

Released Form

Student Name: \_\_\_\_\_

Spring 2013  
North Carolina  
Measures of Student Learning:  
NC's Common Exams  
**American History II**



# Student Booklet



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction  
Raleigh, North Carolina 27699-6314

**1 Harlem Renaissance Timeline**

- 1917—African-American publication *The Messenger* is founded
- 1920—Charles Sidney Gilpin performs lead role in *The Emperor Jones*
- 1921—Harry Pace founds the Black Swan Phonograph Corporation
- 1921—Musical revue *Shuffle Along* opens on Broadway
- 1922—Claude McKay's novel *Harlem Shadows* published
- 1925—*Survey Graphic* magazine devotes an issue to the Harlem Renaissance

How was the Harlem Renaissance a turning point for U.S. society?

- A It allowed African-American artists to escape the effects of the Great Depression.
- B It helped African Americans find artistic careers in southern cities.
- C It gave exposure to African-American writings, art, music, acting, and dance.
- D It offered preferential treatment to African-American stage actors.

**2 Which legislative action, during the administration of Franklin Roosevelt, had the greatest effect on resolving the problems of the economy and protecting the elderly from poverty?**

- A the establishment of a minimum wage
- B the insurance of federal deposits
- C the enactment of Social Security
- D the building of suburbs



- 3 The policy of the government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire.

Circular Telegram sent by Sec. of State John Hay to diplomatic representatives at Berlin, Brussels, The Hague, Lisbon, London, Madrid, Paris, Rome, St. Petersburg, Tokyo, and Vienna, July 3, 1900

What was Secretary of State John Hay trying to protect for the United States?

- A trade with Chinese colonies
  - B access to military bases
  - C territorial expansion
  - D trade rights in China
- 4 Which situation was a result of expanded automobile production and highway construction in the 1950s?
- A a reduced need for manual laborers in agricultural areas
  - B a mass migration of rural African Americans in the North to southern cities
  - C increased migration from urban to suburban areas
  - D the growth of sharecropping practices in the upper South



- 5 How did economic opportunities encourage the Chinese and the Irish to immigrate to the West Coast?
- A The massive cattle drives lacked cowhands.
  - B The transcontinental railroads needed builders.
  - C Oil companies in Texas required drillers.
  - D Corporate farms employed temporary farmhands.
- 6 Treat all men alike. Give them the same laws. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases.

Nez Percé Chief Joseph, Washington, D.C., 1879

Based on the quote above, which governmental policies did Chief Joseph oppose?

- A immigration and communal property
- B discrimination and resettlement
- C farming and damming of rivers
- D conservation and preservation



- 7 First, for open, competitive examinations for testing the fitness of applicants for the public service. . . .

Fifth, that no person in the public service is for that reason under any obligations to contribute to any political fund, or to render any political service, and that he will not be removed or otherwise prejudiced for refusing to do so.

*Pendleton Civil Service Act, 1883*

How did the Pendleton Civil Service Act affect American politics?

- A It provided additional regulation of railroads.
- B It ended patronage in the hiring of government employees.
- C It ended campaign contributions to political candidates.
- D It required government employees to pass a drug test.

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- 8 One day several of us met at the office of one of the refiners, who, I felt pretty sure, was being persuaded to go into the scheme which they were talking up. . . . I got pretty excited when I saw how those South Improvement men were pulling the wool over our men's eyes, and making them believe we were all going to the dogs if there wasn't an immediate combination to put up the price of refined [oil] and prevent new people [from] coming into the business, and I made a speech which, I guess, was pretty warlike. Well, right in the middle of it John Rockefeller stopped rocking and took down his hands and looked at me. You never saw such eyes. He took me all in, saw just how much fight he could expect from me, and I knew it.

Ida Tarbell, *The History of The Standard Oil Company*, 1904

Which unfair practices referred to in the statement were stopped with antitrust laws?

- A donations to controversial charities
- B intimidation
- C using wealth to gain political office
- D price-fixing



- 9 History is a great teacher. Now everyone knows that the labor movement did not diminish the strength of the nation but enlarged it. By raising the living standards of millions, labor miraculously created a market for industry and lifted the whole nation to undreamed of levels of production. Those who attack labor forget these simple truths, but history remembers them.

Martin Luther King, Jr., speaking to the AFL-CIO, December 11, 1961

According to Dr. King, how did the United States benefit from the labor movement raising the standard of living?

- A With fewer economic demands, women could spend time at home raising their families.
- B Equal opportunity increased social mobility, which helped to end segregation in the South.
- C More people had money to spend, and the resulting demand generated economic growth.
- D A strengthened United States could face the challenges of new global markets.



- 10 How did political bosses in major industrial cities affect the lives of immigrants to the United States in the late 1800s?
- A The political machines exploited immigrants by buying votes with favors, jobs, and housing.
  - B The immigrants created ethnic neighborhoods to insulate themselves from controlling political bosses.
  - C The political bosses were outnumbered; the immigrants seized control and passed laws similar to those in Europe.
  - D The immigrants were unhappy with the corrupt political machines, and joined anarchist and socialist movements instead.
- 11 Which scenario is most consistent with the concept of civil disobedience?
- A On August 11, 1965, race riots broke out in the Watts district of Los Angeles, California.
  - B Stokely Carmichael of the Student Nonviolent Coordinating Committee (SNCC) advocated black power.
  - C In February 1960, African-American students staged a sit-in at a Woolworth's store in Greensboro, North Carolina.
  - D Malcolm X declared that racial separation was a "positive good" with many benefits for African Americans.





- 12 How did the Progressive Era reforms affect the distribution of power in government?
- A U.S. Senators were elected directly by the people instead of by state legislatures.
  - B The president was elected by the Electoral College instead of by the Senate.
  - C The federal government gained responsibility for the highway systems.
  - D The federal government granted the power to regulate food and medicine to the states.
- 13 Why was the League of Nations provision of the Treaty of Versailles unacceptable to Senator Henry Cabot Lodge and the Republicans?
- A The league could require the payment of war reparations.
  - B The league would obligate foreign aid to adversarial nations.
  - C The league was perceived as a threat to American sovereignty.
  - D The league had committed to the cause of global decolonization.
- 14 How did the Gulf of Tonkin Resolution affect U.S. military involvement in Vietnam?
- A Congress used the resolution to declare war on China and Vietnam.
  - B Congress prevented the president from using any force in Vietnam.
  - C President Nixon and his military advisors used the resolution to end the Vietnam War.
  - D President Johnson increased U.S. activities without the consent of Congress.



- 15 What was an impact of World War II on American politics?
- A The U.S. president issued a foreign policy statement that announced American neutrality.
  - B The U.S. government adopted a budget policy that reduced military spending.
  - C The U.S. Congress enacted free market reforms to boost a faltering economy.
  - D The U.S. pursued containment policies to prevent the spread of communism.
- 16 In the councils of government, we must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex. The potential for the disastrous rise of misplaced power exists and will persist.

President Eisenhower, Farewell Address, 1961

Why did President Eisenhower warn against the “unwarranted influence” of the “military-industrial complex” in his Farewell Address?

- A He understood that secret military activities were violating the rights of U.S. citizens.
- B He concluded that military officials were using illegal actions to control private industries in the United States.
- C He perceived an effort by military and industrial leaders to keep the United States on a permanent wartime status for economic gain.
- D He recognized that if military and industrial leadership fell into foreign hands, the nation’s economy and national defense might be at risk.



- 17 How did television reporting on the Vietnam War affect American public opinion?
- A Cultural exchange and commercial trade with Asian countries became national ideals.
  - B Heroism and combat stories about soldiers romanticized the war effort.
  - C It influenced patriotic fervor and ardent support for anti-communist foreign policy.
  - D It generated anti-war sentiment and massive protests against the conduct of the war.

- 18 We have been proud of our industrial achievements, but we have not . . . stopped thoughtfully enough to count the human costs. . . . [Our] great Government we loved has too often been made use of for private and selfish purposes, and those who used it had forgotten the people.

At last a vision has been [shown to] us of our life as a whole. We see the bad with the good. . . . With this vision we approach new affairs. Our duty is to cleanse, to reconsider, to restore, to correct the evil . . . to purify and humanize every process of our common life.

President Woodrow Wilson, First Inaugural Address, 1913

How did President Woodrow Wilson propose to help people achieve their American Dreams?

- A by encouraging monopolies to make the nation economically stable
- B by encouraging leaders to pursue private business goals so that their prosperity would reduce human costs
- C by requiring long working hours to make the nation more profitable and economically powerful
- D by using government programs to minimize the human costs of economic success



- 19 Which explains the growth of labor unions in the United States during the Industrial Revolution?
- A The Sherman Antitrust Act of 1890 proved to be ineffective.
  - B Workers sought to improve their pay and working conditions.
  - C Business leaders encouraged workers to organize unions to enhance productivity.
  - D The federal government supported the collective bargaining rights of railroad workers.

- 20 We conclude that in the field of public education the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal.

Chief Justice Earl Warren; majority decision,  
*Brown v. Board of Education of Topeka, Kansas* (1954)

How did the decision in *Brown v. Board of Education* change the role of the government in public education?

- A It prevented the U.S. Congress from making laws that affected public education.
- B It limited the power of state governments to create separate educational systems for males and females.
- C It overturned arbitrary limits and restrictions imposed on education by state and local governments.
- D It gave local boards of education the right to censor school related activities.



- 21 For the purpose of enabling each State to furnish financial assistance to aged needy individuals, . . . to needy dependent children, . . . promoting the health of mothers and children, especially in rural areas and in areas suffering from severe economic distress . . . services for locating crippled children and for providing medical, surgical, corrective, and other services and care, and facilities for diagnosis, hospitalization, and aftercare,. . . for the protection and care of homeless, dependent, and neglected children, and children in danger of becoming delinquent . . .

Social Security Act, 1935

Which statement is consistent with the increased power of the federal government under the 1935 Social Security Act?

- A More citizens were given job opportunities by the federal government.
- B Returning veterans and their families were provided with health care, education, and housing.
- C Individual citizens who could not provide for themselves were given financial aid by the government.
- D New housing facilities were built by the government to accommodate citizens who lost their farms in the Dust Bowl.

22 **Executive Order 9066**

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders . . . whenever he deems such action necessary or desirable, to prescribe military areas in such places . . . may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War may impose. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded . . . transportation, food, shelter, and other accommodations as may be necessary.

Franklin Roosevelt, 1942

Which statement is consistent with the eventual response to Executive Order 9066?

- A The federal government increased taxes to pay for the relocation and deportation of Japanese Americans to the Japanese mainland.
- B Federal legislation was signed to apologize to Japanese Americans for internment and \$1.6 billion were disbursed as reparations.
- C Japanese Americans were given hiring preferences for federal jobs.
- D Japanese Americans were granted priority in graduate school admissions.

23 **Social Darwinism**

- term used in nineteenth century to describe the idea that humans, like animals and plants, compete in a struggle for existence
- applied Darwinist concepts of survival of the fittest to social conditions
- promotion of idea that government should not interfere
- human competition by regulating the economy
- support idea that government should not try to eliminate poverty

How did Social Darwinism affect the social class structure of the late 1800s?

- A It allowed the wealthy to defend the gap between the rich and the poor.
- B It allowed most immigrants to achieve the "American Dream."
- C It supported an increase in government "trust-busting."
- D It supported government welfare programs for the needy.



- 24 Worst of any, however, were the fertilizer men, and those who served in the cooking rooms. These people could not be shown to the visitor—for the odor of a fertilizer man would scare any ordinary visitor at a hundred yards, and as for the other men, who worked in tank rooms full of steam, and in some of which there were open vats near the level of the floor; their peculiar trouble was that they fell into the vats.

Upton Sinclair, *The Jungle* 1906

Why did muckrakers such as Upton Sinclair encourage Progressive reforms?

- A They wanted the passage of specific bills in Congress.
- B They sought change in dangerous and illegal practices in American industries.
- C They tried to get particular candidates voted into office.
- D They wanted to draw attention to the unfair practices of the banking industry.

**This is the end of the multiple-choice portion of the test.**





The questions you read next will require you to answer in writing.

1. Write your answers on separate paper.
2. Be sure to write your name on each page.

- 1 People are alarmed and thinking about science, and perhaps this alarm could be turned to a constructive result.

President Dwight D. Eisenhower, October 15, 1957

The Space Race started on October 4, 1957 when the Soviet Union launched *Sputnik I*—the first artificial satellite—into orbit. Explain two ways that the launch of *Sputnik* affected U.S. society.

2 **U.S. Civil Rights Cases**

- *Plessy v. Ferguson* (1896)
- *Brown v. Board of Education of Topeka, Kansas* (1954)
- *Swann v. Board of Education of Charlotte-Mecklenburg, North Carolina* (1971)

Explain how two of the above cases either challenged or reinforced the distribution of power between state and federal governments.



- 3 Little by little he transforms the wilderness, but the outcome is not the old Europe . . . The fact is, that here is a new product that is American. At first, the frontier was the Atlantic Coast. It was the frontier of Europe in a very real sense. Moving westward, the frontier became more and more American . . . Thus the advance of the frontier has meant a steady movement away from the influence of Europe, a steady growth of independence on American lines. And to study this advance, the men who grew up under these conditions, and the political, economic, and social results of it, is to study the really American part of our history.

Frederick Jackson Turner,  
*The Significance of the Frontier in American History*, 1893

How did the settlement of the American West resolve the conflict between European and American cultural identities? Support your response by making one inference from information in the above quote.

- 4 The United States entered World War II on December 8, 1941 by declaring war against Japan and later Germany and the Axis powers. Explain U.S. entry into the war and one effect upon U.S. foreign policy. Then, give one example of how U.S. involvement in the war influenced international affairs.
- 5 Industrialization created tensions between workers and employers during the nineteenth century. Analyze a major issue that resulted in conflict between workers and employers, and explain how two workplace compromises were reached.



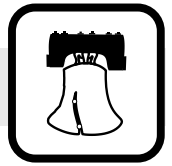
- 6 Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore, be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States.

Chinese Exclusion Act, 1882

These young people . . . have been shut off from the common labor . . . which is a great source of moral and physical health. They feel a fatal want of harmony between their theory and their lives, a lack of coordination between thought and action. I think it is hard for us to realize how seriously many of them are taking to the notion of human brotherhood, how eagerly they long to give tangible expression to the democratic ideal. These young men and women, longing to socialize their democracy, are animated by certain hopes . . . Nothing so deadens the sympathies and shrivels the power of enjoyment as the persistent keeping away from the great opportunities for helpfulness and a continual ignoring of the starvation struggle which makes up the life of at least half the race. To shut one's self away from that half of the race life is to shut one's self away from the most vital part of it; it is to live out but half the humanity to which we have been born heir and to use but half our faculties. We have all had longings for a fuller life which should include the use of these faculties.

Jane Addams, *Twenty Years at Hull House*, 1910

Many immigrants came to the United States during the late 1800s and early 1900s. Give two reasons that explain this large migration. Then, use the excerpts above to summarize the views of the government and of a citizen toward the immigrants.



**This is the end of the American History II test.**

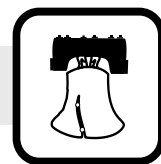
- 1. Look back over your answers.**
- 2. Put all of your papers inside your test book and close the test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

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**American History II  
RELEASED Form  
Spring 2013  
Answer Key**

<b>Item number</b>	<b>Type</b>	<b>Key</b>	<b>Primary Strand</b>
1	MC	C	H — History
2	MC	C	H — History
3	MC	D	H — History
4	MC	C	H — History
5	MC	B	H — History
6	MC	B	H — History
7	MC	B	H — History
8	MC	D	H — History
9	MC	C	H — History
10	MC	A	H — History
11	MC	C	H — History
12	MC	A	H — History
13	MC	C	H — History
14	MC	D	H — History
15	MC	D	H — History
16	MC	C	H — History
17	MC	D	H — History
18	MC	D	H — History
19	MC	B	H — History
20	MC	C	H — History
21	MC	C	H — History
22	MC	B	H — History
23	MC	A	H — History



Item number	Type	Key	Primary Strand
24	MC	B	H — History
25	CR	Rubric	H — History
26	CR	Rubric	H — History
27	CR	Rubric	H — History
28	CR	Rubric	H — History
29	CR	Rubric	H — History
30	CR	Rubric	H — History

**Item Types:**

MC = multiple choice

CR = constructed response