title:
Standard Code: US.104 Passage Code: Position No: 100
Standard Text: Evaluate technological and scientific advances, including the work of significant innovators and entrepreneurs, in the fields of medicine, transportation, communication, food services, and geographic information systems.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: D DOK Level: 1 Item Type: O

What is the main objective of modern computer companies?

- A.** increasing transportation options and improving transportation efficiency
- B.** facilitating scientific exploration and developing tools for scientific observation
- C.** developing alternative energy and facilitating the transition to sustainable energy
- D.** improving forms of communication and increasing access to digital information

Item Information

Item Code: TU01S0361 Passage Title:
Standard Code: US.105 Passage Code: Position No: 101
Standard Text: Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada .
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: C DOK Level: 2 Item Type: O

Read the source and answer the question.

From time to time we've been tempted to believe that society has become too complex to be managed by self-rule, that government by an elite group is superior to government for, by, and of the people. . . .

It is not my intention to do away with government. It is, rather, to make it work — work with us, not over us; to stand by our side, not ride on our back. Government can and must provide opportunity, not smother it; foster productivity, not stifle it. . . .

It is no coincidence that our present troubles parallel and are proportionate to the intervention and intrusion in our lives that result from unnecessary and excessive growth of government. It is time for us to realize that we are too great a nation to limit ourselves to small dreams.

— President Ronald Reagan, Inaugural Address, January 20, 1981

Based on this address, which issue was a priority for President Reagan?

- A.** agreeing to federal wage increases for union members
- B.** reducing federal spending on military weapons systems
- C.** cutting taxes to stimulate private sector economic growth
- D.** asking government agencies to increase regulations on business

Item Information

Item Code: TU01S0457 Passage Title:
Standard Code: US.108 Passage Code: Position No: 102
Standard Text: Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, Brady Bill, reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: A DOK Level: 1 Item Type:

Which significant event occurred during the presidency of Bill Clinton?

- A.** a U.S. federal budget surplus
- B.** the U.S. invasion of Afghanistan
- C.** a hearing on the Watergate break-in
- D.** the fall of the Berlin Wall

Item Information

Item Code: TU01S0460 Passage Title:
Standard Code: US.111 Passage Code: Position No: 103
Standard Text: Describe the impact of the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the response of President George W. Bush, the wars in Afghanistan and Iraq, and continuing efforts to combat terrorism globally.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: A DOK Level: 1 Item Type: O

Read the source and answer the question.

Whereas, on September 11, 2001, acts of treacherous violence were committed against the United States and its citizens; . . .

The President is authorized to use all necessary and appropriate force against those nations, organizations, or persons he determines planned, authorized, committed, or aided the terrorist attacks that occurred on September 11, 2001, or harbored such organizations or persons, in order to prevent any future acts of international terrorism against the United States by such nations, organizations or persons.

— U.S. Public Law 107-40, 2001

The passage of this law affected U.S. foreign policy by authorizing President George W. Bush to

- A.** deploy troops to Afghanistan.
- B.** extend peace talks in the Middle East.
- C.** activate the Selective Service Act.
- D.** create the Transportation Security Administration.

Item Information

Item Code: TU01S0461 Passage Title:
Standard Code: US.112 Passage Code: Position No: 104
Standard Text: Describe the increasing role of women and minorities in American society, politics, and economy, including the achievements of Sandra Day O'Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, Nancy Pelosi, and the election of President Barack Obama.
Reporting Category: The Post-War Years to Contemporary United States
SEP: CCC:
Correct Answer: D DOK Level: 1 Item Type:

The appointment of Condoleezza Rice was a significant event in U.S. history because she was the first

- A.** woman to serve as Speaker of the U.S. House of Representatives.
- B.** woman to serve as a justice of the U.S. Supreme Court.
- C.** African-American woman to serve as a U.S. senator.
- D.** African-American woman to be chosen as U.S. secretary of state.

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Tennessee Comprehensive
Assessment Program TCAP
TNReady—U.S. History
Item Release
Spring 2018



Tennessee Comprehensive Assessment Program

TCAP

TNReady—U.S. History Item Release





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Metadata Interpretation Guide – Social Studies

Item Information

Item Code: SS90299	Passage Title:
Standard Code: US.96	Passage Code:
Standard Text: Evaluate the impact of Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)	
Reporting Category: The Post-War Years to Contemporary United States (1945-the Present)	
Correct Answer: A	DOK Level: 1

Item Code: Unique letter/number code used to identify the item.	Passage Title: (if listed): Title of the passage(s) associated with this item.
Standard Code: Primary educational standard assessed.	Passage Code: (if listed): Unique letter/number code used to identify the passage(s) that go with this item.
Standard Text: Text of the educational standard assessed.	
Reporting Category: Text of the Reporting Category the standard assesses.	
Correct Answer: Correct answer. This may be blank for constructed response items where students write or type their responses.	DOK Level (if listed): Depth of Knowledge (cognitive complexity) is measured on a three-point scale. 1= Recall or simple reproduction of information; 2= Skills and concepts: comprehension and processing of text; 3= Strategic thinking, prediction, elaboration

U.S. History

Item Information

Item Code:	SS99004CR	Passage Title:	
Standard Code:	US.75	Passage Code:	
Standard Text:	Draw evidence from informational text to analyze the progression of American foreign policy from containment to retaliation and brinkmanship to the domino theory to flexible response. (H, P)		
Reporting Category:	U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)		
Correct Answer:		DOK Level:	3

The passages below describe various approaches to foreign policy during the Cold War.

Explain the evolution of the approaches to U.S. foreign policy during the Cold War.

- How did the Vietnam War reflect the change in U.S. foreign policy?
- Use evidence from these sources and your content knowledge to support your answer.

Source 1

Wherever it is considered timely and promising, efforts will be made to advance official limits of Soviet power. For the moment, these efforts are restricted to certain neighboring points conceived of here as being of immediate strategic necessity, such as Northern Iran, Turkey, possibly Bornholm. However, other points may at any time come into question, if and as concealed Soviet political power is extended to new areas. Thus a "friendly" Persian Government might be asked to grant Russia a port on Persian Gulf. Should Spain fall under Communist control, question of Soviet base at Gibraltar Strait might be activated. But such claims will appear on official level only when unofficial preparation is complete.

— George Kennan, 1946

Source: Public Domain/U.S. National Archives and Records Administration

Source 2



Source 3

This is the type of situation we have to envisage in the light of Secretary Dulles' speech of January 12 [1954] in which he said:

"... Local defenses must be reinforced by the further deterrent of massive retaliatory power. A potential aggressor must know that he cannot always prescribe battle conditions that suit him. . . ."

"... The basic decision was to depend primarily upon a great capacity to retaliate, instantly, by means and at places of our choosing. . . ."

The Secretary's speech is, of course, based on recent decisions taken in the National Security Council.

Source: Public Domain/U.S. Department of State

Source 4

Robert S. McNamara became Secretary of Defense in 1961 during the Kennedy administration. His approach to the Cold War was different from his predecessors. McNamara disliked the fact that the United States had grown so dependent on nuclear weapons, although he believed the United States should maintain its nuclear supremacy. He introduced a shift in policy from "massive retaliation" to "flexible response." Supporters of flexible response advocated for the use of more conventional weapons and military forces as an initial response to Soviet aggression. In short, McNamara believed that nuclear retaliation should remain an option, just not the only one.

From his own perspective, Rusk perceived the world of the 1960s as caught up in "revolutionary changes" — notably the establishment of new nations — and believed that U.S. foreign policy should provide emerging nations with technical and humanitarian assistance to speed these nations along the path toward modernity and democracy.

Rusk also advocated a "dignified diplomacy," emphasizing civility and communication between the United States and the Soviet Union. Rusk's diplomatic orientation and his ability to evaluate and judge competing points of view defused tensions during the October 1962 Cuban Missile Crisis and contributed toward the successful negotiation of the Limited Nuclear Test Ban Treaty in August 1963.

Although he favored a gradualist approach to U.S. involvement in Vietnam — in order to maintain the U.S. obligation to Vietnam under SEATO — his support of President Lyndon Johnson's war policy exposed him to public criticism.

Source: Public Domain/U.S. Department of State

Item Information

Item Code:	SS90299	Passage Title:	
Standard Code:	US.96	Passage Code:	
Standard Text:	Evaluate the impact of Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)		
Reporting Category:	The Post-War Years to Contemporary United States (1945-the Present)		
Correct Answer:	A	DOK Level:	1

The poster below promotes a government program created in the 1960s.



Source: Public Domain/Social Security Administration

Which goal was central to the creation of this program?

- A** to prevent elderly people from becoming impoverished
- B** to prevent elderly people from being exploited
- C** to increase the cost of living of citizens
- D** to increase the working years of citizens

Item Information

Item Code: SS90236	Passage Title:
Standard Code: US.70	Passage Code:
Standard Text: Examine the American reaction and response to the Holocaust. (C, H, P)	
Reporting Category: U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)	
Correct Answer: D	DOK Level: 2

The passage below refers to an event that attempted to address an international issue.

During the 1930s, many Jews sought to leave Germany because of their treatment by the government. However, it was difficult to gain entrance into other countries. In July 1938, President Franklin D. Roosevelt held an international conference in Evian-les-Bains, France, on the issue. All the countries that attended the conference criticized the actions of the German government. And by the end of the conference one country, the Dominican Republic, agreed to increase the number of Jews allowed to immigrate to their country.

Based on this information, which statement describes the U.S. response to Germany's treatment of Jewish people in 1938?

- A** Although the United States did not attend the Evian conference, it agreed to accept most refugees.
- B** Although the United States condemned Germany for its aggression, it was not willing to enter the war.
- C** Although the United States did not organize the Evian conference, it agreed to end its neutrality stance.
- D** Although the United States condemned Germany for its oppression, it was not willing to accept refugees.

Item Information

Item Code: SS90242

Passage Title:

Standard Code: US.73

Passage Code:

Standard Text: Describe the competition between the two "superpowers" of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology, including the role and location of NATO, SEATO, and the Warsaw Pact. (C, E, H, P)

Reporting Category: U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)

Correct Answer: D

DOK Level: 1

The map shows a part of the world in 1955.



Which alliance is shown by the dark shaded area of the map?

- A** a democratic economic union
- B** a fascist political organization
- C** a capitalist free-trade agreement
- D** a communist mutual defense pact

Item Information

Item Code: SS90112

Passage Title:

Standard Code: US.1

Passage Code:

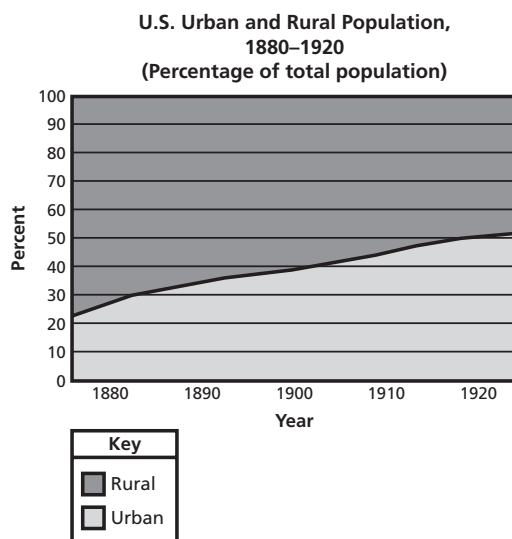
Standard Text: Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and describe the geographic considerations that led to the location of specialized industries such as textiles, automobiles, and steel.
(E, G)

Reporting Category: The Rise of Industrial America and the Progressive Era (1877-1920)

Correct Answer: A

DOK Level: 2

The graph below displays U.S. population information and the advertisement below discusses a development from the late 19th century.



Source: Public Domain/U.S. Census Bureau

Ice Boxes on Wheels

Refrigerator cars for carrying meat are ice boxes traveling on wheels.

Gustavus F. Swift, the first Swift in the packing industry, saw the need of these traveling ice boxes before others.

He asked the railroads to build them. The railroads refused. So Gustavus F. Swift had to make the cars himself. The first one was a box car rigged to hold ice. Now there are 7,000 Swift refrigerator cars.

Day and night, fair weather and foul, through heat and cold, these 7,000 cars go rolling up and down the country, keeping meat just right, and on its way to you.

Public Domain/Library of Congress and National Endowment for the Humanities.

(This item continues on the next page.)

(Item 5, continued from the previous page)

Which statement explains the relationship between the information in the graph and the innovation described in the advertisement?

- A** The growth of urban areas increased the demand for ways to preserve food.
- B** The invention of refrigerators improved the standard of living in rural areas.
- C** Transcontinental railroads gave rural businesses a national market.
- D** Communication innovations changed the way of life in urban areas.

Item Information

Item Code:	SS90424	Passage Title:	
Standard Code:	US.31	Passage Code:	
Standard Text:	Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	A	DOK Level:	1

How was radio commonly used to grow the economy during the 1920s?

- A** to advertise goods and services
- B** to increase trade with other countries
- C** to track purchases of stocks and bonds
- D** to increase production by various companies

Item Information

Item Code:	SS90161	Passage Title:	
Standard Code:	US.35	Passage Code:	
Standard Text:	Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the "return to normalcy," the Teapot Dome, and laissez-faire politics. (E, H, P)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	A	DOK Level:	1

The excerpt below describes the presidency of Calvin Coolidge.

In his Inaugural he asserted that the country had achieved "a state of contentment seldom before seen," and pledged himself to maintain the status quo. In subsequent years he twice vetoed farm relief bills, and killed a plan to produce cheap Federal electric power on the Tennessee River.

The political genius of President Coolidge, Walter Lippmann pointed out in 1926, was his talent for effectively doing nothing: "This active inactivity suits the mood and certain of the needs of the country admirably. It suits all the business interests which want to be let alone. . . . And it suits all those who have become convinced that government in this country has become dangerously complicated and top-heavy. . . ."

Source: Public Domain/The White House

Based on the excerpt, which statement describes Calvin Coolidge's approach to governing?

- A** He believed government should be less involved in people's lives.
- B** He believed policy makers should actively work to change the country.
- C** He believed government should be more responsive to the people's needs.
- D** He believed policy makers should regularly compromise to get things done.

Item Information

Item Code: SS90123

Passage Title:

Standard Code: US.13

Passage Code:

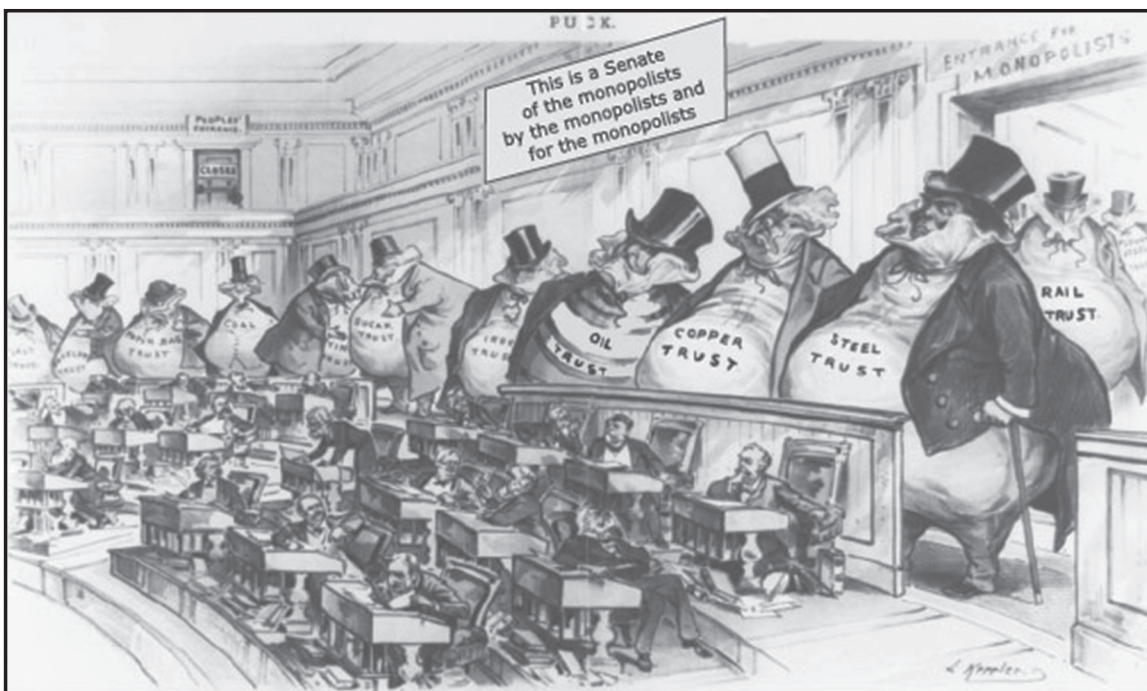
Standard Text: Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government's response, including the Sherman Anti-Trust Act of 1890. (E, P)

Reporting Category: The Rise of Industrial America and the Progressive Era (1877-1920)

Correct Answer: D

DOK Level: 2

The following cartoon appeared in the magazine *Puck* in 1889.



The Bosses of the Senate

Source: Public Domain/Library of Congress

What does this cartoon imply about U.S. economic policy prior to 1890?

- A The federal government passed laws that favored natural-resource conservation over industrial production.
- B The federal government passed laws that increased market competition and decreased industrial power.
- C The federal government passed laws that increased corporate taxes and decreased public spending.
- D The federal government passed laws that favored large corporations over small businesses.

Item Information

Item Code: SS90254

Passage Title:

Standard Code: US.77

Passage Code:

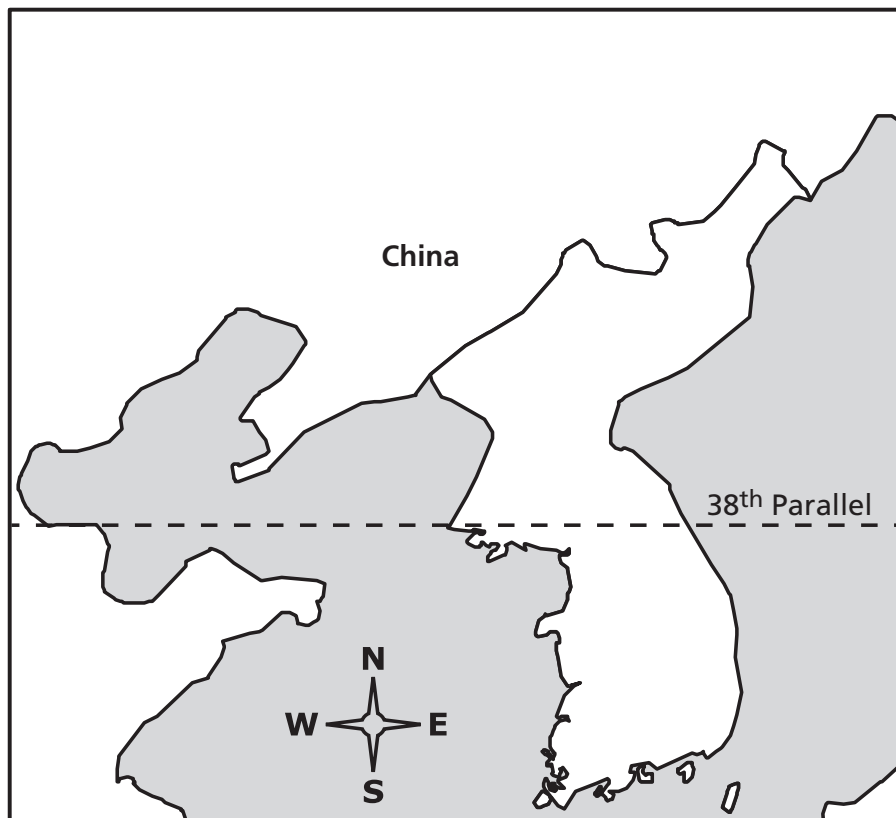
Standard Text: Describe the causes, course, and consequences of the Korean War, including the 38th parallel, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreans. (G, H, P)

Reporting Category: U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)

Correct Answer: C

DOK Level: 2

The map below shows the international division that became solidified after a Cold War conflict.



Which issue divided people on the two sides of the peninsula divided by the 38th parallel?

- A** They had different ethnic heritages and religious beliefs.
- B** They belonged to opposing alliances during World War II.
- C** They had different economic systems and political beliefs.
- D** They belonged to opposing factions within the United Nations.

Item Information

Item Code:	SS90138	Passage Title:	
Standard Code:	US.19	Passage Code:	
Standard Text:	Analyze the significant progressive achievements during the administration of Theodore Roosevelt, including the Square Deal, "trust-busting," the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation. (E, H, P)		
Reporting Category:	The Rise of Industrial America and the Progressive Era (1877-1920)		
Correct Answer:	A	DOK Level:	2

The excerpt below is from a speech delivered by President Theodore Roosevelt in 1908.

We have become great because of the lavish use of our resources. But the time has come to inquire seriously what will happen when our forests are gone, when the coal, the iron, the oil, and the gas are exhausted, when the soils have still further impoverished and washed into the streams, polluting the rivers, denuding the fields and obstructing navigation.

Source: Public Domain / U.S. Department of the Interior

How did criticism like this affect the United States during the turn of the 20th century?

- A** It provided support for the National Park Service that protected public lands.
- B** It provided support for laws that restricted the hunting of endangered animals.
- C** It led to the regulation of energy usage by limiting the importation of foreign fuel.
- D** It led to the regulation of large corporations by the Environmental Protection Agency.

Item Information

Item Code:	SS90304	Passage Title:	
Standard Code:	US.97	Passage Code:	
Standard Text:	Interpret different points of view that reflect the rise of social activism and the counterculture, hippies, the generation gap, and Woodstock. (C, P)		
Reporting Category:	The Post-War Years to Contemporary United States (1945-the Present)		
Correct Answer:	C	DOK Level:	2

The excerpt below is from a televised interview with President Lyndon Johnson in December 1967.

DAN RATHER. Mr. President, if I may, let's turn to the subject of youth. I think everyone expects youth to rebel and to be restless. But there seems to be an unusually large number of American youth at this particular point in history who feel alienated to the traditional American ideas of God, patriotism, and family. Do you sense this alienation? What can be done about it?

PRESIDENT JOHNSON. Yes, I sense it. I think we have that condition. And we are trying to meet it as best we know how. I have seen it several times in my lifetime.

I remember the days of the zoot-suiters in World War II. I remember the doubters who thought all of our youth were going to the dogs because of the sit-down movements in some of the plants in our country at certain periods of our country. I remember the doubt expressed about our ability in World War II to take a bunch of beardless boys and resist Hitler's legions.

There have been some disappointments. But I have visited the campuses of this country. My Cabinet has gone and met with the young people of this country. We deal with young folks every day in the Peace Corps, in the poverty program, in the VISTA program, and in the job camps.

And I think it is a very small percentage that have given up, who have lost faith, who have deep questions about the future of the country and of themselves.

We have more than 3 million young people serving in uniform. I hear from about 100 of them every day. They don't get the attention that you television people give these exhibitionists. They don't have anyone to make signs for them and parade, get their pictures in the papers. They are just there from daylight to dark, fighting for freedom and liberty, and willing to die for it. They are a pretty large number, comparatively speaking.

I doubt that there is anything like that many hippies, or I doubt that there are that many disillusioned people. If you added them all up and put them in one unit, I think that they would make a very small percentage. . . . I think we have young people who are terribly upset at what is going on. I know they hate war. We all hate war. But I think there is a very

(This item continues on the next page.)

(Item 11, continued from the previous page)

small percent who are going to take these extreme means and going to employ these extreme ways to express this lack of confidence in their future and in their country.

Source: Public Domain/The American Presidency Project

How did President Johnson view the counterculture movement of the 1960s?

- A** as an unorganized group of people involved in dangerous activities
- B** as an uneducated group of people who disliked the war
- C** as a small but vocal group who got a lot of attention
- D** as a growing group made up of diverse members

Item Information

Item Code:	SS90002	Passage Title:	
Standard Code:	US.16	Passage Code:	
Standard Text:	Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)		
Reporting Category:	The Rise of Industrial America and the Progressive Era (1877-1920)		
Correct Answer:	D	DOK Level:	3

The excerpt below is from a book written by Ida Tarbell in 1904.

. . . Finally, in June, 1870, five years after he became an active partner in the refining business, Mr. Rockefeller combined all his companies into one—the Standard Oil Company. The capital of the new concern was \$1,000,000. . . .

The strides the firm of Rockefeller and Andrews made after the former went into it were attributed for three or four years mainly to his extraordinary capacity for bargaining and borrowing. Then its chief competitors began to suspect something. John Rockefeller might get his oil cheaper now and then, they said, but he could not do it often. He might make close contracts for which they had neither the patience nor the stomach. He might have an unusual mechanical and practical genius in his partner. But these things could not explain all. . . . Where was his advantage? There was but one place where it could be, and that was in transportation. He must be getting better rates from the railroads than they were. In 1868 or 1869 a member of a rival firm long in the business, which had been prosperous from the start . . . went to the Atlantic and Great Western road, then under the Erie management, and complained. "You are giving others better rates than you are us," said Mr. Alexander, the representative of the firm. "We cannot compete if you do that. . . ."

Another Cleveland man, W. H. Doane, engaged in shipping crude oil, began to suspect about the same time as Mr. Alexander that the Standard was receiving rebates. Now Mr. Doane had always been opposed to the "drawback business," but it was impossible for him to supply his customers with crude oil at as low a rate as the Standard paid if it received a rebate and he did not. . . .

Source: Public Domain / Text excerpt from *The History of the Standard Oil Company*, published in 1904

(This item continues on the next page.)

(Item 12, continued from the previous page)

Which selection from the excerpt best supports the argument of progressives regarding the relationship between government and business?

- A** The strides the firm of Rockefeller and Andrews made after the former went into it were attributed for three or four years mainly to his extraordinary capacity for bargaining and borrowing.
- B** He might have an unusual mechanical and practical genius in his partner.
- C** He might make close contracts for which they had neither the patience nor the stomach.
- D** “You are giving others better rates than you are us,” said Mr. Alexander, the representative of the firm. “We cannot compete if you do that.”

Item Information

Item Code: SS90166

Passage Title:

Standard Code: US.37

Passage Code:

Standard Text: Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment. (E, C, H, P)

Reporting Category: The 1920s and The Great Depression (1920-1940)

Correct Answer: C

DOK Level: 3

The poster below was printed in the 1870s.



Woman's Holy War

Grand Charge on the Enemy's Works

Source: Public Domain/Library of Congress

(This item continues on the next page.)

(Item 13, continued from the previous page)

Based on the poster and your content knowledge, which conclusion can be made about U.S. society in the late 19th century?

- A** Many activists believed that the alcohol industry was controlled by organized crime.
- B** Many temperance activists believed that the suffragettes threatened the campaign to prohibit alcohol.
- C** Many activists believed that the physical and economic well-being of the family was threatened by alcohol consumption.
- D** Many activists believed that lobbying politicians was the only way to fight the alcohol industry and gain the attention of the government.

Item Information

Item Code:	SS90175	Passage Title:	
Standard Code:	US.41	Passage Code:	
Standard Text:	Analyze the emergence of the "Lost Generation" in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	C	DOK Level:	2

The excerpt below comes from *This Side of Paradise* by F. Scott Fitzgerald.

As an endless dream it went on; the spirit of the past brooding over a new generation, the chosen youth from the muddled, unchastened world, still fed romantically on the mistakes and half-forgotten dreams of dead statesmen and poets. Here was a new generation, shouting the old cries, learning the old creeds, through a revery of long days and nights; destined finally to go out into that dirty gray turmoil to follow love and pride; a new generation dedicated more than the last to the fear of poverty and the worship of success; grown up to find all Gods dead, all wars fought, all faiths in man shaken. . . .

Source: Public Domain

How is this excerpt characteristic of the work of the Lost Generation?

- A** It focuses on the relationship between people and government in a fascist state.
- B** It focuses on the tension between labor and business in a capitalist system.
- C** It conveys a disillusionment and dissatisfaction with modern society.
- D** It conveys a disappointment and distrust of political idealism.

Item Information

Item Code: SS90025

Passage Title:

Standard Code: US.4

Passage Code:

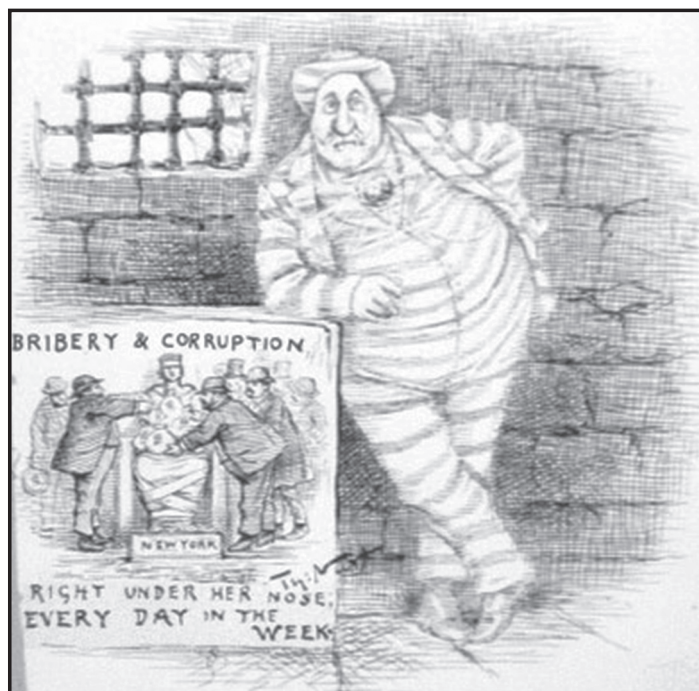
Standard Text: Analyze the causes and consequences of Gilded Age politics and economics, including the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: Boss Tweed, Thomas Nast, Credit Mobilier, Whiskey Ring, the Garfield assassination, the Pendleton Act, the Interstate Commerce Act. (E, H, P)

Reporting Category: The Rise of Industrial America and the Progressive Era (1877-1920)

Correct Answer: B

DOK Level: 2

The cartoon below was drawn by Thomas Nast in 1886.



The spirit of Tweed is mighty still "... and even yet you don't know what you are going to do about it!"

Source: Public Domain/Library of Congress

(Item 15, continued from the previous page)

Based on this cartoon, which institutions was Nast criticizing?

- A** labor unions
- B** political machines
- C** settlement houses
- D** nativist organizations

Item Information

Item Code:	SS90216	Passage Title:	
Standard Code:	US.61	Passage Code:	
Standard Text:	Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers. (C, H)		
Reporting Category:	U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)		
Correct Answer:	A	DOK Level:	1

Which statement describes the experiences of the Tuskegee Airmen during World War II?

- A** They defended Allied bombers despite being segregated by the U.S. military.
- B** They successfully decoded Axis messages despite being segregated by the U.S. military.
- C** They scouted Axis locations despite relatives being sent to U.S. internment camps.
- D** They successfully contributed to Allied invasions despite relatives being sent to U.S. internment camps.

Item Information

Item Code:	SS90248	Passage Title:	
Standard Code:	US.76	Passage Code:	
Standard Text:	Analyze the causes and effects of the Red Scare that followed World War II, including Americans' attitude toward the rise of communism in China, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)		
Reporting Category:	U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)		
Correct Answer:	C	DOK Level:	2

The list below includes names of individuals who affected the social climate in the United States during the 1940s and 1950s.

- Alger Hiss
 - Senator Joseph McCarthy
 - Ethel and Julius Rosenberg
 - J. Edgar Hoover

What do all of these people have in common?

- A** Their actions were examples of the corruption and greed that came to define the early years of the Cold War.
- B** Their actions were examples of the selflessness and resilience that came to define the later years of World War II.
- C** Their actions contributed to the atmosphere of fear and suspicion that came to define the early years of the Cold War.
- D** Their actions contributed to the atmosphere of optimism and patriotism that came to define the later years of World War II.

Item Information

Item Code: SS90417

Passage Title:

Standard Code: US.26

Passage Code:

Standard Text: Explain the causes of World War I in 1914 and the reasons for the initial declaration of United States' neutrality. (G, H, P)

Reporting Category: The Rise of Industrial America and the Progressive Era (1877-1920)

Correct Answer: D

DOK Level: 3

The illustration below is based on a cartoon published in 1914.



Source: Public Domain/Library of Congress and National Endowment for the Humanities

Based on your content knowledge, what does the illustration imply about U.S. foreign policy in 1914?

- A Imperialist interests influenced the United States' declaration of war.
- B National security influenced the United States' policy of isolationism.
- C Political interests influenced the United States' policy of interventionism.
- D Economic considerations influenced the United States' declaration of neutrality.

Item Information

Item Code:	SS90121	Passage Title:	
Standard Code:	US.12	Passage Code:	
Standard Text:	Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)		
Reporting Category:	The Rise of Industrial America and the Progressive Era (1877-1920)		
Correct Answer:	B	DOK Level:	3

The excerpt below comes from the Interstate Commerce Act of 1887.

Sec. 6. That every common carrier subject to the provisions of this act shall print and keep for public inspection schedules showing the rates and fares and charges for the transportation of . . . property which any such common carrier has established and which are in force at the time upon its railroad, as defined by the first section of this act. The schedules printed as aforesaid by any such common carrier shall plainly state the places upon its railroad between which property . . . will be carried. . . . Copies for the use of the public shall be kept in every depot or station upon any such railroad, in such places and in such form that they can be conveniently inspected.

Source: Public Domain / U.S. National Archives and Records Administration

Based on this excerpt, which major issue did this act attempt to address?

- A** The decision by railroad companies to segregate and charge passengers based on race.
- B** The tendency of railroad companies to charge farmers higher shipping rates than large corporations.
- C** The decision by railroad companies to segregate and charge passengers based on immigration status.
- D** The tendency of railroad companies to charge businesses from foreign countries higher shipping rates than farmers from local areas.

Item Information

Item Code: SS90300

Passage Title:

Standard Code: US.96

Passage Code:

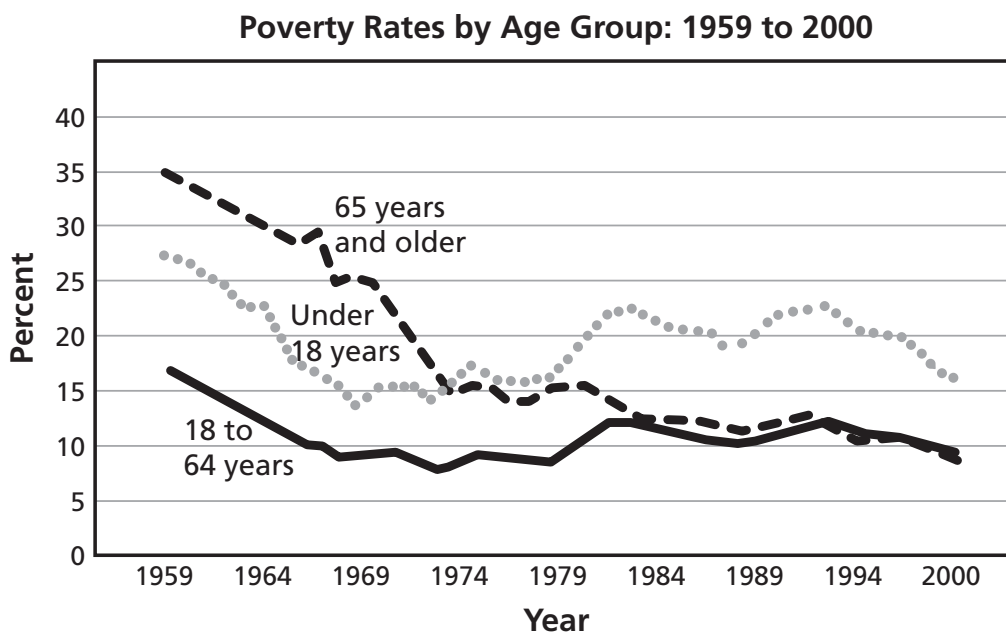
Standard Text: Evaluate the impact of Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty. (C, P)

Reporting Category: The Post-War Years to Contemporary United States (1945-the Present)

Correct Answer: B

DOK Level: 2

The graph below displays statistics about poverty in the United States.



Source: Public Domain/U.S. Census Bureau

The information on the graph best supports which outcome of President Lyndon Johnson's Great Society programs?

- A The programs for adults have had a greater impact than the programs for the elderly.
- B The programs for the elderly have had a greater impact than the programs for children.
- C There are a greater number of programs for children than programs for adults.
- D There are a greater number of programs for children than programs for the elderly.

Item Information

Item Code:	SS90163	Passage Title:	
Standard Code:	US.35	Passage Code:	
Standard Text:	Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the "return to normalcy," the Teapot Dome, and laissez-faire politics. (E, H, P)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	B	DOK Level:	2

Which lesson was learned from the Teapot Dome Scandal?

- A** Progressive legislation had successfully reduced corruption.
- B** A lack of regulatory oversight can undermine the public interest.
- C** A pro-labor executive agenda had given unions too much power.
- D** Support for laissez-faire government policies can serve the public good.

Item Information

Item Code: SS90348

Passage Title:

Standard Code: US.107

Passage Code:

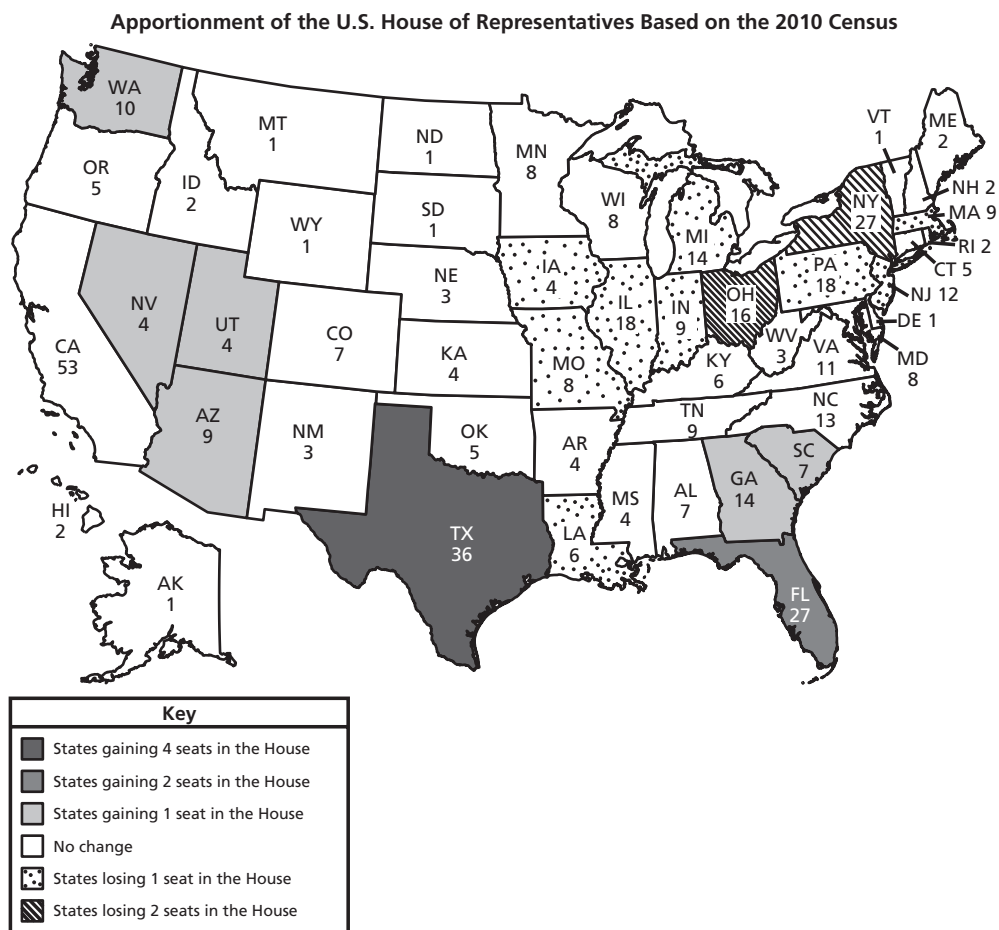
Standard Text: Using census data and population pyramids, identify and describe the demographic changes in the United States since 1980 and the increased movement of people from the Rust Belt to the Sun Belt. (C, E, G, H, P)

Reporting Category: The Post-War Years to Contemporary United States (1945-the Present)

Correct Answer: A

DOK Level: 2

The map below shows the change in the U.S. House of Representatives from 2000 to 2010.



(Item 22, continued from the previous page)

Which trend can be identified from this map?

- A** a population shift from Rust Belt to Sun Belt states
- B** a population shift from Frost Belt to Corn Belt states
- C** a decrease in the number of babies being born in the United States
- D** an increase in the number of people living longer in the United States

Item Information

Item Code:	SS90206	Passage Title:	
Standard Code:	US.56	Passage Code:	
Standard Text:	Analyze the reasons for, and the consequences of, the rise of fascism and totalitarianism in Europe during the 1930's, including the actions of Hitler, Mussolini, and Stalin. (H, P)		
Reporting Category:	U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)		
Correct Answer:	A	DOK Level:	3

The excerpt below lists some articles from the Treaty of Versailles.

ARTICLE 119.

Germany renounces in favor of the Principal Allied and Associated Powers all her rights and titles over her oversea possessions.

ARTICLE 159.

The German military forces shall be demobilized and reduced as prescribed hereinafter.

ARTICLE 231.

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

ARTICLE 232.

The Allied and Associated Governments recognize that the resources of Germany are not adequate, after taking into account permanent diminutions of such resources which will result from other provisions of the present Treaty, to make complete reparation for all such loss and damage.

The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany.

Source: Public Domain

(This item continues on the next page.)

(Item 23, continued from the previous page)

Based on the excerpt and your content knowledge, which statement best explains one reason the treaty contributed to the rise of totalitarianism in Germany?

- A** Because Germany was forced to pay for the damages of World War I, its people became more willing to accept state control and sought to rebuild their empire to strengthen their economy.
- B** Because Germany was forced to accept blame for the losses of World War I, its people became more willing to let their government control most aspects of their lives.
- C** Because Germany was allowed to reduce its military, its political leadership passed laws to control civilians and help spread racist propaganda.
- D** Because Germany was allowed to keep its territories, its political leadership soon demanded territory from neighboring countries.

Item Information

Item Code:	SS90223	Passage Title:	
Standard Code:	US.63	Passage Code:	
Standard Text:	Describe the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (Fred Korematsu v. United States of America). (C, P)		
Reporting Category:	U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)		
Correct Answer:	D	DOK Level:	3

The excerpt below is from evidence used in a famous U.S. Supreme Court case from 1944.

Well, here's the situation. I might say that we are at war and this area—8 states—has been designated as the theatre of operations. I have approximately 240,000 men at my disposal including Alaska. Of course, my Command extends from Dutch Harbor to the Mexican border. There are two threats that we have to face, and they are serious threats. First, the presence of approximately 288,000 enemy aliens—or alien enemies—which we have to watch. Of the two threats, I am concerned with their seriousness to the large number of defense installations and factories on the coast. . . . I have little confidence that the enemy aliens are law-abiding or loyal in any sense of the word. . . .

I want to go in and search the house . . . and premises of every alien. . . .

I have a list of those we have reason to suspect of pro-Axis activities.

— from the "Conference with General Dewitt," 1942

Source: Public Domain / U.S. National Archives and Records Administration

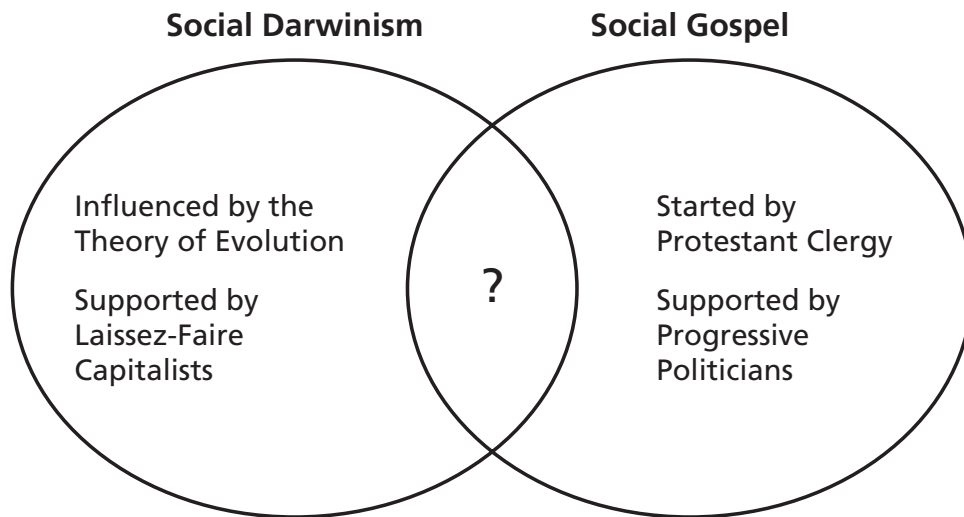
Based on this excerpt and your content knowledge, which constitutional argument was central to this case?

- A** the right to free speech versus the protection of personal reputations
- B** the right to personal expression versus the protection of social values
- C** the protection of private property versus the promotion of public investment
- D** the protection of individual freedoms versus the promotion of national security

Item Information

Item Code:	SS90033	Passage Title:	
Standard Code:	US.10	Passage Code:	
Standard Text:	Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel. (C, E, P)		
Reporting Category:	The Rise of Industrial America and the Progressive Era (1877-1920)		
Correct Answer:	B	DOK Level:	2

The Venn diagram below compares two popular ideologies of the late 19th century.



Which statement completes the diagram?

- A** Attempted to Improve Public Education in the United States
- B** Attempted to Address Economic Conditions in the United States
- C** Attempted to Improve Agricultural Conditions in the United States
- D** Attempted to Address Government Corruption in the United States

Item Information

Item Code: SS90444

Passage Title:

Standard Code: US.85

Passage Code:

Standard Text: Analyze the increasing impact of television and mass media on the U.S. home, U.S. politics, and the U.S. economy. (C, E, P)

Reporting Category: The Post-War Years to Contemporary United States (1945-the Present)

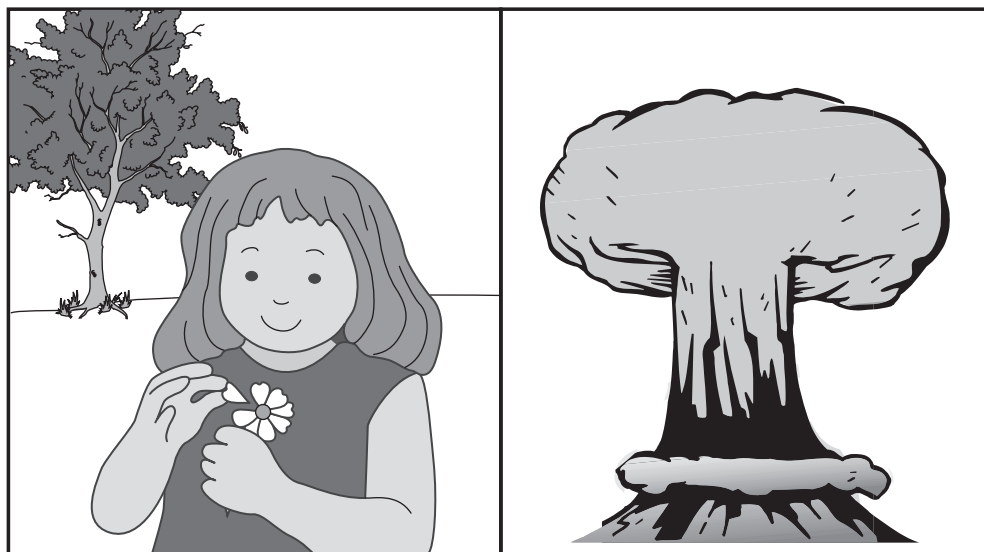
Correct Answer: C

DOK Level: 3

The information below is about a famous advertisement from 1964.

In 1964, an advertisement known as “Daisy” aired on television. The ad was sponsored by President Lyndon Johnson’s campaign. It is believed to have played an important role in President Johnson’s defeat of Barry Goldwater in the presidential election. Recreations of two images from the famous TV ad are below.

Source: Public Domain/Social Security Administration



Based on these images, which conclusion can best be made about U.S. politics in the 1960s?

- A Politicians started to use the internet in order to gain voter support.
- B Politicians were able to more effectively explain their ideas to voters.
- C Politicians were able to more effectively influence the emotions of voters.
- D Politicians started focusing on their physical appearance to gain voter support.

Item Information

Item Code:	SS90129	Passage Title:	
Standard Code:	US.16	Passage Code:	
Standard Text:	Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)		
Reporting Category:	The Rise of Industrial America and the Progressive Era (1877-1920)		
Correct Answer:	C	DOK Level:	2

The list below displays the titles of some books published during the late 19th and early 20th centuries.

- The Jungle
 - How the Other Half Lives
 - The Shame of the Cities

Which significant motivation led to the publication of these works?

- A** a desire to create public outrage and advocate for war
- B** a desire to create public support and advocate for unions
- C** a desire to expose societal problems and advocate for reform
- D** a desire to expose domestic abuse and advocate for temperance

Item Information

Item Code:	SS90135	Passage Title:	
Standard Code:	US.18	Passage Code:	
Standard Text:	Describe the movement to achieve suffrage for women, including its leaders, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee in the suffrage effort (Anne Dallas Dudley, Harry Burn, Josephine Pearson, "Perfect 36"). (C, H, P, TN)		
Reporting Category:	The Rise of Industrial America and the Progressive Era (1877-1920)		
Correct Answer:	B	DOK Level:	2

How did Tennessee play an important role in the legalization of women's suffrage?

- A** Tennessee representatives led the national movement for women's suffrage by proposing the 19th Amendment.
- B** Although it was considered unpopular in the South, Tennessee provided the deciding vote in passing the 19th Amendment.
- C** Tennessee was one of the first states to allow women's suffrage in state elections, which increased the popularity of the 19th Amendment.
- D** Although it was considered unnecessary to ratification, Tennessee's vote to ratify the 19th Amendment had great symbolic meaning in the South.

Item Information

Item Code:	SS90150	Passage Title:	
Standard Code:	US.28	Passage Code:	
Standard Text:	Identify and explain the impact of the following events and people during World War 1: Major turning points, Impact of trench warfare, use of new weapons and technologies, Herbert Hoover, John J. Pershing and the American Expeditionary Force, doughboys, and Alvin C. York. (G, H, P, TN)		
Reporting Category:	The Rise of Industrial America and the Progressive Era (1877-1920)		
Correct Answer:	B	DOK Level:	1

How did trench warfare contribute to large numbers of casualties during World War I?

- A** Trenches were effective staging areas for offensive attacks.
- B** Trenches bred diseases which were easily spread in confined spaces.
- C** Trenches trapped tanks which were easily disabled by frontline troops.
- D** Trenches were effective areas for unarmed physical combat by frontline troops.

Item Information

Item Code:	SS90184	Passage Title:	
Standard Code:	US.44	Passage Code:	
Standard Text:	Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy and WSM. (C, TN)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	A	DOK Level:	2

How did the Mississippi River factor into the growth of blues music in Memphis?

- A** It acted to spread culture from the delta region.
- B** It flooded regularly and created difficult living conditions.
- C** It dried up regularly and created difficult economic conditions.
- D** It acted as a barrier against influences from the western states.

Item Information

Item Code:	SS90154	Passage Title:	
Standard Code:	US.31	Passage Code:	
Standard Text:	Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (C, G)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	D	DOK Level:	2

The newspaper clipping below was taken from the Ogden Standard-Examiner in 1922.

**57 Mary Pickfords
and Which Is Prettiest?**

Almost Every Nation Has at Least One "Little Mary" of Its Own, and There's No End to the Foreign Imitations of Charlie Chaplin, Theda Bara, and Many Other of Our Famous Motion Picture Stars



Source: Public Domain/Library of Congress-Chronicling America

Based on the information in this clipping and your content knowledge, which statement describes a result of motion picture technology in the 1920s?

- A** It was used to encourage talented foreigners to immigrate to the United States.
- B** It played an important role in the promotion of imperialism in the United States.
- C** It was used to encourage foreigners to invest in U.S. businesses.
- D** It played an important role in the exportation of U.S. culture.

Item Information

Item Code: SS90411

Passage Title:

Standard Code: US.9

Passage Code:

Standard Text: Describe the difference between "old" and "new" immigrants and analyze the assimilation process and consequences for the "new" immigrants and their impact on American society, including ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, Chinese Exclusion Acts, and the Gentlemen's Agreement. (C, E, G)

Reporting Category: The Rise of Industrial America and the Progressive Era (1877-1920)

Correct Answer: D

DOK Level: 2

How did Jacob Riis and Jane Addams affect the lives of immigrants during the early 20th century?

- A** One exposed the crimes immigrants committed while the other tried to keep immigrants from being imprisoned.
- B** One exposed the illnesses immigrants carried while the other tried to provide clean living conditions and proper health care to immigrants.
- C** One exposed the poor working conditions experienced by immigrants while the other tried to find jobs for immigrants in exchange for political support.
- D** One exposed the poor living conditions experienced by immigrants while the other tried to provide social and educational opportunities to immigrants.

Item Information

Item Code: SS90431

Passage Title:

Standard Code: US.59

Passage Code:

Standard Text: Identify and locate on a map the Allied and Axis countries and the major theaters of the war. (G)

Reporting Category: U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)

Correct Answer: C

DOK Level: 1

The map below shows an area of the Eastern Hemisphere.

Asia



(This item continues on the next page.)

(Item 33, continued from the previous page)

Which statement is correct about the shaded country during World War II?

- A** It was an ally of China.
- B** It was an enemy of Italy.
- C** It was an ally of Germany.
- D** It was an enemy of Switzerland.

Item Information

Item Code:	SS90425	Passage Title:	
Standard Code:	US.34	Passage Code:	
Standard Text:	Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	A	DOK Level:	2

The list below describes economic changes during the 1920s.

- a significant increase in automobiles and the products associated with it
- a significant increase in the purchase of many different mechanical devices used in the home
- a significant increase in the purchase of products that had once been considered luxury goods, but whose adoption by so many average households led to them no longer being considered a luxury

During the 1920s, which development was responsible for the economic trends listed?

- A** the expansion of credit to the average consumer
- B** the decline in goods produced by an assembly line
- C** a rise in the stock market due to financial speculation
- D** a decrease in the advertising to the wealthy consumer

Item Information

Item Code:	SS90203	Passage Title:	
Standard Code:	US.54	Passage Code:	
Standard Text:	Examine the impact of American actions in foreign policy in the 1920's, including the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)		
Reporting Category:	U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)		
Correct Answer:	B	DOK Level:	3

The excerpt below is about the Kellogg-Briand Pact from 1928 and the headline references an event that occurred in 1931.

After the severe losses of the First World War, the idea of declaring war to be illegal was immensely popular in international public opinion. . . . In the final version of the pact, they agreed upon two clauses: the first outlawed war as an instrument of national policy and the second called upon signatories to settle their disputes by peaceful means.

On August 27, 1928, fifteen nations signed the pact at Paris. Signatories included France, the United States, the United Kingdom, Ireland, Canada, Australia, New Zealand, South Africa, India, Belgium, Poland, Czechoslovakia, Germany, Italy and Japan. . . . The pact was eventually signed by most of the established nations in the world. The U.S. Senate ratified the agreement. . . . after making reservations to note that U.S. participation did not limit its right to self-defense or require it to act against signatories breaking the agreement.

Source: Public Domain/U.S. Department of State



(This item continues on the next page.)

(Item 35, continued from the previous page)

How did the event in the headline prove the Kellogg-Briand Pact would be a long-term failure?

- A** It revealed that more countries needed to sign the pact in order for it to be widely respected.
- B** It revealed there was no way to enforce the pact, which emboldened other aggressive countries.
- C** It revealed that more countries needed to acknowledge the pact in order for it to ensure lasting security.
- D** It revealed there was no way to prohibit all military weapons, which made other countries fearful of attack.

Item Information

Item Code:	SS90226	Passage Title:	
Standard Code:	US.65	Passage Code:	
Standard Text:	Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee, the service of African Americans in the armed forces and in the workforce, and the eventual integration of the armed forces by President Truman. (C, E, H, P)		
Reporting Category:	U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)		
Correct Answer:	B	DOK Level:	3

The excerpt below is from Executive Order 8802 issued in 1941.

WHEREAS it is the policy of the United States to encourage full participation in the national defense program by all citizens of the United States, regardless of race, creed, color, or national origin, in the firm belief that the democratic way of life within the Nation can be defended successfully only with the help and support of all groups within its borders; and

WHEREAS there is evidence that available and needed workers have been barred from employment in industries engaged in defense production solely because of considerations of race, creed, color, or national origin, to the detriment of workers' morale and national unity. . . .

Source: Public Domain/ U.S. National Archives and Records Administration

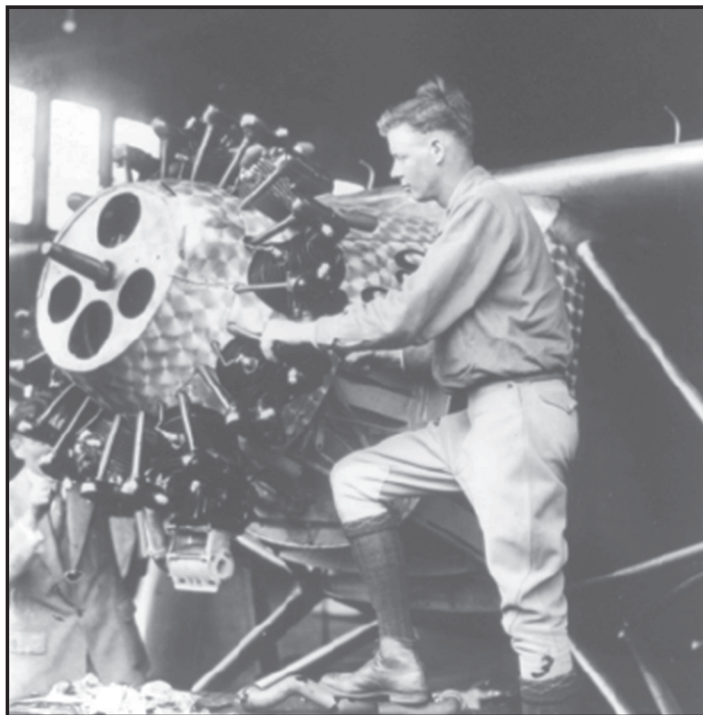
Based on this excerpt and your content knowledge, which historical understanding is related to the issuing of this Executive Order?

- A** The upheaval caused by war can lead to economic inequality.
- B** The upheaval caused by war can lead to significant social change.
- C** The conditions caused by depressions can lead to population displacement.
- D** The conditions caused by depressions can lead to significant technological achievement.

Item Information

Item Code:	SS90182	Passage Title:	
Standard Code:	US.43	Passage Code:	
Standard Text:	Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	D	DOK Level:	3

The photograph below was taken in 1927.



Working on "The Spirit of St. Louis"

Source: Public Domain/Library of Congress

Which statement explains this man's extraordinary popularity during the 1920s?

- A** His creation of a successful transportation company coincided with the early years of mass immigration.
- B** His notable diplomatic achievement played an important role in ending an international conflict.
- C** His support of a future president played an important role in ending an economic depression.
- D** His notable technological achievement coincided with the early years of mass media.

Item Information

Item Code: SS90037

Passage Title:

Standard Code: US.38

Passage Code:

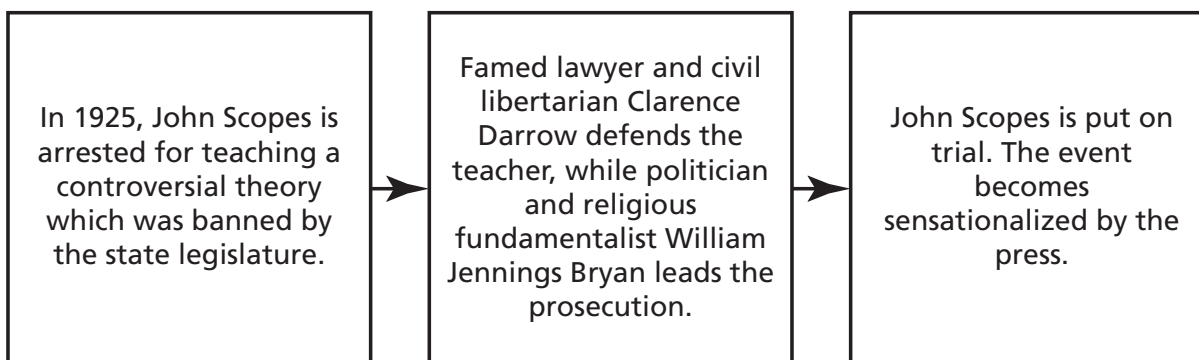
Standard Text: Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)

Reporting Category: The 1920s and The Great Depression (1920-1940)

Correct Answer: B

DOK Level: 2

The diagram below describes a famous event from the 1920s.



Which long-standing debate was central to this event?

- A capitalism versus socialism
- B traditionalism versus modernism
- C states' rights versus federal power
- D individual rights versus social responsibility

Item Information

Item Code:	SS90170	Passage Title:	
Standard Code:	US.39	Passage Code:	
Standard Text:	Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	B	DOK Level:	2

The excerpt below was taken from a federal government report on the Canton Insane Asylum for Indians in Canton, South Dakota, in 1928.

As stated previously adults and children are housed in the same quarters; only the more violent cases are segregated in single rooms. Cases of tuberculosis were reported in the hospital building, but no precautions were being taken to protect the other patients from them, nor were their dishes sterilized.

It was impossible to study the diet served patients, as no file of menus was available. On the day of the visit, it consisted of a stew of meat and carrots, with more fat and bones than anything else, thin apple sauce, bread, and coffee. Proper facilities, such as tables in ward dining rooms, and personnel to supervise the patients at their meals, were lacking. Several patients were eating from the floor. . . .

. . . Much of the manual labor about the place is done by patients who are able to work. Clinical records of cases in this institution are inadequate. It was impossible to obtain a complete picture of the case from the available notes.

— Dr. Herbert R. Edwards

Source: Public Domain/ U.S. National Library of Medicine

Based on this excerpt and your content knowledge, how did the federal government's involvement with American Indians change by the 1920s?

- A** less money was being given to their reservations
- B** more attention was being paid to their mistreatment
- C** less legislation was being passed to improve their housing
- D** more institutions were being built to improve their healthcare

Item Information

Item Code:	SS90185	Passage Title:	
Standard Code:	US.45	Passage Code:	
Standard Text:	Analyze the causes of the Great Depression, including the following: the economic cycle driven by overextension of credit, overproduction in agriculture and manufacturing, laissez-faire politics, buying on margin, excess consumerism, rising unemployment, the crash of the stock market, and high tariffs. (E, H)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	C	DOK Level:	2

The excerpt below is from an interview of Frederick Savage by the Federal Writers' Project in 1938.

There is nothing wishy-washy about Mr. Savage. He says what he thinks and says it with decision. There is no reluctance or fear on his part of expressing opinions and giving advice. He knows all the answers and doesn't mind telling you so. His favorite theme is the "good old days" which he thinks had it all over the present when life is lived too fast and in too much of a muddle. . . .

"Now there's lots of men who have the brains to think up plans, but they fail because they can't put them through. People are pleasure crazy today. A man lets his best thought-out-schemes come to nothing just because he puts them on one side because he wants to play golf or go to some fool shindig. I've travelled a lot in this country and I can tell you the majority of people are living beyond their income. They don't think they're living unless they have every . . . thing hitched to them either by cash payment or the installment plan. When I was young, . . . there was no such thing as a 'standard of living.' Each man set his own standard of what he could afford in running his household or business. Course there were business failures once in a while but you didn't often hear of the average working man making a failure of life."

Mr. Savage paused for breath but before I could get a word in, he was off.

"In this modern age people think they're progressing but they're not. No sir, not by a . . . sight. The people in the towns, the cities and the states ain't so well off financially, morally, physically or mentally as they were in the sixties (1860s) or seventies (1870s) when common sense was used. . . .

"Most people today are looking for someone to support them without work and if they keep that idea in their heads much longer most of us'll have to live in a cave or a dug-out or old shacks. A crust of bread and a handful of corn meal will look good to us. Work, work, work and hard work from sun-rise to sun-set, mixed with common sense, supports the people and the Government. And if they don't follow that rule, they're going soft and

(This item continues on the next page.)

(Item 40, continued from the previous page)

they'll decay. It ain't that human nature's changed much. Folks are just the same inside . . . just the same as when Adam met Eve in the Garden of Eden. It doesn't make any difference whether a woman wears wool, cotton, or silk stockings, short or long dresses, hoop skirts or bustles or earrings, or diamonds, or has her dress held together with hooks and eyes or buttons or a lot of safety pins, she's just the same inside as she ever was. The only difference is she wants more because there's more in the world to want. The men are just the same, too. They all look, dress, and shave alike, their coats and pants and shoes and hats are all alike . . . but they want more, too. They don't want to work so hard and they want more for what they do."

Source: Public Domain/ Library of Congress

Based on this excerpt, which contributors to the Great Depression would Mr. Savage have likely blamed for the country's economic problems?

- A** the passage of high tariffs and rising unemployment
- B** the overproduction of farm goods and unregulated banks
- C** the popularity of buying on margin and excessive consumerism
- D** the passage of laissez-faire policies and overproduction of factory goods

Item Information

Item Code: SS90422

Passage Title:

Standard Code: US.30

Passage Code:

Standard Text: Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)

Reporting Category: The Rise of Industrial America and the Progressive Era (1877-1920)

Correct Answer: D

DOK Level: 2

The poster below was published in 1918.



Source: Public Domain/Library of Congress

(This item continues on the next page.)

(Item 41, continued from the previous page)

Based on the poster and your content knowledge, how did World War I positively affect the suffrage movement?

- A** by highlighting the dangers of restricting democratic rights
- B** by highlighting the need for increased political engagement
- C** by providing exposure to progressive and socialist governments
- D** by providing opportunities to demonstrate capability and patriotism

Item Information

Item Code: SS90442

Passage Title:

Standard Code: US.82

Passage Code:

Standard Text: Analyze the impact of prosperity and consumerism in the 1950s, including the growth of white-collar jobs, the suburban ideal, the impact of the G.I. Bill, and increased reliance on foreign oil. (C, E, G)

Reporting Category: The Post-War Years to Contemporary United States (1945-the Present)

Correct Answer: C

DOK Level: 3

The sign below commemorates a project that was initiated in the 1950s.



Source: Public Domain/Library of Congress

(This item continues on the next page.)

(Item 42, continued from the previous page)

How did this project impact the U.S. economy over time?

- A** It increased the market supply of automobiles, which led to a decrease in food prices.
- B** It increased the market supply of automobiles, which led to a decrease in government spending.
- C** It increased the consumer demand for automobiles, which led to increased reliance on foreign oil.
- D** It increased the consumer demand for automobiles, which led to increased opportunities for homeownership.

Item Information

Item Code: SS90220

Passage Title:

Standard Code: US.62

Passage Code:

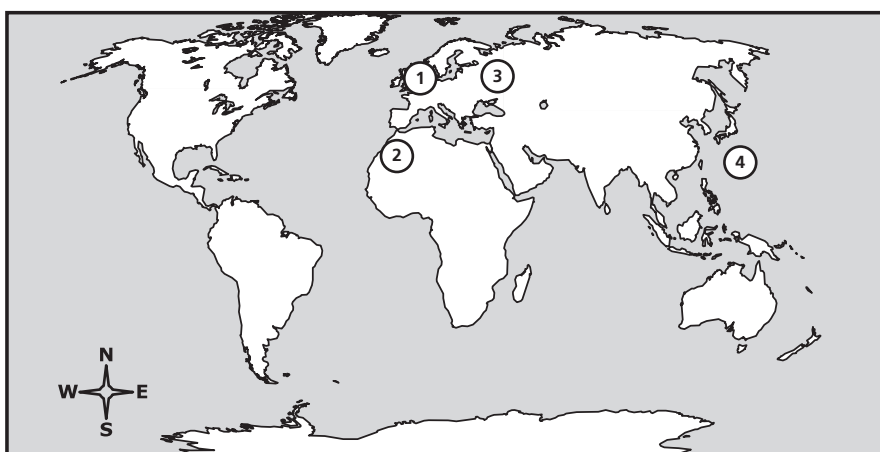
Standard Text: Identify the roles played and significant actions of the following individuals in World War II: Franklin Roosevelt, Winston Churchill, Joseph Stalin, Harry Truman, Adolph Hitler, Benito Mussolini, Hideki Tojo, Dwight Eisenhower, George C. Marshall, Douglas MacArthur. (H, P)

Reporting Category: U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)

Correct Answer: D

DOK Level: 2

The map of the world below contains four numbered regions.



Based on the map and your content knowledge, which statement about World War II is correct?

- A Dwight Eisenhower discouraged the Allied Powers from advancing into region 1.
- B Benito Mussolini prevented the Allied Powers from gaining ground in region 2.
- C Joseph Stalin failed to counter an advance by an Axis Power into region 3.
- D Douglas MacArthur helped defeat an Axis Power in region 4.

Item Information

Item Code:	SS90158	Passage Title:	
Standard Code:	US.32	Passage Code:	
Standard Text:	Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, the spread of electricity, the popularity of labor-saving appliances, and innovations in food processing and food purchasing (Clarence Saunders). (E, G, H, TN)		
Reporting Category:	The 1920s and The Great Depression (1920-1940)		
Correct Answer:	A	DOK Level:	3

Which economic problem did advances in motorized farming technology create in the 1920s?

- A** Increased production which resulted in lower farm prices.
- B** Decreased product diversity which contributed to crop failures.
- C** Increased demand for land which led to higher taxes on farm property.
- D** Decreased need for labor which resulted in mass unemployment.

Item Information

Item Code:	SS90410	Passage Title:	
Standard Code:	US.6	Passage Code:	
Standard Text:	Describe the changes in life in the United States that resulted from the inventions and innovations of business leaders and entrepreneurs of the period: Henry Bessemer, George Pullman, Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Swift and Armour, and Cornelius Vanderbilt. (C, E)		
Reporting Category:	The Rise of Industrial America and the Progressive Era (1877-1920)		
Correct Answer:	C	DOK Level:	1

Which aspect of life was most improved by the work of George Pullman?

- A** education
- B** sanitation
- C** transportation
- D** communication

Item Information

Item Code:	SS90137	Passage Title:	
Standard Code:	US.19	Passage Code:	
Standard Text:	Analyze the significant progressive achievements during the administration of Theodore Roosevelt, including the Square Deal, "trust-busting," the passage of the Pure Food and Drug Act, the Meat Inspection Act, and support for conservation. (E, H, P)		
Reporting Category:	The Rise of Industrial America and the Progressive Era (1877-1920)		
Correct Answer:	B	DOK Level:	3

The list below summarizes President Theodore Roosevelt's domestic program.

- consumer protection
 - control of corporations
 - conservation of natural resources

Based on this summary, which belief was the foundation of this program?

- A** At times, the government needs to fund private industry to stimulate the creation of jobs.
- B** At times, the government needs to regulate private industry to protect the common good.
- C** At times, the government needs to regulate public works projects to protect the property of citizens.
- D** At times, the federal government needs to fund public works projects to expand the national infrastructure.

Item Information

Item Code:	SS90331	Passage Title:	
Standard Code:	US.108	Passage Code:	
Standard Text:	Summarize the significant events and achievements of the Clinton administration, including Welfare-to-Work, the Brady Law, the reduction of the federal debt, NAFTA, and the scandals and subsequent impeachment proceedings. (C, E, H, P)		
Reporting Category:	The Post-War Years to Contemporary United States (1945-the Present)		
Correct Answer:	C	DOK Level:	3

The excerpt is from the 1993 inaugural address of President Bill Clinton.

To renew America, we must meet challenges abroad as well as at home. There is no longer a clear division between what is foreign and what is domestic. The world economy, the world environment, the world AIDS crisis, the world arms race: they affect us all.

Source: Public Domain/The American Presidency Project

Which statement explains one way the Clinton Administration sought to address the political challenge described in the excerpt?

- A** The administration helped pass regulations requiring employers to give employees time off for family-medical issues.
- B** The president issued an executive order that furthered energy independence by reducing oil consumption.
- C** The administration negotiated an agreement that lifted barriers to trade between neighboring nations.
- D** The president negotiated a treaty to eliminate nuclear weapons over a fifty-year period.

Item Information

Item Code:	SS90296	Passage Title:	
Standard Code:	US.95	Passage Code:	
Standard Text:	Describe the Chicano Movement, the American Indian Movement, and Feminist Movement and their purposes and goals. (C, E, P)		
Reporting Category:	The Post-War Years to Contemporary United States (1945-the Present)		
Correct Answer:	A	DOK Level:	1

What was the primary goal of the American Indian Movement?

- A** to improve the federal government's treatment of American Indians
- B** to force state governments to give voting rights to American Indians
- C** to force labor unions to protect the worker rights of American Indians
- D** to encourage businesses to create better job opportunities for American Indians

Item Information

Item Code: SS90227

Passage Title:

Standard Code: US.66

Passage Code:

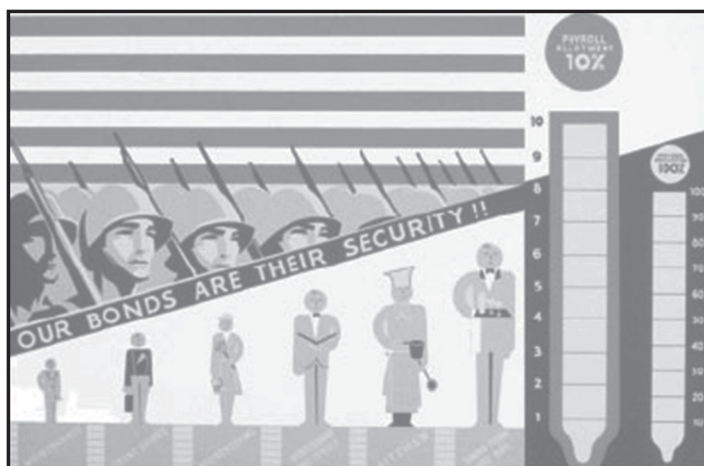
Standard Text: Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program.
(C, E, G, H)

Reporting Category: U.S. Policy between the Wars, World War II, and The Cold War (1921-1975)

Correct Answer: C

DOK Level: 1

The poster below was published in the 1940s.



Source: Public Domain/Library of Congress

What was the purpose of this poster?

- A to encourage people to enlist in the army to help fight in the war
- B to encourage people to work for factories that supplied the war effort
- C to encourage people to invest in the government to help pay for the war
- D to encourage people to shop at businesses that supported the war effort

Item Information

Item Code:	SS99012CR	Passage Title:	
Standard Code:	US.16	Passage Code:	
Standard Text:	Citing textual evidence as appropriate, explain the significant roles played by muckrakers and progressive idealists, including Robert La Follette, Theodore Roosevelt, Ida Tarbell, Lincoln Steffens, and Upton Sinclair.		
Reporting Category:	The Rise of Industrial America and the Progressive Era		
Correct Answer:		DOK Level:	3

The information below is about Theodore Roosevelt during and after his presidency.

Analyze President Theodore Roosevelt’s achievements in the area of progressive reform.

- How do the drawings illustrate the issues President Theodore Roosevelt sought to address with his progressive reforms?
- How did President Theodore Roosevelt’s achievements while in office support his progressive reform efforts?
- How did President Roosevelt’s concept of “New Nationalism” further his achievements after he left office?
- Use evidence from these sources and your content knowledge to support your answer.

The cartoons below are about President Theodore Roosevelt's administration.

Source 1



Source: Public Domain/Library of Congress

Source 2



Source: Library of Congress

The chart below lists some achievements of President Roosevelt's administration.

Source 3

Newlands Reclamation Act (1902)	allowed federal creation of dams, reservoirs, and canals to irrigate arid and semiarid lands in 16 Western states
Safety Appliance Act (1903)	addressed railroad safety
Employers' Liability Act (1906)	made employers liable for employee safety
Pure Food and Drug Act (1906)	protected food and drugs from contamination
Dolliver-Hepburn Railroad Act (1906)	regulated railroad shipping rates

The excerpt below is from former President Theodore Roosevelt's 1910 "New Nationalism" speech.

Source 4

I stand for the square deal. But when I say that I am for the square deal, I mean not merely that I stand for fair play under the present rules of the game, but that I stand for having those rules changed so as to work for a more substantial equality of opportunity. . . .

Now, this means that our government, National and State, must be freed from the sinister influence or control of special interests. . . .

. . . This, I know, implies a policy of a far more active governmental interference with social and economic conditions in this country than we have yet had, but I think we have got to face the fact that such an increase in governmental control is now necessary. . . .

I do not ask for the over centralization; but I do ask that we work in a spirit of broad and far-reaching nationalism where we work for what concerns our people as a whole. We are all Americans. Our common interests are as broad as the continent. I speak to you here in Kansas exactly as I would speak in New York or Georgia, for the most vital problems are those which affect us all alike. The National Government belongs to the whole American people, and where the whole American people are interested, that interest can be guarded effectively only by the National Government. The betterment which we seek must be accomplished, I believe, mainly through the National Government.

The American people are right in demanding that New Nationalism, without which we cannot hope to deal with new problems. The New Nationalism puts the national need before sectional or personal advantage. It is impatient of the utter confusion that results from local legislatures attempting to treat national issues as local issues. It is still more impatient of the impotence which springs from over division of governmental powers, the impotence which makes it possible for local selfishness or for legal cunning, hired by wealthy special interests, to bring national activities to a deadlock. This New Nationalism regards the executive power as the steward of the public welfare. It demands of the judiciary that it shall be interested primarily in human welfare rather than in property, just as it demands that the representative body shall represent all the people rather than any one class or section of the people. . . .

The object of government is the welfare of the people. The material progress and prosperity of a nation are desirable chiefly so long as they lead to the moral and material welfare of all good citizens. . . . No matter how honest and decent we are in our private lives, if we do not have the right kind of law and the right kind of administration of the law, we cannot go forward as a nation.

Source: Public Domain/whitehouse.gov

Item Information

Item Code: SS90034

Passage Title:

Standard Code: US.14

Passage Code:

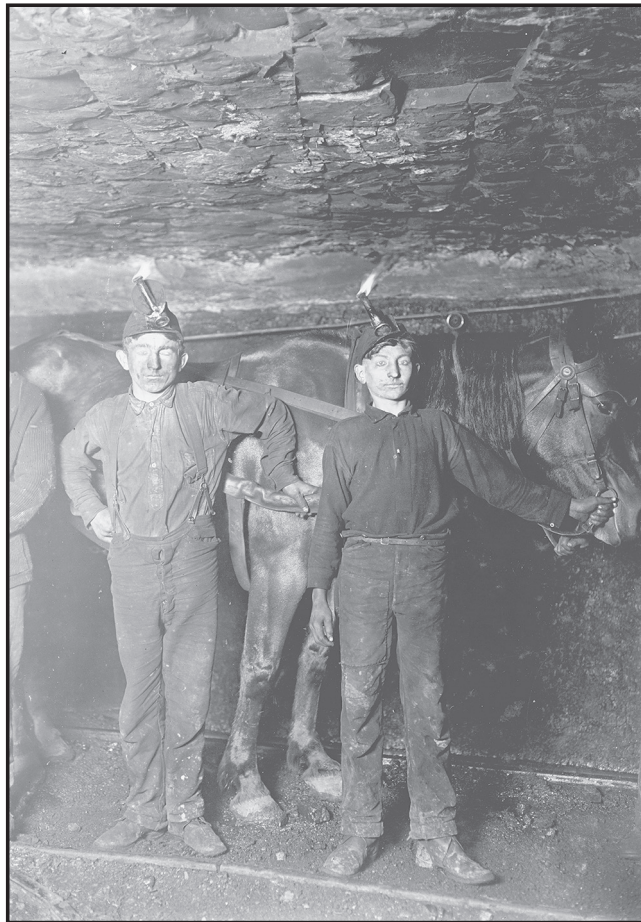
Standard Text: Describe working conditions in industries, including the use of labor by women and children.

Reporting Category: The Rise of Industrial America and the Progressive Era

Correct Answer: B

DOK Level: 2

The photograph below was taken in 1913.



Boys in coal mine in West Virginia

Source: Public Domain/Library of Congress

(This item continues on the next page.)

(Item 51, continued from the previous page)

Based on this photograph and your content knowledge, which conclusion can be made about the lives of these children?

- A** Their work was repetitive and impaired their learning ability.
- B** Their work was dangerous and harmed their physical health.
- C** Their work was difficult but paid them well enough to attend school.
- D** Their work was time-consuming but prepared them for a better occupation.

Item Information

Item Code: SS90626

Passage Title:

Standard Code: US.13

Passage Code:

Standard Text: Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government's response, including the Sherman Anti-Trust Act of 1890.

Reporting Category: The Rise of Industrial America and the Progressive Era

Correct Answer: B

DOK Level: 1

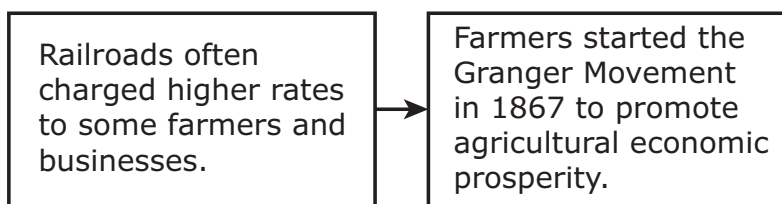
During the late 1800s, which action did Congress take to regulate the business practices of companies such as Standard Oil and Carnegie Steel?

- A** proposal of the 16th Amendment
- B** passage of the Sherman Antitrust Act
- C** adoption of the Gentlemen's Agreement
- D** establishment of the Federal Reserve System

Item Information

Item Code:	SS90624	Passage Title:	
Standard Code:	US.12	Passage Code:	
Standard Text:	Explain the characteristics and impact of the Granger Movement and Populism, including the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities.		
Reporting Category:	The Rise of Industrial America and the Progressive Era		
Correct Answer:	A	DOK Level:	2

The graphic organizer below describes a development in the United States after the Civil War.



Which economic action resulted from these events?

- A** Several states passed laws regulating railroad pricing.
- B** Grangers protested railroad practices by going on strike.
- C** Several states limited the expansion of new railroad lines.
- D** Grangers offered better prices by building their own railroads.

Item Information

Item Code: SS90197

Passage Title:

Standard Code: US.51

Passage Code:

Standard Text: Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee's rural geography economy, and culture, and debate the issues of the Norris Dam and Dale Hollow Lake controversies.

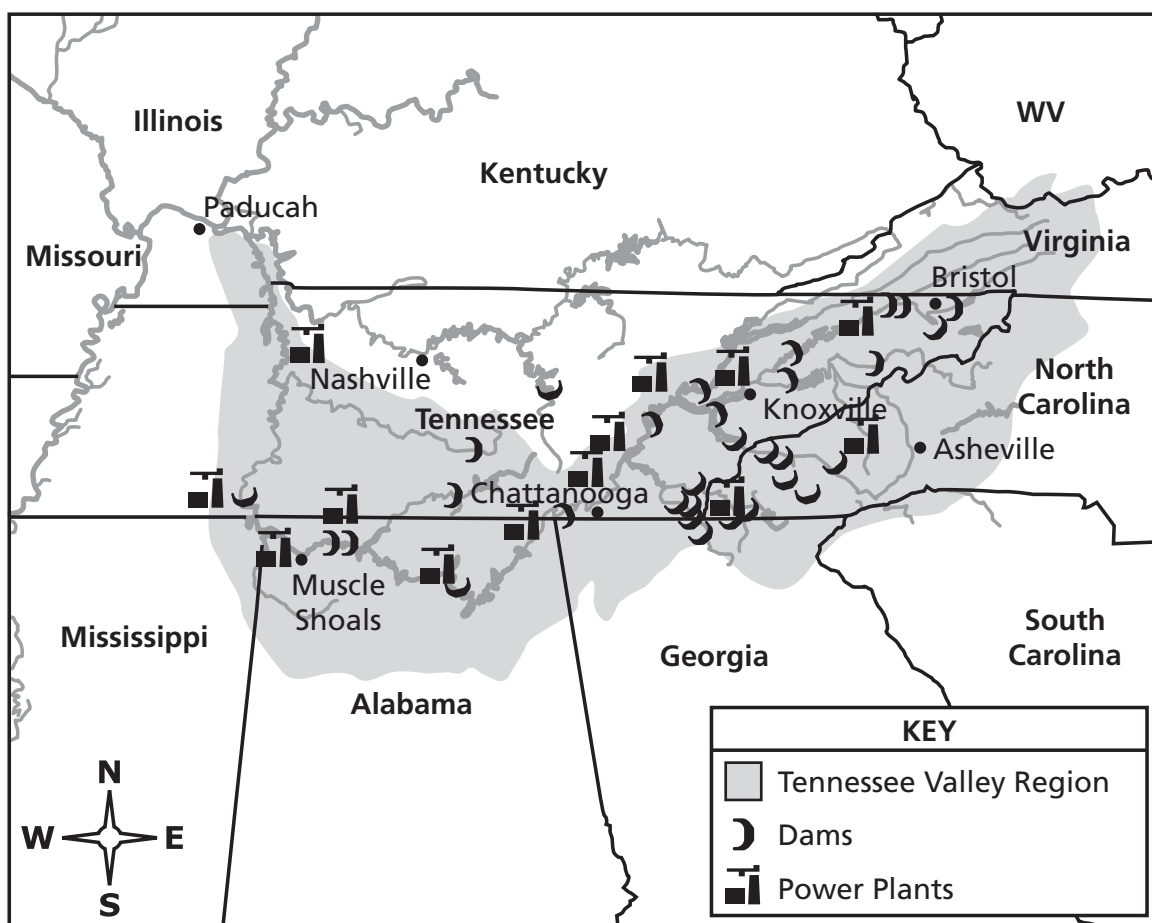
Reporting Category: The 1920s and the Great Depression

Correct Answer: D

DOK Level: 2

The map and text below refers to the work of the Tennessee Valley Authority (TVA).

In 1935, the Rural Electric Administration was created. Its job was to bring electricity to the rural areas of the Tennessee Valley. The impact of the REA on the region was significant and by 1939 the number of rural homes with electricity had risen by 25%.



(This item continues on the next page.)

(Item 54, continued from the previous page)

Based on the map, text, and content knowledge, how did this program offer relief to rural communities?

- A** by installing telephones and improving schools
- B** by protecting natural resources and rebuilding towns
- C** by improving public safety and upgrading national parks
- D** by providing infrastructure and creating employment opportunities

Item Information

Item Code:	SS90344	Passage Title:	
Standard Code:	US.105	Passage Code:	
Standard Text:	Analyze the significant events and achievements of the Reagan administration, including revitalization of national pride, Reaganomics, War on Drugs, response to the Challenger disaster, Strategic Defense Initiative, the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada .		
Reporting Category:	The Post-War Years to Contemporary United States		
Correct Answer:	B	DOK Level:	3

The excerpt below is from President Ronald Reagan’s 1987 speech in West Berlin.

Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. . . . Standing before the Brandenburg Gate, every man is a German, separated from his fellow men. Every man is a Berliner, forced to look upon a scar. . . . As long as this gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind. . . .

General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization, come here to this gate.

Mr. Gorbachev, open this gate!

Mr. Gorbachev, tear down this wall!

Source: Public Domain/U.S. National Archives and Records Administration

Based on this excerpt and your content knowledge, which justification did President Reagan have for challenging General Secretary Gorbachev?

- A** The Soviet Union’s economy was bankrupt and the government could no longer pay its workers.
- B** The Soviet Union’s leader was under pressure to reform the government and institute more transparent political policies.
- C** The Soviet Union’s scientists could no longer compete with U.S. technological advancements in space technology.
- D** The Soviet Union’s military warned its leadership that its nuclear power was limited by the creation of a U.S. space-based defense system.

Item Information

Item Code:	SS90732	Passage Title:	
Standard Code:	US.53	Passage Code:	
Standard Text:	Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal.		
Reporting Category:	The 1920s and the Great Depression		
Correct Answer:	A	DOK Level:	3

The excerpt below (and on the next page) is from President Franklin Roosevelt's inaugural address in 1933, and the poster (on the next page) was created in 1941.

Source 1

(This item continues on the next page.)

(Item 56, continued from the previous page)

This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. . . .

[A] host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure of substance. . . . Compared with the perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because the rulers of the exchange of mankind's goods have failed, through their own stubbornness and their own incompetence, have admitted their failure, and abdicated. . . .

True they have tried, but their efforts have been cast in the pattern of an outworn tradition. . . .

Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten. . . . These dark days will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men. . . .

Source: Public Domain/Public Papers of the President

(This item continues on the next page.)

(Item 56, continued from the previous page)

Source 2

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

Source: Public Domain/Public Papers of the President

Source 3



Source: Public Domain/Library of Congress

(This item continues on the next page.)

(Item 56, continued from the previous page)

Based on the excerpt, which statement describes President Roosevelt's attitude about programs such as the one illustrated by the poster?

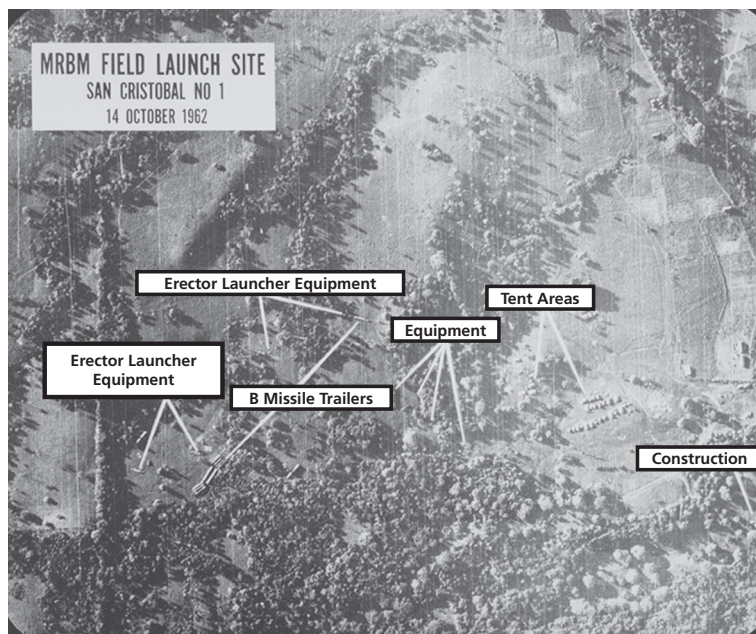
- A** He insisted that such programs encourage the moral dignity of unemployed workers.
- B** He preferred that such programs provide direct financial assistance to unemployed workers.
- C** He understood that such programs removed the incentive for unemployed workers to find jobs.
- D** He regretted that such programs prevented businesses from hiring unemployed workers for jobs.

Item Information

Item Code:	SS90797	Passage Title:	
Standard Code:	US.79	Passage Code:	
Standard Text:	Describe the relationship between Cuba and the United States, including the Bay of Pigs Invasion and the Cuban Missile Crisis.		
Reporting Category:	US Policy between the Wars, World War II, and the Cold War		
Correct Answer:	A	DOK Level:	3

The photograph below shows a satellite image taken over Cuba, and the excerpt is from a message sent by President John F. Kennedy to Soviet Premier Nikita Khrushchev.

Source 1



Source: Public Domain/ourdocuments.gov

(This item continues on the next page.)

(Item 57, continued from the previous page)

Source 2

Mr. Chairman, both of our countries have great unfinished tasks and I know that your people as well as those of the United States can ask for nothing better than to pursue them free from the fear of war. . . .

I agree with you that we must devote urgent attention to the problem of disarmament, as it relates to the whole world and also to critical areas.

— October 28, 1962

Source: Public Domain/U.S. Department of State

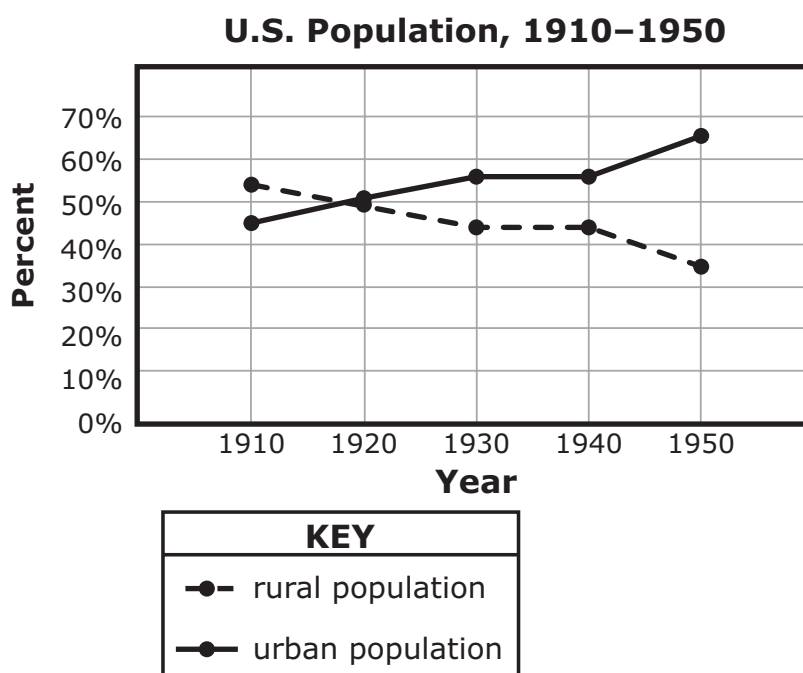
How did the information shown in the photograph and the events that followed this discovery influence the position expressed in the excerpt?

- A** The threat of nuclear war had provided Kennedy with an incentive to improve relations with the Soviet Union.
- B** The success at the Bay of Pigs had provided Kennedy with bargaining power against the Soviet Union.
- C** The removal of warheads in Turkey had made Kennedy willing to cooperate with the Soviet Union.
- D** The revolution in nearby regions had made Kennedy appear weak in the eyes of the Soviet Union.

Item Information

Item Code: SS90769	Passage Title:
Standard Code: US.66	Passage Code:
Standard Text: Describe the war's impact on the home front, including rationing, bond drives, movement to cities and industrial centers, and the Bracero program.	
Reporting Category: US Policy between the Wars, World War II, and the Cold War	
Correct Answer: C	DOK Level: 3

The graph below shows demographic trends in the United States during the first half of the 20th century.



Source: U.S. Census Bureau

Which statement best explains the acceleration after 1940 of the trend shown on the graph?

- A The economic prosperity of wartime promoted mobility.
- B The application of the military draft was regionally biased.
- C The mobilization of the economy during a conflict encouraged migration.
- D The technological advances during the war increased agricultural productivity.

Item Information

Item Code: SS90841

Passage Title:

Standard Code: US.96

Passage Code:

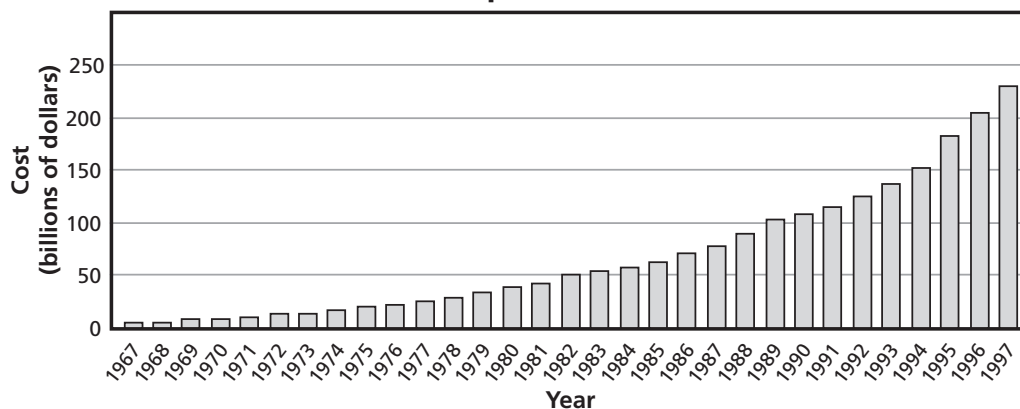
Standard Text: Evaluate the impact of Johnson's Great Society programs, including Medicare, urban renewal, and the War on Poverty.

Reporting Category: The Post-War Years to Contemporary United States

Correct Answer: D

DOK Level: 2

The graph below contains data about Medicare, and the excerpt is from a speech by President Lyndon Johnson in 1965. (Answer the question on the next page.)

Source 1**Medicare Expenditures, 1967–1997**

Source: Public Domain

(This item continues on the next page.)

(Item 59, continued from the previous page)

Source 2

There are more than 18 million Americans over the age of 65. . . . Most of them are threatened by illness and medical expenses that they cannot afford.

And through this new law, . . . every citizen will be able, in his productive years when he is earning, to insure himself against the ravages of illness in his old age.

This insurance will help pay for care in hospitals, in skilled nursing homes, or in the home. And under a separate plan it will help meet the fees of the doctors. . . .

. . . No longer will illness crush and destroy the savings that [older U.S. citizens] have so carefully put away over a lifetime so that they might enjoy dignity in their later years. No longer will young families see their own incomes, and their own hopes, eaten away simply because they are carrying out their deep moral obligations to their parents, and to their uncles, and their aunts.

Source: Public Domain/Public Papers of the Presidents

Based on the excerpt, which action would President Johnson most likely have favored in response to the trend shown on the graph?

- A** controlling spending on Medicare so that the government could avoid budget deficits
- B** decreasing spending on Medicare so that the government could offer the elderly rationed health care
- C** shifting health-care costs to the younger population so that Medicare could continue to increase the incomes of the elderly
- D** spreading health-care costs among a larger population so that Medicare could continue to reduce poverty among the elderly

Item Information

Item Code: SS90438

Passage Title:

Standard Code: US.71

Passage Code:

Standard Text: Explain major outcomes of the Yalta and Potsdam Conferences.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

Correct Answer: C

DOK Level: 2

Which development do some people believe was one outcome of the Potsdam Conference?

- A** Unsuccessful negotiations over ending the war caused the fighting in the Pacific to continue for years.
- B** Unresolved issues over a postwar tribunal led to a state of disregard for human rights all over the world.
- C** Unresolved issues over postwar reconstruction led to a state of international tension that would last decades.
- D** Unsuccessful negotiations over partitioning Germany caused a breakdown in trust that would never be resolved.

Item Information

Item Code: SS90213

Passage Title:

Standard Code: US.59

Passage Code:

Standard Text: Identify and locate on a map the Allied and Axis countries and the major theatres of the war.

Reporting Category: US Policy between the Wars, World War II, and the Cold War

Correct Answer: D

DOK Level: 1

The map below is of Europe during World War II.



Which country was a member of the Axis Powers?

- A country 1
- B country 2
- C country 3
- D country 4

Item Information

Item Code: SS90676

Passage Title:

Standard Code: US.32

Passage Code:

Standard Text: Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances, and innovations in food processing and food purchasing (Clarence Saunders).

Reporting Category: The 1920s and the Great Depression

Correct Answer: A

DOK Level: 1

Which development is associated with the rise of airplane travel during the 1920s?

- A** faster delivery of mail
- B** a concern about pollution
- C** a decline in automobile use
- D** lower migration to western states

Item Information

Item Code:	SS90667	Passage Title:	
Standard Code:	US.28	Passage Code:	
Standard Text:	Identify and explain the impact of the following events and people during World War I: Major turning points; Impact of trench warfare; Use of new weapons and technologies; Herbert Hoover; John J. Pershing and the American Expeditionary Force; Doughboys; Alvin C. York.		
Reporting Category:	The Rise of Industrial America and the Progressive Era		
Correct Answer:	C	DOK Level:	1

In what way was Alvin C. York influential in World War I?

- A** He inspired others to oppose the conflict.
- B** He inspired others with his military strategy.
- C** He motivated others with his example of heroism.
- D** He motivated others to oppose new weapons technology.

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