

**United States  
History and the Constitution**

Sample Items

## Introduction

The South Carolina State Department of Education provides districts and schools with tools to assist in delivering focused instruction aligned with the *2019 South Carolina Social Studies College- and Career-Ready Standards*. This document contains a set of twenty End-of-Course Examination Program (EOCEP) U.S. History and the Constitution test items that have been written to align with the *2019 South Carolina Social Studies College- and Career-Ready Standards*. These items were reviewed for content and bias prior to being field tested and approved for release to the public.

## Purpose

This document is intended to be a resource for educators; it is not designed to be a practice test for students. The sample items are examples of college- and career-ready assessment items. The EOCEP assesses content standards in a variety of ways. This document does not include all item types. To see the full functionality of Technology Enhanced item types, access the Online Tools Training. <https://portal.te.drcedirect.com/SC>

## Item Information Format

EOCEP USHC Sample Item (#)	
<b>Standard Alignment</b>	2019 South Carolina Social Studies College- and Career-Ready Standards
<b>Standard Description</b>	text from the <i>2019 South Carolina Social Studies College- and Career-Ready Standards</i>
<b>Item Type</b>	Selected Response, Multi-Select, Evidence-Based Selected Response, Drag and Drop, Drop-Down Menu
<b>Answer Key</b>	correct answer
<b>Depth of Knowledge</b>	cognitive demand
<b>Estimated Difficulty</b>	estimate based on student responses

## Links

Assessment Quick Links for Teachers

<https://ed.sc.gov/tests/assessment-information/quick-links-for-teachers/>

South Carolina Social Studies College- and Career-Ready Standards

<https://ed.sc.gov/instruction/standards/social-studies/standards/>

Norman Webb's Depth-of-Knowledge for the Four Content Areas

<https://www.webbalign.org/dok-summary-tables>

1. Use the information in the table to answer the question.

**Some Goods Produced in the Northern and Southern Colonies**

Northern Colonies	Southern Colonies
<ul style="list-style-type: none"> <li>• fish</li> <li>• lumber</li> <li>• whale products</li> </ul>	<ul style="list-style-type: none"> <li>• rice</li> <li>• indigo</li> <li>• tobacco</li> </ul>

Based on the information in the table, which statement **best** explains the differences in goods produced in the northern and southern colonies?

- A. The southern colonies had better access to ocean resources.
- B. The northern colonies had less capital to invest in new technology.
- C. The northern colonies had a smaller percentage of highly skilled workers.
- D. The southern colonies had more land suitable for agricultural development.

EOCEP USHC Sample Item 1	
<b>Standard Alignment</b>	USHC.1.CO
<b>Standard Description</b>	Analyze the development of the American identity through the founding principles and social and economic development of the Northern and Southern colonies from 1607–1763 using a comparative analysis.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	D
<b>Depth of Knowledge</b>	2
<b>Estimated Difficulty</b>	Low

2. Which statement **best** describes the changing relationship between most individuals in the American colonies and their governments between 1763 and 1800?
- A. Government taxes and regulations significantly reduced the rights of individuals.
  - B. Individuals became less reliant on government programs and more self-sufficient.
  - C. Government became less important as individuals settled across the western frontier.
  - D. Individuals accepted a larger role for both their state government and the new federal government.

EOCEP USHC Sample Item 2	
<b>Standard Alignment</b>	USHC.1.P
<b>Standard Description</b>	Summarize the changing relationship between individuals and the government during the period 1607–1800.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	D
<b>Depth of Knowledge</b>	2
<b>Estimated Difficulty</b>	High

3. Use the excerpts to answer the question.

The great rule of conduct for us in regard to foreign nations is . . . to have with them as little political connection as possible. . . . Europe has a set of primary interests which to us have none. . . . Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary [variations] of her politics, or the ordinary combinations and collisions of her friendships or enmities.

—George Washington’s Farewell Address, 1796

The conduct of [Great Britain] presents a series of acts hostile to the United States as an independent and neutral nation. . . . Great Britain . . . formally [declared] a determination to persist in [attacks on American maritime rights] against the United States until the markets of [France] should be laid open to British products. . . . We behold, in fine, on the side of Great Britain, a state of war against the United States, and on the side of the United States a state of peace toward Great Britain.

—James Madison’s war message to Congress, 1812

How did U.S. foreign policy change between the Washington and Madison administrations?

- A. While Washington believed in colonizing other parts of the world, Madison rejected the idea of imperialism.
- B. While Washington sought to avoid war, Madison felt the United States should engage in war with Great Britain.
- C. While Washington sought the formation of defense agreements with foreign nations, Madison believed in isolationism.
- D. While Washington believed in trade barriers, Madison wanted to increase free trade between the United States and Great Britain.

*Item information on following page* 

EOCEP USHC Sample Item 3	
<b>Standard Alignment</b>	USHC.1.CC
<b>Standard Description</b>	Analyze the processes of continuity and change in the debates over the proper role of the central government and neutrality in foreign affairs from 1789–1815.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	B
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	Medium

## 4. Read the excerpt.

The true intent and meaning of this act [is] not to legislate slavery into any Territory or State, nor to exclude it therefrom, but to leave the people thereof perfectly free to form and regulate their domestic institutions in their own way.

—An Act to Organize the Territories of Nebraska and  
Kansas, Section 14, 1854

How did many abolitionists hope to use this act to further their cause?

- A. by utilizing popular sovereignty to outlaw slavery when Nebraska became a state
- B. by using the separation of powers to make slavery illegal when Nebraska became a state
- C. by invoking the rule of law to make slavery illegal and to free the slaves when Nebraska became a state
- D. by demanding respect for individual rights through the courts to free the slaves when Nebraska became a state

EOCEP USHC Sample Item 4	
<b>Standard Alignment</b>	USHC.2.CX
<b>Standard Description</b>	Contextualize the perspectives on the role of the federal government in securing natural rights during the period 1830–1877.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	A
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	Medium

5. The text is an excerpt from a document issued by Mississippi's secession convention in 1861.

[Hostility to the institution of slavery] increased, until, in 1819–20, it deprived the South of more than half the vast territory acquired from France [in the Louisiana Purchase].

The same hostility [divided] Texas and seized upon all the territory acquired from Mexico. . . .

It refuses the admission of new slave States into the Union, and seeks to extinguish [slavery] by confining it within its present limits, denying the power of expansion.

—“A Declaration of the Immediate Causes Which Induce and Justify the Secession of the State of Mississippi from the Federal Union”

The text **best** supports which effect of Manifest Destiny?

- A. Manifest Destiny contributed to regional conflicts that resulted in the Civil War.
- B. Manifest Destiny was responsible for an interruption in diplomacy with European powers.
- C. Manifest Destiny encouraged U.S. citizens to identify themselves by their country over their states.
- D. Manifest Destiny united U.S. citizens around the cause of expanding the nation to the Pacific Ocean.

EOCEP USHC Sample Item 5	
<b>Standard Alignment</b>	USHC.2.CE
<b>Standard Description</b>	Evaluate the causes and consequences of economic and geographic expansion through significant turning points from 1803–1865.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	A
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	Medium

6. Use the letter written to President Abraham Lincoln to answer the question.

Office of the Union Pacific Rail Road Company,  
New York

23. Nov. 1863.

Sir: If the Engineers are ready, it is proposed to break ground on the Pacific Rail Road, on the 1st or 2nd day of next month, at some point in Nebraska . . .

In view of the vastness of the enterprise, and its probable influence upon the political and commercial prosperity of the country, it would be gratifying to receive a communication from you to be read on the occasion.

I have the honor to be, very respectfully, Your obedient Servant.

John A. Dix

President of the Union Pacific Rail Road Company

Which characteristic of the era is exemplified in this letter?

- A. the spread of nativist ideologies
- B. the conditions that led to the creation of labor unions
- C. the tensions between Native Americans and the U.S. government
- D. the growing relationship between the U.S. government and businesses

EOCEP USHC Sample Item 6	
<b>Standard Alignment</b>	USHC.3.P
<b>Standard Description</b>	Examine the relationship between the expanding corporate economy and American government during the period 1862–1924.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	D
<b>Depth of Knowledge</b>	2
<b>Estimated Difficulty</b>	Low

7. Read the information.

Year	Events
1868	The Fort Laramie Treaty establishes the Great Sioux Reservation. The government agrees to keep settlers out of this territory.
1874	Gold is discovered in the Black Hills. Prospectors move into the region, invading Native American territories and disrupting their ways of life.
1876	General Custer and his troops are defeated at the Battle of the Little Bighorn.
1889	Congress passes an act in March that splits the Great Sioux Reservation into six smaller reservations.
1890	Chief Sitting Bull is murdered. After this, Chief Big Foot and his band seek refuge in Pine Ridge under Chief Red Cloud. The Sioux Indians are massacred by the 7th Cavalry at Wounded Knee. This clash has often been called the last major conflict between the U.S. Army and the Great Sioux Nation.

How did these events represent a continuation of earlier interactions between Native Americans and the United States?

- A. Native Americans won battles, and the United States lost territory.
- B. Native Americans were forced off their lands, and the United States violated treaties.
- C. Native Americans migrated west, and the United States banned religious ceremonies.
- D. Native Americans discovered gold on their lands, and the United States bought the mineral rights to these lands.

EOCEP USHC Sample Item 7	
<b>Standard Alignment</b>	USHC.3.CC
<b>Standard Description</b>	Analyze significant developments in the settlement of the frontier between 1862–1924.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	B
<b>Depth of Knowledge</b>	2
<b>Estimated Difficulty</b>	Low

8. The businessmen listed in the table were sometimes described as robber barons or philanthropists. Read the information in the table and drag and drop the term that **best** matches each quote into the empty box next to the quote. The terms may be used more than once.

Businessman	Quote	Robber Baron or Philanthropist
J. P. Morgan	I owe the public nothing.	
Andrew Carnegie	No man becomes rich unless he enriches others.	
Henry Ford	To be good is not enough; a man must be good for something.	

**Robber Baron**

**Philanthropist**

Key:

Businessman	Quote	Robber Baron or Philanthropist
J. P. Morgan	I owe the public nothing.	<b>Robber Baron</b>
Andrew Carnegie	No man becomes rich unless he enriches others.	<b>Philanthropist</b>
Henry Ford	To be good is not enough; a man must be good for something.	<b>Philanthropist</b>

**Robber Baron**

**Philanthropist**

EOCEP USHC Sample Item 8	
<b>Standard Alignment</b>	USHC.3.E
<b>Standard Description</b>	Utilize a variety of primary and secondary sources to analyze multiple perspectives of innovation and industrialization on demographic change, reform, and American identity.
<b>Item Type</b>	Drag and Drop
<b>Answer Key</b>	Robber Baron; Philanthropist; Philanthropist
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	Medium

9. Use the cartoon to answer Part A and Part B.



Source: National Archives

In this 1898 cartoon titled “Whither?,” the artist Cliff Berryman shows Uncle Sam standing at the intersection of the narrow lane labeled “Monroe Doctrine” and the wider “Imperial Highway.” Uncle Sam is pondering which road to follow.

### Part A

The cartoon **best** supports which statement about the United States in the late nineteenth century?

- A. The United States was changing its role in foreign policy.
- B. The United States was prioritizing protecting domestic interests.
- C. The United States was beginning to avoid involvement in global affairs.
- D. The United States was enjoying international support for expanding its influence abroad.

*Item information on following page* 

## Part B

Which aspect of the cartoon **best** supports the answer to Part A?

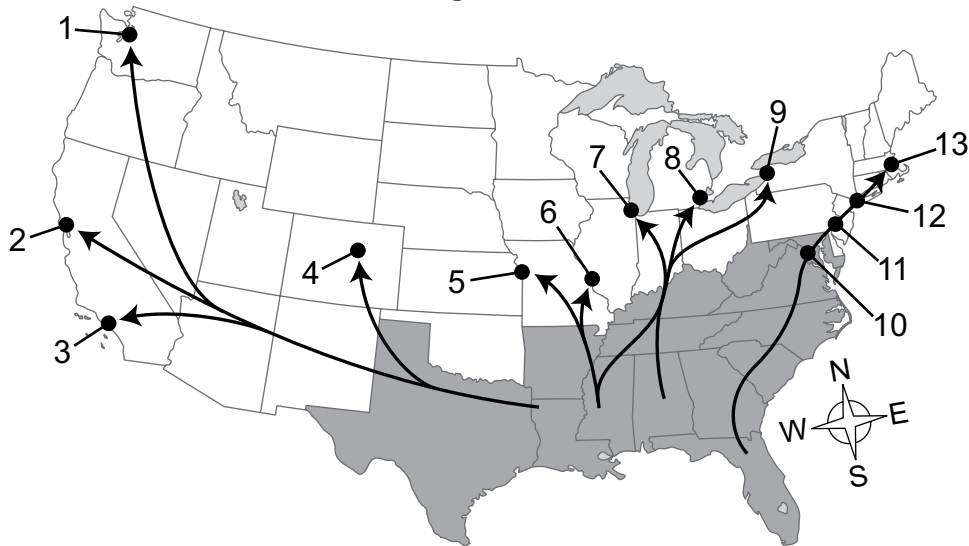
- A. the cane carried by Uncle Sam
- B. the clothing Uncle Sam is wearing
- C. the depiction of the United States at a crossroads
- D. the use of a symbol to represent the United States

EOCEP USHC Sample Item 9	
<b>Standard Alignment</b>	USHC.4.E
<b>Standard Description</b>	Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism.
<b>Item Type</b>	Evidence-Based Selected Response
<b>Answer Key</b>	A/C
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	Medium

Review each source. Then answer questions 10 through 14.

Source 1

The Great Migration, 1916–1970



Key				
	Southern states	1 Seattle	6 St. Louis	10 Washington, D.C.
	major migration routes	2 San Francisco	7 Chicago	11 Philadelphia
	destination cities	3 Los Angeles	8 Detroit	12 New York City
		4 Denver	9 Buffalo	13 Boston
		5 Kansas City		

This is a letter written to the *Chicago Defender* during the Great Migration. The *Chicago Defender* was an African American newspaper that promoted migration to the North and encouraged its readers to come to Chicago.

Sir: I noticed in the *Defender* about receiving some information from you about positions up there or rather work and I am very anxious to know what the chances are for business men. I am very anxious to leave the South on account of my children but my husband doesn't seem to think that he can succeed there in business, he is a merchant and also knows the barber trade what are the chances for either? Some of our folks down here have the idea that this Northern movement means nothing to any body but those who go out and labor by the day. I am willing to work myself to get a start. Tell me what we could really do. I will do most anything to get our family out of Bam. Please let this be confidential.

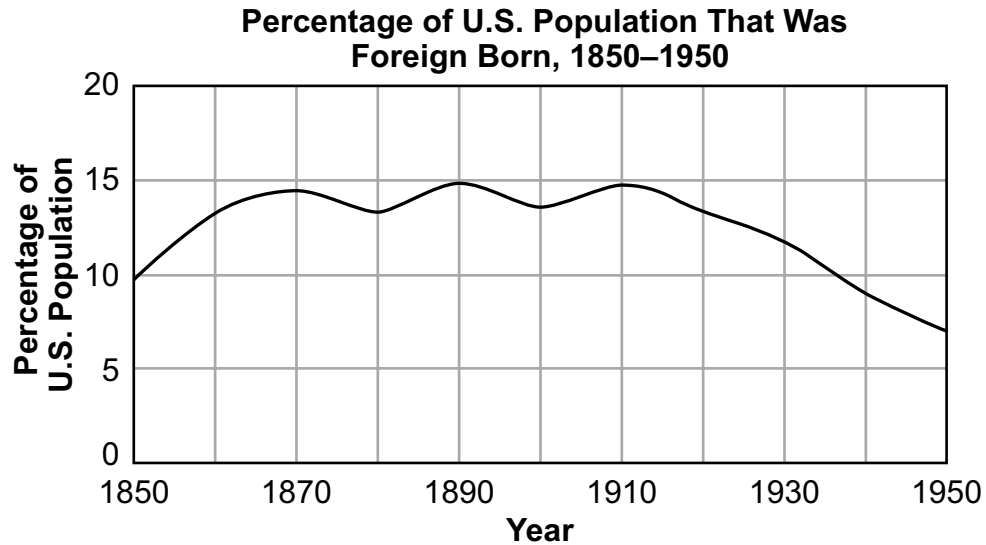
—a letter to the *Chicago Defender* from  
Greenwood, Mississippi, April 22, 1917

## Source 2

This quotation is from the debate about the passage of the Immigration Act of 1924.

It has become necessary that the United States cease to become [a refuge].

—Representative Albert Johnson,  
U.S. House of Representatives, 1924



Source: U.S. Census Bureau

## Source 3



Source: North Carolina Digital Collections

The photograph, from the 1920s, shows a billboard advertisement for an automatic electric washer. On the left side of the advertisement, a woman is shown hanging clothes on a clothesline, and on the right side is a picture of a washing machine. The text on the advertisement is “Ask for a Home Demonstration. Automatic Electric Washer. ‘Cleans Clothes Clean.’ \$5.00 Down, \$5.00 a Month. Carolina Power & Light Company.”

## Source 4



Source: Library of Congress

A cartoon shows two women, each sitting in a chair. The woman on the left side, labeled "1820," has an old-fashioned hairstyle and clothing. She has an open fan in front of her face and is holding a book titled *Little Red Riding Hood*. The woman on the right side, labeled "1920," has a more modern hairstyle and clothing. She is holding a book by the author Elinor Glyn, who was a popular writer of romantic fiction. Her writing was considered scandalous during this time period. The caption to the cartoon reads "We ask you—which would you prefer?"

## Source 5

Contributing to criminal chaos of the 1920s was the sudden rise of the Ku Klux Klan, or KKK. In the early 1920s, membership in the KKK quickly escalated to six figures under the leadership of “Colonel” William Simmons and advertising guru Edward Young Clarke.

By the middle of the decade, the group boasted several million members. The crimes committed in the name of its [discriminatory] beliefs were despicable. . . . The Klan had become a clear threat to public safety and order.

—from the “KKK Series” on the FBI website

### States with Largest Ku Klux Klan Membership, 1915–1944

State	Number of Persons Initiated into State Klan
Indiana	240,000
Ohio	195,000
Texas	190,000
Pennsylvania	150,000
Illinois	95,000
Oklahoma	95,000
New York	80,000
Michigan	70,000
Georgia	65,000
New Jersey	60,000
Florida	60,000

Source: Kenneth Jackson, *The Ku Klux Klan in the City, 1915–1930*

10. Which conclusion can **best** be made about the connection between Source 1 and Source 5?
- A. Migrants were easily integrated into cities in the North.
  - B. Urban populations decreased due to political corruption.
  - C. Migration patterns may have reduced racial discrimination in the South.
  - D. Demographic changes may have increased membership in racist organizations.

EOCEP USHC Sample Item 10	
<b>Standard Alignment</b>	USHC.4.CX
<b>Standard Description</b>	Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	D
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	Medium

11. What did the payment methods described in the advertisement in Source 3 **most** directly lead to?
- A. the end of laissez-faire capitalism
  - B. an increase in economic inequality
  - C. the start of an economic boom cycle
  - D. an increase in government regulations

EOCEP USHC Sample Item 11	
<b>Standard Alignment</b>	USHC.4.CE
<b>Standard Description</b>	Evaluate significant turning points, including the immediate and long-term causes and effects of the business cycles of capitalism.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	C
<b>Depth of Knowledge</b>	2
<b>Estimated Difficulty</b>	High

12. Which statement **best** describes a reason for the change represented in Source 4?
- A. Women were allowed to join labor unions.
  - B. Factories created more inexpensive goods.
  - C. Women experienced increasing freedoms and challenged traditional roles.
  - D. Radio programs created a rise in fundamentalism and led to organized crime.

EOCEP USHC Sample Item 12	
<b>Standard Alignment</b>	USHC.4.CX
<b>Standard Description</b>	Contextualized changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	C
<b>Depth of Knowledge</b>	2
<b>Estimated Difficulty</b>	Low

13. Which statement **best** describes a connection between Source 3 and Source 4?
- A. They illustrate support for a more even distribution of household tasks.
  - B. They show opposition to new technologies and changing societal roles.
  - C. They demonstrate the harmfulness of easy credit policies on working families.
  - D. They contrast the traditional views of womanhood with the new modern woman.

<b>EOCEP USHC Sample Item 13</b>	
<b>Standard Alignment</b>	USHC.4.CX
<b>Standard Description</b>	Contextualized changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	D
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	Medium

14. A student studying the history of the United States in the 1920s finds Sources 1, 2, and 5. These sources would **most** help the student answer which question?
- A. What was the role of the United States in the world?
  - B. How has the U.S. government influenced the economy?
  - C. What was the role of popular culture in American society?
  - D. How have various changes caused tensions in American society?

EOCEP USHC Sample Item 14	
<b>Standard Alignment</b>	USHC.4.E
<b>Standard Description</b>	Utilize primary and secondary sources to analyze the impact of changes in American foreign policy, worldwide conflicts, and business cycles in capitalism.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	D
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	Medium

15. Use the drop-down menus to complete the sentence.

The perceived weakening of moral traditions in the 1920s led to the rise of , as exemplified by .

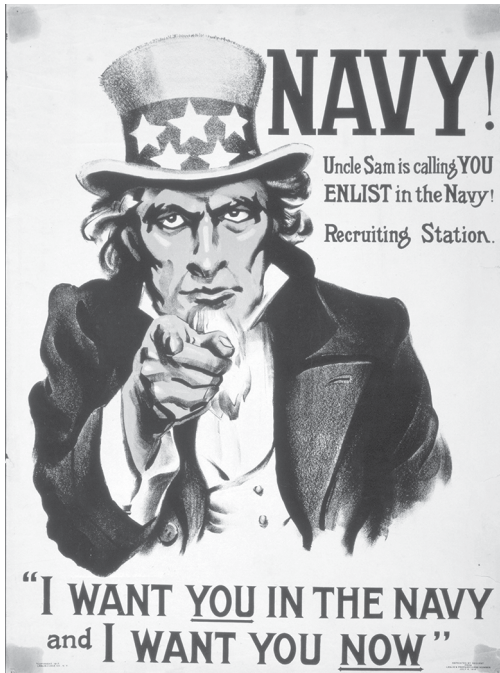
**Key:**

The perceived weakening of moral traditions in the 1920s led to the rise of , as exemplified by .

EOCEP USHC Sample Item 15	
<b>Standard Alignment</b>	USHC.4.CX
<b>Standard Description</b>	Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.
<b>Item Type</b>	Drop Down Menu
<b>Answer Key</b>	fundamentalism; the Scopes trial
<b>Depth of Knowledge</b>	2
<b>Estimated Difficulty</b>	High

16. Use the posters to answer the question.

1917



Source: Library of Congress

This poster shows Uncle Sam pointing at the viewer and reads: “Navy! Uncle Sam is calling you—Enlist in the Navy! Recruiting Station. I want you in the Navy and I want you now.”

1941



Source: Library of Congress

This poster shows Uncle Sam pointing at the viewer and reads: “I want you for the U.S. Army—Enlist Now.”

How are these posters from World War I and World War II similar?

- A. The posters used propaganda to show the strength of the U.S. military.
- B. The posters showed the strongest branch of the U.S. military at that time.
- C. The posters used propaganda to gain support for the war effort and to recruit service members.
- D. The posters reflected the financial benefits of supporting the war effort and joining the armed forces.

Item information on following page 

EOCEP USHC Sample Item 16	
<b>Standard Alignment</b>	USHC.4.CC
<b>Standard Description</b>	Examine the continuity and changes on the U.S. homefront surrounding World War I and World War II.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	C
<b>Depth of Knowledge</b>	2
<b>Estimated Difficulty</b>	Low

17. Use the excerpt to answer Part A and Part B.

You have broader considerations that might follow what you would call the “falling domino” principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences.

—President Dwight D. Eisenhower, April 7, 1954

### Part A

The “falling domino” principle that Eisenhower referred to had to do with which issue?

- A. the spread of communism
- B. the lack of political credibility
- C. the lagging education system
- D. the rise of anti-war sentiments

### Part B

Which phrase describes what occurred as a result of the answer in Part A?

- A. military intervention in Korea and Vietnam
- B. loss of faith in elected officials after Watergate
- C. violence at the Democratic convention in Chicago
- D. passage of the National Defense Education Act to emphasize math and science

EOCEP USHC Sample Item 17	
<b>Standard Alignment</b>	USHC.5.CE
<b>Standard Description</b>	Assess the immediate and long-term causes and effects through significant turning points of the Cold War.
<b>Item Type</b>	Evidence-Based Selected Response
<b>Answer Key</b>	A/A
<b>Depth of Knowledge</b>	2
<b>Estimated Difficulty</b>	Medium

## 18. Read the excerpt.

Until the latest of our world conflicts, the United States had no armaments industry. American makers of plowshares could, with time and as required, make swords as well. But 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, three and a half 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 State corporations.

—President Dwight D. Eisenhower’s Farewell Address, 1961

The excerpt supports which statement about the Cold War-era history of the United States?

- A. The development of new weapons began a new era of peace and prosperity.
- B. Foreign crises and conflicts expanded the size and role of the federal government.
- C. The country increased its involvement in the domestic affairs of other nations.
- D. Many citizens feared the presence of communists in social and cultural institutions.

EOCEP USHC Sample Item 18	
<b>Standard Alignment</b>	USHC.5.E
<b>Standard Description</b>	Utilize primary and secondary sources to judge the impact of evolving American foreign policy on American identity and capitalism.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	B
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	High

19. This photograph shows a bumper sticker that was created to support the United Farm Workers.



Source: Library of Congress

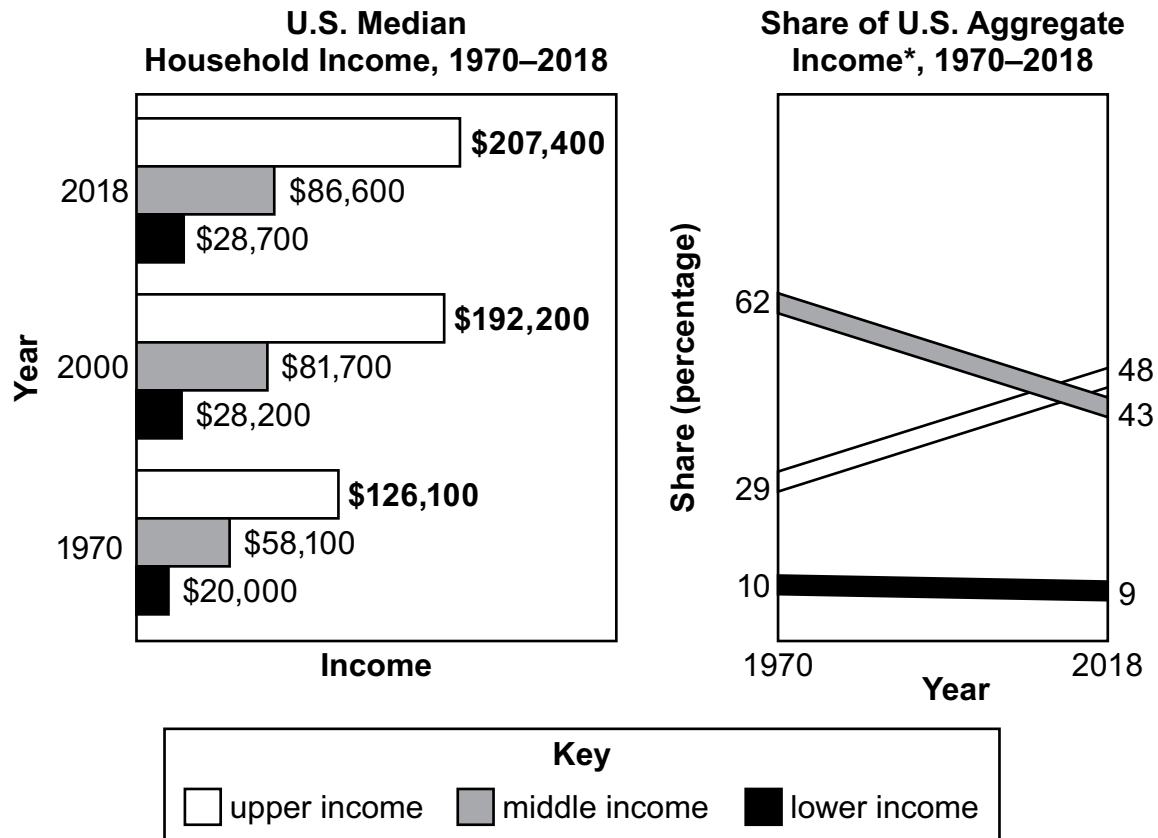
A car with a bumper sticker that says,  
“Don’t Eat Grapes”

How did the United Farm Workers reflect a continuity with other movements in U.S. history?

- A. by advocating for federal control of agriculture
- B. by advocating for change through peaceful protest
- C. by relying on economic conditions to motivate voters
- D. by organizing destructive events to bring attention to a cause

EOCEP USHC Sample Item 19	
<b>Standard Alignment</b>	USHC.5.CC
<b>Standard Description</b>	Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	B
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	Medium

20. Use the graphs to answer the question.



\*Aggregate income is the total amount of income generated by all people, businesses, and government in a given country.

Source: Pew Research Center

Which conclusion can **best** be drawn about U.S. economic policies from 1970 to 2018?

- A. They led to increased income inequality.
- B. They led to large gains in income for all income levels.
- C. They have limited the creation of jobs in the lower income bracket.
- D. They have made it easier for people to move from one income group to another.

Item information on following page

EOCEP USHC Sample Item 20	
<b>Standard Alignment</b>	USHC.5.CO
<b>Standard Description</b>	Explain the technological developments and economic changes in the U.S. during the Cold War and post-Cold War eras using a comparative analysis.
<b>Item Type</b>	Selected Response
<b>Answer Key</b>	A
<b>Depth of Knowledge</b>	3
<b>Estimated Difficulty</b>	High