Set 1 • the Tennessee Valley

Suggested time for the entire exam: 75–100 min; divide across two periods if needed.

Name _____ **Date** _____

Document A / Historical summary: during the Great Depression many Tennessee Valley communities faced poverty, soil erosion and limited access to electricity. Document B / Law summary: Congress established the Tennessee Valley Authority in 1933. Its responsibilities included improving navigation, controlling floods and producing electric power. Use A and B together.

1. Which development best situates Document B?

- ○ A Reconstruction established military districts in the South.
- ○ B The United States entered World War I.
- ○ C The Progressive Era ended public utility regulation.
- ○ D The New Deal expanded federal involvement in economic recovery.

2. Which measure would best test progress toward one TVA goal?

- ○ A Changes over time in households connected to electric power in the region
- ○ B The total U.S. population in 1790
- ○ C The number of existing state borders
- ○ D The number of words in the TVA Act

3. Write a short essay describing the historical context and explaining a cause-and-effect relationship between A and B. Use details from both.

Use this space to plan. Continue your response on the next page.

Written response

Question 3 • Set 1 • the Tennessee Valley. Use additional paper as needed.

Name _____ **Date** _____

Set 2 • what does a photograph establish?

Use the stimulus and your course knowledge.

Name _____ **Date** _____

Document C / Historical summary: civil rights organizers and allies marched from Selma toward Montgomery in 1965 to press for voting rights. Document D / Simulated editor's note: a newspaper selects a photograph of orderly marchers with voting-rights signs for its front page. The editor says the picture makes the participants' goal immediately visible. D is a teaching reconstruction, not an archival quotation.

4. For which inquiry would the photograph described in D be most useful?

- ○ A Whether every demonstration proceeded in the same way
- ○ B How a newspaper represented the marchers' public message
- ○ C What proportion of Alabama voters privately agreed
- ○ D How every participant voted afterward

5. Which additional source would most help investigate decisions about coverage?

- ○ A The editor's correspondence comparing candidate photographs
- ○ B A list of all state capitals
- ○ C Only the distance from Selma to Montgomery
- ○ D Only the circulation figure for a different decade

6. Write a short essay explaining the voting-rights context of C and how the intended audience or purpose described in D affects the usefulness of the image for one specific inquiry.

Use this space to plan. Continue your response on the next page.

Written response

Question 6 • Set 2 • what does a photograph establish?. Use additional paper as needed.

Name _____ **Date** _____

Civic dossier • legal protection and access

Use the stimulus and your course knowledge.

Name _____ **Date** _____

E1 / The Fifteenth Amendment, ratified in 1870, prohibited denying or abridging voting rights on account of race, color or previous servitude. E2 / Historical summary: discriminatory registration barriers in parts of the South persisted despite this protection. E3 / Movement summary: voter-registration organizers and the Selma marches made barriers to registration a national issue.

7. Which tension connects E1 and E2?

- ○ A States lost all responsibility for elections in 1870.
- ○ B The amendment expressly required literacy tests.
- ○ C Organizers wanted to abolish voter registration nationwide.
- ○ D A formal constitutional protection coexisted with barriers in practice.

8. Which action in E3 is an example of civic participation outside elected office?

- ○ A Issuing a judicial order
- ○ B Ratifying a constitutional amendment as a state legislature
- ○ C Organizing a march to press for reform
- ○ D Signing a bill into federal law

9. Answer both document questions. What problem persisted according to E2? Explain how one action in E3 could increase pressure for change.

Civic dossier • enforcement and evaluation

Use the stimulus and your course knowledge.

Name _____ **Date** _____

E4 / Law summary: the Voting Rights Act of 1965 supplied federal enforcement tools aimed at discriminatory voting practices. E5 / Method note: comparing voter-registration records before and after implementation can help assess changes in access. E6 / Method note: registration counts alone cannot show whether everyone eligible could vote free from intimidation. E5 and E6 are original analytical notes. Refer to E1–E6 and C for the essay.

10. Which claim is most directly supported by E4?

- ○ A Every barrier disappeared immediately.
- ○ B Registration became identical in every state.
- ○ C The federal response added enforcement mechanisms.
- ○ D The Fifteenth Amendment was repealed.

11. What evidence would best strengthen the evaluation in E5 and E6?

- ○ A A single total with no eligible population size
- ○ B Comparable registration rates and accounts from affected voters over time
- ○ C A photograph of the signing alone
- ○ D An opinion about voting from a different century

12. Write a civic literacy essay about efforts to secure voting access. Explain the historical circumstances, actions taken by people or government, and the extent to which the efforts succeeded. Use at least four dossier documents or summaries and relevant outside information. Identify evidence needed for any broader claim about impact.

Use this space to plan. Continue your response on the next page.

Written response

Question 12 • Civic dossier • enforcement and evaluation. Use additional paper as needed.

Name _____ **Date** _____