

Assessment Blueprint

Standard Code	Complete Standard Text	Item Count
USH.13B	analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.	1
USH.5B	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; and	2
USH.15B	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;	1
USH.20B	explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.	1
USH.22A	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;	1
USH.4A	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;	2
USH.4B	evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;	1
USH.12A	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.	1
USH.4C	identify the causes of World War I and reasons for U.S. entry;	2
USH.4E	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; and	1
USH.15D	describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.	1
USH.4F	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.	1
Total Number of Questions		15

Student Name: _____ Date: _____

Class / Period: _____

1. The table shows the share of foreign-born U.S. residents living in urban and rural areas. Urban places had at least 2,500 residents.

Census year	Urban (%)	Rural (%)
1890	61.4	38.6
1900	66.3	33.7
1910	72.1	27.9

Source: U.S. Census Bureau, *Historical Census Statistics on the Foreign-Born Population of the United States: 1850–1990*, Table 18 (1999).

Which historical development helps explain the increasing urban share during the years shown?

A. Federal homestead programs encouraged immigrants to settle on small plots in growing cities.

B. Expanding industrial production drew immigrants toward factory jobs in growing cities.

C. Federal immigration inspections required newcomers to remain in the cities where they arrived.

D. Demand for World War I supplies drew immigrants toward munitions jobs in growing cities.

Standard:	USH.13B analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.
Correct answer:	B. Expanding industrial production drew immigrants toward factory jobs in growing cities.
Rationales:	A. A student may remember that homestead programs attracted settlers and apply that idea to the table's growing urban share. These programs supported agricultural settlement on public land, however, rather than settlement on small plots within cities. C. Knowing that many immigrants passed through inspection stations in port cities may make this explanation seem plausible. Inspection controlled admission to the country, however, and did not require newcomers to continue living in their arrival city. D. Wartime manufacturing did create industrial jobs, so this option offers a plausible connection between employment and urban settlement. Its timing is incorrect for this table: all three census observations precede the beginning of World War I.
Scoring:	A response selecting B alone is factually correct and complete. A response selecting A, C, or D is incorrect. A blank response provides no evidence of a selection. Marking more than one option does not provide the required single response and is invalid.

2. In his 1906 novel *The Jungle*, Upton Sinclair described conditions in Chicago's meatpacking industry.

There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it.

Source: Upton Sinclair, *The Jungle*, chapter XIV (1906).

Which federal response reflected the influence of Sinclair's exposure of conditions such as these?

A. Congress raised tariffs on meat imports to keep unsafe products out of American markets.

B. Congress created a federal compensation program for meatpacking workers sickened by factory conditions.

C. Congress transferred inspection of meat sold across state lines to city health departments.

D. Congress expanded federal inspection and sanitation requirements for meat sold across state lines.

Standard:	USH.5B 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; and
Correct answer:	D. Congress expanded federal inspection and sanitation requirements for meat sold across state lines.
Rationales:	A. The contaminated meat may suggest a need to keep dangerous food out of the market, and students may remember tariffs as a federal tool for controlling trade. Here, however, Sinclair described American production. Import duties did not address the domestic sanitation problem that helped generate support for federal meat inspection. B. Rats and leaking water could threaten workers, so a student who remembers Progressive efforts to improve labor conditions may choose compensation. The documented federal response to the food-safety concerns raised by Sinclair was stronger meat inspection and sanitation requirements, not a compensation program for meatpacking employees. C. Because the excerpt describes unsanitary rooms in Chicago, city health departments may seem like the appropriate inspectors. The historical reform addressed meat moving across state lines by expanding federal oversight, rather than handing that responsibility to city governments.
Scoring:	A complete correct response selects D only. A different selection is factually incorrect. A blank response is missing evidence. Selecting D with another option, or marking options without a clear final choice, does not provide a valid single response.

3. Congress enacted the Sherman Antitrust Act in 1890. Section 1 stated:

Every contract, combination ... or conspiracy, in restraint of trade or commerce among the several States, or with foreign nations, is hereby declared to be illegal.

Source: Sherman Antitrust Act, section 1 (1890), National Archives. Ellipsis indicates omitted words.

Which implications of this law describe the changing relationship between the federal government and private business?

Select **TWO** correct answers.

- ☐ **A.** National companies received federal protection from state laws governing their business practices.
- ☒ **B.** Business agreements to fix prices across state lines could face federal legal challenges.
- ☐ **C.** Railroad shipping charges came under a federal commission's direct supervision through this law.
- ☐ **D.** Large firms had to obtain federal charters before selling products across state lines.
- ☒ **E.** Private ownership could continue while federal intervention sought to preserve competition among firms.

Standard:	USH.15B 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;
Correct answer:	B. Business agreements to fix prices across state lines could face federal legal challenges.; E. Private ownership could continue while federal intervention sought to preserve competition among firms.
Rationales:	A. The reference to trade among states may lead students to think that national companies became subject only to federal law. The act added a federal restriction on their conduct; it did not exempt them from state business laws. C. Students may connect interstate commerce with the federal government's oversight of railroad charges. That connection belongs to the Interstate Commerce Act of 1887, which created the Interstate Commerce Commission. The quoted Sherman Act provision instead prohibits restraints of trade. D. Students who know that corporations need legal charters may interpret federal oversight of interstate business as a new national charter requirement. The Sherman Antitrust Act restricted anticompetitive conduct; it did not make a federal charter a condition for interstate sales.
Scoring:	B and E selected without any other option is the complete correct response. Selecting only B or only E identifies a supported implication but leaves the response incomplete. Any selection of A, C, or D includes an incorrect implication. Selecting a correct option together with an incorrect option does not establish the complete correct set. Selecting more than the required two options does not follow the response direction, even if B and E are included; identify any incorrect selections separately. A blank response supplies no evidence. If marks do not clearly identify the selected options, record the response as unclear rather than inferring a choice.

4. This political cartoon about the U.S. Senate appeared in Puck in 1889.



Source: Joseph Keppler, "The Bosses of the Senate," Puck, January 23, 1889. U.S. Senate Collection.

Entrance-label transcription: "PEOPLES' ENTRANCE."; "CLOSED"; "ENTRANCE FOR MONOPOLISTS".

The Seventeenth Amendment, ratified in 1913, replaced selection of senators by state legislatures with election by voters. Which reason for this change addresses the concern expressed by the cartoonist?

- A. To make senators more accountable to the general public than to the business interests portrayed as dominating the Senate.
- B. To prevent rival business interests from leaving Senate seats vacant when they disagreed over which candidates state legislatures should choose.
- C. To give business interests outside the rows of senators a greater voice in a chamber that largely excluded their concerns.
- D. To make senators answer to voters for the high public salaries symbolized by the large moneybags in the chamber.

Standard:	USH.20B explain why landmark constitutional amendments have been proposed and ratified from 1877 to the present.
Correct answer:	A. To make senators more accountable to the general public than to the business interests portrayed as dominating the Senate.

Rationales:	B. A student may recall that direct election was intended to avoid legislative deadlocks and interpret the different trust labels as rival interests. That is a historical reason for the amendment, but it is not the concern represented here. The trusts occupy a dominant position together, while the closed people's entrance emphasizes the public's limited influence. C. The trusts' position behind the seats may look like exclusion if a student focuses only on who sits at a desk. The open monopolists entrance and the figures' exaggerated size point to the opposite interpretation: the cartoonist portrays business interests as having substantial influence. Greater business representation would not address that depicted concern. D. The dollar signs make an interpretation about government pay initially plausible. The labels establish what the bags represent: business trusts. Together with the contrasting entrances, those labels support a concern about business influence rather than the size of senators' public salaries.
Scoring:	Selecting A alone correctly connects the cartoonist's depicted concern to a reason for direct election. Selecting B substitutes a different historical concern not depicted in this source; selecting C or D misinterprets the visual evidence. An unmarked response is missing. Marking multiple options is invalid for this single-selection item.

5. This photograph was taken in Washington, D.C., on March 3, 1913.



Source: National Archives, March 3, 1913; photograph 306-PS-57-7357.

Complete the statements about the advocacy method shown in the photograph and the effect of the constitutional change sought.

Civic advocacy method: The participants used [Blank 1].

Constitutional effect: Ratifying the amendment they sought would [Blank 2].

Select one answer for each blank.

Blank 1

- A. litigation through a federal court case
- B. nonviolent protest through a public march**
- C. direct lobbying through meetings with lawmakers

Blank 2

- A. leave each state free to decide whether women could vote
- B. transfer the administration of state elections to the federal government
- C. prohibit states from denying citizens voting rights because of sex**

Standard:	USH.22A 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;
Correct answer:	Blank 1: B. nonviolent protest through a public march; Blank 2: C. prohibit states from denying citizens voting rights because of sex

Rationales:	Blank 1 A. The constitutional demand may bring lawsuits to mind because courts hear challenges involving rights. Here, however, the photographed method is a public procession used to draw attention to that demand, not litigation. Blank 1 C. The location near the Capitol may suggest lobbying because lawmakers could act on the suffrage demand. The photograph shows public protest, however, and does not document the meetings specified in this choice. Blank 2 A. States had differing rules for women's suffrage before 1920, so continued state discretion may seem familiar. The proposed national amendment would limit that discretion by prohibiting sex-based denial of citizens' voting rights. Blank 2 B. A national constitutional protection does constrain state action, which can make federal control seem plausible. The change sought would protect women's voting rights while leaving states responsible for election administration subject to constitutional requirements.
Scoring:	Check each group independently. Blank 1 is factually correct when B alone is selected; Blank 2 is factually correct when C alone is selected. The response is complete when one choice is selected in each group. If a complete response includes an incorrect selection, identify the affected group and explain the factual error using its rationale. If a group has no selection, identify it as missing. If a group has multiple selections, identify it as ambiguous and requiring one selection. A missing, ambiguous, or incorrect selection in one group does not change the factual correctness of the other group.

6. Jane Addams described activities at Hull-House, a Chicago settlement house, in her 1910 memoir.

The little children who came to the kindergarten in the morning were followed by the afternoon clubs of older children, and those in turn made way for the educational and social organizations of adults, occupying every room in the house every evening.

Source: Jane Addams, *Twenty Years at Hull-House*, 1910. Public domain.

How did the pattern of activities Addams describes help meet the needs of families in an industrial city?

A. It concentrated neighborhood schooling in an institution that took over the work of local public schools.

B. It redirected neighborhood services toward adults by replacing the children's programs with adult educational organizations.

C. It broadened access to learning and recreation for working families with different daily schedules.

D. It supplied child care through the evening so parents could attend educational and social organizations.

Standard:	USH.5B 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; and
Correct answer:	C. It broadened access to learning and recreation for working families with different daily schedules.
Rationales:	A. The kindergarten and adult educational organizations may make Hull-House resemble a school serving the whole neighborhood. Settlement houses supplied additional educational and social resources, however, and the described clubs and organizations do not show that Hull-House took over public schooling. B. Adults occupying every room after the children's clubs may suggest that adult education displaced children's services. Addams is describing a daily schedule: children continued to have morning and afternoon programs, and adults used those rooms in the evening. D. Children's programs in the same building as adult organizations could suggest a service that allowed parents to attend evening meetings while their children received care. The actual schedule has the children's groups leave room for adult activities, so it supports access at different times rather than evening child care during those meetings.
Scoring:	Selecting C alone is a correct and complete response. Selecting A, B, or D is incorrect. Selecting more than one option does not provide a valid single response. A blank response is incomplete.

7. Naval strategist Alfred Thayer Mahan wrote about sea power in 1890.

Undoubtedly under this second head of warlike preparation must come the maintenance of suitable naval stations, in those distant parts of the world to which the armed shipping must follow the peaceful vessels of commerce.

Source: Alfred Thayer Mahan, The Influence of Sea Power Upon History, 1660–1783, 1890. Public domain.

Which policy and outcome would strengthen U.S. influence in the way Mahan described?

A. Expanding coastal defense stations would allow harbor-defense vessels to protect commercial shipping along distant ocean routes.

B. Acquiring overseas supply stations would allow warships to remain near distant trade routes and protect commercial shipping.

C. Leasing overseas naval stations would place nearby foreign markets under U.S. tariff laws and strengthen control of commerce.

D. Opening overseas naval stations to merchant ships would place their crews in the navy and expand its combat forces.

Standard:	USH.4A 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;
Correct answer:	B. Acquiring overseas supply stations would allow warships to remain near distant trade routes and protect commercial shipping.
Rationales:	A. Coastal defenses did help protect shipping near U.S. ports, so expanding them may seem to serve Mahan's commercial goal. The proposed outcome extends that local protection to distant ocean routes without the overseas supply and maintenance network those operations required. C. An overseas naval station could increase American influence around a trading region, making greater control of commerce seem plausible. A lease for a naval site, however, did not give the United States authority to apply its tariff laws to neighboring foreign markets. D. Because naval stations could support ships operating overseas, a student might associate more merchant ships using those facilities with a larger navy. Merchant crews remained civilians unless they entered military service; access to a naval station did not add them to naval combat forces.
Scoring:	Selecting B alone is correct and complete. Selecting A, C, or D alone is incorrect. Marking more than one option is an invalid response. Leaving all options unmarked is an incomplete response.

8. The U.S. Congress included these provisions in the Philippine Organic Act of 1902.

[Section 1]

Future appointments of civil governor, vice-governor, members of said Commission and heads of executive departments shall be made by the President, by and with the advice and consent of the Senate.

...

[Section 7]

That two years after the completion and publication of the census, in case such condition of general and complete peace with recognition of the authority of the United States shall have continued ... the President upon being satisfied thereof shall direct said Commission to call, and the Commission shall call, a general election for the choice of delegates to a popular assembly ... which shall be known as the Philippine assembly.

Source: Philippine Organic Act, July 1, 1902, Sections 1 and 7, excerpts. Public domain.

Which two relationships between American expansionism and government in the Philippines are supported by these provisions?

Select **TWO** correct answers.

- ☐ **A.** U.S. officials could influence territorial government through senior leaders whose selection did not depend on the support of the Philippine electorate.
- ☐ **B.** Establishing the assembly would move the Philippines into the federal system, giving it the same governing status as states in the United States.
- ☐ **C.** Completing the census would transfer responsibility for scheduling an assembly election to Philippine voters, allowing them to set their own timetable for representation.
- ☐ **D.** Local legislative representation depended on continued recognition of U.S. authority and a presidential decision that the required conditions for an election had been met.
- ☐ **E.** Holding the assembly election would shift control of senior executive appointments to locally elected delegates, allowing them to choose the territory's principal officials.

Standard:	USH.4B evaluate American expansionism, including acquisitions such as Guam, Hawaii, the Philippines, and Puerto Rico;
Correct answer:	A. U.S. officials could influence territorial government through senior leaders whose selection did not depend on the support of the Philippine electorate.; D. Local legislative representation depended on continued recognition of U.S. authority and a presidential decision that the required conditions for an election had been met.
Rationales:	B. The planned assembly resembles the elected legislatures found in U.S. states, which may suggest a familiar territorial path to statehood. Creating that local institution did not give the Philippines state status: these provisions retain federal appointments and make representation conditional on recognition of U.S. authority. C. The census and the promised vote may suggest that local participation would begin on a timetable controlled by voters. The law separated choosing delegates from authorizing their election: the President had to determine that the conditions were satisfied and direct the Commission to call it. E. Electing delegates could suggest a broader transfer of control to local representatives. These provisions assign different roles to the two institutions: voters would choose assembly delegates, while the President and Senate retained authority over senior executive appointments.

Scoring:	A complete response selects A and D only, in either order. Selecting only A demonstrates the retained executive-appointment relationship but leaves the conditional-representation relationship unidentified. Selecting only D demonstrates the conditional-representation relationship but leaves the executive-appointment relationship unidentified. A response that selects any of B, C, or E includes an incorrect historical inference; identifying both correct relationships while adding an incorrect option does not satisfy the requested response. A blank response is missing evidence. An ambiguous mark requires clarification before its factual correctness can be determined. Do not assign numerical scores, ratings, or judgments about policy desirability.
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9. The Treaty of Paris ended the Spanish-American War in 1898. These are excerpts from its terms.

Article II.

Spain cedes to the United States the island of Porto Rico and other islands now under Spanish sovereignty in the West Indies, and the island of Guam in the Marianas or Ladrones.

Article III.

Spain cedes to the United States the archipelago known as the Philippine Islands ...

Source: Treaty of Paris, December 10, 1898, Articles II and III, excerpts. Public domain.

How did the territorial changes described in these excerpts contribute to the United States becoming a world power?

A. They expanded U.S. territorial power across widely separated ocean regions, with possessions in the Caribbean and the western Pacific.

B. They concentrated U.S. territorial power around the Caribbean, since Guam and the Philippines joined Puerto Rico as nearby island possessions.

C. They extended U.S. territorial power along both coasts of North America, since the Philippines and Guam lay near its Pacific shore.

D. They expanded U.S. naval access to Caribbean and Pacific islands, while leaving territorial authority over the ceded possessions with Spain.

Standard:	USH.4A 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;
Correct answer:	A. They expanded U.S. territorial power across widely separated ocean regions, with possessions in the Caribbean and the western Pacific.
Rationales:	B. Puerto Rico and the West Indies anchor part of the treaty in the Caribbean, so grouping the listed islands together can make this explanation seem plausible. Guam and the Philippines are in the western Pacific, however, so their acquisition spread U.S. territorial power across distant ocean regions. C. Recognizing Guam and the Philippines as Pacific possessions can suggest that the treaty expanded U.S. power on both sides of North America. The explanation misplaces those islands near the North American coast; their western Pacific locations gave the United States a much more distant territorial presence. D. Caribbean and Pacific island possessions could support a wider naval presence, which makes the reference to naval access plausible. The treaty says Spain ceded the territories to the United States, so Spain did not retain the territorial authority described in this response.
Scoring:	A alone is a correct and complete response. B, C, or D alone is incorrect. Multiple selections do not establish the required unique response. An omitted selection is incomplete.

10. This photograph shows Culebra Cut during construction of the Panama Canal. It was published in 1913.



Source: Culebra Cut, from West Bank, showing Shovels at Work, in J. Saxon Mills, *The Panama Canal*, 1913, p. 192. Public domain.

How did Panama’s physical geography shape the construction work shown in the photograph?

- A.** A natural river valley already crossed the divide, so workers used the rail lines mainly to deliver equipment for dredging the existing waterway.
- B.** The canal required high artificial banks, so workers used the rail lines to import the soil that formed the slopes beside the corridor.
- C.** The steep slopes marked a reservoir site, so workers used the rail lines to deliver material for a dam across the excavated corridor.
- D.** The narrow isthmus still contained high terrain, so workers excavated through the divide and used the rail lines to remove rock and soil.

Standard:	USH.12A 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.
Correct answer:	D. The narrow isthmus still contained high terrain, so workers excavated through the divide and used the rail lines to remove rock and soil.
Rationales:	A. The water and low corridor can suggest a natural river valley, and railways could deliver construction equipment. However, the channel at Culebra Cut had to be excavated through elevated terrain at the continental divide, rather than created by dredging an existing waterway across it. B. The tall sides and construction railways may suggest workers building earthen banks with delivered soil. At Culebra Cut, however, workers removed rock and soil from elevated terrain to create the corridor; the visible slopes are sides of the excavation. C. The enclosing slopes could suggest a reservoir site, especially to students who know the canal used dams and an artificial lake. This photograph instead shows Culebra Cut, where crews excavated a channel through the divide rather than building a dam across the corridor.
Scoring:	D is the correct response. It connects elevated terrain across the route to excavation and removal of rock and soil by rail. A, B, or C expresses an incorrect interpretation of the terrain or construction purpose. A blank response provides no evidence. Marking more than one option does not provide the required single, unambiguous response.

11. The table lists selected European events in 1914.

Date, 1914	Event
July 5–6	Germany promises to support Austria-Hungary in its dispute with Serbia.
July 28	Austria-Hungary declares war on Serbia.
July 30	Russia orders general mobilization after Austria-Hungary declares war on Serbia.
August 1	Germany declares war on Russia.
August 3	Germany declares war on France, Russia's ally.

Sources: "Timeline of World War I," Library of North Carolina; "July Crisis," Wikipedia.

How did the relationships among these countries help turn the conflict over Serbia into a wider European war?

- A.** Austria-Hungary's declaration automatically placed Germany, Russia, and France at war because alliance treaties removed the need for further government decisions.
- B.** Russia mobilized to support Austria-Hungary's campaign against Serbia, leading Germany to confront a united Austrian, Russian, and French alliance.
- C.** Germany backed Austria-Hungary while Russia supported Serbia, and those commitments drew France and other major powers into the regional conflict.
- D.** Germany abandoned Austria-Hungary after Russia mobilized, and its declarations against Russia and France began a separate war unrelated to Serbia.

Standard:	USH.4C identify the causes of World War I and reasons for U.S. entry;
Correct answer:	C. Germany backed Austria-Hungary while Russia supported Serbia, and those commitments drew France and other major powers into the regional conflict.
Rationales:	A. The rapid spread of involvement after Austria-Hungary's declaration can make the alliances seem automatic. However, governments still chose to mobilize or declare war; an alliance commitment did not place every partner at war as soon as the regional fighting began. B. Reading Russia's mobilization as assistance to the country that had just declared war can suggest a shared Austrian and Russian side. The alignment was different: Russia supported Serbia, and Germany had promised support to Austria-Hungary. D. The change in named opponents can make the final declarations look like a new conflict. The commitments connect those events: Germany remained Austria-Hungary's supporter, Russia supported Serbia, and France was allied with Russia.
Scoring:	A complete, correct response selects C only. A selection of A, B, or D is incorrect. No selection is missing and incomplete. Selecting more than one option is an invalid response for this single-select item. Compare the selection with the factual answer key without assigning numerical scores or ratings or evaluating political preferences.

12. German Foreign Secretary Arthur Zimmermann sent this message to Germany’s representative in Mexico in January 1917.

We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal or alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona.

Source: Arthur Zimmermann, decoded Zimmermann Telegram, 1917. National Archives. Public domain.

Which interpretations of the telegram help explain why German policies contributed to U.S. entry into World War I in 1917?

Select **TWO** correct answers.

- ☐ **A.** Mexico had accepted German support and begun a military campaign to reclaim land in the American Southwest.
- ☐ **B.** American neutrality would require the United States to cut off commerce with both sides in the European war.
- ☐ **C.** German submarine attacks could endanger American lives and trade while the United States remained neutral.
- ☐ **D.** Germany's promise to make peace together would obligate the United States to accept a settlement negotiated by Mexico.
- ☐ **E.** German support for Mexico could turn a European conflict into a threat to U.S. territory along the southern border.

Standard:	USH.4C identify the causes of World War I and reasons for U.S. entry;
Correct answer:	C. German submarine attacks could endanger American lives and trade while the United States remained neutral.; E. German support for Mexico could turn a European conflict into a threat to U.S. territory along the southern border.
Rationales:	A. The promised support and named territories make a Mexican military campaign seem connected to the message, but the option changes an offered, conditional alliance into an accepted alliance and an attack already underway. The telegram provides no evidence that Mexico accepted or began such a campaign. B. The reference to keeping the United States neutral can attract a reader who equates staying out of the fighting with ending all trade. Neutral status did not impose the total commercial cutoff described in this option, and Germany's stated preference did not create that obligation. D. The joint peace clause resembles a real alliance commitment, which makes the concern about control over peace negotiations plausible. Its proposed parties are Germany and Mexico, however, so it would not obligate the United States to accept a settlement negotiated by Mexico.
Scoring:	A response selecting C and E only is factually correct and complete. A response selecting only C or only E is correct but incomplete. Any selection of A, B, or D includes an incorrect interpretation. An unmarked response is missing. A response with more selections than directed is invalid as submitted, even if it includes C and E. If a mark is unclear, resolve which selections were intended before making a factual comparison. Do not assign numerical scores, ratings, or political judgments.

13. This photograph shows a British machine-gun crew near Ovillers, France, during the Battle of the Somme in July 1916.



Source: John Warwick Brooke, *British Vickers machine-gun crew, July 1916*. Imperial War Museums, Q 3995. Public domain.

How did the weapon and defensive position shown affect fighting on the Western Front during World War I?

Select **TWO** correct answers.

- ☐ **A.** Machine-gun belts reduced the ammunition troops needed, making sustained battles less dependent on supply lines.
- ☒ **B.** Trench walls shielded troops from direct fire, helping armies hold their defensive lines for long periods.
- ☐ **C.** Mounted machine guns made it easier for crews to fire while moving forward with infantry assaults.
- ☒ **D.** Machine guns delivered sustained fire against exposed infantry, making advances across open ground costly.
- ☐ **E.** Trench systems provided covered routes through opposing lines, increasing the speed of infantry breakthroughs.

Standard:	USH.4E 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; and
Correct answer:	B. Trench walls shielded troops from direct fire, helping armies hold their defensive lines for long periods.; D. Machine guns delivered sustained fire against exposed infantry, making advances across open ground costly.
Rationales:	A. The visible ammunition belt made sustained firing possible, so it may appear to reduce supply problems. It improved how cartridges reached the gun, not how many cartridges firing required; rapid fire kept crews dependent on ammunition supplies. C. Machine guns supported infantry and could be moved, which makes an offensive role plausible. The mounted weapon shown required a firing position and crew handling, so its rapid fire did not translate into easy firing while the crew moved forward with an assault. E. Troops could move under cover within their own trench networks, so the dug position may suggest protected movement toward the enemy. That protection did not continue through opposing lines; infantry assaults generally required crossing exposed ground between the systems.

Scoring:

A complete correct response selects B and D and no other options. Selecting only B or only D is incomplete. A response containing A, C, or E includes an incorrect selection, even if it also contains a correct selection. A blank response is missing. Selecting more options than directed is an excess-selection response and is not complete and correct. Record correctness and completeness qualitatively without scores or ratings.

14. This poster presented a U.S. government appeal during World War I.



Source: Liberty bond poster, about 1917–1919. National Archives, identifier 512673. Public domain.

Which economic effect of U.S. involvement in World War I is illustrated by this appeal?

- A. Growing military expenses increased federal borrowing from civilian savings to finance the war.
- B. Expanding war industries drew civilian savings into shares of private manufacturing companies.
- C. Rising wartime prices increased federal lending to civilians to pay for household purchases.
- D. Growing military expenses increased federal collection of war taxes from civilians' savings.

Standard:	USH.15D describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States.
Correct answer:	A. Growing military expenses increased federal borrowing from civilian savings to finance the war.
Rationales:	B. The investment language can bring to mind buying shares, especially because war production expanded manufacturing. The advertised instrument is a Liberty bond, however, so the appeal does not show civilians purchasing ownership in private factories. C. Wartime price increases could make household borrowing seem relevant, and interest is familiar from consumer loans. But the poster invites the public to invest money, so interpreting it as government lending for household purchases reverses the flow of funds. D. Growing military expenses did lead to greater federal taxation, and the public appeal may resemble a request to meet a shared tax obligation. The promised investment return rules out that interpretation of this poster: paying a war tax did not earn the taxpayer interest.
Scoring:	A response is complete and correct when only A is selected. A single selection of B, C, or D is complete but incorrect. An unmarked item is missing a response. Selecting more than one option does not provide a valid single-select response. Compare selections with the factual key only; do not evaluate political or financial preferences.

15. These excerpts concern proposals for international cooperation after World War I.

Source A

A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

Source: Woodrow Wilson, Fourteen Points, Point XIV, January 8, 1918. National Archives. Public domain.

Source B

The United States assumes no obligation to preserve the territorial integrity or political independence of any other country ... or to employ the military or naval forces of the United States under any article of the treaty for any purpose, unless in any particular case the Congress ... shall by act or joint resolution so provide.

Source: Henry Cabot Lodge, second reservation to the Treaty of Versailles, 1919. Congressional debate transcript, Digital History, University of Houston. Public domain.

Which comparison explains how the reservation in Source B would qualify the international commitment proposed in Source A?

A. Wilson proposed guarantees limited to the great powers; Lodge would require congressional approval in each case before the United States assumed obligations to protect other nations.

B. Wilson proposed shared guarantees among nations; Lodge would require congressional approval in each case before the United States assumed obligations to protect other nations.

C. Wilson proposed shared guarantees among nations; Lodge would require congressional approval once, after which the United States would automatically assume obligations to protect other nations.

D. Wilson proposed that nations provide for their own protection; Lodge would prohibit congressional approval of any U.S. obligations to protect other nations.

Standard:	USH.4F 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.
Correct answer:	B. Wilson proposed shared guarantees among nations; Lodge would require congressional approval in each case before the United States assumed obligations to protect other nations.
Rationales:	A. The congressional condition matches Lodge's reservation, and Wilson's mention of great states can draw attention to the major powers. However, Wilson includes small states on the same basis, so the proposed guarantees were not limited to the great powers. C. Both the shared guarantees and the reference to congressional approval come from the excerpts. Treating that approval as a single step may seem to reconcile the two proposals, but Lodge specifies approval in each particular case, so later obligations would not follow automatically. D. The references to independence and no obligation can suggest that both proposals keep nations entirely separate. Yet Wilson's protection would be mutual, and Lodge's exception leaves Congress able to authorize U.S. commitments. The option removes both of those qualifying details.
Scoring:	B selected alone is a complete, correct response. A, C, or D selected alone is incorrect. No selection is missing evidence. More than one selected option is an invalid response for this single-selection task. Describe correctness and completeness only; do not evaluate the desirability of either historical position.

Standards: Texas Education Agency, 19 TAC §113.41(d), adopted 2022, current August 2024 compilation.

<https://tea.texas.gov/laws-and-rules/sboe-rules-tac/sboe-tac-currently-effect/ch113c.pdf>

USH.12A is the conventional assessment label for the unlettered expectation at §113.41(d)(12). This form samples the listed standards within 1890-1920.