



# 2021-2022 Released Tests

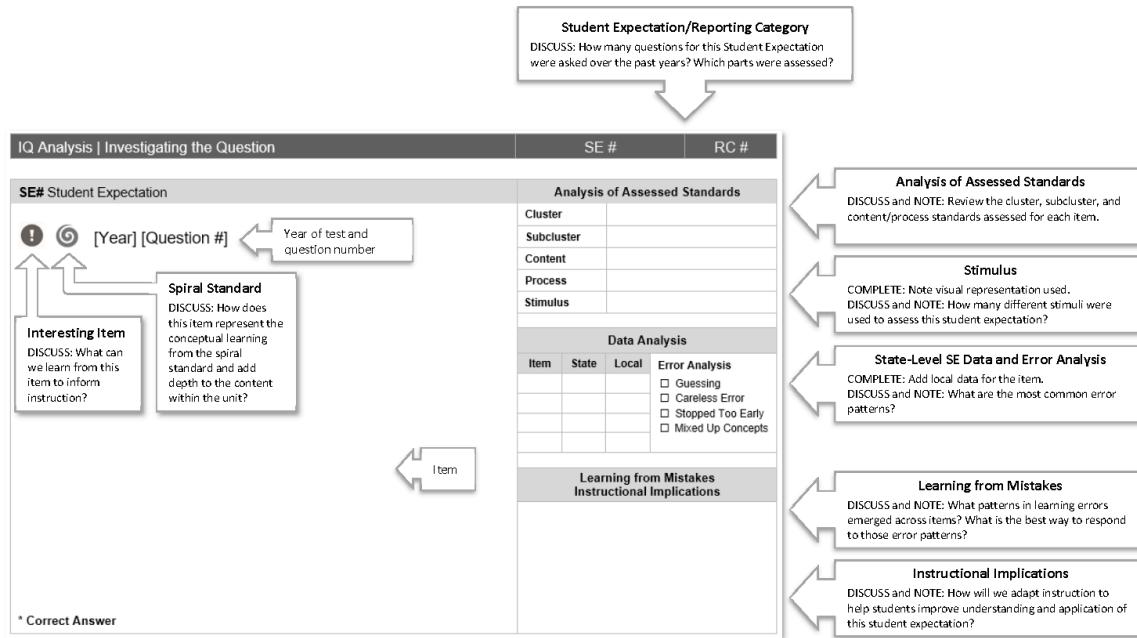
## Aligned to the Standards

CONTENT BUILDER FOR THE PLC

# Social Studies

# U.S. History

## IQ Analysis | Investigating the Question – Released Tests User Guide



In conjunction with the IQ analysis tool, the lead4ward field guides can be a helpful resource for understanding error patterns and instructional implications.

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# Gilded Age

**US.3 History.** The student understands the political, economic, and social changes in the United States from 1877 to 1898.

**Connected Knowledge and Skills US.5, US.15, US.23, US.25, US.26**

<b>US.15(A)</b> describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century	<b>Analysis of Assessed Standards</b>		
2022 – Q8	<b>Cluster</b>	Gilded Age	
	<b>Subcluster</b>	Growth and Change in the West	
	<b>Content</b>	Supporting	
	<b>Process</b>	US.28(B)	
	<b>Stimulus</b>		
	<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	F*	82	
	G	8	
	H	5	
	J	5	
	<b>Error Analysis</b>		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>		
*Correct Answer (F)			

<b>US.15(A)</b> describe how the economic impact of the Transcontinental Railroad and the Homestead Act contributed to the close of the frontier in the late 19th century		<b>Analysis of Assessed Standards</b>	
2021 – Q28		<b>Cluster</b>	Gilded Age
<b>28</b> Which statement describes how the Transcontinental Railroad affected the United States during the late 1800s?		<b>Subcluster</b>	Growth and Change in the West
F The railroad contributed to the rapid settlement and growth of towns in the West.		<b>Content</b>	Supporting
G The railroad caused a rapid decline in agriculture and mining in the West.		<b>Process</b>	US.28(B)
H The railroad contributed to population growth and increased sharecropping in the East.		<b>Stimulus</b>	
J The railroad prompted Congress to buy land and create national parks in the East.		<b>Data Analysis</b>	
*Correct Answer (F)		<b>Item</b>	<b>State</b>
		F*	70
		G	7
		H	20
		J	3
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

<p><b>US.25(B)</b> describe the Americanization movement to assimilate immigrants and American Indians into American culture</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>! 2022 – Q54</p> <p><b>54</b></p> <p>Osage Indian School Football Team, c. 1910</p> 	<p><b>Cluster</b> Gilded Age</p> <p><b>Subcluster</b> Growth and Change in the West</p> <p><b>Content</b> Supporting</p> <p><b>Process</b> US.28(A)</p> <p><b>Stimulus</b></p>															
<p>Source: Library of Congress, Prints and Photographs Division</p> <p>Which trend of the late 1800s and early 1900s is <b>BEST</b> reflected in this photograph?</p> <p><b>F</b> The desire to gain new territories</p> <p><b>G</b> The emphasis on cultural assimilation</p> <p><b>H</b> The need for urban reform</p> <p><b>J</b> The rise of nativism</p>	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>3</td> <td></td> </tr> <tr> <td>G*</td> <td>73</td> <td></td> </tr> <tr> <td>H</td> <td>6</td> <td></td> </tr> <tr> <td>J</td> <td>18</td> <td></td> </tr> </tbody> </table> <p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p>	Item	State	Local	F	3		G*	73		H	6		J	18	
Item	State	Local														
F	3															
G*	73															
H	6															
J	18															
<p>*Correct Answer (G)</p>	<p><b>Learning from Mistakes</b></p> <p><b>Instructional Implications</b></p>															

<b>US.25(B)</b> describe the Americanization movement to assimilate immigrants and American Indians into American culture	<b>Analysis of Assessed Standards</b>																	
<p>2021 – Q18</p> <p>18 These photographs show a group of Chiricahua Apache students on their first day of school at the Carlisle Indian School and the same students four months later, 1886–1887.</p>  <p>Source: National Museum of the American Indian</p>	<b>Cluster</b> Gilded Age <b>Subcluster</b> Growth and Change in the West <b>Content</b> Supporting <b>Process</b> US.28(B) <b>Stimulus</b>																	
	<b>Data Analysis</b> <table border="1" data-bbox="1101 432 1509 644"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>9</td> <td></td> </tr> <tr> <td>G</td> <td>7</td> <td></td> </tr> <tr> <td>H</td> <td>7</td> <td></td> </tr> <tr> <td>J*</td> <td>78</td> <td></td> </tr> </tbody> </table> <b>Error Analysis</b> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p>	Item	State	Local	F	9		G	7		H	7		J*	78			
Item	State	Local																
F	9																	
G	7																	
H	7																	
J*	78																	
<p>These photographs provide evidence that one goal of the Carlisle Indian School was to —</p> <p>F restore U.S. citizenship to American Indians  G encourage the study of American Indian religious practices  H protect American Indians from nativist policies  J assimilate American Indians into U.S. culture</p> <p>*Correct Answer (J)</p>	<b>Learning from Mistakes</b> <b>Instructional Implications</b>																	

US.3(C) analyze social issues affecting women, minorities, children, immigrants, and urbanization		Analysis of Assessed Standards	
!	2022 – Q20	Cluster	Gilded Age
Subcluster	Immigration	Content	Readiness
Process	US.28(A)	Stimulus	
Data Analysis			
Item	State	Local	
F	6		
G*	79		
H	12		
J	3		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (G)			

<b>US.3(C)</b> analyze social issues affecting women, minorities, children, immigrants, and urbanization		<b>Analysis of Assessed Standards</b>			
2021 – Q45		<b>Cluster</b>	Gilded Age		
45 Study the image and answer the question that follows.		<b>Subcluster</b>	Immigration		
"Welcome to the Land of Freedom"— An Ocean Steamer Passing the Statue of Liberty, 1887		<b>Content</b>	Readiness		
		<b>Process</b>	US.28(A)		
Source: Library of Congress, Prints and Photographs Division		<b>Stimulus</b>			
<b>Data Analysis</b>					
	<b>Item</b>	<b>State</b>	<b>Local</b>		
	A	10			
	B	6			
	C*	81			
	D	3			
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b> <b>Instructional Implications</b>					
*Correct Answer (C)					

## IQ Analysis | Investigating the Question

US.13(B)

RC 2

<b>US.13(B)</b> analyze the causes and effects of changing demographic patterns resulting from immigration to the United States	<b>Analysis of Assessed Standards</b>	
	<b>Cluster</b>	Gilded Age
 2022 – Q21	<b>Subcluster</b>	Immigration
<b>21</b> The demographic structure of the United States changed in the late nineteenth century with the arrival of —	<b>Content</b>	Readiness
A immigrants from southern and eastern Europe seeking industrial jobs	<b>Process</b>	US.28(B)
B political refugees coming to the United States from the former Spanish colonies	<b>Stimulus</b>	
C migrants from Mexico seeking agricultural jobs during a worldwide depression	<b>Data Analysis</b>	
D German immigrants fleeing Europe prior to the outbreak of the First World War	<b>Item</b>	<b>State</b>
*Correct Answer (A)	A*	65
	B	9
	C	19
	D	7
	<b>Error Analysis</b>	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

<b>US.13(B)</b> analyze the causes and effects of changing demographic patterns resulting from immigration to the United States	<b>Analysis of Assessed Standards</b>	
	<b>Cluster</b>	Gilded Age
 !  2021 – Q20	<b>Subcluster</b>	Immigration
<b>20</b> Read the excerpt and answer the question that follows.	<b>Content</b>	Readiness
<p>In the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities. . . . Therefore, Be it enacted . . . That . . . the coming of Chinese laborers to the United States be . . . suspended. . . .</p> <p style="text-align: right;">—Chinese Exclusion Act, 1882</p>	<b>Process</b>	US.28(A)
Which factor prompted the passage of this legislation?	<b>Stimulus</b>	
F Denial of labor union membership for unskilled workers	<b>Data Analysis</b>	
G Increased nativism and anti-immigrant attitudes	<b>Item</b>	<b>State</b>
H Wage increases for workers in manufacturing positions	F	15
J Increased U.S. involvement in foreign wars and conflicts	G*	62
	H	10
	J	13
	<b>Error Analysis</b>	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>	



## IQ Analysis | Investigating the Question

US.14(A)

RC 2

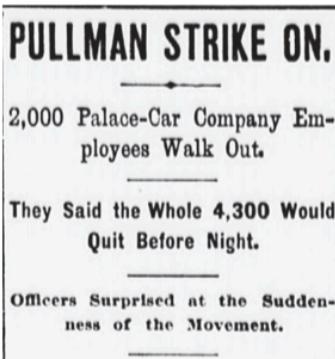
US.14(A) identify the effects of population growth and distribution on the physical environment		Analysis of Assessed Standards	
Cluster	Gilded Age <th>Subcluster</th> <td>Immigration</td>	Subcluster	Immigration
Content	Readiness	Process	US.28(B)
Stimulus			
 2022 – Q58		Data Analysis	
<b>58</b> What was one result of immigration to the northeastern United States during the early twentieth century?		Item	State
<b>F</b> Factories experienced labor shortages.	16		
<b>G</b> Cities became more densely populated.	71		
<b>H</b> Fewer people lived in settlement houses.	7		
<b>J</b> Fewer diseases spread among urban populations.	6		
<b>*Correct Answer (G)</b>		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

US.3(A) analyze political issues such as Indian policies, the growth of political machines, and civil service reform		Analysis of Assessed Standards	
<b>!</b> 2021 – Q58		<b>Cluster</b>	Gilded Age
<b>58</b> Study the diagram and answer the question that follows.		<b>Subcluster</b>	Industrialization
		<b>Content</b>	Readiness
		<b>Process</b>	US.28(B)
		<b>Stimulus</b>	
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	F	28	
	G	15	
	H*	40	
	J	16	
<b>Error Analysis</b>			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
*Correct Answer (H)			

## IQ Analysis | Investigating the Question

## US.3(B)

## RC 1

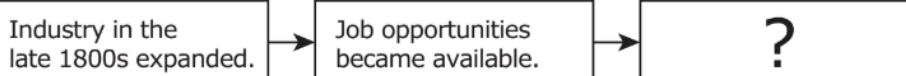
<b>US.3(B)</b> analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business	<b>Analysis of Assessed Standards</b>			
	<b>Cluster</b>	Gilded Age		
2022 – Q4	<b>Subcluster</b>	Industrialization		
<b>4</b> This newspaper headline describes an event that occurred in 1894.	<b>Content</b>	Readiness		
	<b>Process</b>	US.28(A)		
Source: Hoosier State Chronicles	<b>Stimulus</b>			
What was one effect of the event described in this headline?	<b>Data Analysis</b>			
<b>F</b> Increased support for gender equality in labor union membership	<b>Item</b>	<b>State</b>		
<b>G</b> Decreased support for socialism by labor union members	<b>F</b>	<b>10</b>		
<b>H</b> Increased federal government involvement in labor union activities	<b>G</b>	<b>24</b>		
<b>J</b> Decreased federal government surveillance of labor union leaders	<b>H*</b>	<b>54</b>		
<b>K</b> Correct Answer (H)	<b>J</b>	<b>11</b>		
<b>Error Analysis</b>				
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b> <b>Instructional Implications</b>				

<p><b>US.3(B)</b> analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>2021 – Q61</p>	<p><b>Cluster</b> Gilded Age</p>															
<p><b>61</b> Read the excerpt and answer the question that follows.</p>	<p><b>Subcluster</b> Industrialization</p>															
<p>Other industrialists, including John D. Rockefeller, merged the operations of many large companies to form a trust. Rockefeller's Standard Oil Trust came to monopolize 90% of the industry. . . .</p> <p>— "The Industrial Revolution in the United States," Library of Congress, <a href="http://www.loc.gov">www.loc.gov</a> (accessed August 25, 2017)</p>	<p><b>Content</b> Readiness</p>															
	<p><b>Process</b> US.28(A)</p>															
	<p><b>Stimulus</b></p>															
<p>What was one DIRECT effect of the business practice discussed in this excerpt?</p> <p>A Employees were prevented from buying stock.      B There was decreased competition among producers.      C Consumers were denied access to goods.      D There was a lack of employment opportunities for immigrants.</p> <p>*Correct Answer (B)</p>	<p><b>Data Analysis</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item</th> <th style="text-align: center;">State</th> <th style="text-align: center;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">9</td> <td></td> </tr> <tr> <td style="text-align: center;">B*</td> <td style="text-align: center;">69</td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">10</td> <td></td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">12</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	9		B*	69		C	10		D	12	
Item	State	Local														
A	9															
B*	69															
C	10															
D	12															
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	<p><b>Learning from Mistakes</b>  <b>Instructional Implications</b></p>															

**US.13(A)** analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt

2022 – Q19

**19** Study the diagram and answer the question that follows.



Which trend of the late 1800s correctly replaces the question mark in this cause-and-effect diagram?

- A** The number of immigrants from Europe declined.
- B** The government passed laissez-faire laws.
- C** People moved from rural to urban areas.
- D** Settlement houses lost federal funding.

\*Correct Answer (C)

#### Analysis of Assessed Standards

<b>Cluster</b>	Gilded Age
<b>Subcluster</b>	Industrialization
<b>Content</b>	Readiness
<b>Process</b>	US.28(B)
<b>Stimulus</b>	

#### Data Analysis

Item	State	Local
A	4	
B	12	
C*	82	
D	3	

#### Error Analysis

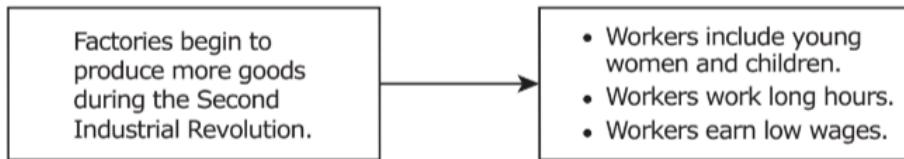
- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

#### Learning from Mistakes Instructional Implications

**US.15(B)** describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act

! 2022 – Q33

**33** This diagram shows working conditions during the Second Industrial Revolution.



During the early twentieth century, which action was taken to address the issues shown in this diagram?

- A** Labor reformers secured better working conditions through legislation.
- B** Businesses hired fewer immigrants as laborers.
- C** Corporations sought greater federal industrial regulations.
- D** Businesses created monopolies to increase competition among industries.

\*Correct Answer (A)

#### Analysis of Assessed Standards

Cluster	Gilded Age
Subcluster	Industrialization
Content	Readiness
Process	US.28(B)
Stimulus	

#### Data Analysis

Item	State	Local
A*	72	
B	6	
C	10	
D	11	

#### Error Analysis

- Guessing       Mixed Up Concepts
- Careless Error       Stopped Too Early

#### Learning from Mistakes Instructional Implications

<p><b>US.26(A)</b> explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>螺旋图标 2021 – Q4</p> <p>4 Study the photograph and answer the question that follows.</p> <p>World's First Skyscraper, Chicago, Illinois, 1884</p>  <p>Source: Library of Congress, Prints and Photographs Division</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Gilded Age</td></tr> <tr> <td><b>Subcluster</b></td><td>Industrialization</td></tr> <tr> <td><b>Content</b></td><td>Readiness</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Gilded Age	<b>Subcluster</b>	Industrialization	<b>Content</b>	Readiness	<b>Process</b>	US.28(A)	<b>Stimulus</b>						
<b>Cluster</b>	Gilded Age															
<b>Subcluster</b>	Industrialization															
<b>Content</b>	Readiness															
<b>Process</b>	US.28(A)															
<b>Stimulus</b>																
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Item	State	Local														
F*	86															
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J	2															
<p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>																

Which development made it possible to construct this type of building?

- F The invention of a new process for manufacturing steel
- G The government's focus on educating engineers
- H The manufacturing of glass that blocks ultraviolet sun rays
- J The importation of stronger kinds of wood

\*Correct Answer (F)

# Progressive Era

**US.5 History.** The student understands the effects of reform and third-party movements in the early 20th century.

**Connected Knowledge and Skills US.6, US.9, US.14, US.15, US.21, US.22**

<p><b>US.2(A)</b> identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics</p> <p>2022 – Q17</p> <p><b>17</b> Read the list and answer the question that follows.</p> <ul style="list-style-type: none"> <li>• Passage of the Clayton Antitrust Act</li> <li>• Ratification of the Eighteenth Amendment</li> <li>• Passage of the Pure Food and Drug Act</li> </ul> <p>In which historical time period were these laws enacted?</p> <p><b>A</b> The Great Society  <b>B</b> The Progressive Era  <b>C</b> The Great Depression  <b>D</b> The Jazz Age</p> <p>*Correct Answer (B)</p>	<b>Analysis of Assessed Standards</b>																
	<b>Cluster</b>	Progressive Era															
	<b>Subcluster</b>	Progressivism															
	<b>Content</b>	Readiness															
	<b>Process</b>	US.28(B)															
	<b>Stimulus</b>																
<b>Data Analysis</b>																	
<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>11</td><td></td></tr> <tr> <td>B*</td><td>76</td><td></td></tr> <tr> <td>C</td><td>9</td><td></td></tr> <tr> <td>D</td><td>5</td><td></td></tr> </tbody> </table>			Item	State	Local	A	11		B*	76		C	9		D	5	
Item	State	Local															
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<b>Learning from Mistakes</b> <b>Instructional Implications</b>																	

## IQ Analysis | Investigating the Question

## US.5(A)

## RC 1

US.5(A) analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and 19th amendments			Analysis of Assessed Standards													
2021 – Q3			Cluster	Progressive Era												
3 Study the table and answer the question that follows.			Subcluster	Progressivism												
Workers, Aged 10–14, in the United States: 1870–1930 (thousands)			Content	Readiness												
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th><th>Workers Aged 10–14</th><th>Workers Aged 10–14 as % of Workforce</th></tr> </thead> <tbody> <tr> <td>1890</td><td>1,504</td><td>6.50</td></tr> <tr> <td>1910</td><td>1,622</td><td>4.34</td></tr> <tr> <td>1930</td><td>667</td><td>1.37</td></tr> </tbody> </table> <p style="text-align: center;">Source: U.S. Census Bureau</p>			Year	Workers Aged 10–14	Workers Aged 10–14 as % of Workforce	1890	1,504	6.50	1910	1,622	4.34	1930	667	1.37	Process	US.28(A)
Year	Workers Aged 10–14	Workers Aged 10–14 as % of Workforce														
1890	1,504	6.50														
1910	1,622	4.34														
1930	667	1.37														
			Stimulus													
<b>Data Analysis</b>																
			Item	State Local												
			A	4												
			B*	87												
			C	3												
			D	6												
<b>Error Analysis</b>																
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early																
<b>Learning from Mistakes</b> <b>Instructional Implications</b>																

\* Correct Answer (B)

US.5(B) evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, Susan B. Anthony, Jane Addams, Ida B. Wells, and W. E. B. DuBois on American society		Analysis of Assessed Standards	
Cluster	Progressive Era	Subcluster	Progressivism
Content	Supporting	Process	US.28(A)
Stimulus			
Data Analysis			
Item	State	Local	
A	9		
B	10		
C*	76		
D	5		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (C)			

## IQ Analysis | Investigating the Question

US.15(B)

RC 4

**US.15(B)** describe the changing relationship between the federal government and private business, including the growth of free enterprise, costs and benefits of laissez-faire, Sherman Antitrust Act, Interstate Commerce Act, and Pure Food and Drug Act

! 2021 – Q27

27 Study the cartoon and answer the question that follows.

"Look before you eat—and see if you can discover any unadulterated food."



Source: Library of Congress, Prints and Photographs Division

How did the concerns depicted in this cartoon affect the food industry?

- A The food industry increased the cost of products in order to pay for chemical additives.
- B The federal government regulated the food industry in order to protect the health of the public.
- C The food industry imported more goods from Europe in order to offer customers more choices.
- D The federal government passed antitrust legislation in order to increase competition in the food industry.

\*Correct Answer (B)

## Analysis of Assessed Standards

Cluster	Progressive Era
Subcluster	Progressivism
Content	Readiness
Process	US.28(A)
Stimulus	

## Data Analysis

Item	State	Local
A	13	
B*	77	
C	5	
D	6	

## Error Analysis

- Guessing       Mixed Up Concepts  
 Careless Error     Stopped Too Early

Learning from Mistakes  
Instructional Implications

<p><b>US.1(B)</b> analyze and evaluate the application of these founding principles to historical events in U.S. history</p>	<b>Analysis of Assessed Standards</b>		
 2022 – Q62  <b>62</b>	<b>Cluster</b> <b>Subcluster</b> <b>Content</b> <b>Process</b> <b>Stimulus</b>	Progressive Era Progress Towards Equality Supporting US.28(A) 	
<p>We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. . . .</p> <p style="text-align: right;"><i>—Declaration of Independence, 1776</i></p>		<b>Data Analysis</b>	
Which phrase from this excerpt is <b>MOST</b> directly related to the Nineteenth Amendment?	<b>Item</b> <b>F</b> <b>G</b> <b>H</b> <b>J*</b>	<b>State</b> <b>10</b> <b>11</b> <b>48</b> <b>32</b>	
<b>F</b> “We hold these truths to be self-evident” <b>G</b> “they are endowed by their Creator” <b>H</b> “Life, Liberty and the pursuit of Happiness” <b>J</b> “deriving their just powers from the consent of the governed”	<b>Error Analysis</b>		
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early	<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

\*Correct Answer (J)

<b>US.21(A)</b> discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire		<b>Analysis of Assessed Standards</b>			
		<b>Cluster</b>	Progressive Era		
		<b>Subcluster</b>	Progress Towards Equality		
		<b>Content</b>	Supporting		
		<b>Process</b>	US.28(A)		
		<b>Stimulus</b>			
<b>Data Analysis</b>					
		<b>Item</b>	<b>State</b>		
		A*	69		
		B	12		
		C	9		
		D	10		
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b> <b>Instructional Implications</b>					
*Correct Answer (A)					

<b>US.22(A)</b> identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution		<b>Analysis of Assessed Standards</b>	
<b>!</b>	 2021 – Q5	<b>Cluster</b>	Progressive Era
<b>Subcluster</b>	Progress Towards Equality		
<b>Content</b>	Readiness		
<b>Process</b>	US.28(B)		
<b>Stimulus</b>			
<b>Data Analysis</b>			
<b>Item</b>	<b>State</b>	<b>Local</b>	
A	7		
B	7		
C*	79		
D	7		
<b>Error Analysis</b>			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
*Correct Answer (C)			

<b>US.22(D)</b> summarize the criteria and explain the process for becoming a naturalized citizen of the United States		<b>Analysis of Assessed Standards</b>	
2022 – Q67		<b>Cluster</b>	Progressive Era
<b>67</b> What is one qualification that must be fulfilled for a person to become a U.S. citizen?		<b>Subcluster</b>	Progress Towards Equality
A Earning an income above the national average		<b>Content</b>	Supporting
B Earning an advanced degree from an American university		<b>Process</b>	US.28(B)
C Demonstrating an understanding of the principles of American government		<b>Stimulus</b>	
D Demonstrating an understanding of the constitutions of each state		<b>Data Analysis</b>	
*Correct Answer (C)		<b>Item</b>	<b>State</b>
		A	5
		B	4
		C*	83
		D	8
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

# Rise of a World Power

**US.4 History.** The student understands the emergence of the United States as a world power between 1898 and 1920.

**Connected Knowledge and Skills US.2, US.15, US.21, US.23**

## IQ Analysis | Investigating the Question

US.4(A)

RC 1

<b>US.4(A)</b> explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power		<b>Analysis of Assessed Standards</b>	
2022 – Q26		<b>Cluster</b>	Rise of a World Power
<b>26</b> Why did the Spanish-American War move the United States into the position of a world power?		<b>Subcluster</b>	U.S. Expansionism
<b>F</b> The United States acquired Spanish territories in the Caribbean and the Pacific.		<b>Content</b>	Readiness
<b>G</b> The United States proved its nuclear capabilities against Spain in Southeast Asia.		<b>Process</b>	US.28(B)
<b>H</b> The United States stopped the spread of communism in Spain.		<b>Stimulus</b>	
<b>J</b> The United States ended Spanish trade in the Eastern Hemisphere.		<b>Data Analysis</b>	
<b>*</b> Correct Answer (F)		<b>Item</b>	<b>State</b>
		<b>F*</b>	<b>68</b>
		<b>G</b>	<b>12</b>
		<b>H</b>	<b>13</b>
		<b>J</b>	<b>8</b>
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

**US.4(A)** explain why significant events, policies, and individuals, including the Spanish-American War, U.S. expansionism, Alfred Thayer Mahan, Theodore Roosevelt, and Sanford B. Dole moved the United States into the position of a world power

### Analysis of Assessed Standards

<b>Cluster</b>	Rise of a World Power
<b>Subcluster</b>	U.S. Expansionism
<b>Content</b>	Readiness
<b>Process</b>	US.28(B)
<b>Stimulus</b>	

### Data Analysis

Item	State	Local
F	6	
G	22	
H	44	
J*	27	

### Error Analysis

- Guessing       Mixed Up Concepts  
 Careless Error     Stopped Too Early

### Learning from Mistakes Instructional Implications

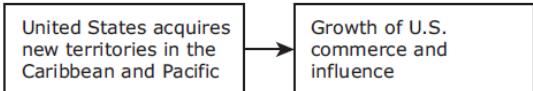
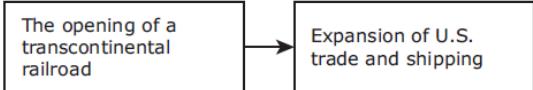
\*Correct Answer (J)

## IQ Analysis | Investigating the Question

US.4(B)

RC 1

<b>US.4(B)</b> evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico		<b>Analysis of Assessed Standards</b>	
2021 – Q7		<b>Cluster</b>	Rise of a World Power
7 Which statement describes one of the MOST important reasons why the United States annexed the Kingdom of Hawaii?		<b>Subcluster</b>	U.S. Expansionism
A The islands offered excellent locations for tropical resorts.		<b>Content</b>	Supporting
B The local residents needed help to prevent the spread of poverty and disease.		<b>Process</b>	US.28(B)
C The location was strategically valuable to both military and business leaders.		<b>Stimulus</b>	
D The local rulers wanted financial assistance to rebuild after a natural disaster.		<b>Data Analysis</b>	
*Correct Answer (C)		<b>Item</b>	<b>State</b>
		A	4
		B	11
		C*	75
		D	10
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

US.15(D) describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States		Analysis of Assessed Standards			
<b>!</b>	2021 – Q34	<b>Cluster</b>	Rise of a World Power		
<b>34</b>	Which diagram shows a cause-and-effect relationship related to the Spanish-American War?	<b>Subcluster</b>	U.S. Expansionism		
<b>F</b>		<b>Content</b>	Readiness		
<b>G</b>		<b>Process</b>	US.28(B)		
<b>H</b>		<b>Stimulus</b>			
<b>J</b>		<b>Data Analysis</b>			
		<b>Item</b>	<b>State</b>		
		<b>F*</b>	<b>59</b>		
		<b>G</b>	<b>22</b>		
		<b>H</b>	<b>5</b>		
		<b>J</b>	<b>14</b>		
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b> <b>Instructional Implications</b>					

\*Correct Answer (F)

US.4(C) identify the causes of World War I and reasons for U.S. entry		Analysis of Assessed Standards			
2022 – Q49		Cluster	Rise of a World Power		
<b>49</b>	President Woodrow Wilson's Reasons for Entering World War I	Subcluster	World War I		
	<ul style="list-style-type: none"> <li>• Assert American rights to "freedom of the seas"</li> <li>• Stop German plans to aid Mexico</li> <li>• _____ ?</li> </ul>	Content	Readiness		
Data Analysis					
Item	State	Local			
A	6				
B*	55				
C	14				
D	25				
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					
*Correct Answer (B)					

<b>US.4(C) identify the causes of World War I and reasons for U.S. entry</b>		<b>Analysis of Assessed Standards</b>	
2021 – Q17		<b>Cluster</b>	Rise of a World Power
	<b>17</b> What effect did the sinking of the <i>Lusitania</i> have on World War I?	<b>Subcluster</b>	World War I
	A Germany joined the Central Powers.	<b>Content</b>	Readiness
	B U.S. public opinion shifted against Germany.	<b>Process</b>	US.28(B)
	C Germany refused to join the League of Nations.	<b>Stimulus</b>	
	D U.S. leaders proposed a military alliance with Germany.		
		<b>Data Analysis</b>	
		Item	State
		A	10
		B*	58
		C	15
		D	17
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes Instructional Implications</b>	

\*Correct Answer (B)

## IQ Analysis | Investigating the Question

## US.4(E)

## RC 1

<b>US.4(E)</b> analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front		<b>Analysis of Assessed Standards</b>	
2021 – Q37		<b>Cluster</b>	Rise of a World Power
37 What was the MAIN reason tanks were introduced during World War I?		<b>Subcluster</b>	World War I
A To locate and remove land mines from the battlefield		<b>Content</b>	Supporting
B To transport military supplies to the front lines		<b>Process</b>	US.28(B)
C To overcome trench defenses and end stalemates		<b>Stimulus</b>	
D To monitor enemy troop movements		<b>Data Analysis</b>	
*Correct Answer (C)		<b>Item</b>	<b>State</b>
		A	6
		B	20
		C*	69
		D	5
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

<p><b>US.4(F)</b> analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>! 2022 – Q9</p> <p><b>9</b> This list provides a partial summary of a presidential plan.</p> <p>Ideas from President Wilson's Fourteen Points, 1918</p> <ol style="list-style-type: none"> <li>1. Open and public peace treaties</li> <li>2. Freedom of the seas outside territorial waters</li> <li>3. Removal of trade barriers among all nations</li> <li>4. Arms reductions</li> <li>5. An association of nations</li> </ol>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Rise of a World Power</td></tr> <tr> <td><b>Subcluster</b></td><td>World War I</td></tr> <tr> <td><b>Content</b></td><td>Readiness</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Rise of a World Power	<b>Subcluster</b>	World War I	<b>Content</b>	Readiness	<b>Process</b>	US.28(A)	<b>Stimulus</b>						
<b>Cluster</b>	Rise of a World Power															
<b>Subcluster</b>	World War I															
<b>Content</b>	Readiness															
<b>Process</b>	US.28(A)															
<b>Stimulus</b>																
<p>Which statement describes the purpose of this plan?</p> <p><b>A</b> To establish a new era of isolationism</p> <p><b>B</b> To punish countries that are defeated in war</p> <p><b>C</b> To prevent multinational countries from breaking apart</p> <p><b>D</b> To create conditions that prevent future global conflicts</p>	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>12</td><td></td></tr> <tr> <td>B</td><td>3</td><td></td></tr> <tr> <td>C</td><td>11</td><td></td></tr> <tr> <td>D*</td><td>73</td><td></td></tr> </tbody> </table>	Item	State	Local	A	12		B	3		C	11		D*	73	
Item	State	Local														
A	12															
B	3															
C	11															
D*	73															
<p>*Correct Answer (D)</p>	<p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p> <p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>															

<b>US.4(F)</b> analyze major issues raised by U.S. involvement in World War I, including isolationism, neutrality, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles	<b>Analysis of Assessed Standards</b>		
2021 – Q42	<b>Cluster</b>	Rise of a World Power	
42 Read the excerpt and answer the question that follows.	<b>Subcluster</b>	World War I	
<p>The United States is the world's best hope, but if you fetter her in the . . . quarrels of other nations, if you tangle her in the intrigues of Europe, you will destroy her powerful good, and endanger her very existence. Leave her to march freely through the centuries to come, as in the years that have gone. Strong, generous, and confident, she has nobly served mankind.</p> <p style="text-align: right;">—Senator Henry Cabot Lodge, 1919</p>	<b>Content</b>	Readiness	
	<b>Process</b>	US.28(A)	
	<b>Stimulus</b>		
	<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	F	4	
	G	9	
	H	11	
*Correct Answer (J)	J*	76	
	<b>Error Analysis</b>		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

<b>US.15(D)</b> describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States		<b>Analysis of Assessed Standards</b>	
<b>!</b> 2022 – Q52		<b>Cluster</b>	Rise of a World Power
<b>52</b> This table shows the number of civilians employed by the U.S. government each year from 1915 to 1918.		<b>Subcluster</b>	World War I
		<b>Content</b>	Readiness
		<b>Process</b>	US.28(A)
		<b>Stimulus</b>	
		<b>Data Analysis</b>	
		<b>Item</b>	<b>State</b>
		F	10
		G	5
		H*	65
		J	19
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
*Correct Answer (H)			

<b>US.18(B)</b> explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001	<b>Analysis of Assessed Standards</b>				
	<b>Cluster</b>	Rise of a World Power			
	<b>Subcluster</b>	World War I			
	<b>Content</b>	Readiness			
	<b>Process</b>	US.28(B)			
	<b>Stimulus</b>				
<b>Data Analysis</b>					
	<b>Item</b>	<b>State</b>	<b>Local</b>		
	F	12			
	G	14			
	H	25			
	J*	49			
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b> <b>Instructional Implications</b>					
*Correct Answer (J)					

# Roaring Twenties

**US.6 History** The student understands significant events, social issues, and individuals of the 1920s.

**Connected Knowledge and Skills US.5, US.15, US.16, US.18, US.24, US.26**

<p><b>US.6(B)</b> analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh</p>	<p><b>Analysis of Assessed Standards</b></p>																	
<p>2022 – Q42</p>	<b>Cluster</b>	Roaring Twenties																
<p><b>42</b> This excerpt describes a work process established by Henry Ford.</p>	<b>Subcluster</b>	Economic and Technological Change																
<p>One man fits the parts together, so that the bolt holes come right. The next man fits the bolt holes into place. The next has a pan of nuts before him and all day he scoops them up and with his fingers starts them on the thread of the bolts. The next man has a wrench and he gives the final twist that makes them tight.</p>	<b>Content</b>	Supporting																
<p style="text-align: right;"><i>—John A. Fitch, 1914</i></p>	<b>Process</b>	US.28(A)																
<p>Which results did Ford hope to achieve by implementing the process described in this excerpt?</p>	<b>Stimulus</b>																	
<p><b>F</b> Increased productivity and efficiency  <b>G</b> Reduced numbers of employees quitting  <b>H</b> Increased labor union membership  <b>J</b> Reduced payroll taxes and employee benefits</p>	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F*</td> <td>79</td> <td></td> </tr> <tr> <td>G</td> <td>5</td> <td></td> </tr> <tr> <td>H</td> <td>11</td> <td></td> </tr> <tr> <td>J</td> <td>4</td> <td></td> </tr> </tbody> </table>			Item	State	Local	F*	79		G	5		H	11		J	4	
Item	State	Local																
F*	79																	
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H	11																	
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	<p><b>Error Analysis</b></p> <table> <tr> <td><input type="checkbox"/> Guessing</td> <td><input type="checkbox"/> Mixed Up Concepts</td> </tr> <tr> <td><input type="checkbox"/> Careless Error</td> <td><input type="checkbox"/> Stopped Too Early</td> </tr> </table>			<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early											
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts																	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																	
<p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>																		

\*Correct Answer (F)

<p><b>US.16(A)</b> analyze causes of economic growth and prosperity in the 1920s, including Warren Harding's Return to Normalcy, reduced taxes, and increased production efficiencies</p>	<p><b>Analysis of Assessed Standards</b></p>																																	
<p>2021 – Q54</p> <p>54 Study the graph and answer the question that follows.</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Roaring Twenties</td></tr> <tr> <td><b>Subcluster</b></td><td>Economic and Technological Change</td></tr> <tr> <td><b>Content</b></td><td>Supporting</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Roaring Twenties	<b>Subcluster</b>	Economic and Technological Change	<b>Content</b>	Supporting	<b>Process</b>	US.28(A)	<b>Stimulus</b>																								
<b>Cluster</b>	Roaring Twenties																																	
<b>Subcluster</b>	Economic and Technological Change																																	
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<b>Process</b>	US.28(A)																																	
<b>Stimulus</b>																																		
<p>Number of Cars Sold in the United States, 1910–1930 (millions)</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number of Cars (millions)</th> </tr> </thead> <tbody> <tr><td>1910</td><td>0.2</td></tr> <tr><td>1915</td><td>0.8</td></tr> <tr><td>1920</td><td>1.8</td></tr> <tr><td>1925</td><td>3.7</td></tr> <tr><td>1929</td><td>4.5</td></tr> <tr><td>1930</td><td>3.0</td></tr> </tbody> </table> <p>Source: U.S. Census Bureau</p>	Year	Number of Cars (millions)	1910	0.2	1915	0.8	1920	1.8	1925	3.7	1929	4.5	1930	3.0	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>6</td> <td></td> </tr> <tr> <td>G</td> <td>15</td> <td></td> </tr> <tr> <td>H*</td> <td>67</td> <td></td> </tr> <tr> <td>J</td> <td>12</td> <td></td> </tr> </tbody> </table> <p><b>Error Analysis</b></p> <table> <tr> <td><input type="checkbox"/> Guessing</td> <td><input type="checkbox"/> Mixed Up Concepts</td> </tr> <tr> <td><input type="checkbox"/> Careless Error</td> <td><input type="checkbox"/> Stopped Too Early</td> </tr> </table> <p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>	Item	State	Local	F	6		G	15		H*	67		J	12		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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<p>Which reason BEST explains the change in the number of cars sold between 1910 and 1925?</p> <p>F Cars became more available because of the passage of antitrust laws.</p> <p>G Cars became more affordable because of the removal of wartime price controls.</p> <p>H Cars became more affordable because of the introduction of the assembly line.</p> <p>J Cars became more available because of the removal of tariffs after a global conflict.</p> <p>*Correct Answer (H)</p>																																		

<p><b>US.26(A)</b> explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States</p>	<p><b>Analysis of Assessed Standards</b></p>																						
<p>2022 – Q18</p> <p><b>18</b> This image shows an advertisement from 1920.</p> <p style="text-align: center;">Advertisement for the Potomac Electric Power Company</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Roaring Twenties</td></tr> <tr> <td><b>Subcluster</b></td><td>Economic and Technological Change</td></tr> <tr> <td><b>Content</b></td><td>Readiness</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Roaring Twenties	<b>Subcluster</b>	Economic and Technological Change	<b>Content</b>	Readiness	<b>Process</b>	US.28(A)	<b>Stimulus</b>													
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<b>Process</b>	US.28(A)																						
<b>Stimulus</b>																							
 <p>The image supports which statement about U.S. society during the early 1900s?</p> <ul style="list-style-type: none"> <li><b>F</b> New technologies made daily life easier for consumers.</li> <li><b>G</b> Consumers resisted change in favor of traditional products.</li> <li><b>H</b> Harmful economic cycles caused consumers to resist new technology.</li> <li><b>J</b> The manufacture of new products encouraged consumers to stay home.</li> </ul>	<table border="1"> <tr> <td colspan="3"><b>Data Analysis</b></td></tr> <tr> <th>Item</th><th>State</th><th>Local</th></tr> <tr> <td>F*</td><td>87</td><td></td></tr> <tr> <td>G</td><td>4</td><td></td></tr> <tr> <td>H</td><td>3</td><td></td></tr> <tr> <td>J</td><td>6</td><td></td></tr> </table> <p><b>Error Analysis</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Guessing</td> <td><input type="checkbox"/> Mixed Up Concepts</td> </tr> <tr> <td><input type="checkbox"/> Careless Error</td> <td><input type="checkbox"/> Stopped Too Early</td> </tr> </table>	<b>Data Analysis</b>			Item	State	Local	F*	87		G	4		H	3		J	6		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
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<p>*Correct Answer (F)</p>	<p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>																						

## IQ Analysis | Investigating the Question

## US.6(A)

## RC 1

**US.6(A)** analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women

2021 – Q57

57 What was one way the role of women in society changed during the 1920s?

- A They were granted the right to attend public schools.
- B They were allowed to own property.
- C They were allowed increased participation in the political process.
- D They were granted the right to serve in military combat units.

**Analysis of Assessed Standards**

<b>Cluster</b>	Roaring Twenties
<b>Subcluster</b>	Traditionalism v. Modernism
<b>Content</b>	Readiness
<b>Process</b>	US.28(B)
<b>Stimulus</b>	

**Data Analysis**

Item	State	Local
A	13	
B	14	
C*	60	
D	14	

**Error Analysis**

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

**Learning from Mistakes  
Instructional Implications**

\*Correct Answer (C)

<b>US.6(B)</b> analyze the impact of significant individuals such as Henry Ford, Marcus Garvey, and Charles A. Lindbergh	<b>Analysis of Assessed Standards</b>															
<p>2021 – Q47</p> <p>47 Read the list and answer the question that follows.</p> <p style="text-align: center;">Selected Achievements of Marcus Garvey</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• Founded the Universal Negro Improvement Association</li> <li>• Established the Black Star Line steamship corporation</li> <li>• Established the weekly newspaper Negro World for people of African descent</li> </ul> </div> <p>How did Marcus Garvey MOST impact African Americans in the early 1900s?</p> <p>A By desegregating schools and urban neighborhoods  B By urging blacks to accept low-paying jobs and social inequality  C By promoting black cultural pride and economic independence  D By supporting the use of violence to overthrow government and win reforms</p>	<p><b>Cluster</b> Roaring Twenties</p> <p><b>Subcluster</b> Traditionalism v. Modernism</p> <p><b>Content</b> Supporting</p> <p><b>Process</b> US.28(B)</p> <p><b>Stimulus</b></p>															
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Item	State	Local														
A	9															
B	7															
C*	80															
D	4															

\*Correct Answer (C)

<b>US.24(A)</b> describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature		<b>Analysis of Assessed Standards</b>	
<b>Cluster</b>	Roaring Twenties	<b>Subcluster</b>	Traditionalism v. Modernism
<b>Content</b>	Supporting	<b>Process</b>	US.28(B)
<b>Stimulus</b>			
<b>Data Analysis</b>			
<b>Item</b>	<b>State</b>	<b>Local</b>	
F	5		
G	6		
H*	79		
J	11		
<b>Error Analysis</b>			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
*Correct Answer (H)			

<b>US.25(D)</b> identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society	<b>Analysis of Assessed Standards</b>															
 2021 – Q8  <b>8</b> Read the excerpt and answer the question that follows.	<b>Cluster</b> Roaring Twenties <b>Subcluster</b> Traditionalism v. Modernism <b>Content</b> Supporting <b>Process</b> US.28(A) <b>Stimulus</b>															
<p style="text-align: center;"><b>"Do Everything"</b></p> <p>An all-round movement can only be carried forward by all-round advocates. . . . Our WCTU <i>is a school</i>. . . . Here we try our wings that . . . we may calmly take our places and prove to the world that what it needed most was two heads in counsel as well as "two beside the hearth." When that day comes, the nation shall no longer miss as now the influence of half its wisdom, more than half its purity and nearly all its gentleness, in courts of justice and halls of legislation. Then shall one code of morals—and that the highest—govern both men and women; then shall the Sabbath be respected, the rights of the poor be recognized, the liquor traffic banished, and the home protected from all its foes.</p> <p style="text-align: center;">—A Handbook for the World's White Ribboners, 1895</p>	<b>Data Analysis</b> <table border="1" data-bbox="1085 517 1509 739"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>20</td> <td></td> </tr> <tr> <td>G</td> <td>9</td> <td></td> </tr> <tr> <td>H</td> <td>8</td> <td></td> </tr> <tr> <td>J*</td> <td>63</td> <td></td> </tr> </tbody> </table> <b>Error Analysis</b> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p>	Item	State	Local	F	20		G	9		H	8		J*	63	
Item	State	Local														
F	20															
G	9															
H	8															
J*	63															
<p>How did the White Ribboners contribute to U.S. society during the late 1800s?</p> <p><b>F</b> By supporting the movement to end Reconstruction and Jim Crow  <b>G</b> By establishing labor unions for women and children  <b>H</b> By winning the right to vote for African Americans and immigrants  <b>J</b> By leading efforts to achieve prohibition and women's suffrage</p> <p>*Correct Answer (J)</p>	<b>Learning from Mistakes</b> <b>Instructional Implications</b>															

# Great Depression/New Deal

**US.16 Economics.** The student understands significant economic developments between World War I and World War II.

**Connected Knowledge and Skills US.2, US.12, US.18, US.19**

## IQ Analysis | Investigating the Question

US.16(B)

RC 4

US.16(B) identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System		Analysis of Assessed Standards			
2022 – Q34		Cluster	Great Depression/New Deal		
		Subcluster	Causes of the Great Depression		
		Content	Readiness		
		Process	US.28(B)		
		Stimulus			
Data Analysis					
Item	State	Local			
F	7				
G*	73				
H	7				
J	13				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
*Correct Answer (G)					

<b>US.16(B)</b> identify the causes of the Great Depression, including the impact of tariffs on world trade, stock market speculation, bank failures, and the monetary policy of the Federal Reserve System		<b>Analysis of Assessed Standards</b>	
<b>!</b>	2021 – Q63	<b>Cluster</b>	Great Depression/New Deal
<b>63</b>	Read the list and answer the question that follows.	<b>Subcluster</b>	Causes of the Great Depression
	Reasons for the Great Depression	<b>Content</b>	Readiness
	<ul style="list-style-type: none"> <li>• Collapse of the stock market</li> <li>• Loss of consumer confidence</li> <li>• _____?</li> </ul>	<b>Process</b>	US.28(B)
		<b>Stimulus</b>	
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A	11	
	B*	68	
	C	13	
	D	8	
<b>Error Analysis</b>			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			

\*Correct Answer (B)

## IQ Analysis | Investigating the Question

US.16(C)

RC 4

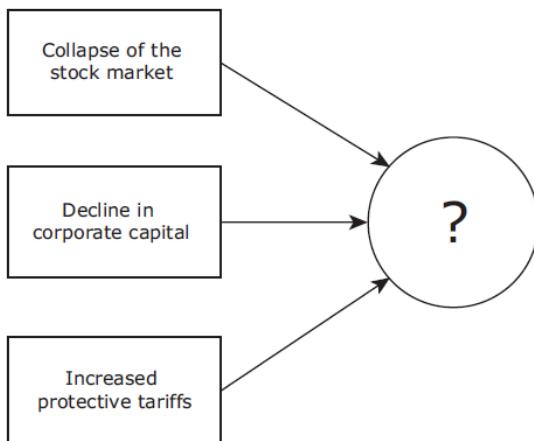
US.16(C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage		Analysis of Assessed Standards			
2022 – Q5		<b>Cluster</b>	Great Depression/New Deal		
<b>5</b> How did the Great Depression affect American society?		<b>Subcluster</b>	Life During the Great Depression		
<b>A</b> The price of agricultural goods decreased, causing an increase in demand for farm labor.		<b>Content</b>	Readiness		
<b>B</b> Manufacturing wages increased, causing businesses to concede to labor union demands.		<b>Process</b>	US.28(B)		
<b>C</b> Demand for luxury goods increased, causing overproduction in manufacturing.		<b>Stimulus</b>			
<b>D</b> Businesses were forced to close, causing widespread unemployment.		Data Analysis			
		<b>Item</b>	<b>State</b>		
		A	6		
		B	6		
		C	5		
		D*	83		
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					
*Correct Answer (D)					

**US.16(C)** analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage

2021 – Q30

**30** Study the diagram and answer the question that follows.

Events of the Great Depression



Which phrase correctly replaces the question mark in this diagram?

- F** Increase in minimum wage
- G** Growth of immigration
- H** Increase in unemployment
- J** Growth in consumer spending

\*Correct Answer (H)

#### Analysis of Assessed Standards

<b>Cluster</b>	Great Depression/New Deal
<b>Subcluster</b>	Life During the Great Depression
<b>Content</b>	Readiness
<b>Process</b>	US.28(B)
<b>Stimulus</b>	

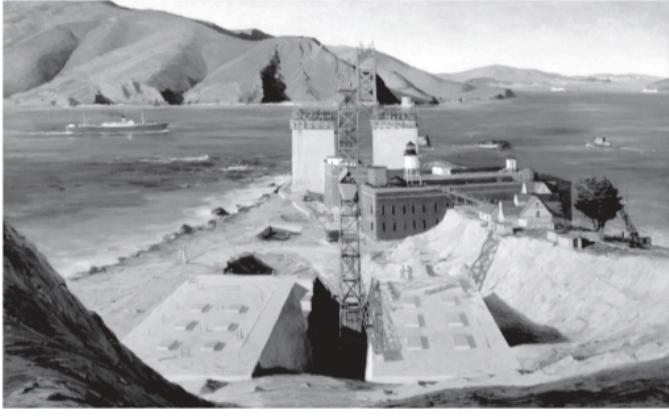
#### Data Analysis

Item	State	Local
F	6	
G	5	
H*	80	
J	9	

#### Error Analysis

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

#### Learning from Mistakes Instructional Implications

<p><b>US.24(A)</b> describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>2022 – Q15</p> <p><b>15</b> This photograph shows a 1934 painting by an artist with the Public Works of Art Project during the Great Depression.</p> <p style="text-align: center;">"Golden Gate Bridge"</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Great Depression/New Deal</td></tr> <tr> <td><b>Subcluster</b></td><td>Life During the Great Depression</td></tr> <tr> <td><b>Content</b></td><td>Supporting</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Great Depression/New Deal	<b>Subcluster</b>	Life During the Great Depression	<b>Content</b>	Supporting	<b>Process</b>	US.28(A)	<b>Stimulus</b>						
<b>Cluster</b>	Great Depression/New Deal															
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<b>Content</b>	Supporting															
<b>Process</b>	US.28(A)															
<b>Stimulus</b>																
 <p style="text-align: right; font-size: small;">© Smithsonian American Art Museum, Washington, DC / Art Resource, NY</p>	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A*</td><td>67</td><td></td></tr> <tr> <td>B</td><td>8</td><td></td></tr> <tr> <td>C</td><td>10</td><td></td></tr> <tr> <td>D</td><td>15</td><td></td></tr> </tbody> </table> <p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p>	Item	State	Local	A*	67		B	8		C	10		D	15	
Item	State	Local														
A*	67															
B	8															
C	10															
D	15															
<p>What is the <b>MOST LIKELY</b> reason the Public Works of Art Project commissioned this painting?</p> <p><b>A</b> To promote optimism for U.S. economic progress during the Great Depression</p> <p><b>B</b> To demand federal worker safety laws during the Great Depression</p> <p><b>C</b> To encourage competition for U.S. technological superiority during the Great Depression</p> <p><b>D</b> To question the success of nationalizing industries during the Great Depression</p>	<p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>															

\*Correct Answer (A)

**US.24(B)** describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society

2022 – Q44

**44** This excerpt describes a country and western star in the 1930s.

[Gene Autry] got a bit part in [*In Old Santa Fe*], a Western in 1934, and unbelievably the ideas that came from this Western . . . pretty much started the template of the musical Western. Audiences just loved them—they had the music, they had the comedy and, of course, the action and those great fancy cowboy outfits, too.

— “Gene Autry, America’s ‘Public Cowboy No. 1,’”  
National Public Radio, [www.npr.org](http://www.npr.org)  
(accessed November 20, 2018)

What was one effect of this new style of “musical Western” on the United States in the 1930s?

- F** Country music became more popular than rock and roll music.
- G** Country music prompted people to move to farms on the Great Plains.
- H** Country music transitioned from a regional genre to a national sensation.
- J** Country music encouraged Exodusters to migrate from southern states.

\*Correct Answer (H)

#### Analysis of Assessed Standards

<b>Cluster</b>	Great Depression/New Deal
<b>Subcluster</b>	Life During the Great Depression
<b>Content</b>	Readiness
<b>Process</b>	US.28(A)
<b>Stimulus</b>	

#### Data Analysis

Item	State	Local
F	13	
G	14	
H*	67	
J	6	

#### Error Analysis

- Guessing       Mixed Up Concepts  
 Careless Error     Stopped Too Early

#### Learning from Mistakes Instructional Implications

US.16(D) compare the New Deal policies and its opponents' approaches to resolving the economic effects of the Great Depression		Analysis of Assessed Standards																
<p>! 2022 – Q46</p> <p><b>46</b> Read the excerpt and answer the question that follows.</p> <div style="border: 1px solid black; padding: 10px;"> <p>The whole of our governmental machinery was devised for the purpose that . . . we give incentive and equality of opportunity to every individual to rise to that highest achievement of which he is capable. . . . The spread of government destroys initiative and thus destroys character. . . . There is an entirely different avenue by which we may both resist this drift to centralized government and at the same time meet a multitude of problems. That is to strengthen in the Nation a sense and an organization of self-help . . . .</p> <p style="text-align: center;"><i>—President Herbert Hoover, radio address, February 12, 1931</i></p> </div>		<p><b>Cluster</b> Great Depression/New Deal</p> <p><b>Subcluster</b> Political Responses to the Great Depression</p> <p><b>Content</b> Supporting</p> <p><b>Process</b> US.28(A)</p> <p><b>Stimulus</b></p>																
		<p><b>Data Analysis</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Item</th><th style="background-color: #cccccc;">State</th><th style="background-color: #cccccc;">Local</th></tr> </thead> <tbody> <tr> <td>F</td><td style="text-align: center;">24</td><td></td></tr> <tr> <td>G</td><td style="text-align: center;">10</td><td></td></tr> <tr> <td>H*</td><td style="text-align: center;">57</td><td></td></tr> <tr> <td>J</td><td style="text-align: center;">9</td><td></td></tr> </tbody> </table>		Item	State	Local	F	24		G	10		H*	57		J	9	
Item	State	Local																
F	24																	
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		<p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p>																
		<p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>																
<p>*Correct Answer (H)</p>																		

<b>US.16(E)</b> describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens	<b>Analysis of Assessed Standards</b>	
	<b>Cluster</b>	Great Depression/New Deal
2022 – Q31	<b>Subcluster</b>	Political Responses to the Great Depression
<b>31</b> What is the purpose of the Securities and Exchange Commission?	<b>Content</b>	Supporting
<p><b>A</b> To encourage business practices that promote minority employment</p> <p><b>B</b> To maintain fair markets and increase investor confidence in financial institutions</p> <p><b>C</b> To encourage business policies that protect the environment</p> <p><b>D</b> To ensure worker safety and protect the public from hazardous products</p>	<b>Process</b>	US.28(B)
	<b>Stimulus</b>	
	<b>Data Analysis</b>	
	<b>Item</b>	<b>State</b>
	A	8
	B*	56
	C	10
*Correct Answer (B)	D	25
	<b>Error Analysis</b>	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

## IQ Analysis | Investigating the Question

US.19(B)

RC 3

**US.19(B)** evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000

! 2021 – Q36

36 Study the cartoon and answer the question that follows.

"Fireside Chat"



A 1937 Herblock Cartoon, © The Herblock Foundation

Why was the bill in this cartoon important to President Franklin D. Roosevelt?

- F He wanted to strengthen the congressional power of impeachment.
- G He wanted to strengthen federal judicial authority over state governments.
- H He wanted to remove congressional leaders from office.
- J He wanted to weaken the power of the judicial branch over the executive.

\*Correct Answer (J)

### Analysis of Assessed Standards

<b>Cluster</b>	Great Depression/New Deal
<b>Subcluster</b>	Political Responses to the Great Depression
<b>Content</b>	Readiness
<b>Process</b>	US.28(A)
<b>Stimulus</b>	

### Data Analysis

Item	State	Local
F	12	
G	41	
H	11	
J*	35	

### Error Analysis

- Guessing       Mixed Up Concepts
- Careless Error       Stopped Too Early

### Learning from Mistakes Instructional Implications

<p><b>US.16(E)</b> describe how various New Deal agencies and programs, including the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and the Social Security Administration, continue to affect the lives of U.S. citizens</p>	<p><b>Analysis of Assessed Standards</b></p>																	
<p><b>!</b> 2021 – Q24</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td colspan="2">Great Depression/New Deal</td></tr> <tr> <td><b>Subcluster</b></td><td colspan="2">Changing Roles of State and Federal Government</td></tr> <tr> <td><b>Content</b></td><td colspan="2">Supporting</td></tr> <tr> <td><b>Process</b></td><td colspan="2">US.29(B)</td></tr> <tr> <td><b>Stimulus</b></td><td colspan="2"></td></tr> </table>			<b>Cluster</b>	Great Depression/New Deal		<b>Subcluster</b>	Changing Roles of State and Federal Government		<b>Content</b>	Supporting		<b>Process</b>	US.29(B)		<b>Stimulus</b>		
<b>Cluster</b>	Great Depression/New Deal																	
<b>Subcluster</b>	Changing Roles of State and Federal Government																	
<b>Content</b>	Supporting																	
<b>Process</b>	US.29(B)																	
<b>Stimulus</b>																		
<p><b>24</b> How does the Federal Deposit Insurance Corporation (FDIC) continue to affect U.S. citizens?</p>	<p>F By regulating loans made to investors who buy stocks on margin</p>																	
<p>G By changing interest rates to prevent people from paying higher prices for goods</p>	<p>H By providing financial assistance to elderly people who are retired</p>																	
<p>J By protecting the savings of bank customers during an economic crisis</p>																		
	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>F</td><td>12</td><td></td></tr> <tr> <td>G</td><td>16</td><td></td></tr> <tr> <td>H</td><td>16</td><td></td></tr> <tr> <td>J*</td><td>57</td><td></td></tr> </tbody> </table>			Item	State	Local	F	12		G	16		H	16		J*	57	
Item	State	Local																
F	12																	
G	16																	
H	16																	
J*	57																	
<p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p>																		
<p><b>Learning from Mistakes</b></p> <p><b>Instructional Implications</b></p>																		
<p>*Correct Answer (J)</p>																		

## IQ Analysis | Investigating the Question

US.18(A)

RC 3

US.18(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government		Analysis of Assessed Standards	
!	2022 – Q30	Cluster	Great Depression/New Deal
<b>30</b> This poster was published by the Social Security Board in 1935.		Subcluster	Changing Roles of State and Federal Government
 A black and white poster from the Social Security Board. At the top, it says "A monthly check to you-". Below that is a drawing of the U.S. Capitol building. A hand is shown holding a "Social Security check". Text on the poster includes: "FOR THE REST OF YOUR LIFE -- BEGINNING WHEN YOU ARE 65", "GET YOUR SOCIAL SECURITY ACCOUNT NUMBER promptly", "APPLICATIONS ARE BEING DISTRIBUTED AT ALL WORK PLACES", "WHO IS ELIGIBLE", "HOW TO RETURN APPLICATION", and "INFORMATION MAY BE OBTAINED AT ANY POST OFFICE". The Social Security Board logo is at the bottom left, and "Library of Congress" is at the bottom right.  The poster is a historical document from 1935, encouraging people to apply for Social Security benefits starting at age 65. It highlights the availability of monthly checks and the ease of application through post offices.	Content	Readiness	
		Process	US.28(A)
		Stimulus	
Data Analysis			
	Item	State	Local
	F*	79	
	G	9	
	H	10	
	J	2	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			

How did the new program described in the poster affect the role of the federal government?

- F** It provided the federal government with a role in administering a retirement fund for workers.
- G** It limited the federal government's power to enforce minimum wage requirements.
- H** It provided the federal government with a role in managing workers' bank accounts.
- J** It limited the federal government's power to assist workers in manufacturing plants.

\*Correct Answer (F)

<b>US.18(A) evaluate the impact of New Deal legislation on the historical roles of state and federal government</b>		<b>Analysis of Assessed Standards</b>	
2021 – Q6		<b>Cluster</b>	Great Depression/New Deal
<b>6</b> What was one result of the creation of the Civilian Conservation Corps (CCC) during the 1930s?		<b>Subcluster</b>	Changing Roles of State and Federal Government
<b>F</b> State governments took over the responsibility of protecting minority rights.		<b>Content</b>	Readiness
<b>G</b> The federal government was no longer responsible for protecting natural resources.		<b>Process</b>	US.29(B)
<b>H</b> State governments could no longer control their budgets.		<b>Stimulus</b>	
<b>J</b> The federal government provided aid to people suffering from unemployment.		<b>Data Analysis</b>	
<b>*</b> Correct Answer (J)		<b>Item</b>	<b>State</b>
		<b>F</b>	<b>20</b>
		<b>G</b>	<b>12</b>
		<b>H</b>	<b>6</b>
		<b>J*</b>	<b>62</b>
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

# World War II

**US.7 History.** The student understands the domestic and international impact of U.S. participation in World War II.

**Connected Knowledge and Skills US.2, US.15, US.17, US.23**

## IQ Analysis | Investigating the Question

US.7(A)

RC 1

<p><b>US.7(A)</b> identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor</p> <p>2022 – Q51</p> <p><b>51</b> Read the list and answer the question that follows.</p> <p style="text-align: center;">?</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• Japan invades Korea and China.</li> <li>• Germany invades Poland.</li> <li>• Japan attacks Pearl Harbor.</li> </ul> </div> <p>Which title correctly replaces the question mark?</p> <p><b>A</b> Events That Encouraged the United States to Join NATO</p> <p><b>B</b> Events That Inspired U.S. Nationalism during World War I</p> <p><b>C</b> Events That Contributed to U.S. Rejection of the League of Nations</p> <p><b>D</b> Events That Led to U.S. Involvement in World War II</p>	<b>Analysis of Assessed Standards</b>	
<b>Cluster</b>	World War II	
<b>Subcluster</b>	Causes of WWII	
<b>Content</b>	Readiness	
<b>Process</b>	US.28(B)	
<b>Stimulus</b>		
<b>Data Analysis</b>		
<b>Item</b>	<b>State</b>	<b>Local</b>
A	11	
B	8	
C	6	
D*	74	
<b>Error Analysis</b>		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		
*Correct Answer (D)		

<p><b>US.7(A)</b> identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor</p> <p>2021 – Q66</p> <p><b>66</b> Read the excerpt and answer the question that follows.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked. . . .</p> <p style="text-align: center;"><i>—President Franklin D. Roosevelt, address to Congress, December 8, 1941</i></p> </div> <p>Which statement correctly summarizes the reason for this speech?</p> <p><b>F</b> Axis violations of international law caused the United States to hold criminal trials.</p> <p><b>G</b> German expansion in Western Europe caused the United States to assist France.</p> <p><b>H</b> Japanese aggression in the Pacific caused the United States to declare war.</p> <p><b>J</b> Allied defeats on the battlefield caused the United States to develop new weapons.</p>	<b>Analysis of Assessed Standards</b>	
<b>Cluster</b>	World War II	
<b>Subcluster</b>	Causes of WWII	
<b>Content</b>	Readiness	
<b>Process</b>	US.28(A)	
<b>Stimulus</b>		
<b>Data Analysis</b>		
<b>Item</b>	<b>State</b>	<b>Local</b>
F	5	
G	10	
H*	77	
J	8	
<b>Error Analysis</b>		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		
*Correct Answer (H)		



US.7(C) analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons		Analysis of Assessed Standards	
2022 – Q43		Cluster	World War II
<b>43</b>		Subcluster	Mobilization and the Home Front
		Content	Readiness
		Process	US.28(A)
		Stimulus	
Data Analysis			
	Item	State	Local
	A	7	
	B	20	
	C	4	
	D*	69	
Error Analysis			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
Learning from Mistakes Instructional Implications			
Source: NARA			
Which nationalities correctly replace the three question marks on this notice?			
<p><b>A</b> Polish, Romanian, Russian</p> <p><b>B</b> Mexican, Spanish, Portuguese</p> <p><b>C</b> Irish, Israeli, Turkish</p> <p><b>D</b> German, Italian, Japanese</p>			
*Correct Answer (D)			

## IQ Analysis | Investigating the Question

US.7(F)

RC 1

US.7(F) explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities		Analysis of Assessed Standards			
2022 – Q32		<b>Cluster</b>	World War II		
<b>32</b>	Buying Victory Garden Seeds in New Jersey, c. 1943	<b>Subcluster</b>	Mobilization and the Home Front		
		<b>Content</b>	Supporting		
		<b>Process</b>	US.28(A)		
		<b>Stimulus</b>			
Data Analysis					
Item	State	Local			
F*	67				
G	5				
H	9				
J	19				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
*Correct Answer (F)					

<b>US.7(F)</b> explain issues affecting the home front, including volunteerism, the purchase of war bonds, and Victory Gardens and opportunities and obstacles for women and ethnic minorities	<b>Analysis of Assessed Standards</b>																
2021 – Q32  32 Study the poster and answer the question that follows.	<b>Cluster</b> World War II <b>Subcluster</b> Mobilization and the Home Front <b>Content</b> Supporting <b>Process</b> US.28(A) <b>Stimulus</b>																
		<b>Data Analysis</b> <table border="1" data-bbox="1101 432 1509 644"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>7</td> <td></td> </tr> <tr> <td>G</td> <td>7</td> <td></td> </tr> <tr> <td>H*</td> <td>74</td> <td></td> </tr> <tr> <td>J</td> <td>11</td> <td></td> </tr> </tbody> </table> <b>Error Analysis</b> <p> <input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early     </p>	Item	State	Local	F	7		G	7		H*	74		J	11	
Item	State	Local															
F	7																
G	7																
H*	74																
J	11																
<p>What was the purpose of this World War II poster?</p> <p>F To persuade women to purchase food ration coupons        G To encourage families to put more money into bank savings accounts        H To encourage citizens to help pay for the costs of the war        J To persuade women to pay for the release of prisoners of war</p> <p>*Correct Answer (H)</p>		<b>Learning from Mistakes</b> <b>Instructional Implications</b>															

		Analysis of Assessed Standards			
US.17(A) describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment		Cluster	World War II		
2022 – Q35		Subcluster	Mobilization and the Home Front		
<b>35</b>		Content	Readiness		
 <p>Source: Library of Congress, Prints and Photographs Division</p>		Process	US.28(A)		
		Stimulus			
Data Analysis					
Item	State	Local			
A	8				
B*	72				
C	5				
D	15				
Error Analysis					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
Learning from Mistakes Instructional Implications					
<p>What was one effect of this type of advertising during World War II?</p> <p><b>A</b> Women's colleges closed as wartime employment opportunities grew.</p> <p><b>B</b> The number of women in nontraditional roles increased.</p> <p><b>C</b> Women's organizations secured passage of the GI Bill for returning veterans.</p> <p><b>D</b> Congress passed laws guaranteeing equal pay for equal work for women.</p> <p>*Correct Answer (B)</p>					

<b>US.17(A)</b> describe the economic effects of World War II on the home front such as mobilization, the end of the Great Depression, rationing, and increased opportunity for women and minority employment	<b>Analysis of Assessed Standards</b>		
<p>2021 – Q41</p> <p>41 What were two economic effects of World War II on the home front?</p> <p>A</p> <ul style="list-style-type: none"> <li>• Increased number of women working in industrial jobs</li> <li>• Increased income tax rates</li> </ul> <p>B</p> <ul style="list-style-type: none"> <li>• Increased number of labor union strikes</li> <li>• Increased production of consumer goods</li> </ul> <p>C</p> <ul style="list-style-type: none"> <li>• Decreased size of the national debt</li> <li>• Decreased efforts to recycle metal for the military</li> </ul> <p>D</p> <ul style="list-style-type: none"> <li>• Decreased government funding for nuclear weapons research</li> <li>• Decreased sale of government savings bonds</li> </ul>	<b>Cluster</b> <b>Subcluster</b> <b>Content</b> <b>Process</b> <b>Stimulus</b>	World War II Mobilization and the Home Front Supporting US.28(B) 	
		<b>Data Analysis</b>	
	<b>Item</b> A* B C D	<b>State</b> 75 13 5 7	
	<b>Error Analysis</b>		
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

\*Correct Answer (A)

## IQ Analysis | Investigating the Question

US.7(D)

RC 1

<p><b>US.7(D)</b> analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps</p> <p>2022 – Q7</p> <p>7 How did the Battle of Midway alter the course of the war in the Pacific?</p> <ul style="list-style-type: none"> <li>A By stopping the Japanese attack on Pearl Harbor</li> <li>B By halting the progress of Japanese expansion</li> <li>C By preventing the continued use of Japanese kamikaze planes</li> <li>D By defending the Philippines from Japanese conquest</li> </ul> <p>*Correct Answer (B)</p>	<b>Analysis of Assessed Standards</b>	
	<b>Cluster</b>	World War II
<b>Subcluster</b>		Two-Front War
<b>Content</b>		Readiness
<b>Process</b>		US.28(B)
<b>Stimulus</b>		
<b>Data Analysis</b>		
<b>Item</b>	<b>State</b>	<b>Local</b>
A	15	
B*	52	
C	13	
D	20	
<b>Error Analysis</b>		
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

**US.7(D)** analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps

2022 – Q24

**24** Read the excerpt and answer the question that follows.

We have seen something here that overpowers the death of anyone back home. We have seen what can be called the living dead. Moving up into a new position we came across a prison camp. . . . We went out to see what a concentration camp looked like. . . . As we entered the camp the first thing we saw was the burned down buildings, but a little farther on we got the shock of our lives.

—Aaron A. Eiferman, member of the U.S. 12th Armored Division, letter to his wife, April 27, 1945

Which action did the Allied powers take in response to what was described in this letter?

- F** Imposed economic sanctions on Germany
- G** Began a bombing campaign to destroy key military bases
- H** Charged Nazi officials with war crimes in the Nuremberg trials
- J** Permitted Nazi officials to leave the country

\*Correct Answer (H)

**Analysis of Assessed Standards**

<b>Cluster</b>	World War II
<b>Subcluster</b>	Two-Front War
<b>Content</b>	Readiness
<b>Process</b>	US.28(A)
<b>Stimulus</b>	

**Data Analysis**

Item	State	Local
F	17	
G	16	
H*	63	
J	3	

**Error Analysis**

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

**Learning from Mistakes  
Instructional Implications**

**US.7(D)** analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps

2021 – Q52

52 Study the cartoon and answer the question that follows.



What was the PRIMARY objective of the actions represented in this 1945 cartoon?

- F To stop Japan from cutting off supply lines into China
- G To prevent Japan from invading China for natural resources
- H To force Japan to accept terms of unconditional surrender
- J To punish Japan for its treatment of soldiers at Bataan

\*Correct Answer (H)

#### Analysis of Assessed Standards

**Cluster** World War II

**Subcluster** Two-Front War

**Content** Readiness

**Process** US.28(A)

**Stimulus**

#### Data Analysis

Item	State	Local
F	6	
G	14	
H*	71	
J	9	

#### Error Analysis

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

#### Learning from Mistakes Instructional Implications

<p><b>US.23(B)</b> explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez</p>	<p><b>Analysis of Assessed Standards</b></p>																	
<p>2022 – Q11</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>World War II</td></tr> <tr> <td><b>Subcluster</b></td><td>Two-Front War</td></tr> <tr> <td><b>Content</b></td><td>Supporting</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	World War II	<b>Subcluster</b>	Two-Front War	<b>Content</b>	Supporting	<b>Process</b>	US.28(A)	<b>Stimulus</b>								
<b>Cluster</b>	World War II																	
<b>Subcluster</b>	Two-Front War																	
<b>Content</b>	Supporting																	
<b>Process</b>	US.28(A)																	
<b>Stimulus</b>																		
<p><b>11</b> This photograph shows an event that took place in 1997.</p> <p style="text-align: center;">President Bill Clinton Awarding the Medal of Honor to Vernon Baker, January 1997</p>	<table border="1"> <tr> <td><b>Data Analysis</b></td><td></td></tr> <tr> <td><b>Item</b></td><td><b>State</b></td><td><b>Local</b></td></tr> <tr> <td>A</td><td>11</td><td></td></tr> <tr> <td>B</td><td>9</td><td></td></tr> <tr> <td>C*</td><td>65</td><td></td></tr> <tr> <td>D</td><td>15</td><td></td></tr> </table>	<b>Data Analysis</b>		<b>Item</b>	<b>State</b>	<b>Local</b>	A	11		B	9		C*	65		D	15	
<b>Data Analysis</b>																		
<b>Item</b>	<b>State</b>	<b>Local</b>																
A	11																	
B	9																	
C*	65																	
D	15																	
 <p>Source: Government Printing Office</p>	<table border="1"> <tr> <td><b>Error Analysis</b></td><td></td></tr> <tr> <td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> </table>	<b>Error Analysis</b>		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early											
<b>Error Analysis</b>																		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts																	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																	
<p>What was the significance of the event depicted in the photograph?</p> <ul style="list-style-type: none"> <li><b>A</b> The U.S. government officially desegregated the armed forces.</li> <li><b>B</b> The U.S. government extended veterans benefits to African Americans.</li> <li><b>C</b> The U.S. government honored an African American veteran for bravery during World War II.</li> <li><b>D</b> The U.S. government created a new military commendation for veterans of foreign wars.</li> </ul> <p>*Correct Answer (C)</p>	<p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>																	

# Early Cold War

**US.8 History.** The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.

**Connected Knowledge and Skills US.1, US.2, US.17, US.24, US.26**

<b>US.8(A)</b> describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis	<b>Analysis of Assessed Standards</b>	
	<b>Cluster</b>	Early Cold War
2022 – Q16	<b>Subcluster</b>	Containment
<b>16</b> NATO was created in response to concerns about –	<b>Content</b>	Readiness
<b>F</b> the Soviet Union and Communism	<b>Process</b>	US.28(B)
<b>G</b> Italy and Nazism	<b>Stimulus</b>	
<b>H</b> Germany and fascism		
<b>J</b> Japan and militarism		
<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>
	F*	82
	G	3
	H	10
*Correct Answer (F)	J	5
<b>Error Analysis</b>		
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

<b>US.8(A)</b> describe U.S. responses to Soviet aggression after World War II, including the Truman Doctrine, the Marshall Plan, the Berlin airlift, the North Atlantic Treaty Organization, and John F. Kennedy's role in the Cuban Missile Crisis	<b>Analysis of Assessed Standards</b>	
	<b>Cluster</b>	Early Cold War
2021 – Q15	<b>Subcluster</b>	Containment
15 Which U.S. action was the MOST direct and immediate response to the Soviet blockade of West Berlin?	<b>Content</b>	Readiness
A Airlifting supplies to people in West Berlin B Creating the North Atlantic Treaty Organization C Withdrawing military forces from West Berlin D Providing financial support to help rebuild European nations	<b>Process</b>	US.28(B)
	<b>Stimulus</b>	
	<b>Data Analysis</b>	
	<b>Item</b>	<b>State</b>
	A*	61
	B	11
	C	18
	D	10
*Correct Answer (A)	<b>Error Analysis</b> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early	
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

## IQ Analysis | Investigating the Question

US.8(C)

RC 1

<p><b>US.8(C)</b> explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy</p> <p>2022 – Q56</p> <p><b>56</b> Which concern directly contributed to U.S. involvement in the Korean War during the 1950s?</p> <p><b>F</b> Containing the spread of communism</p> <p><b>G</b> Improving political relations with China</p> <p><b>H</b> Deterring the use of nuclear weapons</p> <p><b>J</b> Resisting the rise of fascism in Asia</p>	<b>Analysis of Assessed Standards</b>																
	<b>Cluster</b>	Early Cold War															
	<b>Subcluster</b>	Containment															
	<b>Content</b>	Readiness															
	<b>Process</b>	US.28(B)															
	<b>Stimulus</b>																
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Item	State	Local															
F*	72																
G	8																
H	15																
J	4																
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<b>Learning from Mistakes</b> <b>Instructional Implications</b>																	

\*Correct Answer (F)

<p><b>US.8(C)</b> explain reasons and outcomes for U.S. involvement in the Korean War and its relationship to the containment policy</p> <p><b>!</b> 2021 – Q50</p> <p><b>50</b> Read the excerpt and answer the question that follows.</p> <div style="border: 1px solid black; padding: 10px;"> <p>The Republic of Korea, and the freedom seeking people of North Korea . . . seek for themselves a united, self-governing and sovereign country, independent of foreign control and support and with membership in the United Nations. In their desire for unity and independence, they are supported by the United Nations. The United States has a deep interest in the continuing progress of the Korean people toward these objectives.</p> <p style="text-align: center;"><i>—President Harry S. Truman, special message to Congress, June 7, 1949</i></p> </div> <p>What was the PRIMARY goal of the foreign policy described in this excerpt?</p> <p><b>F</b> To increase U.S. colonization of Asia</p> <p><b>G</b> To prevent the spread of communist influence in Asia</p> <p><b>H</b> To end trade sanctions against Asian countries</p> <p><b>J</b> To protect U.S. soldiers stationed in Asian countries</p>	<b>Analysis of Assessed Standards</b>																
	<b>Cluster</b>	Early Cold War															
	<b>Subcluster</b>	Containment															
	<b>Content</b>	Readiness															
	<b>Process</b>	US.28(A)															
	<b>Stimulus</b>																
<b>Data Analysis</b>																	
<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>F</td><td>11</td><td></td></tr> <tr> <td>G*</td><td>69</td><td></td></tr> <tr> <td>H</td><td>9</td><td></td></tr> <tr> <td>J</td><td>11</td><td></td></tr> </tbody> </table>			Item	State	Local	F	11		G*	69		H	9		J	11	
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F	11																
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<b>Learning from Mistakes</b> <b>Instructional Implications</b>																	

\*Correct Answer (G)



## IQ Analysis | Investigating the Question

US.17(C)

RC 4

<p><b>US.17(C)</b> describe the economic impact of defense spending on the business cycle and education priorities from 1945 to the 1990s</p> <p>2021 – Q21</p> <p>21 How did the United States respond to the launch of <i>Sputnik I</i> in 1957 by the Soviet Union?</p> <ul style="list-style-type: none"> <li>A By increasing health care benefits and pensions for the military</li> <li>B By implementing the Marshall Plan</li> <li>C By increasing funding for math and science education</li> <li>D By joining the North Atlantic Treaty Organization</li> </ul> <p>*Correct Answer (C)</p>	<b>Analysis of Assessed Standards</b>																
	<b>Cluster</b>	Early Cold War															
	<b>Subcluster</b>	Postwar Fears															
	<b>Content</b>	Supporting															
	<b>Process</b>	US.28(B)															
	<b>Stimulus</b>																
<b>Data Analysis</b>																	
<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>11</td><td></td></tr> <tr> <td>B</td><td>31</td><td></td></tr> <tr> <td>C*</td><td>47</td><td></td></tr> <tr> <td>D</td><td>11</td><td></td></tr> </tbody> </table>			Item	State	Local	A	11		B	31		C*	47		D	11	
Item	State	Local															
A	11																
B	31																
C*	47																
D	11																
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<b>Learning from Mistakes</b> <b>Instructional Implications</b>																	

<p><b>US.17(B)</b> identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>! 2022 – Q39</p>	<p><b>Cluster</b> Early Cold War</p>															
<p><b>Subcluster</b> Prosperity and Culture of the 1950s</p>	<p><b>Content</b> Readiness</p>															
<p><b>Process</b> US.28(A)</p>	<p><b>Stimulus</b></p>															
<p><b>39</b> Read the excerpt and answer the question that follows.</p>	<p><b>Data Analysis</b></p>															
<p>Under the act, approximately 2,300,000 attended colleges and universities, 3,500,000 received school training, and 3,400,000 received on-the-job training. The number of degrees awarded by U.S. colleges and universities more than doubled between 1940 and 1950.</p> <p>—The U.S. National Archives and Records Administration, <a href="http://www.ourdocuments.gov">www.ourdocuments.gov</a> (accessed September 21, 2017)</p>	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>21</td> <td></td> </tr> <tr> <td>B</td> <td>14</td> <td></td> </tr> <tr> <td>C*</td> <td>33</td> <td></td> </tr> <tr> <td>D</td> <td>31</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	21		B	14		C*	33		D	31	
Item	State	Local														
A	21															
B	14															
C*	33															
D	31															
<p>Which government action directly contributed to these changes?</p> <p><b>A</b> Passage of the Federal Reserve Act</p> <p><b>B</b> Passage of the National Security Act of 1947</p> <p><b>C</b> Passage of the Servicemen's Readjustment Act of 1944</p> <p><b>D</b> Passage of the Central Intelligence Agency Act</p> <p>*Correct Answer (C)</p>	<p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p> <p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>															

<p><b>US.17(B)</b> identify the causes of prosperity in the 1950s, including the Baby Boom and the impact of the GI Bill (Servicemen's Readjustment Act of 1944), and the effects of prosperity in the 1950s such as increased consumption and the growth of agriculture and business</p>	<p><b>Analysis of Assessed Standards</b></p>																				
<p>2021 – Q13</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td colspan="2">Early Cold War</td></tr> <tr> <td><b>Subcluster</b></td><td colspan="2">Prosperity and Culture of the 1950s</td></tr> <tr> <td><b>Content</b></td><td colspan="2">Readiness</td></tr> <tr> <td><b>Process</b></td><td colspan="2">US.29(B)</td></tr> <tr> <td><b>Stimulus</b></td><td colspan="2"></td></tr> </table>			<b>Cluster</b>	Early Cold War		<b>Subcluster</b>	Prosperity and Culture of the 1950s		<b>Content</b>	Readiness		<b>Process</b>	US.29(B)		<b>Stimulus</b>					
<b>Cluster</b>	Early Cold War																				
<b>Subcluster</b>	Prosperity and Culture of the 1950s																				
<b>Content</b>	Readiness																				
<b>Process</b>	US.29(B)																				
<b>Stimulus</b>																					
<p>13 Which statement describes how the GI Bill affected the United States during the 1950s?</p>	<table border="1"> <tr> <td><b>Data Analysis</b></td><td colspan="2"></td></tr> <tr> <td><b>Item</b></td><td><b>State</b></td><td><b>Local</b></td></tr> <tr> <td>A</td><td>28</td><td></td></tr> <tr> <td>B</td><td>15</td><td></td></tr> <tr> <td>C*</td><td>34</td><td></td></tr> <tr> <td>D</td><td>22</td><td></td></tr> </table>			<b>Data Analysis</b>			<b>Item</b>	<b>State</b>	<b>Local</b>	A	28		B	15		C*	34		D	22	
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A	28																				
B	15																				
C*	34																				
D	22																				
<p>A The act allowed members of minority groups to join the armed forces because it desegregated the military.</p>	<table border="1"> <tr> <td><b>Error Analysis</b></td><td colspan="2"></td></tr> <tr> <td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td><td></td></tr> <tr> <td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td><td></td></tr> </table>			<b>Error Analysis</b>			<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early										
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<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early																				
<p>B The financial regulations in the act protected the deposits of bank customers.</p>	<table border="1"> <tr> <td><b>Learning from Mistakes</b></td><td colspan="2"></td></tr> <tr> <td><b>Instructional Implications</b></td><td colspan="2"></td></tr> </table>			<b>Learning from Mistakes</b>			<b>Instructional Implications</b>														
<b>Learning from Mistakes</b>																					
<b>Instructional Implications</b>																					
<p>C The educational benefits included in the act helped provide training to military veterans.</p>																					
<p>D The act provided employment opportunities for women because it made discrimination in the workplace illegal.</p>																					

\*Correct Answer (C)

## IQ Analysis | Investigating the Question

US.24(B)

RC 2

<b>US.24(B)</b> describe the impacts of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society	<b>Analysis of Assessed Standards</b>	
	<b>Cluster</b>	Early Cold War
 2021 – Q65	<b>Subcluster</b>	Prosperity and Culture of the 1950s
65 What was one effect of rock and roll music on U.S. society during the 1950s?	<b>Content</b>	Readiness
A Fewer musicians gave live musical performances. B People were exposed to more diverse musical styles. C Music stores sold fewer musical instruments. D Many religious groups actively supported the new musical culture.	<b>Process</b>	US.28(B)
	<b>Stimulus</b>	
	<b>Data Analysis</b>	
	<b>Item</b>	<b>State</b>
	A	3
	B*	85
	C	3
*Correct Answer (B)	D	9
	<b>Error Analysis</b>	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

## IQ Analysis | Investigating the Question

US.26(B)

RC 4

<b>US.26(B)</b> explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine		<b>Analysis of Assessed Standards</b>	
 2021 – Q67		<b>Cluster</b>	Early Cold War
<b>67</b> Why were vaccination programs developed during the twentieth century?		<b>Subcluster</b>	Prosperity and Culture of the 1950s
A To assist doctors in diagnosing injuries		<b>Content</b>	Supporting
B To assist farmers in irrigating crops		<b>Process</b>	US.29(B)
C To protect agricultural products from insects		<b>Stimulus</b>	
D To prevent the outbreak of dangerous diseases		<b>Data Analysis</b>	
<b>*Correct Answer (D)</b>		<b>Item</b>	<b>State</b>
		A	2
		B	2
		C	3
		D*	92
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

# Vietnam and the 1960s

**US.8 History.** The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.

**Connected Knowledge and Skills US.2, US.19, US.20, US.22, US.23**

## IQ Analysis | Investigating the Question

## US.8(F)

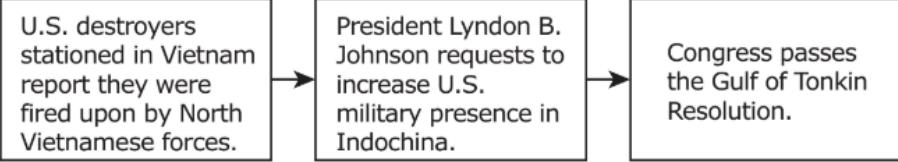
## RC 1

<p><b>US.8(F)</b> describe the responses to the Vietnam War, including the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement</p> <p>OLD <b>US.8(F)</b> describe the responses to the Vietnam War, such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement</p>	<b>Analysis of Assessed Standards</b>	
2022 – Q48	<b>Cluster</b>	Vietnam and the 1960s
<b>48</b> Which cause united many college students, civil rights activists, and labor union members during the 1960s?	<b>Subcluster</b>	Response to the War
<b>F</b> Opposing U.S. participation in the Vietnam War	<b>Content</b>	Readiness
<b>G</b> Expanding presidential use of executive privilege	<b>Process</b>	US.28(B)
<b>H</b> Protecting the world against climate change	<b>Stimulus</b>	
<b>J</b> Using détente as a foreign policy with China	<b>Data Analysis</b>	
	<b>Item</b>	<b>State</b>
	F*	65
	G	21
	H	8
	J	6
*Correct Answer (F)	<b>Error Analysis</b>	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
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	<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

<p><b>US.8(F)</b> describe the responses to the Vietnam War, including the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement</p> <p>OLD <b>US.8(F)</b> describe the responses to the Vietnam War, such as the draft, the 26th Amendment, the role of the media, the credibility gap, the silent majority, and the anti-war movement</p>	<b>Analysis of Assessed Standards</b>														
<p>2021 – Q60</p>	<p><b>Cluster</b> Vietnam and the 1960s</p>														
<p><b>60</b> Why did the government implement a draft during the Vietnam War?</p>	<p><b>Subcluster</b> Response to the War</p>														
<p>F To monitor ethnic groups for espionage activities</p>	<p><b>Content</b> Readiness</p>														
<p>G To fund the war by authorizing the sale of government bonds</p>	<p><b>Process</b> US.28(B)</p>														
<p>H To regulate freedom of expression at antiwar demonstrations</p>	<p><b>Stimulus</b></p>														
<p>J To provide the military with additional manpower</p>															
<p><b>Data Analysis</b></p> <table border="1" data-bbox="1101 591 1509 739"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>6</td> <td></td> </tr> <tr> <td>G</td> <td>11</td> <td></td> </tr> <tr> <td>H</td> <td>10</td> <td></td> </tr> <tr> <td>J*</td> <td>72</td> <td></td> </tr> </tbody> </table>	Item	State	Local	F	6		G	11		H	10		J*	72	
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<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early														
<p>*Correct Answer (J)</p>															

US.8(D) explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War		Analysis of Assessed Standards			
2022 – Q14		<b>Cluster</b>	Vietnam and the 1960s		
		<b>Subcluster</b>	Vietnam War		
		<b>Content</b>	Readiness		
		<b>Process</b>	US.28(A)		
		<b>Stimulus</b>			
Data Analysis					
Item	State	Local			
F	13				
G	7				
H*	67				
J	13				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
*Correct Answer (H)					

<b>US.8(D)</b> explain reasons and outcomes for U.S. involvement in foreign countries and their relationship to the Domino Theory, including the Vietnam War		<b>Analysis of Assessed Standards</b>					
2021 – Q9		<b>Cluster</b>	Vietnam and the 1960s				
9 Study the table and answer the question that follows.		<b>Subcluster</b>	Vietnam War				
	Agreements within the Geneva Accords, 1954	<b>Content</b>	Readiness				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Agreement 1</td><td style="padding: 5px;">The French government and the North Vietnamese forces agreed to a cease-fire and a temporary division of Vietnam along the 17th parallel.</td></tr> <tr> <td style="padding: 5px;">Agreement 2</td><td style="padding: 5px;">Neither North Vietnam nor South Vietnam would join alliances with outside parties, and general elections to unify the country were scheduled for 1956.</td></tr> </table>	Agreement 1	The French government and the North Vietnamese forces agreed to a cease-fire and a temporary division of Vietnam along the 17th parallel.	Agreement 2	Neither North Vietnam nor South Vietnam would join alliances with outside parties, and general elections to unify the country were scheduled for 1956.	<b>Process</b>	US.28(B)
Agreement 1	The French government and the North Vietnamese forces agreed to a cease-fire and a temporary division of Vietnam along the 17th parallel.						
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		<b>Stimulus</b>					
		<b>Data Analysis</b>					
		<b>Item</b>	<b>State</b>				
		A	21				
		B	7				
		C	12				
		D*	60				
		<b>Error Analysis</b>					
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
		<b>Learning from Mistakes Instructional Implications</b>					
*Correct Answer (D)							

US.19(A) describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government		Analysis of Assessed Standards	
2022 – Q61		Cluster	Vietnam and the 1960s
<b>61</b> This diagram shows events associated with the Gulf of Tonkin Resolution.		Subcluster	Vietnam War
		Content	Supporting
<p>How did the events in this cause-and-effect diagram affect the relationship between the executive and legislative branches of government?</p>		Process	US.28(B)
		Stimulus	
		Data Analysis	
		Item	State
		A	19
		B*	40
		C	22
		D	18
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	
*Correct Answer (B)			

<b>US.19(A)</b> describe the impact of events such as the Gulf of Tonkin Resolution and the War Powers Act on the relationship between the legislative and executive branches of government	<b>Analysis of Assessed Standards</b>															
<p>2021 – Q48</p> <p><b>48</b> Read the excerpt and answer the question that follows.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">"Veto of the War Powers Resolution"</p> <p>House Joint Resolution 542 [The War Powers Act] would attempt to take away, by a mere legislative act, authorities which the President has properly exercised under the Constitution for almost 200 years. One of its provisions would automatically cut off certain authorities after sixty days unless the Congress extended them.</p> <p style="text-align: center;">—President Richard Nixon, October 24, 1973</p> </div>	<p><b>Cluster</b> Vietnam and the 1960s</p> <p><b>Subcluster</b> Vietnam War</p> <p><b>Content</b> Supporting</p> <p><b>Process</b> US.28(A)</p> <p><b>Stimulus</b></p>															
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Item	State	Local														
F	13															
G*	59															
H	17															
J	11															
<p>Why did Congress override the veto described in this excerpt?</p> <p>F Congress wanted to expand its power to provide funding to the military.</p> <p>G Congress wanted to limit the president's power to send U.S. troops into armed conflicts.</p> <p>H Congress wanted to regain control over its treaty-making powers.</p> <p>J Congress wanted to give the president the power to make battlefield decisions.</p>	<p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing   <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error   <input type="checkbox"/> Stopped Too Early</p> <p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>															

\*Correct Answer (G)

<p><b>US.23(B)</b> explain the importance of Congressional Medal of Honor recipients such as Army First Lieutenant Vernon J. Baker, Army Corporal Alvin York, and Army Master Sergeant Raul "Roy" Perez Benavidez</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>2021 – Q39</p> <p>39 Study the photograph and answer the question that follows.</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Vietnam and the 1960s</td></tr> <tr> <td><b>Subcluster</b></td><td>Vietnam War</td></tr> <tr> <td><b>Content</b></td><td>Supporting</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Vietnam and the 1960s	<b>Subcluster</b>	Vietnam War	<b>Content</b>	Supporting	<b>Process</b>	US.28(A)	<b>Stimulus</b>						
<b>Cluster</b>	Vietnam and the 1960s															
<b>Subcluster</b>	Vietnam War															
<b>Content</b>	Supporting															
<b>Process</b>	US.28(A)															
<b>Stimulus</b>																
	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>8</td><td></td></tr> <tr> <td>B*</td><td>70</td><td></td></tr> <tr> <td>C</td><td>12</td><td></td></tr> <tr> <td>D</td><td>10</td><td></td></tr> </tbody> </table>	Item	State	Local	A	8		B*	70		C	12		D	10	
Item	State	Local														
A	8															
B*	70															
C	12															
D	10															
<p>Master Sergeant Roy Benavidez saved the lives of fellow soldiers while under heavy enemy attack and after sustaining wounds while assisting on a team extraction in Vietnam on May 2, 1968.</p> <p>In recognition of the actions described above, Master Sergeant Roy Benavidez was —</p> <p>A given an early honorable discharge from U.S. military service      B awarded the Congressional Medal of Honor      C made an honorary member of the United Nations      D awarded the Legion of Honor ribbon</p> <p>* Correct Answer (B)</p>	<p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing   <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error   <input type="checkbox"/> Stopped Too Early</p> <p><b>Learning from Mistakes</b>  <b>Instructional Implications</b></p>															

# Civil Rights

**US.9 History.** The student understands the impact of the American civil rights movement.

**Connected Knowledge and Skills US.1, US.2, US.17, US.20, US.22, US.23**

## IQ Analysis | Investigating the Question

## US.9(B)

## RC 1

US.9(B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting		Analysis of Assessed Standards	
2022 – Q65		<b>Cluster</b>	Civil Rights
<b>65</b> What was one goal of Ku Klux Klan marches held before elections in the early 1900s?		<b>Subcluster</b>	Civic Participation
A To prevent the government from passing voter identification laws		<b>Content</b>	Readiness
B To warn people about the dangers of voter fraud		<b>Process</b>	US.28(B)
C To prevent racial minorities from participating in the political process		<b>Stimulus</b>	
D To protest the use of literacy tests in the political process		Data Analysis	
*Correct Answer (C)		<b>Item</b>	<b>State</b>
		A	7
		B	4
		C*	83
		D	6
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

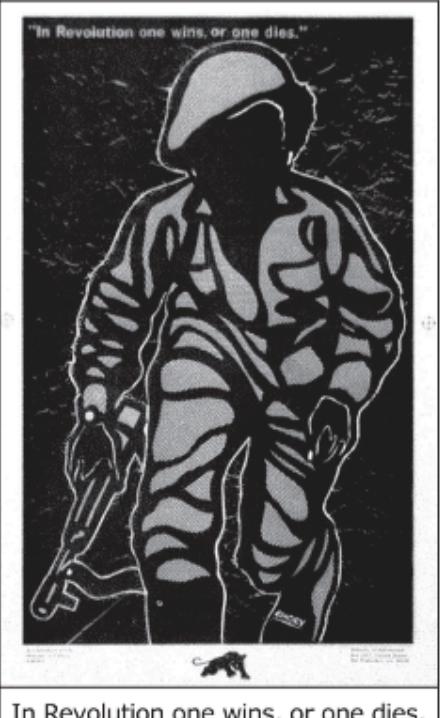
## IQ Analysis | Investigating the Question

## US.9(C)

## RC 1

US.9(C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights		Analysis of Assessed Standards	
2022 – Q47		<b>Cluster</b>	Civil Rights
<b>47</b> How did the National Organization for Women (NOW) affect the feminist movement during the 1970s?		<b>Subcluster</b>	Civic Participation
A By opposing the Supreme Court's <i>Roe v. Wade</i> decision legalizing abortion		<b>Content</b>	Supporting
B By opposing laws granting tax credits for stay-at-home mothers		<b>Process</b>	US.28(B)
C By supporting scholarship programs available through beauty pageants		<b>Stimulus</b>	
D By supporting the proposed Equal Rights Amendment to the U.S. Constitution		Data Analysis	
*Correct Answer (D)		Item	State
		A	15
		B	7
		C	5
		D*	74
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

US.9(D) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Dolores Huerta, Rosa Parks, and Betty Friedan		Analysis of Assessed Standards	
Cluster	Civil Rights	Subcluster	Civic Participation
Content	Supporting	Process	US.28(B)
Stimulus			
Data Analysis			
Item	State	Local	
A	6		
B*	69		
C	13		
D	12		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
*Correct Answer (B)			

<p><b>US.9(E)</b> compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>2022 – Q41</p> <p><b>41</b> This poster was designed by Emory Douglas, the Black Panther Party's Minister of Culture in the 1960s and 1970s.</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Civil Rights</td></tr> <tr> <td><b>Subcluster</b></td><td>Civic Participation</td></tr> <tr> <td><b>Content</b></td><td>Supporting</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Civil Rights	<b>Subcluster</b>	Civic Participation	<b>Content</b>	Supporting	<b>Process</b>	US.28(A)	<b>Stimulus</b>						
<b>Cluster</b>	Civil Rights															
<b>Subcluster</b>	Civic Participation															
<b>Content</b>	Supporting															
<b>Process</b>	US.28(A)															
<b>Stimulus</b>																
	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>7</td><td></td></tr> <tr> <td>B</td><td>11</td><td></td></tr> <tr> <td>C*</td><td>79</td><td></td></tr> <tr> <td>D</td><td>4</td><td></td></tr> </tbody> </table> <p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p> <p><b>Learning from Mistakes</b>  <b>Instructional Implications</b></p>	Item	State	Local	A	7		B	11		C*	79		D	4	
Item	State	Local														
A	7															
B	11															
C*	79															
D	4															
<p>Based on this image, how did the Black Panther Party differ from Martin Luther King Jr. and his followers?</p> <p><b>A</b> The Black Panther Party focused attention only on issues in southern states.</p> <p><b>B</b> The Black Panther Party believed in achieving equal voting rights for all.</p> <p><b>C</b> The Black Panther Party advocated militant action to achieve its goals.</p> <p><b>D</b> The Black Panther Party worked willingly with government officials.</p>																

\*Correct Answer (C)

<b>US.9(E)</b> compare and contrast the approach taken by the Black Panthers with the nonviolent approach of Martin Luther King Jr.		<b>Analysis of Assessed Standards</b>	
2021 – Q29		<b>Cluster</b>	Civil Rights
29 In the 1960s which action of the Black Panthers was MOST DIFFERENT from the philosophy of Dr. Martin Luther King, Jr.?		<b>Subcluster</b>	Civic Participation
A Writing a ten-point platform that demanded decent housing		<b>Content</b>	Supporting
B Using armed patrols to protect neighborhoods		<b>Process</b>	US.28(B)
C Operating the Free Breakfast for Children Program		<b>Stimulus</b>	
D Creating "survival" programs that included medical and legal aid		<b>Data Analysis</b>	
*Correct Answer (B)		<b>Item</b>	<b>State</b>
		A	8
		B*	72
		C	5
		D	16
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes Instructional Implications</b>	

## IQ Analysis | Investigating the Question

## US.9(F)

## RC 1

<p><b>US.9(F)</b> discuss the impact of the writings of Martin Luther King Jr., including his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement</p> <p>OLD <b>US.9(F)</b> discuss the impact of the writings of Martin Luther King Jr., such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement</p>	<b>Analysis of Assessed Standards</b>				
2022 – Q60	<b>Cluster</b>	Civil Rights			
<b>60</b> How did Dr. Martin Luther King, Jr.'s 1963 "I Have a Dream" speech affect U.S. politics?	<b>Subcluster</b>	Civic Participation			
<p><b>F</b> By increasing pressure on political leaders to form a new minority-based political party</p> <p><b>G</b> By persuading political leaders to introduce literacy tests for voting</p> <p><b>H</b> By persuading political leaders to ratify an amendment that extends voting rights to women</p> <p><b>J</b> By increasing pressure on political leaders to pass federal civil rights legislation</p>	<b>Content</b>	Supporting			
	<b>Process</b>	US.28(B)			
	<b>Stimulus</b>				
<b>Data Analysis</b>					
	<b>Item</b>	<b>State</b>	<b>Local</b>		
	<b>F</b>	<b>9</b>			
	<b>G</b>	<b>5</b>			
	<b>H</b>	<b>6</b>			
*Correct Answer (J)	<b>J*</b>	<b>80</b>			
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b> <b>Instructional Implications</b>					

US.9(I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process		Analysis of Assessed Standards																
2022 – Q59		<b>Cluster</b>	Civil Rights															
<b>59</b> This bar graph shows historical trends in the U.S. work force.		<b>Subcluster</b>	Civic Participation															
<p style="text-align: center;"><b>Percent of Men and Women in the U.S. Labor Force, 1950–2010</b></p> <table border="1"> <caption>Data from the bar graph: Percent of Men and Women in the U.S. Labor Force, 1950–2010</caption> <thead> <tr> <th>Decade</th> <th>Men (%)</th> <th>Women (%)</th> </tr> </thead> <tbody> <tr> <td>1950</td> <td>88</td> <td>35</td> </tr> <tr> <td>1970</td> <td>81</td> <td>45</td> </tr> <tr> <td>1990</td> <td>78</td> <td>58</td> </tr> <tr> <td>2010</td> <td>73</td> <td>60</td> </tr> </tbody> </table> <p>Source: U.S. Bureau of Labor Statistics</p>	Decade	Men (%)	Women (%)	1950	88	35	1970	81	45	1990	78	58	2010	73	60		<b>Content</b>	Readiness
Decade	Men (%)	Women (%)																
1950	88	35																
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		<b>Process</b>	US.28(A)															
		<b>Stimulus</b>																
<b>Data Analysis</b> <table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A*</td> <td>79</td> <td></td> </tr> <tr> <td>B</td> <td>5</td> <td></td> </tr> <tr> <td>C</td> <td>14</td> <td></td> </tr> <tr> <td>D</td> <td>3</td> <td></td> </tr> </tbody> </table>				Item	State	Local	A*	79		B	5		C	14		D	3	
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<b>Learning from Mistakes</b> <b>Instructional Implications</b>																		
*Correct Answer (A)																		

<b>US.9(I)</b> evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process	<b>Analysis of Assessed Standards</b>	
	<b>Cluster</b>	Civil Rights
2021 – Q43	<b>Subcluster</b>	Civic Participation
43 What is one way the Civil Rights Movement impacted the United States?	<b>Content</b>	Readiness
A By increasing diversity in the workplace B By leading to the creation of a national health care system C By increasing the globalization of the economy D By leading to the passage of antitrust laws	<b>Process</b>	US.28(B)
	<b>Stimulus</b>	
	<b>Data Analysis</b>	
	<b>Item</b>	State
	A*	70
	B	9
	C	13
*Correct Answer (A)	D	8
	<b>Error Analysis</b>	
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

		Analysis of Assessed Standards	
Cluster	Civil Rights	Subcluster	Civic Participation
Content	Readiness	Process	US.28(A)
Stimulus			
Data Analysis			
Item	State	Local	
A	10		
B	5		
C	12		
D*	73		
Error Analysis			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications			
<p>What was one result of the activism shown in these photographs?</p> <p>A It reduced the ability of the courts to decide the constitutionality of suffrage.</p> <p>B It prompted lawmakers to reinstate poll taxes for voting.</p> <p>C It reduced the influence of special interest groups devoted to expanding suffrage.</p> <p>D It brought national attention to problems associated with voting.</p>			
<p>*Correct Answer (D)</p>			

## IQ Analysis | Investigating the Question

US.25(A)

RC 2

<b>US.25(A)</b> explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society		<b>Analysis of Assessed Standards</b>															
  2022 – Q57	<b>Cluster</b> Civil Rights <b>Subcluster</b> Civic Participation <b>Content</b> Readiness <b>Process</b> US.28(B) <b>Stimulus</b>																
<b>57</b> Read the list and answer the question that follows.	<b>Data Analysis</b>																
<ul style="list-style-type: none"> <li>• Mexican American Legal Defense and Educational Fund</li> <li>• American-Arab Anti-Discrimination Committee</li> <li>• National Asian Pacific American Legal Consortium</li> </ul>	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>17</td> <td></td> </tr> <tr> <td>B*</td> <td>65</td> <td></td> </tr> <tr> <td>C</td> <td>9</td> <td></td> </tr> <tr> <td>D</td> <td>9</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	17		B*	65		C	9		D	9		
Item	State	Local															
A	17																
B*	65																
C	9																
D	9																
Which action is a goal of all these groups?	<b>Error Analysis</b>																
<p><b>A</b> Promoting nativist policies</p> <p><b>B</b> Protecting civil liberties</p> <p><b>C</b> Supporting segregation</p> <p><b>D</b> Organizing labor unions</p>	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early																
<b>*Correct Answer (B)</b>	<b>Learning from Mistakes</b> <b>Instructional Implications</b>																

<b>US.25(A)</b> explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society		<b>Analysis of Assessed Standards</b>															
 2021 – Q51	<b>Cluster</b> Civil Rights <b>Subcluster</b> Civic Participation <b>Content</b> Readiness <b>Process</b> US.28(B) <b>Stimulus</b>																
<b>51</b> During the late 1960s, Mexican American students in Los Angeles participated in the Chicano movement by organizing school walkouts. What was the PRIMARY goal of these walkouts?	<b>Data Analysis</b>																
<p><b>A</b> To end the use of poll taxes for voting</p> <p><b>B</b> To raise awareness of insufficient educational opportunities</p> <p><b>C</b> To protest the rising cost of college education</p> <p><b>D</b> To support the passage of a minimum wage law</p>	<table border="1"> <thead> <tr> <th>Item</th> <th>State</th> <th>Local</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4</td> <td></td> </tr> <tr> <td>B*</td> <td>77</td> <td></td> </tr> <tr> <td>C</td> <td>11</td> <td></td> </tr> <tr> <td>D</td> <td>7</td> <td></td> </tr> </tbody> </table>	Item	State	Local	A	4		B*	77		C	11		D	7		
Item	State	Local															
A	4																
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D	7																
<b>*Correct Answer (B)</b>	<b>Error Analysis</b>																
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	<b>Learning from Mistakes</b> <b>Instructional Implications</b>																



<p><b>US.25(D)</b> identify the contributions of women such as Rosa Parks, Eleanor Roosevelt, and Sonia Sotomayor to American society</p>	<p><b>Analysis of Assessed Standards</b></p>																		
<p>2022 – Q63</p> <p><b>63</b> This is a time line of events in U.S. history.</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Civil Rights</td></tr> <tr> <td><b>Subcluster</b></td><td>Civic Participation</td></tr> <tr> <td><b>Content</b></td><td>Supporting</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Civil Rights	<b>Subcluster</b>	Civic Participation	<b>Content</b>	Supporting	<b>Process</b>	US.28(A)	<b>Stimulus</b>									
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<b>Content</b>	Supporting																		
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<b>Stimulus</b>																			
<p style="text-align: center;"><b>Rosa Parks's Activism</b></p>	<table border="1"> <tr> <td colspan="3"><b>Data Analysis</b></td></tr> <tr> <th>Item</th><th>State</th><th>Local</th></tr> <tr> <td>A</td><td>16</td><td></td></tr> <tr> <td>B*</td><td>67</td><td></td></tr> <tr> <td>C</td><td>9</td><td></td></tr> <tr> <td>D</td><td>8</td><td></td></tr> </table>	<b>Data Analysis</b>			Item	State	Local	A	16		B*	67		C	9		D	8	
<b>Data Analysis</b>																			
Item	State	Local																	
A	16																		
B*	67																		
C	9																		
D	8																		
<p>What does this time line imply about Rosa Parks's activism during the Civil Rights era?</p> <p><b>A</b> Rosa Parks acted independently from civil rights organizations.</p> <p><b>B</b> Rosa Parks continued her activism after the Montgomery bus boycott.</p> <p><b>C</b> Rosa Parks completed a large portion of her activism while awaiting trial.</p> <p><b>D</b> Rosa Parks learned of civil rights issues following the Montgomery bus boycott.</p> <p>*Correct Answer (B)</p>	<table border="1"> <tr> <td><input type="checkbox"/> Guessing</td><td><input type="checkbox"/> Mixed Up Concepts</td></tr> <tr> <td><input type="checkbox"/> Careless Error</td><td><input type="checkbox"/> Stopped Too Early</td></tr> <tr> <td colspan="2"><b>Learning from Mistakes</b></td></tr> <tr> <td colspan="2"><b>Instructional Implications</b></td></tr> </table>	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	<b>Learning from Mistakes</b>		<b>Instructional Implications</b>											
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<b>Learning from Mistakes</b>																			
<b>Instructional Implications</b>																			

<p><b>US.9(G)</b> describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>! 2022 – Q27</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Civil Rights</td></tr> <tr> <td><b>Subcluster</b></td><td>Congress</td></tr> <tr> <td><b>Content</b></td><td>Readiness</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Civil Rights	<b>Subcluster</b>	Congress	<b>Content</b>	Readiness	<b>Process</b>	US.28(A)	<b>Stimulus</b>						
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<b>Subcluster</b>	Congress															
<b>Content</b>	Readiness															
<b>Process</b>	US.28(A)															
<b>Stimulus</b>																
<p><b>27</b> Read the excerpt and answer the question that follows.</p>	<p><b>Data Analysis</b></p>															
<p>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.</p> <p style="text-align: center;"><i>—Section 2 of the Voting Rights Act, August 6, 1965</i></p>	<table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>A</td><td>12</td><td></td></tr> <tr> <td>B</td><td>16</td><td></td></tr> <tr> <td>C*</td><td>66</td><td></td></tr> <tr> <td>D</td><td>6</td><td></td></tr> </tbody> </table>	Item	State	Local	A	12		B	16		C*	66		D	6	
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B	16															
C*	66															
D	6															
<p>Which voting practice requirement was specifically targeted by this act?</p> <p><b>A</b> Providing proof of employment  <b>B</b> Proving property ownership  <b>C</b> Passing literacy tests  <b>D</b> Taking religious tests</p> <p>*Correct Answer (C)</p>	<p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing   <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error   <input type="checkbox"/> Stopped Too Early</p> <p><b>Learning from Mistakes</b>  <b>Instructional Implications</b></p>															

**US.9(G)** describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights Act of 1964, and the Voting Rights Act of 1965

### Analysis of Assessed Standards

<b>Cluster</b>	Civil Rights
<b>Subcluster</b>	Congress
<b>Content</b>	Readiness
<b>Process</b>	US.28(A)
<b>Stimulus</b>	

! 2021 – Q25

25 Study the photograph and answer the question that follows.

At the Bus Station in Durham, North Carolina, 1940



Source: Library of Congress, Prints and Photographs Division

What did the federal government do to address the social injustice shown in this photograph?

- A Enforced the *Wisconsin v. Yoder* decision protecting First Amendment rights
- B Established the Congress of Racial Equality (CORE) to promote voting rights
- C Passed civil rights legislation banning segregation in public places
- D Issued an executive order prohibiting limits on interstate migration

### Data Analysis

Item	State	Local
A	4	
B	10	
C*	82	
D	4	

### Error Analysis

- Guessing  Mixed Up Concepts
- Careless Error  Stopped Too Early

### Learning from Mistakes Instructional Implications

\*Correct Answer (C)

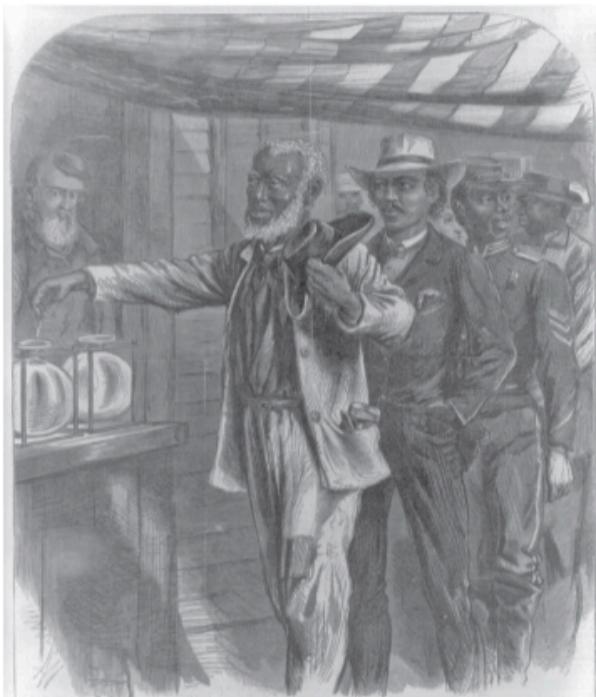
US.17(D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX		Analysis of Assessed Standards			
2022 – Q6		Cluster	Civil Rights		
<b>6</b> This is an excerpt from a presidential speech.		Subcluster	Congress		
		Content	Supporting		
		Process	US.28(A)		
		Stimulus			
Data Analysis					
Item	State	Local			
F	3				
G	12				
H	6				
J*	79				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
According to the excerpt, which goal was the focus of the Great Society?					
<p><b>F</b> To increase taxation</p> <p><b>G</b> To privatize education</p> <p><b>H</b> To expand voting rights</p> <p><b>J</b> To fight social inequality</p>					
<b>*</b> Correct Answer (J)					

**US.9(A)** trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the 13th, 14th, 15th, and 19th amendments

! 2022 – Q38

**38** Study the illustration and answer the question that follows.

**"The First Vote"**



Source: Library of Congress, Prints and Photographs Division

Which event led to the action shown in this illustration?

- F** The revival of nativist policies
- G** The ratification of the Fifteenth Amendment
- H** The Supreme Court ruling in *Plessy v. Ferguson*
- J** The rise of Social Darwinism

\*Correct Answer (G)

**Analysis of Assessed Standards**

<b>Cluster</b>	Civil Rights
<b>Subcluster</b>	Constitution
<b>Content</b>	Readiness
<b>Process</b>	US.28(A)
<b>Stimulus</b>	

**Data Analysis**

Item	State	Local
F	5	
G*	68	
H	19	
J	8	

**Error Analysis**

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

**Learning from Mistakes**  
**Instructional Implications**

<b>US.9(B)</b> explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting	<b>Analysis of Assessed Standards</b>		
<b>!</b> 2021 – Q53	<b>Cluster</b>	Civil Rights	
53 Which action opposed the civil rights advances that the Reconstruction amendments had promised?	<b>Subcluster</b>	Constitution	
A The temperance movement	<b>Content</b>	Readiness	
B The passage of Jim Crow laws	<b>Process</b>	US.28(B)	
C The passage of antitrust legislation	<b>Stimulus</b>		
D The conservation movement			
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A	11	
	B*	59	
	C	16	
*Correct Answer (B)	D	14	
<b>Error Analysis</b>			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			

**US.19(B)** evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000

2022 – Q36

**36** Read the excerpt and answer the question that follows.

On May 17, 1954, U.S. Supreme Court Justice Earl Warren delivered the unanimous ruling in the landmark civil rights case *Brown v. Board of Education of Topeka, Kansas*. . . . There was considerable resistance to the Supreme Court's ruling. . . .

—“*Brown v. Board of Education (1954)*,” National Archives and Records Administration, [www.ourdocuments.gov](http://www.ourdocuments.gov) (accessed February 28, 2018)

How did President Dwight D. Eisenhower respond to “considerable resistance” in Arkansas?

- F** By sending soldiers to Arkansas to enforce desegregation
- G** By closing schools in Arkansas until desegregation was achieved
- H** By declaring school segregation to be a decision for the state of Arkansas to make
- J** By firing public school teachers in Arkansas who supported segregation

\*Correct Answer (F)

**Analysis of Assessed Standards**

<b>Cluster</b>	Civil Rights
<b>Subcluster</b>	Constitution
<b>Content</b>	Readiness
<b>Process</b>	US.28(A)
<b>Stimulus</b>	

**Data Analysis**

Item	State	Local
F*	55	
G	18	
H	21	
J	6	

**Error Analysis**

- Guessing       Mixed Up Concepts
- Careless Error       Stopped Too Early

**Learning from Mistakes**  
**Instructional Implications**

<b>US.22(B)</b> evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924		<b>Analysis of Assessed Standards</b>			
2022 – Q3		<b>Cluster</b>	Civil Rights		
<b>3</b> Read the list and answer the question that follows.		<b>Subcluster</b>	Constitution		
	<ul style="list-style-type: none"> <li>• Nineteenth Amendment</li> <li>• Twenty-Fourth Amendment</li> <li>• Twenty-Sixth Amendment</li> </ul>	<b>Content</b>	Supporting		
		<b>Process</b>	US.28(B)		
		<b>Stimulus</b>			
<b>Data Analysis</b>					
Item	State	Local			
A	8				
B	12				
C	4				
D*	77				
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
<b>Learning from Mistakes</b> <b>Instructional Implications</b>					
*Correct Answer (D)					

US.9(J) describe how <i>Sweatt v. Painter</i> and <i>Brown v. Board of Education</i> played a role in protecting the rights of the minority during the civil rights movement		Analysis of Assessed Standards			
<p>! 2022 – Q45</p> <p><b>45</b> This excerpt describes some court cases about education.</p> <div style="border: 1px solid black; padding: 10px;"> <p>While <i>Brown v. Board of Education</i> is a widely known landmark Supreme Court case, few can trace its origins to the case of nine-year-old Sylvia Mendez in <i>Mendez v. Westminster</i>.  Sylvia's case, which was decided in the federal courts in California, preceded <i>Brown</i> by about eight years. Thurgood Marshall represented Sylvia Mendez and Linda Brown. Marshall used some of the same arguments from <i>Mendez</i> to win <i>Brown v. Board of Education</i>.</p> <p>—“Background – Mendez v. Westminster Re-Enactment,” U.S. Courts, <a href="http://www.uscourts.gov">www.uscourts.gov</a> (accessed November 28, 2018)</p> </div>		Cluster	Civil Rights		
		Subcluster	Courts		
		Content	Supporting		
		Process	US.28(A)		
		Stimulus			
Data Analysis					
Item	State	Local			
A*	77				
B	7				
C	11				
D	5				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
<p>*Correct Answer (A)</p>					

<p><b>US.9(J)</b> describe how <i>Sweatt v. Painter</i> and <i>Brown v. Board of Education</i> played a role in protecting the rights of the minority during the civil rights movement</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>! 2021 – Q46</p> <p>46 Read the excerpt and answer the question that follows.</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>Civil Rights</td></tr> <tr> <td><b>Subcluster</b></td><td>Courts</td></tr> <tr> <td><b>Content</b></td><td>Supporting</td></tr> <tr> <td><b>Process</b></td><td>US.28(A)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	Civil Rights	<b>Subcluster</b>	Courts	<b>Content</b>	Supporting	<b>Process</b>	US.28(A)	<b>Stimulus</b>						
<b>Cluster</b>	Civil Rights															
<b>Subcluster</b>	Courts															
<b>Content</b>	Supporting															
<b>Process</b>	US.28(A)															
<b>Stimulus</b>																
<p>In a unanimous decision, the Court held that the Equal Protection Clause required that <i>Sweatt</i> be admitted to the university. . . .</p> <p>— "Sweatt v. Painter," <a href="http://www.oyez.org">www.oyez.org</a> (accessed November 29, 2017)</p>	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>F*</td><td>61</td><td></td></tr> <tr> <td>G</td><td>20</td><td></td></tr> <tr> <td>H</td><td>15</td><td></td></tr> <tr> <td>J</td><td>4</td><td></td></tr> </tbody> </table>	Item	State	Local	F*	61		G	20		H	15		J	4	
Item	State	Local														
F*	61															
G	20															
H	15															
J	4															
<p>How did the decision in this 1950 case benefit minorities?</p> <p>F By setting a precedent for <i>Brown v. Board of Education</i></p> <p>G By reinforcing the decision in <i>Plessy v. Ferguson</i></p> <p>H By giving state governments the power to create school programs</p> <p>J By allowing for the creation of religious schools</p> <p>*Correct Answer (F)</p>	<p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing   <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error   <input type="checkbox"/> Stopped Too Early</p> <p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>															

		Analysis of Assessed Standards			
<b>US.20(A)</b>	analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder	<b>Cluster</b>	Civil Rights		
!	2022 – Q10	<b>Subcluster</b>	Courts		
<b>10</b>	Read the excerpt and answer the question that follows.	<b>Content</b>	Readiness		
	We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs . . . are . . . deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.  —Chief Justice Earl Warren, <i>Brown v. Board of Education</i> , May 17, 1954	<b>Process</b>	US.28(A)		
		<b>Stimulus</b>			
Data Analysis					
Item	State	Local			
F	8				
G	11				
H*	75				
J	6				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
*Correct Answer (H)					

<b>US.20(A)</b> analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder	<b>Analysis of Assessed Standards</b>															
2021 – Q14	<b>Cluster</b> Civil Rights															
14 Read the passage and answer the question that follows.	<b>Subcluster</b> Courts															
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>In the 1896 case of <i>Plessy v. Ferguson</i>, the Supreme Court decided that the Equal Protection Clause allowed state governments to apply the "separate but equal" provision to public facilities.</p> </div>	<b>Content</b> Readiness															
What was one way the decision described in this passage affected the United States in the first half of the twentieth century?	<b>Process</b> US.28(B)															
<ul style="list-style-type: none"> <li><b>F</b> Minorities were not allowed to attend schools with whites.</li> <li><b>G</b> Poll taxes in federal elections were ruled unconstitutional.</li> <li><b>H</b> Affirmative action programs were ruled unconstitutional.</li> <li><b>J</b> Minorities were not allowed to join the military.</li> </ul>	<b>Stimulus</b>															
<b>Data Analysis</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item</th> <th style="text-align: center;">State</th> <th style="text-align: center;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>F*</b></td> <td style="text-align: center;"><b>73</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>G</b></td> <td style="text-align: center;"><b>11</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>H</b></td> <td style="text-align: center;"><b>12</b></td> <td></td> </tr> <tr> <td style="text-align: center;"><b>J</b></td> <td style="text-align: center;"><b>4</b></td> <td></td> </tr> </tbody> </table>	Item	State	Local	<b>F*</b>	<b>73</b>		<b>G</b>	<b>11</b>		<b>H</b>	<b>12</b>		<b>J</b>	<b>4</b>		<b>Error Analysis</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early       </div>
Item	State	Local														
<b>F*</b>	<b>73</b>															
<b>G</b>	<b>11</b>															
<b>H</b>	<b>12</b>															
<b>J</b>	<b>4</b>															
<b>Learning from Mistakes</b> <b>Instructional Implications</b>																

\*Correct Answer (F)

# 1970s - End of the Cold War

**US.10 History.** The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990.

**Connected Knowledge and Skills US.2, US.11, US.14, US.17, US.18, US.23, US.24, US.26, US.27**

<b>US.17(E)</b> describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)	<b>Analysis of Assessed Standards</b>	
	<b>Cluster</b>	1970s - End of the Cold War
2021 – Q49	<b>Subcluster</b>	Economic Factors
<b>49</b> Study the photograph and answer the question that follows.	<b>Content</b>	Readiness
Cars Wait in Long Lines at Gas Pump, 1979	<b>Process</b>	US.28(A)
	<b>Stimulus</b>	
Source: Library of Congress, Prints and Photographs Division	<b>Data Analysis</b>	
	<b>Item</b>	<b>State</b>
A*	78	
B	9	
C	7	
D	7	
<b>Error Analysis</b>		
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		
*Correct Answer (A)		

<b>US.27(A)</b> analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication	<b>Analysis of Assessed Standards</b>		
	<b>Cluster</b>	1970s - End of the Cold War	
 2021 – Q35	<b>Subcluster</b>	Economic Factors	
35 Read the excerpt and answer the question that follows.	<b>Content</b>	Readiness	
<p>In 1966, Congress authorized the federal government to set safety standards for new cars. By 1968, seat belts, padded dashboards, and other safety features were mandatory equipment.</p> <p>— "America on the Move" Exhibit, National Museum of American History, <a href="http://www.amhistory.si.edu">www.amhistory.si.edu</a> (accessed August 29, 2017)</p>	<b>Process</b>	US.28(A)	
	<b>Stimulus</b>		
	<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A	4	
	B	5	
	C*	88	
	D	4	
*Correct Answer (C)	<b>Error Analysis</b>		
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

US.10(A) describe Richard M. Nixon's leadership in the normalization of relations with China and the policy of détente		Analysis of Assessed Standards	
2021 – Q11		<b>Cluster</b>	1970s - End of the Cold War
11 Study the photograph and answer the question that follows.		<b>Subcluster</b>	Foreign Affairs
	Chairman of the Chinese Communist Party Mao Zedong Shakes Hands with U.S. President Richard Nixon, February 29, 1971	<b>Content</b>	Supporting
		<b>Process</b>	US.28(A)
	Source: NARA	<b>Stimulus</b>	
What was one of President Nixon's goals for the meeting shown in this photograph?		Data Analysis	
<p>A To negotiate the withdrawal of U.S. and Chinese soldiers from Korea</p> <p>B To create a military alliance with China against the Soviet Union</p> <p>C To create an agreement limiting Chinese and Soviet development of nuclear weapons</p> <p>D To normalize relations between the United States and China</p>		Item	State
		A	8
		B	18
		C	23
		D*	51
<b>Error Analysis</b> <input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		Learning from Mistakes Instructional Implications	
<b>*Correct Answer (D)</b>			

<b>US.10(C)</b> describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair		<b>Analysis of Assessed Standards</b>	
2022 – Q50		<b>Cluster</b>	1970s - End of the Cold War
<b>50</b> This excerpt is about the U.S. policy in Lebanon.		<b>Subcluster</b>	Foreign Affairs
<p>From 1981 onward, the Reagan administration feared that conflict between Lebanese factions backed by Syria and Israel, along with clashes between Israel and the Palestine Liberation Organization (PLO), could escalate into an Arab-Israeli war. Yet American policymakers differed over how to prevent such a conflict, especially over whether to commit troops for that purpose. Following Israel's 1982 invasion of Lebanon, the advocates of military intervention won out. But by 1984, terrorist attacks, a lack of diplomatic progress, and congressional opposition led President Ronald Reagan to withdraw U.S. forces from Lebanon.</p> <p>— "The Reagan Administration and Lebanon, 1981–1984," U.S. Department of State, history.state.gov (accessed April 17, 2020)</p>		<b>Content</b>	Readiness
		<b>Process</b>	US.28(A)
		<b>Stimulus</b>	
<b>Data Analysis</b>			
<b>Item</b>	<b>State</b>	<b>Local</b>	
F	9		
G	13		
H	27		
J*	51		
<b>Error Analysis</b>			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
Based on the excerpt, why were U.S. forces initially sent to Lebanon?			
<p><b>F</b> To regain control of vital oil fields</p> <p><b>G</b> To provide military support to Syria</p> <p><b>H</b> To provide military assistance to Israel</p> <p><b>J</b> To help maintain peace between warring groups</p>			
<p>*Correct Answer (J)</p>			

<b>US.10(C)</b> describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair	<b>Analysis of Assessed Standards</b>	
2021 – Q31	<b>Cluster</b>	1970s - End of the Cold War
31 Why was President Ronald Reagan criticized for the Iran-Contra Affair?	<b>Subcluster</b>	Foreign Affairs
A His administration supported a revolution against an elected leader in Iran.	<b>Content</b>	Readiness
B His policies involved the sharing of nuclear technology with Iran.	<b>Process</b>	US.29(B)
C His policies threatened petroleum trade agreements with Iran.	<b>Stimulus</b>	
D His administration violated an embargo by selling weapons to Iran.		
<b>Data Analysis</b>		
Item	State	Local
A	19	
B	14	
C	20	
D*	47	
<b>Error Analysis</b>		
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

\*Correct Answer (D)

## IQ Analysis | Investigating the Question

US.14(B)

RC 2

**US.14(B)** identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act

2022 – Q2

**2** Read the list and answer the question that follows.

- Goal 1: Addressing Climate Change and Improving Air Quality
- Goal 2: Safeguarding America's Waters
- Goal 3: Cleaning Up Communities and Advancing Sustainable Development
- Goal 4: Ensuring the Safety of Chemicals and Preventing Pollution

Which government entity is responsible for achieving these goals?

- F** National Park Service
- G** Department of Homeland Security
- H** Environmental Protection Agency
- J** Federal Emergency Management Agency

\*Correct Answer (H)

**Analysis of Assessed Standards**

<b>Cluster</b>	1970s - End of the Cold War
<b>Subcluster</b>	Political Factors
<b>Content</b>	Supporting
<b>Process</b>	US.28(B)
<b>Stimulus</b>	

**Data Analysis**

Item	State	Local
F	7	
G	5	
H*	85	
J	2	

**Error Analysis**

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

**Learning from Mistakes  
Instructional Implications**

<p><b>US.14(B)</b> identify the roles of governmental entities and private citizens in managing the environment such as the establishment of the National Park System, the Environmental Protection Agency (EPA), and the Endangered Species Act</p>	<p><b>Analysis of Assessed Standards</b></p>															
<p>螺旋 2021 – Q2</p> <p>2 Which action did Congress take to help protect native plants and animals from extinction?</p> <p>F Passed the Endangered Species Act G Constructed the Hoover Dam H Passed the Community Reinvestment Act J Established the Department of Energy</p>	<table border="1"> <tr> <td><b>Cluster</b></td><td>1970s - End of the Cold War</td></tr> <tr> <td><b>Subcluster</b></td><td>Political Factors</td></tr> <tr> <td><b>Content</b></td><td>Supporting</td></tr> <tr> <td><b>Process</b></td><td>US.28(B)</td></tr> <tr> <td><b>Stimulus</b></td><td></td></tr> </table>	<b>Cluster</b>	1970s - End of the Cold War	<b>Subcluster</b>	Political Factors	<b>Content</b>	Supporting	<b>Process</b>	US.28(B)	<b>Stimulus</b>						
<b>Cluster</b>	1970s - End of the Cold War															
<b>Subcluster</b>	Political Factors															
<b>Content</b>	Supporting															
<b>Process</b>	US.28(B)															
<b>Stimulus</b>																
	<p><b>Data Analysis</b></p> <table border="1"> <thead> <tr> <th>Item</th><th>State</th><th>Local</th></tr> </thead> <tbody> <tr> <td>F*</td><td>88</td><td></td></tr> <tr> <td>G</td><td>4</td><td></td></tr> <tr> <td>H</td><td>7</td><td></td></tr> <tr> <td>J</td><td>2</td><td></td></tr> </tbody> </table>	Item	State	Local	F*	88		G	4		H	7		J	2	
Item	State	Local														
F*	88															
G	4															
H	7															
J	2															
	<p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p> <p><b>Learning from Mistakes</b> <b>Instructional Implications</b></p>															

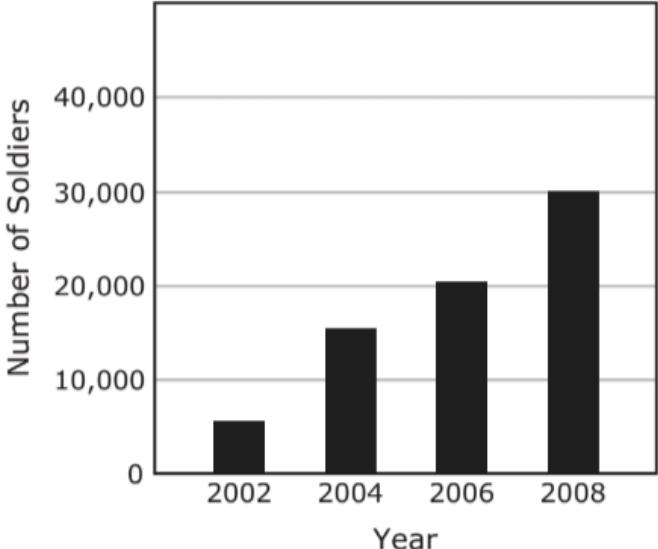
\*Correct Answer (F)

		Analysis of Assessed Standards					
2022 – Q53		Cluster	1970s - End of the Cold War				
<b>53</b> Read the information in the table and answer the question that follows.		Subcluster	Political Factors				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; vertical-align: top;">Teapot Dome</td> <td style="padding: 5px;">In 1922, President Warren Harding's Interior Secretary Albert Fall was caught taking bribes from private oil companies related to oil leases. In 1929, Fall was sentenced to prison.</td> </tr> <tr> <td style="padding: 5px; vertical-align: top;">Watergate</td> <td style="padding: 5px;">On June 17, 1972, five men broke into the Democratic National Committee headquarters at the Watergate hotel. It was later discovered that President Richard Nixon had participated in covering up the White House connections to the break-in. Nixon resigned the presidency on August 9, 1974.</td> </tr> </table>		Teapot Dome	In 1922, President Warren Harding's Interior Secretary Albert Fall was caught taking bribes from private oil companies related to oil leases. In 1929, Fall was sentenced to prison.	Watergate	On June 17, 1972, five men broke into the Democratic National Committee headquarters at the Watergate hotel. It was later discovered that President Richard Nixon had participated in covering up the White House connections to the break-in. Nixon resigned the presidency on August 9, 1974.	Content	Supporting
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Data Analysis							
		Item	State				
		A	11				
		B	10				
		C*	71				
		D	7				
Error Analysis							
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts					
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early					
Learning from Mistakes Instructional Implications							
<p>*Correct Answer (C)</p>							

# 1990s - 21st Century

**US.11 History.** The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century.

**Connected Knowledge and Skills US.2, US.12, US.17, US.18, US.19, US.23, US.24, US.25, US.27**

US.11(A) describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror		Analysis of Assessed Standards											
2022 – Q23		Cluster	1990s - 21st Century										
<b>23</b>	Average Monthly Number of U.S. Soldiers in Afghanistan, 2002–2008	Subcluster	Foreign Affairs										
	 <table border="1"> <caption>Data for Average Monthly Number of U.S. Soldiers in Afghanistan, 2002–2008</caption> <thead> <tr> <th>Year</th> <th>Number of Soldiers</th> </tr> </thead> <tbody> <tr> <td>2002</td> <td>~6,000</td> </tr> <tr> <td>2004</td> <td>~16,000</td> </tr> <tr> <td>2006</td> <td>~21,000</td> </tr> <tr> <td>2008</td> <td>~30,000</td> </tr> </tbody> </table>	Year	Number of Soldiers	2002	~6,000	2004	~16,000	2006	~21,000	2008	~30,000	Content	Readiness
Year	Number of Soldiers												
2002	~6,000												
2004	~16,000												
2006	~21,000												
2008	~30,000												
		Process	US.28(A)										
		Stimulus											
Data Analysis													
	Item	State	Local										
	A*	69											
	B	13											
	C	13											
	D	4											
Error Analysis													
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts											
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early											
Learning from Mistakes Instructional Implications													
Source: Congressional Research Service													
Which option contributed to the trend shown on this graph?													
<p><b>A</b> A military response to a terrorist attack</p> <p><b>B</b> A desire to stop the spread of communism</p> <p><b>C</b> The development of weapons of mass destruction</p> <p><b>D</b> The resurgence of ethnic cleansing policies</p>													
*Correct Answer (A)													

<b>US.11(A)</b> describe U.S. involvement in world affairs, including the end of the Cold War, the Persian Gulf War, the events surrounding September 11, 2001, and the global War on Terror	<b>Analysis of Assessed Standards</b>															
<p>2021 – Q19</p> <p>19 Read the list and answer the question that follows.</p> <p style="text-align: center;">U.S. Responses to the Terrorist Attacks on September 11, 2001</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <ul style="list-style-type: none"> <li>• Obtained a pledge of support from NATO and the United Nations</li> <li>• Passed the USA PATRIOT Act to improve counter-terrorism efforts</li> <li>• _____?</li> </ul> </div> <p>Which response correctly replaces the question mark on this list?</p> <p>A Imposed economic sanctions on Israel  B Provided humanitarian support to Iran  C Conducted military operations in Afghanistan  D Declared war against Pakistan</p>	<b>Cluster</b> 1990s - 21st Century <b>Subcluster</b> Foreign Affairs <b>Content</b> Readiness <b>Process</b> US.28(B) <b>Stimulus</b>															
<p>*Correct Answer (C)</p>	<b>Data Analysis</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Item</th> <th style="text-align: center;">State</th> <th style="text-align: center;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">9</td> <td></td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td style="text-align: center;">C*</td> <td style="text-align: center;">72</td> <td></td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">11</td> <td></td> </tr> </tbody> </table> <p><b>Error Analysis</b></p> <p><input type="checkbox"/> Guessing   <input type="checkbox"/> Mixed Up Concepts  <input type="checkbox"/> Careless Error   <input type="checkbox"/> Stopped Too Early</p> <p><b>Learning from Mistakes</b>  <b>Instructional Implications</b></p>	Item	State	Local	A	9		B	8		C*	72		D	11	
Item	State	Local														
A	9															
B	8															
C*	72															
D	11															

## IQ Analysis | Investigating the Question

US.12(A)

RC 2

US.12(A) analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina		Analysis of Assessed Standards	
 2022 – Q28		<b>Cluster</b>	1990s - 21st Century
<b>28</b> What is a <b>PRIMARY</b> reason why Hurricane Katrina caused major destruction to New Orleans in 2005?		<b>Subcluster</b>	Geography and Culture
<b>F</b> Levees surrounding the city collapsed under pressure from floodwaters.		<b>Content</b>	Readiness
<b>G</b> Crude oil from offshore drilling platforms sparked fires across the city.		<b>Process</b>	US.28(B)
<b>H</b> Citywide pavement prevented floodwaters from soaking into the ground.		<b>Stimulus</b>	
<b>J</b> Mass evacuations left the city without enough volunteers to build a seawall.		Data Analysis	
*Correct Answer (F)		<b>Item</b>	<b>State</b>
		F*	70
		G	8
		H	14
		J	7
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

US.12(A) analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina		Analysis of Assessed Standards	
 2021 – Q23		<b>Cluster</b>	1990s - 21st Century
<b>23</b> Read the excerpt and answer the question that follows.		<b>Subcluster</b>	Geography and Culture
		<b>Content</b>	Readiness
		<b>Process</b>	US.28(B)
		<b>Stimulus</b>	
		Data Analysis	
		<b>Item</b>	<b>State</b>
		A	10
		B	5
		C*	71
		D	14
		Error Analysis	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		Learning from Mistakes Instructional Implications	

Which pair of phrases correctly completes this quote?

**A**

1) the earth's surface  
2) highway systems

**C**

1) sea level  
2) levee systems

**B**

1) fault lines  
2) earthquake alarm systems

**D**

1) high tide  
2) canal systems

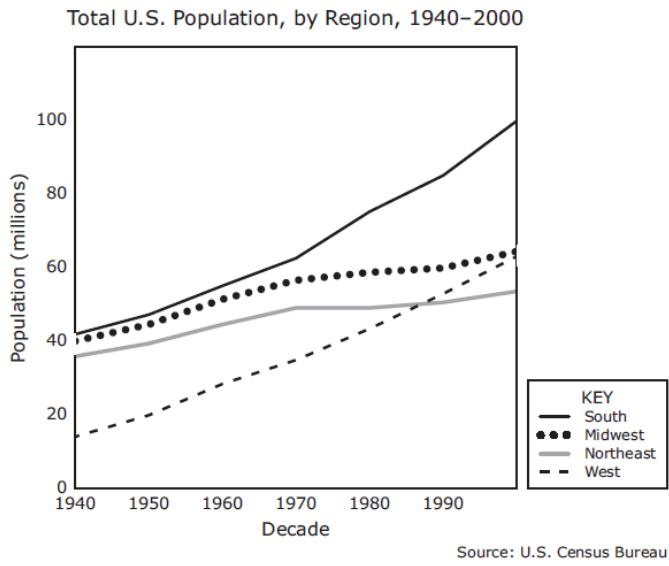
\*Correct Answer (C)



**US.13(A)** analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt

2021 – Q26

26 Study the graph and answer the question that follows.



What were two reasons for the population patterns shown on this graph?

- F More passenger trains and better subway systems in the Sun Belt
- G More government regulation and fewer natural disasters in the Sun Belt
- H More job opportunities and lower cost of living in the Sun Belt
- J More cultural diversity and better funding for public education in the Sun Belt

\*Correct Answer (H)

#### Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	Geography and Culture
Content	Readiness
Process	US.30(B)
Stimulus	

#### Data Analysis

Item	State	Local
F	6	
G	6	
H*	74	
J	14	

#### Error Analysis

- Guessing       Mixed Up Concepts
- Careless Error       Stopped Too Early

#### Learning from Mistakes Instructional Implications

US.14(A) identify the effects of population growth and distribution on the physical environment		Analysis of Assessed Standards			
 2021 – Q12		Cluster	1990s - 21st Century		
12 What has been one effect of population growth on the physical environment?		Subcluster	Geography and Culture		
F Increased supplies of underground water		Content	Readiness		
G Increased damage to coastal ecosystems		Process	US.28(B)		
H Decreased greenhouse gas emissions		Stimulus			
J Decreased air pollution levels		Data Analysis			
Item	State	Local			
			F 8		
			G* 75		
			H 7		
			J 10		
Error Analysis					
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early					
Learning from Mistakes Instructional Implications					
*Correct Answer (G)					

**US.24(C)** identify and analyze the global diffusion of American culture through various media

2022 – Q64

**64**

### 2016 Series of B-Boy Break Dancing Competition Locations

- The United Kingdom
- Italy
- Belgium
- Germany
- South Korea
- Slovakia
- The Netherlands



© iStock.com/pants

This information provides the strongest evidence of which trend?

- F** The increasing reluctance to travel to the United States
- G** The growing interest in celebrating local cultures
- H** The expansion of U.S. popular culture
- J** The increasing rate of international tourism

\* Correct Answer (H)

#### Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	Geography and Culture
Content	Supporting
Process	US.28(A)
Stimulus	

#### Data Analysis

Item	State	Local
F	4	
G	18	
H*	64	
J	14	

#### Error Analysis

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

#### Learning from Mistakes Instructional Implications

<b>US.24(C)</b> identify and analyze the global diffusion of American culture through various media		<b>Analysis of Assessed Standards</b>	
2021 – Q33		<b>Cluster</b>	1990s - 21st Century
33 Read the excerpt and answer the question that follows.		<b>Subcluster</b>	Geography and Culture
	<p>U.S. TV studios send a lot of their shows to Russia. . . . We're not just talking . . . dubbed over in another language. . . . These are . . . remakes in which characters and storylines have been adapted to reflect local . . . sensibilities.</p> <p style="text-align: center;"><i>—Tim Newcomb, Time Magazine, October 2013</i></p>	<b>Content</b>	Supporting
		<b>Process</b>	US.28(B)
		<b>Stimulus</b>	
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	A*	69	
	B	10	
	C	14	
	D	6	
<b>Error Analysis</b>			
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
<b>*Correct Answer (A)</b>			

<b>US.25(C)</b> explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture		<b>Analysis of Assessed Standards</b>			
		<b>Cluster</b>	1990s - 21st Century		
		<b>Subcluster</b>	Geography and Culture		
		<b>Content</b>	Readiness		
		<b>Process</b>	US.28(A)		
		<b>Stimulus</b>			
<b>Data Analysis</b>					
<b>Item</b>		<b>State</b>	<b>Local</b>		
A		12			
B		11			
C		7			
D*		70			
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing		<input type="checkbox"/> Mixed Up Concepts			
<input type="checkbox"/> Careless Error		<input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b> <b>Instructional Implications</b>					
*Correct Answer (D)					

## IQ Analysis | Investigating the Question

## US.2(B)

## RC 1

**US.2(B)** explain the significance of the following years as turning points: 1898 (Spanish-American War), 1914-1918 (World War I), 1929 (the Great Depression begins), 1939-1945 (World War II), 1957 (Sputnik launch ignites U.S.-Soviet space race), 1968 (Martin Luther King Jr. assassination), 1969 (U.S. lands on the moon), 1991 (Cold War ends), 2001 (terrorist attacks on World Trade Center and the Pentagon), and 2008 (election of first black president, Barack Obama)

Analysis of Assessed Standards		
 2022 – Q1	<b>Cluster</b>	1990s - 21st Century
<b>1</b> Which statement describes one reason the year 2008 was significant?	<b>Subcluster</b>	Political Issues
A First Lady Hillary Clinton testified before Congress on health care reform.	<b>Content</b>	Supporting
B Barack Obama was the first African American to be elected president.	<b>Process</b>	US.28(B)
C Ross Perot was the first third party candidate to win a presidential debate.	<b>Stimulus</b>	
D President George W. Bush announced a war on terrorism.	Data Analysis	
	Item	State
	A	4
	B*	87
	C	3
	D	6
Error Analysis		
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
Learning from Mistakes Instructional Implications		

\*Correct Answer (B)

<b>US.11(B)</b> identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum		<b>Analysis of Assessed Standards</b>	
2021 – Q68		<b>Cluster</b>	1990s - 21st Century
<b>68</b> Which action was a goal of President Barack Obama's administration?		<b>Subcluster</b>	Political Issues
F Introducing reforms to health care insurance		<b>Content</b>	Supporting
G Easing restrictions for gun ownership		<b>Process</b>	US.28(B)
H Reducing regulations for offshore drilling		<b>Stimulus</b>	
J Requiring women to register for the draft		<b>Data Analysis</b>	
*Correct Answer (F)		<b>Item</b>	<b>State</b>
		F*	93
		G	3
		H	2
		J	2
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

**US.18(B)** explain constitutional issues raised by federal government policy changes during times of significant events, including World War I, the Great Depression, World War II, the 1960s, and September 11, 2001

2022 – Q12

**12** Read the list and answer the question that follows.

**Section 215 of the USA PATRIOT Act of 2001**

- Allows the Federal Bureau of Investigation (FBI) to search for “tangible things” without probable cause
- Allows search warrants to be issued for any U.S. citizen believed to be involved in terrorist activities

This act has caused conflict between —

- F** individual rights and the authority of the government to maintain national security
- G** equal protection under the law and protection of minorities against discrimination
- H** economic stability and increased government spending on military readiness
- J** promotion of free-trade policies and protections for workers in domestic industries

\*Correct Answer (F)

**Analysis of Assessed Standards**

<b>Cluster</b>	1990s - 21st Century
<b>Subcluster</b>	Political Issues
<b>Content</b>	Readiness
<b>Process</b>	US.28(B)
<b>Stimulus</b>	

**Data Analysis**

Item	State	Local
F*	74	
G	20	
H	4	
J	2	

**Error Analysis**

- Guessing       Mixed Up Concepts
- Careless Error       Stopped Too Early

**Learning from Mistakes  
Instructional Implications**

## IQ Analysis | Investigating the Question

US.18(D)

RC 3

**US.18(D)** describe the role of contemporary government legislation in the private and public sectors such as the Community Reinvestment Act of 1977, USA PATRIOT Act of 2001, and the American Recovery and Reinvestment Act of 2009

2021 – Q38

- 38 Section 215 of the USA PATRIOT Act of 2001 allowed investigators to obtain books, records, papers, documents and other items sought "in connection with" a terror investigation.

Argument For Section 215	Argument Against Section 215
Increased investigative authority is needed to avert a future terrorist attack.	If investigators have these broad powers, the ____?____ will be ignored.

Which phrase correctly replaces the question mark in this table?

- F right to privacy
- G right to bear arms
- H right to a speedy trial
- J right to an attorney

\*Correct Answer (F)

## Analysis of Assessed Standards

Cluster	1990s - 21st Century
Subcluster	Political Issues
Content	Supporting
Process	US.28(B)
Stimulus	

## Data Analysis

Item	State	Local
F*	69	
G	15	
H	8	
J	8	

## Error Analysis

- Guessing       Mixed Up Concepts
- Careless Error     Stopped Too Early

Learning from Mistakes  
Instructional Implications

## IQ Analysis | Investigating the Question

US.2(A)

RC 1

<b>US.2(A)</b> identify the major eras in U.S. history from 1877 to the present and describe their defining characteristics		<b>Analysis of Assessed Standards</b>	
		<b>Cluster</b>	1990s - 21st Century
		<b>Subcluster</b>	The Economy, Policies, and the Impact of Technology
		<b>Content</b>	Readiness
		<b>Process</b>	US.28(B)
		<b>Stimulus</b>	
<b>Data Analysis</b>			
<b>Item</b>		<b>State</b>	<b>Local</b>
A 1970s		3	
B 1980s		4	
C 1990s		4	
D 2000s		D*	89
<b>Error Analysis</b>			
<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early			
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
<p>*Correct Answer (D)</p>			

## IQ Analysis | Investigating the Question

US.11(D)

RC 1

US.11(D) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy		Analysis of Assessed Standards			
2021 – Q59		Cluster	1990s - 21st Century		
59 Read the excerpt and answer the question that follows.		Subcluster	The Economy, Policies, and the Impact of Technology		
		Content	Supporting		
		Process	US.28(A)		
		Stimulus			
Data Analysis					
Item	State	Local			
A*	74				
B	10				
C	6				
D	10				
Error Analysis					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
Learning from Mistakes Instructional Implications					
*Correct Answer (A)					

<p><b>US.17(E)</b> describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement on Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA)</p> <p>2022 – Q37</p> <p><b>37</b> What was one effect of the General Agreement on Tariffs and Trade (GATT) on the United States?</p> <ul style="list-style-type: none"> <li><b>A</b> Decreased employment opportunities for minorities and women</li> <li><b>B</b> Increased availability of foreign laborers in the United States</li> <li><b>C</b> Increased access to foreign markets for U.S. businesses</li> <li><b>D</b> Decreased funding for the establishment of national parks</li> </ul> <p>*Correct Answer (C)</p>	<b>Analysis of Assessed Standards</b>																
	<b>Cluster</b>	1990s - 21st Century															
	<b>Subcluster</b>	The Economy, Policies, and the Impact of Technology															
	<b>Content</b>	Readiness															
	<b>Process</b>	US.29(B)															
	<b>Stimulus</b>																
<b>Data Analysis</b>																	
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Item	State	Local															
A	7																
B	17																
C*	72																
D	3																
<b>Error Analysis</b> <p><input type="checkbox"/> Guessing      <input type="checkbox"/> Mixed Up Concepts</p> <p><input type="checkbox"/> Careless Error    <input type="checkbox"/> Stopped Too Early</p>																	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>																	

<b>US.25(C)</b> explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture	<b>Analysis of Assessed Standards</b>		
 2021 – Q62	<b>Cluster</b>	1990s - 21st Century	
62 Read the list and answer the question that follows.	<b>Subcluster</b>	The Economy, Policies, and the Impact of Technology	
<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>• Southern Christian Leadership Conference (SCLC)</li> <li>• National Child Labor Committee (NCLC)</li> <li>• Student Nonviolent Coordinating Committee (SNCC)</li> <li>• Woman's Christian Temperance Union (WCTU)</li> </ul> </div>	<b>Content</b>	Readiness	
	<b>Process</b>	US.28(B)	
	<b>Stimulus</b>		
	<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	F	4	
	G	12	
	H*	79	
	J	5	
<b>*Correct Answer (H)</b>	<b>Error Analysis</b>		
	<input type="checkbox"/> Guessing <input type="checkbox"/> Mixed Up Concepts <input type="checkbox"/> Careless Error <input type="checkbox"/> Stopped Too Early		
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>		

<b>US.26(B)</b> explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine		<b>Analysis of Assessed Standards</b>	
 2022 – Q40		<b>Cluster</b>	1990s - 21st Century
<b>40</b> Read the excerpt and answer the question that follows.		<b>Subcluster</b>	The Economy, Policies, and the Impact of Technology
		<b>Content</b>	Supporting
		<b>Process</b>	US.28(A)
		<b>Stimulus</b>	
<b>Data Analysis</b>			
Item	State	Local	
F*	76		
G	13		
H	6		
J	5		
<b>Error Analysis</b>			
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts		
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early		
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			
*Correct Answer (F)			

<b>US.26(C)</b> describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics		<b>Analysis of Assessed Standards</b>			
2022 – Q68		<b>Cluster</b>	1990s - 21st Century		
<b>68</b> This photograph shows a device that was introduced in the 1970s.		<b>Subcluster</b>	The Economy, Policies, and the Impact of Technology		
Person Using a Bar Code Scanner		<b>Content</b>	Supporting		
		<b>Process</b>	US.28(A)		
		<b>Stimulus</b>			
<b>Data Analysis</b>					
Item	State	Local			
F*	91				
G	2				
H	5				
J	2				
<b>Error Analysis</b>					
<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts				
<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early				
<b>Learning from Mistakes</b> <b>Instructional Implications</b>					
*Correct Answer (F)					

<b>US.26(C)</b> describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics		<b>Analysis of Assessed Standards</b>	
2021 – Q16		<b>Cluster</b>	1990s - 21st Century
<b>16</b> Read the excerpt and answer the question that follows.		<b>Subcluster</b>	The Economy, Policies, and the Impact of Technology
		<b>Content</b>	Supporting
		<b>Process</b>	US.28(A)
		<b>Stimulus</b>	
<b>Data Analysis</b>			
	<b>Item</b>	<b>State</b>	<b>Local</b>
	F	3	
	G	11	
	H*	82	
	J	4	
<b>Error Analysis</b>			
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
<b>Learning from Mistakes</b> <b>Instructional Implications</b>			

\*Correct Answer (H)

<b>US.27(A)</b> analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication	<b>Analysis of Assessed Standards</b>		
	<b>Cluster</b>	1990s - 21st Century	
	<b>Subcluster</b>	The Economy, Policies, and the Impact of Technology	
	<b>Content</b>	Readiness	
	<b>Process</b>	US.28(B)	
	<b>Stimulus</b>		
	<b>Data Analysis</b>		
	<b>Item</b>	<b>State</b>	<b>Local</b>
	F	3	
	G	4	
	H	10	
	J*	83	
	<b>Error Analysis</b>		
	<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts	
	<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early	
	<b>Learning from Mistakes</b> <b>Instructional Implications</b>		
*Correct Answer (J)			

## IQ Analysis | Investigating the Question

US.27(B)

RC 4

		Analysis of Assessed Standards	
2022 – Q22		<b>Cluster</b>	1990s - 21st Century
<b>22</b> Which factor has <b>MOST</b> contributed to the improvement of cell phone technology?		<b>Subcluster</b>	The Economy, Policies, and the Impact of Technology
<b>F</b> Competition between cell phone companies to gain new customers		<b>Content</b>	Supporting
<b>G</b> Government tariffs to reduce sales of imported cell phones		<b>Process</b>	US.28(B)
<b>H</b> Sales taxes on cell phone equipment to generate revenue		<b>Stimulus</b>	
<b>J</b> Long-term contracts from cell phone service providers to reward customer loyalty		<b>Data Analysis</b>	
*Correct Answer (F)		<b>Item</b>	<b>State</b>
		F*	62
		G	9
		H	15
		J	13
		<b>Error Analysis</b>	
		<input type="checkbox"/> Guessing	<input type="checkbox"/> Mixed Up Concepts
		<input type="checkbox"/> Careless Error	<input type="checkbox"/> Stopped Too Early
		<b>Learning from Mistakes</b> <b>Instructional Implications</b>	

<b>US.27(B)</b> describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products	<b>Analysis of Assessed Standards</b>															
<p>2021 – Q64</p> <p><b>64</b> How has the free enterprise system contributed to technological innovation?</p> <ul style="list-style-type: none"> <li><b>F</b> Companies have reduced their production of goods.</li> <li><b>G</b> Companies have limited the number of employees they hire.</li> <li><b>H</b> Companies have established industry-wide pricing policies.</li> <li><b>J</b> Companies have competed to make better products.</li> </ul>	<b>Cluster</b> 1990s - 21st Century <b>Subcluster</b> The Economy, Policies, and the Impact of Technology <b>Content</b> Supporting <b>Process</b> US.28(B) <b>Stimulus</b>															
	<b>Data Analysis</b>															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Item</th> <th style="background-color: #cccccc;">State</th> <th style="background-color: #cccccc;">Local</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">F</td> <td style="text-align: center;">8</td> <td></td> </tr> <tr> <td style="text-align: center;">G</td> <td style="text-align: center;">10</td> <td></td> </tr> <tr> <td style="text-align: center;">H</td> <td style="text-align: center;">21</td> <td></td> </tr> <tr> <td style="text-align: center;">J*</td> <td style="text-align: center;">61</td> <td></td> </tr> </tbody> </table>	Item	State	Local	F	8		G	10		H	21		J*	61	
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<b>Learning from Mistakes</b> <b>Instructional Implications</b>																

\*Correct Answer (J)

IQ Analysis   Investigating the Question		SE	RC																																										
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