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Student Name: _____



Missouri

DEPARTMENT OF ELEMENTARY & SECONDARY

EDUCATION™

End-of-Course Assessment

American History



Practice Test

Directions to the Student

Today you will be taking the Missouri American History Test. This is a test of how well you understand the course level expectations for American History.

There are several important things to remember:

- 1 Read each question carefully and think about the answer. Then choose the answer that you think is best.
- 2 Make sure you clearly mark the correct choice in your test book.
- 3 If you do not know the answer to a question, skip it and go on. You may return to it later if you have time.
- 4 If you finish the test early, you may check over your work.

1. Read the excerpt.

The Proclamation of Amnesty [*Forgiveness*] and Reconstruction.

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA:

A PROCLAMATION.

WHEREAS, in and by the Constitution of the United States, it is provided that the President ‘shall have power to grant . . . pardons for offences against the United States, except in cases of impeachment;’ . . .

The persons excepted from the benefits of the foregoing provisions are all who are, or shall have been, civil or diplomatic officers or agents of the so-called Confederate government; all who have left judicial stations under the United States to aid the rebellion; all who are, or shall have been, military or naval officers of said so-called Confederate government above the rank of colonel in the army or of lieutenant in the navy; all who left seats in the United States congress to aid the rebellion; all who resigned commissions in the army or navy of the United States and afterwards aided the rebellion; and all who have engaged in any way in treating colored persons, or white persons in charge of such, otherwise than lawfully as prisoners of war, and which persons may have been found in the United States service as soldiers, seamen, or in any other capacity.

—President Abraham Lincoln, 1863

What was the purpose of the action described in the excerpt?

- A.** to seize the property of southern landowners
- B.** to encourage southerners to accept reunification
- C.** to appoint leaders for southern state governments
- D.** to end alliances between southern states and foreign nations

2. Read the transcript of the Emancipation Proclamation issued by President Abraham Lincoln in 1863.

“Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

‘That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.’”

—Abraham Lincoln

Which amendment was passed to continue the ideals of the Emancipation Proclamation?

- A. First Amendment
- B. Tenth Amendment
- C. Thirteenth Amendment
- D. Twenty-sixth Amendment

Go On ►

3. Select the box to correctly identify whether each action that followed the Civil War expanded or limited equality for previously enslaved persons.

	Expanded Equality	Limited Equality
<p>“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.” (Fifteenth Amendment)</p>		
<p>“The conductor of each passenger train is authorized and required to assign each passenger to the car or the division of the car, when it is divided by a partition, designated for the race to which such passenger belongs.” (Alabama law, 1915)</p>		
<p>“The Secretary of War may direct . . . provisions, clothing, and fuel, as he may deem needful for the immediate and temporary shelter and supply of destitute and suffering refugees and freedmen and their wives and children. . . .” (Freedmen’s Bureau Act, 1865)</p>		
<p>“Every civil officer shall, and every person may, arrest and carry back to his or her legal employer any freedman, free negro, or mulatto who shall have quit the service of his or her employer before the expiration of his or her term of service without good cause.” (Mississippi Black Code, 1866)</p>		

4. Which group of people received gainful employment and education as a result of the creation of the Freedmen's Bureau?
- A. migrant workers
 - B. Native Americans
 - C. European immigrants
 - D. former enslaved persons

5. Read the excerpt from the Gettysburg Address given by President Abraham Lincoln on November 19, 1863.

“Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that ‘all men are created equal.’ Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. . . .”

—President Abraham Lincoln

Which event was motivated by the ideals of Lincoln’s speech?

- A. the McCarthy hearings
- B. the start of World War I
- C. the start of World War II
- D. the Civil Rights Movement

6. **What did the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and the Radical Republicans have in common?**
- A. They maintained high tariffs on imported goods for the South.
 - B. They required Southerners to swear a loyalty oath to the Union.
 - C. They made it difficult for Southern states to return to the Union.
 - D. They allowed Southern officers to participate in the federal government.

American History

Directions: Study the photographs showing Chiricahua Apache children before and after their arrival at the Carlisle Indian School in the 1880s, and then answer the question.



7. **Why did the United States government want Native Americans to learn English and attend boarding schools like the one shown in the photographs?**
- A. to preserve Native American cultures and languages
 - B. to assimilate Native Americans into European-American culture
 - C. to pressure Native American families to settle west of the Mississippi
 - D. to encourage Native Americans to become involved in the political process

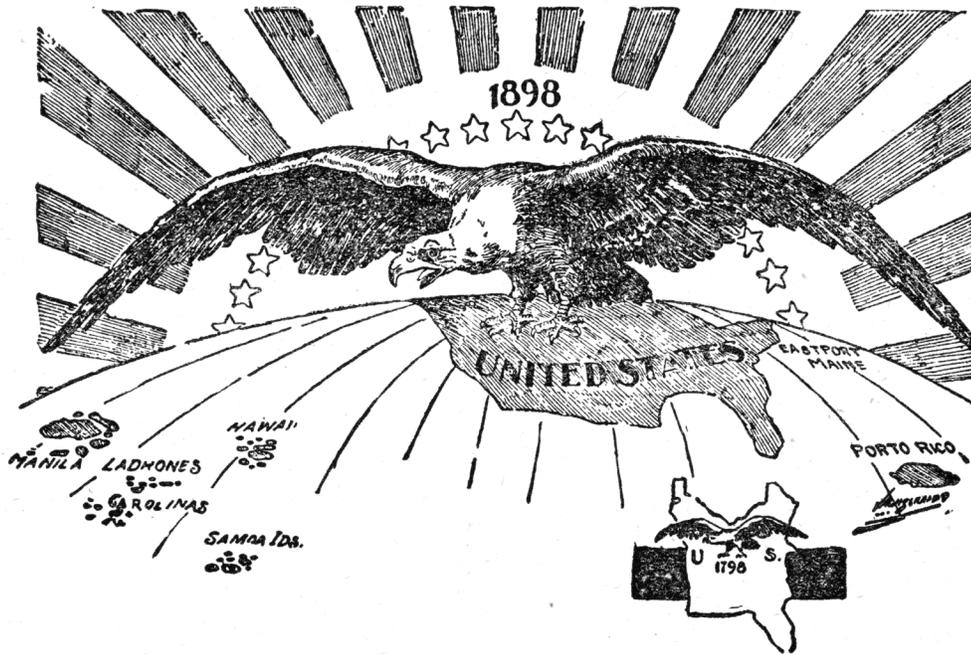
8. **Read the information from the National Archives about the Dawes Act of 1887.**

On February 8, 1887, Congress passed the Dawes Act, named for its author, Senator Henry Dawes of Massachusetts. Also known as the General Allotment Act, the law allowed for the President to break up reservation land, which was held in common by the members of a tribe, into small allotments to be parceled out to individuals. Thus, Native Americans registering on a tribal “roll” were granted allotments of reservation land.

What was one cost and one benefit of the Dawes Act? In the answer, be sure to explain how a cost to one group could be considered a benefit to another.

Enter the answer in the box.

9. Study the cartoon.



Ten thousand miles from tip to tip.—Philadelphia Press.

Which statements support the perspective shown in the political cartoon published in the *Philadelphia Press*, a newspaper published between 1857 and 1920?

Select all that apply.

- A. The United States should steer clear of alliances with foreign powers.
- B. The United States should seek out new natural resources for the benefit of its businesses.
- C. The United States should remain isolated to protect economic and military development.
- D. The United States should look solely inward and not concern itself with its closest neighbors.
- E. The United States should intervene to support countries that desire a democratic government.

Go On ►

10. Read the excerpt from Booker T. Washington’s speech in September 1895 before the Cotton States and International Exposition in Atlanta.

“A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen a signal, ‘Water, water; we die of thirst!’ The answer from the friendly vessel at once came back, ‘Cast down your bucket where you are.’ . . . The captain of the distressed vessel, at last heeding the injunction, cast down his bucket, and it came up full of fresh, sparkling water from the mouth of the Amazon River.

To those of my race who depend on bettering their condition in a foreign land or who underestimate the importance of cultivating friendly relations with the Southern white man, who is their next-door neighbor, I would say: ‘Cast down your bucket where you are’—cast it down in making friends in every manly way of the people of all races by whom you are surrounded.”

—Booker T. Washington

In the excerpt, how does Washington suggest that racial equality should be achieved?

- A.** by maintaining policies of segregation
- B.** by blaming racism on white southerners
- C.** by using available resources for improvement
- D.** by seeking better job opportunities in the North

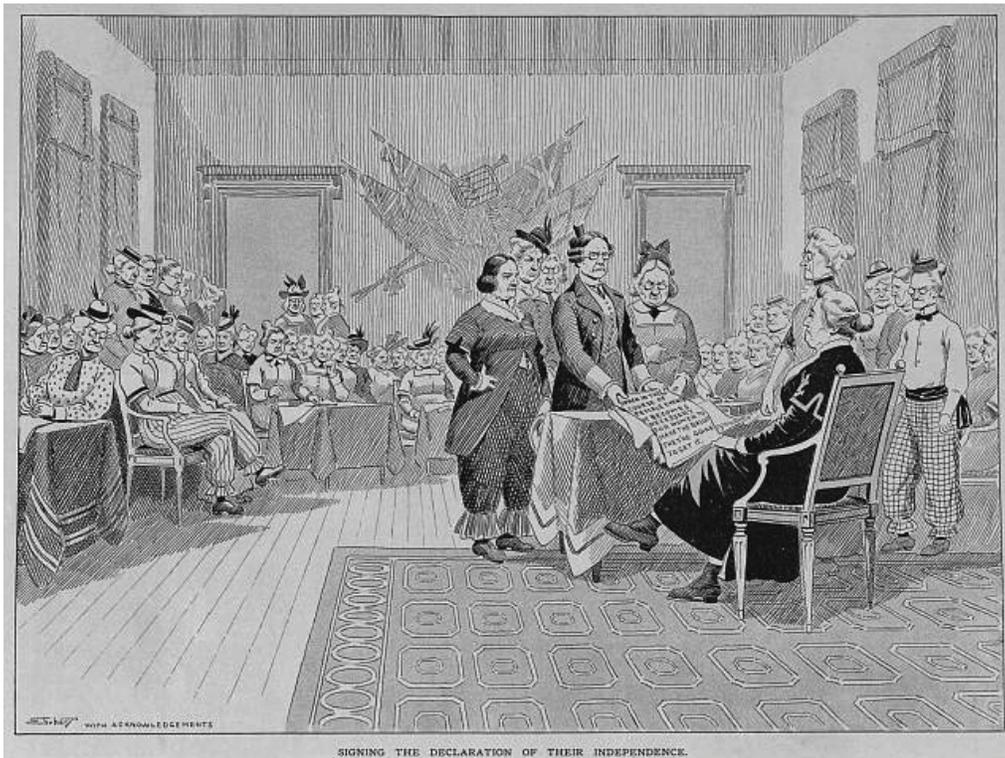
11. Select which statements reflect a laissez-faire policy.

	Laissez-faire
High business profits benefit society.	
Labor laws should exist to protect children.	
Citizens will choose the best product at the best price.	
The government should watch for potential corruption in the stock market.	

Directions: Read the sources and then answer the questions.

Source 1: Signing Their Declaration of Independence

The illustration shows a group of women at a convention presenting their declaration of independence for the signature of a woman seated at a table in the foreground, possibly meant to represent the late Susan B. Anthony. Their declaration states, “When in the course of female events it becomes necessary for women to have the ballot they’re going to get it.”



Source 2: John Trumbull's *Declaration of Independence*, July 4, 1776

The painting shows the drafting of the Declaration of Independence in 1776.



12. Which issue is the focus of comparison between the illustrations?
- A. emancipation
 - B. minority rights
 - C. women's suffrage
 - D. national independence
13. Which statement about women's suffrage is supported by the images?
- A. Women's rights were a challenge to social norms.
 - B. Women lacked the education needed to serve as leaders.
 - C. Women lacked the knowledge of issues needed to vote in elections.
 - D. Women's suffrage was included in the Declaration of Independence.

14. Read the excerpt.

“In bestowing charity, the main consideration should be to help those who will help themselves; to provide part of the means by which those who desire to improve may do so; to give those who desire to use the aids by which they may rise; to assist, but rarely or never to do all.”

—Andrew Carnegie, “Wealth,” 1889

A person defending Carnegie’s position in the excerpt would most likely advocate for which of the following?

- A. limits on wealth
 - B. graduated income tax
 - C. regulation of business
 - D. laissez-faire economics
15. **Which action was a direct result of the temperance movement of the early twentieth century?**
- A. the stock market crash of 1929
 - B. the prohibition of alcohol by the Eighteenth Amendment
 - C. the America First Committee’s opposition to World War II
 - D. the passage of women’s suffrage in the Nineteenth Amendment

16. Match the muckraking books to the reform influenced by their publication.

A.	<i>The Jungle</i> by Upton Sinclair	(A) (B) (C)	Settlement Houses such as Jane Addams's Hull House
B.	<i>How the Other Half Lives</i> by Jacob Riis	(A) (B) (C)	Passage of the Sherman Antitrust Act
C.	<i>The History of the Standard Oil Company</i> by Ida Tarbell	(A) (B) (C)	Public Regulations under the Pure Food and Drug Act

17. A political leader who supports imperialism would most likely make which statement?

- A. Expansion to other parts of the world will ruin democratic ideals.
- B. Expansion will help the economy gain natural resources and markets to sell goods.
- C. Expansion will destabilize and weaken the military's ability to protect American shores.
- D. Expansion to other countries will cost money that could otherwise be spent on infrastructure.

18. Which action was the immediate cause for the United States' entry into World War I?
- A. the revelation of the Zimmerman telegram, intercepted in January, 1917
 - B. the assassination of Archduke Franz Ferdinand of Austria, a key ally in 1914
 - C. the breaking of trade agreements with both Allied Powers and Central Powers in 1914
 - D. the use of unrestricted submarine warfare, including the sinking of the RMS *Lusitania* in 1915

19. Study the photograph taken in front of the White House in 1918.



The sign reads: "President Wilson is deceiving the world when he appears as the prophet of Democracy. President Wilson has opposed those who demand democracy for this country. He is responsible for the disenfranchisement of millions of Americans. We in America know this. The world will find him out."

Which statement best explains why the individuals in the photograph were protesting?

- A. They demanded President Wilson's support of women's suffrage.
- B. They opposed President Wilson's support for the League of Nations.
- C. They demanded President Wilson's support of African American suffrage.
- D. They opposed President Wilson's removal of African American civil service workers.

20. Read the quotation.

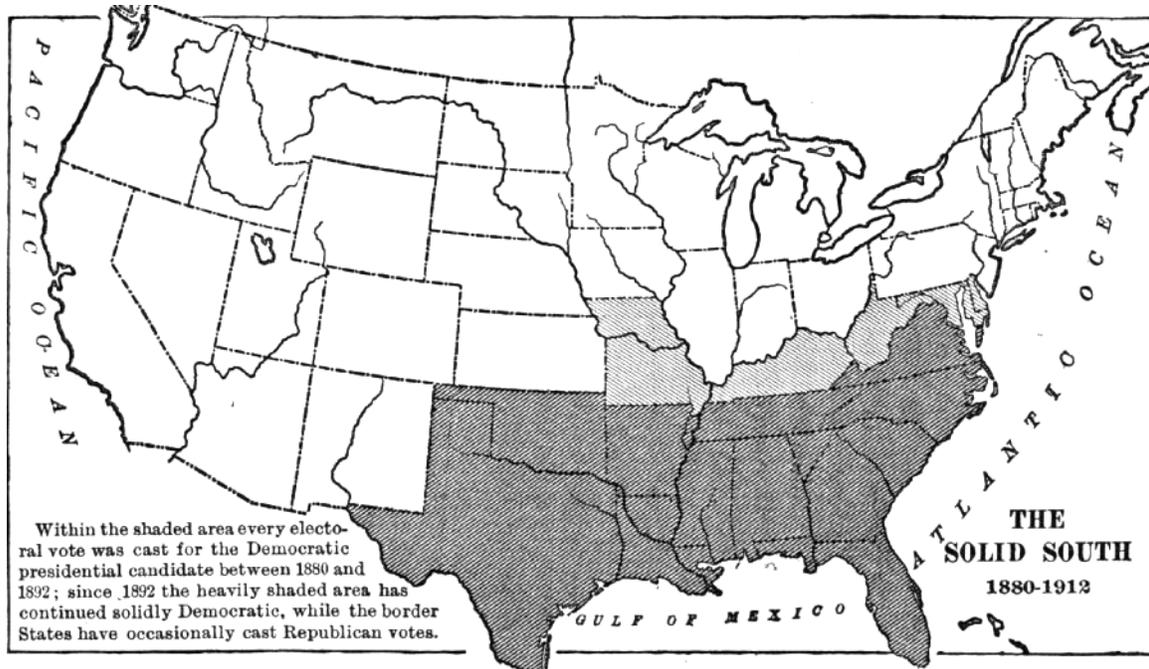
“What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression.”

—President Woodrow Wilson, Fourteen Points speech, January 8, 1918

How did Wilson’s Fourteen Points affect Europe following World War I?

- A. It gave rise to the creation of the League of Nations.
- B. It allowed Germany to annex lands won during the war.
- C. It forced Germany to pay for damage done during the war.
- D. It allowed the Central Powers to negotiate the Paris Peace Treaty.

21. Study the map that was published in *The New Nation*, a United States History textbook, 1923.



Which of these best explains the voting patterns of the “Solid South” region shown on the map?

- A. election of African Americans to Congress
- B. denial of rights to African American voters
- C. social equality between African Americans and white southerners
- D. economic equality between African Americans and white southerners

22. Study the photograph.



Actress Alice Joyce dressed as a flapper, 1926. Source: Bain News Service.

What does the photograph illustrate about changing roles for women in society after World War I?

- A. Women had difficulties finding work after World War I.
- B. Women were pushing for greater freedoms and independence.
- C. Women faced more restrictions in society following World War I.
- D. Women were not as affected as men were by the Great Depression.

Go On ►

23. Examine the photograph.



Which period does the photograph depict?

- A. Red Scare
- B. World War II
- C. Great Depression
- D. Roaring Twenties

24. **What was the long-term environmental factor caused by people that led to the Dust Bowl?**
- A. increased grazing areas
 - B. increased crop rotations
 - C. increased topsoil erosion
 - D. increased water shortages

25. Read the information.

New Deal Programs
Civilian Conservation Corps (CCC)
Civil Works Administration (CWA)
Federal Housing Administration (FHA)
Social Security Act (SSA)
Works Progress Administration (WPA)

Based on the information, explain three examples of how New Deal Programs changed the role of government in people’s lives. Use the information to support the answer.

Enter the answer in the box.

26. **Which of President Franklin Roosevelt’s policies was criticized for violating the principle of separation of powers?**
- A. the call for the creation of the Social Security system
 - B. the closing of all banks when a banking holiday was declared
 - C. the call to enter World War II after the bombing of Pearl Harbor
 - D. the court-packing plan to add six additional Supreme Court justices
27. **The Bracero Program began during World War II as a result of agreements between the United States and Mexico. It resulted in large numbers of Mexican citizens coming to the United States on a short-term basis.**

Which sentence best explains why the Bracero Program was implemented?

- A. Mexico wanted to offer aid to Congress during the war.
- B. Congress wanted to include more diverse cultures in society.
- C. Labor shortages during the war led to the need for more workers.
- D. Production surpluses allowed the government to feed a larger population.

28. Read the quotation.

“They are a dangerous element. There is no way to determine their loyalty. It makes no difference whether he is an American citizen.”

—Lieutenant General John L. DeWitt, 1942

Which Supreme Court case is most closely associated with the quotation?

- A. *Plessy v. Ferguson*
- B. *Worcester v. Georgia*
- C. *Korematsu v. United States*
- D. *Brown v. Board of Education*

29. Study the photograph and read the caption.



World War II-era worker operating a hand drill at Vultee in Nashville, Tennessee. The employee is working on a Vengeance dive bomber.

Which title would be most appropriate for the photograph?

- A. Office of Price Administration Sets Factory Production Goals
- B. War Production Board Promotes the Women of the Workforce
- C. Office of Scientific Research and Development Creates New Plane
- D. War Refugee Board Hires Displaced Workers from across the Globe

Go On ►

30. Read the quotation from the *Basic Program Plan for Womanpower*, created by the United States Office of War Information during World War II regarding a propaganda campaign.

“It is almost impossible under present conditions to make many of these jobs more attractive. A laundry, even with the most modern plant and equipment is still a pretty unpleasant place to work. These jobs will have to be glorified as patriotic war service if American women are to be persuaded to take them and stick to them. Their importance to a nation engaged in total war must be convincingly presented.”

Select the statement that **best** explains why the campaign was created.

- A. to improve conditions for women working in unpleasant jobs
- B. to create more work opportunities for women during wartime
- C. to recruit women into taking jobs that supported wartime efforts
- D. to convince the government that women were needed to fill military roles

Go On ►

31. **Read the letter from Hollywood screenwriter Jack Moffitt to Congressman Norris Paulson.**

April 11, 1947

Mr. Norris Paulson

Member of Congress

The House of Representatives

Washington, D.C.

Dear Norris:

Hollywood really is scared because of its Red record. Every studio in town is trying to figure out a way to whitewash itself.

But here's a laugh—Martin Berkley, the scenario writer whom Darryl Zanuch has assigned to write "The Iron Curtain" (an anti-Communist picture for Twentieth Century Fox) IS A COMMUNIST and, at the present moment, HAS A COMMUNIST CARD IN HIS POCKET. I learned this from an F.B.I. man, who recently resigned from the service. Please keep the source of the information confidential.

I think this information should be relayed, at once, to Mr. Thomas.

Sincerely,

[SIGNATURE] Jack Moffitt

Jack Moffitt

What was the purpose of Mr. Moffitt's letter?

- A. to inform Congress that he had a confidential information source
- B. to persuade Congressman Paulson to further investigate Martin Berkley
- C. to persuade an FBI agent to share information about communists in Hollywood
- D. to inform Congressman Paulson that Darryl Zanuch was writing "The Iron Curtain"

32. **Read the quotation from President Harry Truman's address to Congress on March 12, 1947.**

"I believe that it must be the policy of the United States to support the free peoples who are resisting attempted subjugation by armed minorities or by outside pressures."

—Harry S. Truman

Which nation's actions was President Truman most likely talking about when he referred to "outside pressures"?

- A. Iran
- B. Japan
- C. Germany
- D. Soviet Union

Go On ►

33. Which statement explains the main economic reason for completing the United States Interstate Highway System?
- A. to increase car ownership
 - B. to regulate trade between states
 - C. to create places for planes to land during emergencies
 - D. to allow goods to move from place to place more quickly

34. Read the excerpt from President Dwight D. Eisenhower's farewell address in 1961.

“Throughout America’s adventure in free government, our basic purposes have been to keep the peace; to foster progress in human achievement, and to enhance liberty, dignity and integrity among people and among nations. . . .

Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology—global in scope, atheistic in character, ruthless in purpose, and insidious in method. Unhappily the danger it poses promises to be of indefinite duration. To meet it successfully, there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle—with liberty the stake. Only thus shall we remain, despite every provocation, on our chartered course toward permanent peace and human betterment.”

—President Dwight D. Eisenhower

What circumstance was Eisenhower referring to in the excerpt?

- A. Cold War
- B. World War II
- C. Alliance for Progress
- D. Civil Rights Movement

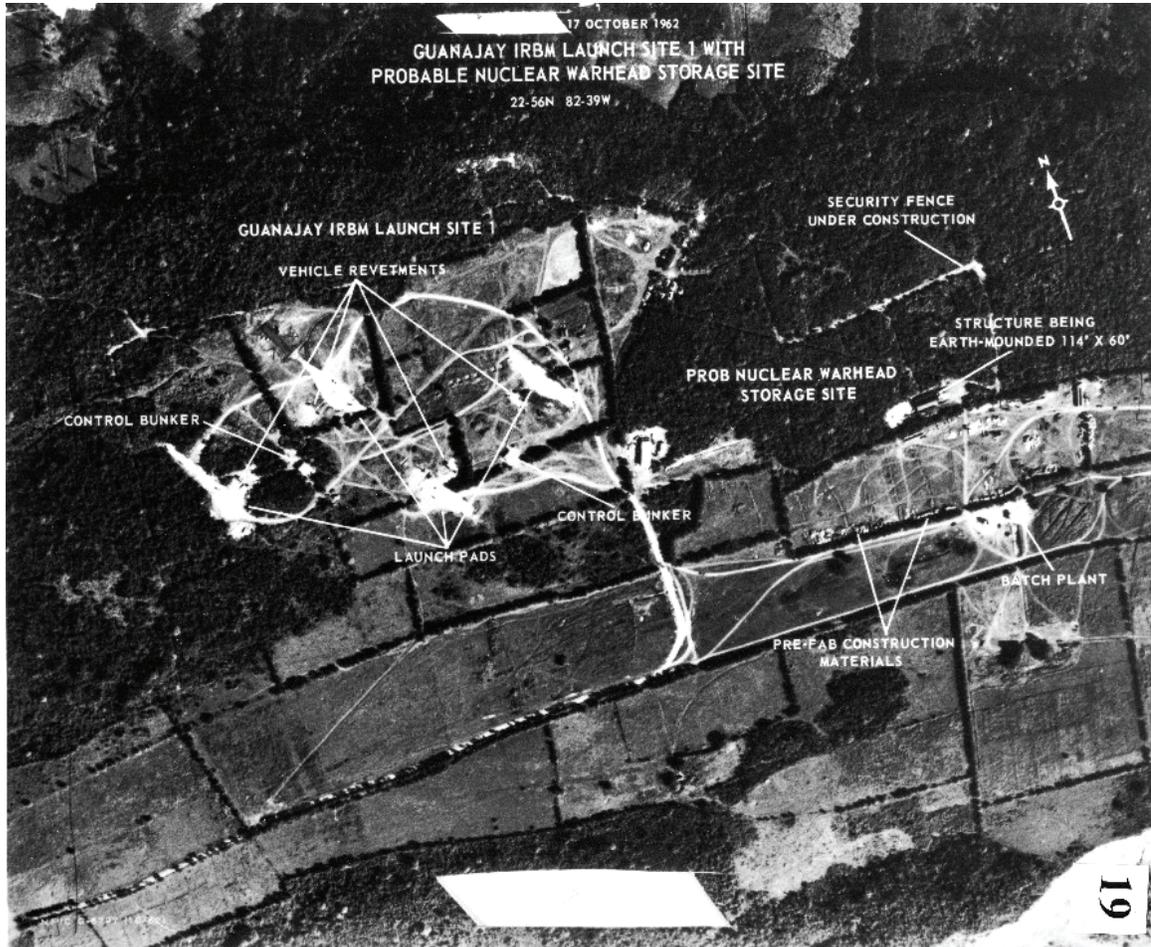
35. Match each president to the Cold War conflict that occurred during his administration.

Truman	<input type="radio"/>	<input type="radio"/>	Korean War
Kennedy	<input type="radio"/>	<input type="radio"/>	Iran Hostage Crisis
Johnson	<input type="radio"/>	<input type="radio"/>	Cuban Missile Crisis
Carter	<input type="radio"/>	<input type="radio"/>	Escalation in Vietnam
Eisenhower	<input type="radio"/>	<input type="radio"/>	Hungarian Revolution

36. Put the events in chronological order by selecting the letters for the events in the correct box.

A.	The Civil Rights Act of 1964 made racial discrimination in public facilities and employment illegal.		(A) (B) (C) (D)	First
B.	The Fourteenth Amendment prevented states from denying citizens equal protection under the law.		(A) (B) (C) (D)	Second
C.	The Supreme Court ruled that “separate but equal” facilities are unconstitutional in <i>Brown v. Board of Education</i> .		(A) (B) (C) (D)	Third
D.	The Supreme Court ruled that “separate but equal” facilities are constitutional in <i>Plessy v. Ferguson</i> .		(A) (B) (C) (D)	Fourth

37. Examine the photograph taken by a United States spy plane in October 1962.



Which event is most closely associated with the photograph?

- A. the Bay of Pigs
- B. the Tet Offensive
- C. the Cuban Missile Crisis
- D. the Apollo 11 launch site

38. Read the excerpt.

“No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.”

—Voting Rights Act, 1965

Which event encouraged President Lyndon B. Johnson to sign the legislation?

- A. Vietnam War
- B. Grape Boycott
- C. Reconstruction
- D. Selma Campaign

39. Study the photograph and read the caption.



Tipi with sign “American Indian Movement” on the grounds of the Washington Monument, Washington, D.C., during the “Longest walk”

What is a similarity between this movement and the civil rights movement?

- A. Both movements sought equality for minority groups.
- B. Both movements wanted independent nations for minority groups.
- C. Both movements focused on gaining legal recognition as American citizens.
- D. Both movements sought legal enforcement of treaties with the United States.

40. Read the excerpt.

“I, William J. Clinton, President of the United States of America, find that the proliferation of nuclear, biological, and chemical weapons (“weapons of mass destruction”) and of the means of delivering such weapons, constitutes an unusual and extraordinary threat to the national security, foreign policy, and economy of the United States, and hereby declare a national emergency to deal with that threat. . . .”

—Executive Order 12938, issued November 14, 1994

The excerpt is **most** associated with which of these events?

Select **all** that apply.

- A. regime change in Haiti
- B. acts of genocide in Iraq
- C. human rights abuses by China
- D. technological advances in Iran
- E. migration of refugees from Cuba

Go On ►

41. Study the chart.

Some Events Related to the War Powers Act, 1990–2002

Year(s)	President	Event
1990–1991	George H. W. Bush	President Bush took the position that he did not need “authority” from Congress to carry out the United Nations resolutions which authorized member states to use “all necessary means” to eject Iraq from Kuwait; however he did ask for Congressional “support” of U.S. operations in the Persian Gulf. Congress passed, and the President signed, Public Law 102-1 authorizing the President to use force against Iraq if the President reported that diplomatic efforts had failed. President Bush did so report, and initiated Operation Desert Storm.
1993–1999	Bill Clinton	President Clinton made a number of reports to Congress “consistent with the War Powers Resolution” regarding the use of U.S. forces in the former Yugoslavia, but never cited Section 4(a)(1), and thus did not trigger the 60 day time limit. Opinion in Congress was divided and many legislative measures regarding the use of these forces were defeated without becoming law.
2001	George W. Bush	Congress passed Public Law 107-40, authorizing President Bush to “use all necessary and appropriate force against those nations, organizations, or persons he determines planned, authorized, committed, or aided the terrorist attacks that occurred on September 11, 2001, or harbored such organizations or persons.”
2002	George W. Bush	Congress authorized President George W. Bush to use force against Iraq, pursuant to the War Powers Resolution.

Based on the chart, which statements **best** describe presidential decisions about use of military forces during this period?

Select **all** that apply.

- A. Congress was successful in withdrawing troops from prolonged conflicts.
- B. Presidents objected to attempts to limit the power of the executive branch.
- C. Congress asserted its control over certain foreign policy actions by presidents.
- D. Presidents assumed extraordinary powers after a declaration of war was issued.
- E. Congress repealed laws limiting executive powers during times of national emergencies.

Go On ►

42. Study the information from the Family and Medical Leave Act.

The Family and Medical Leave Act (FMLA) provides certain employees with up to 12 weeks of unpaid, job-protected leave per year. It also requires that their group health benefits be maintained during the leave. . . .

FMLA applies to all public agencies, all public and private elementary and secondary schools, and companies with 50 or more employees. These employers must provide an eligible employee with up to 12 weeks of unpaid leave each year for any of the following reasons:

- for the birth and care of the newborn child of an employee;
- for placement with the employee of a child for adoption or foster care;
- to care for an immediate family member (spouse, child, or parent) with a serious health condition; or
- to take medical leave when the employee is unable to work because of a serious health condition.

Which statements describe how the FMLA provides for equal employment opportunity?

Select **all** that apply.

- A. Employers must allow parents time off for childbirth.
- B. Employees may take time off to care for sick parents.
- C. Employees of public schools are not provided benefits.
- D. Employers must provide 12 weeks of paid leave for adoption.
- E. Employees need to return from paid leave during busy times.

ITEM TYPES

CR – Constructed Response

SA – Short Answer

ESR – Evidence-Based Selected Response

TE – Technology Enhanced

MC – Multiple MC

WP – Writing Prompt

MS – Multi-Select Response

Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	1	MC	9-12.AH.2.CC.A	B	1	
1	2	MC	9-12.AH.2.GS.B	C	1	
1	3	TE	9-12.AH.2.GS.B	Letters = columns Numbers = rows A1,B2,A3,B4	2	2 points for all four correct answers, one point for three correct answers
1	4	MC	9-12.AH.2.GS.B	D	1	
1	5	MC	9-12.AH.5.CC.D	D	1	
1	6	MC	9-12.AH.2.CC.A	B	1	
1	7	MC	9-12.AH.2.PC.B	B	1	

ITEM TYPES

CR – Constructed Response	SA – Short Answer
ESR – Evidence-Based Selected Response	TE – Technology Enhanced
MC – Multiple MC	WP – Writing Prompt
MS – Multi-Select Response	

Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	8	SA	9-12.AH.1.EC.A	<p align="center">Sample 3-Point Response:</p> <p>One cost was the Native Americans lost their land. One benefit was the government now controlled the land and could make it available for settlers. So, the cost of one group (Native Americans) losing land, benefited another the group the settlers who gained the land.</p> <p align="center">OR</p> <p>The Dawes Act was a benefit to Native Americans as they received individual pieces of land, so individuals became landowners. The Dawes Act also cost Native Americans as it meant the collective culture/wealth/influence of the tribe due to the breakup of tribal lands.</p> <p>In this case, to the group the settlers who gained the land. This shows how a cost to one group can benefit another.</p> <p align="center">Sample 2-Point Response:</p> <p>One cost was the Native Americans lost their land. The cost of one group (Native Americans) losing land, but it benefited another the settlers.</p> <p align="center">Sample 1-Point Response:</p> <p>The tribes lost land.</p> <p align="center">Costs:</p> <ul style="list-style-type: none"> - Many Native Americans lost their lands. - Native American tribes were broken up. - White settlers moved onto/were able to obtain Native American lands. - Many Native Americans lost aspects of their culture. <p align="center">Benefits:</p> <ul style="list-style-type: none"> - White settlers moved onto/were able to obtain Native American lands. - The U.S. Government/states were able to take control of Native American lands. - The U.S. Government had more control of Native American tribes. - Native Americans were granted citizenship if they accepted the land allotments. 	3	<p>3 points = Provides both cost and benefit with explanation of how a cost to one group could be considered a benefit to another.</p> <p>2 points = Provides both cost and benefit. The explanation is missing or incomplete. OR provides a cost or benefit with complete explanation. OR provides explanation without stating cost/benefit, e.g., "The tribes lost, the government gained."</p> <p>1 point = Provides benefit-only; or provides cost-only.</p>
1	9	MC	9-12.AH.1.CC.B	B,E	1	1 point for two correct answers
1	10	MC	9-12.AH.3.PC.A	C	1	

ITEM TYPES**CR – Constructed Response****SA – Short Answer****ESR – Evidence-Based Selected Response****TE – Technology Enhanced****MC – Multiple MC****WP – Writing Prompt****MS – Multi-Select Response**

Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	11	TE	9-12.AH.2.EC.C	Letters = columns Numbers = rows A1,A3	2	1 point for each correct answer
1	12	MC	9-12.AH.3.PC.A	C	1	
1	13	MC	9-12.AH.3.PC.A	A	1	
1	14	MC	9-12.AH.2.EC.D	D	1	
1	15	MC	9-12.AH.3.GS.B	B	1	
1	16	TE	9-12.AH.3.EC.C	Numbers = left column Letters = right column C1,A2,B3	1	1 point for three correct answers
1	17	MC	9-12.AH.3.CC.A	B	1	
1	18	MC	9-12.AH.3.CC.B	A	1	
1	19	MC	9-12.AH.3.GS.B	A	1	
1	20	MC	9-12.AH.3.CC.C	A	1	
1	21	MC	9-12.AH.1.G.B	B	1	
1	22	MC	9-12.AH.3.GS.C	B	1	
1	23	MC	9-12.AH.4.PC.A	C	1	
1	24	MC	9-12.AH.4.G.A	C	1	

ITEM TYPES

CR – Constructed Response

SA – Short Answer

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MS – Multi-Select Response

Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	25	SA	9-12.AH.4.CC.A	<p>3-Point Response:</p> <p>Three of the projects increased the government's role in people's lives by using federal funds to provide jobs in the public sector. The CCC, CWA and WPA all provided jobs building public works such as roads, buildings and parks. Before the creation of these programs, people mostly had to rely on private companies for work.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> -- The CCC used government authority and funds to create jobs for people during the Depression. Before, job creation was considered as part of the private sector. - The CWA was created by the government to provide the unemployed manual labor jobs through work in construction, public works, etc. As with the CCC, this was previously done by the private sector. - Through the FHA, the government took a larger role in helping homeowners / renters through improved laws for lenders, housing conditions, etc. - The SSA was a government program that provided income to seniors and the disabled to help them from ending up in poverty. - The WPA was created by the government to provide employment in public works and infrastructure projects, such as construction and the arts. These kinds of jobs were previously mostly provided by private companies. <p>Note: No points earned by just listing an example; i.e., "CCC created jobs for people during the Depression."</p>	3	<p>3 points = Gives three examples from the list to explain that the role of the government in people's lives increased as a result of these programs.</p> <p>2 points = Gives two examples from the list that explain how the role of the government increased with the programs.</p> <p>1 point = Gives one example from the list that explains how the role of the government increased with the program.</p>
1	26	MC	9-12.AH.4.GS.A	D	1	
1	27	MC	9-12.AH.4.PC.C	C	1	
1	28	MC	9-12.AH.4.GS.C	C	1	
1	29	MC	9-12.AH.4.GS.B	B	1	
1	30	MC	9-12.AH.4.GS.B	C	1	
1	31	MC	9-12.AH.5.CC.A	B	1	
1	32	MC	9-12.AH.5.CC.B	D	1	
1	33	MC	9-12.AH.1.CC.B	D	1	
1	34	MC	9-12.AH.5.CC.B	A	1	

ITEM TYPES**CR – Constructed Response****SA – Short Answer****ESR – Evidence-Based Selected Response****TE – Technology Enhanced****MC – Multiple MC****WP – Writing Prompt****MS – Multi-Select Response**

Session	Item	Type	MLS Code	Answer	Point(s)	Points Breakdown
1	35	TE	9-12.AH.5.CC.B	Numbers = left column Letters = right column E5,B4,A1,C2,D3	2	2 points for all five correct answers, 1 point for three or four correct answers
1	36	TE	9-12.AH.1.CC.A	Numbers = left column Letters = right column A2,B4,C3,D1	1	1 point for four correct answers
1	37	MC	9-12.AH.5.CC.A	C	1	
1	38	MC	9-12.AH.5.CC.D	D	1	
1	39	MC	9-12.AH.5.CC.D	A	1	
1	40	MS	9-12.AH.6.CC.C	B,D	1	1 point for two correct answers
1	41	MS	9-12.AH.6.CC.C	B,C	1	1 point for two correct answers
1	42	MS	9-12.AH.6.PC.C	A,B,D	2	2 points for all three correct answers, 1 point for two correct answers

