# OKLAHOMA SCHOOL TESTING PROGRAM

## OKLAHOMA CORE CURRICULUM TESTS

# TEST AND ITEM SPECIFICATIONS

## End-of-Instruction
## United States History

OKLAHOMA
STATE DEPARTMENT *of* EDUCATION

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# Oklahoma School Testing Program
# End-of-Instruction U.S. History

## Purpose

The purpose of this test is to measure Oklahoma students' level of proficiency in U.S. History. The End-of-Instruction assessment requires students to respond to a variety of items linked to the U.S. History standards identified in the Oklahoma Academic Standards (OAS) *(revised 2012).* Each U.S. History test form will assess the standards and objectives listed below.

| Oklahoma Academic Standards for Social Studies<br>Standards and Objectives |
|---|
| **Post-Reconstruction to the Progressive Era, 1878–1900 (1.0)**<br>• Post Reconstruction Amendments (1.1)<br>• Immigration, Westward Movement, and Native American Experiences (1.2)<br>• Impact of Industrialization on Society, Economics, and Politics (1.3) |
| **Expanding Role of the United States in International Affairs (2.0)** |
| **Cycles of Economic Boom and Bust in the 1920s and 1930s (3.0)**<br>• Economic, Political, & Social Transformation Between the World Wars (3.1)<br>• Economic Destabilization and the Great Depression/New Deal (3.2, 3.3) |
| **Role of the U.S. in International Affairs and World War II, 1933–1946 (4.0)**<br>• Mobilization for World War II (4.1)<br>• World War II and U.S. Reaction to the Holocaust (4.2, 4.3) |
| **U.S. Foreign and Domestic Policies during the Cold War, 1945–1975 (5.0)**<br>• The Cold War - Foreign and Domestic (5.1, 5.2)<br>• The Vietnam War Era (5.3)<br>• The African American Civil Rights Movement (5.4)<br>• Social Political Transformation (5.5) |
| **U.S. Foreign and Domestic Policies, 1976 to the Present (6.0)**<br>• End of the Cold War (6.1, 6.2, 6.3)<br>• Post Cold War World (6.4, 6.5, 6.6) |

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# Oklahoma School Testing Program
# Oklahoma Core Curriculum Tests
# ACE U. S. History
# 1878 to the Present
# Test Blueprint
# School Year 2013-2014

The Test Blueprint reflects the degree to which each standard and objective of the Oklahoma Academic Standards is represented on the test. The overall distribution of operational items on a test form is intended to look as follows:

| Standards and Objectives | Ideal Number of Items | Ideal Percentage of Test |
|---|---|---|
| **1.0 Transformation of the United States from Post-Reconstruction to the Progressive Era, 1878-1900** | **8** | **13-15%** |
| 1.1 Post Reconstruction Amendments | 2–4 | |
| 1.2 Immigration, Westward Movement, and Native American Experiences | 2–4 | |
| 1.3 Impact of Industrialization on Society, Economics, and Politics | 2–4 | |
| **2.0 Expanding Role of the United States in International Affairs** | **6** | **10%** |
| **3.0 Cycles of Economic Boom and Bust in the 1920s and 1930s** | **8** | **13-15%** |
| 3.1 Economic, Political, & Social Transformation Between the World Wars | 3–5 | |
| 3.2, 3.3 Economic Destabilization and the Great Depression/New Deal | 3–5 | |
| **4.0 Role of the U.S. in International Affairs and World War II, 1933–1946** | **8** | **13-15%** |
| 4.1 Mobilization for World War II | 3–5 | |
| 4.2, 4.3 World War II and U.S. Reaction to the Holocaust | 3–5 | |
| **5.0 U.S. Foreign and Domestic Policies during the Cold War, 1945–1975** | **18** | **30%** |
| 5.1, 5.2 The Cold War—Foreign and Domestic | 4–5 | |
| 5.3 The Vietnam War Era | 4–5 | |
| 5.4 The African American Civil Rights Movement | 4–6 | |
| 5.5 Social Political Transformation | 4–5 | |
| **6.0 U.S. Foreign and Domestic Policies, 1976 to the Present** | **12** | **20%** |
| 6.1, 6.2, 6.3 End of the Cold War | 4-8 | |
| 6.4, 6.5, 6.6 Post Cold War World | 4-8 | |
| **Total Test** | **60** | **100%** |

- A minimum of 4 items is required to report results for an objective, and a minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.
- Percentages are approximations and may result in a sum other than 100 due to rounding.

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# Process

It is necessary to create test items that are reliable, fair, and targeted to the Oklahoma Academic Standards listed on the following pages. There are some general considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards.

2. Test items that assess each standard will be limited to a multiple-choice format.

3. Test items are focused on content that is authentic, engaging, and understandable to students.

4. Test items are worded precisely and clearly. The better focused an item, the more reliable and fair it is likely to be, and the more likely all students will understand what is required of them.

5. All items are reviewed to eliminate language that shows bias or that would otherwise likely disadvantage a particular group of students. Items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion; nor do items contain elements that are offensive to any such groups.

6. All multiple-choice answer choices—keys and distractors—are similar in length, syntax, or structure. Students should not be able to rule out a wrong answer or identify a correct response solely by its appearance. Distractors are created so that students must reason their way to the correct answer rather than simply eliminate incorrect responses because of a distractor's obviously inappropriate nature. Distractors should always be plausible (but incorrect) in the context of the item stem. Correct responses will be approximately equally distributed among As, Bs, Cs, and Ds.

All items developed using these specifications are reviewed annually by the Oklahoma State Department of Education and approved by Oklahoma educators. The distribution of newly developed items is based on difficulty, cognitive ability, percentage of art/graphics, and grade-level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

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## Universal Design Considerations

Universal Design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma End-of-Instruction tests, modifications have been made to some items to simplify and clarify instructions as well as to provide maximum readability, comprehensibility, and legibility. This includes such things as reducing the language load in content areas other than Language Arts, increasing the font size, displaying fewer items per page, and boxing the items to assist visual focus. The End-of-Instruction tests will have vocabulary three grade levels below 10th grade, except for content specific words, on all tests but English II and English III. English II vocabulary will be on the 10th-grade level and English III vocabulary will be on the 11th-grade level. These modifications are evident in the sample items included in this document.

## Multiple-Choice Item Rules

- All items must clearly indicate what is expected in a response and must direct students to focus on their responses.
- Each multiple-choice item will have a stem (question or incomplete statement that is completed by the correct answer choice) and four answer (or completion) options, only one of which is correct. Items may contain graphical elements and/or text excerpts.
- Multiple-choice item stems will present complete problems so that students will know what to do before looking at the answer choices. Students should not need to read all answer choices before knowing what is expected.

In summary, End-of-Instruction U.S. History test items ask questions that address a student's understanding of relevant concepts and problems, and can develop viable solutions.

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# OVERVIEW OF ITEM SPECIFICATIONS

For each OAS standard, item specifications are organized under the following headings:

- OAS Standard
- OAS Objective
- Item Specifications
  a) Emphasis
  b) Format
  c) Content Limits
  d) Depth-of-Knowledge
  e) Distractor Domain
  f) Sample Test Items

The headings "Oklahoma Academic Standard" and "Oklahoma Academic Objective" state the standard and objective being measured as found in the U.S. History section of the Oklahoma Academic Standards document.

The heading "Item Specifications" highlights important points about the item's emphasis, format, content limits, depth-of-knowledge, distractor domain, and sample test item. All items in this test are written to address and measure a single standard.

Descriptions of the Depth-of-Knowledge levels for U.S. History are as follows:

- **Level 1** asks the students to recall facts, terms, concepts and trends or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The terms at this level usually ask the student to recall who, what, when, and where. Items that require students to "describe" and/or "explain" could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 "describe and/or explain" would recall, recite, or reproduce information. Items that require students to recognize or identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations are generally Level 1.

- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Level 2 generally requires students to contrast and compare people, places, events, and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, point of view, or processes. A Level 2 "describe and/or explain" would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or "how" or "why."

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- **Level 3** requires reasoning, using evidence and a higher level of thinking than Level 1 and Level 2. Students will go beyond explaining or describing "how" and "why" to justifying the "how" and "why" through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Level 1 or Level 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or "big idea."

*Note: These descriptions are taken from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, October 2001, Version 2.0.*

**Note: With the exception of content limits, the Item Specifications offer suggestions of what might be included and do not provide an exhaustive list of what can be included.**

**In addition, the sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from test form to test form, as may their presentations.**

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## Test Structure, Format, and Scoring

The test will consist of 70-75 multiple-choice items: 60 operational items and 10-15 field- test items, which will be written at a seventh-grade reading level and will include four responses from which to choose: the correct answer and three distractors. The total 70-75 items will be divided into two test sections to be administered within one day or on consecutive days.

Each multiple-choice item is scored as correct or incorrect. Only operational multiple-choice items contribute to the total test score. For example, if a test contained 60 operational items, only those 60 items (not the 10-15 field-test items) would contribute to a student's scaled score on the test.

The student's raw score is converted to a scaled score using the number correct scoring method.

## Test Alignment with the Oklahoma Academic Standards

| Criteria for Aligning the Test with the OAS Standards and Objectives |
|---|
| **1. Categorical Concurrence**<br>The test is constructed so that there are at least six items measuring each OAS standard with the content category consistent with the related standard. The number of items, six, is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured. |
| **2. Range-of-Knowledge Correspondence**<br>The test is constructed so that at least 75 percent of the objectives for an OAS standard are assessed. |
| **3. Balance of Representation**<br>The test construction shall yield a balance of representation with an index value of 0.7 or higher of assessed objectives related to a standard. |
| **4. Source of Challenge**<br>Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS skill or concept being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation. |

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## Depth-of-Knowledge Assessed by Test Items

The test will approximately reflect the following "depth-of-knowledge" distribution of items:[1]

| Depth-of-Knowledge | Percent of Items |
|---|---|
| Level 1—Recall | 10–15% |
| Level 2—Basic Reasoning | 60–70% |
| Level 3—Complex and Extended Reasoning | 15–25% |

[1] This is the ideal depth-of-knowledge distribution of items. There may be slight differences in the actual distribution of the upcoming testing session.

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## Scoring Criteria

Scoring criteria will focus on the clear understanding of U.S. History and an effective understanding, application, and analysis of history skills.

## General Considerations—Oklahoma Core Curriculum Tests

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

Each End-of-Instruction test is meant to be administered in two sections within one day or consecutive days with the exception of ACE English II and ACE English III, which will be administered in three sections over two or three days. Estimated time for scheduling purposes is given in the table below.

| U.S. History Online Test Time Schedule | | |
|---|---|---|
| Preparation U.S. History Online Test | Distributing login information | Approximately 5 minutes |
| | Test instructions/tutorial and reviewing sample items | Approximately 15 minute |
| | Preparation Total: | Approximately 20 minutes |
| Section 1 U.S. History Online Test | Distributing login information | Approximately 5 minutes |
| | Administering Section 1 of the U.S. History Online Test | Approximately 45 minutes |
| | Section 1 Total: | Approximately 50 minutes |
| Section 2 U.S. History Online Test | Distributing login information | Approximately 5 minutes |
| | Administering Section 2 of the U.S. History Online Test | Approximately 45 minutes |
| | Section 2 Total: | Approximately 50 minutes |

1. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
2. Test items are varied and address *all* OAS standards and/or objectives listed in the Test Blueprint.
3. To the greatest extent possible, no item or response choice will clue the answer to any other item.
4. All items reviewed and approved by the Oklahoma Item Review Committee are assigned an OAS standard and/or objective. The Test Blueprints and score reports reflect the degree to which each OAS standard and/or objective is represented on the test.

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5. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.
6. Each multiple choice item contains a question and four answer options, only one of which is correct. Correct answers will be approximately equally distributed among As, Bs, Cs, and Ds.
7. The four choices are approximately the same length, have the same format, and are syntactically and semantically parallel; students should not be able to rule out a wrong answer or identify a correct response simply by virtue of its looking or sounding different.
8. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.
9. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus.
10. Order of presentation of item types is dictated by logic (chronologically, spatially, etc.).
11. Items are worded precisely and clearly. The better focused an item, the more reliable and fair it is likely to be, and the more likely all students will understand it in the same way.
12. It is not possible to measure every OAS objective on the test. However, at least 75 percent of the objectives from each OAS standard are included on the test.
13. The range of items measuring an OAS objective consisting of more than one skill will provide a balanced representation of those skills.
14. Items should be focused on what all students should know and be able to do as they complete their End-of-Instruction coursework.
15. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" will not be used.
16. The material presented is balanced, culturally diverse, well written, and of interest to End-of-Instruction level students. The stimuli and items are fairly presented in order to gain a true picture of students' skills.
17. Across all forms, a balance of gender and active/passive roles by gender is maintained.
18. Forms attempt to represent the ethnic diversity of Oklahoma students.
19. No resource materials may be used by students during the test.
20. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
21. In addition to the 60 operational items, there will be 10 field-test items per form.
22. Permission to use stimuli from copyrighted material is obtained as necessary by CTB.

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## Item Types

Each multiple-choice item will have four responses—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make.

For item review committee purposes, information regarding the standard(s) and objectives addressed, item format, and correct answer key will accompany each item.

Each item begins with a stem that asks a question or poses a clear problem. A stem will seldom include an incomplete sentence.

All stems will be positively worded—no use of the word not. If a negative is required, the format will be "All of the following . . . except."

A stimulus that gives information must precede a question or a set of questions.

## Stimulus Materials

Stimulus materials are the passages, maps, graphs, charts, models, graphic organizers, figures, etc., that students must read and examine in order to respond to items. The following characteristics are necessary for stimulus materials:

1. When students are given information to evaluate, they should know the research question and the purpose of the research.
2. Passages, graphics, tables, etc., will provide sufficient information for assessment of multiple standards.
3. Stimuli with text shall have a limit of 300 words (+-10%).
4. Stimulus materials for a set of items may be a combination of multiple stimuli.
5. Information in stimulus materials will be real examples of what students would encounter in or beyond school.
6. For conceptual items, stimulus materials will be necessary but not conceptually sufficient for student response.
7. There will be a balance of graphic and textual stimulus materials within a test form. At least 50 percent of the items will have appropriate pictorial and graphical representations. Graphs, tables, or figures will be clearly associated with their intended items. Graphics will appear either on the same page as the stimulus or on the facing page.

## Online Administration

Test questions will be presented one at a time.

Answers may be selected by using either the mouse or the keyboard. Navigation buttons appear at the end of the page for each question. If the navigation buttons do not initially appear, at the bottom of the screen, scrolling down will reveal them. A scroll bar will appear on the right-hand side of the window.

Tools appear at the top of the screen/page to aid in answering questions. The stimulus and question will appear on the screen at the same time.

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# OKLAHOMA ACADEMIC STANDARDS

**(Revised 2012)**

## END-of-INSTRUCTION U.S. HISTORY STANDARDS

### The United States: The American Nation in Transformation, 1878 to the Present

In United States History, the student will describe and analyze effects of the Reconstruction Era amendments to the *United States Constitution*, examine the impact of immigration and the settlement of the American West on American society, and evaluate the economic effects of the industrialization and the changing role of the United States in world affairs at the turn of the twentieth century. The student will also describe the social, cultural, and economic events between the World Wars, investigate and analyze the Great Depression, and the causes, events and effects of World War II, and assess the foreign and domestic policies of the United States since World War II. The student will also examine the 9/11 attacks on New York City and Washington, DC.

**The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.**

ASSESSMENT NOTE: High schools students in United States History for Grades 9–12 will study the time frame of 1878 to the present. However, for the high school ACE United States History End-of-Instruction Examination (EOI), the time frame is approximately 1878–2002, or approximately from the Reconstruction amendments through the terrorist attacks of September 11, 2001 and the immediate effects of those events.

Standard 1 and 2 Social Studies Process and Literacy Skills should be integrated throughout and across the content standards, as well as being used in teaching and assessing the course content at the classroom and district level. At the state level, Standard 1 and 2 Social Studies Process and Literacy Skills will be measured and reported within each of the Content Standards 1, 2, 3, 4, 5, and 6. Process skill assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. There will be a balance of graphic and textual stimulus materials within the various United States History test forms.

At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

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**Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.**

1. Cite specific textual and visual evidence to analyze the post-Reconstruction civil rights struggles.
   A. Examine the purposes and effects of the *13th, 14th, and 15th Amendments*.
   B. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.
2. Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.
   A. Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act*, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.
   B. Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the *Dawes Act* on tribal sovereignty and land ownership.
   C. Compare the contrasting view points of Native American leadership's resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quanah Parker, and Chief Joseph as expressed in his *I Will Fight No More Forever* speech.
3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics.
   A. Analyze the impact of leading industrialists as "robber barons" and as "philanthropists" including John D. Rockefeller and Andrew Carnegie and his *Gospel of Wealth* essay on American society.
   B. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process.
   C. Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the *Sherman Antitrust Act*.
   D. Analyze major social reform movements including the Women's Suffrage and Temperance Movement and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams.
   E. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.

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F. Evaluate the rise and reforms of the Progressive Movement including the

1. Direct primary, initiative petition, referendum, and recall,
2. Impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape, and
3. Conservation of the environment under the leadership of Theodore Roosevelt.
4. Analyze the series of events leading to and the effects of the *16th, 17th, 18th, 19th, and 21st Amendments* to the *United States Constitution*.

G. Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.

H. Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey in response to rising racial tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.

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**Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.**

1. Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.
   A. Compare and contrast the economic, religious, social, and political rationales for American imperialism including the concept of "white man's burden," the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.
   B. Assess the role of yellow journalism in inciting American desire to go to war with Spain.
   C. Examine how the Spanish-American War resulted in the rise of the United States as a world power, and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.
   D. Compare and contrast the foreign policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy, the *Roosevelt Corollary*, military interventionism, and the territorial acquisition and construction of the Panama Canal.
2. Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson and Eugene V. Debs; the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the "Bull Moose Party" on the outcome of the election.
3. Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society.
   A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the *Zimmerman Note* and the threats to international trade caused by unrestricted submarine warfare.
   B. Analyze the experiences of the war's homefront including the use of propaganda, women's increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare.
   C. Cite specific textual and visual evidence to examine Wilson's foreign policy as proposed in his *Fourteen Points* and the reasons for the nation's return to isolationism including the rejection of the League of Nations.

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**Content Standard 3: The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.**

1. Examine the economic, political, and social transformations between the World Wars.
   A. Cite specific textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and "talkies" (movies).
   B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.
   C. Examine growing labor unrest and industry's reactions including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.
   D. Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.
   E. Assess the impact of the *Indian Citizenship Act of 1924* upon the various Native American tribes.
2. Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy.
   A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's laissez-faire policy.
   B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.
   C. Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.
   D. Cite specific textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.
3. Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.
   A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's *First Inaugural Address* and the *Four Freedoms* speech.

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B. Examine how national policies addressed the economic crisis including deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation, Works Progress Administration, and Tennessee Valley Authority.

C. Cite specific textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government's responses.

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**Content Standard 4: The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.**

1. Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.
   A. Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the *Neutrality Acts* and the Lend-Lease program.
   B. Evaluate the mobilization for war as stated in President Roosevelt's *Day Which Will Live in Infamy* speech including the role of women and minorities in the war effort, rationing, the internment of Japanese-Americans and the *Korematsu v. United States* decision, and the internment of Americans of German and Italian descent.
2. Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.
3. Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremburg Trials, which held Nazi leaders accountable for war crimes.

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**Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.**

1. Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II.
   A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan.
   B. Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.
   C. Assess the impact and successes of the *Truman Doctrine* including the American military response to the invasion of South Korea.
   D. Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his *Inaugural Address* to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.
2. Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.
   A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials.
   B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of *Sputnik* and the space race.
3. Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act*, and the *26th Amendment*.
4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.
   A. Assess the effects of President Truman's decision to desegregate the United States armed forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.
   B. Compare and contrast segregation policies of "separate but equal," disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the *Brown v. Board of Education* decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma

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City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the *24th Amendment*, the passage of the *Civil Rights Act of 1964* and the *Voting Rights Act of 1965*, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr.

C. Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.

D. Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women's Liberation Movement, the United Farm Workers and Cesar Chavez, and the American Indian Movement.

5. Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States.

A. Summarize and examine the United States Supreme Court's use of the incorporation doctrine in applying the *Bill of Rights* to the states, thereby securing and further defining individual rights and civil liberties.

B. Assess the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.

C. Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM), and the Siege at Wounded Knee.

D. Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s including the goals of the Women's Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the *Equal Rights Amendment* (ERA), and the United States Supreme Court's ruling in *Roe v. Wade*.

E. Analyze the political and economic impact of President Nixon's foreign policies including *détente* and the opening of China.

F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the *Pentagon Papers*, the first use of the *25th Amendment*, and President Ford's decision to pardon former President Nixon.

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**Content Standard 6: The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.**

1. Cite specific textual and visual evidence to evaluate President [Jimmy] Carter's foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.
2. Analyze the economic and political impact of President [Ronald] Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan's *Tear Down This Wall* speech in West Berlin.
3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.
4. Describe the goal of President [George] H.W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.
5. Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.
6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the *PATRIOT ACT [USA PATRIOT Act]*, and the creation of the Department of Homeland Security.

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**OAS Standard:**

Standard 1:
The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through Progressive Eras, 1865 to 1900.

**OAS Objective:**

Objective 1:
Cite specific textual and visual evidence to analyze Post-Reconstruction civil rights struggles.

**Item Specifications:**

Emphasis:
- Understand the purposes and effects of the "Civil War Amendments" to the Constitution, their postwar application and their impact on civil rights struggles in the South.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.

Content Limits:
- *13th Amendment*
- *14th Amendment*
- *15th Amendment*
- Jim Crow laws
- Black Codes
- Klu Klux Klan

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**What is the purpose of the 15th Amendment?**

**A** to protect African Americans from slavery

**B** to protect the right of African Americans to vote

**C** to allow United States citizens to vote in other countries

**D** to make it easier for immigrants to become United States citizens

*Correct Answer*: **B**

Depth-of-Knowledge: 2

**All persons born or naturalized in the United States . . . are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States.**

**—14th Amendment, Section 1**

**Why was this section of the amendment necessary?**

**A** to prohibit racial discrimination

**B** to increase the political rights of women

**C** to assist the efforts of settlers in the west

**D** to guarantee the civil rights of immigrants

*Correct Answer*: **A**

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Depth-of-Knowledge: 3

**If any apprentice shall leave the employment of his or her master or mistress without his or her consent, said master or mistress may pursue and recapture said apprentice and bring him or her before any justice of the peace of the county, whose duty it shall be to remand [return] said apprentice to the service of his or her master or mistress.**

**All freedmen . . . over the age of eighteen years found . . . with no lawful employment or business, or found unlawfully assembling themselves together either in the day or nighttime, and all white persons . . . associating with freedmen . . . on terms of equality . . . shall be deemed vagrants; and, on conviction thereof, shall be fined . . . and imprisoned.**

**—Mississippi Black Codes, 1865**

**Based on the information in the excerpts, it can be concluded that the codes were meant**

**A** to force the newly freed slaves to migrate North.

**B** to help former slaves adjust to their new status as free people.

**C** to continue the economic and social restrictions previously placed on slaves.

**D** to use the freedmen to aid in the economic and political revival of the South.

*Correct Answer*: **C**

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**OAS Standard:**

Standard 1:
The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through Progressive Eras, 1865 to 1900.

**OAS Objective:**

Objective 2:
Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding the effects of immigration and migration on settlement pattern and economic growth in the nineteenth century.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other stimulus materials.

Content Limits:
- Reasons for immigration and settlement patterns
- New immigrant groups versus old immigrant groups
- *Chinese Exclusion Act*
- Nativism
- Americanization
- Immigrant experiences
- Ellis Island
- Melting Pot
- Reservations
- Assimilation
- Wounded Knee
- *Dawes Act*
- Viewpoints of Native American leadership
    - Red Cloud and his Cooper Union speech
    - Seattle
    - Quanah Parker
    - Chief Joseph and his *I Will Fight No More* speech

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**Which factor significantly increased immigration during the late 1800s and early 1900s?**

**A** The need for low-cost laborers.

**B** The desire for cultural diversity.

**C** The availability of quality healthcare.

**D** The opportunity for higher level education.

*Correct Answer*: **A**

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Depth-of-Knowledge: 2

**An act to provide for the allotment of lands [individual and separate ownership] to Indians on the various reservations, and to extend the protection of laws of the United States and the Territories over the Indians. . . .**

**Be it enacted by [Congress] . . . that in all cases where any tribe or band of Indians has been . . . located upon any reservation created for their use . . . the President of the United States . . . is authorized whenever in his opinion any reservation or any part thereof of such Indians is advantageous for agricultural and grazing purposes . . . to allot the lands . . . as follows:**

**To each head of a family, one-quarter of a section. . . .**

**—excerpt from the Dawes Act, 1887**

**How did this act impact Native American groups?**

**A** The federal government altered their way of life.

**B** The federal government increased their political sovereignty.

**C** The federal government increased their economic independence.

**D** The federal government expanded their right to regain tribal lands.

*Correct Answer*: **A**

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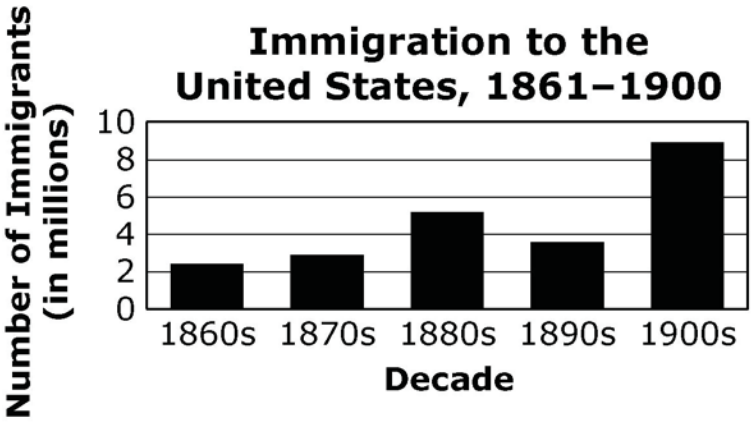
Depth-of-Knowledge: 2




Source: US Citizenship and Immigration Service

**Which event contributed <u>most</u> to the immigration trend shown in the graph?**

**A** the abolition of slavery

**B** the need for skilled workers

**C** the growth of family-owned farms

**D** the development of large-scale production

*Correct Answer*: **D**

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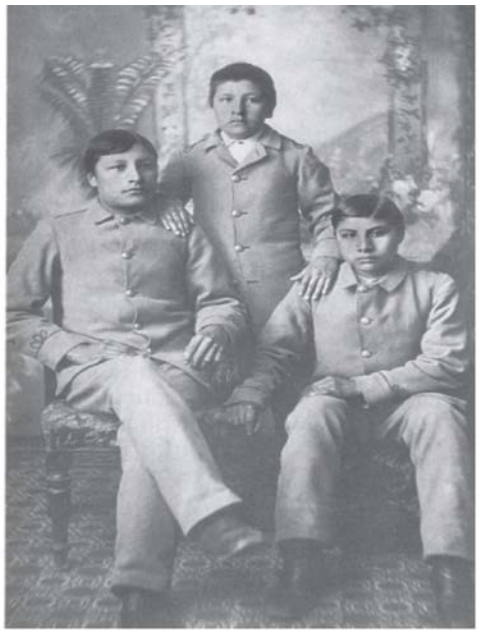
Depth-of-Knowledge: 3



**The photograph on the left shows three Native American boys upon their arrival at the Carlisle Indian School in Pennsylvania. This school taught Native American students from 1879 to 1918. The photograph on the right shows the same boys at a later date.**[2]

**Based on these photographs, what can be concluded about the <u>main</u> objective of this school?**

**A** training Native Americans to become tribal leaders

**B** helping Native Americans to become United States citizens

**C** assisting Native Americans in adjusting to reservation life

**D** persuading Native Americans to accept the dominant American culture

*Correct Answer*: **D**

[2]Photographs of three Lakota boys at Carlisle Indian School (Native American dress and school uniforms), National Anthropological Archives, Smithsonian Institution/ 57,489 and 57,490.

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Depth-of-Knowledge: 3

**…I am tired of fighting Our chiefs are killed. Looking Glass is dead. Toohulhulsote is dead. The old men are all dead. It is the young men who say yes or no. He who led the young men is dead.**

**It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food…I want to have time to look for my children and see how many I can find. Maybe I shall find them among the dead.**

**Hear me chiefs. I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever.**

**—Surrender of Chief Joseph of the Nez Perce, 1877**

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**…When our people covered the whole of the land, as the waves of a wind-ruffled sea cover its shelled-paved floor. But that time has long since passed away with the greatness of tribes now forgotten. I will not mourn over our untimely decay, nor reproach my pale-face brothers for hastening it, for we, too, may have been somewhat to blame…**

**—Speech by Chief Seattle in 1854 as reconstructed by pioneer Dr. Henry Smith, 1887**

**Based on the information in the excerpts, which conclusion can be made about the two leaders?**

**A** Both men were similar in that they tried to live in peace with the federal troops.

**B** Both men were similar in that they fought against federal troops until their deaths.

**C** Chief Seattle was more aggressive than Chief Joseph in fighting against the federal troops.

**D** Chief Joseph was more aggressive than Chief Seattle in fighting against the federal troops.

*Correct Answer*: **D**

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**OAS Standard:**
Standard 1:
The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through Progressive Eras, 1865 to 1900.

**OAS Objective:**
Objective 3:
Evaluate the impact of industrialization on American society, economy, and politics.

**Item Specifications:**
Emphasis:
- Demonstrate an understanding of the effects of industrialization.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, and other source materials.

Content Limits:
- Leading industrialists as "robber barons" and "philanthropists"
- John D. Rockefeller and Andrew Carnegie
- *Gospel of Wealth*
- Impact of new inventions and industrial production methods
    - New technologies by Thomas Edison and Alexander G. Bell
    - Bessemer process
- Muckrakers
    - Ida Tarbell
    - Upton Sinclair
- Changes in government policy on child labor, wages, and working conditions
- Sherman Anti-trust Act
- Women's Suffrage
- Temperance Movement
- Significant reformers
    - Susan B. Anthony
    - Jane Addams
    - Alice Paul
- Significance of the Labor Movement
    - Pullman Strikes
    - Haymarket Riot
    - Leadership of Eugene V. Debs
- Progressive Movement
    - Direct primary
    - Initiative petition
    - Referendum
    - Recall
- William Jennings Bryan
- *Cross of Gold* speech
- President Theodore Roosevelt's conservation of the environment
- Prohibition
- *16th, 17th, 18th, 19th, and 21th Amendments*
- *Plessy v. Ferguson* and changing race relations
- Viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey
- Rising racial tensions caused by:
    - Poll taxes
    - Literacy tests
    - Disenfranchisement of blacks and poor whites

Distractor Domain:
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Depth-of-Knowledge: 1

**What federal act was prompted by Upton Sinclair's book, *The Jungle*?**

**A** the 16th Amendment

**B** the Underwood Tariff

**C** the Meat Inspection Act

**D** the Clayton Anti-Trust Act

*Correct Answer*: **C**

Depth-of-Knowledge: 1

**Which Supreme Court decision ruled in favor of racial segregation under the "separate but equal" clause?**

**A** *Plessy v. Ferguson*

**B** *Dred Scott v. Sanford*

**C** *University of California Regents v. Bakke*

**D** *Brown v. Board of Education of Topeka, Kansas*

*Correct Answer*: **A**

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**Study the table below. Then answer the two questions that follow.**

**Some Progressive Era Reforms**

| Year | Reform | Effect |
|---|---|---|
| 1902 | Initiative and Referendum | By means of petition, citizens may propose legislation; they may also have a proposed law put to a popular vote. (This was first adopted as an amendment to the Oregon state constitution.) |
| 1903 | Recall | Voters are able to remove an elected official from office before the end of a term. (This was first incorporated into the Los Angeles charter.) |
| 1913 | 17th Amendment | United States senators are elected by popular vote, instead of by state legislatures. |

Depth-of-Knowledge: 2

**The reforms in the table are designed**

**A** to allow voters to repeal state and federal laws.

**B** to make elected officials more responsive to citizens.

**C** to reduce restrictions on the actions of elected officials.

**D** to prohibit minority candidates from running for political office.

*Correct Answer*: **B**

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Depth-of-Knowledge: 3

**What is the <u>best</u> conclusion from the information in the chart?**

**A** The reforms will make government more democratic.

**B** The reforms will increase the power of state legislatures.

**C** The reforms will reduce restrictions on the actions of elected officials.

**D** The reforms will prohibit minority candidates from running for political office.

*Correct Answer*: **A**

Depth-of-Knowledge: 3

**In 1997, Madeleine Albright became the first woman to hold the cabinet post of United States Secretary of State. Which leader from the early 1900s would likely be <u>most</u> interested in this accomplishment?**

**A** Jane Addams

**B** Carry Nation

**C** Alice Paul

**D** Ida Tarbell

*Correct Answer*: **C**

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**OAS Standard:**

Standard 2:
The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

**OAS Objective:**

Objective 1:
Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the goals and impacts of imperialism.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Rationales of imperialism
- Open Door Policy
- Annexation of Hawaii
- Admiral Alfred T. Mahan
- "White man's burden"
- Impact of imperialism on developing nations
- Actions of the Anti-Imperialist League
- Role of yellow journalism in Spanish-American War
- Rise of the United States as a world power
- New territorial acquisitions
- National insurrections in Cuba and the Philippines
- President Theodore Roosevelt's Big Stick Diplomacy
    - *Roosevelt Corollary*
- President William Taft's Dollar Diplomacy
- President Woodrow Wilson's Missionary Diplomacy
- Military interventionism
- Territorial acquisition and construction of the Panama Canal
- American spheres of influence
    - Central America
    - the Caribbean
    - the Philippines

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**What was the purpose of President Theodore Roosevelt's "Big Stick Diplomacy"?**

**A** the loaning of military technology to United States allies

**B** the exercise of international police power by the United States

**C** the use of economic sanctions against enemies of the United States

**D** the withdrawal of the United States from international organizations

*Correct Answer*: **B**

Depth-of-Knowledge: 2

**"I took the [Panama] Canal Zone and let Congress debate; and while the debate goes on the canal does also."**
**—President Theodore Roosevelt, 1911**

**Which topic caused the debate in Congress described in the quotation?**

**A** the financial cost of acquiring the canal zone area

**B** the amount of foreign labor used in constructing the canal

**C** the engineering difficulties faced during the construction of the canal

**D** the aggressive tactics used in securing the land for the canal zone area

*Correct Answer:* **D**

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Depth-of-Knowledge: 2

**"Despite a superior geographical location, the United States is. . . unready to assert its influence. . . . Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it."**

**—Admiral Alfred T. Mahan, 1890**

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**The United States have always protested . . . international law which permits the [domination] of the weak by the strong. A self-governing state cannot accept sovereignty over an unwilling people.**

**—the American Anti-Imperialist League, 1890s**

**These quotations are arguments for and against the**

**A** formation of a league of nations to prevent future wars.

**B** expansion of United States political and economic power abroad.

**C** restriction of immigrants to protect the jobs of domestic workers.

**D** creation of a United States agency to provide relief for natural disaster victims.

*Correct Answer*: **B**

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**OAS Standard:**

Standard 2:
The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

**OAS Objective**:

Objective 2:
Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson and Eugene V. Debs, the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the "Bull Moose Party" on the outcome of the election.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the significant issues in the 1912 presidential election.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- President William Howard Taft
- Former President Theodore Roosevelt
- Presidential candidate Woodrow Wilson
- Presidential candidate Eugene V. Debs
- Election Issues:
    - Trusts
    - Right of women to vote
    - Trade tariffs
    - Good trusts versus bad trusts
- Impact of the "Bull Moose Party"
- Outcome of 1912 election

Distractor Domain:
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Depth-of-Knowledge: 2

**Which development associated with Theodore Roosevelt, weakened the Republican Party in the months before the 1912 Presidential Election?**

**A** Roosevelt announced his New Nationalism plan.

**B** Roosevelt formed the progressive Bull Moose Party.

**C** Roosevelt attacked Taft for firing the head of the U.S. Forest Service.

**D** Roosevelt challenged the sitting U.S. President in all of the early primaries.

*Correct Answer:* **B**

Depth-of-Knowledge: 3

**"Never before in the history of the United States have women taken a deeper interest in a presidential campaign than this year."**

**—*New Orleans Picayune*, Aug. 19, 1912**

**Which 1912 presidential candidate likely gained the <u>most</u> from the increased interest?**

**A** Eugene V. Debs

**B** Woodrow Wilson

**C** Theodore Roosevelt

**D** William Howard Taft

*Correct Answer:* **C**

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**OAS Standard:**

Standard 2:
The student will analyze the expanding role of the United States in International affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

**OAS Objective:**

Objective 3:
Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the impacts of the United States' involvement in World War I.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Transformation from neutrality to engagement
- Threats to international trade
- Unrestricted submarine warfare
- The Zimmermann Note
- Experiences of the war's homefront:
    - Propaganda
    - Women in the workplace
    - Marshaling of industrial production
    - The Great Migration
    - Institution of the draft
    - The First Red Scare
    - Suppression of individual liberties
- President Woodrow Wilson's *Fourteen Points*
    - Self determination
    - League of Nations
- Reasons for the U.S. return to isolationism
- U.S. rejection of the League of Nations

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**How did United States involvement in World War I affect some Americans?**

**A** Many women entered the workforce.

**B** Many children left school to work in factories.

**C** African Americans migrated to Southern cities.

**D** Unemployment caused the United States economy to suffer.

*Correct Answer*: **A**

Depth-of-Knowledge: 2

**On the first of February we intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavor to keep neutral the United States of America.**

**If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona.**

**—Arthur Zimmermann, German Ambassador to Mexico**

**Which action by the United States government was influenced by this statement?**

**A** declaration of war against Germany

**B** expanded military intervention in Europe

**C** expanded intervention in Latin American affairs

**D** protection of United States interests in the Philippines

*Correct Answer*: **A**

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Depth-of-Knowledge: 3

**America's present need is not heroics, but healing; not nostrums [ineffective remedies], but normalcy; not revolution, but restoration; not agitation, but adjustment; not surgery, but serenity; not the dramatic, but the dispassionate; . . . not submergence in internationality, but sustainment in triumphant nationality.**

**—Warren G. Harding, 1920 campaign speech**

**Based on the speech and Harding's landslide victory, which ideal was <u>most likely</u> supported by the majority of U.S. voters?**

**A** isolation from foreign entanglements

**B** toleration of radical political activities

**C** continuation of the reforms of the Progressive Era

**D** dedication to providing support for the rebuilding of Germany

*Correct Answer*: A

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**OAS Standard:**

Standard 3:
The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

**OAS Objective:**

Objective 1:
Examine the economic, political, and social transformation between the World Wars.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the economic, political, and social transformation in the United States between World War I and World War II.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Describe modern forms of cultural expression:
    - The Harlem Renaissance
    - The Jazz Age
    - "Talkies" (movies with sound)
- Rising racial tension:
    - Resurgence of the Ku Klux Klan
    - Increased lynchings
    - Tulsa Race Riot
    - Use of poll taxes and literacy tests to disenfranchise blacks and poor whites
- Growing labor unrest:
    - Sit-down strikes
    - Court injunctions
    - Appeal of socialism and communism to labor groups
- Booming economy:
    - Easy credit
    - Installment buying of appliances
    - Inventions of modern conveniences including the automobile
- Impact of the *Indian Citizenship Act of 1924*

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 2

**Which statement describes one way sit-down strikes helped workers obtain their demands?**

**A** Strikers were able to decrease their dependency on labor unions.

**B** Management could not bring in police officers to remove the strikers.

**C** Management could not bring in outside workers to take the jobs of the strikers.

**D** Strikers were able to continue working at the factory as long as the strike continued.

*Correct Answer*: **C**

Depth-of-Knowledge: 3

**What does the riot in Tulsa, Oklahoma, in 1921 reveal about U.S. society during that time period?**

**A** There was a wave of sentiment against immigrants.

**B** There were rising racial tensions in some parts of the nation.

**C** Workers were demanding more benefits and shorter work hours.

**D** Violence against management by unions was becoming commonplace.

*Correct Answer*: **B**

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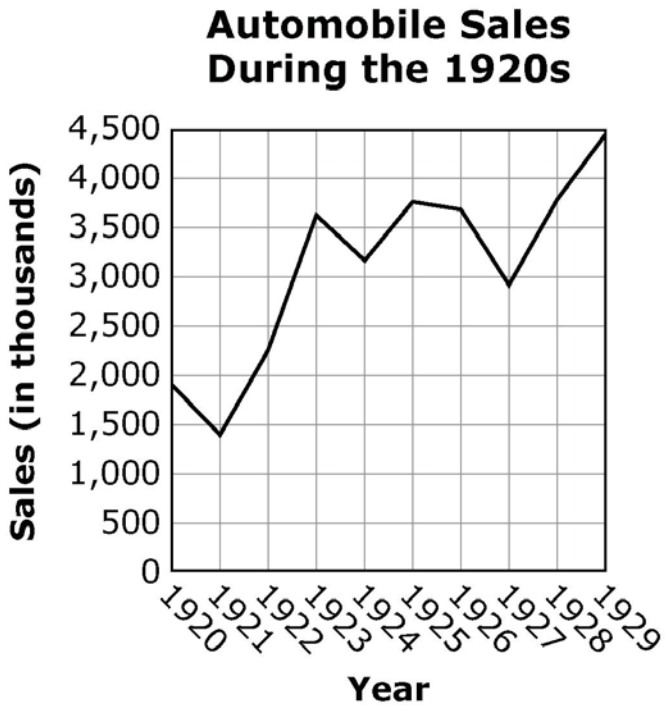
Depth-of-Knowledge: 3




Source: *Historical Statistics of the United States: Colonial Times to 1970* (1975).

**Which statement <u>best</u> explains the trend shown on this graph?**

**A** Many people began to use public transportation during the 1920s.

**B** People became less dependent on government programs during the 1920s.

**C** The economic changes during the 1920s resulted in an overall decrease in purchasing power.

**D** The popularity of installment buying during the 1920s resulted in more people being able to buy luxury items.

*Correct Answer*: **D**

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**OAS Standard:**

Standard 3:
The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

**OAS Objective:**

Objective 2:
Cite the specific textual and visual evidence to analyze the effects of destabilization of the American economy.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the economic and political events in the period between the World War I and World War II.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, letters, or other prompt materials.

Content Limits:
- Causes of economic instability:
    - Overproduction in the agriculture markets
    - Stock market speculation
    - Buying on margin
    - Role of government in the economy ("laissez faire")
- Factors contributing to the Great Depression:
    - Stock Market Crash
    - Bank failures
    - Overproduction in the agriculture manufacturing, and housing sectors
    - Consumerism
    - Distribution of wealth
- President Herbert Hoover's financial policies
- Massive unemployment
- The Bonus Army March
- Hoovervilles
- Election of 1932
- Economic and social impact of the Great Depression on individuals, families, and the nation

Distractor Domain:
- Incorrect answer choices will be plausible and be based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**Which phrase describes one effect of the Stock Market Crash of 1929?**

**A** repayment of war debts

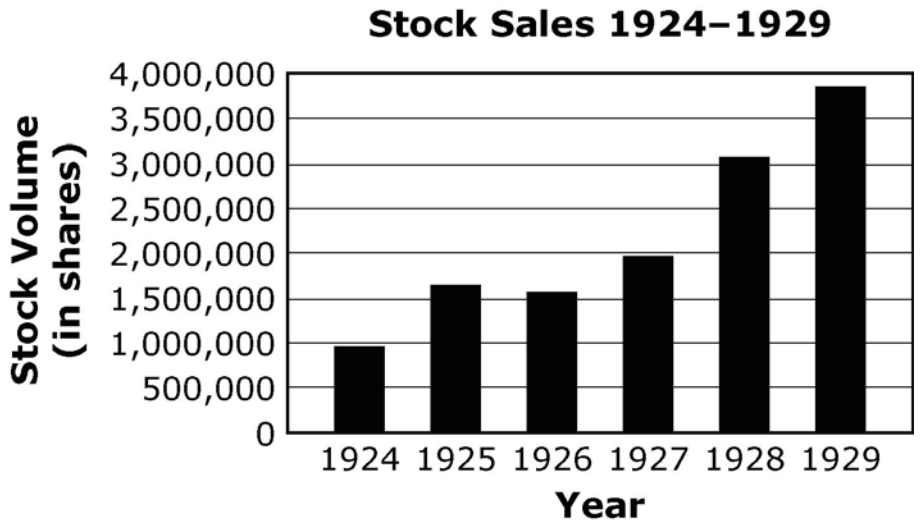
**B** increased industrial output

**C** widespread unemployment

**D** growth in consumer demand

*Correct Answer*: **C**

Depth-of-Knowledge: 2




**Which factor contributed to the trend shown on this graph?**

**A** low demand for stocks

**B** buying of stocks on margin

**C** low confidence in the stock market

**D** strict government regulation of the stock market

*Correct Answer*: **B**

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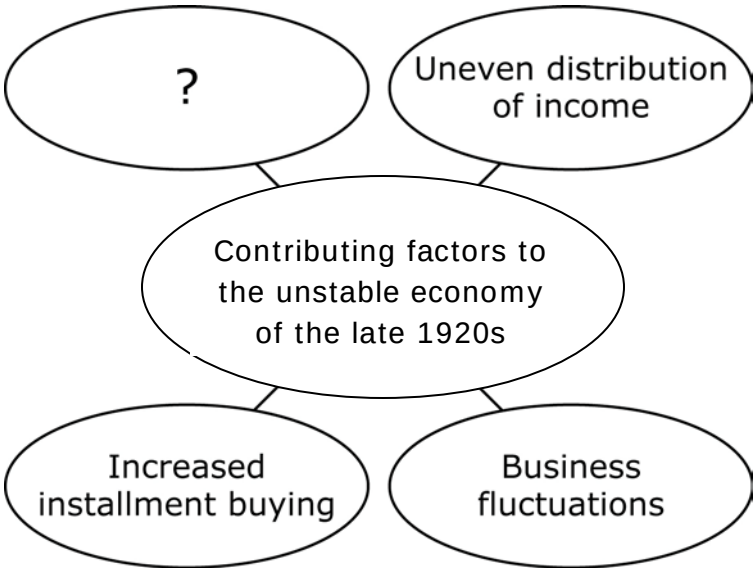
Depth-of-Knowledge: 2




**Which of these <u>best</u> completes the diagram?**

**A** Secure banking system

**B** Increased foreign trade

**C** Stock market speculations

**D** Increased government regulations

*Correct Answer*: **C**

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**OAS Standard:**

Standard 3:
The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

**OAS Objective:**

Objective 3:
Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the federal government's role in addressing economic conditions during the Great Depression.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, letters, or other prompt materials.

Content Limits:
- Expanding role of government
- President Franklin D. Roosevelt's *First Inaugural Address* and *Four Freedoms* speech
- National policies addressing the economic crisis:
    - Deficit spending and fiscal policies
    - Social Security Administration
    - Federal Deposit Insurance Corporation
    - Works Progress Administration
    - Tennessee Valley Authority
- New Deal
- President Franklin D. Roosevelt's court packing plan
- Causes and impact of the Dust Bowl

Distractor Domain:
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Depth-of-Knowledge: 1

**Why was the Federal Deposit Insurance Corporation created?**

**A** to protect government loans to farmers

**B** to protect people's retirement pensions

**C** to protect corporations from bankruptcy

**D** to protect money in people's bank accounts

*Correct Answer*: **D**

Depth-of-Knowledge: 3

**New Deal Programs**

| Relief | Recovery | Reform |
|---|---|---|
| Bank Holiday—only sound banks allowed to reopen after federal inspection | Agricultural Adjustment Act—paid farmers to reduce production | Social Security Act—set up benefits for retired workers and the unemployed |
| Civilian Conservation Corps—2.5 million men put to work on public projects | National Industrial Recovery Act—set fair prices, wages, and hours for businesses | Federal Deposit Insurance Corporation—insured deposits against bank failures |

**The information in this chart supports the conclusion that the New Deal**

**A** created programs that were stop-gap economic measures.

**B** established a new role for the government in the economy.

**C** failed to solve the problems created by the Great Depression.

**D** recommitted the nation to the principals of laissez-faire economics.

*Correct Answer*: **B**

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Depth-of-Knowledge: 3

**"I hold that . . . the proper separation of functions of the Federal and local governments requires the maintenance of the fundamental principle that the obligation of distress [hardship] rests upon the individuals, upon the communities and upon the states."**

**—President Herbert Hoover, 1932**

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**"Relief funds . . . will be expended on behalf of rural families in a manner and to an extent that will enable them to achieve self- support. . . . The needy unemployed living in cities and towns . . . should receive . . . adequate assurance of means to maintain themselves. . . . The Federal Government has no intention or desire to force either upon the country or the unemployed themselves a system of relief which is repugnant [offensive] to American ideals of individual self-reliance. . . . Labor on [work programs] . . . will be confined to those needy unemployed who can give adequate return for the unemployment benefits which they receive."**

**—President Franklin Roosevelt, 1934**

**What do these quotations illustrate about the shift in the role of government during this period?**

**A** The federal government provided generous cash benefits to citizens.

**B** The federal government began to play a greater part in meeting the basic needs of individuals.

**C** State governments became more powerful by setting up relief programs for the unemployed.

**D** Local governments became less dependent on state and federal governments for relief assistance.

*Correct Answer*: **B**

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**OAS Standard:**

Standard 4:
The student will analyze the United States' role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

**OAS Objective:**

Objective 1:
Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the social and political transformation of the United States as it mobilized for World War II.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Appeasement
- Isolationism
- *Neutrality Acts*
- Lend-Lease Program
- President Franklin D. Roosevelt's *A Date Which Will Live in Infamy* speech
- Homefront
    - Mobilization for war
    - Roles of women and minorities in war effort
    - Rationing
    - Internment of Japanese-Americans and Americans of German and Italian descent
- *Korematsu v. United States* decision

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**Which action by the United States demonstrates its policy of isolationism before World War II?**

**A** enactment of a peacetime draft law

**B** passage of a series of neutrality acts

**C** placement of an embargo on exports to Japan

**D** deportation of American Communist Party members

*Correct Answer*: **B**

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Depth-of-Knowledge: 2

**"We have weakened ourselves for many months, and still worse, we have divided our own people by dabbling in Europe's wars. While we should have been concentrating on American defense, we have been forced to argue over foreign quarrels."**

**—Charles Lindbergh, a member of America First Committee**
**April 23, 1941**

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**"If we are to retain our own freedom, we must do everything within our power to aid Britain . . . we cannot live in the world alone, without friends and without allies. . . . We would be alone in the world, facing an unscrupulous military economic bloc that would dominate all of Europe, all of Africa, most of Asia, and perhaps even Russia and South America."**

**—Harold Ickes, Secretary of the Interior, May 18, 1941**

**Based on these quotations, what was one issue in the debate over United States involvement in World War II?**

**A** concern that the United States would be unsuccessful

**B** uncertainty as to whether assistance from the United States was wanted by other nations

**C** difference of opinions as to whether the interests of the United States were at risk because of the war

**D** disagreements over whether United States troops should be removed from other areas in order to assist in Europe

*Correct Answer*: **C**

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Depth-of-Knowledge: 3

**Mrs. Naguchi and two children at internment camp in Manzanar, California.**
***Photograph by Ansel Adams***[6]

**"Before the war, peoples of Japanese ancestry were a small but valuable element in our population. . . . Their contributions . . . were indisputable evidence that the majority of them believed in America. . . . Then war came with the nation of their parental origin. . . . Among the casualties of war has been America's Japanese minority."**

**—Harold L. Ickes,**
**Secretary of the Interior,**
**July, 1944**

**Which event was <u>most</u> responsible for this situation?**

**A** Japan's attack on Pearl Harbor

**B** Japan's occupation of Indochina

**C** Japanese Americans refusing to join the military

**D** Japanese Americans committing acts of sabotage

*Correct Answer*: **A**

[6]Photograph of Mrs. Naguchi and two children, Manzanar Relocation Center, Library of Congress, Prints & Photographs Division, Ansel Adams, photographer, LC-DIG-ppprs-00246 DLC.

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**OAS Standard:**

Standard 4:
The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

**OAS Objective:**

Objective 2:
Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the events leading to the outcome of World War II.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Major battles, turning points, and key strategies:
    - Pearl Harbor
    - D-Day invasion
    - Development of the Atomic Bomb (Manhattan Project)
    - Island-hopping
- Allied conference at Yalta
- Contributions of Generals Douglas MacArthur and Dwight D. Eisenhower

Distractor Domain:
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Depth-of-Knowledge: 2

**The strategy of "island-hopping" in the Pacific theater involved**

**A** recapturing all Japanese islands and territories.

**B** seizing key islands to close in on the Japanese mainland.

**C** bypassing smaller Pacific islands to attack Japan directly.

**D** launching all attacks against Japan from the Pearl Harbor military base.

*Correct Answer*: **B**

Depth-of-Knowledge: 3

**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. . . . 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. Your task will not be an easy one. Your enemy . . . will fight savagely. But this is the year 1944! . . . The tide has turned! The free men of the world are marching together to Victory!**

**— General Dwight D. Eisenhower, June 1944**

**What event is being described in General Eisenhower's message to the Allied forces?**

**A** the Battle of Midway

**B** the Battle of the Bulge

**C** the bombing of Hiroshima

**D** the D-Day invasion of Europe

*Correct Answer*: **D**

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**OAS Standard:**

Standard 4:
The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

**OAS Objective:**

Objective 3:
Summarize American reaction to the events of the Holocaust resulting in United States participation in the Nuremburg Trials, which held Nazi leaders accountable for war crimes.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the United States' reaction to the Holocaust.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Allied liberation of concentration camps
- Nuremburg Trials
- War crimes

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**Newspapers in the United States reported Nazi atrocities against European Jews as early as 1942. Which response describes the reaction of the general public to these reports?**

**A** suggestions for covert operations against concentration camps

**B** support for economic sanctions against Germany

**C** demand for immediate military action in Europe

**D** denial that such reports could be true

*Correct Answer*: **D**

Depth-of-Knowledge: 2

**Regarding early reports of the Holocaust during World War II, the immediate response by President Roosevelt and the United States government was**

**A** to focus on winning the war as quickly as possible.

**B** to allow greater numbers of refugees into the United States.

**C** to notify the public of the reports of German actions against Jews.

**D** to begin taking steps to invade concentration camps to free those held there.

*Correct Answer*: **A**

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Depth-of-Knowledge: 3

**The defendants in this case are charged with murders, tortures, and other atrocities committed in the name of medical science. The victims of these crimes are numbered in the hundreds of thousands. A handful only are still alive; a few of the survivors will appear in this courtroom. But most of these miserable victims were slaughtered outright or died during the tortures to which they were subjected.**

**— Prosecution's Opening Statement, Nuremberg Medical Trials, December 9, 1946**

**Based on the information in the excerpt, how did the United States react to the events of the Holocaust?**

**A** brought Nazi leaders to military tribunals in Germany

**B** passed new laws in the United Nations to prevent future wars

**C** held public hearing in Congress to ratify the Geneva Conventions

**D** joined other nations in holding Nazi leaders accountable for their actions

*Correct Answer*: **D**

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**OAS Standard:**

Standard 5:
The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

**OAS Objective:**

Objective 1:
Cite specific textual and visual evidence to analyze the origins of international alliances and efforts of containment of Communism following World War II.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the origins of international alliances and efforts of containment of Communism following World War II.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Origins of the Cold War and consequences
- Truman Doctrine
- Division of Berlin
- Berlin Blockade and Airlift
- "Iron Curtain"
- Satellite countries
- Soviet Bloc and Western Bloc
- Marshall Plan
- Role of the U.S. in formation of the United Nations, NATO, and Warsaw Pact
- Truman Doctrine
- U.S. military response in the invasion of Korea
- Goals of President John F. Kennedy's administration
- President John F. Kennedy's *Inaugural Address*
- Berlin Wall
- Bay of Pigs
- Cuban Missile Crisis
- Peace Corps

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**Which foreign policy action was a commitment by the United States to contain communism?**

**A** the Kennan Pact

**B** the Berlin Blockade

**C** the Truman Doctrine

**D** the Yalta Agreement

*Correct Answer*: **C**

Depth-of-Knowledge: 2

**It is my duty to place before you certain facts about the present position in Europe. . . .”**

**From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe . . . in what I must call the Soviet sphere, and all are subject in one form or another, not only to Soviet influence, but to a very high and, in some cases, increasing measure of control from Moscow. . . .**

**—Winston Churchill, former Prime Minister of England, 1946**

**Which situation is related to this excerpt?**

**A** the beginning of the Cold War

**B** the founding of communism in Russia

**C** the political division of Europe after World War I

**D** the efforts by the United States to gain influence in Asia

*Correct Answer*: **A**

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Depth-of-Knowledge: 2

**I believe that we must assist free peoples to work out their own destinies in their own way. . . . If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious.**

**—excerpt from the Truman Doctrine, 1947**

**How did the Truman Doctrine support the United States' policy of containment?**

**A** The Truman Doctrine encouraged trade between Greece and communist nations.

**B** The Truman Doctrine halted the expansion of communism into Greece and Turkey.

**C** The Truman Doctrine allowed citizens of Turkey refugee status in the United States.

**D** The Truman Doctrine forced Greece and Turkey to sign treaties with the United States.

*Correct Answer*: **B**

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Depth-of-Knowledge: 2

**Europe's requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political [decline] of a very grave character.**

**—Secretary of State George Marshall, 1947**

**What was a primary goal of the program George Marshall described?**

**A** to repay loans made by the United States

**B** to stop the spread of communism in Europe

**C** to take over western European governments

**D** to help the Soviet Union rebuild its military strength

*Correct Answer*: **B**

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Depth-of-Knowledge: 3

**Political freedom must accompany material progress. Our Alliance for Progress is an alliance of free governments, and it must work to eliminate tyranny from a hemisphere in which it has no rightful place. . . . political freedom must be accompanied by social change. For unless necessary social reforms, . . . are freely made. . . . then our alliance, our revolution, our dream, and our freedom will fail. . . . Our motto is what it has always been—progress yes, tyranny no—progreso si, tirania no!**

**—President John F. Kennedy, March 13, 1961**

**Based on President Kennedy's address, what was the purpose of the Alliance for Progress?**

**A** to give Latin America a reason to continue a two-class society

**B** to ask Latin American nations to overthrow Fidel Castro in Cuba

**C** to promote cultural exchanges among all the nations of Latin America

**D** to give aid to Latin American nations to prevent communist takeovers

*Correct Answer*: **D**

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**OAS Standard:**

Standard 5:
The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

**OAS Objective:**

Objective 2:
Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the events that changed domestic policies during the Cold War and its aftermath.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Public fear of communism
- Government response to communism
- President Dwight D. Eisenhower
- Army–McCarthy hearings
- The Second Red Scare
- The Rosenberg's spy trials
- Impact of nuclear proliferation
- Nuclear arms race
- Concept of brinksmanship
- Doctrine of mutually assured destruction (MAD)
- Launching of *Sputnik*
- Space Race

Distractor Domain:
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Depth-of-Knowledge: 1

**What was one reason that nuclear weapons were not used during the Cold War?**

**A** the Marshall Plan

**B** the Domino Theory

**C** strategic defense initiative

**D** mutually assured destruction

*Correct Answer*: **D**

Depth-of-Knowledge: 2

**In my opinion the State Department . . . is thoroughly infested with communists. I have here in my hand a list of 205 . . . names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department.**

**—U.S. Senator Joseph McCarthy, 1950**

**What was the purpose of the speech made by Senator McCarthy?**

**A** to defend the right of government workers to criticize the federal government

**B** to praise State Department employees for their work in preserving democracy

**C** to create fear that communists were making government decisions

**D** to condemn those who opposed the right to join the Communist Party

*Correct Answer*: **C**

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Depth-of-Knowledge: 3

**[The United States must apply] "counterforce at every point where the Soviets show signs of encroaching upon the interests of a peaceful and stable world."**

**—George Kennan, U. S. Diplomat, 1947**

**Which policy or action taken by the United States reflects the foreign policy view stated in this excerpt?**

**A** sending troops to Korea

**B** opening trade with China

**C** remaining out of foreign conflicts

**D** lending materials to allies in times of war

*Correct Answer*: **A**

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**OAS Standard:**

Standard 5:
The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

**OAS Objective:**

Objective 3:
Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act,* and the *26th Amendment*.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the series of events and long-term consequences of the United States' military involvement in Vietnam.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Military involvement in Vietnam
    - Domino Theory
    - The *Gulf of Tonkin Resolution*
    - The Tet Offensive
- Presidential Election of 1968
- University student protests
    - Kent State
- Counterculture
- Expanded television coverage of the war
- *War Powers Act*
- *26th Amendment*

Distractor Domain:
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Depth-of-Knowledge: 1

**What was the <u>main</u> reason for student protests during the 1960s and 1970s?**

**A** the commitment of economic aid to Europe

**B** United States military involvement in Vietnam

**C** the commitment of economic aid to Latin America

**D** United States involvement in the Cuban Missile Crisis

*Correct Answer*: **B**

Depth-of-Knowledge: 2

**The Vietnam War marked the first time when television cameras and reporters could truly capture the war effort. How did this new medium affect public opinion at home about the war?**

**A** Support fell because the government censored negative footage of the war.

**B** Support rose after news programs selectively broadcasted United States victories.

**C** Support fell as news broadcasts showed graphic images of fighting and wounded soldiers.

**D** Support rose because television reporters voiced their approval of United States involvement.

*Correct Answer*: **C**

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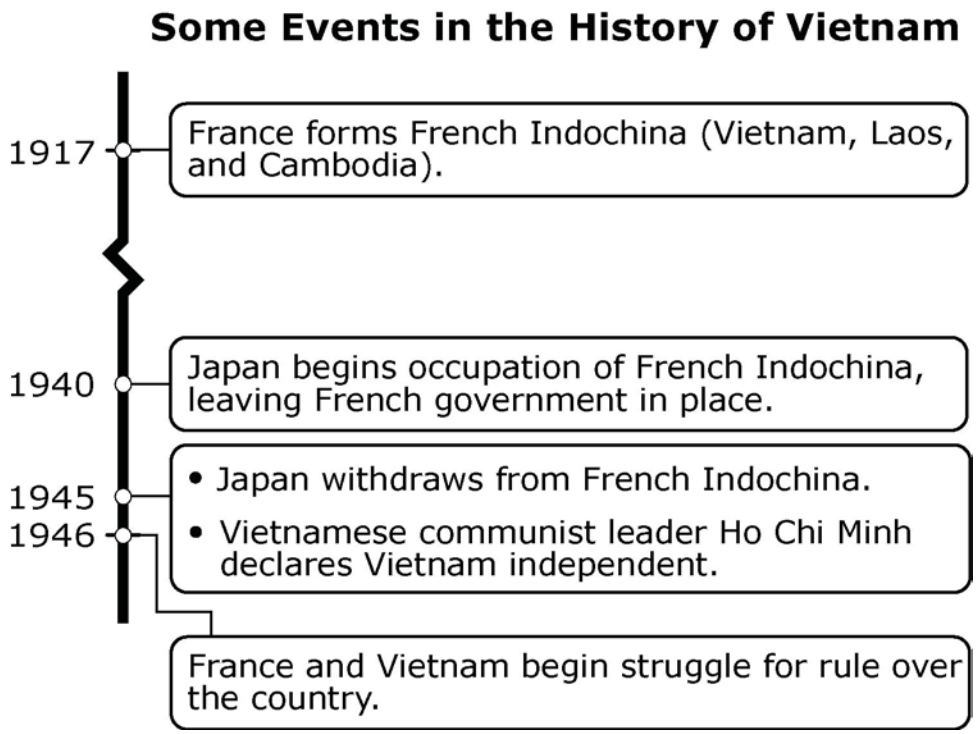
Depth-of-Knowledge: 3




**How did the events of this timeline lead to United States' involvement in Vietnam?**

**A** The United States supported the Vietnamese in their struggle for an independent country.

**B** The Japanese drew the United States into their conflict with Vietnam during World War II.

**C** The United States backed France in an attempt to stop the spread of communism to Southeast Asia.

**D** The governments of Laos and Cambodia requested assistance from the United States in breaking away from Vietnam.

*Correct Answer*: **C**

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**OAS Standard:**
Standard 5:
The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

**OAS Objective:**
Objective 4:
Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the major events, personalities, tactics, and effects of the Civil Rights Movement.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- President Harry Truman's decision to desegregate the U.S. armed forces
- NAACP's attacks on segregation
- Thurgood Marshall
- U.S. Supreme Court decisions in the Ada Lois Sipuel Fisher and George McLaurin cases
- Differences between *de jure* segregation and *de facto* segregation
- Separate but equal policies
- Disenfranchisement of African Americans through poll taxes, literacy tests, and violence
- *Brown v. Board of Education* decision
- Rosa Parks
- The Montgomery Bus Boycott
- Little Rock Central High School Crisis
- Oklahoma City lunch counter sit-ins
- Clara Luper
- Freedom Rides
- March on Washington
- Birmingham church bombings
- *26th Amendment*
- *Civil Rights Act of 1964*
- *Voting Rights Act of 1965*
- Selma to Montgomery marches
- Assassination of Dr. Martin Luther King, Jr.
- Viewpoints and contributions of civil rights leaders and organizations
- Dr. Martin Luther King, Jr.'s *I Have a Dream* speech
- Malcolm X
- NAACP, SCLC, CORE, and SNCC
- Tactics:
    - civil disobedience
    - non-violent resistance
    - sit-ins
    - boycotts
    - marches
    - voter registration drives
- Women's Liberation Movement
- United Farm Workers
- Cesar Chávez
- American Indian Movement

Distractor Domain:
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Depth-of-Knowledge: 2

**Which statement describes a long-term result of the Civil Rights Movement on society?**

**A** Minorities played larger roles in state and federal politics.

**B** State courts overturned federal laws they considered unjust.

**C** Businesses offered workers guaranteed wage increases due to higher costs of living.

**D** Government officials eliminated immigration quotas that discriminated against some ethnic groups.

*Correct Answer*: **A**

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Depth-of-Knowledge: 3

**We think the enforced separation of the races . . . neither abridges the privileges . . . of the colored man, deprives him of his property without due process of law, nor denies him the equal protection of the laws.**

**—*Plessy v. Ferguson,* 1896**

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**We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal.**

**—*Brown v. Board of Education,* 1954**

**Which conclusion can be reached from these court decisions?**

**A** Both court decisions received wide public support throughout the country.

**B** Both courts supported a strict interpretation of civil rights amendments.

**C** The Supreme Court shifted its focus to ensure the civil rights of individuals.

**D** The Supreme Court continued to maintain a consistent viewpoint over the years.

*Correct Answer*: **C**

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**OAS Standard:**

Standard 5:
The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

**OAS Objective:**

Objective 5:
Cite specific textual and visual evidence to analyze the ongoing social and political transformations within the United States.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the ongoing social and political transformations within the United States.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- U.S. Supreme Court's (the Warren Court's) use of the incorporation doctrine in applying the *Bill of Rights* to the states
- President Lyndon Johnson's civil rights initiatives
- The War on Poverty
- The Great Society
- Goals and effectiveness of the American Indian Movement (AIM)
- Siege at Wounded Knee
- Changing roles of women
- Women's Liberation Movement
- National Organization of Women (NOW)
- *Equal Rights Amendment* (ERA)
- *Roe v. Wade* ruling
- President Richard Nixon's foreign policies
- Détente
- Opening of China
- Watergate Scandal
- Executive powers
- *Pentagon Papers*
- First use of *25th Amendment*
- President Gerald Ford's pardon of President Richard Nixon

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**What was one result of the women's rights movement of the 1970s?**

**A** Women received the right to vote.

**B** Women received salaries equal to men.

**C** More women went to work outside the home.

**D** More women decided to get married at a younger age.

*Correct Answer*: **C**

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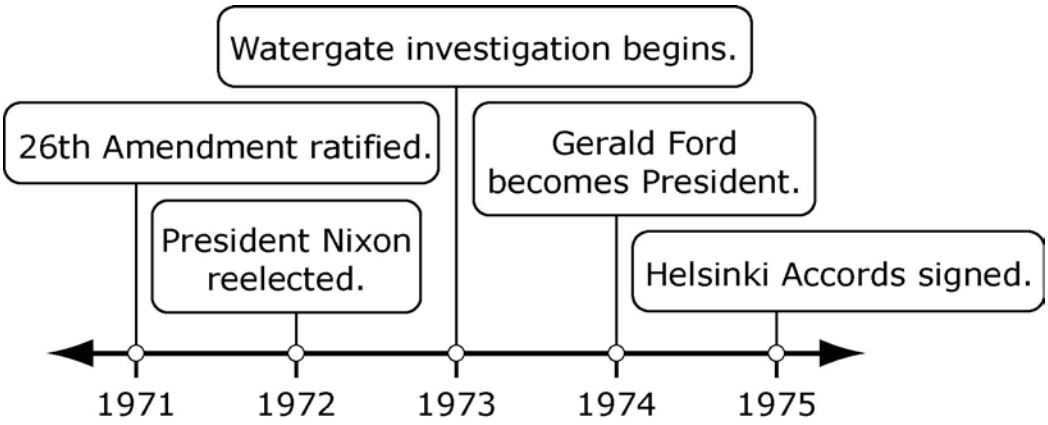
Depth-of-Knowledge: 1




**Which event focused attention on the powers of the Executive Branch and brought demands for reform?**

**A** Helsinki Accords

**B** Watergate investigation

**C** President Nixon's reelection

**D** Ratification of the 26th Amendment

*Correct Answer*: **B**

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Depth-of-Knowledge: 2

**According to its supporters, what would the failed Equal Rights Amendment have accomplished?**

**A** It would have provided quotas for the number of congressional seats held by women.

**B** It would have protected women from unfair treatment in the workplace.

**C** It would have abolished the traditional institution of marriage.

**D** It would have eliminated restrictions on minority voting rights.

*Correct Answer*: **B**

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Depth-of-Knowledge: 2

**The Daily Herald**

August 9, 1974

Yesterday President Richard Nixon resigned from office. During his resignation speech, he admitted making poor judgements while in office, referring to his role in the Watergate Crisis. If the president had not resigned, it is most likely that he would have had to face impeachment proceedings.

**Which action was a result of the events described in this article?**

**A** Congress enacted laws to prevent future abuses of presidential power.

**B** The Secretary of Defense was made a member of the presidential cabinet.

**C** Presidential candidates were required to keep records of campaign contributions.

**D** The Supreme Court ruled that a president can serve a maximum of two terms.

*Correct Answer*: **A**

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**OAS Standard:**

Standard 6:
The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

**OAS Objective:**

Objective 1:
Cite specific textual and visual evidence to evaluate President Carter's foreign policy in the Middle East including the *Camp David Accords*, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of President [Jimmy] Carter's foreign policy in the Middle East.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- *Camp David Accords*
- OPEC Oil Embargo
- 1979 Iranian hostage crisis

Distractor Domain:
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**Read the excerpt and then answer the questions that follow.**

> **Egypt, Israel, Jordan and the representatives of the Palestinian people should participate in negotiations on the resolution of the Palestinian problem in all its aspects. To achieve that objective, negotiations relating to the West Bank and Gaza should proceed in three stages:**
>
> **1. Egypt and Israel agree that, in order to ensure a peaceful and orderly transfer of authority, and taking into account the security concerns of all the parties, there should be transitional arrangements for the West Bank and Gaza for a period not exceeding five years. In order to provide full autonomy to the inhabitants, under these arrangements the Israeli military government and its civilian administration will be withdrawn as soon as a self-governing authority has been freely elected by the inhabitants of these areas to replace the existing military government.**
>
> **—excerpt from The Camp David Accords, 1978**

Depth-of-Knowledge: 2

**According to the information in the excerpt, which principle must be met before full autonomy for the West Bank and Gaza can be achieved?**

**A** religious conversion

**B** territorial exchanges

**C** military disarmament

**D** legitimate democracy

*Correct Answer*: **D**

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Depth-of-Knowledge: 3

**Based on the information in the excerpt, what is the <u>most likely</u> outcome President Jimmy Carter hoped to gain from the *Camp David Accords?***

**A** to secure military alliances in the region

**B** to maintain trading partners in the region

**C** to end years of political turmoil in the region

**D** to prolong centuries of religious disputes in the region

*Correct Answer*: **C**

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**OAS Standard:**

Standard 6:
The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

**OAS Objective:**

Objective 2:
Analyze the economic and political impact of President [Ronald] Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan's *Tear Down This Wall* speech in West Berlin.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the economic and political impact Reagan's domestic and foreign policies.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Reaganomics
- Iran-Contra Scandal
- President Ronald Reagan's *Tear Down This Wall* speech
- Supply-side economics

Distractor Domain:
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Depth-of-Knowledge: 2

**"Mr. Gorbachev, tear down this wall!"**

**—President Ronald Reagan,**
**address at the Brandenburg Gate, 1987**

**What was the significance of President Reagan's remark?**

**A** It called for a symbol of Cold War division to be destroyed.

**B** It called for opponents of Communism to be freed from prison.

**C** It sought to establish a new trading partner for the United States.

**D** It sought to open communication channels with the Soviet Union.

*Correct Answer*: **A**

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Depth-of-Knowledge: 3

**… in the area of national security policy, I have ordered the NSC to begin a comprehensive review of all covert operations. I have also directed that any covert activity be in support of clear policy objectives and in compliance with American values. I expect a covert policy that if Americans saw it on the front page of their newspaper, they'd say, "That makes sense." I have had issued a directive prohibiting the NSC staff itself from undertaking covert operations - no ifs, ands, or buts. I have asked Vice President Bush to reconvene his task force on terrorism to review our terrorist policy in light of the events that have occurred.**

**—President Ronald Reagan, March 4, 1987**

**Which is the <u>best</u> conclusion that can be made about President Reagan's statement regarding the Iran-Contra Affair?**

**A** The trust of the American people needed to be regained.

**B** The scandal had little effect on the American political landscape.

**C** Reagan was concerned that the American people would not reelect him.

**D** Reagan had been threatened with impeachment by American politicians.

*Correct Answer*: **A**

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**OAS Standard:**

Standard 6:
The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

**OAS Objective:**

Objective 3:
Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the series of events leading to the emergence of the United States as the sole superpower.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Fall of the Berlin Wall
- Reunification of Germany
- Collapse of the Soviet Empire (Soviet Union)

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 1

**Which phrase summarizes superpower?**

**A** power without limits

**B** power that is shared

**C** power on a global scale

**D** power in a specific region

*Correct Answer*: **C**

Depth-of-Knowledge: 2

**In East Germany and Czechoslovakia, the fall of communism was**

**A** preceded by large-scale emigration.

**B** negotiated with long-term opponents.

**C** completed suddenly and without violence.

**D** followed by widespread civil and ethnic conflict.

*Correct Answer*: **C**

Depth-of-Knowledge: 3

**Which statement <u>best</u> explains why the United States became the sole superpower after the collapse of the Soviet Union?**

**A** The United States lacked any other foreign threats.

**B** The Soviet Union gave up its entire nuclear arsenal.

**C** The United States was unwilling to offer any economic assistance to the failed Soviet Union.

**D** The Soviet Union had been the only country that could challenge the influence of the United States.

*Correct Answer*: **D**

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**OAS Standard:**

Standard 6:
The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

**OAS Objective:**

Objective 4:
Describe the goal of President [George] H. W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the goal of President George H. W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- International coalition
- Operation Desert Storm

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 2

**Why were President George H.W. Bush and his administration concerned about Iraq's military aggression prior to the Persian Gulf War?**

**A** They thought the aggression would start an Arab uprising.

**B** They thought the aggression would threaten the sovereignty of Israel.

**C** They thought the aggression would threaten the Saudi Arabian oil reserves.

**D** The thought the aggression would spread radical Islam throughout the Middle East.

*Correct Answer*: **C**

Depth-of-Knowledge: 3

**Which historical action would <u>best</u> align with the foreign policy goals of President George H.W. Bush and his administration?**

**A** The United States closes its embassy in Somalia.

**B** The United States launches air-strikes against Libya.

**C** The United States and the other nations end diplomatic relations with Iran.

**D** The United States and international coalition forces launch attacks in Afghanistan.

*Correct Answer*: **D**

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**OAS Standard:**

Standard 6:
The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

**OAS Objective:**

Objective 5:
Describe and evaluate the continuing global influence of the United States under President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the continuing global influence of the United States under President Bill Clinton.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- Impact of NAFTA and free trade zones
- NATO interventions in the former Yugoslav republics
- Camp David Accords

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 2

**Events during President Bill Clinton's Administration**

**September 1993** — President Clinton promotes negotiations between Yasir Arafat of the Palestine Liberation Organization and Yitzhak Rabin of Israel.

**September 1994** — President Clinton sends President Jimmy Carter to Haiti to negotiate the removal of the Haitian dictator.

**November 1995** — President Clinton sponsors negotiations between the leaders or Serbia, Croatia, and Bosnia.

**What do these events illustrate?**

**A** President Clinton's commitment to peace.

**B** President Clinton's hesitancy to use military force.

**C** President Clinton's efforts to police developing nations.

**D** President Clinton's plans for a world trade organization.

*Correct Answer*: **A**

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Depth-of-Knowledge: 3

**The Daily Herald**

June 15, 2012

Since 1994 Mexico's per capita gross domestic product has increased 40 percent. At the same time the poverty rate and unemployment has dropped. More citizens have electricity in their homes and four million people are attending college.

**What is the <u>most likely</u> cause of the gains reported in the article?**

**A** North American Free Trade Agreement

**B** North Atlantic Treaty Organization

**C** World Trade Organization

**D** United Nations

*Correct Answer*: **A**

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**OAS Standard:**

Standard 6:
The student will analyze foreign and domestic policies in the contemporary era, 1977 to the present.

**OAS Objective:**

Objective 6:
Evaluate the rise of terrorism and its impact on the United States, including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks of September 11, 2001, the *PATRIOT ACT* [*USA PATRIOT Act*], and the creation of the Department of Homeland Security.

**Item Specifications:**

Emphasis:
- Demonstrate an understanding of the rise of terrorism and its impact on the United States.

Format:
- Students will be asked to demonstrate familiarity with this information and/or interpret maps, charts, graphs, letters, or other prompt materials.

Content Limits:
- 1995 bombing of the Murrah Federal Building
- 1993 World Trade Center Attack
- Attacks of September 11, 2001
- *USA PATRIOT Act*
- Creation of the Department of Homeland Security

Distractor Domain:
- Incorrect answer choices will be plausible and based on inaccurate or misleading information and/or misinterpretation of the materials or information presented.

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Depth-of-Knowledge: 3

**Which remark by President George W. Bush during the signing of the Homeland Security Act summarizes the intent of the new department?**

**A** "Many terrorists are now being interrogated."

**B** "We understand they hate us because of what we love."

**C** "America will be better able to respond to future attacks."

**D** "We're fighting a new kind of war against determined enemies."

*Correct Answer*: **C**

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