

9/16/2013

## American History II – Released Form QID: 1

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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.

- Score 0** No response or the response does not address the prompt
- Score 1** Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2** Explains one effect of the launch of *Sputnik* on U.S. society; explains a second effect of the launch of *Sputnik* on U.S. society

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## American History II – Released Form QID: 2

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### 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.

**Score 0** No response or the response does not address the prompt

**Score 1** Fulfills only 1 of 2 requirements of a level 2 performance

**Score 2** Explains how one case from the list challenged/reinforced the distribution of power between state and federal governments; explains how a second case from the list challenged/reinforced the distribution of power between state and federal governments

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## American History II – Released Form QID: 3

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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.

- Score 0** No response or the response does not address the prompt
- Score 1** Fulfills only 1 of 2 requirements of a level 2 performance
- Score 2** Explains how the settlement of the American West resolved conflict between American and European cultural identities; makes one supporting inference from information in the quote

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## **American History II — Released Form QID: 4**

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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.

- Score 0** No response or the response does not address the prompt
- Score 1** Fulfills only 1 of 3 requirements of a level 3 performance
- Score 2** Fulfills 2 of 3 requirements of a level 3 performance
- Score 3** Provides one reason for U.S. entry into World War II; explains one effect of the war on U.S. foreign policy; explains how U.S. involvement influenced international affairs.

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## **American History II — Released Form QID: 5**

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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.

- Score 0** No response or the response does not address the prompt
- Score 1** Fulfills only 1 of 2 requirements of a level 3 performance
- Score 2** Fulfills 2 of 3 requirements of a level 3 performance
- Score 3** Analyzes a major workplace issue that resulted in conflict between workers and employers; explains how one workplace compromise was reached; explains how a second compromise was reached

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## American History II — Released Form QID: 6

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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.

- Score 0** No response or the response does not address the prompt
- Score 1** Fulfills only 1 of 4 requirements of a level 4 performance
- Score 2** Fulfills 2 of 4 requirements of a level 4 performance
- Score 3** Fulfills 3 of 4 requirements of a level 4 performance
- Score 4** Gives one reason that explains the migration; gives a second reason that explains the migration; uses the excerpts to summarize the views of government toward the immigrants; uses the excerpts to summarize the views of a citizen toward the immigrants

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