

U.S. History Online Tool Training (OTT) Answer Key

The information for each item, including the objective, DOK level, item type, and correct answer, is in this document. The items appear in the order as shown in the table.

| Item Number | Objective | DOK Level | Item Type | Correct Answer |
|-------------|--|-----------|---------------------|----------------|
| 1 | (US.9.3) Cite and analyze the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including: AIM, UFW, American Disabilities Act. | 2 | Technology Enhanced | See Answer Key |
| 2 | (US.9.3) Cite and analyze the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including: AIM, UFW, American Disabilities Act. | 2 | Technology Enhanced | See Answer Key |
| 3 | (US.6.1) Compare the causes of the Great Depression, including: the uneven distribution of wealth; rampant stock market speculation; the collapse of the farm economy; policies of the federal government and the Federal Reserve System; overproduction of industry; and the impact | 3 | Technology Enhanced | See Answer Key |
| 4 | (US.4.1) Investigate causes of the Spanish-American War, including: yellow journalism, the sinking of the Battleship USS Maine, and economic interest in Cuba. | 3 | Technology Enhanced | See Answer Key |
| 5 | (US.7.2) Examine roles of significant World War II leaders, including: Franklin D. Roosevelt, Harry S Truman, Dwight D Eisenhower, and George S Patton. | 2 | Technology Enhanced | See Answer Key |
| 6 | (US.1.2) Compare the changing role of the American farmer, including: establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues. | 2 | Technology Enhanced | See Answer Key |
| 7 | (US.5.6) Analyze the impact of the changes in the 1920s on the economy, society, and culture, including: mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Harlem Renaissance. | 1 | Multiple Choice | C |
| 8 | (US.7.10) Summarize the discrimination the Japanese Americans faced during WWII. Include the Korematsu v. US U.S. Supreme Court case. | 2 | Multiple Choice | C |
| 9 | (US.1.4) Explain the impact of the Populist movement on the role of the federal government in American society. | 2 | Multiple Choice | A |
| 10 | (US.5.6) Analyze the impact of the changes in the 1920s on the economy, society, and culture, including: mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Harlem Renaissance. | 2 | Multiple Choice | A |
| 11 | (US.2.2) Compare population percentages, motives, and settlement patterns of immigrants from Asia, Europe, and including: Chinese Exclusion Act regarding immigration quotas. | 3 | Multiple Choice | B |

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| Item Number | Objective | DOK Level | Item Type | Correct Answer |
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| 12 | (US.4.5) Evaluate the role of the Open-Door policy and the Roosevelt Corollary on America's expanded economic and geographic interests. | 2 | Multiple Choice | C |
| 13 | (US.11.2) Trace the federal government's involvement in the modern Civil Rights Movement, including: the abolition of the poll tax, the nationalization of state militias, Brown v. Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965. | 3 | Multiple Choice | B |
| 14 | (US.11.3) Explain contributions of individuals and groups to the modern Civil Rights Movement, including: Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the civil rights foot soldiers. | 2 | Multiple Choice | A |
| 15 | (US.9.5) Analyze the impact of the environmental movement and the development of environmental protection laws. | 2 | Multiple Choice | D |
| 16 | (US.3.2) Trace the development of political, social, and cultural movements and subsequent reforms, including Jim Crow laws, Plessy vs. Ferguson, women's suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of Colored People (NAACP), and Marcus Garvey. | 3 | Multiple Choice | A |
| 17 | (US.8.4) Identify and explain the steps the US took to contain communism during the Truman and Eisenhower administration. | 3 | Multiple Choice | B |
| 18 | (US.2.3) Interpret the impact of the New Industrial Age on life in urban areas, including: working and living conditions, the Labor Union movement, "New Immigrants," Knights of Labor, American Federation of Labor, and the Industrial Workers of the World, the Pullman Strike and the Haymarket Square Riot, Samuel Gompers, Eugene V. Debs, Jane Addams. | 2 | Multiple Choice | C |
| 19 | (US.6.3) Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including: the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, and promoting organized labor. | 2 | Multiple Choice | B |
| 20 | (US.11.3) Explain contributions of individuals and groups to the modern Civil Rights Movement, including: Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the civil rights foot soldiers. | 3 | Multiple Choice | D |

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|-------------|--|-----------|---------------------|----------------|
| 21 | (US.6.4) Evaluate the impact of Franklin D. Roosevelt on the presidency and the New Deal’s impact on the expansion of federal power. | 2 | Multiple Choice | C |
| 22 | (US.2.4) Analyze the effects of laissez-faire economics on business practices in the United States and their effects, including: John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal and vertical integration, Sherman Anti-trust Act. | 3 | Multiple Choice | C |
| 23 | (US.3.3) Compare and contrast presidential domestic policies, including: Theodore Roosevelt, William Taft, and Woodrow Wilson; Trustbusting, Pure Food and Drug act, Meat Inspection Act, Federal Reserve, Conservation, the Hepburn Act, and the Federal Trade Commission. | 3 | Multiple Choice | B |
| 24 | (US.5.2) Analyze works of major American artists and writers, including: F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H.L. Mecken, to characterize the era of the 1920s. | 2 | Multiple Choice | B |
| 25 | (US.3.2) Trace the development of political, social, and cultural movements and subsequent reforms, including: Jim Crow laws, Plessy vs. Ferguson, women’s suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of Colored People (NAACP), and Marcus Garvey. | 3 | Multiple Choice | B |
| 26 | (US.1.3) Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians. | 2 | Multiple Choice | A |
| 27 | (US.1.2) Compare the changing role of the American farmer, including: establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues. | 2 | Technology Enhanced | See Answer Key |
| 28 | (US.5.4) Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis. | 3 | Multi-Select | B, D |
| 29 | (US.4.5) Evaluate the role of the Open-Door policy and the Roosevelt Corollary on America’s expanded economic and geographic interests. | 3 | Multi-Part | C, D |
| 30 | (US.5.2) Analyze works of major American artists and writers, including: F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H.L. Mencken, to characterize the era of the 1920s. | 2 | Technology Enhanced | See Answer Key |

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|----|--|---|-----------------|------|
| 31 | (US.9.1) Analyze the domestic policies and events during the presidencies of Presidents Kennedy, Johnson, and Nixon, including: The New Frontier, Great Society, “the silent majority,” the anti-war and counter-cultural movements, the Watergate scandal, including the Supreme Court case, U.S. v. Nixon. | 1 | Multiple Choice | A |
| 32 | (US.12.1) Examine the Contract with America, Impeachment Trial of William “Bill” Clinton, Eminent Domain issues, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010. | 2 | Multiple Choice | C |
| 33 | (US.10.1) Appraise the influence of the conservative movement on social, economic and environmental issues from 1974 to 1992, including: Moral Majority, Roe vs. Wade, Bakke Case, Love Canal, Three Mile Island, Reaganomics, PACTO, etc. | 2 | Multiple Choice | C |
| 34 | (US.7.1) Explain the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States’ foreign policy. | 2 | Multi-Select | C, E |
| 35 | (US.8.6) Identify the importance of the following on cold war tensions, including: Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact, and Iron Curtain. | 2 | Multiple Choice | B |
| 36 | (US.3.4) Trace national legislation resulting from and affecting the Progressive Movement, including: the Sherman Antitrust Act and the Clayton Antitrust Act. | 2 | Multiple Choice | C |
| 37 | (US.10.2) Analyze Reagan’s and Bush’s pro-active international policies, including: Invasion of Granada, Iran-Contra, SDI, End of the Cold War, Invasion of Panama, and Persian Gulf War. | 2 | Multiple Choice | B |
| 38 | (US.11.1) Explain the importance of President Truman’s order to integrate the U.S. military and the federal government. | 2 | Multiple Choice | B |
| 39 | (US.12.2) Describe global trade agreements, terrorist attack of September 11, 2001, Operation Iraqi Freedom and the War in Afghanistan, and the Patriot Act, global terrorism, global climate concerns, immigration, national debt and technological trends. | 2 | Multiple Choice | C |
| 40 | (US.12.3) Discuss the election of 2008 and Barack Obama as the first African American president and the unconventional election of 2016 and the advent of Donald Trump. | 2 | Multiple Choice | A |

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Technology Enhanced Items Answer Key

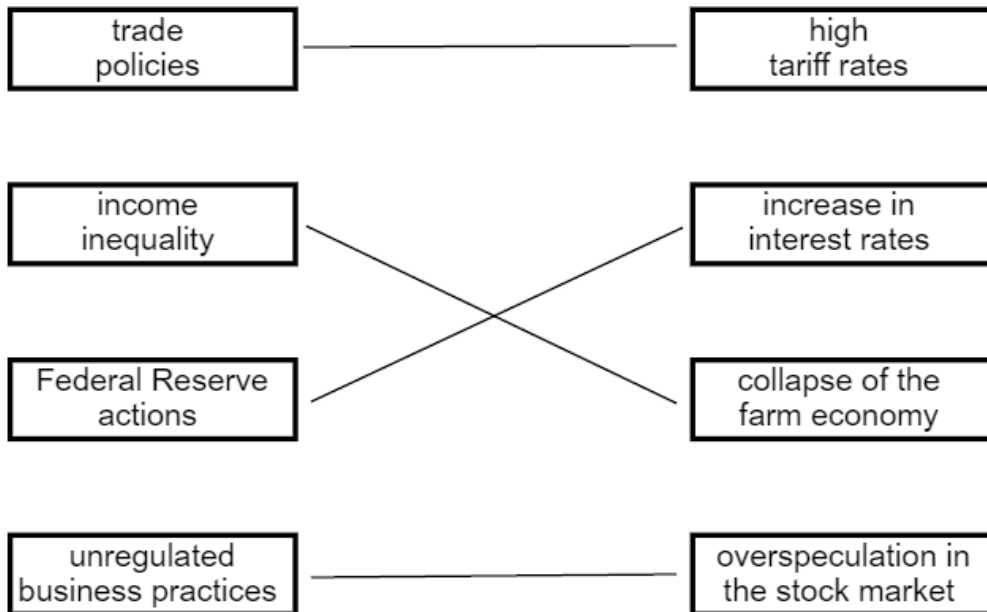
Item #1

In the aftermath of World War II, the Civil Rights Movement gained strength for various minority groups. The tactics used by these groups varied. One of the most popular strategies involved the use of nonviolent protest through demonstrations, marches, and boycotts. The leaders of some groups engaged in civil disobedience and went on hunger strikes while imprisoned. One group armed themselves in self-defense. Another group occupied federal buildings and refused to leave until their demands were met, resulting in violent standoffs. While the strategies varied, these groups shared the common goal of achieving justice for their members.

Item #2

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| African Americans and Americans with Disabilities |
| sought justice through the courts |

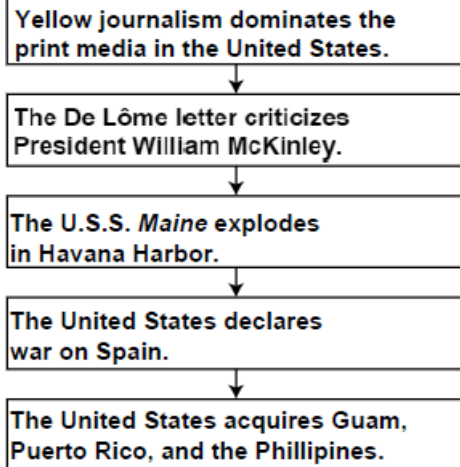
Item #3



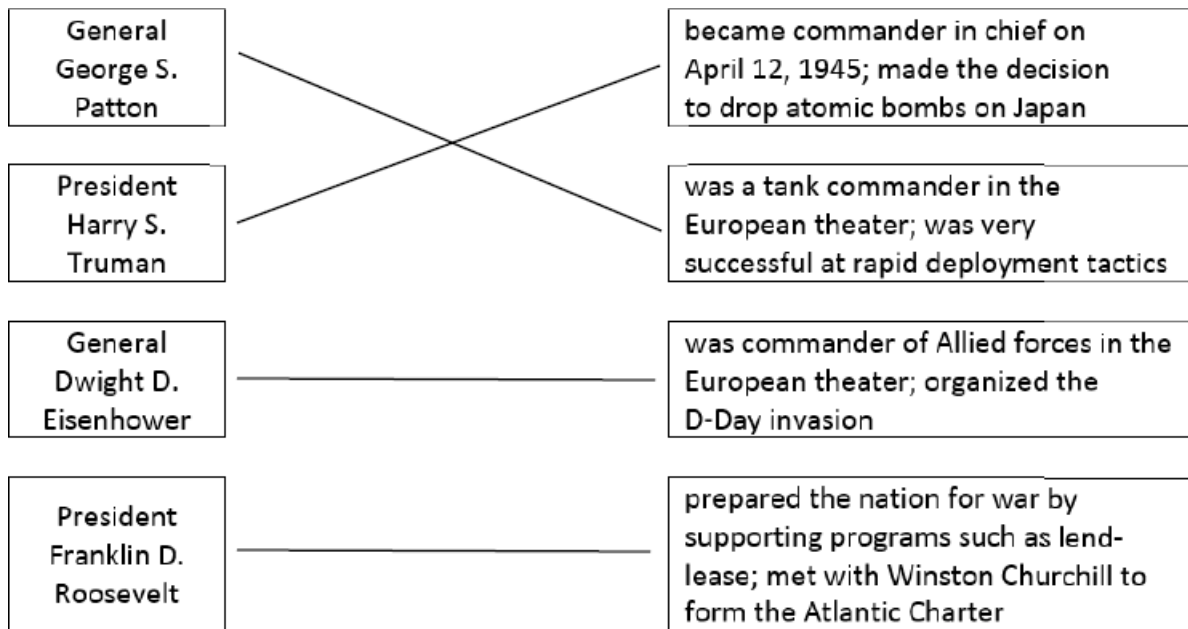
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Technology Enhanced Items Answer Key (continued)

Item #4



Item #5



Item #6

Those who worked in the agricultural industry during the late nineteenth century experienced problems such as declining crop prices, high transportation costs, and property foreclosures. As a response to these problems, many agriculturists first joined the (Grange) / Knights of Labor / United Farm Workers / Industrial Workers of the World) and later joined the Populist Party.

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Technology Enhanced Items
Answer Key (continued)

Item 27

| Problems for Farmers | Solutions Proposed by Farmers |
|-------------------------|------------------------------------|
| crop overproduction | increased currency in circulation |
| inflated freight rates | government regulation of railroads |
| high protective tariffs | |

Item 30

Choose the correct phrase from each drop-down menu to complete the statements.

Langston Hughes, a poet and storyteller, was a voice of the . Many of his poems and stories celebrated his cultural heritage .