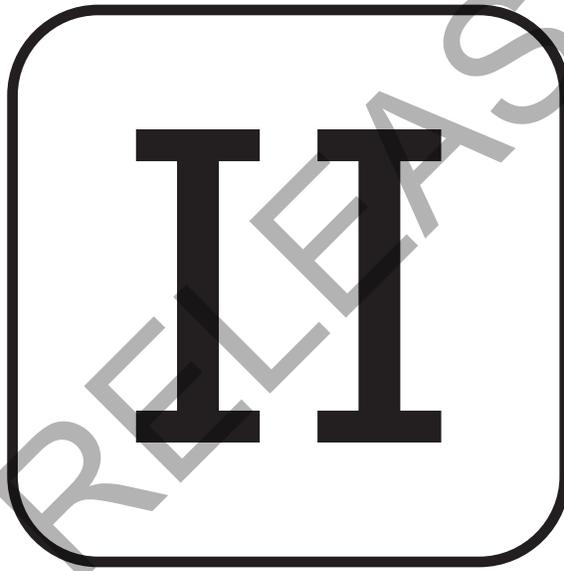


# Released Items

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

## American History II



**2016–2017**



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

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# NC Final Exam

- 1 We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

President John F. Kennedy, September 12, 1962

Why did President Kennedy decide to focus U.S. resources on going to the moon?

- A The United States wanted to gain the British as allies by proving it could defeat the Soviets in space exploration.
- B The United States wanted to seize the opportunity to land on the moon because the Soviet Union was in decline.
- C The United States wanted to win the race to the moon in the aftermath of the Soviet success with the Sputnik satellite.
- D The United States wanted to colonize the moon in order to establish missile defense bases against the Soviets.
- 2 Movement has been its dominant fact, and, unless this training has no effect upon a people, the American energy will continually demand a wider field for its exercise. But never again will such gifts of free land offer themselves. . . . And now, four centuries from the discovery of America, at the end of a hundred years of life under the Constitution, the frontier has gone, and with its going has closed the first period of American history.

“The Significance of the Frontier in American History” by Frederick Jackson Turner, 1893

Which kind of foreign policy does Turner’s thesis suggest as a result of the closing of the American frontier?

- A imperialism
- B isolationism
- C defense alliances
- D disengagement

- 3 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 . . . that if in a democratic country nothing can be permanently achieved save through the masses of the people, it will be impossible to establish a higher political life than the people themselves crave; . . . that the blessings which we associate with a life of refinement and cultivation can be made universal and must be made universal if they are to be permanent; that the good we secure for ourselves is precarious and uncertain, is floating in midair, until it is secured for all of us. . . . There is something primordial about these motives. . . . 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.

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

Which statement expresses Jane Addams's stated motive for founding Hull House in the late 1800s?

- A Providing immigrants with social services in health, education, and safety would improve society.
- B Providing immigrants with permanent housing and jobs would boost the economy of Chicago.
- C Providing immigrants small plots of land would enable them to grow their own food.
- D Providing immigrants with settlement houses would improve neighborhoods.

- 4 In the 1890s, the number of African Americans moving to the Northeast and the Midwest was double that of the previous decade. In 1910, it doubled again, then again in 1920. In the 1920s, more than 750,000 African Americans left the South, a greater movement of people than had occurred in the Irish potato famine of the 1840s.

*Immigration. . . : "African: Moving North, Heading West"*  
Library of Congress

How did the Great Migration during the World War I era shape cities and society?

- A Quota laws were passed to restrict immigrants who were attracted to ethnic neighborhoods in cities.
- B The International Workers of the World (IWW) used migrants to stage prosocialist strikes that damaged urban factories.
- C The Irish were subjected to segregation by law in housing and to discrimination in educational opportunities.
- D African-American citizens were subjected to practiced segregation in housing and job discrimination in the North.
- 5 Following the end of Reconstruction, African-American people living in the South became increasingly disillusioned as they faced new Jim Crow laws, poor economic opportunities, and outright violence. Increasingly, African Americans moved to the North and West. In the 1920s alone, over 750,000 African Americans moved out of the South. How did their migration change the politics of the United States?
- A African Americans no longer faced racism.
- B African Americans voted in increasing numbers.
- C African Americans dominated the Democratic Party.
- D African Americans were not discriminated against politically.

- 6 Although I have grave doubts as to the wisdom of certain provisions contained in H.R. 1063 (Public Law 280), I have today signed it because its basic purpose represents still another step in granting complete political equality to all Indians in our nation. The bill confers jurisdiction on the States of California, Minnesota, Nebraska, Oregon and Wisconsin, with respect to criminal offenses and civil causes of action committed or arising on Indian reservations within such states. The bill has resulted from a process of exhaustive study of the innumerable laws and regulations applying to our several Indian groupments and was arrived at in the states affected after long negotiation in full consultation with the Indians themselves. The Indian tribes regard this as a long step forward in removing them from the status of "second class" citizens. Indeed, in the five states where state jurisdiction will soon be paramount, the Indians have enthusiastically endorsed this bill. The bill preserves the basic safeguards against loss of property rights accorded the Indians by Federal treaties, agreements and statutes, and further safeguards the tribal customs and ordinances of the tribes affected when not inconsistent with the general laws of the respective states.

Dwight D. Eisenhower, August 15, 1953

Based on the excerpt, which statement summarizes the goal of H.R. 1063 (Public Law 280)?

- A to provide American Indian people grants for farming and small business
- B to provide American Indian tribes complete independence from the federal government
- C to give certain state courts the ability to decide on cases that occur on reservations
- D to give the federal government control of American Indian relations with states

- 7 We now stand 10 years past the midpoint of a century that has witnessed four major wars among great nations. . . . Despite these holocausts, America is today the strongest, the most influential, and most productive nation in the world. . . . we yet realize that America's leadership and prestige depend not merely upon our unmatched material progress, riches, and military strength but on how we use our power in the interests of world peace and human betterment. . . . A vital element in keeping the peace is our Military Establishment. Our arms must be mighty, ready for instant action, so that no potential aggressor may be tempted to risk his own destruction. . . . now we can no longer risk emergency improvisation of national defense; we have been compelled to create a permanent armaments industry of vast proportions. Added to this,  $3\frac{1}{2}$  million men and women are directly engaged in the Defense Establishment. We annually spend on military security more than the net income of all United States corporations. This conjunction of an immense Military Establishment and a large arms industry is new in the American experience.

Farewell Address to the American People, Dwight D. Eisenhower, January 17, 1961

According to Eisenhower's speech, how did U.S. involvements in war affect the national economy?

- A Corporations took control of the nation's economy away from the government.
- B The Communist Party threatened to overthrow capitalism during this period.
- C Other nations surpassed the United States in terms of economic prestige.
- D The defense industry became a major aspect of the American economy.

- 8 How did the outbreak of war in Europe in the late 1930s affect politics within the United States?
- A It decreased arms production.
  - B It increased military recruitment.
  - C It increased support for isolationist policies.
  - D It decreased international trade with European countries.
- 9 In 1920, after decades of activism for women’s suffrage, women gained the right to vote with the passage of the Nineteenth Amendment. To what extent did this event affect the future of women’s rights in the United States?
- A No impact—the movement for full women’s rights came to a conclusion with the ratification of the Nineteenth Amendment.
  - B Minimally—most women quit pursuing full rights since they were content with the vote.
  - C Moderately—a minority of activists continued working for full rights after ratification of the Nineteenth Amendment.
  - D Greatly—women have since pursued full rights in the workplace, home, and community.

- 10 The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning. The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce but the desire for beauty and the hunger for community. . . . The solution to these problems does not rest on a massive program in Washington, nor can it rely solely on the strained resources of local authority. They require us to create new concepts of cooperation, a creative federalism, between the national capital and the leaders of local communities.

Lyndon B. Johnson, May 22, 1964

How did President Johnson propose to create the Great Society?

- A by supporting democratic revolution in the communist states
- B by providing free higher education for all American citizens
- C by advancing America's technology with increased funding to Space Race research
- D by cooperating with all levels of government to enact entitlement programs
- 11 How did World War II affect the workforce in the United States?
- A Prisoners were released early to support the war industries.
- B Unemployment rates rose to unprecedented levels in U.S. history.
- C Workers' wages and salaries were reduced to help fund essentials for the military.
- D Women filled vacancies in the workforce created by the transition of men to military service.

- 12 The Servicemen’s Readjustment Act (commonly known as the G.I. Bill) was signed and implemented in 1944 in the final years of World War II. An important aspect of the act was the extension of education to military veterans:

Any person who served in the active military or naval forces on or after September 16, 1940, and prior to the termination of hostilities in the present war, shall be entitled to vocational rehabilitation . . . or to education or training.

Servicemen’s Readjustment Act of 1944

Which describes the large-scale impact of the Servicemen’s Readjustment Act after WWII?

- A It increased the incentive to enlist in the military and increased the likelihood of engaging in war.
- B It increased the number of veterans entering universities and improved the education of the workforce.
- C It created financial problems for universities as student-veterans did not pay for their educations.
- D It decreased the power of the anti-war movement as the benefits of war were publicized.
- 13 In 1906, Upton Sinclair wrote the novel *The Jungle*, which was based on the living and working conditions of immigrants. Sinclair focused on workers’ low wages as well as the unsanitary meatpacking conditions present in many of America’s factories. In 1906, partly due to *The Jungle*, Congress passed the Meat Inspection Act.

How did Upton Sinclair’s novel, *The Jungle*, influence the role of the federal government?

- A The federal government outlawed unsafe working conditions in factories.
- B The federal government lost its power to regulate interstate affairs.
- C The federal government began regulating the food industry.
- D The federal government established labor unions.

- 14 Economic depression cannot be cured by legislative action or executive pronouncement. Economic wounds must be healed by the action of the cells of the economic body—the producers and consumers themselves.

Annual Message to the Congress on the State of the Union  
Herbert Hoover, December 2, 1930

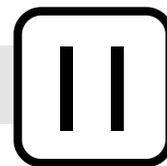
How did President Herbert Hoover propose to resolve economic depression in the United States?

- A by citizens and businesses working together
  - B by government providing for the welfare of people
  - C by government assuming responsibility for employment
  - D by industry and government collaborating
- 15 Even the poorest can be made to see this, and to agree that great sums gathered by some of their fellow-citizens and spent for public purposes, from which the masses reap the principal benefit, are more valuable to them than if scattered among them through the course of many years in trifling amounts.

“The Gospel of Wealth” by Andrew Carnegie, 1889

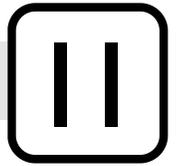
Which principle summarizes Carnegie’s philosophy as expressed in the excerpt?

- A Investment income should be used to support charities.
- B Wealth should be reinvested into expansive public works.
- C Venture capital should be provided to entrepreneurs.
- D Business profits should be taxed at higher rates.



**American History II  
RELEASED Items<sup>1</sup>  
2016–2017  
Answer Key**

Question Number	Question Type	Correct Answer	Percent Correct <sup>2</sup>	Objective
1	MC	C	82%	AMH2.H.2.1
2	MC	A	52%	AMH2.H.3.1
3	MC	A	71%	AMH2.H.3.4
4	MC	D	63%	AMH2.H.3.2
5	MC	B	42%	AMH2.H.3.3
6	MC	C	27%	AMH2.H.5.1
7	MC	D	67%	AMH2.H.7.2
8	MC	C	34%	AMH2.H.7.1
9	MC	D	80%	AMH2.H.2.2
10	MC	D	53%	AMH2.H.5.2
11	MC	D	76%	AMH2.H.7.2
12	MC	B	72%	AMH2.H.7.3
13	MC	C	66%	AMH2.H.4.1
14	MC	A	68%	AMH2.H.4.2
15	MC	B	64%	AMH2.H.5.1

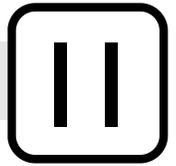


<sup>1</sup>These released items were administered to students during a previous test administration. This sample set of released items may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. Additional information about the NC Final Exam is available in the *Assessment Specification* for each exam located at <http://www.ncpublicschools.org/accountability/common-exams/specifications/>.

<sup>2</sup>Percent correct is the percentage of students who answered the item correctly during a previous administration.

**NOTE:** This NC Final Exam contains multiple-choice (MC) and short-answer constructed response (CR) items. The North Carolina Department of Public Instruction (NCDPI) published a Sample Social Studies Constructed Response Item and Rubric (available online at <http://www.ncpublicschools.org/accountability/common-exams/addresources/>) representative of the new constructed response item type field tested on the NC Final Exams of Social Studies (i.e., Grade 8, World History, American History I, American History II, American History: The Founding Principles, Civics, and Economics). The sample item may not reflect the breadth of the standards assessed and/or the range of item difficulty found on the NC Final Exam. This material must not be used for personal or financial gain.

RELEASED



## Standard Descriptions

Only clarifying objective descriptions addressed by the released items in this document are listed below. A complete list of North Carolina Essential Standards for Social Studies may be reviewed at <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>.

### AMH2.H.2.1

Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

### AMH2.H.2.2

Evaluate key turning points since the end of Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

### AMH2.H.3.1

Analyze how economic, political, social, military and religious factors influenced United States imperialism (e.g., passing of the western frontier, new markets, Spanish American War, Open Door Policy, Monroe Doctrine, Roosevelt Corollary, canal route, etc.).

### AMH2.H.3.2

Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.).

### AMH2.H.3.3

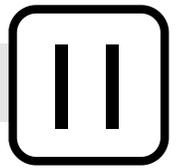
Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.).

### AMH2.H.3.4

Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., new immigrants, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.).

### AMH2.H.4.1

Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).

**AMH2.H.4.2**

Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

**AMH2.H.5.1**

Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

**AMH2.H.5.2**

Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).

**AMH2.H.7.1**

Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

**AMH2.H.7.2**

Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, WWII farming gains, GI Bill, etc.).

**AMH2.H.7.3**

Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).