

Ohio's State Tests

ITEM RELEASE

SPRING 2022

**AMERICAN
HISTORY**

Table of Contents

Content Summary and Answer Key	iii
Depth of Knowledge (DOK)	vi
Question 4: Question and Scoring Guidelines.....	1
Question 4: Sample Response	3
Question 6: Question and Scoring Guidelines.....	4
Question 6: Sample Responses	8
Question 7: Question and Scoring Guidelines.....	12
Question 7: Sample Response	14
Question 8: Question and Scoring Guidelines.....	15
Question 8: Sample Responses	18
Question 15: Question and Scoring Guidelines.....	24
Question 15: Sample Responses	27
Question 21: Question and Scoring Guidelines.....	33
Question 21: Sample Response	35
Question 23: Question and Scoring Guidelines.....	36
Question 23: Sample Response	38
Question 26: Question and Scoring Guidelines.....	39
Question 26: Sample Response	41
Question 28: Question and Scoring Guidelines.....	42
Question 28: Sample Responses	46
Question 31: Question and Scoring Guidelines.....	52
Question 31: Sample Responses	55
Question 32: Question and Scoring Guidelines.....	59
Question 32: Sample Response	61
Question 37: Question and Scoring Guidelines.....	62
Question 37: Sample Responses	65

Question 38: Question and Scoring Guidelines.....	71
Question 38: Sample Response	73
Question 39: Question and Scoring Guidelines.....	74
Question 39: Sample Response	76
Question 41: Question and Scoring Guidelines.....	77
Question 41: Sample Response	79
Question 42: Question and Scoring Guidelines.....	80
Question 42: Sample Responses	84
Question 46: Question and Scoring Guidelines.....	90
Question 46: Sample Response	92

American History
Spring 2022 Item Release
Content Summary and Answer Key

Question No.*	Item Type	Reporting Category	Content Statement	Depth of Knowledge	Answer Key	Points
4	Multiple Choice Item	1877 – 1945	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. (AH.8)	Level 1	B	1 point
6	Inline Choice Item	1945 – Present	The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (AH.25)	Level 2	---	1 point
7	Multiple Choice Item	Skills and Documents	The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people. (AH.4)	Level 2	B	1 point
8	Grid Item	1877 – 1945	The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. (AH.19)	Level 2	---	2 points
15	Grid Item	1877 – 1945	Immigration, internal migration and urbanization transformed American life. (AH.10)	Level 2	---	2 points
21	Multiple Choice Item	Skills and Documents	Historians develop theses and use evidence to support or refute positions. (AH.2)	Level 3	C	1 point

* The question number matches the item number in the Item Level Report in the Centralized Reporting System. The items are numbered sequentially in the practice site.

American History
Spring 2022 Item Release
Content Summary and Answer Key

Question No.*	Item Type	Reporting Category	Content Statement	Depth of Knowledge	Answer Key	Points
23	Multiple Choice Item	1877 – 1945	The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor. (AH.9)	Level 1	B	1 point
26	Multiple Choice Item	1945 – Present	The United States followed a policy of containment during the Cold War in response to the spread of communism. (AH.23)	Level 1	A	1 point
28	Evidence-Based Selected Response	1945 – Present	The Second Red Scare and McCarthyism reflected Cold War fears in American society. (AH.24)	Level 2	A; A	2 points
31	Grid Item	Skills and Documents	Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations. (AH.3)	Level 2	---	1 point
32	Multiple Choice Item	1877 – 1945	Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system. (AH.11)	Level 2	C	1 point
37	Matching Item	1945 – Present	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. (AH.27)	Level 2	---	2 points

* The question number matches the item number in the Item Level Report in the Centralized Reporting System. The items are numbered sequentially in the practice site.

**American History
Spring 2022 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Reporting Category	Content Statement	Depth of Knowledge	Answer Key	Points
38	Multiple Choice Item	1945 – Present	Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001 (AH.33)	Level 3	A	1 point
39	Multi-Select Item	Skills and Documents	The use of primary and secondary sources of information includes an examination of the credibility of each source. (AH.1)	Level 2	B; D; E	1 point
41	Multiple Choice Item	Skills and Documents	The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power. (AH.7)	Level 1	A	1 point
42	Evidence-Based Selected Response	1877 – 1945	As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power. (AH.14)	Level 2	B; B	2 points
46	Multiple Choice Item	1877 – 1945	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. (AH.12)	Level 1	B	1 point

* The question number matches the item number in the Item Level Report in the Centralized Reporting System. The items are numbered sequentially in the practice site.

Depth of Knowledge (DOK)

Each test item is assigned a Depth of Knowledge (DOK) level. Descriptions of the three DOK levels from Karin Hess are provided below.

Level 1 Recall of Information

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

Level 2 Basic Reasoning

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Level 3 Complex Reasoning

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how or why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 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.

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American History
Spring 2022 Item Release

Question 4

Question and Scoring Guidelines

Question 4

Which outcome was a result of the transition to mechanized farming in the United States during the late 19th and early 20th centuries?

- Ⓐ Demand for agricultural labor increased.
- Ⓑ The production of agricultural goods became more efficient.
- Ⓒ There was a population shift from urban areas to rural areas.
- Ⓓ Environmental groups began raising concerns about the effects of pesticides.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. (AH.8)

Depth of Knowledge: Level 1

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

Scoring Guidelines

Rationale for Option A: This is incorrect. As agricultural work became increasingly mechanized during the late 19th and early 20th centuries, the demand for human labor on farms decreased.

Rationale for Option B: **Key** – As a result of mechanized farming during the late 19th and early 20th centuries, harvests grew substantially larger than they had been during earlier periods where humans had been the primary labor input.

Rationale for Option C: This is incorrect. During the late 19th and early 20th centuries, there was a shift in population from rural areas to urban areas.

Rationale for Option D: This is incorrect. Environmental groups did not begin raising concerns about the effects of pesticides until the mid-20th century.

Sample Response: 1 point

Which outcome was a result of the transition to mechanized farming in the United States during the late 19th and early 20th centuries?

- Ⓐ Demand for agricultural labor increased.
- Ⓑ The production of agricultural goods became more efficient.
- Ⓒ There was a population shift from urban areas to rural areas.
- Ⓓ Environmental groups began raising concerns about the effects of pesticides.

American History
Spring 2022 Item Release

Question 6

Question and Scoring Guidelines

Question 6

Click on each blank box and select a word or phrase to complete the sentence describing an event during the Cold War.

In 1962, the world was brought to the brink of nuclear war during the

because .

First Drop-Down Options:

Click on each blank box and select a word or phrase to complete the sentence describing an event during the Cold War.

In 1962, the world was brought to the brink of nuclear war during the

because .

- Korean War
- Cuban Missile Crisis
- Soviet invasion of Afghanistan

Second Drop-Down Options:

Click on each blank box and select a word or phrase to complete the sentence describing an event during the Cold War.

In 1962, the world was brought to the brink of nuclear war during the

because .



U.S. national security was threatened by enemy weapons

a CIA backed attempt to overthrow a communist government failed

policy makers wanted to prevent the spread of communism into new areas

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (AH.25)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Scoring Guidelines

For a full-credit response for this item, the student selects:

- “Cuban Missile Crisis”
AND
- “U.S. national security was threatened by enemy weapons” (1 point).

American History
Spring 2022 Item Release

Question 6

Sample Responses

Sample Response: 1 point

Click on each blank box and select a word or phrase to complete the sentence describing an event during the Cold War.

In 1962, the world was brought to the brink of nuclear war during the because .

Notes on Scoring

This response earns full credit (1 point) because the correct word or phrase is selected in each blank box to accurately complete the sentence describing an event during the Cold War.

Sample Response: 0 points

Click on each blank box and select a word or phrase to complete the sentence describing an event during the Cold War.

In 1962, the world was brought to the brink of nuclear war during the because .

Notes on Scoring

This response earns no credit (0 points) because the incorrect word or phrase is selected in the second blank box. In order to earn full credit for this item, the correct word or phrase must be selected in each blank box.

Sample Response: 0 points

Click on each blank box and select a word or phrase to complete the sentence describing an event during the Cold War.

In 1962, the world was brought to the brink of nuclear war during the because .

Notes on Scoring

This response earns no credit (0 points) because the incorrect word or phrase is selected in both blank boxes. In order to earn full credit for this item, the correct word or phrase must be selected in each blank box.

American History
Spring 2022 Item Release

Question 7

Question and Scoring Guidelines

Question 7

The Declaration of Independence lists a number of grievances that colonists had with British rule. An excerpt from the Declaration of Independence is shown.

For cutting off our Trade with all parts of the world:
For imposing Taxes on us without our Consent:
For depriving us in many cases, of the benefits of Trial by Jury:

Which ideal of democratic government do the grievances in this excerpt demonstrate?

- (A) The government has a responsibility to distribute wealth equally in the country.
- (B) The government has a responsibility to protect, not violate, the rights of its citizens.
- (C) The government must uphold the supremacy of national laws over state or local laws.
- (D) The government must uphold the will of the majority, not the minority, when passing laws.

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people. (AH.4)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the excerpt references trade and taxation, it doesn't express the ideal of government that wealth should be distributed equally.

Rationale for Option B: **Key** – The excerpt of grievances demonstrates the ideal of democratic government expected by the colonists, that the government has a responsibility to protect and uphold the rights of its citizens, not to violate them.

Rationale for Option C: This is incorrect. Although the excerpt references taxes and due process, there is no indication of the government's responsibility to uphold the supremacy of national laws.

Rationale for Option D: This is incorrect. Although the excerpt references a lack of consent when imposing taxes, there is no reference to upholding the will of the majority over the minority.

Sample Response: 1 point

The Declaration of Independence lists a number of grievances that colonists had with British rule. An excerpt from the Declaration of Independence is shown.

For cutting off our Trade with all parts of the world:
For imposing Taxes on us without our Consent:
For depriving us in many cases, of the benefits of Trial by Jury:

Which ideal of democratic government do the grievances in this excerpt demonstrate?

- Ⓐ The government has a responsibility to distribute wealth equally in the country.
- Ⓑ The government has a responsibility to protect, not violate, the rights of its citizens.
- Ⓒ The government must uphold the supremacy of national laws over state or local laws.
- Ⓓ The government must uphold the will of the majority, not the minority, when passing laws.

American History
Spring 2022 Item Release

Question 8

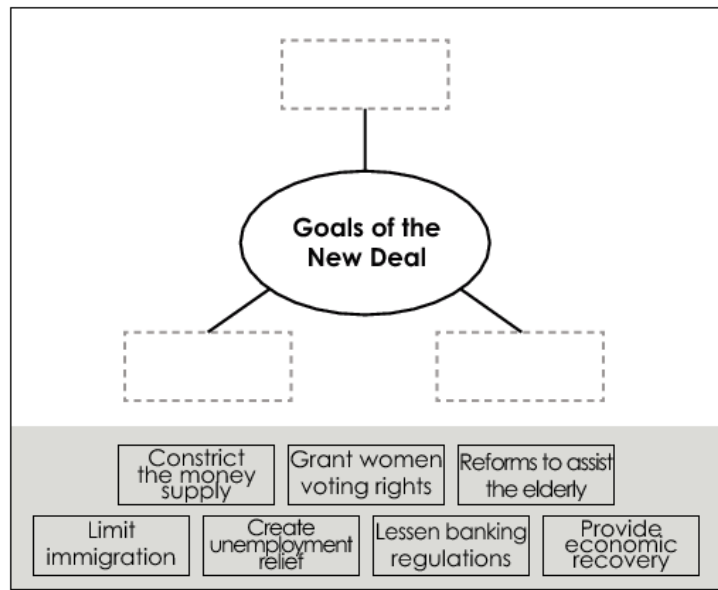
Question and Scoring Guidelines

Question 8

President Franklin Delano Roosevelt and the United States Congress implemented the New Deal in response to the Great Depression. New Deal programs expanded the federal government's role in the lives of U.S. citizens.

Identify some of the goals the United States hoped to achieve through these programs.

Move the goals you want to select into the blank boxes in the chart.



Points Possible: 2

Reporting Category: 1877 – 1945

Content Statement: The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. (AH.19)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

Scoring Guidelines

For this item, a full-credit response includes:

- “Provide economic recovery” in one blank box
AND
- “Create unemployment relief” in one blank box
AND
- “Reforms to assist the elderly” in one blank box (2 points).

For this item, a partial-credit response includes:

- At least two correct responses on the chart (1 point).

American History
Spring 2022 Item Release

Question 8

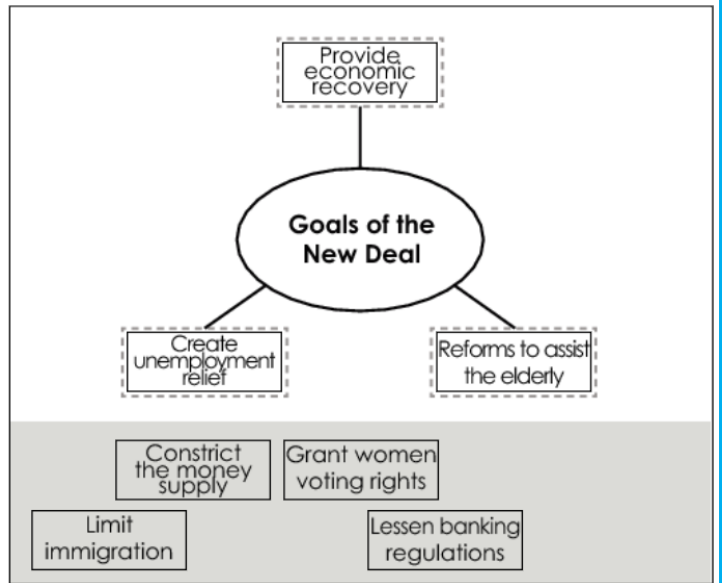
Sample Responses

Sample Response: 2 points

President Franklin Delano Roosevelt and the United States Congress implemented the New Deal in response to the Great Depression. New Deal programs expanded the federal government's role in the lives of U.S. citizens.

Identify some of the goals the United States hoped to achieve through these programs.

Move the goals you want to select into the blank boxes in the chart.



Notes on Scoring

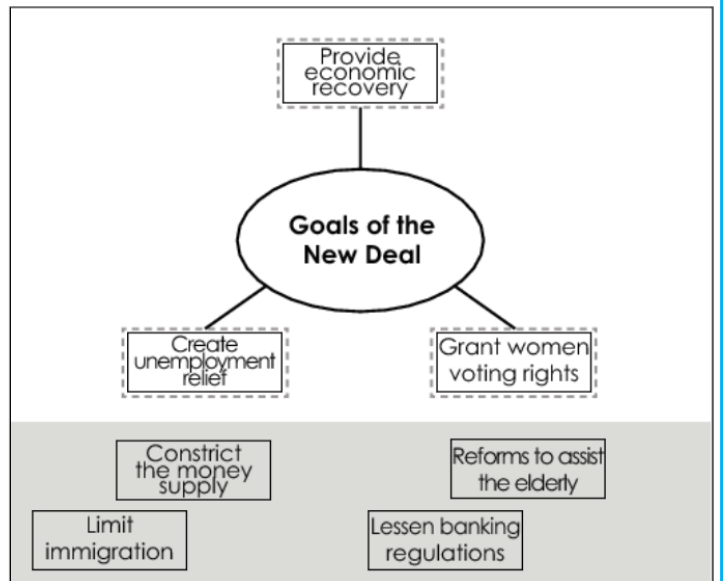
This response earns full credit (2 points) because it correctly identifies three goals the United States government hoped to achieve through the implementation of New Deal programs.

Sample Response: 1 point

President Franklin Delano Roosevelt and the United States Congress implemented the New Deal in response to the Great Depression. New Deal programs expanded the federal government's role in the lives of U.S. citizens.

Identify some of the goals the United States hoped to achieve through these programs.

Move the goals you want to select into the blank boxes in the chart.



Notes on Scoring

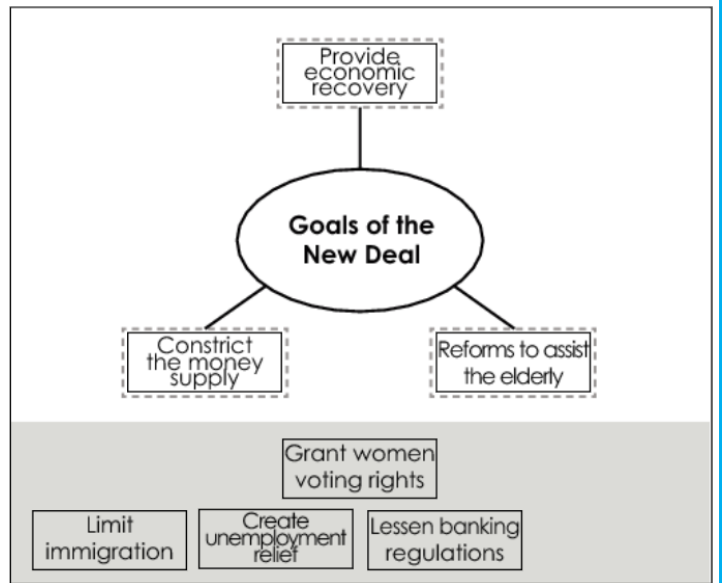
This response earns partial credit (1 point) because it correctly identifies two goals the United States government hoped to achieve through the implementation of New Deal programs.

Sample Response: 1 point

President Franklin Delano Roosevelt and the United States Congress implemented the New Deal in response to the Great Depression. New Deal programs expanded the federal government's role in the lives of U.S. citizens.

Identify some of the goals the United States hoped to achieve through these programs.

Move the goals you want to select into the blank boxes in the chart.



Notes on Scoring

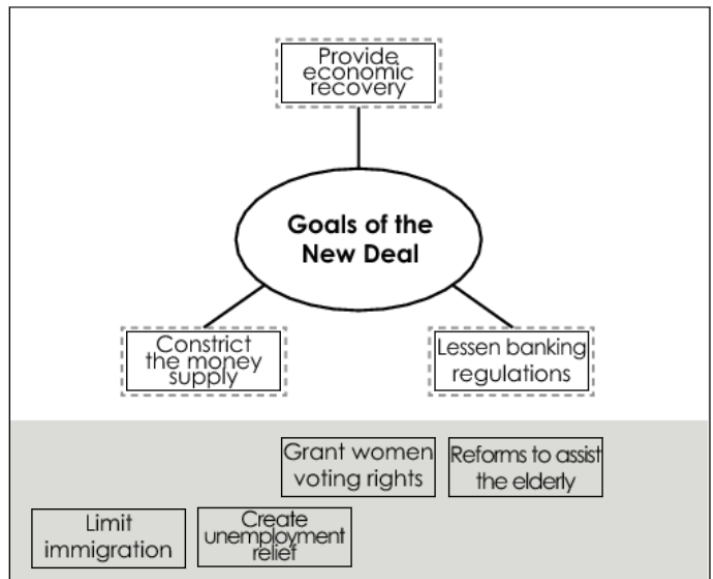
This response earns partial credit (1 point) because it correctly identifies two goals the United States government hoped to achieve through the implementation of New Deal programs.

Sample Response: 0 points

President Franklin Delano Roosevelt and the United States Congress implemented the New Deal in response to the Great Depression. New Deal programs expanded the federal government's role in the lives of U.S. citizens.

Identify some of the goals the United States hoped to achieve through these programs.

Move the goals you want to select into the blank boxes in the chart.



Notes on Scoring

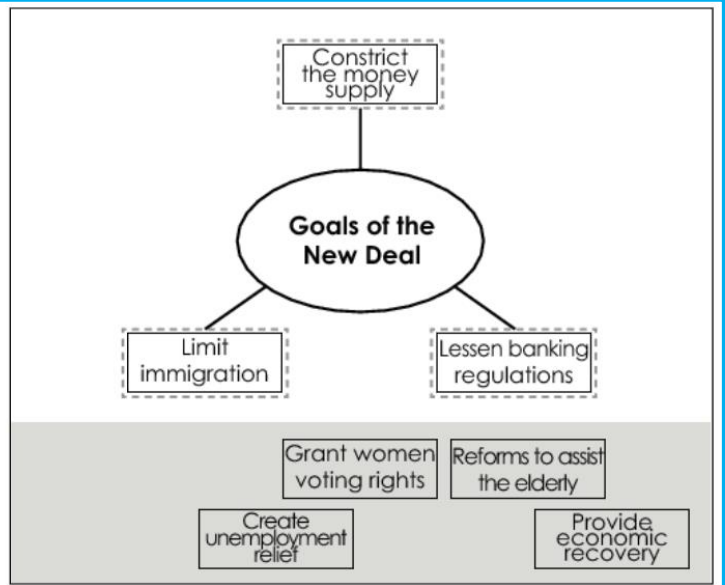
This response earns no credit (0 points) because it incorrectly identifies two goals the United States government hoped to achieve through the implementation of New Deal programs. In order to earn partial credit, a response must correctly identify at least two goals the United States government hoped to achieve through the implementation of New Deal programs.

Sample Response: 0 points

President Franklin Delano Roosevelt and the United States Congress implemented the New Deal in response to the Great Depression. New Deal programs expanded the federal government's role in the lives of U.S. citizens.

Identify some of the goals the United States hoped to achieve through these programs.

Move the goals you want to select into the blank boxes in the chart.



Notes on Scoring

This response earns no credit (0 points) for incorrectly identifying the goals the United States government hoped to achieve through the implementation of New Deal programs.

American History
Spring 2022 Item Release

Question 15

Question and Scoring Guidelines

Question 15

At the turn of the 20th century, large-scale urbanization transformed American life.

Identify the results of urbanization.

Click on the boxes you want to select.

Results of Urbanization

Urbanization led to increased crime in cities.

Urbanization led to the construction of fewer city buildings.

Urbanization led to decreased immigration.

Urbanization prevented improvements in transportation.

Urbanization resulted in the development of tenement housing.

Points Possible: 2

Reporting Category: 1877 – 1945

Content Statement: Immigration, internal migration and urbanization transformed American life. (AH.10)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Scoring Guidelines

For this item, a full-credit response includes:

- “Urbanization led to increased crime in cities” selected
AND
- “Urbanization resulted in the development of tenement housing” selected
(2 points).

For this item, a partial-credit response includes:

- Selection of at least one correct response (1 point).
- NOTE: No more than one incorrect response may be chosen to receive partial credit.

American History
Spring 2022 Item Release

Question 15

Sample Responses

Sample Response: 2 points

At the turn of the 20th century, large-scale urbanization transformed American life.

Identify the results of urbanization.

Click on the boxes you want to select.

Results of Urbanization

Urbanization led to increased crime in cities.

Urbanization led to the construction of fewer city buildings.

Urbanization led to decreased immigration.

Urbanization prevented improvements in transportation.

Urbanization resulted in the development of tenement housing.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the results of urbanization in the United States at the turn of the 20th century.

Sample Response: 1 point

At the turn of the 20th century, large-scale urbanization transformed American life.

Identify the results of urbanization.

Click on the boxes you want to select.

Results of Urbanization

Urbanization led to increased crime in cities.

Urbanization led to the construction of fewer city buildings.

Urbanization led to decreased immigration.

Urbanization prevented improvements in transportation.

Urbanization resulted in the development of tenement housing.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies one of the results of urbanization in the United States at the turn of the 20th century.

Sample Response: 1 point

At the turn of the 20th century, large-scale urbanization transformed American life.

Identify the results of urbanization.

Click on the boxes you want to select.

Results of Urbanization

Urbanization led to increased crime in cities.

Urbanization led to the construction of fewer city buildings.

Urbanization led to decreased immigration.

Urbanization prevented improvements in transportation.

Urbanization resulted in the development of tenement housing.

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies one of the results of urbanization in the United States at the turn of the 20th century.

Sample Response: 0 points

At the turn of the 20th century, large-scale urbanization transformed American life.

Identify the results of urbanization.

Click on the boxes you want to select.

Results of Urbanization

Urbanization led to increased crime in cities.

Urbanization led to the construction of fewer city buildings.

Urbanization led to decreased immigration.

Urbanization prevented improvements in transportation.

Urbanization resulted in the development of tenement housing.

Notes on Scoring

This response earns no credit (0 points) because no more than one incorrect response may be chosen to receive partial credit. While the response correctly identifies one of the results of urbanization in the United States at the turn of the 20th century, it also incorrectly identifies two results.

Sample Response: 0 points

At the turn of the 20th century, large-scale urbanization transformed American life.

Identify the results of urbanization.

Click on the boxes you want to select.

Results of Urbanization

Urbanization led to increased crime in cities.

Urbanization led to the construction of fewer city buildings.

Urbanization led to decreased immigration.

Urbanization prevented improvements in transportation.

Urbanization resulted in the development of tenement housing.

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the results of urbanization in the United States at the turn of the 20th century.

American History
Spring 2022 Item Release

Question 21

Question and Scoring Guidelines

Question 21

From 1929 to 1933, President Herbert Hoover tried to deal with the worsening economic crisis that became the Great Depression. His policies relied on his firm belief that

Victory over this depression and over our other difficulties will be won by the resolution of our people to fight their own battles in their own communities, by stimulating their ingenuity to solve their own problems.... This is not the easy way, but it is the American way.

President Herbert Hoover, radio address, February 12, 1931

Hoover's comments could be used to help support the thesis that he believed in which position?

- Ⓐ Economic hardships were exaggerated.
- Ⓑ The economic situation did not need correcting.
- Ⓒ Direct aid for the needy should come from private sources.
- Ⓓ Government programs to regulate the economy should be expanded.

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: Historians develop theses and use evidence to support or refute positions. (AH.2)

Depth of Knowledge: Level 3

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how or why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 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.

Scoring Guidelines

Rationale for Option A: This is incorrect. President Hoover's comments do not suggest that the economic hardships faced by Americans in the lead up to the Great Depression were exaggerated.

Rationale for Option B: This is incorrect. President Hoover's comments acknowledge that the economic situation needs to be addressed but suggest these actions must come from individuals and communities.

Rationale for Option C: **Key** – President Hoover's comments place the responsibility for overcoming economic hardships on individuals and their communities, which could be used to support the thesis that he believed direct aid should come from private sources.

Rationale for Option D: This is incorrect. President Hoover's comments focus on the importance of individuals and their communities responding to overcome economic hardship and do not suggest expanding the role of government programs in regulating the economy.

Sample Response: 1 point

From 1929 to 1933, President Herbert Hoover tried to deal with the worsening economic crisis that became the Great Depression. His policies relied on his firm belief that

Victory over this depression and over our other difficulties will be won by the resolution of our people to fight their own battles in their own communities, by stimulating their ingenuity to solve their own problems.... This is not the easy way, but it is the American way.

President Herbert Hoover, radio address, February 12, 1931

Hoover's comments could be used to help support the thesis that he believed in which position?

- Ⓐ Economic hardships were exaggerated.
- Ⓑ The economic situation did not need correcting.
- Ⓒ Direct aid for the needy should come from private sources.
- Ⓓ Government programs to regulate the economy should be expanded.

American History
Spring 2022 Item Release

Question 23

Question and Scoring Guidelines

Question 23

Which factor led to the growth of labor unions in the United States during the early 1900s?

- Ⓐ low wages paid to immigrant farm workers
- Ⓑ unsafe working conditions in large factories
- Ⓒ consumer anger over tariffs on imported goods
- Ⓓ increased rates of unemployment in major U.S. cities

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor. (AH.9)

Depth of Knowledge: Level 1

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Low wages paid to farm workers in western states became an issue in the United States during the second half of the 20th century. This was not a major issue that led to the growth of labor unions during the early 1900s.

Rationale for Option B: **Key** – Unsafe working conditions that endangered the health of factory workers were a major factor leading to the growth of labor unions in the United States during the early 1900s.

Rationale for Option C: This is incorrect. Consumer anger over government-imposed tariffs was not a factor related to the growth of labor unions in the United States during the early 1900s.

Rationale for Option D: This is incorrect. During the early 1900s, unemployment rates in major U.S. cities were low due to the rapid growth of industry during this time period.

Sample Response: 1 point

Which factor led to the growth of labor unions in the United States during the early 1900s?

- Ⓐ low wages paid to immigrant farm workers
- Ⓑ unsafe working conditions in large factories
- Ⓒ consumer anger over tariffs on imported goods
- Ⓓ increased rates of unemployment in major U.S. cities

American History
Spring 2022 Item Release

Question 26

Question and Scoring Guidelines

Question 26

After World War II, the U.S. government adopted a policy of containment. This policy remained in place for several decades during the Cold War period.

What was the purpose of the containment policy?

- Ⓐ to limit the spread of communism in Europe and Asia
- Ⓑ to prevent the Soviet Union from testing a nuclear weapon
- Ⓒ to identify communist sympathizers living in the United States
- Ⓓ to foster the growth of domestic science- and technology-based industries

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: The United States followed a policy of containment during the Cold War in response to the spread of communism. (AH.23)

Depth of Knowledge: Level 1

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

Scoring Guidelines

Rationale for Option A: Key – The purpose of containment was to physically contain, or restrict, the spread of communism around the world.

Rationale for Option B: This is incorrect. U.S. containment policy was designed to prevent the spread of communist governments to different parts of the world. Additionally, the Soviet Union successfully tested a nuclear weapon shortly after the conclusion of World War II and continued to do so throughout the Cold War period.

Rationale for Option C: This is incorrect. The purpose of containment was to limit the spread of communism. Although indirectly related to McCarthyism, which sought to identify communist sympathizers within the United States, the purpose of containment was internationally oriented as opposed to domestically oriented.

Rationale for Option D: This is incorrect. Although the U.S. government promoted the growth of science- and technology-based industries during the Cold War, this was not the purpose of the government's policy of containment.

Sample Response: 1 point

After World War II, the U.S. government adopted a policy of containment. This policy remained in place for several decades during the Cold War period.

What was the purpose of the containment policy?

- to limit the spread of communism in Europe and Asia
- to prevent the Soviet Union from testing a nuclear weapon
- to identify communist sympathizers living in the United States
- to foster the growth of domestic science- and technology-based industries

American History
Spring 2022 Item Release

Question 28

Question and Scoring Guidelines

Question 28

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which issue was the leading cause of political debate over national security in the United States during the 1940s and 1950s?

- Ⓐ fear about communist infiltration in the government
- Ⓑ fear about future terrorist attacks on major American cities
- Ⓒ concern about the escalation of the military conflict in South Vietnam
- Ⓓ concern about the nation being pulled into conflict as a result of international alliances

Part B

Why did the issue you identified in part A lead to political debate over national security during this time period?

- Ⓐ Some Americans supported the investigations conducted by Senator Joseph McCarthy, while others felt that the investigations infringed on citizens' rights.
- Ⓑ Some Americans supported the United States' membership in the League of Nations, while others felt that the nation should follow an isolationist foreign policy.
- Ⓒ Some Americans supported new laws allowing the government to monitor communications, while others saw these new laws as an infringement of personal privacy.
- Ⓓ Some Americans supported actions taken by the United States to contain the international spread of communism, while others felt these actions did not align with the nation's values.

Points Possible: 2

Reporting Category: 1945 – Present

Content Statement: The Second Red Scare and McCarthyism reflected Cold War fears in American society. (AH.24)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Scoring Guidelines

Part A

Rationale for Option A: **Key** – Fear about communist infiltration in the government, instigated by Senator Joseph McCarthy, was the leading cause of political debate over national security in the United States during the 1940s and 1950s.

Rationale for Option B: This is incorrect. Although there was concern about possible Japanese attacks on the homeland during the 1940s, this was not viewed as a terrorist threat in the way that the nation feared future terrorist attacks following 9/11.

Rationale for Option C: This is incorrect. Although the U.S. military became involved in the Vietnam conflict in the late 1950s, its role was limited during this period and was not a major cause of domestic political debate.

Rationale for Option D: This is incorrect. Although the United Nations was established during the 1940s, concern about the United States being pulled

into conflict as a result of international alliances is largely associated with the establishment of the League of Nations following World War I.

Part B

Rationale for Option A: **Key** – Fear about communist infiltration in the U.S. government led to Senate hearings that most historians now agree were a violation of citizens' rights. Supporters felt that the hearings were needed to protect the nation against communism.

Rationale for Option B: This is incorrect. Concern about the nation being pulled into conflict because of international alliances was not the leading cause of debate during the 1940s and 1950s. Concern over international alliances was most closely associated with the debate over the United States' membership in the League of Nations following World War I.

Rationale for Option C: This is incorrect. Fear about future terrorist attacks on major American cities was not the leading cause of debate over national security during the 1940s and 1950s. This issue did lead to debate over laws such as the USA PATRIOT Act in more recent years. The USA PATRIOT Act was passed in response to the terrorist attacks on 9/11.

Rationale for Option D: This is incorrect. Concern about the escalation of the military conflict in South Vietnam was not the leading cause of debate over national security during the 1940s and 1950s. Although the use of the containment policy was an issue of debate, the policy eventually led to the buildup of U.S. troops in South Vietnam during the 1960s.

American History
Spring 2022 Item Release

Question 28

Sample Responses

Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which issue was the leading cause of political debate over national security in the United States during the 1940s and 1950s?

- A fear about communist infiltration in the government
- B fear about future terrorist attacks on major American cities
- C concern about the escalation of the military conflict in South Vietnam
- D concern about the nation being pulled into conflict as a result of international alliances

Part B

Why did the issue you identified in part A lead to political debate over national security during this time period?

- A Some Americans supported the investigations conducted by Senator Joseph McCarthy, while others felt that the investigations infringed on citizens' rights.
- B Some Americans supported the United States' membership in the League of Nations, while others felt that the nation should follow an isolationist foreign policy.
- C Some Americans supported new laws allowing the government to monitor communications, while others saw these new laws as an infringement of personal privacy.
- D Some Americans supported actions taken by the United States to contain the international spread of communism, while others felt these actions did not align with the nation's values.

Notes on Scoring

This response earns full credit (2 points) because the correct answer is selected in Part A and Part B.

Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which issue was the leading cause of political debate over national security in the United States during the 1940s and 1950s?

- A fear about communist infiltration in the government
- B fear about future terrorist attacks on major American cities
- C concern about the escalation of the military conflict in South Vietnam
- D concern about the nation being pulled into conflict as a result of international alliances

Part B

Why did the issue you identified in part A lead to political debate over national security during this time period?

- A Some Americans supported the investigations conducted by Senator Joseph McCarthy, while others felt that the investigations infringed on citizens' rights.
- B Some Americans supported the United States' membership in the League of Nations, while others felt that the nation should follow an isolationist foreign policy.
- C Some Americans supported new laws allowing the government to monitor communications, while others saw these new laws as an infringement of personal privacy.
- D Some Americans supported actions taken by the United States to contain the international spread of communism, while others felt these actions did not align with the nation's values.

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which issue was the leading cause of political debate over national security in the United States during the 1940s and 1950s?

- A fear about communist infiltration in the government
- B fear about future terrorist attacks on major American cities
- C concern about the escalation of the military conflict in South Vietnam
- D concern about the nation being pulled into conflict as a result of international alliances

Part B

Why did the issue you identified in part A lead to political debate over national security during this time period?

- A Some Americans supported the investigations conducted by Senator Joseph McCarthy, while others felt that the investigations infringed on citizens' rights.
- B Some Americans supported the United States' membership in the League of Nations, while others felt that the nation should follow an isolationist foreign policy.
- C Some Americans supported new laws allowing the government to monitor communications, while others saw these new laws as an infringement of personal privacy.
- D Some Americans supported actions taken by the United States to contain the international spread of communism, while others felt these actions did not align with the nation's values.

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 0 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which issue was the leading cause of political debate over national security in the United States during the 1940s and 1950s?

- (A) fear about communist infiltration in the government
- (B) fear about future terrorist attacks on major American cities
- (C) concern about the escalation of the military conflict in South Vietnam
- (D) concern about the nation being pulled into conflict as a result of international alliances

Part B

Why did the issue you identified in part A lead to political debate over national security during this time period?

- (A) Some Americans supported the investigations conducted by Senator Joseph McCarthy, while others felt that the investigations infringed on citizens' rights.
- (B) Some Americans supported the United States' membership in the League of Nations, while others felt that the nation should follow an isolationist foreign policy.
- (C) Some Americans supported new laws allowing the government to monitor communications, while others saw these new laws as an infringement of personal privacy.
- (D) Some Americans supported actions taken by the United States to contain the international spread of communism, while others felt these actions did not align with the nation's values.

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Sample Response: 0 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which issue was the leading cause of political debate over national security in the United States during the 1940s and 1950s?

- (A) fear about communist infiltration in the government
- (B) fear about future terrorist attacks on major American cities
- (C) concern about the escalation of the military conflict in South Vietnam
- (D) concern about the nation being pulled into conflict as a result of international alliances

Part B

Why did the issue you identified in part A lead to political debate over national security during this time period?

- (A) Some Americans supported the investigations conducted by Senator Joseph McCarthy, while others felt that the investigations infringed on citizens' rights.
- (B) Some Americans supported the United States' membership in the League of Nations, while others felt that the nation should follow an isolationist foreign policy.
- (C) Some Americans supported new laws allowing the government to monitor communications, while others saw these new laws as an infringement of personal privacy.
- (D) Some Americans supported actions taken by the United States to contain the international spread of communism, while others felt these actions did not align with the nation's values.

Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

American History
Spring 2022 Item Release

Question 31

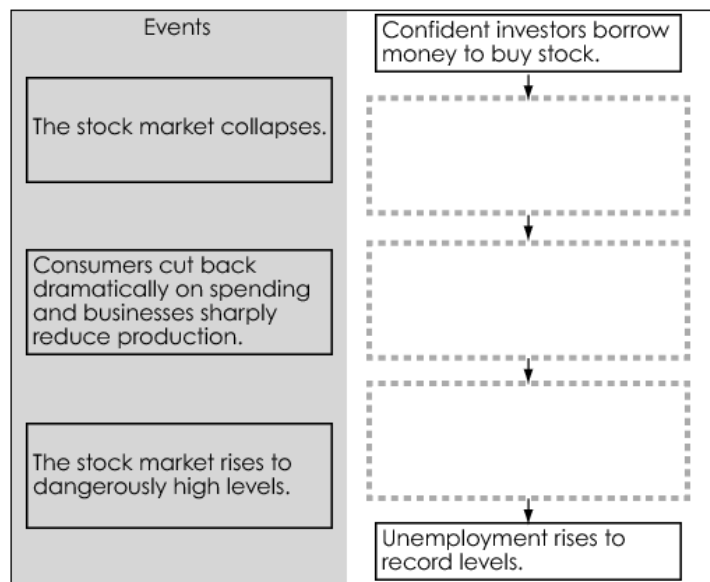
Question and Scoring Guidelines

Question 31

The Great Depression was a severe, long-term down-turn in the economy that had many causes.

Determine the order in which each event contributing to the Great Depression occurred.

Move the events into the blank boxes in sequence.



Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations. (AH.3)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

Scoring Guidelines

For this item, a full-credit response includes:

- “The stock market rises to dangerously high levels” moved to the first blank box
AND
- “The stock market collapses” moved to the second blank box
AND
- “Consumers cut back dramatically on spending and businesses sharply reduce production” moved to the third blank box (1 point).

American History
Spring 2022 Item Release

Question 31

Sample Responses

Sample Response: 1 point

The Great Depression was a severe, long-term down-turn in the economy that had many causes.

Determine the order in which each event contributing to the Great Depression occurred.

Move the events into the blank boxes in sequence.

Events	
	Confident investors borrow money to buy stock.
	↓
	The stock market rises to dangerously high levels.
	↓
	The stock market collapses.
	↓
	Consumers cut back dramatically on spending and businesses sharply reduce production.
	↓
	Unemployment rises to record levels.

Notes on Scoring

This response earns full credit (1 point) because it identifies the correct order in which each event contributing to the Great Depression occurred.

Sample Response: 0 points

The Great Depression was a severe, long-term down-turn in the economy that had many causes.

Determine the order in which each event contributing to the Great Depression occurred.

Move the events into the blank boxes in sequence.

Events	
	Confident investors borrow money to buy stock.
	↓
	The stock market collapses.
	↓
	The stock market rises to dangerously high levels.
	↓
	Consumers cut back dramatically on spending and businesses sharply reduce production.
	↓
	Unemployment rises to record levels.

Notes on Scoring

This response earns no credit (0 points) because it identifies the incorrect order in which each event contributing to the Great Depression occurred.

Sample Response: 0 points

The Great Depression was a severe, long-term down-turn in the economy that had many causes.

Determine the order in which each event contributing to the Great Depression occurred.

Move the events into the blank boxes in sequence.

Events	
	Confident investors borrow money to buy stock.
	↓
	Consumers cut back dramatically on spending and businesses sharply reduce production.
	↓
	The stock market collapses.
	↓
	The stock market rises to dangerously high levels.
	↓
	Unemployment rises to record levels.

Notes on Scoring

This response earns no credit (0 points) because it identifies the incorrect order in which each event contributing to the Great Depression occurred.

American History
Spring 2022 Item Release

Question 32

Question and Scoring Guidelines

Question 32

How did the westward expansion of white settlement affect American Indians?

- Ⓐ White settlers were searching for gold, and American Indians were recruited as work crews.
- Ⓑ White settlers wanted land for larger farms, and they enslaved American Indians as agricultural laborers.
- Ⓒ White settlers wanted to own western land and its natural resources, and they drove American Indians off their lands.
- Ⓓ White settlers wanted to be the first people to reach the Pacific coast, and the American Indians suffered as both groups raced west.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system. (AH.11)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Scoring Guidelines

Rationale for Option A: This is incorrect. American Indians were not typically involved in gold mining.

Rationale for Option B: This is incorrect. American Indians were not enslaved to work on settlers' farms.

Rationale for Option C: **Key** – The continued quest for western land, which would result in more money and resources for landowners, drove American Indians off their lands.

Rationale for Option D: This is incorrect. Many American Indian tribes already lived on the Pacific coast; a race to reach it was not the source of suffering for American Indians.

Sample Response: 1 point

How did the westward expansion of white settlement affect American Indians?

- (A) White settlers were searching for gold, and American Indians were recruited as work crews.
- (B) White settlers wanted land for larger farms, and they enslaved American Indians as agricultural laborers.
- (C) White settlers wanted to own western land and its natural resources, and they drove American Indians off their lands.
- (D) White settlers wanted to be the first people to reach the Pacific coast, and the American Indians suffered as both groups raced west.

American History
Spring 2022 Item Release

Question 37

Question and Scoring Guidelines

Question 37

Following World War II, groups such as the NAACP, AIM, NOW and UFW worked to promote fairness and equality in American society.

Select the boxes to identify the main goal of each organization during this time period.

	AIM	NAACP	NOW	UFW
Improving living conditions on reservations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending racial segregation in public schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving working conditions for migrant laborers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passage of an amendment prohibiting gender discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Points Possible: 2

Reporting Category: 1945 – Present

Content Statement: Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. (AH.27)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Scoring Guidelines

For this item, a full-credit response includes:

- “AIM” selected for “Improving living conditions on reservations”
AND
- “NAACP” selected for “Ending racial segregation in public schools”
AND
- “UFW” selected for “Improving working conditions for migrant laborers”
AND
- “NOW” selected for “Passage of an amendment prohibiting gender discrimination” (2 points).

For this item, a partial-credit response includes:

- At least two correct selections (1 point).

American History
Spring 2022 Item Release

Question 37

Sample Responses

Sample Response: 2 points

Following World War II, groups such as the NAACP, AIM, NOW and UFW worked to promote fairness and equality in American society.

Select the boxes to identify the main goal of each organization during this time period.

	AIM	NAACP	NOW	UFW
Improving living conditions on reservations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending racial segregation in public schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving working conditions for migrant laborers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Passage of an amendment prohibiting gender discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the main goal of each organization that worked to promote fairness and equality in American society following World War II.

Sample Response: 1 point

Following World War II, groups such as the NAACP, AIM, NOW and UFW worked to promote fairness and equality in American society.

Select the boxes to identify the main goal of each organization during this time period.

	AIM	NAACP	NOW	UFW
Improving living conditions on reservations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending racial segregation in public schools	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Improving working conditions for migrant laborers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Passage of an amendment prohibiting gender discrimination	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the main goal of two organizations that worked to promote fairness and equality in American society following World War II.

Sample Response: 1 point

Following World War II, groups such as the NAACP, AIM, NOW and UFW worked to promote fairness and equality in American society.

Select the boxes to identify the main goal of each organization during this time period.

	AIM	NAACP	NOW	UFW
Improving living conditions on reservations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending racial segregation in public schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Improving working conditions for migrant laborers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passage of an amendment prohibiting gender discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns partial credit (1 point) because it correctly identifies the main goal of two organizations that worked to promote fairness and equality in American society following World War II.

Sample Response: 0 points

Following World War II, groups such as the NAACP, AIM, NOW and UFW worked to promote fairness and equality in American society.

Select the boxes to identify the main goal of each organization during this time period.

	AIM	NAACP	NOW	UFW
Improving living conditions on reservations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending racial segregation in public schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving working conditions for migrant laborers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Passage of an amendment prohibiting gender discrimination	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the main goal of three organizations that worked to promote fairness and equality in American society following World War II. In order to earn partial credit, a response must identify the main goal of at least two organizations that worked to promote fairness and equality in American society following World War II.

Sample Response: 0 points

Following World War II, groups such as the NAACP, AIM, NOW and UFW worked to promote fairness and equality in American society.

Select the boxes to identify the main goal of each organization during this time period.

	AIM	NAACP	NOW	UFW
Improving living conditions on reservations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending racial segregation in public schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving working conditions for migrant laborers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Passage of an amendment prohibiting gender discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Notes on Scoring

This response earns no credit (0 points) because it incorrectly identifies the main goal of all four organizations that worked to promote fairness and equality in American society following World War II.

American History
Spring 2022 Item Release

Question 38

Question and Scoring Guidelines

Question 38

What was a criticism made about the U.S. government's treatment of enemy combatants after the attacks of September 11, 2001?

- Ⓐ Detainees were tortured in violation of international law.
- Ⓑ Detainees should be transferred to the custody of the CIA.
- Ⓒ Detainees were given legal representation they did not deserve.
- Ⓓ Detainees had too many opportunities to escape military prisons.

Points Possible: 1

Reporting Category: 1945 – Present

Content Statement: Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001 (AH.33)

Depth of Knowledge: Level 3

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how or why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 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.

Scoring Guidelines

Rationale for Option A: Key – Critics of the U.S. government's treatment of enemy combatants argued that individuals were tortured in violation of international law, including in places like the Guantanamo Bay detention camp.

Rationale for Option B: This is incorrect. This was not a central argument made by critics, and in fact some detainees were transferred from CIA custody.

Rationale for Option C: This is incorrect. This was not a criticism made by opponents of the U.S. government's treatment of enemy combatants.

Rationale for Option D: This is incorrect. This was not a major criticism of those who opposed the U.S. government's treatment of enemy combatants.

Sample Response: 1 point

What was a criticism made about the U.S. government's treatment of enemy combatants after the attacks of September 11, 2001?

- A Detainees were tortured in violation of international law.
- B Detainees should be transferred to the custody of the CIA.
- C Detainees were given legal representation they did not deserve.
- D Detainees had too many opportunities to escape military prisons.

American History
Spring 2022 Item Release

Question 39

Question and Scoring Guidelines

Question 39

Select **three** factors that indicate a source is credible.

- The author has a financial interest in the topic being debated.
- The author has a degree and work experience in the area being studied.
- The author's arguments rely on the use of stereotypes and biased language.
- The author's position is logical and internally consistent throughout the source.
- The author's evidence is clearly cited and confirmed by other reputable sources.
- The author publishes the source on a website that receives a large number of visitors.

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: The use of primary and secondary sources of information includes an examination of the credibility of each source. (AH.1)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 "describe or explain" would require students to go beyond a description or explanation of recalled information to describe or explain a result or "how" or "why."

Scoring Guidelines

Rationale for First Option: This is incorrect. If an author has a financial stake in the topic being debated, this would cause questions to be raised about the credibility of the source given the potential for bias.

Rationale for Second Option: **Key** – The qualifications of the author, including educational and work experience, are an important factor that can indicate the credibility of a source.

Rationale for Third Option: This is incorrect. While writing styles can differ across sources, a reliance on stereotypes and use of biased language would raise questions about the credibility of the source.

Rationale for Fourth Option: **Key** – It is crucial for an author to maintain consistency of position throughout the source in order for his or her perspectives to support strong theses and conclusions in his or her work.

Rationale for Fifth Option: **Key** – The use of proper citations and agreement with other reputable sources is an important factor in determining the credibility of a source.

Rationale for Sixth Option: This is incorrect. While publishing a source on a website with a lot of visitors may get more people to view the author's work, this does not enhance its credibility or even indicate the source is credible.

Sample Response: 1 point

Select **three** factors that indicate a source is credible.

- The author has a financial interest in the topic being debated.
- The author has a degree and work experience in the area being studied.
- The author's arguments rely on the use of stereotypes and biased language.
- The author's position is logical and internally consistent throughout the source.
- The author's evidence is clearly cited and confirmed by other reputable sources.
- The author publishes the source on a website that receives a large number of visitors.

American History
Spring 2022 Item Release

Question 41

Question and Scoring Guidelines

Question 41

Which statement describes an argument made by the Anti-Federalists during the ratification debates over the U.S. Constitution?

- Ⓐ A bill of rights must be included in order to protect citizens from abuse.
- Ⓑ A strong executive branch must be established to manage national affairs.
- Ⓒ A standing army must be formed to protect the nation against foreign invasion.
- Ⓓ A national system of taxation must be created to repay Revolutionary War debts.

Points Possible: 1

Reporting Category: Skills and Documents

Content Statement: The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power. (AH.7)

Depth of Knowledge: Level 1

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

Scoring Guidelines

Rationale for Option A: **Key** – The inclusion of a bill of rights was a major argument of Anti-Federalists. Anti-Federalists were afraid that without a written list of rights, the new government would deny those rights to citizens.

Rationale for Option B: This is incorrect. Anti-Federalists opposed a strong executive branch. Anti-Federalists were fearful that a strong executive branch would come to resemble a monarchy.

Rationale for Option C: This is incorrect. The formation of a standing army was a Federalist argument. Anti-Federalists were fearful of a standing army and believed it would restrict the rights of citizens.

Rationale for Option D: This is incorrect. Anti-Federalists were opposed to a system of national taxation. Anti-Federalists believed that national taxation would greatly reduce the power of state governments.

Sample Response: 1 point

Which statement describes an argument made by the Anti-Federalists during the ratification debates over the U.S. Constitution?

- A bill of rights must be included in order to protect citizens from abuse.
- A strong executive branch must be established to manage national affairs.
- A standing army must be formed to protect the nation against foreign invasion.
- A national system of taxation must be created to repay Revolutionary War debts.

American History
Spring 2022 Item Release

Question 42

Question and Scoring Guidelines

Question 42

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement describes the U.S. government's foreign policy following the Spanish-American War?

- Ⓐ The U.S. government isolated the United States from future international conflicts.
- Ⓑ The U.S. government further expanded the reach of American military and economic influence.
- Ⓒ The U.S. government assisted European countries whose economies had been damaged by the war.
- Ⓓ The U.S. government established a multinational organization that could help maintain peace in Europe.

Part B

Which factor motivated the U.S. government to pursue this foreign policy?

- Ⓐ decreased productivity of northern factories
- Ⓑ the desire for raw materials and new markets
- Ⓒ Dust Bowl–related crop failures in the Midwest
- Ⓓ decline of employment opportunities in the South

Points Possible: 2

Reporting Category: 1877 – 1945

Content Statement: As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power. (AH.14)

Depth of Knowledge: Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or 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, causes and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The U.S. government pursued an isolationist foreign policy following World War I, not the Spanish-American War.

Rationale for Option B: **Key** – Following its victory in the Spanish-American War, the U.S. government sought to project its military and economic influence further afield by establishing new U.S. territorial possessions and introducing new markets within these territories.

Rationale for Option C: This is incorrect. The U.S. government provided economic assistance to European countries following World War II, not the Spanish-American War.

Rationale for Option D: This is incorrect. The U.S. government considered establishing the League of Nations following World War I and was a charter member of the United Nations following World War II. It did not seek the establishment of a multinational peacekeeping organization following the conclusion of the Spanish-American War.

Part B

Rationale for Option A: This is incorrect. Although the United States was motivated in part by economic factors in its foreign policy decisions following the Spanish-American War, northern factories were experiencing increased productivity as a result of industrialization, not decreased productivity, during this time period.

Rationale for Option B: Key – At the time of the Spanish-American War's conclusion, the U.S. frontier had expanded across the North American continent, all the way to California. With expanded resources and a desire to increase production of goods, the United States needed access to both new markets and raw materials.

Rationale for Option C: This is incorrect. The Dust Bowl occurred approximately 30 years after the conclusion of the Spanish-American War.

Rationale for Option D: This is incorrect. Although agricultural employment opportunities were in decline in the South during the early 1900s, this economic issue was unrelated to the U.S. government's increasingly assertive foreign policy.

American History
Spring 2022 Item Release

Question 42

Sample Responses

Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement describes the U.S. government's foreign policy following the Spanish-American War?

- Ⓐ The U.S. government isolated the United States from future international conflicts.
- Ⓑ The U.S. government further expanded the reach of American military and economic influence.
- Ⓒ The U.S. government assisted European countries whose economies had been damaged by the war.
- Ⓓ The U.S. government established a multinational organization that could help maintain peace in Europe.

Part B

Which factor motivated the U.S. government to pursue this foreign policy?

- Ⓐ decreased productivity of northern factories
- Ⓑ the desire for raw materials and new markets
- Ⓒ Dust Bowl–related crop failures in the Midwest
- Ⓓ decline of employment opportunities in the South

Notes on Scoring

This response earns full credit (2 points) because the correct answer is selected in Part A and Part B.

Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement describes the U.S. government's foreign policy following the Spanish-American War?

- Ⓐ The U.S. government isolated the United States from future international conflicts.
- Ⓑ The U.S. government further expanded the reach of American military and economic influence.
- Ⓒ The U.S. government assisted European countries whose economies had been damaged by the war.
- Ⓓ The U.S. government established a multinational organization that could help maintain peace in Europe.

Part B

Which factor motivated the U.S. government to pursue this foreign policy?

- Ⓐ decreased productivity of northern factories
- Ⓑ the desire for raw materials and new markets
- Ⓒ Dust Bowl–related crop failures in the Midwest
- Ⓓ decline of employment opportunities in the South

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement describes the U.S. government's foreign policy following the Spanish-American War?

- Ⓐ The U.S. government isolated the United States from future international conflicts.
- Ⓑ The U.S. government further expanded the reach of American military and economic influence.
- Ⓒ The U.S. government assisted European countries whose economies had been damaged by the war.
- Ⓓ The U.S. government established a multinational organization that could help maintain peace in Europe.

Part B

Which factor motivated the U.S. government to pursue this foreign policy?

- Ⓐ decreased productivity of northern factories
- Ⓑ the desire for raw materials and new markets
- Ⓒ Dust Bowl–related crop failures in the Midwest
- Ⓓ decline of employment opportunities in the South

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 0 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement describes the U.S. government's foreign policy following the Spanish-American War?

- Ⓐ The U.S. government isolated the United States from future international conflicts.
- Ⓑ The U.S. government further expanded the reach of American military and economic influence.
- Ⓒ The U.S. government assisted European countries whose economies had been damaged by the war.
- Ⓓ The U.S. government established a multinational organization that could help maintain peace in Europe.

Part B

Which factor motivated the U.S. government to pursue this foreign policy?

- Ⓐ decreased productivity of northern factories
- Ⓑ the desire for raw materials and new markets
- Ⓒ Dust Bowl–related crop failures in the Midwest
- Ⓓ decline of employment opportunities in the South

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Sample Response: 0 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement describes the U.S. government's foreign policy following the Spanish-American War?

- Ⓐ The U.S. government isolated the United States from future international conflicts.
- Ⓑ The U.S. government further expanded the reach of American military and economic influence.
- Ⓒ The U.S. government assisted European countries whose economies had been damaged by the war.
- Ⓓ The U.S. government established a multinational organization that could help maintain peace in Europe.

Part B

Which factor motivated the U.S. government to pursue this foreign policy?

- Ⓐ decreased productivity of northern factories
- Ⓑ the desire for raw materials and new markets
- Ⓒ Dust Bowl–related crop failures in the Midwest
- Ⓓ decline of employment opportunities in the South

Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

American History
Spring 2022 Item Release

Question 46

Question and Scoring Guidelines

Question 46

What impact did Jim Crow laws have on African Americans living in the South?

- Ⓐ The laws made it illegal for African Americans to own land.
- Ⓑ The laws made it legal to discriminate against African Americans.
- Ⓒ The laws prohibited the limitation of voting rights for African Americans.
- Ⓓ The laws helped ensure full participation of African Americans in Southern society.

Points Possible: 1

Reporting Category: 1877 – 1945

Content Statement: Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. (AH.12)

Depth of Knowledge: Level 1

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

Scoring Guidelines

Rationale for Option A: This is incorrect. While Jim Crow laws limited African American rights, they did not prevent African Americans from owning land.

Rationale for Option B: **Key** – Jim Crow laws were state and local ordinances that served to discriminate against African Americans through a variety of avenues.

Rationale for Option C: This is incorrect. Some Jim Crow laws did restrict the voting rights of African Americans.

Rationale for Option D: This is incorrect. Jim Crow laws effectively prevented African Americans from participating in mainstream society by justifying discrimination.

Sample Response: 1 point

What impact did Jim Crow laws have on African Americans living in the South?

- (A) The laws made it illegal for African Americans to own land.
- (B) The laws made it legal to discriminate against African Americans.
- (C) The laws prohibited the limitation of voting rights for African Americans.
- (D) The laws helped ensure full participation of African Americans in Southern society.